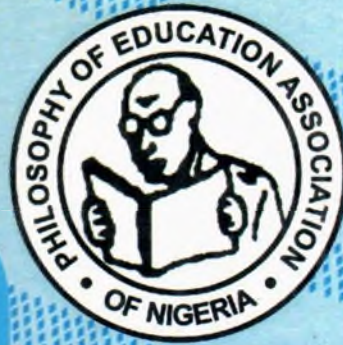


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**Evolution of Nigerian
Philosophy of Education**

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CONTENTS

Evolution of Nigerian Philosophy of Education Prof. Abubakar Abdullahi Bagudo FPEAN	1-8
Evolving A Philosophy Of Education For Nigeria's Educational System Akinkuotu Yemi Ambrose (PH.D)	9-16
Analysis of the Tension between Quality and Quantity in Nigerian Education Prof. Enemu, C. P & Mbaji, Isaac N.	17-27
Quality Versus Quantity in Nigerian Education System Dr. Gloria T. Onwuka & Prof. Chris, J. A. Onwuka	28-36
Access to Education in Nigeria: Whose Access? Prof. Musa Ruwa	37-41
Reflections on Development of Education in Nigeria and Quest for Relevance Abdulkadir Muhammad Ruwah	42-54
Quality Education and Examination Malpractice in Nigeria Dr (Mrs) C.N. Ibekwe and Dr Maduabuchi, R.O.	55-62
Objectives of Early Childhood Care Development and Education in Nigeria: An Appraisal of Their Achievements Dr. Joseph Maina Musa	63-72
Evolution of Nigerian Philosophy of Education: A Philosophical Analysis N.H.A Nwafor, Ph.D	73-83
Education: A Handmaid of Social Change Ebuta, Eramus Eyang	84-91
Access to Basic Education in Nigeria: A Reflection on Barriers Er Peter Luka & Karfe Joachim Nyangsenenso	92-99
Philosophical Research Method: The Dilemma of Philosophers of Education Gbari, Usman S. (Ph.D)	100-106
Liberal Education and the Democratic Ideal: What Lessons for Nigeria? Gyot, Bitrus Dambo Ph. D & Salami, Ishaya Bitrus	107-114
Ethical Re-Orientation: The Basis of Sound Education in Nigeria Igwe, Pantaleon Kanayochukwu & Nweke, Jude Thaddeus	115-125
Philosophy, Culture and Nigerian Education for Creative Thinking: Challenges Associated With Multiculturalism Imo Martin Obot (Ph.D)	126-134

Education and the Challenge of National Unity Ishaku Nuhu Kambai	135-143
Critical Thinking and Creativity in the Nigerian Philosophy of Education Samuel Idowu Meroyi, Ph.D	144-153
Moral Education for National Reconstruction: An Assessment of National Goals of the Nigeria Educational System Quadri, Y. Ayodele & Morakinyo, M. Oladele	154-156
Analysis of Critical and Creative Thinking on Education for Democracy in Nigeria: Implications for Classroom Teachers Mubarak A. Saulawa, Mnim	157-170
How Justifiable is Compulsory Schooling in Nigeria? The Need for Quality Assurance Muhammad Usman	171-181
Philosophical Approach to Bridging the Quality Gap in Nigerian Education Dr. (Mrs.) Eunice A. Odionye & Nnodim Prince Ugonna	182-188
Application of Pedagogical Skills to Tourist Education in Achieving Functional Education in Nigeria Olorunmota, O.M.	189-199
Educating for Cultural Identity and Moral Integrity in the Context of Yoruba's Conception of Human Being Saheed Olanrewaju Jabaar, Ph.D & Olufowobi, Oludare Okikiola, Ph.D	200-211
Nigeria's Vision 20-2020/Nigeria's Vision 15-2050 and Quality/Quantity Education for Nigerians Sir Onuoha G.N.(PhD) & Yaro Joseph Bawa	212-227
Dr. Nnamdi Azikiwe Philosophical Ideas on Staff and students' Discipline in Tertiary Institutions Oputa Chukwuma C'fine	228-241
A Critical Appraisal of Philosophy of Nigerian Education Sunday Daniel Osaat (PhD)	242-249
Nigeria's Philosophy of Education in Historical Perspective Osaat, Sunday Daniel (PhD), Oputa, Chukwuma C'fine, Ibiene, Bennett Tamunobelem (PhD) & Nwosu, Ngozi P. Ph.D.	250-261
Ahmadu Bello and Education for National Understanding: Key to Nation Building Dr. Muhammad M. Shaaba	262-269
Reconstructing Teacher Education for National Development in Nigeria: Onyerisara Ukeje's Philosophical Ideas to the Rescue Dr. Julie I. Kalusi	270-278

CRITICAL THINKING AND CREATIVITY IN THE NIGERIAN PHILOSOPHY OF EDUCATION

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Abstract

Developing critical thinking and possessing exceptional human capacity for thought and creativity are part of the skills that can help to achieve the goals of education. As higher education and job requirements become competitive, complex and technical, proponents argue that students will need skills such as critical thinking and creativity to successfully navigate the modern world, excel in challenging careers, process increasingly complex information, etc. As a result, it is expedient to foster critical thinking and creativity in education. To prepare learners to solve problems and develop societies in the 21st century, there is the need to develop them in how to use cognitive tools of critical thinking and creativity. Critical thinking involves examining possibilities carefully, fairly and constructively, while creativity has to do with exploring ideas, generating possibilities, looking for many right answers rather than just one. The paper philosophically carries out conceptual analysis of critical thinking and creativity as educational concepts. It explores what they entail, the characteristics of a critical thinker and creative person, the relationship between the two concepts, as well as their relevance to education for the transformation and development of Nigeria particularly in achieving the Nigerian philosophy of education. Recommendations were thereafter suggested. The paper concludes that critical thinking skills go hand in hand with creative skills therefore, it is when educators realise the relationship between the two that learners' capacity for innovation to develop the society can be enhanced.

Key words: *critical thinking, creativity, education, philosophy of education and development.*

Introduction

Philosophy is the study of fundamental questions that arise from reflecting on the nature of the world and the place human beings occupy in it. The importance of studying philosophy lies in the habits of thought it inculcates, the breadth of vision it encourages, the perspective it gives on the people, their activities, and lives, among others.

The study of philosophy offers an individual the opportunities to enhance analytical, critical, expressive and interpretive abilities and to build both spoken and written arguments as well as respond to them. It is also a way of using philosophical wisdom to cope with life whether it is specific problem or general depression.

It is universally acknowledged that education is the process of preparing an individual to become a functional, responsible and acceptable member of his/her society, this can be achieved through the inculcation of academic contents necessary to develop skills that will enable learners/recipients of knowledge to reason in rational ways to arrive at decisions that will promote and help to achieve the objectives of the society. There is widespread acceptance of the idea that critical thinking should be an important dimension of education. One of the most challenging and yet rewarding experiences in teaching can be when a teacher is faced with dispelling a popular myth or misconception that students hold in their belief system. It is challenging because beliefs are part of an entire system of understanding, and the process of changing a belief typically requires considerable effort by both teacher and students. Ideally, beliefs are based on solid reasoning and good information. So, changing a belief may mean changing the way someone reasons and the information that are accepted as valid. In changing a belief, educators need to understand how students explain events and help them to understand faulty reasoning patterns and distinguish good information from poor information. The deconstruction and rebuilding of a belief system requires critical thinking.

On the other hand, the most important developments in civilisation have come through creative process. Since the 1950s, there has been a strong concern that education should prioritise the development of creativity. A range of attempts to stimulate creativity have been developed. Although there is, as Bailin pointed out, a serious lack of systematic, controlled evaluations of such programmes, it is also the case that the methods and criteria for evaluating these are underpinned by differing theories of creativity.¹ Implicit in this is the assumption that creativity can be so influenced.

Conceptual Analyses

Critical Thinking

Critical thinking has been defined in several ways by various scholars. It can be defined as the formation of logical inferences that is, developing careful and logical reasoning. It is seen as the use of cognitive skills or strategies that bring about the probability of a desirable outcome. It is the higher order thinking activity that requires set of cognitive skills. It is also seen as deciding what actions to take or what to believe through reasonable reflective thinking. Therefore, it is a purposeful determination of whether to accept or suspend judgment.

¹ S. Bailin, *Critical Thinking and Science Education*. Science & Education, 11. Cambridge: Cambridge University Press, 2002.

Comprehensively, critical thinking can be considered as typical involvement of the individual's ability to do some or all of the following; identify central issues and assumptions in an argument, recognise important relationships, make correct inferences from data, deduce conclusions from information or data provided, interpret whether conclusions are warranted on the bases of the data given and evaluate evidence or authority.

Critical thinking can be considered as a term used by educators to describe forms of learning, thought and analysis that go beyond the memorisation and recall of information as well as facts. In common usage, it is an umbrella term that may be applied to many different forms of learning acquisition or to a wide variety of thought processes. In its most basic expression, it occurs when students are analysing, evaluating, interpreting or synthesising information and applying creative thought to form an argument, solve a problem or reach a conclusion.

It is a unique and purposeful form of thinking practiced systematically and purposefully. The thinker imposes standards and criteria on the thinking process and uses them to construct thinking. It also involves distinguishing between veritable facts and claims, relevant from irrelevant information, claims and reasons; determining factual accuracy of a statement and credibility of source; identifying ambiguous claims or arguments, logical fallacies and unstated assumptions, detecting bias, recognising logical inconsistencies in a line of reasoning and determining the strength of an argument or claim.

Critical thinking is a central concept in educational reforms that call for schools to place a greater emphasis on skills that are used in all subject areas and that students can apply in all educational, career and civic settings throughout their lives. It is also a central concept in reforms that questions how teachers have traditionally taught and what students should be learning; notably, the 21st century skills movement which broadly calls on schools to create academic programmes and learning experiences that equip students with the most essential and demand knowledge, skills and dispositions they will need to be successful in higher education programmes and modern workplaces. Critical thinking intersects with debates about assessment and how schools should measure learning acquisition. It is a skill that is vital for students to possess but far more challenging to measure accurately than factual retention.

Critical thinking entails many kinds of intellectual skills, this include developing well reasoned, persuasive arguments as well as evaluating and responding to counter arguments; examining concepts or situations from multiple perspectives, including different cultural perspectives; questioning evidence and assumptions to reach novel conclusions; devising imaginative ways to solve problems, especially unfamiliar or complex problems; formulating and articulating thoughtful, penetrating questions; identifying themes or patterns and making abstract connections across subjects. In addition, it is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent thinking.

An individual with critical thinking skill is able to understand the logical connections between ideas, identify, construct and evaluate arguments, detect the relevance and importance of ideas, and reflect on the justification of one's own beliefs and values.

It is not a matter of accumulating information. An individual with a good memory and who knows a lot of facts may not necessarily be good at critical thinking. A critical thinker is able to deduce consequence from what he knows about how to make use of information to solve problems and to seek relevant sources of information to inform him/herself. Critical thinking should not be confused with being argumentative or being critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, it can also play an important role in cooperative reasoning and constructive tasks. More so, critical thinking can be a process not an outcome; as a productive and positive activity, as triggered by positive as well as negative events, as emotive as well as rational, and varies according to the contexts in which it occurs. It is also a purposeful, self regulatory judgment which results in interpretation, analysis, evaluation and inferences as well as explanation of the evidential, conceptual, methodological, criteria or contextual considerations upon which such judgment is based.

Critical thinkers try to imagine and explore alternatives which lead to reflective scepticism. They identify and challenge assumptions while importance of context is also crucial to them. It is important that critical thinkers possess elements of reasoning, traits of reasoning and reasoning standards.² Elements of reasoning have to do with the purpose/question, information/facts/data, assumptions, data interpretation, concepts/theories, points of view, and conclusions/implications/consequences. Traits of reasoning according to Bailin include independent thinking, intellectual empathy, intellectual humility, courage, integrity, perseverance, and intellectual curiosity, faith in reason, intellectual civility and intellectual responsibility.

Critical thinking is not an isolated goal unrelated to other goals in education rather, it is a seminal goal which if carried out properly, can simultaneously facilitate a rainbow of other ends. It is best conceived therefore, as the hub around which all other educational ends cluster. It provides ways to summarise and communicate existing knowledge focus on the collection, analysis and display of new data.

Critical Thinking and Educational Process

The importance and implications of critical thinking cannot be underestimated in the process of education. Critical thinking encourages learners to become conscious of themselves as thinkers as exemplified by the existentialist, in order to become aware of the complexity and intricacy of knowledge, to recognise and appreciate the need to act responsibly in an increasingly interconnected world.

² S. Bailin Critical Thinking and Science Education. Op. Cit.

Students of philosophy develop an intellectually independent and creative way of thinking and relate their philosophical understanding to other disciplines and to personal and civic life. They formulate arguments in a rational and logical way as they critically examine their own experience and their ideological and cultural biases. They also become aware of the plurality of philosophical traditions, ideas and concepts, as well as develop their own thinking as they evaluate different ideas and arguments. Critical thinking aims at high level of effectiveness in teaching and learning. A long term approach to critical thinking professional development enables faculty to internalise and apply the fundamentals of critical thinking at a deep level. To be a critical thinker, a learner must understand the basic principles, regularly engage in self monitored and self evaluative practices (that is, putting the principles to work in practice) thereby purposively upgrading one's understanding and skills.

Critical thinking is very important in educational practice because it helps learners acquire knowledge, improve our theories and strengthen arguments. It can be used to enhance work processes and improve social institutions, it provides the ability to incorporate knowledge and apply it endlessly. It is useful in understanding existing knowledge, gaining additional knowledge and developing and testing changes, it helps learners to become more proficient at historical, scientific and mathematical thinking through development of skills, abilities and values critical to success in everyday life. Critical thinking is also essential for skilled reading, writing, speaking, listening, and reasoning with all subject areas, decision making, problem solving analysis, civic and personal choices, intelligent choices in human relationships and evaluation of one's emotions and values. As higher education and job requirements become competitive, complex and technical, proponents argue that students will need skills such as critical thinking to successfully navigate the modern world, excel in challenging careers and process increasingly complex information to transform and develop society.

Creativity

Over the time, creativity has been seen as a tortured and mystical process, the province of geniuses, artist and eccentrics.³ Today, creativity is recognised as a practical skill, one which can be taught and which everyone can achieve. It is a way of thinking in which we look at familiar things with fresh/new eyes, examine a problem with an open mind about how it might be solved and use our imaginative skills rather than our knowledge to explore new possibilities rather than established approaches.

Creativity permeates human life. It is the mark of individuality, the vehicle of self-expression and the engine of progress in every human endeavour. It also raises a wealth of philosophical questions. It is the ability to generate novel, valuable ideas. People need a minimum level of intelligence to be creative. However, not all people who score high in intelligence tests are creative. Creativity deviates from past experiences and procedures. It is the production of novel ideas that are useful and appropriate to the situation.

³ M.A. Boden Creativity and Artificial Intelligence. Scandinavian Journal of Educational Research. Volume 43, number 3, pages 259-273. 1999.

It is more of a process of discovery than cognitive functioning. It is expressed through decisions; it is highly intentional, it engages individuals at the personal level of their identities and abilities. It could be an unconscious process but also involves sustaining original insight, adapting, as well as the ability to let go of existing ideas in order to come up with something new. In other words, it could be viewed as an individual process because it entails exploring things from a new perspective.

In addition, creativity is a complex construct and it is most commonly expressed through a broad range of intelligences including linguistics, musical, mathematical, spatial, kinaesthetic, interpersonal, and even intrapersonal.⁴ It is also seen as a process of becoming sensitive to a problem, deficiencies, gaps in knowledge, missing elements, disharmonies, etc. It is capable of identifying the difficulty, searching for solutions, making guesses or formulating hypotheses about these deficiencies, testing and re-testing these hypotheses and probably modifying them and then communicating the results.

Creativity is characterised by divergent thinking. This refers to when people's thoughts go off in different directions as they try to generate many different solutions to a problem rather than convergent thinking which is when people narrow down a list of possibilities to arrive at a single right answer. It is the serious, deliberate and systematic generation of new ideas, concepts and perceptions of value. It means escaping from existing perceptions and concepts to open up new ways of looking at ongoing things/issues. It has to do with re-conceptualising systems and ideas as well as creating new ones from the scratch. Paul and Kaufman identified five topologies of creativity which include Expressive creativity; a type of spontaneous creativity often seen in children and exemplified in drawings and plays. Productive creativity; usually illustrated by scientists and artists. It is characterised by the need to create rather than being restricted by the need to express. Incentive creativity; this according to them may be described as a problem-solving or a creation to improve an existing technology. Innovative creativity; this deals/relates with the capacity to improve or reinvent an existing organism or object through the utilisation of conceptualisation of skills. Emergent native creativity; this according to Paul and Kaufman is a new creation opening. It is an entirely new paradigm, a discovery that opens an explosion of ideas in a synergetic fashion.⁵

However, it is pertinent to state that creative people are characterised by expertise (having considerable training and knowledge in their field), non-conformity (tending to think independently and have relatively little concern for what others think of them), curiosity (tending to be open to new experiences and willing to explore unusual events), persistence (usually willing to work hard to overcome obstacles and take risks), and intrinsic motivation (tending to be motivated more by intrinsic rewards e.g. sense of accomplishment or satisfaction of curiosity rather than extrinsic rewards like money or social approval).

⁴ Philosophy of Education [TEE 703] lecture notes 2014/15 academic session, Department of Teacher Education, University of Ibadan.

⁵ E.S. Paul and S.B. Kaufman. *The Philosophy of Creativity*. London: Oxford University Press. 2014.

Creativity and Educational Practice

Motivation, cultural background, emotional events, knowledge, educational settings, etc, are necessary in creativity as learners are much more likely to be creative if they enjoy what they are doing. Understanding the manner in which the individual learns facilitates academic achievement and can lead to an environment that enhances creativity. In some ways, creativity is as delicate as the very breath of life. It can be nurtured and expended or starved and diminished. It is not restricted to cognitive or intellectual functioning or behaviour. It is concerned with a complex mix of conditions, personality factors, environmental conditions, chance factors and products. Thus, understanding and applying findings from studies is very important to sustain creativity and stimulating academic achievement.

Creativity is also very important in the process of education just as critical thinking. It helps learners to discover potentials and express them both inside and outside the classroom. It is important for economic growth and development. Creativity can help to improve self esteem, motivation and achievement of learners, it can make learners become more open to new ideas and challenges, they are able to solve problems, work well with others, become more effective as learners, have greater ownership over their learning and will be more interested in discovering things for themselves.

It had been discussed over the time that the nation's system of education have not achieved the objectives set out for it as evident in the practices of the products of our education industry. Many issues had been raised and discussed by scholars with the intent of improving Nigeria's education system. Examining the evolution of Nigerian Philosophy of Education is another effort in this direction. It is therefore pertinent to ask how well the concepts of critical thinking and creativity have influenced Nigeria's educational practice in relation to her philosophy of education.

Critical Thinking, Creativity and the Nigerian Philosophy of Education

The Federal Government of Nigeria stated in the nation's National Policy on Education (N.P.E.) the believe that education is an instrument for national development, can foster the worth and development of the individual, promote equality of educational opportunities to all Nigerian children, and also encourage promotion of a progressive, united Nigeria.⁶ As enunciated above, critical thinking is the ability to think clearly and rationally, it includes the ability to engage in reflexive and independent thinking. Generally, it is erroneously believe that critical thinking hinders creativity because it requires following rules of logic and rationality but creativity might require breaking rules. This is a misconception! Critical thinking is a common phrase in educational, psychological and philosophical circles. It is quite compatible with thinking something out of obscurity, challenging consensus and pursuing less popular approaches.

⁶ Federal Republic of Nigeria. National Policy on Education 3rd edition. Nigeria: NERDC, Yaba, Lagos. Page 7. 1998.

Critical thinking is an essential part of creativity because it is required to evaluate and improve creative ideas.

Creativity has been described as making and communicating connections to think of many, new and unusual possibilities and guide in generating and selecting alternatives. Critical thinking is described as analysing and developing possibilities to compare and contrast many ideas, improve ideas, make effective decisions, judgments and provide a sound foundation for effective action.

Critical thinking involves logical thinking and reasoning while creativity involves creating something new or original. Both are qualities of good thinking processes. They are interrelated and complementary aspects of thinking. Creativity is rather an essential supplement to critical thinking than a replacement. Bayer stated that;

whereas creative thinking is divergent, critical thinking is convergent; whereas creative thinking tries to create something new, critical thinking seeks to assess worth or validity in something that exists; whereas creative thinking is carried on by violating accepted principles, critical thinking is carried on by applying accepted principles. Although creative and critical thinking may very well be different sides of the same coin, they are not identical.⁷

Thus, the two concepts are more or less complementary and essential for developing learners in the acquisition of knowledge as well as applying acquired knowledge in ways that may be contrary to general principles and expectation but to bring about unique and desired changes in societies.

In relation to Nigeria's philosophy of education, critical thinking and creativity are essential for the purpose of national development as contained in the education policy document. These concepts enable the learner's faculty to internalise and apply the fundamentals of critical thinking at a deep level which encourage production and application of new ideas to practical problems in order to bring about desired change(s) in a specific direction and lead to progress through a sequence of stage. The expertise of creativity acquired by learners through the process of education promotes non-conformity to ideas perhaps that may be obsolete; this tends towards exploring unusual events/processes. All these eventually foster the worth and development of the individual learner in becoming what the nation envisages through the process of education. Each learner's critical thinking and creativity skills if allowed to be utilised will culminate in advancing the growth of the Nigerian society to achieve her desired objectives when the society makes available the required environment which will include values, beliefs and cultures among several others, prevalent in the land. Has the Nigerian society able to provide the required environment for the graduates of educational institutions to thrive?

⁷ B.K. Bayer. *Practical Strategies for the Teaching of Thinking*. Boston MA. Allyn and Bacon Inc. Page 35. 1987.

Recommendations

Learners especially, the younger ones are inherently creative. However, at certain ages, the opinion of others become more important to them, fear of failure emerges and they lose their willingness to try new things; they want to know the right answer! The challenge of educational process as well as educators is to nourish and develop children's natural creativity rather than stifle it. This can be achieved by;

1. Providing regular opportunities for hands-on experimentation, problem-solving, discussion and collaborative work.
2. Children should actively be encouraged to question, make connections, envisage what might be possible, and exploring new ideas.
3. Similarly, failures and setbacks should be used as opportunities to learn.
4. Open discussions of problems that pupils or societies are facing and how they can be solved should be facilitated.
5. Open ended questions can be employed and ensured that assessment procedures reflect and reward creativity, enterprise and motivation.

Conclusion

Creativity is designed to create while critical thinking is designed to analyse. This implies that critical thinking challenges and draws conclusion while creativity takes the next step after challenging and begins to create new ideas. Therefore, it can be safely said that critical thinking is an aspect of creativity and creativity is also an aspect of critical thinking. This is because critical thinking skills go hand in hand with creative skills.

Creative and critical thinking skills are considered essential for students. This is because imagination can rescue when reasoning fails! When intuition fails, reason can save situation. Therefore, only by understanding that there is a relationship between these two essential conducts will educators able to enhance the capacity of their students to utilise both creative and critical thinking skills as innovations for national transformation and development. Thus, critical thinking and creativity are basic and necessary for the achievement of the stated Nigerian philosophy of education as contained in the education policy.

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