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NIGERIAN JOURNAL OF EDUCATIONAL PHILOSOPHY

VOLUME 28 NUMBER 2, OCTOBER, 2017

CRITICAL THINKING AND CREATIVITY FOR
SUSTAINABLE DEVELOPMENT

Published by

PHILOSOPHY OF EDUCATION ASSOCIATION OF NIGERIA (PEAN)

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**EDUCATION FOR CREATIVITY:
A PARADIGM SHIFT FOR NATIONAL
SECURITY IN NIGERIA**

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Abstract

Generally today, it has been observed that the method of passing across information to the learners in Nigerian schools do not help in producing creative and productive individuals. Taking a cursory look at all levels of our educational system, the teachers are the one doing almost everything in the class. For instance, forming class notes do not possess much challenge to the learners because the teachers prepared the notes and give it the learners to copy. The implication of this approach is that, many students after graduation were not able to know beyond what they have been taught in class. This, to some extent, can be one of the reasons we are experiencing unemployment in Nigeria today. Based on the above assertions, the paper examined the concepts of Creativity, Education and National Security. The interface among the concepts were explored with special focus on their potentials to foster National security, if the school leavers were not just educated but instill in them the skills of creativity. The question is: how can creativity impact on National security? The authors of this paper concluded that government should do more towards educating her entire citizens to reduce the level of irrationality in decision making process that are threat to National security. It is equally believed that the pursuit of liberal education will bring about creativity in education and engender National security.

Introduction

The development of any country depends on the kind of education made available to her citizens. Nigeria, like many other nations of the world has a strong belief in education as the key to economic progress, political stability, social transformation, scientific and technological development FGN,. Therefore, the ability of an individual in Nigeria to think and find solutions to his/her problems and that of the society at large is a fundamental objective of education. In order to meet the demands and challenges of the modern life, students need to be resourceful and creative. Creativity has become a venture for those who know its advantages and that are why it is necessary for all Nigerian students to be creative in order to cope with the challenges of the 21st century.

Creative thinking differs completely from new ideals to new ways of considering and solving problems. It is not the ability to create things out of nothing, but the ability to generate new ideas by

combining, changing or reapplying existing ideas Chan and Chan, Despite the emphasis on ensuring effective and efficient educational programme for the country, Dada asserts that, for Nigeria to compete favourably with the rest of the world there should be proper implementation of the educational programme especially in industrialization and productivity, there exists a vacuum between the white paper and its implementation. For example, there are very many secondary schools that lack teachers for subjects like technical and vocational education among others.

The inculcation of creative skills is one of the expected roles of education in producing the needed manpower for national development as spelt out in the policy statement on education. A cursory look at our educational system and its curriculum in the 21st century, one can say that it glorifies theoretical explanation without practical demonstration. For instance, typical, WAEC, NECO, and NABTEB questions are centre on definition, advantages and disadvantages, objectives, and functions among others with little on utilitarian value of the matters in question. Hence, it is on the utilitarian value that the individuals are expected to demonstrate creativity and this, to some extent, is lacking in our system of education. This is the root cause of unemployment in the country and the genesis of series of insecurity we are witnessing in Nigeria today.

Clarification of Concepts

The key concepts to be clarified here are creativity, education, creativity in education and national security in Nigeria

Concept of Creativity

Creativity, due to its nature provokes a lot of ambiguities when it is mentioned. This is because, various scholars have different interpretations of the word. Woods and Barrows assert that creativity is more than mere producing or mere imitation of what others have already done. Newell and Shall in their own views see creativity as the generation of imaginative new ideas, involving a radical newness, innovations or solutions to a problem and a radical reformation of problems. By implication, creativity is the generation of something new in an environment. Higgins argues in support of the above that, creative solution can integrate existing body of knowledge in various ways but the creative solution, either new or recombined, must have value. That is, a novel idea is not a creative idea unless it is valuable or it implies positive evaluation. The implication of this definition is that, a creative idea can originate from things that are already in existence.

In another dimension, creativity is one of the valued and prominent acts that is derived from the mind. It has features, which differentiate human being from animals and machines. This is in agreement with the words of Descartes who asserts that creativity is a phenomenon that falls outside scope of machines framework. For Descartes, creativity is firstly, a process in the mind. This process is evidenced in a form which is different from products already existing in the same domain. In the same vein, creativity involves a process; the process must generate the product or object which must have a unique characteristic that makes it different from their products. That is when we claim that the new fact is created.

Linda sees creativity as the act of turning new and imaginative ideas into reality, which involves two processes; thinking and producing. She stressed further that innovation as the production or implementation of idea is not creativity. If one has ideas, but does not act on them, such a person is imaginative not creative. This is because, creativity requires passion and commitment. Similarly, Bruce submits that creativity is the ability to see something in a new way, to see and solve problems no one else may know they exist, and to engage in mental and physical experiences that are new, unique, or different. Creativity is a critical aspect of a person's life that starts from inside the womb and onward.

Others see creativity as the outcome of cognitive processes that lead to the production of something novel, a view which was termed the "nothing special" hypothesis by Bruce.

Oduolowu says that the stands of evidence of lack of creativity observed in Nigerian students can also be traced to the fact that theoretical knowledge has always been promoted in schools which according to him has resulted into lack of manipulative skills and ability to solve problems on individuals' basis. This is because many recipients of formal education in Nigeria today, do not show an inclination to working with their hands. This to some extent is hindering the growth of industrialization in the country.

Concept of Education

Philosophers and educators seem not to agree on what education should be and what the aims should also be. Hence, there are as many explanations of education as there are educational philosophers and scholars. The word education according to Enoh originates from the Latin word, *Educere* meaning, to draw out or to lead out. This shows that the individual is endowed with some basic qualities or potentialities, which are embedded in him. However, for such qualities to be useful to the individual in particular and society at large, there is the need for the leading out or drawing out just like water is drawn out of a well to make it useful to man. Education considered from this perspective can then be explained as the process through which the in-born potentialities of an individual are helped to develop to the maximum level so as to make man useful to himself and the entire society. This is in line with the position of Idealists like Plato, Berkeley and Kant. These people believed that the recipient has innate ideas which need to be squeezed out of him.

This view of education is however opposed by the Realists, such as Locke, Aquinas and Whitehead respectively. To these, philosophers, education was derived from *Educare*, another Latin word which means to nourish, to bring up, 'to raise', 'to form', 'to train', or to impact. This means that education is the process through which an individual acquires what it takes to live successfully in the society. It is the process by which knowledge, skills, and abilities needed by an individual are received to ensure the effective functionality of such individual wherever he or she finds him or herself. This later derivation also shows that education goes beyond what is acquired within the four walls of a school. Training of a child, for instance, cannot be solely done by the school; other agencies of education such as the family, religious centres, mass media, etc are involved. Education, when considered from this angle, will require the involvement of many people where by the informal type of education offered at home and everywhere will have to come in Enoh,.

Judging from the idealists perspective, the aim of education is to discover and develop each individual's abilities and full moral excellence so that the individual can serve the society better. This however, is in contrast with the realist perspective. The goal of education for the realists is to provide the recipient with essential knowledge required for his survival in the physical world. Because, such knowledge will provide the necessary skills needed to live a secure and happy life.

Aquinas in Enoh (2000) explains that, education is the continuous awareness of the ignorance of an individual, so as to transform such an individual for the better. Whether seen from the point of view of an illiterate traditional community or from the point of view of the sophisticated Western or European system education has been formalized, sees education basically as what refers to the orientation given to people which has to do with acquisition of knowledge, skills and values. Enoh, states that education is a systematic process through which a child or an adult acquires knowledge, skills experience and sound attitude. As far as something that is done in an organized way such as school.

Okoro sees education as a "training which is given by suitable hands to the first instinct of virtues in children, when pleasure and pain are rightly implanted in non-rational soul". Education for Plato helps in making an individual live rightly in the society with his fellow human beings. Hence, it makes him to "hate and love, right and wrong. It is the duty of education to assist man to be rational in his

judgment of reality. Eyibe seems to follow Plato's line of reasoning when he says that education is the process of the acquisition of the art of the utilization of knowledge. What this implies is that, education is not just merely the acquisition of knowledge, but that which is beneficial to both the individual and the society at large.

In view of the above discourse, Ogbonnaya states that, "education can be regarded as an activity that goes on in the society and which its method depends on the nature of the society which operates it". A critical examination of this assertion further reveals that the practice of education can be relative. Relative in the sense that educational system and practice cannot be the same from culture to culture or country to country. This may be the reason why Okafor describes education as a process of acculturation whereby an individual is helped to realize his hidden potentials and the proper utilization when necessary.

Concept of National Security

A nation can be said to be a large group of people who live in the same country share similar traditions and ways of life and find themselves occupying the same geo- political entity. People of different colors and religious beliefs may exist in a country. Olayinka . Olayinka explain further that "Many African Nations contain people with different religions and speak different languages. There may also be many different political opinions among people of any nation" from above discussion, Nigeria possesses the various qualities mentioned above, and can be regarded as a nation. It should however be noted that, in spite of some of the differences mentioned there exist unity in diversity as the people believe that they can live and work together under a government Olayinka,.

Security according to Anozie implies the act of protecting something and the condition of being protected. Human security is a positive concept, denoting freedom from multiple sources of threat to human life such as repressive violence against political dissent and minorities, threat aids, drugs environmental scarcity, human trafficking, economic deprivation some of these threats evolved as a result of lack of creative mind to sustain one desire.

In deed, security is the soul of any community and the life hood of any nation. Nigeria as a nation can change for better once the security embraces divine grace, prophetic vision, sense of direction and purpose, inspired imagination, mass-oriented spirit, rooted in the fear of the Lord. According to Anozie, the individual members of the extended family, the peer group, the agnatic group, the neighbourhood, the age group, the political organization, the secret society, etc. were all bound by the overriding norms of mutual reciprocity, functional interdependence and cooperation, intense informal interpersonal contacts and collective responsibility for group welfare, security and survival. To a large extent, the individual's ability to satisfy his physiological needs was contingent on the relative self- sufficiency in security. Consequently, there can be no development in any nation where religious, social, economic and political aspects of life without the accompanying of good security.

In a nutshell, national security should not be restricted to "regime security or security of government or governor. It is an aggregate of the preservation of the persons, communities and legitimately public and private institutions as well as the legitimate of the individuals communities, institutions and the country including, her leadership. In addition, National security includes; the protection of citizens, the individual and collective interests, the sovereignty and assets of the nation. It is the totality of measures against violence, subversion, sabotage and treason. The scope of National security transcends the shores of the nation Oloyede.

In Nigeria, as it is every where, the significance of security cannot be over emphasized. It is the major thing that holds all sectors of the nations together (historical, political, economic, social, religious, educational, and culture). The threat to, vulnerability, or collapse of national security in the country usually jeopardizes and endangers both the nation and the citizens resulting into a devastating

and serious consequence.

Creativity in Education

Creativity in education is seen as globally relevant in ways never imagined, seen, before Craft. Creativity has been categorized as something innate and it can be developed through several activities and teaching strategies. It means translation of unique gift, talent and vision into an external reality that is new and useful. This means that the usefulness of the gifts or the ideas is germane to creativity. Traditionally, creativity has been viewed as an easy process: something that people with certain traits are able to do while others without those traits cannot. What this clarification denotes is that some individuals are more endowed or gifted than others.

Education according to Piaget should be creative. This is because the main objective of education is to create men who are capable of doing new things not simply repeating what other generations have done. The foundations of creative thinking can be laid in classroom using some expensive and critical method of problem solving, task discussion, dialogue and in fact democratic approaches, as brainstorming, assignment, project method, etc Dada.

While in the word of Boden, Creativity "is a fundamental feature of human intelligence in general. It is grounded in everyday capacities such as the association of ideas, reminding, perception, analytical thinking, searching a structured problem-space, and reflecting self-criticism. It involves not only a cognitive dimension (the generation of new ideas) but also motivation and emotion, and is closely linked to cultural context and personality factors." In other words, the level of creativity in education demonstrated by a child may depend on the support and encouragement received from home. When creative techniques in students are acknowledged and motivated by the members of their families, the degree of creativity in such a child would be very high.

In the light of creativity in education, Roger as quoted by Dada proposes that the environment that stimulates creativity in the school is one that has psychological safety and freedom. Psychological safety refers to here is the students development of self-worth and self actualization through self-discoveries. The teacher is providing psychological freedom when he empathises with the student's problem gives room for mistakes and allows students to acquire divergent thinking skills and attitudes. Edward suggests that, part of this freedom is, allowing children to have play time. According to him, playtime is the brain's favourite way to learn, the learners learn about mathematics, verbal skills music and visual arts during playtime.

This is because creativity does not result from abstract teaching but critical reasoning on concrete individual person experience. In order to encourage creativity in education and make learners to have interest in the educational process that will result to creativity to learners the teachers do not need to be rigid on the letter of the curriculum, but needs to address the realities of life, that can make life difficult or unbearable for people. In other words, the curriculum has to be situated in the experience of the people and especially of the students for them to be creative.

Enoh postulates some principles of creative teaching as: suggestions, encounter therapy and deferment. The principle of suggestions which happen to the first opposed to direct institution and accept the indirect one, which upholds, the freedom of the learners in the class to say what he/she has in mind. Teaching according to this principle is the art of allowing learner to offer suggestions, supply clues, indicating possibilities. Principle of encounter according Enoh demands that the teachers, learners and subject- matter which is usually a problem unit rather than remains separate. He is of the opinion that both teachers and learners learn to participate in the inner experiences of the other because of the common things that hold together. These inner derives are dynamic, they are movements towards maximizing understanding, greater self-realization and creative development. The principle of therapy allows the opportunities for freedom, self-initiative and responsibility while the deferment requires the

teachers to differ the offering of final solution and choice. Here, the learner is given the freedom to think and offer possible solutions to the existing problems.

Nigeria has not achieved full creative potential primarily because the sheer volumes of facts to be digested by the students of today leave little time for a deeper interrogation of their moral worth. The result has been a generation of technicians rather than visionaries, each one taking a career rather than an idea seriously. The answer should be a reform in educational system so that students are reinforced to ask about "how" and "why" on the processes of learning. The critical role of imagination, discovery and creativity in students education is gradually coming to light and even within the educational community, many still do not appreciate the importance of imagination students' develop creativity through practical demonstration Oloyede,.

Creativity and National Security in Nigerian

Everyday, human beings encounter new challenges and therefore, they need to be creative. Creativity in this regard, is not only a means of adapting to changes but also a motivation for producing knowledge in different fields of study. Getzel asserts that creative thinking is the highest mental functions and creative production; the peak of human achievement. Swazzing affirm that, to use creative ability and work creatively there is the need to consider admirable goals by majority of people. People viewed creativity as the ingredient needed to solve national security problems in Nigeria because the more learners are exposed to creative learning, the more they are able to stand on their own. Therefore, there is the need to provide specific direction and encouragement for students to nurture creativity in them.

Moreover, the problem with the Nigerian educational system is that students are not taught in a way that enhances creative thinking and the assessment procedures do not reward creativity which today is not making the country to be productive. This is a serious challenge to the educational system, especially, the secondary education that should be encouraged through creative thinking. Akinboye sees creativity as a tool that propels organizations, catapults careers, and generate potent growth and viable outcomes for national security in any sphere of human endeavour. This is why creativity, generates thinking, perceptions innovation and dynamics are usually the key works for sustainable development. This is because, creativity is an amazing complex behaviour that is multi-factorily determined by any nation to strive.

Unfortunately, Nigerian's strength of nationhood is under serious threat on account of internal security due to inconsistency in policy implementation and of lack of creative minded people that can move the nation forward. Also, the non-patriotic sentiments with which many Nigerians across board view all issues of political governance; the culture of impunity on the part of leaders; their do or die attitudes to retaining powers, lack of public trust for leader etc. The socio-economic and political existence of Nigeria can be said to be in trouble by contemporary neo-colonialism frame works. In the same token, there is convergence between internal security and law enforcement education. Nations cannot function properly without effective and efficient policing institutions to maintain law and order. The rudiments of criminal investigation or criminalistics to include lifting fingerprints, blood or hair samples, securing crime scenes, interrogation, arrests, framing of charges, criminal intelligence, and so on, are lessons that should be part of the creative education curriculum of police colleges. Hence, creative thinking method can provides learner with the opportunity to understand and evaluate the activities of such colonialists.

Nigeria as a heterogeneous society needs a high level of creativity among the populace to ensure national security. For instance, among the potentials of creativity pedagogy is creative media pedagogy which gives learners the tools to explain creativity now texts are constructed, and in turn construct and position viewers and readers from those that can easily be pulsed into social destruction. In addition,

creative method involves teaching the skill that will empower citizens and students to be sensitive to the politics of representations of race, ethnicity, gender, sexuality, class and other cultural difference in order to foster critical and creative thinking and enhance democratization. Up till now, Nigerians have not seen themselves as an indivisible entity due to social differences. This could be the reasons why some people within the country tag themselves "Boko Haram" since majority of them are not literates, therefore, set to maltreat the educated ones. This poses a great challenge to national security in Nigeria.

Implications

Generally, great nations of the world employ education and the cultural heritage of the people through their creative venture to maintain the social order, train leaders, maintains stability and security in all ramifications. Hence, for education in Nigeria to be properly positioned to foster meaningful creativity among her members, the following suggestions are hereby put forth.

Presently, Nigerian schools should instill in our youth creative skills needed for occupations in our dynamic societies. As a result of industrialization and mechanization, educational and vocational guidance has to become an integral part of the education of the youth to foster national security. Formal school system should foster adequate provision of creative experiences that will be helpful in solving security problems, thus preparing the incoming generation to make the entire world a better place for living through creativity.

The curriculum of the educational delivery process should undergo certain changes in order to embrace creative goals and objectives based on the new ways of solving problems and needs of the entire citizens. The curriculum content must reflect the creative desire of the different levels of the educational system. Moreover, the curriculum of our schools must equally guarantee sustainable improvement in these creative tendencies of the learners to be able to remove ignorance and poverty in the long run and bring about self-reliance.

The methodology of teaching values should include conscientization model of Paulo freire. This will bring in the much needed critical philosophical understanding and strong conviction that will empower the learners to practically take part in national security discussion of their country.

In addition, Government should provide a functional education, employment opportunities, skills acquisition programmes and basic amenities for under privileged members of the society. It is through this that we can guarantee corporate existence of the society. Anything contrary will jeopardize the state and National security of the country.

Teachers' welfare at all levels of our educational system should be enhanced meaningfully because only a happy teacher can teach well and use creativity to foster security in the classroom.

Conclusions

Exposition so far presented reveals that societies all over the world are experiencing one security problem or the other that has been a major cause of concern to both members and leaders. Therefore, it is a common belief that the value of Nigerian education and the curricula used in all Nigerian schools have become irrelevant to the needs and aspirations of the country and her members. Our education is gradually becoming valueless because it has chosen to invest only on intellectual skills to the detriment of vocational and affective domains and according to Akinsaya and Oyefuga : If we are going to provide educational experience that results in holistic perception of the global village in which we live, we need to come up with curricula that combines the cognitive with affective domains. In a similar dimension, Ejiofor cited in Akinsaya and Oyefuga propounds a 3H (Head, Heart, and Hand) the head according to him must be taught through qualitative and functional education. The heart must be informed to high moral standard and ethical practices, and the hand must be equipped with needed tools suitable for rationalized instructional materials for better achievement. A combination of these strategies will

automatically produce the rebranded, functional and qualitative education needed to solve insecurity in Nigeria

Foot Notes

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