



EFFECT OF INNOVATION ON ENTREPRENEURSHIP: EMPIRICAL EVIDENCE FROM PRIVATE SCHOOLS OF NORTHEAST GEOPOLITICAL ZONE OF NIGERIA.

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Abstract:

This study addresses the underexplored relationship between innovation and entrepreneurship in private schools in Nigeria's Northeast geopolitical zone. Employing a descriptive survey research design, we collected quantitative data from 390 proprietors, owner-managers, and managers of private schools, and analyzed it using Partial Least Squares Structural Equation Modeling (PLS-SEM). Our results reveal a significant and positive effect of collaborative innovation ($\beta = 0.372, p < 0.000$) and innovative ideas ($\beta = 0.394, p < 0.000$) on entrepreneurship. The findings suggest that private schools can promote entrepreneurship by prioritizing collaborative innovation and generating innovative ideas, which are essential drivers of entrepreneurship, enabling them to stay competitive and achieve sustainable growth. The study implies that private schools that foster a culture of collaborative innovation and encourage innovative thinking are more likely to experience entrepreneurial success and recommend intensifying the use of collaborative innovation and innovative ideas to drive entrepreneurship.

Key words: Innovation, Collaborative Innovation, Innovative Ideas, and Entrepreneurship

1.1 INTRODUCTION

Entrepreneurship plays a vital role in driving economic growth and development, particularly in emerging economies like Nigeria (Yonla, et al 2019; Medeiros et al., 2020; Obeidat, 2020; Ijatuyi, 2020). Its impact on employment generation, poverty alleviation, and hunger eradication is well-documented, and entrepreneurship has been shown to improve individual income levels, enhance national revenues, and create employment opportunities (Diyoke, 2014; Ifeoma et al., 2018). In Nigeria, small and medium-sized enterprises (SMEs) contribute substantially to the national economy, accounting for 60% of labor (Hassan et al., 2020). The education sector in Nigeria has also seen significant entrepreneurial activity, with private schools emerging as a key player in providing quality education (Federal Ministry of Education, 2019; African Development Bank, 2019). Private schools have introduced innovative educational services, including online learning platforms, educational software, and tutoring services (Nigerian National Bureau of Statistics, 2020). Additionally, some



entrepreneurs provide school management and consulting services, helping private schools enhance their operations, curriculum, and overall quality of education (World Bank, 2020).

The Nigerian government has implemented various initiatives to support entrepreneurship, including funding programs and grants (SMEDAN, 2020; BOI, 2022). For example, the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) offers conditional grants to micro-enterprises (SMEDAN, 2020). Additionally, the Bank of Industry (BOI) provides low-interest loans and grants to support SMEs (BOI, 2022). The government has also introduced initiatives like the Nigeria Startup Act to support startups and ease regulatory burdens (Yonla, et al 2018; Nigeria Startup Act, 2022). Despite government initiatives to promote entrepreneurship, Nigerian ventures, including private schools, face numerous challenges that can lead to failure (Chime, 2022). The challenges face by private schools include regulatory frameworks (Federal Ministry of Education, 2019), decline in enrollment rates (Nnadi & Ejiofor, 2024), access to funding (Anukaenyi et al., 2018; World Bank, 2020; Osuji & Njoku, 2023), technological integration (African Development Bank, 2019), employment of unqualified personnel (Chigbo, 2022), and absence of adequate physical facilities (Anukaenyi et al., 2018). In fact, Nigeria Digest of Education Statistics (2022) reports that 11.3% of private secondary schools failed between 2019 and 2020.

This study examines the effect of innovation on entrepreneurship in private schools in Northeast geopolitical zone of Nigeria. Innovation is measured using collaborative innovation and innovative ideas as measurement of innovation.

1.2 Statement of the Problem

Entrepreneurship has emerged as a vital driver of economic growth, job creation, and poverty reduction in Africa, fueled by a youthful population, tech-driven startups, and government initiatives (Yonla, et al 2021; Herrington & Kew, 2018; GEM, 2020). However, African entrepreneurship faces significant challenges, including limited access to capital, regulatory complexity, and resource accessibility (African Development Bank, 2020; World Bank, 2020). In Nigeria, entrepreneurship plays a crucial role in the economy, contributing substantially to GDP and employment, with small and medium-sized enterprises (SMEs) accounting for 48% of national GDP, 96% of businesses, and 84% of employment (SMEDAN, 2020). Despite government efforts to support entrepreneurship through initiatives like the Nigeria Startup Act and funding programs (Nigeria Startup Act, 2022; SMEDAN, 2020), entrepreneurs in Nigeria face numerous challenges that threaten their sustainability and contribution to the economy.

The private school sector in Nigeria is particularly vulnerable to these challenges, with 11.3% of private secondary schools failing between 2019 and 2020 (Nigeria Digest of Education Statistics, 2022). This failure has far-reaching consequences, including increased poverty,

reduced economic growth, and unemployment (Yonla, et al 2019; Chime, 2022). Private schools in Nigeria face significant challenges that threaten their financial sustainability and ability to provide quality education, including declining enrollment rates, high operational costs, and limited access to grants and loans (Nnadi & Ejiofor, 2024; Chigbo, 2022).

Research has consistently shown a positive relationship between collaborative innovation, innovative ideas, and entrepreneurship (China et al., 2024; Alwiyah & Lyraa, 2024; Audretsch et al., 2023; Grob et al., 2024; Ezema et al., 2022; Obialo & Akinjo, 2021; Yonla, et al 2024). However, existing studies focus on different industries and regions, employ varying methodologies, and sample sizes, revealing a clear research gap in the relationship between collaborative innovation, innovative ideas, on entrepreneurship in private schools. This study aims to address this research gap and investigate the effect of collaborative innovation and innovative ideas on entrepreneurship in private schools in Nigeria's northeast geopolitical zone.

1.3 Research Questions

This study seeks to answer the following research questions.

1. To what extent does collaborative innovation influence entrepreneurship among private schools of northeast geopolitical zone of Nigeria?
2. How does innovative ideas influence entrepreneurship among private schools of northeast geopolitical zone of Nigeria?

1.4 Hypotheses of the Study

Based on the questions raised the following hypotheses are formulated

- 1 HA₁: Collaborative innovation has positive significant effect on entrepreneurship among private schools of northeast geopolitical zone of Nigeria.
- 2 HA₂: Innovative Ideas positively and significantly affect entrepreneurship in private schools of northeast geopolitical zone of Nigeria.

2.0 LITERATURE REVIEW

2.1 Conceptual Review

The study's key concepts, including entrepreneurship, innovation, collaborative innovation, and innovative ideas, were thoroughly reviewed to provide a comprehensive understanding of their relationships and significance.

2.1.1 Entrepreneurship

Entrepreneurship has been defined in various ways by scholars, but common themes that emerge from these definitions include the efficient and effective utilization of resources,

value creation, risk-taking, and opportunity-seeking (Medeiros et al., 2020). According to Tajpour et al. (2024), entrepreneurship involves identifying, creating, and exploiting opportunities to establish a new business or drive innovation within an existing one.

Similarly, Schermerhorn and Bachrach (2020) characterize entrepreneurship as dynamic, risk-taking, creative, and growth-oriented behavior. Synthesizing these definitions, entrepreneurship can be conceptualized as the pursuit of business activities aimed at generating income and creating value.

2.1.2 Innovation

Innovation, according to Edler and Fagerberg (2017), is defined as the adoption of novel solutions in response to issues, opportunities, or difficulties that develop in the social and/or economic context. According to Turay (2018), innovation is the act of introducing new concepts, tools, procedures, services, or goods. According to Oluwadare (2015), the term "innovation" is typically used to describe the process of creating new products or processes, improving existing products or processes, or creating new ways to carry out tasks. According to Munoz-Bullón (2016), innovation is the capacity to make connections, identify opportunities, and seize those opportunities through entrepreneurship. Innovation does not always entail invention; it might also involve shifting production paradigms or catching up with technological advancements on the global market (Sukru et al., 2015). Setini et al. (2020) defined innovation in an organization as innovative management and service practices. Schumpeter (1947) is one among the first scholars that present the idea of innovation defined it as new methods, machinery, materials, organizational structures, and products that increase production and skills of users. From the above definitions it can be accomplished that Innovation is the development of a new concept or the modification of an already existing idea, followed by its use. This study looks at innovation using its two components. The components are collaborative innovation and innovative ideas .

Collaborative innovation

According to le Pennec and Raufflet (2018), the definition of collaboration is to "co-labor," or to work with others to achieve goals that are common. Collaboration is teamwork which is very important in achieving organizational objectives. In other words, collaboration is group work aimed at achieving specified objectives. It involves three basic aspects which are relationships, process and outcome. Collaboration is not only working together but also thinking together. The way people operate, communicate, make decisions, and share profit in a team determine their performance and business success (Krawczyk-Bryłka et al., 2020). Collaboration also known as open innovation replaced traditional closed model innovation and it assumes that no single organization industrial marketplaces that are knowledge-based and high-tech can effectively innovate through separation (Martín-de Castro, 2015). Overall, these definitions highlight the importance of collaborative

innovation in driving innovation and the need for organizations to work together to achieve common goals and create innovative solutions.

Innovative Ideas

Kier and McMullen (2020) defined Ideation as a process that discloses over time contained numerous sub-processes with many potential results, one of which is idea quality. Ideation, in a new venture creation comprises numerous individuals, who want to become a team for the first time. Ideation assists in assessing both functional, aesthetic and emotional dimensions of an idea. In a nutshell, ideation is the process of generating new ideas in order to achieve organizational goals. The definition emphasizes the multidimensional nature of ideation, which involves assessing functional, aesthetic, and emotional dimensions of an idea. This suggests that innovative ideas are not just about solving problems or meeting functional needs but also about creating value and emotional connections.

2.2 Theoretical Review

The Resource-Based Theory (RBT) provides a valuable framework for understanding the role of internal resources and capabilities in driving organizational performance (Wernerfelt, 1984; Barney, 1991). According to RBT, firms that possess unique resources that are valuable, rare, and difficult to imitate can achieve sustained competitive advantage (Barney, 1991). This theory is particularly relevant to the study of collaborative innovation and innovative ideas in entrepreneurship, as it highlights the importance of internal resources and capabilities in driving organizational performance.

As noted by Barney (1991), RBT assumes that firms possess unique resources that are heterogeneously distributed across firms. These resources can include collaborative innovation and innovative ideas, which can contribute to entrepreneurial success (Wernerfelt, 1984). By leveraging these resources, organizations can create value, innovate, and achieve competitive advantage. The RBT has been widely applied in the field of strategic management and entrepreneurship (Rumelt, 1984; Wernerfelt, 1984; Barney, 1991). However, the theory has several limitations, including its focus on internal resources and potential oversight of external factors, such as environmental and industry dynamics (Barney, 1991). Despite these limitations, the RBT provides a useful framework for understanding the effect of collaborative innovation and innovative ideas on entrepreneurship.

In the context of this study, the RBT provides a valuable framework for understanding the role of collaborative innovation and innovative ideas in entrepreneurship. By applying this



theory, we can gain insights into the importance of internal resources and capabilities in driving organizational performance and entrepreneurial success.

2.2. Empirical Reviews

This section provides a comprehensive review of the existing literature on collaborative innovation, innovative ideas, and entrepreneurship, exploring the relationships and intersections between these key concepts.

2.2.1 Collaborative Innovation and Entrepreneurship

The relationship between collaboration and innovation has been extensively explored in recent studies. Building on this body of research, China et al. (2024) examine the role of collaboration in fostering innovation in Tanzania's leather processing industry. Their study highlights the success of the Kiwango Leather Cluster, which exemplifies effective collaboration between firms, universities, local governments, and research institutions. Notably, the cluster's operational guidelines for collaboration led to cooperative innovations, knowledge exchange, and long-term partnerships. The authors emphasize the power of the Triple Helix model—university, industry, and government collaboration—in driving innovation and SME growth. This study is relevant to our research as it demonstrates the positive impact of collaborative innovation on entrepreneurship, particularly in the context of SMEs.

In a similar vein, Alwiyah and Lyraa (2024) investigate the impact of innovation capability, team creativity, and external environment on start-up performance. Their findings reveal that a start-up's performance is significantly influenced by its innovation capability, with team creativity emerging as a critical driver for enhancing both innovation and start-up performance. Furthermore, the authors highlight the importance of a favorable external environment, including government regulations, access to advanced technology, and collaborative networks with academic institutions, in fostering an innovation-friendly ecosystem. This finding is consistent with the study by China et al. (2024), which underscores the importance of collaboration in driving innovation.

Moreover, Audretsch et al. (2023) and Mallo et al (2022) explore the returns to collaboration in small and medium-sized enterprises (SMEs). Their study demonstrates that the type of partner and geographical proximity significantly influence innovation performance in SMEs. Specifically, collaborating with suppliers and customers—both domestically and internationally—boosts innovation, while partnerships with domestic

universities and international competitors are also effective in fostering innovation within SMEs. The significance of these findings is further reinforced by the study by Wahyudin et al. (2022), which examines the impact of managerial qualifications on collaboration strategies and company performance in small and medium industries (SMIs).

Wahyudin et al. (2022) find that expertise and networking significantly influence both collaboration strategies and company performance. Specifically, communication skills and business relationship strength contribute to effective collaboration strategies and improved company performance. The authors underscore the importance of managerial qualifications, particularly expertise and networking, in effective collaboration strategies and improving company performance. This highlights the need for organizations to invest in developing the skills and expertise of their managers to facilitate effective collaboration.

In addition, Mahdad et al. (2022) investigate the role of collaboration in the agri-food industry's adoption of Internet of Things (IoT) technology. Their study highlights the importance of continuous interaction and negotiation among stakeholders in the food system to develop sustainable, collaborative, and open business models. This finding has implications for the broader literature on collaboration and innovation, highlighting the need for ongoing interaction and negotiation among stakeholders to achieve successful outcomes.

Furthermore, Huang (2021) explores the role of University Science and Technology Parks (USTPs) in facilitating knowledge transfer and firm performance. The study finds that external knowledge positively impacts firm performance through collaborative innovation, with knowledge acquisition and sharing increasing firms' knowledge stock and improving growth and profitability. This study contributes to the literature on knowledge transfer, collaborative innovation and firm performance, highlighting the importance of USTPs in enhancing firm performance and promoting innovation.

Elert and Henrekson (2021) introduce the concept of Collaborative Innovation Blocs (CIBs), which emphasizes the importance of dynamic systems of innovation that evolve over time. The authors argue that CIBs encompass different stakeholders, including entrepreneurs, inventors, financiers, and customers, who work together to generate new ideas and solutions. This concept has significant implications for policymakers and practitioners seeking to promote innovation and entrepreneurship, highlighting the need for collaborative ecosystems that support the development of new ideas and solutions.

Finally, Krawczyk-Bryłka et al.'s (2020) study on entrepreneurial teams and collaboration provides further evidence of the importance of collaborative innovation in entrepreneurship. Their findings reveal that entrepreneurial teams that follow collaborative principles tend to perform better. This study is relevant to our research as it highlights the importance of teamwork and collaboration in entrepreneurship.

These studies demonstrate the positive impact of collaborative innovation on entrepreneurship, highlighting the importance of knowledge transfer, teamwork, and dynamic systems of innovation. They provide insights into the mechanisms through which collaborative innovation can enhance entrepreneurship, including improved innovation capability, creativity, and firm performance. The findings of these studies have significant implications for policymakers, practitioners, and researchers seeking to promote innovation and entrepreneurship.

2.2.2 Innovative Ideas and Entrepreneurship

The relationship between innovative ideas and entrepreneurship has been extensively explored in recent studies. Building on this body of research, Grob, et al. (2024) examine the impact of different idea generation techniques on business process redesign. Their findings highlight the importance of combining exploitative and explorative approaches to achieve innovative and operationally feasible business process redesigns. This study provides valuable insights into the role of idea generation in entrepreneurship, highlighting the need for entrepreneurs to adopt a flexible and adaptive approach to idea generation.

In a similar vein, Ezema et al. (2022) investigates the relationship between business idea generation (BIG) and sustainable start-up performance. Their findings reveal that BIG significantly influences sustainable start-up performance across several dimensions, including new product development, customer satisfaction, and productivity. This study reinforces the importance of innovative ideas in entrepreneurship, highlighting the need for entrepreneurs to develop well-conceived business ideas to achieve sustainability.

Furthermore, Obialo and Akinjo's (2021) study on idea generation and business growth finds that individual, corporate, and customer-centered ideation significantly influence business growth. This study provides additional evidence of the importance of innovative ideas in entrepreneurship, highlighting the need for entrepreneurs to seek out diverse sources of ideas to drive business growth.

Moreover, Kier and McMullen's (2020) study on entrepreneurial imaginativeness and new venture ideation finds that team composition influences the quality and success of new venture ideation. This study highlights the importance of collaborative innovation in entrepreneurship, emphasizing the need for entrepreneurs to work together to generate and develop innovative ideas.

In conclusion, these studies demonstrate the significance of innovative ideas in entrepreneurship, highlighting the need for entrepreneurs to adopt a flexible and adaptive approach to idea generation, seek out diverse sources of ideas, and work collaboratively to

drive business growth and sustainability. The findings of these studies have important implications for our research on the effect of innovative ideas on entrepreneurship, highlighting the need for further investigation into the role of idea generation and collaborative innovation in entrepreneurial success.

2.3 Conceptual Framework of the Study

The conceptual framework is grounded in the study's objectives, which aim to investigate the effect of innovation on entrepreneurship. By focusing on collaborative innovation and innovative ideas as constructs of the independent variable, the framework acknowledges the complex nature of innovation and its potential impact on entrepreneurial outcomes.

The framework's structure, featuring one independent variable (innovation) with two constructs (collaborative innovation and innovative ideas) and one dependent variable (entrepreneurship), allows for a nuanced examination of the relationships between these variables. The hypotheses (H0₁ and H0₂) provide a clear direction for the investigation, enabling the researcher to test the effects of collaborative innovation and innovative ideas on entrepreneurship.

Figure 1 shows the conceptual framework of the study.

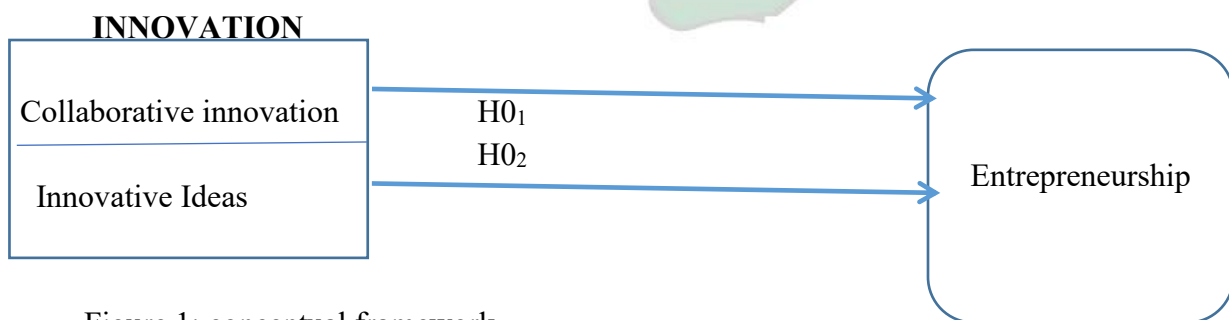


Figure 1: conceptual framework

3.1 METHODOLOGY

This study was conducted in the northeast geopolitical region of Nigeria, which comprises six states: Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe. The region has a total of 4,602 registered private schools, distributed as follows: Adamawa (969), Bauchi (803), Borno (474), Gombe (759), Taraba (1,393), and Yobe (204). A descriptive survey research design was employed to investigate the effect of collaborative innovation and innovative ideas on entrepreneurship within private schools. A proportionate stratified random sampling technique was used to allocate samples for each state, while simple random sampling was used to select private schools within each state. Yamane's (1967) formula was used to determine the sample size, which yielded a sample size of 367 proprietors, owner-managers, or managers. To account for potential non-response, 23 additional

questionnaires were added, bringing the total sample size to 390. A standardized questionnaire employing a 5-point Likert scale was used to collect data, and descriptive statistics and regression analysis were employed to analyze the data using Smart PLS (SEM) software.

The sample size was allocated to each state using proportionate stratified random sampling, with Adamawa state having 90 respondents, Bauchi state having 70 respondents, Borno state having 50 respondents, Gombe state having 60 respondents, Taraba state having 100 respondents, and Yobe state having 20 respondents. The use of a descriptive survey research design and proportionate stratified random sampling technique ensured that the sample was representative of the population, while the use of Smart PLS (SEM) software enabled the analysis of complex relationships between variables.

3.1.1 Data Management

This study implemented rigorous data management protocols to ensure the integrity, confidentiality, and security of the collected data. A standardized questionnaire was used to collect data from proprietors, owner-managers, or managers of private schools in northeast Nigeria. To ensure data accuracy and reliability, the questionnaire was pilot tested with a small group of respondents, and the data was thoroughly checked for errors, inconsistencies, and missing values. The data was stored in a secure, password-protected database, and access was restricted to authorized user only. All data collected was anonymous, and no identifiable information was shared with third parties. This study complies with relevant data protection regulations and guidelines, and all data was used solely for the purpose of this research. Data analysis was conducted using Smart PLS (SEM) software, a robust tool for analyzing complex relationships between variables. By adhering to these protocols, this study ensures the integrity, confidentiality, and security of the data, which is essential for producing reliable and valid results.



4.1 RESULT AND DISCUSSION

The analysis of the data collected from proprietors, owner-managers, and managers of private schools in northeast geopolitical zone of Nigeria revealed significant findings. The response rate was 82%, with 323 out of 390 questionnaires deemed valid for analysis. The normality test indicated that the data was normally distributed, with skewness and kurtosis values within the recommended levels.

The demographic characteristics of the respondents showed that the majority were males (60.4%), between the ages of 30-49 years (54.8%), with less than 20 years of working experience (77.4%). Most respondents were either proprietors or owner-managers (57%), and most schools had 101-300 pupils (39%).

4.1.1 Measurement Model

The measurement model assessment revealed that all constructs had satisfactory reliability and validity. Cronbach’s alpha and composite reliability values exceeded the threshold of 0.6, and the Average Variance Extracted (AVE) values were above 0.5. The Heterotrait-Monotrait Ratio (HTMT) analysis confirmed discriminant validity, with all ratios below 0.8. Figure 1 below shows the measurement model.

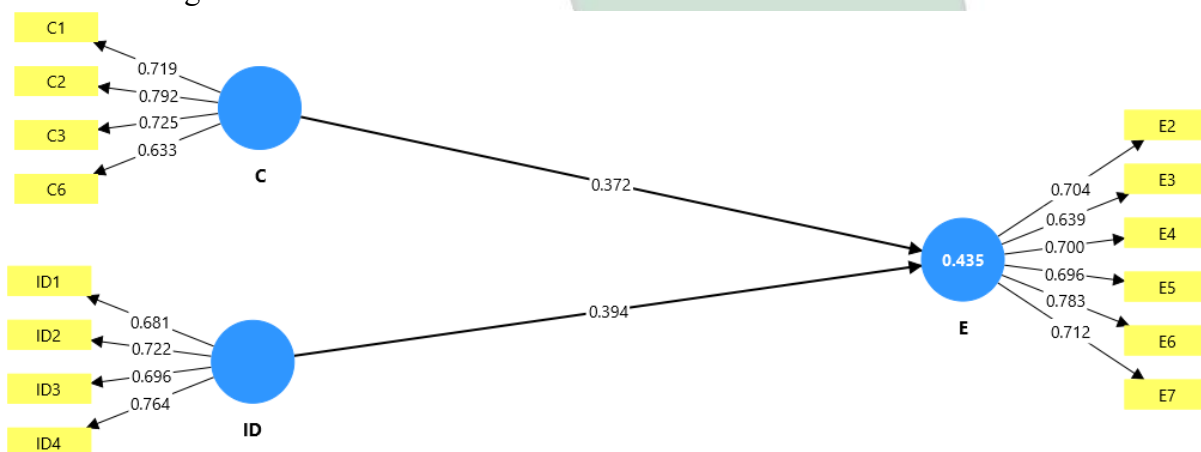


Figure 1: Measurement model

4.1.2 Structural Model

The structural model assessment showed that there was no multicollinearity issue among the independent variables, with Variance Inflation Factor (VIF) values below 5. The coefficient of determination (R²) indicated that 50% of the variation in entrepreneurship was explained by the independent variables. The effect size (F²) analysis revealed that collaborative innovation and innovative ideas had significant effects on entrepreneurship. Figure 2 below show the structural model

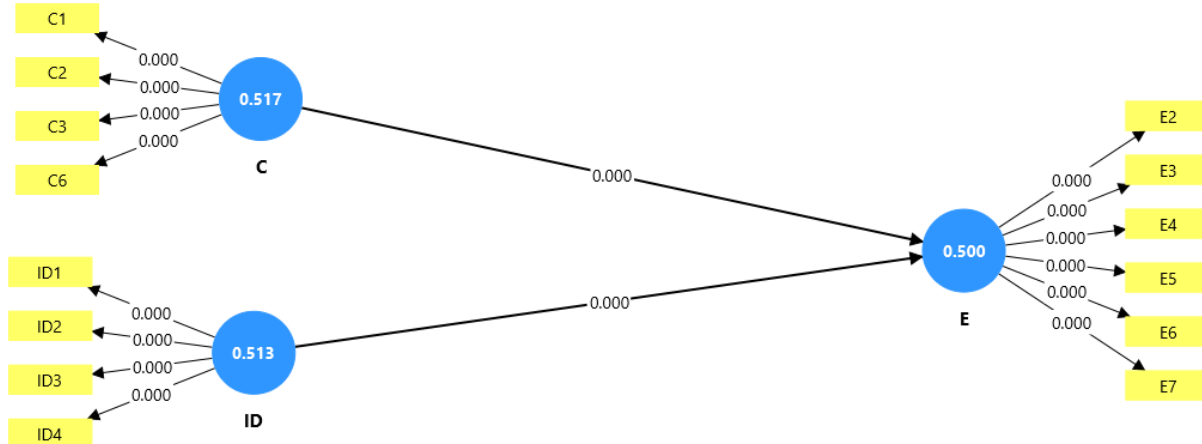


Figure 2: Structural model

4.1.3 Hypotheses Testing

The hypotheses testing results showed that both collaborative innovation and innovative ideas had significant positive effects on entrepreneurship among private schools in northeast geopolitical zone of Nigeria. The path coefficients and p-values supported the acceptance of both hypotheses.

4.1.4 Discussion of Findings

The study's findings indicate that collaborative innovation has a significant positive effect on entrepreneurship among private schools in northeast Nigeria. This result is consistent with previous research that highlights the benefits of collaboration in enhancing organizational performance (Juliana et al., 2021; Medeiros et al., 2020). The study's results suggest that private schools in northeast Nigeria can benefit from collaborative approaches, such as sharing resources and expertise, to improve their performance.

Furthermore, the study found that innovative ideas have a significant positive effect on entrepreneurship among private schools in northeast Nigeria. This finding is consistent with previous research that emphasizes the importance of innovative ideas in driving innovation and entrepreneurship (Kier & McMullen, 2020). The study's results suggest that private schools in northeast Nigeria can benefit from incorporating innovative ideas into their operations, such as generating new ideas and solutions, to improve their performance.

4.1.5 Conclusion

In conclusion, this study provides insights into the effect of collaborative innovation and innovative ideas on entrepreneurship among private schools in northeast Nigeria. The findings suggest that both collaborative innovation and innovative ideas are essential for enhancing entrepreneurship in private schools of northeast geopolitical zone of Nigeria.

The study's results have implications for policymakers, educators, and practitioners seeking to promote entrepreneurship in private schools.

4.1.6 Implications of the Study

This study provides significant empirical insights into the effect of collaborative innovation and innovative ideas on entrepreneurship. The findings of this research contribute to the existing body of knowledge by highlighting the positive impact of collaborative innovation and innovative ideas on entrepreneurship. Specifically, the study demonstrates that collaborative innovation and innovative ideas are essential drivers of entrepreneurship, enabling organizations to stay competitive and achieve sustainable growth.

The study has significant theoretical implications for the field of entrepreneurship and innovation. Firstly, it provides support for the resource-based theory, which posits that

internal resources and capabilities are essential for organizational performance (Barney, 1991). Secondly, the study extends the existing theoretical frameworks by highlighting the importance of collaborative innovation and innovative ideas in driving entrepreneurship.

The study also has significant practical implications for organizations seeking to promote entrepreneurship. The findings suggest that organizations that foster a culture of collaborative innovation and encourage the generation of innovative ideas are more likely to experience entrepreneurial success. Practitioners can benefit from the study's findings by implementing strategies that promote collaborative innovation and innovative ideas within their organizations.

4.1.7 Limitations and Future Research Directions

This study has some limitations, including its focus on private schools in northeast geopolitical zone of Nigeria. Future research can benefit from exploring the effect of collaborative innovations and innovative ideas on entrepreneurship in other contexts and industries. Additionally, longitudinal studies can provide insights into the long-term effects of collaborative innovation and innovative ideas on entrepreneurship.

4.1.8 Recommendations

Based on the findings, it is recommended that private schools in northeast Nigeria adopt collaborative innovation and incorporate innovative ideas into their operations to improve their performance. Additionally, policymakers and educators can benefit from promoting entrepreneurship development programs that emphasize collaborative innovation and innovative ideas.



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