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**THE RELATIONSHIP BETWEEN CREATIVITY AND ENTREPRENEURIAL MIND SET DEVELOPMENT IN BAUCHI STATE, NIGERIA**

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***Abstract***

*The challenge associated with the adoption of entrepreneurial mind set development for effective management of small and medium enterprises in Nigeria has drawn diverse views. Despite the debates, studies conducted in the past have leveraged on existing mind set development which has not significantly contributed to SMEs survival in Nigeria. This paper aims at evaluating the relationship between creativity and entrepreneurial mind set development in Bauchi state, Nigeria. The research design was cross-sectional survey design using both quantitative and qualitative approaches. The target population for this study was 156 registered small and medium scale owned enterprises registered with the Bauchi state government by December 2021 and the sample size was 317 respondents derived using Fisher's formulae. This study used a self-administered, closed, and open-ended questionnaire to obtain quantitative data. The study used descriptive statistics such as mean, standard deviation, median and proportions using the Statistical Package for Social Sciences (SPSS) version 24 and Microsoft Excel. Regression analysis and correlation analysis were used to determine the direction and strength of the relationship between the independent and the dependent variables. The questionnaires were administered among the three hundred and seventeen (317) management staff members of the one hundred and seventy two (156) selected SMEs in Bauchi state, Nigeria through purposive sampling method, and this was done personally by the researcher. Descriptive and inferential statistics was used to analyze and interpret the data used in this research. The study reveals that there is positive relationship between creativity and entrepreneurial mind set development. Subsequently, the study recommends that more universities and polytechnics should include entrepreneurship courses in their curricula and must ensure that all students*

*regardless of their academic specialization study entrepreneurship. Entrepreneurship education should be grouped according to skills and abilities of students and should also be linked to the academic specialization of each students in a way they can use their knowledge to identify and exploit existing opportunities around them.*

**KEYWORDS:** *Relationship, Creativity, Entrepreneurship, Mind Set-Development, Entrepreneurial skills*

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### **Introduction**

Creativity plays a vital role on entrepreneurs since it's the initial stage in the innovation process which provides the stimulus to discover opportunity and create new ventures (Fillis & Rentschler, 2010). Young (2018), defined creativity as "a natural tendency to actualize our potential, which involves integration with the intuitive logic". This could involve both advance thinking, but it can also keep links with the past. Ford & Harris (2018), believed that creativity can be a deliberate process that are modified to some extent throughout the world. Hunter, Bedell and Mumford (2020), observed that creativity is as a result of interaction between the individual and the situation after some appropriate environment or climate. Increasing globalization and the consequences of technology has opened more opportunities in business even though there is increased competition and the market is overcrowded with products and services (MC Mullan & Shepherd, 2019). Entrepreneurs have been enabled by creativity to seize these opportunities in ways that give them a competitive advantage over their competitors and also gives them a platform to be innovative and growth of businesses and as well impact generally positively on services Bilton, (2017). The occurrence of entrepreneurship can be on all types and sizes of organizations, from the domestic microenterprise to the global corporation (Fillis & Rentschler, 2010).

Creativity comprises of perceptually responding to the environment, which turns out to induce creative frequency efforts that are either greater or lesser. Morris, Schindehutte and LaForge (2003), used the term creative intensity to demonstrate how combination of the degree and frequency effects of creative behavior at the individual, organization or company. Creativity by individuals within an organization improves competitive advantage and organizational innovation globally, however teams or groups people that are creative increase these advantages further (Hirst, Knippenberg, & Zhou, 2010)

Entrepreneurial mindset as a concept is gradually emerging in the field of entrepreneurship and plays a significant role in the process of nurturing the entrepreneurial skills and capabilities. Thus entrepreneurial mindset through

entrepreneurship education is the main needed first to gain the attention of the students. Therefore, it is evident that entrepreneurial education has the potential to transfer and communicate to the students the skills, ability, and knowledge necessary to identify potential business opportunities (Chinonye & Akinlabi, 2019). Furthermore, the perception of an entrepreneurial mindset lies into the ability to sense, act and mobilize under uncertain condition rapidly (Haynie, Shepherd, Mosakowski, & Earley, 2020). It is the state of mind of an entrepreneur which allows him to analyse the world and the opportunities and possibilities that it offers (Reed & Stoltz, 2019). According to Ferrero and Fioro (2018), entrepreneurship mindset is all about the analysis of the world, its opportunities and possibilities, also the understanding how an individual can contribute to the construction and progress of the economic and social system and finally the conversion of ideas into action to attain objectives.

### **Statement of the Problem**

Entrepreneurship development in Bauchi state have been experiencing setbacks after the collapse of manufacturing companies in Nigeria between 2010-2018 whereby more than 120 companies were shut down or suspended production due to economic recession (Adodeji, 2019). These was as a result of structural adjustment programme (SAP), where ailing state-owned enterprises were commercialized and privatized and generally the economy declined thus leading to the manufacturing sector to contribute small in the Gross Domestic Product (GDP) in Nigeria this has led to high rate of unemployment rate in Nigeria.. However, it is time to give Polytechnics and Colleges students, especially those who are in their final year, the knowledge on how to become entrepreneurs or creators of jobs as a preparation for entrepreneurship after getting their Higher National Diploma (HND) or National Certificate in Education (NCE). Polytechnics and Colleges of Education students need to be equipped with adequate competencies so that after graduating with their Higher National Diploma (HND) or National Certificate in Education (NCE), they will have the confidence in entrepreneurship (self-efficacy) so that the intention arises to be an entrepreneur. This is supported by Wall's statement (Wall, 2018) that work attitude and readiness have important roles that can influence a scholar to work later. Santrock (2008) also states that it is important to have work readiness for students to determine their careers later. Therefore, it is necessary to build entrepreneurial self-efficacy early on, which is supported by the fact that self-efficacy can be formed and improved through the education process (Hisrich et al., 2019). Hackett and Betz (2018) developed Bandura's theory of entrepreneurial self-efficacy, in which self-efficacy is in fact an important predictor of one's entrepreneurial intentions. In simple terms, individual with high self-efficacy on a task will tend to pursue and be persistent in doing so rather than individuals who

have low self-efficacy (Bandura, 2019). This is also supported by the opinion expressed by Indarti and Rostiani (2018), that there are three factors that can influence the entrepreneurial intention among Tertiary institution students, one of which is entrepreneurial self-efficacy. Therefore, it can be concluded that the higher a person's self-efficacy level towards the business world, the stronger that individual's entrepreneurial intention will be. In other words, when someone is going to open a new business, self-efficacy is needed so that the individual is able to carry out all business activities that result in success (Handaru et al., 2020).

Entrepreneurship development in Bauchi state have been experiencing setbacks after the collapse of manufacturing companies between 2010-2018 whereby 20 companies shut down or suspended production due to economic recession (Adodeji, 2019). This was as a result of structural adjustment programme (SAP), where ailing state-owned enterprises were commercialized and privatized and generally the economy declined thus leading to the manufacturing sector to contribute small in the Gross Domestic Product (GDP) in Nigeria. It is plagued by low productivity and low-quality output. This is compounded by the consequent increase in competition from imports, which has resulted in downsizing or outright closure of many manufacturing industries. Therefore, there is a great need for the Federal Government of Nigeria to foster development of technical entrepreneurship and entrepreneurship skills among the indigenous population in order to restructure the private sector in manufacturing industries which is a powerful economic engine for growth (Ayodeji, 2017).

Furthermore, the utilization of entrepreneur among its citizens in the manufacturing sector faces setbacks due to the excessive rates of interest that are high in Nigeria thus causing long term investments to be strongly discouraged and also caused the ability to grow being limited by the varying nominal interest rates from 20 – 30% hence making it difficult for the private sector to borrow loans to finance their long-term investments (Ayodeji, 2017). Despite the report from Global-Entrepreneurial-Monitor (2018), which asserted that Nigeria is a world leader in entrepreneurial spirit, the numbers entrepreneurs who have failed is yet to reduce in this era.

However, most of the students in tertiary institutions are living in a fixed mindset world toward entrepreneurial mindset development because they were less encourage to seek challenges like had fewer resources to support them, effort may be the component of academic success but it is not in itself sufficient, another factor that need to be present is to get proper resources and support. There is need to dig beneath to understand the complex factors that attend to the growth mindset.

The interventions all attempted to tackle the issue of student achievement from different angles and found similar results. Growth mindset intervention are, in general, a simple and effective way to raise student achievement although each study did present its own unique set of challenges, these are mostly outweighed by the

benefit of a mindset intervention. For example, Bonne and Johnston (2019) used micro-interventions within the classroom in their research. They found that while this approach was harder to control for in a study, they believed teachers would be more likely to sustain it over a long period of time. In contrast, the Good, et al., (2003) study used a more intensive intervention by bringing in mentors from a Local college, over the course of a year, and required dedicated class time. These kinds of intensive interventions are less likely to be sustained, due to time and resources requirements. The two larger studies, Andersen and Nielsen (2018) and O'Rourke, et al., (2019) were challenged by a bulk of diverse data in that they had difficulty attributing the result conclusively to the intervention. However, the data strongly suggested positive results and therefore more research was further warranted. Their study findings were still positive and suggested the growth mindset approach is a necessary tool for teachers and parents.

Although many studies have been conducted on the entrepreneurial development in terms of jobs creation, unemployment etc. but no much is known empirically on the relationship between entrepreneurial self-efficacy, creativity, entrepreneurial skills, improvisation and entrepreneurial mindset development in Nigeria. Therefore, this study examine the relationship between entrepreneurial self-efficacy, creativity, entrepreneurial skills, improvisation and entrepreneurial mindset development taking into consideration the final year business education students of some tertiary institutions in Bauchi State.

### ***Research Objectives***

The general objective of the study is to determine the relationship between creativity and entrepreneurial mind-set development in Bauchi state, Nigeria

**Specific objective;** The specific objective is to ascertain the relationship between creativity and entrepreneurial mind-set development in *Bauchi* state, Nigeria

### ***Research Question***

i. How does Creativity influence Entrepreneurial Mindset Development?

### **Research Hypothesis:**

H<sub>02</sub> Creativity have no significant influence on Entrepreneurial Mindset Development in *Bauchi* State, Nigeria.

### **Justification of the study**

This study tend to justify the needs for detail to enable the management of SMEs in *Bauchi* State, Nigeria to understand the strategic ways of overcoming some of the challenges facing SMEs growth and mind set development in the state and further shed more light on how they can optimize on it to gain and retain competitive

advantage in today's turbulent business environment. The findings of this study would eventually provide insight and new knowledge for entrepreneurs in business sector. The findings of this study will provide necessary information on how to successfully manage SMEs in Nigeria. The stakeholders and management of SMEs may further adopt the findings of this study so to improve the performance of their companies. The study would also contribute to the existing literature in the field of SMEs in Nigeria. It should also act as a stimulus for further research to refine and extend the present study especially in *Bauchi* state and Nigeria at large.

## LITERATURE REVIEW

### Concept of entrepreneurship

The concept of entrepreneurship cannot be complete without talking of entrepreneurs—individuals who give entrepreneurship sense and version. Entrepreneurs are an activity that is action-oriented. It is a world of immense creativity and innovation inhabited by entrepreneurs, the individuals who innovate, take risk and create value in form of new products and services. The term entrepreneur is derived from a French word "*entreprendre*" meaning to undertake. It is the entrepreneur who undertakes to organize, manage and assume the risk of business (Bird, 2017; Kuratko & Hodgetts, 2019). Furthermore, an entrepreneur is an innovator who recognizes and seizes opportunities, converts those opportunities into workable ideas, adds values through money, time, effort and skills, assumes the risks of competitive market place to implement these ideas and realizes the rewards from these efforts.

Frankly speaking, the world could be boring and without any excitement in the absence of entrepreneurs; they keep things happening and rolling in new directions and dimensions. Their un satisfaction and disinterest of the status-quo and continued pursuits of new ways to do business, their sense of opportunity, their derived to innovate and their capacity accomplished have become a standards by which free enterprise is now measured throughout the world. This is clearly explained by Kuratko and Hodgetts (2018) in what they call an *entrepreneurial revolution* being experienced in America today, thus "*America is once again becoming a nation of risk-takers and the way do business will never be the same*".

Entrepreneurship literature is explicit that entrepreneurs are aggressive catalysts for change in the market place, their passion and derive moves the world of business forward and they challenge the unknown and continuously create the future; this is the heart of entrepreneurship. Entrepreneurs possess certain unique characteristics, which distinguishes them from ordinary people and this is what creates success in entrepreneurship. They include high need to achieve, positive self-concept, creativity and innovation, good problem-solving ability, a desire for success and profit, high need control, a high degree of self-confidence, high risk-taking propensity and high

degree of independence, personal initiative, aggressiveness, action and goal orientation, opportunistic, ability to learn from mistakes and time consciousness (EEP Kenya, 2019; Kuratko & Hodgetts, 2017; Bird, 2018).

### **Concept of entrepreneurial mindset development.**

Entrepreneurial mindset as a concept is gradually emerging in the field of entrepreneurship and plays a significant role in the process of nurturing the entrepreneurial skills and capabilities of students. Thus entrepreneurial mindset through entrepreneurship education is the mean needed first to gain the attention of the students. Therefore, it is evident that entrepreneurial education has the potential to transfer and communicate to the students the skills, ability and knowledge necessary to identify potential business opportunities (Chinonye & Akinlabi, 2018). Scholars conducted a significant amount of research work on the topic of an entrepreneurial mindset to help students, individuals and organizations overcome their entrepreneurial, challenges in order to become more entrepreneurial and increase entrepreneurial outcomes and activities.

Entrepreneurial mindset and organization culture studies facilitate the identification of individuals and organizations which are susceptible to be more entrepreneurial and more likely to engage in entrepreneurial action. The inclination to discover, evaluate and exploit opportunities refers to the entrepreneurial mindset. Furthermore, the perception of an entrepreneurial mindset lies into the ability to sense, act and mobilize under uncertain condition rapidly (Haynie, Shepherd, Mosakowski, & Earley, 2019). It is the state of mind of an entrepreneur which allows him to analyze the world and the opportunities that it offers (Reed & Stoltz, 2018).

### **Theoretical framework**

Rashid (2011) argued that there are various theories that can be used to explain small and medium scale enterprises and also the issues that arise as a result of these conventions. Various theories have been employed in explaining these small and medium scale enterprises conventions; these theories include the Schumpeter's theory of creativity This theory is explained below.

### **Schumpeter's theory of creativity**

Schumpeter believes that creativity or innovation is the key factor in any entrepreneur's field of specialization (Schumpeter, 1998). He argued that knowledge can only go a long way in helping an entrepreneur to become successful. He believed development as consisting of a process which involved reformation on various equipment's of productions, outputs, marketing and industrial organizations (Schumpeter, 1998).

However, Schumpeter (1998), viewed innovation along with knowledge as the main catalysts of successful entrepreneurship. He believed that creativity was necessary if an entrepreneur was to accumulate a lot of profits in a heavily competitive market. Schumpeter (1998), asserted that development has to be promoted deliberately and actively by some agency within the system known as an entrepreneur since it's not an automatic process. The entrepreneur is the agent who provides economic leadership that changes the initial conditions of the economy and causes discontinuous dynamic changes and by nature he is neither technician, nor a financier but he is considered an innovator. Entrepreneurship is not a profession or a permanent occupation and therefore, it cannot formulate a social class like capitalist and finally psychologically, entrepreneurs are not solely motivated by profit. According to this theory, an entrepreneur has the following characteristics: have high degree of risk and uncertainty in Schumpeterian World, are highly motivated and talented individuals, profit is merely an part of objectives, progress under capitalism is much slower than actually it is, what matters is leadership rather than ownership.

### **The Empirical review**

Creativity is one of the entrepreneurial characteristic that determines entrepreneurial intention. Creativity is the ability to develop something new related to the discovery and development of new ideas and new ways of looking at problems and opportunities. Creativity is important for a person choosing to be an entrepreneur (Birdthistle, 2008). Kusmintarti et al., (2014) states creativity is a dimension of entrepreneurial characteristics that have contributed to increasing entrepreneurial intention.

According to the theory of Planned Behavior, attitude is a function of intentions. Entrepreneurial attitudes are defined as a tendency to react in terms of whether one likes or dislikes entrepreneurial activity. The relationship between entrepreneurial attitude and entrepreneurial intention has been analyzed by Luthje and Franke (2003), who assert that the entrepreneurial attitude affect strongly and significantly toward entrepreneurial intention, and entrepreneurial attitudes is affected by one's risk-taking proposition and internal locus of control; Kusmintarti et al., (2014) suggest that an entrepreneurial attitude affects positively and significantly their entrepreneurial intention. Creativity plays a vital role on entrepreneurs since it's the initial stage in the innovation process which provides the stimulus to discover opportunity and create new ventures (Fillis & Rentschler, 2010). Young (1985), defined creativity as "a natural tendency to actualize our potential, which involves integration with the intuitive logic". This could involve both an advance thinking, but it can also keep links with the past. Ford & Harris (1992), believed that creativity can be a deliberate process that are modified to some extent throughout the world.



Hunter, Bedell and Mumford (2007), observed that creativity is as a result of interaction between the individual and the situation after some appropriate environment or climate. Increasing globalization and the consequences of technology has opened more opportunities in business even though there is increased competition and the market is overcrowded with products and services (McMullan-J.S & Shepherd, 2006). Entrepreneurs have been enabled by creativity to seize these opportunities in ways that give them a competitive advantage over their competitors and also gives them a platform to be innovative and growth of businesses and as well impact generally positively on society (Bilton, 2007). The occurrence of entrepreneurship can be on all types and sizes of organizations, from the domestic microenterprise to the global corporation (Fillis & Rentschler, 2010). Creativity is comprises of perceptually responding to the environment, which turns out to induce creative frequency efforts that are either greater or lesser. Morris, Schindehutte and LaForge (2003), used the term creative intensity to demonstrate how combination of the degree and frequency effects of creative behavior at the individual, organization or company. Creativity by individuals within an organization improves competitive advantage and organizational innovation globally, however teams or groups of people that are creative increases these advantages further (Hirst, Van Knippenberg, & Zhou, 2009).

Creativity is the basis of innovation, which in turn, ignites the engine of progress which is the most important factor of competitiveness since being innovative can be as well an entrepreneurship defining characteristic. Particularly group techniques can be used to stimulate creativity education. Superior intelligence can be useful in creativity to a certain threshold but not beyond a particular reverse because it inhibits creative minds. Creativity is characteristically known for mainly excellent identification of problems rather than troubleshooting. An initial analysis identified that being creative, imaginative and originality thinking enables entrepreneurs to go beyond the ordinary. This is characterized by over powering customary practices or even flouting the rules. Creativity occurs best when discovering routes are flexible, non-predetermined and discovery is possible (Amabile T. , 1983). Fillis and Rentschler (2006), found that creative solutions need not be complex, especially in business relative to the situation where answers are able to bring success to the organization.

Business creativity is a process which is has a result of social context and individual decision which continues before, during and lifetime of a business (Fillis & Rentschler, 2006).

Entrepreneurial Creativity requires combining intrinsic and extrinsic incentives as a synergy which motivates the results when strong levels of personal interest and involving a combination of promised rewards like competence confirmation, development of supportive skills and future achievement (Amabile T. , 1998). Only

those organizations which are prepared to recognize creative accomplishments have the likelihood to encourage creative behavior. In order to facilitate creativity democracy model can be used since it drives style and participation (Nystrom, 1979). Furthermore, a leader’s vision is an important factor in managing creative people (Becherer, Mendenhall, & Eickhoff, 2008). This vision should be informally and formally communicated through appropriate channels at all management levels. In order to enhance creative achievements an organizational culture which facilitates risk-taking should be developed in organizations.

**Methodology**

**Research Design:** The study adopted a descriptive research design. Descriptive research design was employed because is an efficient way of gathering data to help address a research questions and one can collect unbiased data and develop sensible decision based on analyzed results (Van de van, 2007).

**Sampling Method and Sample Size:** Purposive random sampling technique was used to select two management staff each from the sixty (156) selected SMEs in *Bauchi* state, Nigeria totaling one hundred and twenty (317) respondents as a sample size for the study.

**Data Collection Instruments:** A structured questionnaire was used to collect relevant information from the study’s participants.

**Data processing and analysis:** Data analysis is the process of data to make meaningful information (Saunders, Lewis & Thornhill, 2009) defined data as mechanism for reducing and organizing data to produce findings that require interpretation by researcher. According to Hyndman (2008) data processing involves translating the answers on a questionnaire into a form that can be manipulated to produce statistics. This involves coding, editing, data entry, and monitoring the whole data processing procedure. Data collected was analyzed by editing, coding and categorizing with the use of statistical package for social sciences (SPSS) version 20.0-computer software.

**Validity and Reliability of Research Instruments:** The instruments used in this study were submitted to a panel of experts for validation. The panel carried out a content analysis of each of the questionnaires and eliminated items found to be irrelevant to the research problem. After necessary modifications, the panel of experts recommended the use of the instruments for the study. The scales were subjected to further item analysis as to determine their psychometric soundness as indicated in Table1 below:

Table 1: Summary of Results of the Measurement Instruments Validation

Scale	No of Items	Meaning Bartlett	KMO	Eigen value of the principal Component	% of the Variance	α of Cronbach
Creativity Questionnaire	7	p = .000 (significant)	0.642	2.862	39.86%	0.97

Source: Field Report, 2022

From Table 1 above, factor loads of all the indicators are higher than 0.5 which shows that the questions highly explain the variance of their variables so we can say that the measurement model has high factor validity.

6. Method of Data Analysis:. Regression Analysis was use to test the hypotheses.

Table 2: Creativity Descriptive Results

Statements	SD	D	N	A	SA	Me an	Std Dev
We enhance creativity by relying on entrepreneurial mind set	5.7 %	4.3 %	22. 9%	35. 7%	31.4 %	3.8 3	1.10
We enhance creativity through the use of entrepreneurial mind set	5.7 %	10. 0%	28. 6%	35. 7%	20. 0%	3.5 4	1.10
Countries world wide has embrace creativity to solved problems by using entrepreneurial mind set	2. 9 %	4.3 %	37.1 %	34. 3%	21.4 %	3.6 7	0.96
Companies has invested a lot in innovation through the use of mind set strategy	7.1 %	4.3 %	24. 3%	32. 9%	31.4 %	3.7 7	1.16
Creativity and entrepreneurial mind set has enable companies to gain more market share	5.7 %	4.3 %	30. 0%	30. 0%	30. 0%	3.7 4	1.11
entrepreneurial ability plays a crucial role in economic development by advancing technological	7.1 %	7.1 %	38. 6%	15.7 %	31.4 %	3.5 7	1.21

The results showed that 35.7% and 31.4% of the respondents agreed and strongly agreed respectively. The findings further showed that the statement in respect to creativity had a mean of 3.83 and a standard deviation of 1.10. The study also intended to establish whether the percentage of creativity operations in high institution had significantly improved entrepreneurial mindset. The results in Table 4.6 showed that 35.7% and 20.0% of the respondents agreed and strongly agreed respectively. The findings further showed that the statement had a mean of 3.54 and a standard deviation of 1.10.

### 7. Regression Model

$$OP = \alpha + \beta_1 X_1 + \mu$$

Where the variables are defined as:

EMD- Entrepreneurial mind-set Development

X<sub>1</sub> - Creativity

α - regression output(constant)

μ - Error term.

**DATA ANALYSIS**

**Results and Discussion**

The result indicated that there is a positive relationship between creativity and entrepreneurial mind-set Development as shown below;

**Table 3: Pearson correlation between creativity and entrepreneurial mind-set development.**

mind-set d		creativity	entrepreneurial
<b>Creativity</b>	Pearson correlation	1	.166**
	<b>Sig. (2-tailed)</b>		.001
	<b>N</b>	152	152
<b>Mindset Development</b>	Pearson correlation	.166**	1
	<b>Sig. (2-tailed)</b>	.001	
	<b>N</b>	152	152

**The correlation is significant at the 0.01 level (2-tailed).**

The correlation ( $r^2$ ) between creativity and entrepreneurial mindset development as indicated in the table 1 above is weak positive relationship. This association shows that the correlation coefficient between creativity and entrepreneurial mindset development is ( $r=.166$ ). Hence, null hypothesis that stated no significant relationship between creativity and entrepreneurial mindset development is rejected. This means that there is significant but weak relationship between creativity and entrepreneurial mindset development

**Conclusion and Recommendation**

This study examines the relationship between creativity and entrepreneurial mind set development in Bauchi state, Nigeria. The study concludes that there is a positive relationship between creativity and entrepreneurial mind-set Development. The findings further show that this creativity has a significant impact on entrepreneurial mind set development in Bauchi state, Nigeria..

**Recommendations**

The following recommendations are made based on the findings of the study: More universities and polytechnics should include entrepreneurship courses in their curricula and must ensure that all students regardless of their academic specialization study entrepreneurship. Entrepreneurship education should be

grouped according to skills and abilities of students and should also be linked to the academic specialization of each students in a way they can use their knowledge to identify and exploit existing opportunities around them. The learning environment should be conducive enough for learning so as to encourage students to pursue entrepreneurship. Entrepreneurship education should have the practical aspect whereby students are asked to take up a business project. This therefore helps to build the entrepreneurship behavior of students in which student's exhibit entrepreneurial traits such as creativity, innovating new ideas having a clear vision for the business. Improvisation should also focus on other areas such as identification of business opportunities, how to generate ideas, entrepreneurial financing, entrepreneurial marketing, venture management and also social entrepreneurship. Graduates should be encouraged to write out a business plan, start a business and network with other people that are also in that line of business. Funds or loans should also be provided for graduates who want to expand or diversify into other lines of business. This therefore will help in boosting the economic growth of Bauchi state and Nigeria at large..

The entrepreneurial mindset of students should be expanded by enabling them to think outside the box and use their creative mind. This therefore can be done by ensuring that the right facilities must be in place and the teachers must be qualified and equipped with adequate knowledge and skills.

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