

**Original Research**

**Deploying Creative Thinking to Strengthen Entrepreneurial Capability Among University Students in Nigeria**

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**Abstract**

Most of the students studying entrepreneurship in Nigerian universities lack entrepreneurial capability- that is, they lack the freedom to pursue and achieve entrepreneurial opportunity. Freedom is seen here in terms of those conditions that must be in place for students to be able to carry out their entrepreneurship studies. These are conditions that support the well-being of the students and may be seen as having good shelter, being well nourished, being healthy, being able to do their normal studies among others. The paper examined why the presence of these conditions is likely to assist students to improve their creative thinking and strengthen their entrepreneurial capability. It explored Amartya Sen's Capability Approach, focusing on freedom, opportunities, and functionings to explain the required favourable conditions that make learning worthwhile for students, and how it accounts for students' ability to strengthen their entrepreneurial capability. The paper argued for the deployment of creative thinking to strengthen entrepreneurial capability among students of entrepreneurship in universities in Nigeria. It concluded by urging universities in Nigeria to adopt relevant curriculum in addition to providing students with a decent learning environment to enable them to develop creative thinking that could be used in entrepreneurship education.

**Keywords:** Entrepreneurship Education; Entrepreneurial Capability; Creative Thinking; Functionings; Opportunities; Freedom

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## **Introduction**

Three basic positions are advanced in this paper. One, there is a need to teach students to be able to create or identify opportunities and exploit them (Rih & Guedira, 2014). Two, that entrepreneurial capability requires a learning environment that is capable of sustaining students' well-being in addition to the use of relevant curriculum content in entrepreneurship studies, and three the need to deploy creative thinking to strengthen students' entrepreneurial capability. All the three combined are basic to entrepreneurship education and are required to strengthen entrepreneurial capability.

The introduction of entrepreneurial studies into the university curriculum in Nigeria arises from the assumption that developing entrepreneurial skills among university students is likely to assist them to develop entrepreneurship initiatives. In the past, efforts at solving employment problems in Nigeria seems to have led to the introduction of skills acquisition scheme by the National Youth Service Corps (NYSC), and small scale enterprises among youths by the National Directorate of Employment (NDE). These efforts failed abysmally; hence the belief that introducing entrepreneurship studies in universities in Nigeria may provide a viable option.

The paper takes a look at the various steps governments in Nigeria had taken in the past to address employment problem among young people, and how the efforts had led to the introduction of entrepreneurship studies in universities in Nigeria. It highlights the notion of entrepreneurship education and how the development of enterprising spirit can be achieved among young people. The paper discusses creative education in relation to entrepreneurship education and how creative education can strengthen entrepreneurial achievements. It also explores Sen's Capability Approach with a particular focus on the notions of freedom, functionings and opportunities to explain the well-being of students. And finally, the paper examines how to achieve effective teaching of entrepreneurship in Nigerian universities.

### **Entrepreneurship Education in Nigerian Universities**

Efforts at introducing young graduates to entrepreneurial activities started shortly after the establishment of the National Youth Service Corps (NYSC) in 1973 (a body established by the Nigerian government to recruit graduates for a compulsory one-year national service). As part of its mandate, The Directorate of NYSC was directed to design programmes for career opportunities for graduates who might be willing to start

their businesses after their service year. Through seminars and workshops, the Directorate introduced graduates to Skills Acquisition Scheme (SAS) with a focus on ventures such as leatherwork, soap making and so on. This scheme has remained largely a policy on paper, hence may be considered a failed scheme as no reasonable results have been produced.

Later, the government decided to establish the National Directorate of Employment (NDE) to assist youths and adults in their bid to establish small scale enterprises. The last of these efforts was the establishment of small and medium enterprises equity investment scheme (SMEEIS). Its basic objective was to assist small and medium industries financially. This effort equally yielded no positive results; though its failure could be traced to fraudulent practices among the officials that handled the scheme, and lack of appropriate skills required in business enterprises as indicated by National Universities Commission (NUC) and Education Trust Fund (ETF) findings.

In a survey carried out by NUC and ETF in Nigeria (as cited in Nwekeaku, p. 157), it was observed that of the 100 individuals and 20 organisations visited, 44% rated Nigerian science graduates as average in competence, 56% rated them as average in innovation, 50% rated them average in rational judgement, 63% as average in leadership skills, while 44% rated them as average in creativity. However, 60% of the respondents rated the graduates as very poor in the needed skills such as literacy, oral communication, information technology, entrepreneurship, analytical skills, problem-solving, and decision-making.

From the survey carried out by NUC and ETF among individuals and organizations, 44% respondents rated Nigerian graduates as lacking in creativity, and above all, 60% of the respondents rated the graduates as very poor in communication, analytical skills, problem-solving and decision-making. Graduates who lack these identified skills are likely to perform abysmally if exposed to entrepreneurship environment. Though this survey was conducted about sixteen years ago there have not been any appreciable shifts from the previous results as indicated above.

The NUC and ETF's study report has only confirmed Nwekeaku's (2013) findings which show that university graduates in Nigeria lack innovative skill, creativity, and independent thought. Deficiencies in curriculum content and instructional delivery can lead to poor innovative skill, creativity, independent thought etc. required in

entrepreneurial studies. It, therefore, suggests that students in higher education institutions in Nigeria are poorly placed in their entrepreneurship education.

Also, graduates thought could make a difference in enterprising initiatives often lack the intellectual capability to undertake any ventures. Ogom (2007) offers one of the reasons for the defect saying “sub-Saharan Africa higher education suffers from a total disharmony and mismatch between the curricula, production of graduates and current labour demands” (p. 2). This notion seems to support the findings of Saint, Hartnett, and Strassner (2003) whose study confirmed the inappropriateness of the curriculum of Nigerian universities in training students for the 21st-century knowledge economy.

Okebukola (as cited in Ogom, 2007) takes a holistic look at education in the sub-Saharan region. Worried by the quality of education in a sub-Saharan university and the relevance of its curriculum vis-à-vis the quality of its graduates, Okebukola points out that at the point of exit, the [sub-Saharan Africa University] graduate becomes several years outdated in knowledge and skills and hence, not sufficiently tooled for the contemporary world and ...when compared to products from higher education systems in other regions of the world, graduates from African higher education systems are hardly the first choice of employers in the world market.

Sometimes what account for inadequacies in a system of this type may not be far from what Radovic-Markovic (2012) regards as the traditional model of learning and the textbook-driven approach to teaching. This approach confers on the teacher, the authority to determine his students’ performance in the class. Radovic-Markovic (2012) sees the need for schools to jettison the traditional model of learning, where the curriculum is textbook-driven and facts are memorised, and embrace a new approach that is based on freedom of learning and teaching.

In their study on entrepreneurship education in Nigeria, Ibrahim and Olatunde (2015) find that the teaching of entrepreneurship in Nigerian universities has not helped students develop skills in the enterprise. Ibrahim and Olatunde (2015) must have observed a gap between entrepreneurship education and what most of these universities do. Though teaching is supposed to be done to assist enterprising spirit and strengthen entrepreneurial capability among students, what is often done is getting students to work to earn credit in their entrepreneurship course. Incidentally, most students in

Nigerian universities are not favoured by a learning environment that promotes competencies. As a matter of fact, universities in Nigeria require a strong curriculum, appropriate instructional delivery in a reasonable learning environment and critical-minded instructors to be able to integrate creative skills and innovation into their systems.

Two reasons seem to account for why the teaching of entrepreneurship has not helped students to develop entrepreneurship skills. First, its inability to make any impact is due to the status of the course. In Nigeria, as observed by Vesper (as cited in Kuratko 2004) entrepreneurship education has only been developed as an add-on to the existing courses to be studied by students. Second, the teaching approach does not encourage creativity among students, a view held by Agboola (2010) who asserts that learning in most of our schools focuses more on basic theoretical experiences of learners than their practical experiences. Such learning, according to him, hardly evokes creativity, nor equips the learner with entrepreneurial skills and new innovations.

In the area of method, Okoro (2014) identifies the lecture method as the main method being used in most of the universities where entrepreneurship is studied by students. He also contends that lecture rooms for teaching and learning of entrepreneurship are not adequate. For Babatunde and Durowaiye (2014), “a number of obstacles could militate against respondents’ (students) decision to becoming an entrepreneur” (p. 23). These obstacles are (i) large class size, and (ii) students lack entrepreneurial skills owing to their theoretical knowledge. On the other hand, Akpan and Etor (2013) describe population explosion, curriculum content not practical oriented, inadequate funding, poor infrastructure, and poor mindset of students towards entrepreneurship as major obstacles to studying entrepreneurship in Nigeria.

Chionye and Akinbode (2014) identify pedagogical challenges as well as the irrelevant curriculum of entrepreneurship education as constraints to entrepreneurial studies in Nigeria. Nwekeaku (2013) points out that “innovative, creative, independent and self-reliant qualities are lacking in most of our university graduates” (p. 257). These challenges reflect the major challenges the universities with entrepreneurship programme are facing. The challenges are likely to constitute barriers to students’ freedom to expand entrepreneurial opportunities.

Studies conducted by scholars on the state of entrepreneurship studies in universities in Nigeria showed that the teaching of entrepreneurship in Nigerian universities has not been rigorous enough to achieve the desired results. The following are the factors identified as hindering effective entrepreneurship programme in Nigerian universities: the use of traditional model of learning, textbook approach to teaching, and large class size (Okoro, 2014), inadequate funding and poor infrastructure (Akpan & Etor, 2013), and lack of entrepreneurial skills (Babatunde & Durowaiye, 2014). Some students claimed that they lacked the functionings to engage in serious academic work in their entrepreneurship studies. They identified a lack of healthy environment, nutritious food, and adequate shelter etc. as constraints to their studies. They were also specific about the learning environment, and the pedagogical approaches adopted by their teachers. On whether the approaches promoted creative, innovative and problem-solving skills, the response was negative. The students agreed that entrepreneurship was an add-on to the existing courses in their programme.

### **Entrepreneurship and Entrepreneurship Education**

The various definitions of entrepreneurship in enterprising literature only show that individuals and institutions do not have the same approach to entrepreneurship. In their own conception of entrepreneurship, Kuttim, Kallaste, Venesaar, and Kiis, (2013, p. 659) define it as the “students’ intentions of becoming a founder of an enterprise.” It is a collection of formalised teaching that informs, trains, and educates anyone interested in business creation or small business development. On the other hand, Rih and Guedira (2014) define entrepreneurship as the ability to create or identify opportunities and exploit them. Rih and Guerida (2014) further state that entrepreneurship involves an ability to evolve a team meant for enterprises, including having the fundamental skills to build a solid business plan. While the Quality Assurance Agency for Higher Education [QAA] (2012) links entrepreneurship with the application of enterprise skills specifically for creating and growing organisation in order to identify and build on opportunities.

Common to most definitions of entrepreneurship are (i) seeking opportunities (ii) taking a risk even when it is apparent that the efforts may fail (iii) pushing an idea through to achieving results and developing what Kuratko (2004) referred to as “entrepreneurial perspective”. Granted that entrepreneurship, as claimed by Kuratko,

involves seeking opportunities and taking a risk at every attempt in the business venture, there is no doubt that entrepreneurial activity equally requires a creative mind to be able to push ideas through to reality. Other conditions, as indicated here, are certainly required, in addition to creativity, to be able to achieve an entrepreneurial breakthrough. For instance, developing a team spirit or what Kuratko (2014) called “effective venture team” is basic to running any enterprise. Essentially, building an enterprise certainly requires the ability to create ideas and translate them into a practical venture.

Entrepreneurship education tries to equip individuals with skills required for business activities and provides them with strategies to manage a business or to design a business plan. In this regard, Entrepreneurship education requires an enterprising mind, and this is stated explicitly in QAA’s (2012) explanation of what constitutes an entrepreneurship education. QAA (2012) describes entrepreneurship education as “the development and application of an enterprising mindset and skills in the specific contexts of setting up a new venture...and growing an existing business...” (p. 8). The emphasis here is the need to: (i) develop mindset and skills (ii) apply such mindset and skills, to (iii) build a new venture or grow an existing one.

In order to develop an enterprising mindset and skills that may strengthen students’ entrepreneurial ability, a rigorous education that stresses criticality, innovation and creativity is required. Such education needs to reduce the role of the teacher to that of a facilitator. His activities, among others, will involve assisting students to construct knowledge based on their experience. In other words, the teacher is expected to re-directs his focus on activities meant to assist students in their efforts to strengthen their capability for productive activities. The drive to achieve this goal may sometimes be defeated or slowed down if the education system contains an irrelevant curriculum and inappropriate pedagogical approach.

Enterprise education is said to be a process of “equipping students with an enhanced capacity to generate ideas and skills to make them happen” (QAA, 2012, p. 2). Basically, developing the intellectual capability of students necessarily should be the target of enterprise education. According to Bechard and Toulouse (1998), enterprise education (also called entrepreneurial education) seeks to foster self-esteem and confidence by drawing on the individual’s talents and creativity (as cited in UNESCO

& ILO, 2006). In the same vein, UNESCO and ILO (2006) further contend that “enterprise education is very much with the development of the “enterprising” young persons rather than the sole development of entrepreneurs who might set up and run business” (p. 23). The focus of most of the institutions that run entrepreneurship education is how to foster the ‘enterprising spirit’ in young undergraduates with a view to building relevant skills and values that assist students to expand their perspectives on schooling and opportunities beyond. The goal of entrepreneurship in Nigerian higher education institutions is similar to UNESCO and ILO’s, namely, to develop enterprising young persons; however, the process of educating these young people has not been rigorous enough to achieve this goal.

### **Creative Thinking in Entrepreneurship Education**

Creative thinking is a fundamental skill that is most cherished in entrepreneurial education. It involves the ability to create new ideas out of existing situations. It also involves an individual’s readiness to evolve a new way of doing things. For Okpara (2007), “creative thinking involves an articulation of strategy” (p. 4), where such a strategy incorporates the idea of flexibility and originality. Aside from recreating ideas in a new way, creative thinking also focuses on bringing into birth original ideas. Adams (2014) identifies some of the characteristics that are fundamental to creative thinking, and these are “(a) being able to create idea that departs from status quo, (b) combine knowledge from previously disparate fields, (c) perseverance through different problems, and (d) step away from efforts and return later with a fresh perspective” (p. 6).

In Harrison’s (2015) view, “creativity is more of an “internal” word. It is subjective, and far harder to measure and to define” (p. 189). For Craft (2001), the “process of creativity includes ‘original ideas’, a different point of view, breaking out of the mold, recombining ideas or seeing new relationship among ideas” (as cited in Harrison, 2015, p. 190). Of importance in Craft’s idea are the notions of ‘holding a different view’ and ‘breaking out of the mold’ to the enterprising initiative. The two notions are attributes of creative minds and by extension of an entrepreneur. Any individual who wishes to engage in an entrepreneurial task requires these twin qualities among others. For Harrison (2015), “...willingness to take risks and be enterprising, and to be persistent and resilient in the face of adversity and failure are important attitudes for creative

achievement” (p. 191). As Craft has observed, creativity is one of the basic needs of enterprising education.

The definition of entrepreneurship by Kuttim, Kallaste, Venesaar, and Kiis (2014), namely, “the students’ intentions of becoming a founder of an enterprise” (p. 659) requires innovation and creativity. Indeed, an intending student may recognise an opportunity and may be willing to take risks to be able to build a business venture, but lack creative and innovative skills. This challenge may render their efforts ineffective. QAA (2012) aptly describes the situation “learning environments that encourage the development of creativity and innovation together ...is a key aspect of enterprise education” (p. 7). Connor, Karmkar, and Walker (2014) give their support, hence for them “students require a school environment where creativity and risk-taking are encouraged” (p. 1). QAA (2012) is apt with the claim that “labour market requires graduates with enhanced skills who can think on their feet and be innovative in a global economic environment” (p. 2). The type of education required in this regards is that which asks students to go beyond the teacher’s activities in the class.

### **Amartya Sen’s Capability Approach and Entrepreneurial Capability**

Amartya Sen’s Capability Approach provides a theoretical framework to explain entrepreneurial capability. The idea of Capability Approach in economic development was developed by Sen as a framework for thinking about poverty, inequality and human development. It focuses on “quality of life”, that is, the quality of life individuals are able to achieve. Though Sen’s notion of capability does not focus directly on entrepreneurial capability, its adoption in our discussion of entrepreneurship is restricted to such concepts as opportunities, freedoms and functionings. Nevertheless, the concepts are domesticated to reflect what is required to understand the capability in entrepreneurship education. Thus, the capability approach is about a “person’s freedom to choose between different ways of living” (Sen, 2003, p. 44). Nussbaum (2011) claims “the central premise of the capability approach is that although individuals have the potential or capacity ‘to do and be’ many things, they do not always have the freedom to follow these things through, should they wish to”(as cited in Wilson & Martin, 2015, p. 3). What is explicit here is the issue of freedom which seems to be central to entrepreneurial capability.

Wilson and Martin (2015) define entrepreneurial capability “as the freedom of an individual to pursue and develop an entrepreneurial opportunity within their environment” (p. 3). Also common to the definition of entrepreneurial capability is “entrepreneurial opportunity”, where opportunity defined from entrepreneurial point of view, as explained by Venkataraman (1977), is seen as “a set of ideas, beliefs and actions that enable the creation of future goods and services in the absence of current markets for them” (as cited in Henriksson, 2013). Wilson and Martin (2015) advise “for the entrepreneurial capability to be understood within the framework of the Capability Approach it would need to focus on the freedoms individuals have to pursue entrepreneurship” (p. 3). Capabilities as seen here refer to opportunities or freedoms available to individuals to pursue entrepreneurship.

Freedom in entrepreneurship is seen as “conditions that must be in place in order for entrepreneurship to be possible” (Zahra, Abdel-Gawad, Svejenova, & Sapienza, 2011, p. 3). The “conditions” in the learning environment may be likened to functionings, namely, states that make-up undergraduates’ well-being e.g. having shelter, being well nourished, being healthy etc. Students who find themselves in a learning environment that provides shelter, health, safety and good food are likely to be creative and innovative. In addition to enjoying these conditions, the entrepreneurial programme as envisaged by Zahra et al. (2011) also requires motivation, intention, self-reliance, creativity, risk-taking etc.

Students’ entrepreneurial capability is subject to the freedoms or opportunities available to them. Thus, the presence of the specified conditions is a sine-qua-non for students to express their innovative or creative skills. On the other hand, the well-being of students is intrinsically linked to the favourable conditions that make learning worthwhile. When the said freedoms or opportunities are not hindered by any factors, students’ ability to think creatively is made possible. Hence, entrepreneurship education is readily made possible by such opportunities.

Sen defines functionings as “the valuable activities and states that make-up people’s well-being, such as having a healthy body, being safe, having a good job” (as cited in Unterhalter, Vaughan, & Walter, 2007, p. 1). Functioning, as applied here, means valuable activities and states that make-up undergraduates’ well-being on campus which include having shelter, being well nourished, able to rest, being healthy etc.

Given the notion of functioning in entrepreneurial capability, skills such as creative thinking, problem-solving etc. are not likely to be acquired in a school setting where students' well-being is not adequately addressed. In such a situation, students are likely to lack the set of valuable activities and states required of them on campus. Nigerian students lack most of these valuable activities, hence are not likely to be creative in their thinking. Deploying creative thinking to improve entrepreneurial capability, where capability is seen here in terms of freedom or opportunities, is likely to fail in the face of the identified challenges.

Rih and Guedira (2014) think creativity and innovation should be intrinsic to undergraduate education, with a particular focus on graduates as creators of new activities in the business world. Indeed, Agboola (2010) does not see how education that is designed for the pursuit of certificate and the white-collar job can bring positive development especially if such is related to enterprise education. The crux of the matter is that a new curriculum is likely to be required, and teaching with a focus on creativity and innovation may have to be emphasised. Students stand the chance of exploring their creative minds in the pursuit of entrepreneurship if opportunities and freedoms are made available to them.

Ironically, most of the students studying entrepreneurship in Nigerian universities lack the entrepreneurial capability, that is, the freedom to pursue entrepreneurship studies in schools, (Akpan & Etor, 2013; Okoro, 2014). The students lack the freedom to do what they want to do and be the persons they want to be. Thus the students' entrepreneurial capabilities are constrained by the absence of the favourable conditions that make learning worthwhile.

### **Teaching Entrepreneurship in Nigerian Universities**

Students taking entrepreneurship studies were asked to identify the challenges they faced in their entrepreneurship studies. They were asked to respond to the following questions which were meant to reposition the course: Does the pedagogical method used by the teacher who taught you entrepreneurship promote creativity and innovation? Does the learning environment where you receive lectures provide you with opportunities to excel in your entrepreneurship studies? They were specific about the learning environment, and the pedagogical approaches adopted by their teachers. On whether the approaches promoted creative, innovative and problem-solving skills,

some students thought the lecture method the teacher often used did not promote innovative skills. They believed the lecture method prepared them for examination; hence they look forward to having good grades in their studies. The students agreed that entrepreneurship was an add-on to the existing courses in their programme.

The teaching of entrepreneurship is hampered by students' weak entrepreneurial capability. A person's capability represents his/her freedom to choose between different ways of living, namely, functioning, where functioning includes working conditions (in case of students, the learning environments), being healthy, being well nourished and so on. The functioning ability and available opportunities to excel in entrepreneurial studies seem to be lacking as explicated in the poor learning environment students often find themselves. Thus the freedom to initiate ideas is constrained by poor functionings, namely, lack of some favourable conditions that encourage the development of creativity and innovation.

There is the need for a pro-active measure to review entrepreneurship education in Nigerian universities in order for students to acquire such skills as creative thinking, problem-solving, critical thinking etc. to strengthen their entrepreneurial capability. Steps to be taken must begin with making students' freedom and functionings effective so that the goals of entrepreneurship can be achieved within the education system. The traditional curriculum is not sufficient to provide students with a broader set of 21st-century skills and competencies to drive entrepreneurial intention. Teaching in universities should focus more on the generation of ideas rather than rote learning, and there should be a need to encourage students to acquire a "culture of inquiry". In this regard, universities in Nigeria need to promote teaching/learning that will enable students to be creative and innovative in their studies, especially when there is the desire to produce entrepreneurs or graduates that will build their own business ventures.

A sizeable number of higher institutions in the developing nations still depend solely on this traditional curriculum to train their students. Saint et al. (2003) observe this issue in a study on higher education in Nigeria "much of university teaching in Nigeria is based on traditional pedagogy and conventional curricula, and does not even meet the government's own standards in these areas" (p. 22). The use of conventional curricula is likely to prevent the universities from fulfilling their mandate of producing graduates with competence to identify opportunities and build ventures. Hence the use

of conventional curricular has to be reviewed to give room for course content that emphasises skills and competencies.

### **Deployment of Creative Thinking to Strengthen Entrepreneurship Capability**

Creative thinking is one of the soft skills students require to navigate the contemporary world of work. It is all about being able to create new ideas out of existing situations or articulate a strategy. On the other hand, entrepreneurship capability is about the freedom to accomplish an enterprising idea. In other words, an entrepreneurial capability is the freedom of an individual to pursue and develop an entrepreneurial opportunity where freedom is seen as conditions that must be in place in order for entrepreneurship to be possible. A good learning environment gives students the opportunity not only to excel in their studies but also to develop that spirit which supports creativity and innovation. In fact, developing a strategy for business ventures requires a creative mind, nurtured by creative education and supported by a learning environment where students well-being takes a priority.

In addition to a good learning environment and care for students' wellbeing, it is imperative to have a relevant curriculum and effective pedagogic approaches for entrepreneurship studies. Emphasis on theoretical teaching, as presently the case in Nigerian universities (Agboola, 2010) can hardly develop enterprising minds. Developing enterprising young persons requires a creative education that can be achieved through a learning system that emphasises creativity and innovation. For students to develop an enterprising disposition which entrepreneurial capability represents, students must acquire a creative skill, and be well disposed to problem-solving. So students' freedom to learn is supposed to be complemented by creative education.

### **Conclusion**

Universities in Nigeria do not have what it takes to initiate students to entrepreneurial studies. The existing curriculum on entrepreneurship education may not be able to guarantee effective teaching of entrepreneurial skills. There are no functionings in Nigeria universities learning environment that could guarantee effective learning for our students. Universities in Nigeria may make provision for those conditions that will assist entrepreneurship studies in their various programmes. Among these conditions are: having good shelter, being healthy, being nourished and being

able to rest among others. Besides, entrepreneurship requires a relevant curriculum, a decent learning environment that can motivate students to work. The development of the entrepreneurship mindset in students good if the universities in Nigeria intend to equip students with creative skills. What students require is to be able to identify and capture the right opportunity at the right time. It is equally necessary to inculcate in students entrepreneurial ability required to set up businesses. Above all, students may be tasked to create a business plan in their project and demonstrate that they possess the intellectual capability to make use of the opportunities that are open to them. The learning environment is expected to be decent enough to promote skills such as creativity, innovation and problem-solving.

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