

NEXUS OF CREATIVITY AND INNOVATION OF BUSINESS EDUCATION FOR EFFECTIVE LESSON DELIVERY

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Abstract

This study critically investigated the nexus of creativity, innovation, technology, and the digitalization of Business Education for effective lesson delivery. Four research questions and hypotheses were formulated to guide the study. The variables used in the study were creativity and innovation, and business education. A structured questionnaire was used as the instrument for data collection. The population of the study comprised all lecturers and Year 2 students in the two tertiary institutions in Calabar, consisting of thirty-five (35) lecturers and two hundred (200) Year 2 Business Education students. The sampling techniques employed included random and simple random sampling. Data were collected using a titled questionnaire and analyzed using Mean, Standard Deviation, and Independent t-test at a 0.05 level of significance. The findings showed that creativity and innovation significantly influence Business Education. Based on the findings, it was recommended, among other things, that the government should encourage creativity, as it significantly influences Business Education. Similarly, innovation should be promoted because it also has a significant impact on Business Education.

Key words: *Nexus, creativity, innovation, business Education and effective lesson delivery*

Introduction

In today's dynamic and knowledge-driven global economy, education systems are under increasing pressure to produce graduates who are not only academically sound but also creative, innovative, and adaptable to ever-changing workplace demands. Business Education, as a practical and vocational-oriented discipline, plays a vital role in preparing individuals with the knowledge, skills, attitudes, and values necessary to thrive in modern business environments. However, for Business Education to meet this goal effectively, lesson delivery must go beyond traditional methods and incorporate creativity and innovation as integral components. Creativity, often defined as the ability to generate novel and useful ideas, is fundamental to educational and entrepreneurial development (Plucker, Beghetto, & Dow, 2004). In the classroom, creative teaching strategies promote critical thinking, engagement, and problem-solving skills among learners. Educators who apply creative approaches foster an environment

that encourages exploration, experimentation, and reflective learning—critical attributes for students in Business Education. This is particularly important because the discipline requires the application of theory to practice in areas such as marketing, accounting, entrepreneurship, and business management. Innovation, on the other hand, refers to the implementation of novel ideas, methods, or tools to improve processes or outcomes (Kuczmarksi, 2003). In education, innovation encompasses the use of digital tools, modern instructional strategies, and alternative assessment techniques that make learning more interactive and meaningful (Costello & Prohaska, 2013). With the growing integration of technology in education, business educators are expected to harness innovative tools such as online simulations, virtual classrooms, and e-learning platforms to enhance lesson delivery and learning experiences. Innovative lesson delivery methods not only cater to the diverse needs of learners but also prepare them for the

digital nature of today's business environment.

The nexus of creativity and innovation lies in their complementary impact on teaching and learning. While creativity enables the generation of ideas, innovation ensures the practical application of these ideas to improve teaching outcomes. In the context of Business Education, this synergy is critical for effective lesson delivery, as it supports the development of 21st-century competencies such as adaptability, digital literacy, entrepreneurial thinking, and collaborative problem-solving. According to Amabile (1996), environments that support creativity and innovation lead to higher motivation, better performance, and a greater sense of purpose in educational settings.

Despite the recognized importance of creativity and innovation, many Business Education classrooms still rely on rigid curricula and lecture-based teaching methods that limit student engagement and real-world application. This gap highlights the urgent need to investigate how business educators can effectively integrate creative and innovative strategies into lesson planning and delivery. Research suggests that when educators are empowered with the right skills, resources, and institutional support, they are better positioned to adopt innovative pedagogical practices that resonate with students' needs and the demands of the modern economy (OECD, 2019). In the Nigerian context, Business Education is particularly relevant in addressing youth unemployment and promoting entrepreneurial development. However, for the discipline to yield its full potential, it must evolve in response to technological advancements and labor market shifts. By exploring the nexus of creativity and innovation, this study aims to identify how these elements can enhance the effectiveness of Business Education lesson delivery, thereby equipping learners with the capabilities needed for self-reliance, economic productivity, and national development.

Statement of the Problem

The 21st-century educational landscape has undergone significant transformation, characterized by a shift from traditional, teacher-centered pedagogy to more dynamic, learner-centered instructional approaches. Business Education, which serves as a critical tool for equipping students with entrepreneurial and practical business skills, is increasingly expected to incorporate creativity and innovation for effective lesson delivery (Okoye & Eze, 2023). However, despite the global emphasis on innovation in teaching, many educators in tertiary institutions still rely heavily on conventional methods that do not actively engage learners or foster critical thinking (Adeoye, 2022). Creativity and innovation have been identified as essential components for effective teaching, particularly in disciplines like Business Education, which thrive on problem-solving, real-world application, and digital literacy (Akanbi & Ajibola, 2021). The failure to integrate creative instructional strategies and innovative technologies in Business Education may result in graduates who are ill-prepared to face the demands of a rapidly evolving digital economy. Consequently, the mismatch between outdated teaching strategies and the current needs of learners raises concerns about the overall quality and relevance of business education programs (Udo & Etim, 2020). Furthermore, while there is a growing body of literature on the benefits of creativity and innovation in education, there is a dearth of empirical studies that examine the practical linkage—or *nexus*—between these concepts and the actual effectiveness of lesson delivery in Nigerian tertiary institutions, particularly within the context of Business Education (Nwosu & Onu, 2023). This knowledge gap has created uncertainty around best practices and the extent to which creative and innovative pedagogical approaches influence students' learning outcomes. Therefore, this study seeks to address this gap by critically investigating the nexus of creativity and innovation in Business Education and how these variables

contribute to effective lesson delivery. The findings will provide evidence-based recommendations for enhancing teaching practices in tertiary institutions and aligning them with the demands of the 21st-century knowledge economy.

Purpose of the study

The main purpose of the study was to critically investigate the nexus of creativity, innovation, technology, and digitalization of business Education for effective lesson delivery. Specifically, the study sought to:

1. Determine the extent to which creativity influences effective lesson delivery in Business Education
2. Determine the extent to which innovation influence's effective lesson delivery in business education

Research Questions

The following research questions were used;

1. To what extent does creativity influences business Education effective lesson delivery?
2. To what extent does innovation influence business Education effective lesson delivery?

Research Hypotheses

The following hypothesis were formulated to guide the study:

1. Creativity does not significantly influence Business Education effective lesson delivery
2. Innovation does not significantly influence Business Education effective lesson delivery

Research methodology

The area of this research study is Cross River State, Nigeria. The study covered two tertiary education institutions: the University of Calabar (UNICAL) and the University of Cross River State (UNICROSS). A survey research design was employed. The population of the study comprised all lecturers and Year 2 students in the two selected tertiary institutions in Calabar,

totaling thirty-five (35) lecturers and two hundred (200) Year 2 Business Education students. The sampling techniques used were random sampling and simple random sampling. Random sampling was employed to select the two institutions included in the study. The actual sample size consisted of 235 respondents drawn from the selected institutions—200 students and 35 lecturers—used as the representative sample for the study. The main instrument for data collection was a questionnaire titled *Creativity and Digitalization in Business Education Questionnaire (CDBEQ)*, developed by the researcher. The questionnaire consisted of two sections: Section A focused on the personal data of the respondents, while Section B included structured and close-ended questions based on a four-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The questionnaire items were carefully structured to suit the comprehension level of the students. To ensure content validity, the questionnaire was vetted by the research supervisor and two other experts from the University of Calabar. Their input and constructive criticisms helped to refine the instrument for accuracy and relevance. For reliability, a trial test was conducted using a sample of 20 respondents from the study area. The split-half method was employed, and the scores were divided into high and low scores. Pearson Product Moment Correlation was used to assess the consistency of the instrument, yielding a reliability coefficient of 0.78, indicating that the instrument was reliable. The researcher personally visited the selected institutions and obtained permission from the Vice Chancellors of the respective universities. Clear explanations were provided to the respondents on how to complete the questionnaire to ensure a 100% response rate. The questionnaires were successfully administered and retrieved after being read and explained to the respondents. The data collected were analyzed in line with the hypotheses formulated earlier in the study. All hypotheses were tested at a 0.05 level of

significance using Independent t-test statistics. Each hypothesis was stated in its null form, with the relevant variables identified and the appropriate statistical technique for its analysis applied accordingly.

Presentation of Results

Hypotheses One

Creativity does not significantly influence Business Education. To test this hypothesis,

the study employed the independent t-test statistics with Creativity as the independent variable and occupational Business Education as dependent variable.

The choice of independent t-test was because the independent variable has two categories (Students and Lecturers) while the dependent variable was measured continuously. The results obtained are presented in Table 1.

Table 1: Independent t-test with students and lecturers response on Creativity and significantly influence Business Education.(N=235).

Variable	N	$\bar{X}$	S.d	t-cal	Sig.
Lecturer	35	2.757	.5423	2.344	0.000
Students	200	2.3202	.52122		

*Significant at 0.05, df = 91, critical t-value = 1.432

The result in Table 1 revealed that a total of 235 respondents constitutes the study sample, while students are 200, with mean, standard deviation and standard error of 2.3202, .52122 and .0226. while lectures are 35 with mean, standard deviation and standard error of 2.757, .5423 and .0268 respectively at 91 degrees of freedom, using .05 level of significance, the p-value is 0.000 accompanied by a t-value of 1432 and t-cal of 2.344. Thus the null hypothesis was rejected. This mean that creativity significantly influence Business Education

Hypotheses Two

Innovation does not significantly influence Business Education

To test this hypothesis, the procedures used in testing hypotheses one were adopted, with Innovation as independent variable and Business Education as dependent variable. The results are presented in

The result of the analysis was presented in table 2.

Table 2: Independent t-test with students and lecturers response on Innovation and significantly influence Business Education.(N=235).

Variable	N	$\bar{X}$	S.d	t-cal	Sig.
Lecturer	35	2.757	3.685	5.01	0.002
Students	200	3.693	3.636		

*Significant at 0.05, df = 451, critical t-value = 1.565

The result in Table 2 revealed that a total of 235 respondents constitutes the study sample, while students are 200, with mean, standard deviation and standard error of 3.693, 3.636 and .28207 while lectures are 35

with mean, standard deviation and standard error of 2.757, 3.685 and .02832 respectively at 451 degrees of freedom, using .05 level of significance, the p-value is 0.002 accompanied by a t-value of 1.565 and t-cal

of 5.01. Thus the null hypothesis was rejected. This means that Innovation significantly influence Business Education.

Discussion of Findings

The result of Hypothesis One revealed that *creativity significantly influences Business Education*, contradicting the null hypothesis which initially suggested otherwise. This finding underscores the essential role that creativity plays in enhancing teaching and learning within the field of Business Education. It aligns with the study of Plucker, Beghetto, and Dow (2004), who defined creativity as the dynamic interaction among aptitude, process, and environment through which an individual or group produces a perceptible product that is both novel and useful. In the context of Business Education, creativity enables educators and students to approach problems with fresh perspectives, develop innovative solutions, and engage in meaningful, real-world applications of business concepts. This reinforces the importance of integrating creative thinking into the curriculum to foster adaptive and resourceful graduates who can thrive in evolving business environments.

The result of Hypothesis Two also showed that *innovation significantly influences Business Education*. This supports existing literature, such as the work of Costello and Prohaska (2013), who emphasized that innovation is not only vital to organizational success but also serves as a strategy, process, and management tool when effectively applied. In Business Education, innovation involves the adoption of modern instructional technologies, entrepreneurial practices, and progressive pedagogical models that enhance learning outcomes. Kuczmarks (2003) further supported this by explaining that innovation involves generating and combining ideas to bridge the gap between past experiences and present accomplishments in order to address future challenges. This process, often linked to technological advancements, plays a critical role in equipping students with practical,

forward-thinking skills needed in the global economy. Together, these findings confirm that both creativity and innovation are indispensable to the advancement of Business Education. They not only enrich the teaching and learning process but also prepare students to navigate and lead in a complex, competitive, and innovation-driven world.

Conclusion

Based on the results obtained from the study, it was concluded that both creativity and innovation have a significant influence on Business Education. The study revealed that creativity enhances the quality and effectiveness of teaching and learning in Business Education by encouraging the use of engaging and flexible instructional strategies. When educators apply creative approaches, such as problem-solving tasks, project-based learning, and real-world scenarios, students are more likely to develop critical thinking skills and adaptability, which are essential for success in the modern business environment. Similarly, the study found that innovation plays a crucial role in transforming Business Education. The integration of innovative tools and technologies—such as digital platforms, virtual learning environments, and entrepreneurial projects—not only enriches the learning experience but also prepares students for the realities of a rapidly changing and technology-driven world. Innovation promotes continuous improvement in teaching practices and aligns Business Education with current industry standards and expectations. In summary, the study concludes that creativity and innovation are essential drivers of relevance, engagement, and quality in Business Education, and should be actively promoted to enhance teaching outcomes and learner preparedness in the 21st century.

Recommendations

Based on the findings of this study and conclusion, the following recommendations were made:

1. Government should encourage Creativity since it can significantly influence Business Education.
2. Government should encourage Innovation because it can also significantly influence Business Education.

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