

Creativity, Creative Mindedness and Teaching in Nigeria: Hermeneutical Extrapolation of Aleinikov's Creative Pedagogy

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Abstract

This paper examined the possibility of infusing lessons from Aleinikov's pedagogy into classroom teaching in Nigeria, for the purpose of inducing the Nigerian child towards being creative minded, which will consequentially generate innovations and creativities. This study adopted the popular philosophical methods of conceptual analysis, speculation and hermeneutics. Conceptual analysis was used to clarify the concepts of creative mindedness, creativity and creative pedagogy; hermeneutics was used to interpret the authentic connotations of creative pedagogy in the real and undiluted presentation by its originator, Aleinikov; while speculation was adopted to extrapolate and forecast the future of Nigerian education with the adoption of creative pedagogy. The paper critically examined creative pedagogy, initiated by Dr. Pavel Aleinikov, as a new approach to teaching which prioritizes creative mindedness, creativity and problem-solving skills. It enhances learning processes by nudging students to think innovatively and creatively. If applied to Nigerian education, Aleinikov's creative pedagogy could bring significant benefits by fostering creativity and creative mindsets in Nigerian students. It can also create a classroom environment which fosters imagination and originality. Consequently, teachers are ennobled to incorporate activities that stimulate divergent thinking, such as brainstorming sessions, open-ended projects, and problem-solving tasks. The paper attempted a tactical infusion of Aleinikov's approach to pedagogical practices in Nigerian classrooms. The writers argued that by infusing creative pedagogy into Nigerian education, pedagogues would possess the capacity to inspire students to think creatively, innovative-minded, as they become creative agents. The paper thus concluded that through the infusion of Aleinikov's pedagogical approach, Nigerian pedagogues can foster a generation of creative minds who are equipped with the skills necessary to thrive in a rapidly changing world. Based on the contentions and findings, it was recommended that the school system should provide comprehensive training and professional development programmes for teachers to enhance their proper understanding and implementation of creative pedagogy. Teacher education programmes should be redesigned to include training on the use of creative pedagogy, so as to ensure that future teachers are well-prepared to implement creative teaching methods from the start.

Keywords: Aleinikov, Creative pedagogy, Creative mindedness, Creativity, Teaching

Introduction

Creative thinking and creativity in the classroom have recently gained the attention of scholars due to level of innovation, creativity and sophistication of the present generation, which have precipitated robotic engineering, artificial intelligence, among others. Scholars like Aluyor (2019), Amaok (2020), Craft, Gardner, & Claxton (2008), Dineen, Samuel & Livesey (2005), Lin (2011), Aleinikov (2020), *inter alia*, have variously posited that the nurturing of creative capacities in the child should be the most important goal in the contemporary school system. Akinsanya & Osiyemi (2019) had strongly affirmed that the child needs to be critically-minded and creatively-minded so as to replace the old order, in order to showcase innovations amid innovations. Even in other climes, these goals appear to be one of the primary goals of education. Creative thinking and creativity are now seen as fundamental aims and overriding ideals of education.

Making a child think creatively and become a creative agent is however dependent on the approach to teaching activated by the teacher in the classroom. Nigeria's National Policy on Education (2013) has stipulated, as strongly attested to by many scholars, that no system of education can be greater than the quality of her teaching personnel. This is to mean that the height or depth of an education system is determined the height of the teachers; and the brilliance or intelligence of educational products is predicated on the intelligence of the teacher and his method/approach of teaching. Invariably, one could simply say: bequeath a system with a proficient and competent teacher, using the right method of teaching, and such system will produce a competent and efficient learner.

Statement of the Problem

The logical relationships existing between creativity and creative mindedness; between creative mindedness and creative pedagogy, have been extensively established (confer Akinsanya & Osiyemi, 2019, Aluyor, 2019, etc.). These researches have shown that wherein there are creative pedagogues, learners would necessarily be stimulated to becoming creative minds, and creative minds would naturally give birth to creativities and innovations. This invariably means that if any society is to keep up with the rate of creativity and innovation experienced in the present generation, such society must showcase creative agents/learners whose creative thinking capacities have been stimulated by creative pedagogues.

Quite unfortunately, creative pedagogical approach to teaching appears strange in Nigerian education system, for many of her teachers seem contended with traditional approaches to teaching. This explains the low level of creativity witnessed by products of the education system. This paper thus examined the new approach to pedagogy, as initiated by Aleinikov, and considered the possibility of a tactical infusion into pedagogical practices in Nigerian classrooms. It shall be demonstrated that by fostering creativity through creative thinking/mindedness, and fostering creative thinking/mindedness through creative pedagogy, Nigeria would produce a generation of citizens who are well-equipped to create and re-create their destinies.

Significance of the Study

This paper contributes to the advancement of already existing knowledge in the area of creative thinking and creative pedagogy. The researchers hope that this work would be beneficial to Nigerian pedagogues in a way to stir up their prowess via creative pedagogy. This is very important because the pedagogues are the major personnel in the transmitters of educational objectives in the school system. As such, the researchers hope that this paper would help Nigerian pedagogues to induce creative mind-sets in Nigerian students. This study would also be beneficial to the Nigerian students, as well as graduates who are facing financial crisis as a result of lack of creative thinking. This study would discourage white-collar job mentality among Nigerian education products.

Research Method

This research work adopted philosophical methods of inquiry such as - conceptual analysis, hermeneutics and speculation. Conceptual analysis was used to clarify the concepts of creative thinking, creativity and creative pedagogy. Hermeneutics was used to interpret the authentic connotations of creative pedagogy in the real and undiluted presentation by its originator. Philosophical speculation was adopted to adumbrate the possible solutions that creative thinking and creative pedagogy would bring in Nigerian education and society.

Who is Aleinikov?

Dr Andrei Aleinikov, known for several nicknames such as Mega-Creativity Man (Torrance, 2017); the world leading expert in Mega-Creativity by Dr. K. Neethling, (Neethling is the founder of African Creativity Foundation; Source: International Academy of Genius); and the most creative man in the world (Ramos, 2006), etc. He is a science pioneer, trail-blazing award-winning educator, bestselling author with a Guinness World Record, life-changing, high-energy speaker, consultant, trainer, *inter alia*. The following best describes him:

Having cracked the genius thinking code, as Americans like to say, but in more neutral terms, having developed the new scientific vision of creativity and genius as well as having discovered the genius thinking methodologies, Dr. Aleinikov applied these powerful genius thinking tools to all domains of human life and has proved them to bring extraordinary, or as people say, “genius” achievements. Featured in numerous newspapers and journals, radio and TV shows, online interviews, books and encyclopedias, Dr. Aleinikov continues to influence millions of people – exact fulfillment of his motto, “Saving geniuses around the world (<https://www.andreialeinikov.com/>:1)

In education sphere, Dr Aleinikov’s contributions are stratospheric and not limited to the following: **Originator of Creative Pedagogy**, Creative Andragogy, Creagogy and Innovagogy, Originator of Creative Meta-Pedagogy (teaching educators how to instruct creatively); Designer of Genius Education Methodology (GEM, dubbed “the GEM of education” by media); Developer of numerous innovative programmes, including: first in the world – Creative Linguistics (Military University, Moscow); first in the South-East of the USA – Psychology of Creativity (PSY3390, Troy University, Montgomery, AL); first in the world – Foundations of Creative Education (EDU6625, Troy University, Montgomery, AL); first in the world – HELP 2000, Hyper-Efficient Language Programme, in which during the initial 40 hours of classes, students learn 2000 (i.e., 200 words per day) foreign language words and expressions.

Creative mindedness, Creativity and Creative Pedagogy

Aleinikov’s creative pedagogy revolves around the idea that “if teachers transform their classrooms into creative learning environments, this will promote lifelong learning” (Saibon, Abdullah, & Har, 2018). According to

him, if pedagogy in general is defined as the study of the process of teaching, then creative pedagogy is defined as the science and art of creative teaching (Aleinikov, [1989](#)). Creative pedagogy is a branch of pedagogy that emphasizes the leading role of creativity for successful learning. It is about teaching and learning creatively, and becoming creators and creators of future (Aleinikov, [1989](#)). Aleinikov's Creative pedagogy emphasizes the importance of creativity and active student's engagement in the learning process. It aims to foster creative thinking, problem-solving skills, and innovative thinking among students.

In every attempt to define creative pedagogy, three connected components are essential – Creativity, Creative Teaching and Creative Learning. These three components are incidentally called elements of Creative Pedagogy. The relationship is diagrammatically represented below:

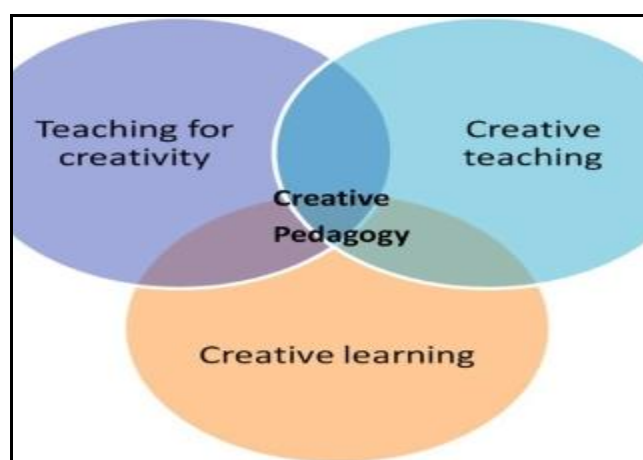


Figure 1: Three elements of Creative Pedagogy (Lin, Yu-Sein 2011)

According to Lin (2011), creative pedagogy simply means ways and tactics for fostering creativity through education. The foundation of creative pedagogy is the idea that creativity should be taught in the right systems and surroundings (Cziksentimihalyi, 1990; Craft, 2001; Starko, 2010). The objective of creative pedagogy is to turn any subject matter (class, course, programme or school) into a creative teaching process that would result in creative learners, who would be considerably more effective students than those produced by traditional approaches to education.

We can equally discern the nexus between creativity and creative pedagogy as follows:

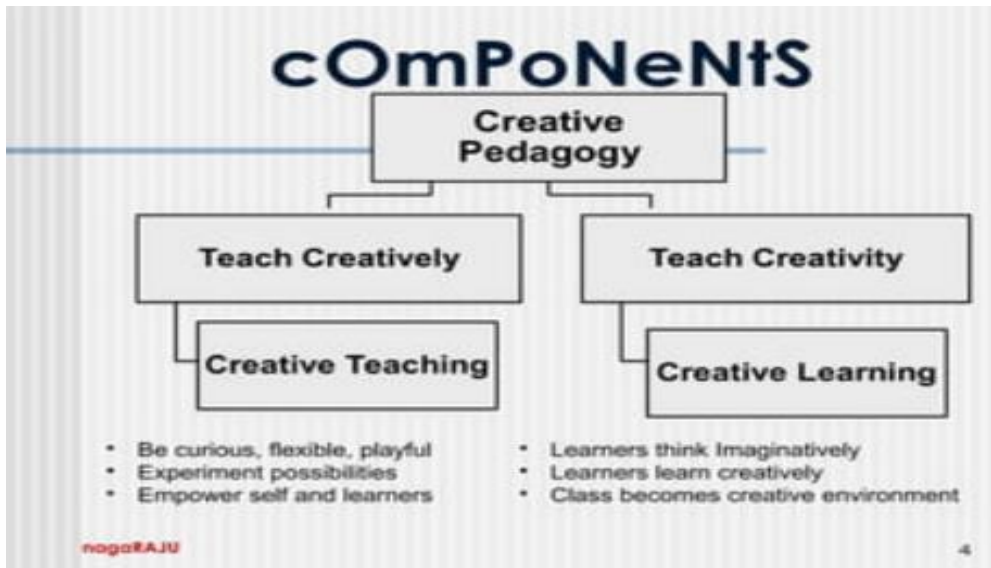


Figure 2: Components of Creativity (Source: Wikipedia)

Principles of Creative Pedagogy

One of the key principles of creative pedagogy is the belief that every student has creative potentials. It encourages teachers to create a supportive and inclusive learning environment that allows students to express their ideas freely and explore their own unique talents. The pedagogy emphasizes the importance of student-centered learning, where students actively participate in designing their own learning experiences. Aleinikov's creative pedagogy also promotes interdisciplinary learning, encouraging students to make connections between different subject areas and apply their knowledge in real-world contexts. It encourages teachers to incorporate various teaching methods, such as project-based learning, collaborative learning, and experiential learning, to engage students and make the learning process more meaningful and practical (Aleinikov, 2012). Aleinikov's creative pedagogy emphasizes cultivating students' imagination and creativity in education. According to Aleinikov (2012), education should not be about memorization or solely preparing students for examinations, but nurturing their innate curiosity and abilities to think critically and solve open-ended problems in original ways.

Student-Centered Learning: Aleinikov's framework emphasizes placing students at the center of the learning process. This principle suggests that Nigerian schools should shift from a teacher-centered approach to one that actively engages students in their own learning. By incorporating student-centered learning methods, such as project-based learning, collaborative

activities, and individualized instruction, Nigerian pedagogues can enhance students' active participation, creative thinking skills, and overall engagement in the learning process.

Experiential Learning: The framework promotes the idea of learning by doing. This principle aligns with Nigeria's need to move beyond rote memorization and passive learning methods. By integrating experiential learning opportunities into the curriculum, such as field trips, experimental studies, and real-world applications of knowledge, students can develop practical skills, problem-solving abilities, and a deeper understanding of the subjects they are studying.

Technology Integration: Aleinikov's framework recognizes the power of technology in enhancing educational experiences. Nigeria can benefit from embracing technology and incorporating it into teaching and learning processes. By providing access to digital resources, online platforms, and educational tools, Nigerian students can engage with interactive and multimedia content, collaborate with peers, and access a wealth of information that expands their learning opportunities.

Teacher's Professional Development: The framework acknowledges the critical role of teachers in implementing effective educational practices. Nigeria should prioritize professional development for teachers, equipping them with the necessary knowledge, skills, and pedagogical approaches to implement student-centered and technology-enhanced teaching methods. By investing in teacher training and support, Nigeria can ensure that educators are prepared to create engaging and effective learning environments.

By incorporating these principles from Aleinikov's framework, Nigeria would enrich its educational experience and outcomes. Students would have more active and meaningful learning experiences, develop required and essential skills for the 21st century, and be better prepared for future challenges. Teachers, equipped with modern instructional approaches and supported through professional development, would effectively facilitate learning and foster students' growth. Ultimately, embracing these principles has the potential to transform education in Nigeria, leading to improved educational outcomes and a more empowered generation of creative learners.

Aleinikov's creative pedagogy is a teaching approach that emphasizes the importance of creativity in learning. Aleinikov argues that creativity is not just

a desirable trait, but a necessary one for success in the 21st century. He believes that the traditional educational system, which focuses on memorization and regurgitation of facts, is not preparing students for the challenges of the modern world. His pedagogy is based on the following creeds:

- I. Creativity is a skill that can be learned. Just like any other skill, creativity can be developed through practice and training.
- II. Creativity is essential for success in the 21st century. The world is changing rapidly, and the ability to think creatively is essential for adapting to change.
- III. The traditional approaches to teaching do not adequately prepare students for the challenges of the 21st century. The traditional approaches focus on memorization and regurgitation of facts, which are not the skills that are needed in the 21st century.
- IV. Creative pedagogy is a more effective way to educate students. Creative pedagogy focuses on developing students' creativity, which is a more effective way to prepare them for present and future challenges.

Aleinikov's creative pedagogy has been implemented in schools around the world, and has been shown to be an effective way to improve student's learning. In a study of 1,000 students in the United States, students who were taught using creative pedagogy, showed significantly gains in creativity, creative thinking, and problem-solving skills than students who were taught using traditional methods (Aleinikov, 2020). Aleinikov's creative pedagogy is a promising new approach to teaching with its potentiality to revolutionize the way we teach and learn. By focusing on developing students' creativity, creative pedagogy would prepare students for the challenges of the 21st century and help them to succeed in life.

Direct Benefits of Creative Pedagogy

Here are some of the benefits accruable from using creative pedagogy in the classroom:

- I. Increased creativity: Creative pedagogy helps students to develop their creativity by providing them with opportunities to think outside the box and initiate new ideas.
- II. Improved critical thinking: Creative pedagogy helps students to develop their critical thinking skills by teaching them how to analyze information and make informed decisions.
- III. Enhanced problem-solving skills: Creative pedagogy helps students to develop their problem-solving skills by teaching them how to identify and solve problems in a creative and innovative way.
- IV. Increased motivation: Creative pedagogy helps students to become more motivated to learn by making learning more engaging and interesting.
- V. Improved academic performance: Creative pedagogy has been shown to improve students' academic performance in a variety of subjects.

According to Craft, Gardner & Claxton (2008) and Newton & Newton (2009), the need to promote creativity has become an international conversation. By giving students the information and creative skills they need, education serves as the foundation for human capital (Lin, 2011). To meet this demand, policymaking and curricular change were carried out (Shaheen, 2010). The most important reasons for encouraging creativity in school include personality, knowledge, motivation, thinking and learning styles, teaching methods, evaluations and incentives, and surroundings.

Personality: The psychological traits of high achievers have been a popular topic in creativity study since 1990s. According to Chavez-Eakle, Lara, and Cruz-Fuentes (2006), the main focus of their research is to determine "whether highly creative people have common characteristics across fields and to examine the major differences among highly creative people. Numerous studies have confirmed that certain groups of personality traits, such as self-assurance, independence, openness to experience, willingness to take risks, attraction to complexity, tolerance of ambiguity, flexibility, and intuition, are related to creative functioning (James & Asmus, 2000; Kurtzberg & Amabile, 2001; Mumford 2000; Sternberg, 2006).

Knowledge and Expertise: Gardner (1993) found that it often takes creative geniuses ten years to become experts in their disciplines before they make ground-breaking contributions. As a result, "only after the expert knowledge is acquired and mastered does the driving force to fresh ideas to completion comes" (Edelson, 1999). According Batey and Furnham (2006), creativity is a product of both intellect and knowledge. More specifically, "creativity would be an extension of ordinary intelligence". However, they emphasized that "intelligence can be seen as necessary, but sufficient, for creative achievement" For Amabile (1998), everyone has some creative potential that is influenced by three things: expertise, creative thinking abilities, and motivation. Knowledge and originality are people's natural resources. Ford (1996) suggested that three factors affect an individual's aptitude for creativity: domain-related knowledge, behavioral skills and creative-thinking talents. A necessity for creative performance is expertise; practically speaking, expertise is crucial when it comes to tackling innovative problem-solving.

Motivation and Self-Efficacy: According to a study, learners will be more intrinsically motivated if they are given ownership, valued for their input, and encouraged to pursue their own interests (Dineen & Collins, 2005). A substantial amount of research demonstrates the importance of motivation in influencing creativity (Amabile, 1998; Hennessey, 2003). Extrinsic and intrinsic motivation both exist, with the latter being significantly more crucial for creativity. Intrinsic motivation is a major driving force behind the creative process, according to Hennessey (2003). Mumford (2000) observed, however, that "creative work calls for both intrinsic and extrinsic motivation operating in a synergistic fashion". Because of this, it is likely that teachers would use both intrinsic and extrinsic motivation in various contexts. Potential factors that may be associated to students' creative self-efficacy include motivation, perspectives, educational experience, and academic beliefs and practices. The reciprocal relationships between efficacy beliefs and creative outputs have been the subject of much empirical research (Beghetto, 2006). Students are more likely to have good evaluative judgments and feelings about creativity when they are confident in their ability to be creative and expect positive consequences from their efforts. The cognitive and emotional foundation of individual creative performance includes creativity efficacy and a positive attitude towards creativity. Therefore, creativity efficacy may have an impact on favourable perceptions of creativity. According to Beghetto (2006), there is a positive correlation between students' motivating beliefs, instructors' evaluations of their creative performances, and their sense of self-efficacy.

Assessment and Reward: According to Hennessey, 2003, predicted assessment could have disruptive effects on creativity by harming intrinsic motivation and impairing cognitive functions. One explanation for this is that people's assessment anxiety may drive them away from the work at hand and toward extraneous considerations. Most importantly, this outcome may cause children to avoid taking risks and exploring the realm of possibilities, two essential elements of creativity. However, social-psychological studies have revealed that "under certain specific conditions, the expectation of reward can sometimes increase levels of extrinsic motivation without having any negative impact on intrinsic motivation or performance" (Hennessey, 2003). The research shows that depending on the sort of review expected, expectations of evaluation may, in some corporate environments, be advantageous for people's creativity. People should work alone without any expectations of assessment if the objective is to pursue high quality creativity and productivity. Additionally, a goal that emphasizes originality is good for encouraging creative performance but bad for productivity. Teachers may demonstrate dedication to their pupils by creating engaging objectives and expectations for them, as well as by assisting them in creating an internal incentive system. Individuals seem to be motivated to focus their attention and effort on developing creative and pertinent replies when given a creativity objective. As long as objectives are specified for desirable performance dimensions, creating goals can be a useful technique for improving performance.

Environment: Hunter et al. (2007) demonstrated that climate assessments might serve as indicators of artistic performance in the actual world. Organizational environments' enforced receptivity beliefs can also inspire innovative behaviour. In contrast to prior unpleasant experiences, a history of success might increase the possibility of innovative attempts. It has some bearing on self-efficacy or capacity views. People's creativity benefits greatly from having a high perception of their own abilities and self-confidence (Ford, 1996). Additionally, the research on organizational climate offered some helpful suggestions for fostering creativity and innovation, including a trusting and supportive environment for fostering new ideas and changes, the willingness to challenge the established paradigm, a stigma-free environment, and an attitude toward tolerating uncertainty. Amabile (1998) advised executives to create a work atmosphere where employees can feel free to try out creative ideas without worrying about facing repercussions for failure. This justification might also be used in a classroom. Setting up a classroom where pupils feel free to express creative ideas is a crucial part of instructors'

roles in encouraging creativity in their charges. Additionally, as creative endeavours frequently take place in a team environment, the role of teacher-leader frequently has a significant influence on creative efforts. Supportive supervision seems to enhance creativity, which is a quality that is reflected in the ambiguous, dangerous, and subject to critical nature of creative work (Mumford, 2000).

Creative Pedagogy and Teaching in Nigerian Classrooms

When considering the injection of creative pedagogy into typical classrooms in Nigeria, several factors peculiar to the Nigerian context must be taken into account, viz:

Incorporating local culture and languages: Nigeria is a diverse country with numerous ethnic groups and languages. Creative pedagogy can be used to integrate local culture, traditions, and languages into the educational process. Teachers can employ creative techniques such as storytelling, drama, music, and art that reflect Nigerian cultural heritage. This approach can foster a sense of pride and identity among students while facilitating language learning and understanding.

Active learning and student's engagement: Creative pedagogy emphasizes active learning and student's engagement. In Nigerian educational system, where large class sizes and rote memorization are common challenges, incorporating creative pedagogy could help overcome these limitations. Teachers can encourage students to actively participate in their learning through group activities, projects, presentations. This approach promotes creative thinking, problem-solving skills, and collaboration among students.

Enhancing language acquisition: In a country as linguistically diverse as Nigeria, creative pedagogy can play a vital role in language acquisition. Teachers can employ creative techniques to make language learning engaging and interactive. For instance, they can use role plays, language games, and multimedia resources to practice speaking, listening, reading, and writing skills. By integrating creativity into language instruction, students are more likely to develop fluency and proficiency in multiple languages.

Teacher training and professional development: To effectively implement creative pedagogy, it is crucial to provide teachers with the necessary training and professional development opportunities. Nigerian educational institutions

can invest in workshops, seminars, and training programmes which equip teachers with the knowledge and skills to integrate creative pedagogy into their teaching practices. This support can help teachers adapt their instructional methods, create innovative lesson plans, and effectively engage students in learning processes.

Overcoming infrastructure challenges: Nigeria faces infrastructure challenges, particularly in rural areas, which can limit access to resources and technology. Creative pedagogy should consider these limitations and focus on low-cost, resourceful approaches. Teachers can leverage on locally available materials, such as traditional art supplies or storytelling traditions, to create meaningful learning experiences for students. Additionally, partnerships with community organizations, NGOs, and government agencies can help provide necessary resources and support for implementing creative pedagogy.

Evaluation and assessment: Traditional assessment methods in Nigeria often emphasize rote memorization and regurgitation of information. Creative pedagogy encourages alternative forms of assessment that assess creative thinking, problem-solving, and creativity. Educators need to explore and develop assessment strategies that align with the principles of creative pedagogy, such as portfolios, presentations, performances, and project-based assessments. By adapting creative pedagogy to Nigerian education, educators can foster a more learner-centered, engaging, and culturally relevant learning environment. This approach has the potential to enhance language acquisition, promote critical thinking skills, and nurture creativity among Nigerian students, ultimately preparing them for the challenges and opportunities of the 21st century.

Creative pedagogy and pre-service training: Teacher training programmes should include specific modules or courses that introduce aspiring teachers to the principles and practices of creative pedagogy. These modules can cover topics such as the theoretical foundations of creativity in education, practical strategies for integrating creativity in lesson planning, and assessment methods that align with creative pedagogy. By incorporating creative pedagogy into pre-service training, future teachers can develop a strong foundation for implementing it in their classrooms.

Collaborative learning and experiential training: Traditional lecture-based training methods may not effectively convey the practical aspects of creative pedagogy. Teacher training programmes should adopt collaborative learning

and experiential training methodologies, where trainee teachers actively engage in hands-on activities, simulations, and reflections. This approach can provide them with firsthand experience of creative teaching techniques and help them develop the skills needed to implement creative pedagogy effectively.

Model classrooms and demonstration schools: Establishing model classrooms or demonstration schools that showcase effective implementation of creative pedagogy can serve as a valuable resource for teacher training programs. Trainee teachers and practicing teachers can observe experienced educators employing creative pedagogical techniques in real classroom settings. These model classrooms can also serve as platforms for teachers to practice and receive feedback on their own creative teaching approaches.

Research and dissemination of best practices: Encouraging research on creative pedagogy and disseminating best practices is essential for improving teacher training programmes. Teacher training institutions can collaborate with researchers and practitioners to conduct studies that explore the impact of creative pedagogy on student outcomes. Findings and successful case studies can be shared through conferences, journals, and online platforms, providing teachers with evidence-based strategies and inspiring them to integrate creative pedagogy in their classrooms.

Policy support and resource allocation: Governments and educational authorities should provide policy support and allocate resources to enhance teacher training programmes in Nigeria. This includes allocating funding for the development of training materials, the establishment of training centers, and the recruitment of qualified teacher educators with expertise in creative pedagogy. Policy frameworks should also prioritize the integration of creative pedagogy in teacher certification requirements and assessments to emphasize its importance. The application of the above approaches suggests that teacher training programmes in Nigeria can effectively support the implementation of creative pedagogy, equipping teachers with the knowledge, skills, and support needed to foster creativity and innovation in the classroom. This, in turn, can lead to improved student engagement, learning outcomes, and the development of creative thinking and problem-solving skills among Nigerian students. Creative pedagogy shows promising prospects if implemented judiciously in classrooms in Nigeria. While challenges exist, as pointed out earlier, its focus on nurturing students' imagination, autonomy and divergent

thinking could help address prevailing issues. By stimulating higher-order skills overlooked under Nigeria's exam-centric teaching, creative methods may enhance learning outcomes. Piloting aspects through projects linked to nationally-relevant themes, as suggested previously, could raise benefits and build support (Ibukun, 2007). Incorporating peer-learning, play-based activities sensitive to cultural realities also inheres with opportunities to boost engagement among disenchanting youth (Olarinde, 2008).

With careful localization, integrating indigenous understanding, Aleinikov's framework has the potentials to revitalize Nigeria's educational experience. Creative pedagogy presents prospects for invigorating the role of Nigerian teachers if properly supported. Its emphasis on student-centered learning requiring facilitation over direct instruction widens the functions teachers perform. This autonomy in curriculum delivery could boost job satisfaction languishing under rigid exam systems (Omotayo & Salau, 2019). Participatory projects and open exploration develops teachers' own enthusiasm, sparking fresh ideas beneficial for professional advancement. Community outreach also deepens respect within society (Emeka, 2016). Initial training equips educators with interactive techniques, cultivating critical and social competencies hitherto given less attention. Continuous support through collaborative lesson planning and classroom observations further instills self-efficacy navigating new approaches (Adeniji, 2011).

Aleinikov's (2012) creative pedagogy has great prospects for Nigerian society if its principles are well integrated into the system. By nurturing students' divergent thinking abilities, communities could experience benefits like increased entrepreneurship and problem-solving around local issues (Ibukun, 2007). Participatory project-based learning rooted in social contexts may yield tangible improvements to everyday lives. Familiarizing youth with sophisticated learning styles modelled by teachers socializes innovative mindsets prized internationally (Emeka, 2016). This stimulates human capital, thus, strengthening Nigeria's competitiveness globally. Empowering children as change agents through autonomy promotes democratic values of self-expression and independent thought (Fafunwa, 1974). Sustained replication builds generations embracing questioning norms critically. Greater emphasis on play also has potential to remedy challenges like pressure/violence, imparting healthy socio-emotional intelligence (Grantham-McGregor et al., 1991). This creates well-adjusted citizens and strengthens social cohesion. By cultivating creativity from a young age, more Nigerian children may develop

into innovative problem-solvers willing to question the status quo (Fafunwa, 1974). Through open-ended projects rooted in local issues, communities could directly benefit from student-generated solutions to real problems (Ibukun, 2007). This grassroots approach to knowledge creation encourages homegrown progress.

Conclusion

On the basis of the extrapolations made in this study, it can be concluded that by infusing creative pedagogy into the classroom milieu, it becomes very easy for educators to inspire students to think innovatively, to develop problem-solving skills, and to cultivate creative mindset. The incorporation of activities that stimulate divergent thinking can create an engaging and dynamic learning environment. Moreover, aligning creative pedagogy with the shift towards learner-centered approaches in Nigeria would allow students to take an active role in their education. By encouraging active learning and experiential education, educators would enhance students' understanding, retention, and practical application of knowledge.

Infusing creative pedagogy in Nigerian education has the potential to produce a generation of creative minds, prepared to navigate the complexities of the contemporary world. It would equip students with the skills necessary to adapt, innovate, and contribute to the Nigerian society and beyond. However, it is important to re-emphasise that the successful integration of creative pedagogy requires support and investment in teacher professional development, curriculum design, and the availability of resources. Collaboration among educators, policymakers, and other stakeholders is crucial to ensuring effective implementation of creative pedagogical practices. This paper therefore concludes that by fostering creativity through creative thinking, and fostering creative thinking through creative pedagogy, Nigeria would be able to nurture a generation of citizens who are well-equipped to tackling future challenges and contribute to the country's growth and development.

Recommendations

Based on the foregoing, this paper recommended that the school system should provide comprehensive training and professional development programmes for teachers to enhance their understanding and implementation of creative pedagogy. These programmes should focus on equipping educators

with the knowledge, skills, and strategies necessary to foster creativity among students. Teacher education programmes should be redesigned to include training on the use of creative pedagogy, so as to ensure that future teachers are well-prepared to implement creative teaching methods from the outset of their careers.

The government should allocate sufficient resources to schools, including materials, technology, and learning resources that support creative teaching and learning practices. Ensure that schools have access to art supplies, digital tools, and other resources that facilitate creative expression and exploration. Foster collaboration and partnerships between schools, universities, businesses, community organizations, and cultural institutions to provide students with exposure to real-world experiences and mentorship opportunities. These collaborations can help students develop creative skills and connect classroom learning to practical applications.

Orientation programmes may also be organised to enlighten all concerned stakeholders on the value of creativity in education. Parents should be encouraged to support creative activities at home and establish channels for communication and collaboration between parents and teachers to foster a creative learning environment. Teachers should develop and implement assessment methods which align with creative pedagogy, allowing for the evaluation of students' creative thinking, problem-solving skills, and innovative abilities. They should explore alternative assessment strategies that go beyond traditional examinations to capture students' creative growth and development. They should conduct studies which examine the long-term impact of creative teaching practices on students' academic achievements, skills development, and overall well-being.

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