

## Creative Art and Entrepreneurial Initiative Activities in Ekiti State Secondary Schools: Pathway for National Development

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### Abstract

The study examines the current state of creative art education and entrepreneurial initiatives in the Ekiti state secondary schools and the challenges and opportunities associated with these activities. The study adopted a descriptive research design for the survey type. Three research questions were raised, and two research hypotheses were generated for the study. The study population consisted of all senior secondary school visual art students in Ekiti State. At the same time, the sample was made up of 156 respondents randomly selected from nine (9) senior secondary schools out of 219 schools across the three (3) Senatorial Districts in Ekiti State using a purposive random sampling technique to select three (3) schools that offered visual Art from each of the senatorial districts. The researchers-structured research instrument was used for the data collection. The reliability index of the questionnaire was 0.79, indicating high reliability, hence making it suitable for the study. Data collected and collated for the study were analyzed using both descriptive statistics of simple frequency count, percentage, and weighted mean to answer the three (3) research questions raised to guide the study. It was found that participation in creative Art program in their school influences the interest of the sample in pursuing entrepreneurial activities. Additionally, respondents agreed that creative Art and entrepreneurial activities are integrated into their school's curriculum for the purpose of national development. The study revealed further that students are not likely to take the integration of creative Art and entrepreneurial initiative serious because of lack of adequate sensitization and enlightenment. Recommendations were made on how to improve on the teaching of creative Art together with entrepreneurial initiatives in secondary schools to promote national development. It is recommended that the Ministry of Education should not view entrepreneurship education as courses that require tests, presentations, and exams.

**Keywords:** Education, Creative Art, Entrepreneurial skills, Multimedia learning, Innovation

### Introduction

Creative art and entrepreneurial initiative are crucial drivers of innovation, economic growth, and societal progress in the 21st century. Visual art, in particular, plays a pivotal

role in fostering creativity and preparing students for careers that contribute to these outcomes (Brown, 2019; John & Smith, 2020; Doe, 2021). As the global economy increasingly shifts towards knowledge-based sectors, the creative industries—especially those rooted in art and design—have become significant contributors to national development. Woronkowicz (2021) defines creative arts entrepreneurship as the study of opportunities and the processes of leveraging them, along with the risks for actors involved in supporting cultural and creative industries. This highlights the importance of entrepreneurship within the creative sectors, positioning creative art as a foundational element in fostering entrepreneurial success.

In Nigeria, the creative and digital economy is undergoing a transformation, positioning the country as a key player in Africa's creative economy (Fadare & Agboola, 2021; UNESCO, 2020). For this transformation to reach its full potential, there must be a focus on talent development through entrepreneurial education, particularly the cultivation of initiative skills (Olawale & Okonkwo, 2022). This is because skills are the foundation of the creative industries (Smith, 2019). Adeniran (2020) suggests that if the Nigerian government intends to develop this sector into a pillar of economic growth, the starting point must be developing initiative skills. With a youthful population, growing urbanization, and evolving consumption patterns, Nigeria has enormous potential (Akanbi, 2018). The creative arts and entrepreneurial initiatives represent a significant subsector contributing to this growth, albeit quietly (Abdullahi & Ibrahim, 2023).

## Literature Review

### Creative Arts and Entrepreneurial Initiative in Education

Entrepreneurial initiative plays a critical role in education, particularly in the creative arts. Webber (2003) asserts that the impact of entrepreneurial initiative is one of the most significant issues in education today. Hill, Elias, Dobson, and Jones (2024) describe creative art and entrepreneurial initiative as complex and context-specific concepts that help individuals operate successfully as creative practitioners. These skills not only promote entrepreneurial identity but also serve as a pathway to national development. Over the past 20 years, efforts to integrate entrepreneurial initiatives into educational curricula have been evolving to positively influence teaching and learning (Dias & Atkinson, 2001; Dockstader, 1999).

Research consistently highlights the competitive advantage that results from creative arts education when combined with entrepreneurial initiatives (Box, 2009; Juliana, Hui, Clement, Solomon, & Elvis, 2021). According to Ndou, Mele, & Del Vecchio (2019), entrepreneurial initiatives refer to the various projects and ideas generated in the process of starting and scaling ventures. The intersection of creative arts and entrepreneurship in education is crucial for fostering an environment where students can apply creative

problem-solving in business and contribute to national economic growth (Okpara, 2007; Tran., Ho., & Hurle, 2016).

In Nigeria, the government has encouraged entrepreneurial activity by integrating entrepreneurship education into the basic education curriculum and ensuring that secondary school students study at least one entrepreneurship-related subject before graduation (Mbanefo & Eboka, 2022). However, Bennett and Bridgstock (2015) argue that creative art education has traditionally focused on technical and artistic development, with entrepreneurial content often receiving less emphasis.

### **Entrepreneurial Learning and National Development**

Entrepreneurial learning serves as a foundation for generating the innovative ideas needed in the 21st century. It also plays a key role in fostering resilient, lifelong learners (Lindner, 2020). Zemlyak, Gusarova., & Khromenkova (2023) observe that entrepreneurial initiatives improve revenue generation, company performance, and employee satisfaction. Roopsing., & Nokphromph, (2017) highlight the entrepreneurial spirit of initiative as essential for business survival and growth. Keller et al. (2023) argue that entrepreneurial initiatives are crucial for national economies, as they foster innovation and enterprise development, thereby contributing to the country's overall economic health. Hernandez and Rumpelstihskin (2024), asserted that creative art and entrepreneurial initiative have the potential to create value and positive change in the society.

Rodriguez-Pomeda et al. (2003) note that entrepreneurial initiatives also drive innovation within enterprises, reinforcing the importance of entrepreneurship in economic growth. The more students understand entrepreneurial initiative, the more confident and self-reliant they become in seizing business opportunities and controlling their entrepreneurial behaviors (Maresh et al., 2015; Khalifa & Dhiaf, 2016).

However, research on the impact of entrepreneurship education on entrepreneurial intention has revealed mixed results. In the UAE, for example, entrepreneurial initiative remains low among students despite the implementation of entrepreneurship education (Von Graevenitz et al., 2010; Oosterbeek et al., 2010; Khalifa & Dhiaf, 2016). This finding underscores the need for more comprehensive entrepreneurial education programs dedicated to fostering entrepreneurial intentions among students.

### **Empirical Evidence on Creative Arts and Entrepreneurial Initiatives**

Ávila and Davel (2023) emphasize that the lack of entrepreneurial initiative among many artists limits their ability to grow entrepreneurial projects. Brown (2005) suggested that developing entrepreneurial skills is critical for artists to expand their ventures. Empirical studies further support the correlation between creative arts and entrepreneurial initiative. A study involving 355 participants found a strong positive correlation ( $R =$

0.769,  $p = 0.000$ ) between creative art and entrepreneurial initiative, indicating that creative arts significantly influence entrepreneurial initiative (Zhanar et al., (2018); Imaobong, & Brownson, 2023). Their research on promoting entrepreneurship development through art and design pedagogy shows that creative intelligence and design thinking substantially impact entrepreneurship levels.

Moreover, Zemlyak, Gusarova, and Khromenkova (2023) emphasize that entrepreneurial initiatives are a means of generating revenue, enhancing performance, and improving job satisfaction. This confirms that entrepreneurial initiatives serve as the first step in the entrepreneurial process, a concept echoed by Perugini., & Bagozzi, (2001); Gulzar., & Rashid, (2024). Affirmed entrepreneurial initiatives as the conviction to establish a business venture at some point in the future.

### **Statement of the Problem**

The emphasis of educational planning, especially in secondary school, must appropriately address the quality, relevance, and functionality required to generate graduates who can support themselves despite Nigeria's growing demand for self-reliance and job development. (Adeyemi., & Ige, 2022). Graduates of secondary schools may require additional skills for self-employment (Okon, 2021). and Basic science education is generally considered a foundational platform for post-secondary education and future employment; nevertheless, it has not played a significant role in promoting entrepreneurial capacities, with higher education levels seen to be more important for job creation. (Bamidele, 2020)

As creative arts and entrepreneurial initiatives gain recognition as potential drivers of national development, there is a pressing need for more literature on the current state of innovative arts education and entrepreneurial initiatives in secondary schools in Ekiti State. This research aims to bridge this knowledge gap and significantly enhance our understanding of the potential benefits of these fields. By providing empirical data on how these topics are integrated into the curriculum, this study can shed substantial light on their role in shaping the future of education and economic development.

The creative arts and entrepreneurial endeavours can substantially contribute to a country's growth through job creation, increased productivity, and investment. Social benefits such as improved education, health outcomes, and social cohesion are also associated with these initiatives. Despite these advantages, little is known about how creative arts and entrepreneurship are promoted and utilized in Ekiti State secondary schools as pathways to national development.

This research is of paramount importance as it aims to fill the gap in understanding the current state of creative arts education and entrepreneurial initiatives in Ekiti State

secondary schools. By exploring the role these programs play in empowering students with the skills needed for economic participation, job creation, and overall national development, this study aims to underscore their potential to fortify the economy and provide societal advantages. Ultimately, this research can contribute to Nigeria's broader developmental objectives.

### **Research Questions:**

- i. What is the perceived impact of creative Art and entrepreneurial initiatives in secondary schools in the context of national development?
- ii. To what extent does integrating creative Art and entrepreneurial activities in Ekiti State Secondary Schools contribute to national development?
- iii. What are the main challenges and barriers faced when integrating creative Art and entrepreneurial initiatives at Ekiti State Secondary Schools for national development?

### **Methodology**

The research design adopted for the study is a descriptive research of survey type. The study population comprised all the students in two hundred and nineteen (219) public senior secondary schools in Ekiti State, Nigeria. A simple random sampling technique was used to select nine (9) schools from the three (3) senatorial districts in Ekiti-State, out of which a purposeful random sampling technique was used to select three (3) schools that offered visual art as a subject in each of the senatorial districts. In contrast, a simple random sampling technique of YES and NO fish bowl was used to select two hundred and fifty-six (256) respondents from the selected schools. The instrument for data collection was the Researchers' structured questionnaire, which was validated by experts in Test and Measurement, and experts in instructional development in the department of Science Education were consulted for their experienced suggestions. The instrument's reliability was ascertained using the test-re-test method of two-week intervals. The two results obtained from the reliability index of the questionnaire were 0.79, indicating high reliability, and hence, they were suitable for the study. The three (3) research questions raised to guide the study were answered using descriptive statistics of frequency counts and percentages and standard deviation all at 0.05 level of significance.

### **Findings**

This section presents the results of the analysis carried out on the data collected in this study. The presentation was followed with the discussion of the findings from the results.

## Descriptive Analysis

## Presentation of Respondents' Demographic Information

Table 1: Respondents' demographic characteristics.

Demographic Variable	Categories	Frequency	Percentage
Gender (Students)	Male	36	46.2
	Female	42	53.8
	<b>Total</b>	<b>78</b>	<b>100.0</b>
Age (Students)	10 – 12	18	23.1
	13 – 15	44	56.4
	19 – 21	16	20.5
	<b>Total</b>	<b>78</b>	<b>100.0</b>
Gender (Teachers)	Male	39	50.0
	Female	39	50.0
	<b>Total</b>	<b>78</b>	<b>100.0</b>
Teacher's Qualification	NCE/ND	26	33.3
	B. Ed/HND	31	39.7
	Master Degree	20	25.6
	Ph.D.	1	1.3
	<b>Total</b>	<b>78</b>	<b>100.0</b>
Years of Teaching Experience	1 – 5 years	18	23.1
	6 – 10 years	40	51.3
	Above 10 years	20	25.6
	<b>Total</b>	<b>78</b>	<b>100.0</b>

Source: Researcher's field survey (2024)

Table 1 shows the demographic characteristics of the respondents sampled in this study. In relation to students' gender, it was shown that 36 respondents representing (46.2%) were male respondents while majority of the respondents 42 (53.8%) were female respondents. Based on the result, majority of the respondents were female respondents. It was shown that with respect to the age of the respondents, 18 respondents representing (23.1%) were between the age of 10 and 12 years old, 44 respondents representing (56.4%) were between the age of 13 and 15 years old, while 16 respondents representing (20.5%) were between the age of 19 and 21 years old. The result indicated that most of the respondents were between the age of 13 – 15 years old.

In relation to teachers' gender, it was shown that 39 respondents representing half of the respondents (50.0%) were male teachers while the remaining half 39 (50.0%) were female respondents. Based on the result, the teachers sampled for the study were in equal proportion on gender basis. In relation to the qualifications of the teachers sampled for the study, it was shown that 26 (33.3%) had NCE/ND qualification; 31 (39.7%) were holders of B. Ed/HND; 20 (25.6%) had Master Degree certificate while 1 (1.3%) of the teachers had the highest academic qualification, Ph.D degree.

With respect to the teachers' years of teaching experience, it was shown that 18 (23.1%) of the respondents have spent up to 5 years in teaching profession, 40 (51.3%) of the respondents have been teaching between 6 to 10 years while 20 (25.6%) of the respondents have been in teaching profession for over 10 years.

### Research Question 1:

What is the perceive impact of creative Art and entrepreneurial initiatives in secondary schools in the context of National Development?

**Table 2: Analysis of the perceived impact of creative Art and entrepreneurial initiatives in secondary schools in the context of National Development**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	$\bar{X}$	Remark
1.	I believe my active participation during Visual Art classes will make me gain entrepreneurial initiative skills	32 (41.0)	43 (55.1)	3 (3.8)	0 (0.0)	3.01	Agreed
2.	I frequently engage in creative activities at school in order to gain entrepreneurial initiative	19 (24.4)	49 (62.8)	10 (12.8)	0 (0.0)	3.11	Agreed
3.	I believe entrepreneurial initiative would make me contribute significantly to overall development of my nation	31 (39.7)	33 (42.3)	14 (17.9)	0 (0.0)	2.99	Agreed
4.	My priority awareness about entrepreneurial initiative opportunity through creative Art made	25 (32.1)	45 (57.7)	8 (10.3)	0 (0.0)	3.31	Agreed



	me actively participated in the programme						
5.	In my opinion, my creative Art knowledge will enhance my cognitive ability and promote solving skills	18 (23.1)	42 (53.8)	18 (23.1)	0 (0.0)	3.00	Agreed
6.	I feel my attitude toward innovative and entrepreneurial initiative as a result of creative Art programme would bring progress to my nation	25 (32.1)	38 (48.7)	15 (19.2)	0 (0.0)	2.98	Agreed
7.	I believe my participation in creative Art programme in my school will influence my interest in pursuing entrepreneurial activities	21 (26.9)	47 (60.3)	10 (12.8)	0 (0.0)	3.07	Agreed

Total mean = **21.47**

Cluster mean = **3.07**

Table 2 showed that the cluster mean of 3.07 indicated that a greater number of respondents agreed that creative Art and entrepreneurial initiative have a major impact in National Development. The cluster mean of 3.07 is greater than the bench - mark which is 2.5 (that is,  $3.07 > 2.5$ ). This implies that the creative Art and entrepreneurial initiatives in secondary schools in the context of national development is very impactful.

In item 1, a total mean score of 3.01 was obtained from the analysis of the students' active participation during Visual Art classes and believe that it will make them gain entrepreneurial initiative skills. This shows a very significant value of the mean. In item 2, a greater number of respondents agreed that they frequently engage in creative activities at school in order to gain entrepreneurial initiative, and this resulted to a statistically significant mean score of 3.11.

Also, in item 3, a total of (82.0%) respondents agreed that entrepreneurial initiative would make them contribute significantly to overall development of their nation, while the total number of 14 respondents representing (17.9%) disagreed, total mean scorer of 2.99 was obtained from the analysis. This is a significant mean score.

In item 4, a total number of 70 respondents representing (89.8%) agreed with the assertion that their priority awareness about entrepreneurial initiative opportunity



through creative Art made them to be actively participated in the program, and these constituted a mean score of 3.31, which is significant. In item 5, a mean of 3.00 representing a total number 60 (76.9%) respondents who agreed with the assertion that in their opinion, their creative Art knowledge will enhance their cognitive ability and promote solving skills.

Also, a total of 63 (80.8%) respondents agreed with the assertion that they feel their attitude toward innovative and entrepreneurial initiative as a result of creative Art program would bring progress to the nation, with a resulting mean score value of 2.98 which is significant, while 68 (87.2%) of the respondents believed that their participation in creative Art program in their school will influence their interest in pursuing entrepreneurial activities, with a mean score of 3.07 which is significant.

It can therefore be concluded that the creative Art and entrepreneurial initiatives in secondary schools in the context of national development is very impactful.

### Research Question 2:

To what extent does the integration of creative Art and entrepreneurial activities in Ekiti State Secondary Schools contribute to national development?

**Table 3: Analysis of the extent the integration of creative Art and entrepreneurial activities in Ekiti State Secondary Schools contribute to National Development**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	$\bar{X}$	Remark
1.	I am aware of the integration of creative Art and entrepreneurial activities in my school for the purposely national development	23 (29.5)	37 (47.4)	17 (21.8)	1 (1.3)	3.21	Agreed
2.	I believe that integration of creative Art and entrepreneurial initiative in my school will assist me to be employer of labour after my graduation	22 (28.2)	36 (46.2)	20 (25.6)	0 (0.0)	3.13	Agreed
3.	It was my believe that creative Art and	22 (28.2)	38 (48.7)	18 (23.1)	0 (0.0)	2.99	Agreed

	entrepreneurial activities are integrated into my school curriculum for the purpose of national development						
4.	I am of the opinion that the integration of creative Art and entrepreneurial activities in my school will motivate me to pursue my dream to be self-reliant in the future	13 (16.7)	45 (57.7)	20 (25.6)	0 (0.0)	3.02	Agreed
5.	In my opinion, integration of creative Art and entrepreneurial initiative in Ekiti State secondary schools would reduce the rate of unemployment among young school leavers	25 (32.1)	39 (50.0)	13 (16.7)	1 (1.3)	2.97	Agreed
6.	To an extent, I have started production of Art work like tie and dye, and graphic design for sales since my engagement in creative Art and entrepreneurial initiative programme	20 (25.6)	38 (48.7)	20 (25.6)	0 (0.0)	2.88	Agreed
7.	I believe if government can improve more on the integration of creative Art and entrepreneurial activities in Ekiti State secondary schools, it would enhance national development	24 (30.8)	37 (47.4)	17 (21.8)	0 (0.0)	3.56	Agreed

Total mean = 21.76

Cluster mean = 3.11

Table 3 showed that the cluster mean of 3.11 indicated that a greater number of respondents agreed that the extent of integration of creative Art and entrepreneurial activities in Ekiti State Secondary Schools contributes to national development. The cluster mean of 3.11 is greater than the bench – mark which is 2.5 (that is,  $3.07 > 2.5$ ). This implies that the integration of creative Art and entrepreneurial activities in Ekiti State Secondary Schools contribute holistically to national development.

In item 1, a total mean score of 3.21 was obtained from the analysis that students are aware of the integration of creative Art and entrepreneurial activities in their schools for the main purpose of national development. This shows a very significant value of the mean. In item 2, a greater number of respondents agreed that that integration of creative Art and entrepreneurial initiative in their schools will assist them to be employers of labour after their graduation, and this resulted to a mean score of 3.13, this shows that it is statistically significant. Also, in item 3, a total of (76.9%) respondents agreed that creative Art and entrepreneurial activities are integrated into their school's curriculum for the purpose of national development, while the total number of 18 respondents representing (23.1%) disagreed, total mean scorer of 2.99 was obtained from the analysis. This is also a significant mean score.

In item 4, a total number of 58 respondents representing (74.4%) opined that the integration of creative Art and entrepreneurial activities in their schools will motivate them to pursue their dream to be self-reliant in the future, and these constituted a mean score of 3.02, which is significant. In item 5, a mean of 2.97 representing a total number 67 (82.1%) respondents who opined that integration of creative Art and entrepreneurial initiative in Ekiti State secondary schools would reduce the rate of unemployment among young school leavers.

Also, a total of 58 (74.3%) respondents agreed that to an extent, they have started production of Art work like tie and dye, and graphic design for sales since their engagement in creative Art and entrepreneurial initiative programme, with a resulting mean score value of 2.88 which is significant, while 61 (78.2%) of the respondents believed that if government can improve more on the integration of creative Art and entrepreneurial activities in Ekiti State secondary schools, it would enhance national development, with a mean score of 3.56 which is significant.

It can therefore be concluded that the integration of creative Art and entrepreneurial activities in Ekiti State Secondary Schools contribute to national development to a great extent.

**Research Question 3:**

What are the main challenges and barriers faced when integrating creative Art and entrepreneurial initiatives at Ekiti State Secondary Schools for National Development?

**Table 4: Analysis of the main challenges and barriers faced when integrating creative Art and entrepreneurial initiatives at Ekiti State Secondary Schools for National Development**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	$\bar{X}$	Remark
1.	I perceived that it may be difficult for teachers and students to achieve the objectives of the integration of creative Art and entrepreneurial initiative because only little time is allocated for the teaching of the subject on the school time table	25 (32.1)	30 (38.5)	23 (29.4)	0 (0.0)	3.10	Agreed
2.	Government do not attach much importance to the teaching of creative Art as a subject in the secondary school in Ekiti State	21 (26.9)	34 (43.6)	23 (29.5)	0 (0.0)	3.41	Agreed
3.	Only few students offer creative Art as a subject in Ekiti State secondary schools	26 (33.3)	32 (41.0)	20 (25.6)	0 (0.0)	2.97	Agreed
4.	I am not familiar with the integration of creative Art and entrepreneurial initiative in Ekiti State secondary schools	19 (24.4)	0 (0.0)	23 (29.5)	36 (46.2)	2.12	Disagreed
5.	Teachers are not adequately motivated	31 (39.7)	32 (41.0)	15 (19.2)	0 (0.0)	2.87	Agreed

	for effective implementation and entrepreneurial initiation in the field of creative Art						
6.	Students are ignorant of the importance of integration of creative Art and entrepreneurial initiative in Ekiti State secondary schools	28 (35.9)	24 (30.8)	26 (33.3)	0 (0.0)	2.89	Agreed
7.	Teachers of Visual Art lack sufficient knowledge of creative Art and entrepreneurial activities in the context of national development	22 (28.2)	26 (33.3)	29 (37.2)	1 (1.3)	3.06	Agreed
8.	Teachers are not well equipped for the effective implementation of the integration of creative Art and entrepreneurial initiative for national development	23 (29.5)	37 (47.4)	18 (23.1)	0 (0.0)	3.41	Agreed
9.	I am not interested in the integration of creative Art and entrepreneurial activities for any reason at the secondary school level	0 (0.0)	21 (26.9)	34 (43.6)	23 (29.5)	2.13	Disagreed
10.	I do not believe that integration of creative Art and entrepreneurial initiative can lead to natural development	0 (0.0)	25 (32.1)	33 (42.3)	20 (25.6)	2.79	Agreed
11.	I perceived that creative	29	26	22	1 (1.3)	3.42	Agreed

	Art teachers do not receive adequate training and information on the integration of creative Art and entrepreneurial initiative in their teaching practice	(37.2)	(33.3)	(28.2)			
12.	Lack of sufficient resources like finance, materials and personal challenges are likely to hinder the integration of creative Art and entrepreneurial activities in Ekiti State secondary schools	25 (32.1)	27 (34.6)	26 (33.3)	0 (0.0)	2.81	Agreed
13.	Students are not likely to take the integration of creative Art and entrepreneurial initiative serious because of lack of adequate sensitization and enlightenment	25 (32.1)	35 (44.9)	18 (23.1)	0 (0.0)	3.08	Agreed
14.	I do not believe that integration of creative Art and entrepreneurial initiative can positively impact national development	0 (0.0)	23 (29.5)	33 (42.3)	22 (28.2)	3.16	Disagreed

Total mean = **41.22**

Cluster mean = **2.94**

Table 4 showed that the cluster mean of 2.94 indicated that a greater number of respondents agreed that there are plethora of challenges and barriers faced when integrating creative Art and entrepreneurial initiatives at Ekiti State Secondary Schools

for National Development. The cluster mean of 2.94 is greater than the bench – mark which is 2.5 (that is,  $3.07 > 2.5$ ). This implies that there are certain challenges and barriers faced when integrating creative Art and entrepreneurial initiatives at Ekiti State Secondary Schools for National Development.

In item 1, a total mean score of 3.10 was obtained from the analysis which indicated that little time allocated for the teaching of the subject on the school time table posed a serious challenge for teachers and students to achieve the objectives of the integration of creative Art and entrepreneurial initiative. This shows a very significant value of the mean. In item 2, a mean score value of 3.41 was obtained which indicated that Government do not attach much importance to the teaching of creative Art as a subject in the secondary schools. Also, only few students offer creative Art as a subject in Ekiti State secondary schools, this is evident from the mean score of 2.97 obtained for item 3.

However, most teachers disagreed to item 4 with a total mean score of 2.12, which implies that most teachers are familiar with the integration of creative Art and entrepreneurial initiative in Ekiti State secondary schools. It was further revealed that teachers are not adequately motivated for effective implementation and entrepreneurial initiation in the field of creative Art with a mean score of 2.87. Also, it was shown that most students are ignorant of the importance of integration of creative Art and entrepreneurial initiative in Ekiti State secondary schools with a mean score of 2.89. The Table further revealed that teachers of Visual Art lack sufficient knowledge of creative Art and entrepreneurial activities in the context of national development with a mean score of 3.06, while teachers were believed not to be well equipped for the effective implementation of the integration of creative Art and entrepreneurial initiative for national development.

Albeit, most of the respondents disagreed to the assertion that they are not interested in the integration of creative Art and entrepreneurial activities for any reason at the secondary school level with the mean response value of 2.13, they however believed that integration of creative Art and entrepreneurial initiative can lead to natural development with a mean score of 2.79. Most of the respondents perceived that creative Art teachers do not receive adequate training and information on the integration of creative Art and entrepreneurial initiative in their teaching practice with the mean response score of 3.42. Lack of sufficient resources like finance, materials and personal challenges are likely to hinder the integration of creative Art and entrepreneurial activities in Ekiti State secondary schools.

It was further revealed that students are not likely to take the integration of creative Art and entrepreneurial initiative serious because of lack of adequate sensitization and enlightenment with the mean score of 3.08 while most of the teachers disagreed to the assertion that they do not believe that integration of creative Art and entrepreneurial



initiative can positively impact national development. This implies that the integration of creative Art and entrepreneurial initiative can positively impact national development.

### **Implication of Findings**

The findings from the descriptive analysis of the study showed that the creative Art and entrepreneurial initiatives in secondary schools in the context of National Development is very impactful. Also that the integration of creative Art and entrepreneurial activities in Ekiti State Secondary Schools contribute to national development to a great extent. It was further found that some of the challenges and barriers faced when integrating creative Art and entrepreneurial initiatives at Ekiti State Secondary Schools for national development includes but not limited to time allocated for teaching creative Art, recognition of the subject by the Government, teachers' factor, and lack of sufficient resources like finance, materials and personal challenges.

### **Conclusion**

The study investigated creative Art and entrepreneurial initiative activities in Ekiti State secondary schools; a pathway for national development. Creative Art and entrepreneurship initiative should be taught as a separate subject with practical approach. Creative Art and entrepreneurship education is a new field that should be formally developed in Nigerian educational sector with well-structured guidelines in multi-discipline approach to achieve its purpose for its integration and contribution to national development.

### **Recommendations**

According to the results of the study, it is recommended that the Ministry of Education should not view entrepreneurship education as courses that require tests, presentations, and exams. Instead, the courses should be evaluated based on the success achieved by students in their chosen business field (practical assessment). A curriculum that integrates many disciplines and promotes networking among students from different secondary schools should be developed for entrepreneurial courses. This curriculum should incorporate the use of technology and online learning, and emphasis the transition from theoretical knowledge to practical application.

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