

ACCELERATING AND MARKETING ENTREPRENEURIAL SKILLS, CREATIVITY AND EMPLOYABILITY THROUGH ADULT EDUCATION FOR POVERTY REDUCTION IN NIGERIA

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Abstract

The paper explores the imperative of accelerating and marketing of entrepreneurial skills, fostering creativity and enhancing employability through adult education for poverty reduction in Nigeria. Given the present economic challenges and high poverty level facing the globe and Nigeria in particular, the notion of engendering entrepreneurial skills, creativity and employability through adult education has become a prominent goal. However, given the dynamic nature of the modern economy and high level of poverty, individuals need to possess entrepreneurial acumen, creative thinking abilities and adaptability to succeed. This can only be influenced by adult education and training which possess the characteristic of flexibility to design various programmes that suit all. The paper explained the meaning of poverty alongside various skills that can enhance employability for self-reliance and sustainability. The paper also revealed that the current landscape of adult education in Nigeria faces challenges in terms of success, quality and industry needs. This paper then argues for the integration of functional entrepreneurial skills which enhances employability through adult education programmes to address these challenges and better prepare individuals for the workforce, fulfillment, economic independence and quality life style. Through case studies and examples, the paper demonstrates how such integration can lead to improved employability, economic growth and financial independence of individuals thereby reducing the level of poverty in the country. The paper concludes that reduction of poverty level is achievable with multi skilled citizens who can navigate the economic challenges using their cognitive acumen and hands. With actionable recommendations, the policy makers, educators and stakeholders should enhance and reposition adult education programmes in Nigeria.

Keywords: Marketing, Entrepreneurial skills, Creativity, Employability, Adult education

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Introduction

It is imperative to note that, some of the adult's skilled individuals or self-acclaimed experts in most of the vocations do not have entrepreneurial skills to deliver their goods and services efficiently. This is apparently lack of proper education and training to match the new trends of events in organizations and communities. As a result, poverty has become a sentinel in their various aspect of life. Nigeria, like many developing nations, grapples with the need to equip its workforce and citizens with the requisite skills to navigate the complexities of the modern economy. Presently, the economic condition of the country has given rise to the call for skills and cognitive acumen to stand out. One can attest to the high level of inflation and

rise in poverty level among the citizens which has resulted in observable hardships. On this note, adult education plays a crucial role in addressing this need by offering opportunities for continuous learning and skill development. Not only that, it develops peoples marketing skills to handle their services because entrepreneurial skills are indispensable in today's competitive market, where innovation and adaptability are prized assets. Adult education in its flexible nature accelerates knowledge and enabling marketing acumen in particular, plays a crucial role in equipping citizens, entrepreneurs to identify market opportunities, communicate effectively with customers, negotiate and differentiate their offerings. By incorporating marketing principles into adult education curricula, individuals can develop a strategic mindset and practical skills necessary for entrepreneurial success. Moreover, marketing entrepreneurial skills empower individuals to navigate the complexity of the business land scape, thereby increasing their chances of success in various ventures.

Marketing is a key entrepreneurial skill to develop. Absence of skill in any enterprise results to absence of standardization. Hence, every entrepreneurial development or craft is in dire need of marketing skills to attend to customers' satisfaction. Hence, Oyerinde and Falana (2016) described marketing skills as requisite skills that involve thinking about how to reach the targeted audience for products and services produced by an entrepreneur. They further opined that any entrepreneur who acquires these skills will be able to sell such products for a profit. Marketing is an essential skill on which depends the success or failure of businesses. Therefore, the inculcation of adequate entrepreneurial skills is among the focus of business education among adults which will accelerate and market the skills to the demanded areas. According to Gidado and Akaeze (2014), entrepreneurs conduct surveys leading to the identification of customer needs and want and develops products that would meet those needs and wants profitably. This implies that focus on education on how to rear-up and start-up businesses or entrepreneurships among adults can promote employment generation. There is possible positive relationship among proper education, skill development, creative mindsets and production of marketable product or service that can serve a given audience. The acquisition and utilization of the right entrepreneurial marketing skills will promote creativity and employability leading to proper and acceptable production of products, pricing of products, making products available at the right place and time as well as using the right promotional techniques to stimulate customers to buy the products (Gidado and Akaeze,2014). A lot of activities in marketing of products require education processes showing the significance of adult education before venturing into meaningful creative entrepreneurship among adults. Creativity lies in the heart of innovation and problem-solving, making a valuable assets in the workforce and among the citizens. In the context of adult education, fostering creativity involves providing opportunities for exploration, experimentation and interdisciplinary learning. By encouraging self-discovery, self-direction, trial and error, transfer of learning and divergent thinking and risk- taking, educators can nurture individual's creative potential and equip them with the ability to adapt to changing circumstances.

Therefore, integrating creative thinking into adult education programmes fosters a culture of innovation that drives economic growth and prosperity. On this note, employers increasingly value people who demonstrate initiatives, creativity and a willingness to learn. The integration of entrepreneurial skills and creativity into adult education programmes enhances individuals employability by equipping them with the tools and mindset needed to succeed in any environment or the workforce. It is a fact that individuals who possess entrepreneurial skills creative thinking abilities are better positioned to secure meaningful employment

opportunities and contribute to organizational success. Most importantly, entrepreneurship offers an alternative pathway to employment, enabling individuals to create their own opportunities and drive economic development for poverty alleviation.

Concept of Poverty

Poverty is simply lack of access to basic needs of life. It is indeed the inability to attain a minimum standard of living as a human being. According to Awam and Obiozor (2024) poverty is a social condition characterized by the inadequate access to basic human needs (food and non-food) for the sustenance of a socially acceptable minimum standard of living in a given society. Some of these basic determinants of wellbeing include adequate food, shelter, portable water, healthcare, education, security and employment opportunities.

The rising incidence of poverty has been a major concern in contemporary Nigeria owing particularly to the fact that it continually poses a threat to peace and security. The researcher observed that this rise in the level of poverty could be impaired access to productive resources, lack of marketing strategies, lack of entrepreneurial skills, lack of technical knowhow to deliver ones goods and services as demanded in this modern market economy, even when potentials and capabilities are naturally endowed.

Concept of Marketing in Entrepreneurship

Marketing is present in every economic and/or social activity and entity, including company, government, NGOs, political parties, education with adult education inclusive, tourism, sport, arts, and health (Kerin, Hartley & Rudelius, 2015; Kotler & Armstrong, 2016; Hisrich, Peters, & Shepherd, 2017). The term “marketing” means different things to different individuals. Some people view it as advertising, some as selling, and others as trading. Advertising, selling, and/or trading are only aspects of marketing; they do not reflect the entire concept of marketing. Kotler and Armstrong (2016,) define marketing “as the process by which companies create value for customers and build strong customer relationships in order to capture value from customers in return.” The American Marketing Association (2013) has the following definition: “Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. This means that marketing involves activities that facilitate exchange in order to satisfy the targeted group of customers and fulfillment by the service provider”. According to Pride, Hughes and Kapoor (2014), “marketing consists of individual and organizational activities that facilitate and expedite satisfying exchange relationships in a dynamic environment through the creation, distribution, promotion and pricing of goods, services and ideas. Therefore, marketing as a process targets the consumers’ needs, desires, and demands, through pricing, distributing, and promoting products or services, satisfies customers and achieves the objectives of the organization or individual quality of services.

Entrepreneurial marketing deals with innovations, creativity and the development of ideas in line with a clear understanding of market needs and peoples demands. Some scholars discovered that entrepreneurial marketing involves a proactive identification and exploitation of opportunities for acquiring and retaining profitable customers through innovative approaches to risk management, resource leveraging, and value creation. The concept by Kraus, Harms and Fink (2010) stated that entrepreneurial marketing is an organizational function and a set of processes for creating, communicating, and delivering value to

customers and for managing customer relationships in ways that benefit the organization and its stakeholders, and that is characterized by innovativeness, risk-taking, proactiveness, and may be performed without resources currently controlled. Further, Hill et al. (2010) posited that entrepreneurial marketing is a spirit, an orientation, as well as a process of pursuing opportunities and launching and growing ventures that create perceived customer value through relationships, especially by employing innovativeness, creativity, selling, market immersion, networking or flexibility.

Entrepreneurial Skill

Entrepreneurial skill are those necessary requirements that equip an expert or an entrepreneur to manage an enterprise or business effectively. Obviously, creative thinking skills, financial management skills and technical skills are central to service provision, execution and satisfaction. Creative thinking skills lead to innovation into something new to face competition and challenges, financial management skill helps in accounting ratios while technical skill equips with specific knowledge in a specific area of business.

Elizabeth Perry, (2023) outlined 12 best entrepreneurial skills that are very essential for individual and organizational efficiency. These are;

- a. **Budgeting:** All business ideas are limited by budgets. Successful entrepreneurship requires a firm grasp on your business financial reality which means learning to manage budgets, analyze financial data and understand cash flow patterns which helps action plans for investment, expansions and courts.
- b. **Problem solving:** Entrepreneurship is faced with new challenges and obstacles requiring problem solving and critical thinking skills. These has to align short term goals with long term objectives therefore, strategic thinking has to be learned.
- c. **Communication skills:** Business owners are the voice of their companies therefore, practicing adaptability in tone and delivery is essential to effective delivery no matter the scenario.
- d. **Time management:** Learning to manage time and live room for flexibility provides necessary structure to move through the day without wasted resources or miss deadlines.
- e. **Creative thinking:** The business landscape is ever changing and adaptability is essential to staying competitive and entrepreneurial mindset means if certain creative thinking into every aspect of business strategy from differentiating your products from the competition to creating incentives that retain the best talent.
- f. **Leadership:** Leadership is a 24/7 responsibility but fostering a positive and productive work environment will pay off in strong collaborating and continues environment from your teams.
- g. **Management skills:** Delegation of responsibilities creates more time for over-seeing long term planning.
- h. **Decision making:** Learning to weigh pros and cons, consideration of risk involved in actions with diverse perspectives empowers the entrepreneur to navigate complexities confidently.
- i. **Networking:** Familiarity with industry peers, potential partners and clients keeps business in peoples mind. Networking helps to gain insights into target market, stay up to date on emerging trends and open doors to new opportunities.
- j. **Collaboration:** Demonstrating gratitude, open mindedness and reliability are interpersonal skills that build the trust that keeps the work force productive.

- k. **Active listening:** Team members want to be heard and respected. Workers who feel understood are more productive so aim to practice emotional intelligence and value your teams work balance.
- l. **Public speaking:** An entrepreneur can motivate and inspire people to rally around his vision.

Other skills include; social media, branding, accounting and book-keeping, inbox management, basic financial knowledge, sales and negotiation, digital marketing, market research and analysis, project management, customer service and management, data analysis, legal and regulatory compliance, supply chain management, basic computer skills and presentation development.

Concept of Creativity

This means to create, imagine to bring to reality. This can be influenced by social, developmental and educational experience that leads to creativity in different ways in a variety of fields. Creativity includes two dimensions. The first dimension is the novelty notion; it is a phenomenon in everyday life and therefore anyone can be creative as an essential aspect of his/her contribute to the business environment and everybody has to be involved in creative processes. The second dimension is the usefulness notion which refers to material or practical methods of assessing the usefulness of novel ideas (Shalley *et al* 2004). Creativity involves belief in new ideas and making them into reality in the forms of new products or services providing by individual or organizations in demand. According to Burrus (2013) as cited in Ekumankama, Eke and Ogbe (2018) creativity is a function of knowledge curiosity, imagination and evaluation. The bigger your knowledge base and level of curiosity, the bigger ideas, patterns and services. The authors maintained that merely having the knowledge would not guarantee the emergence of new patterns. The bits must be woven into meaningful totality in new ways and then developed into usable ideas. The authors discovered that the created innovation may be non-material (such as an idea, a theory, a song or a joke) or a material object (such as inventions-tools, machines of various sorts, designs in art-drawing, a literary work, crop varieties, breeds of animals etc.). On this note, participants in adult education programmes can be directed to emerge the best out of their own ideas and experiences in delivering their goods and services. Creativity is indeed a mental process which produces novel and useful services, or it could be innovative ideas from existing concepts and experiences.

The importance of creativity because of its ability to yield novel and proper ideas to solve complex problems, to increase efficiencies and to enhance overall effectiveness which involves creative efforts and creative outcomes includes two principles ‘problem finding’, and ‘problem solving’, and employs several skills and talents. Thus, according to scholars, creative thinking is not conventional and requires modifying or rejecting existing ideas as the case may be.

Creativity can be divided into three types and they are: creating something new, combining things together, and improving or changing things (Mikdashi, 1999). How creative the entrepreneur is in creating products and services that meet the growing needs of target customers speaks volume of his entrepreneurial skills and extent of his employability rating.

Concept of Employability

Employability is conceptualized as the capacity to function successfully in a role and ability to switch between occupations thus remaining functional throughout life (Arowolo, 2017). This description is important because of the need for application of knowledge which is needed for employability. Most adult education participants suffer from the inability to use their knowledge in profitable enterprises because they cannot just see the opportunities that are available in the larger society. This shows the relevance of entrepreneurial marketing skill in employability. Arowolo (2017), found out in a related study on employability that out of a sample study of 3, 000 adult post graduates in University of Ibadan, 58.5 % were unemployed, 10% were self-employed while 12.5% were underemployed, and 24% were employed by government or private sector. It was shocking to find out from this study that graduates responded in the negative to awareness of employable entrepreneurial marketing skills that can make them employable. These skills were conceptual and creative thinking (90%); self-awareness (81%); global and commercial awareness (85%), emotional intelligence (60%), training in after school to work transition (84.5%), technical skills (90%), communication skills (92.5%). Only leadership skill had positive response of 92.5% awareness. Leadership skill will be the first skill that a new employee would need.

From the background that critical thinking has been identified as one of the employable entrepreneurial marketing skills required by adult graduates to get employment, Omoregie (2008) said that a high percentage of Nigerian graduates do not know how to confront the problem of unemployment with their creative and critical thinking. Hence their education has become just an acquisition of certificates and when a certificate cannot give them the expected white collar job they register for the acquisition of further certificates which may not usually solve the problem of employability.

In another study, Omoregie (2016) traced the problem of employability of Nigerian graduates to the misconception about technical and vocation education in Nigeria. So many policies have been introduced to save the educational problems of Nigeria from its bookish curriculum but little has been achieved due to what many identify as poor implementation of the programme. Technical and vocational education which was seen as met for less brilliant students or adult participants or learners will become the focus of attention when they get to the University. Or any leaving environment.

Skills that can enhance employability for self- reliance and sustainability

Skill is the learned ability to perform an action with determined resolute with good execution often within a given amount of time, energy or both. The development of skills can contribute to structural transformation and economic growth by enhancing employability and labour productivity and helping communities to become competitive. There are multiple vocational skills or professions which can be learned or acquired in order to earn a living or survive. These include; pottery, carpentry, mechanics, vulcanizing, furniture making, fashion designing, beverage and soft drink making, brick laying, bee farming, black smiting, gold smiting, kneathing, beading, shoe making, bag making, POP molding, snail farming, hair plating, painting, photography, fishery, poultry, and many more. These skills are indeed appreciable, life-saving and means of economic recovery. Ministry of Budget and Economic Planning (2023), explained that there are important employability skills that help the above mentioned professions to delivered goods and services effectively. These include: cognitive

skills, which encompasses the ability to understand complex ideas, adapt effectively to the environment, and learn from experience and reason. Foundational literacy and numeracy as well as creativity, critical thinking, and problem solving.

Socio-emotional skills: This which describe the ability to navigate interpersonal and social situations effectively, and include leadership, team work, self-control and grit.

Technical skills: This refer to the acquired knowledge, expertise, and interactions needed to perform a specific task, including the mastery of required materials, tools or technologies.

Digital skills, which are cross-cutting and draw on all of the above skills and describe the ability to access, manage, understand, integrate, communicate, evaluate, and create information safety and appropriately.

In support of the above, GVI (2023) averred that employability skills go beyond technical expertise qualifications, and knowledge of vocational skills. After undergoing a vocational training or obtaining a certificate on a particular skill acquisition or vocation. There are employability skills that enhance service delivery. These skills include; managerial skills, ICT skills, time management skills, self-motivation skills, interpersonal skills, financial management skills, human resource development skills, team work and adaptability. These are essential skills for success in the work place as they help people to adapt to shifting trends, work place changes and new technology. According to GVI 2023 employability skills are not only beneficial for job seekers and employers but for all that can render buyable services for the growth of the economy and self-reliance. The authors maintained that, these skills can help to reduce poverty and inequality as well as improve the over-all quality of life for individuals and communities.

Adult education

In 2011, Federal Republic of Nigeria initiated a transformation agenda to drive the attainment of National Economic Empowerment and Development Strategy (NEEDS). This strategy plans expanded the role for education as an investment for economic, social and political development to include education as: i. an aggregate tool of empowerment for the poor, and the socially marginalized groups. ii. an effective means of developing the full capacities and potentials of human resources, as well. iii. The development of competent workforce through the world of work as a veritable means of developing sound intelligent learning societies, fit and relevant to the 21st century (Federal Republic of Nigeria 2014). To accomplish the above, mass literacy, adult and non-formal education was devoted a whole section (4) in the National Policy on Education with three known goals:

Provide functional basic education for adults and youths who have never had the advantage of formal education or who left school too early. The target group includes; migrant folks, almagiri pupils, illiterate and some literate adults, youths and adolescence, persons who left the formal school system early and are now willing to come back and continue schooling and other categories of disadvantaged groups: who are unable to have access to the conventional educational system and therefore, requires other forms of educational programmes to carter for their particular peculiar needs and circumstances

Provide remedial and lifelong education for youths and adults who did not complete secondary education; and

Provide in-service, vocational and professional training for different categories of workers and professionals in order to improve their skills.

On this note, Obiozor (2021) defined adult education as a form of education and learning in which adults engage in various self-directed learning process which could be either in part time or full time bases in order to gain new knowledge improve their skills and be useful members of the society in which they live. In addition, Seya 2014 as cited in Obiozor (2021) averred that adult education is understood as a transmission process of general, technical or vocational knowledge as well as skills, values and attitude, which takes place out of the formal education system with a view to remedying early educational inadequacies of mature people or equipping them with the knowledge and cultural elements required for their self-fulfillment and active participation in the social economic and political life of their societies. The insights above showcase the flexibility inherent in the field of adult education with the potential of reaching people of all age bracket, geographical location, gender and educational status to proffer solutions to all kinds of needs. According to Bruce 2006 in Obiozor (2021), adult education could be in any of the following three contexts.

Formal-organized and structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credential and award of certificate.

Non-formal learning that is organized by educational institutions, individuals and may be provided at the work place and through the activities of civil society organizations and groups.

Informal education: which is observational learning that goes on all the time resulting from daily life experiences related to work, family, community, or leisure (e.g soup making in community, frying of akara).

Indeed, the role of adult education is to help people acquire the knowledge and skills which are necessary for employment, improvement of their living standards and to be involved actively with the economic and social development of their community. Adult education as a field of knowledge is richly endowed in scope and typologies which prioritize human capital development, life-long and life-wide learning for sustainability, update, self-reliance and poverty reduction. This multi-thematic area of knowledge which can be seen in Obiozor (2018) include the following;

remedial education, basic and post literacy education, functional literacy education financial literacy education, health literacy education, continuing education, vocational education, liberal education environmental education, political education, distance education, extension education services, community development, workers education, civic education, nomadic and migrant education, prisoners welfare education and rehabilitation, women education, gerontology or geriatrics education peace education, and conflict resolution. These adult education programmes are inter-related and can be provided for all ages (youths and adults) in and out of school for the development of knowledge, skills, values and competencies to navigate in the economic challenging world. Though slight differences may exist in the content and the mode of each form. There are also multiple adult learning activities that can equip people with entrepreneurial skills, creativity and employability for poverty reduction. Such include;

On the job training: It is an activity meant for employee to perform a task by providing him an information about the task, a demonstration of its performance and opportunities for employee to imitate the demonstration and subsequent feedback. According to Bilings and Fitzgerald 2002 in Madu and Obiozor (2020) job training method are coaching, job rotation, job instructional training, under study and apprenticeship.

Evening courses: The learners are usually worker, evening classes can be taken for award of degree, new skill update, personal upgrading, and promotions in the place of work.

Seminars: There are various kinds of seminars such as educational seminars, business seminars, trade seminars, church seminars, community seminar with the soul aim of improving the welfare of the participants. Seminars create opportunities for attendees to make potential valuable contacts with people of like minds that can help them move to the next level careers.

Weekend schools: The weekend college courses are designed for the working learners or business owners to enrich their knowledge.

Extension training: Is a continuous education that enhances lifelong learning. Here, the experts demonstrate what, how, when and where to apply knowledge.

Workshops: These interactive educational activities are designed to impact skills, knowledge, and valuable information to the participants.

Conference: This gives room for meeting and discussions on identified thematic areas.

It is indeed note-worthy that adult learning and education embraces various contents, styles, methods and conditions in order to achieve learning objectives. Most adult education programmes are structured by special design focusing on the felt needs of an individual or society and the possible method of instruction delivery, all for self reliance and poverty alleviation.

Challenges facing adult education

In the modern working world cum dwindling global economy, adult education is saddled with multiple challenges in a bid to equip people to meet up with the required standard of over –all technical know-how. These challenges include;

Mismatching curriculum content: the quality of adult education programmes often falls short of meeting industry standards, leading to a mismatch between skills acquired and market demands. Ali, Ukwuaba and Nnamchi (2023) declared that Nigeria educational system as conceived in the past are white-collar job oriented. Our educational curriculum does not balance theoretical training with entrepreneurial employability skills acquisition for self-reliant. Therefore, the tertiary institutions as well as adult education programmes in the context of current social and economic reform should provide learners with employability skills for productive life and for contributing to societal development.

Funding: it is obvious that adult education as a field of knowledge has not been positioned properly as stated in section 4 of the National Policy on Education. This is as regards to the content, methods, implementation and funding. Low budget on education over the years has affected every aspect of the field of study from achieving all the stated objectives.

Lack of proper management and monitoring: Adult education out fits cut across formal and non-formal structured or organized programmes. Most of the non-formal structured are quiet scattered all over the place without unifying umbrella for proper accountability, monitoring, and supervision. This has obviously resulted into production of quacks in some

areas of knowledge. The mode of enrolment, content, method of knowledge impactation, evaluation, conclusion, and certification of programmes are not by any means monitored.

Illiteracy: Despite rising programmes of government at all levels, there are still major increases in the rate of adult illiteracy in Nigeria. As reported by Omoyemi and Ajayi 2010 as cited in Obiozor (2023), apart from the series of campaigns which were made between 1946 and 2003, and yearly sensitization of people. Only negligible drop in the rate of illiteracy was recorded. A major contributing factor to the challenge of illiteracy level in Nigeria is the fact that most of the Nigerian population that are illiterate are found in the rural areas where they live in poverty or absolute want and could not afford the demand of education system.

Case Studies

Some initiatives in Nigeria exemplify the successful integration of marketing entrepreneurial skills and creativity into adult education. One of the successful ones is Tony Elumelu Foundations that has empowered Africans entrepreneurs in 54 African countries. Driving poverty eradication, catalyzing job creation across African nations and increasing women economic empowerment. Since the launch of the TEF entrepreneurship programme in 2005 to 2015, the foundation has trained over 1.5 million young Africans on its digital hub, TEF connect and disbursed over USD \$ 100 million in direct funding to 20,000 young African women and men, who have collectively created over 40,000 direct and indirect jobs. The foundation is aimed at resolving Africa's social and economic issues, through entrepreneurship (Tony Elumelu Foundation, 2024). In addition, the Bank of Industry Limited (BOI) is Nigeria's oldest, largest and most successful development financial institution. It exist to facilitate the transformation of Nigeria's industrial sector by providing financial and large medium and small projects/ enterprises and the expansion, diversification, rehabilitation and modernization of existing enterprises. The bank has continuously embarked on developing innovative strategies intervention and solutions to help Nigerian economic growth. BOI supports entrepreneurs across various sectors including agro and food processing, creative industries, engineering and technology, healthcare and petrochemicals, oil and gas renewable energy and solid minerals; leveraging its offices nationwide (Bank of Industry, 2022). The insights above shows that the integration of businesses expertise training and education invariably improves employability, economic growth and financial independence for poverty reduction in Nigeria. Therefore, more of these supports are apparently needed in the nation.

Marketing Entrepreneurial Skills, Creativity, Employability and Adult Education: Entrepreneurs acquire marketing skills through education processes involving a period of intensive study and during their years of operation, however, these skills may not be in tune with modern business trends and market competition. Gidado and Akaeze (2014) opined that the failures of many entrepreneurs are attributed to lack of proper education and inadequate acquisition of marketing skills in the areas of marketing information skills, marketing research, data collection skills, methods and data interpretation skills, segmentation skills, strategic and planning skills, pricing mathematics skills, product development skills, advertising skills, personal selling skills and sales promotion skills. To emerge as expert in a particular field the role of education is irreplaceable. Experts' minds are creative minds and need strong intelligent quotient hence the place of adult education among creative adults engaging in any entrepreneurial activity or marketing. Creativity synonymous with expertise is about knowledge: intellectual, procedural, and technical. In addition, expertise is considered as the basis of creative work, and therefore creative people do not create novel

ideas from nothingness, but those new ideas start from domain-relevant knowledge and a set of developed skills (Simonton, 2000).

It is a well-known fact that adult education creates an enabling ground for people and entrepreneur the unique strategy of success in business. The author further identified areas of marketing skills to educate interested individuals to include: salesmanship and negotiation; sales record keeping; sales promotion; stock keeping; pricing; advertising media; consumer behavior appreciation and transportation among others. The ability to deliver what people want to buy is an obvious requirement to run a business and that implies successful education. However, many people do not understand how to market a business or their products. Marketing led organizations always back the trend and tend to produce more revenue and profit than their competitors. Adult education programme participants are expected to develop skills to enable them establish and manage their independent businesses successfully. It is an obvious fact that the world has become a global village where there is the interplay of the competing needs, demands and activities on a daily basis. No single individual has all it takes to move the engine of growth across the globe forward for the good of man in order for man and nations of the world to avail themselves of the resources needed for growth. Learning require skills in order to enable them identify their potentials; persuade customers to buy their products or services,

Conclusion

In conclusion, marketing entrepreneurial skills fostering creativity and enhancing employability through adult education are essential for Nigeria's economic development. The study reviewed some basic entrepreneurial skills which can be leveraged by the unemployed to become employable or by the already employed to gain strength on the existing employment. By addressing the current challenges facing adult education and integrating their elements into educational programmes, Nigeria can better equip its work force to thrive in the modern economy. The benefits of such integration extend beyond individual success to encompass broader economic growth and prosperity. Invariably, poverty becomes a thing of the past among the citizens. Therefore, policy makers, educators, and stake holders must collaborate to improve adult education programme and unlock the full potential of Nigeria's human capital.

Recommendation

To improve adult education programmes in Nigeria, policy makers, educators and stake holders should consider the following recommendations:

1. Enhance infrastructure and expand access to adult education programmes, particularly in underserved rural areas.
2. Align educational content with industry demand by incorporating marketing, entrepreneurial and creative skills into curricular.
3. Provide training and professional development opportunities for adult educators to enhance their andragogical skills and subject expertise.
4. Promote lifelong learning initiatives that encourage individuals to continuously upgrade their skills and adapt to changing market conditions.

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