

An Assessment of the Role of Creativity in Business Studies: It's Implication to Business Management

¹Dorcas Omanyu Oluwade (Igonoh) and ²Bamidele Oluwade

¹Department of Business Administration,
Salem University, Lokoja, Kogi State, Nigeria.

²Department of Computer Science,
Lead City University, Ibadan, Oyo State, Nigeria.

Corresponding Author: Dorcas Omanyu Oluwade (Igonoh)

Abstract

Creative methods of instruction are aspects of reflective methods that help teachers to engage students in participatory activities that improve learning. Methods of instruction are the strategies adopted and used by teachers in transferring learning in a classroom and there are attributes expected of a good method of instruction which is to be used to teach a specific lesson. Observation however shows that the popular method of instruction (the lecture method) has not been much effective. Even though efforts have been made to encourage teachers to diversify the method of instruction, they prefer the lecture method because it is faster to cover the syllabus and to also attend to large classes. Other methods such as the individualized method, the audio visual aid methods that would have improved teaching and learning in this field have not been given adequate attention. This becomes a concern as Business Studies is a field that requires skill development; which means that effective learning cannot take place without student's participation in learning activities. It is based on this that this paper centers on how to use the creative methods of instruction, such as assumption busting, brainstorming, concept mapping, random input, questioning activity etc, in improving teaching and learning business studies in all levels of education, especially in secondary schools. Since effective classroom understanding of Business Studies naturally translates into potential for business skills, the paper is significant for business organization/management especially in underdeveloped nations, with particular focus on Nigeria.

Keywords: creative methods of instruction, business studies, teaching and learning, business organization, business management

INTRODUCTION

Business Studies is an aspect of the compulsory subjects offered by schools, especially secondary students in Nigeria. It is a prevocational subject which is expected to expose the students to general business knowledge. Students are not being trained for a profession at the junior secondary school level in particular, but they are meant to have basic ideas about business. In line with this, the National Policy on Education (NPE) (1981), (1998) and (2002) provides that on completion of junior secondary school, students should be streamed into senior secondary school, the technical college, vocational training centre and the apprenticeship scheme on the basis of 60%, 20%, 10% and 10%. Education for business is obtained at the senior secondary level and it is the type of education that gives specific business knowledge which is taught as separate subjects with emphasis on practical training. This enables students to acquire skills either in accounting, secretarial or office administration/marketing respectively.

This paper becomes important as the conventional and popular methods of instruction no longer yield the expected learning outcome. In business studies,

students learn to do things by actually doing them; this makes it important to adopt methods of instruction that enable students participate in learning activities. This is more so, as Business studies is rooted in acquisition of skills and as such, learning cannot be effective by watching someone else perform the action. It is based on this that this paper discusses the creative methods of instruction with specific reference to assumption busting, brainstorming, concept mapping, random input and questioning activity as appropriate teaching tools for improving Business studies at all levels of education. The study is limited to Business Studies as a subject and all other (vocational) business-related subjects which involve non-trivial hands-on experience.

CONCEPTUAL EXPLICATION

Business Studies is an aspect of vocational education, which equips individuals with the necessary skills, and theoretical knowledge. This knowledge is needed for performance in the business world either for job occupations or for self employment (Fafunwa, 1991). Business Studies refers to educational programmes offered at the secondary schools (formal education) and higher institutions aimed at providing vocational

skills for children and youths. On the other hand, non-formal vocational education refers to educational programmes offered outside the formal school system aimed at providing, developing and improving vocational skills and general knowledge for children and youths who dropped out of the formal school system for one reason or the other. The formal school system, as provided for by the Federal Government of Nigeria in its National Policy on Education (1981), (1998) and (2002) offers business studies which comprises of shorthand, typewriting, commerce, office practice and book keeping. It is a compulsory subject at the Junior Secondary School level of Education. According to the JSCE syllabus, each of the components of business studies is taught as units and they are examined either in objective questions form or essay or both as the case may be.

Business Studies is divided into two aspects; education for business which is obtained at the senior secondary schools and tertiary institutions; and education about business which is obtained at the junior secondary school as business studies. Accordingly, one of the aims of secondary education is that secondary school leavers should be able to make a useful living for themselves within the society (National Policy on Education, 2002). According to Fafunwa (1991), the purpose of education is functionalism; Business education therefore provides practical skills for occupational purposes. On completion of the senior secondary school, students seek admission into higher institutions to study courses that are of interest to them. Universities and Polytechnics in Nigeria offer a four year course in business education while Colleges of Education offer a 3-year course in business education.

From the foregoing, it can be seen that business education require teaching tools that involve doing, i.e., students practically getting involved in the process of teaching, learning and doing things themselves, rather than just observing and taking lecture notes (Oluwade, 2014; Sternberg and Krauss, 2014). This brings up the use of creative teaching methods which are aspects of reflective teaching methods that helps teachers to engage students in participatory activities that improves learning. In line with this, Thorndike emphasized the importance of doing and repetition in the learning process in his experiment on the animal in the cage (Ifeagwu, 2000). Reflective teaching practices are approaches to teaching communication skills in a small-group setting. Even though the reflective teaching practices were developed for communication skills training, they are also useful for teaching other challenging topics such as ethics and professionalism. Subsequently, creative teaching methods are discussed here, with particular emphases on brain storming, assumption bursting and other general techniques of creative teaching methods.

The objectives of Business Studies as stated in the Junior Secondary Certificate Examination (JSCE) syllabus include enabling the students to:-

- a) appreciate the role of commerce and its relationship with the other aspects of production,
- b) appreciate and understand the basic concepts and principles relating to commercial activities with practical situations, especially, in a developing economy.
- c) identify types of transactions and open the necessary books of accounts they pass through in the modern business activities.
- d) acquire the ability in office procedure or practices,
- e) acquire skill in typing mail- able letter at a determinable speed/time as well as knowledge of the ethics of an office/organization
- f) acquire skill in writing correct shorthand outlines by its theories and transcription of simple shorthand passage(s) into long hand with correct spellings at a determined speed and time
- g) prepare for further work in commerce, book-keeping, office practice/procedure, typing and shorthand (National Policy on Education).

Methods of Teaching Business Education

Teaching methods according to Daugherty (1974) are the broad pattern of thinking which a teacher follows to help his students reach the goal set for the course. In other words, they are techniques, ways, principles or strategies that enable the teacher to communicate the lessons. A method that is appropriate to one kind of material may not be suitable for another. Therefore an appropriate teaching method needs to be carefully selected. There is the need to be familiar with major theories of learning which would enable teachers understand students, their interests, mental attitude, individual differences, their readiness level, those things that motivate them to learn as well as a variety of learning experiences, which the students could be exposed to, and made to participate actively (Fafunwa ,1991). This aspect of the discussion is divided into two segments; the first segment deals with the popular methods of teaching business education, while the second segment discusses how creative teaching methods can be introduced so as to improve teaching and learning of business education. It is however important to briefly discuss the characteristics of good teaching methods before progressing to the various teaching methods.

There are certain characteristics, which even though not new, they are useful to creative teaching. They also make teaching methods good (Ifeagwu, 2000). Some of these characteristics include;

- a). Providing useful activities for discoveries; A teaching method is considered good when the teacher provides useful activities that would help

the learners to discover facts and contribute effectively to the learning activities.

- b). A good teaching method takes into consideration all the varying groups of learners in the class, that is, the above average, the average and the below average learners.
- c). The teaching method should allow one to present the subject matter beginning from known to the unknown; from simple to complex; to build new facts and ideas on students' previous experience or knowledge and make learning meaningful to the learners by achieving the stated objectives. This means that what is taught should be relevant to students' needs and situations. That is only when it would make sense to them.
- d). A good teaching method should not aim at teaching too much or too little at any given lesson. What has been prepared should be adequate for the lesson period. What should determine the content of a lesson include the age, interest, ability, maturity of the learners as well as the nature of the subject matter to be taught.

Popular Methods of Teaching Business Education

There are certain popular methods of teaching Business Education which has not yielded much of the desired result among graduates. This was one of the factors that led to writing this paper; so as to improve on the existing methods by introducing creative teaching methods. Some of the popular methods of teaching business education that needs a positive change to creative teaching methods are as follows (e.g. see Isiaka and Dagosta (2001):

a). The teacher-centered method; The teacher centered method is a method whereby students play a passive role in the learning process. The teacher teaches all the time by talking while the students sit down quietly listening attentively and writing down whatever the teacher says. Whatever the teacher says is taken as a rule, it is final and it is binding on all the students. This approach is autocratic and authoritative. Teacher-centered methods include lecture method, demonstration method, questioning techniques, textbook method, visual aids, and chalkboard technique. The lecture method has its advantages and disadvantages. These include the fact that much time and materials are saved using this method. Although the method is useful for teaching large classes, slow learners are usually left behind as they get lost in the crowd, since no particular attention is paid to them. Although the method allows for syllabus to be covered fast, understanding is usually sacrificed for speed. Since students are not given the opportunity to make contributions, their initiative could be stifled. Ways of improving this method could be by allowing students time and opportunity to actively participate in the lesson presentation and using a variety of audio-visual

materials for teaching to attract and sustain interest, thereby enhancing learning.

b). The learner-centered method; this is a method whereby students are opportune to participate actively in the teaching-learning process while the teacher plays a more passive role. There is room for discussions, debates, and for questioning by students. This method is best used when the class size is small no matter the age of the learners. It requires adequate funds with which to provide necessary teaching aids, equipment and resources. It is time consuming but, it could be used for young and adult learners. The various types of learner centered methods include discussion, practical sessions, dramatization/role playing, etc. Their advantages and disadvantages include provision of adequate funds and effective class management among others.

c) The individualized teaching method is a method where attention is paid to the individual learner. It is a method highly recommended for teaching skill subjects because of the need for students to individually acquire practical skills. This method requires the combination of other teaching methods which are suitable to the needs and dispositions of individual students. For according to Ifeagwu (2000), this method uses methods that are good for the individual student's learning style and ability. In line with this, individual learning methods has been described as including learning activity package (programmed learning); individual learning/counseling; supervised studies such as student industrial work experience scheme (SIWES); teaching practice (TP); manuals and student prepared notebooks; observation; reference reading; workbooks; practice and drills; self evaluation; projects; term papers, research; role playing; simulation and games. In these methods, each learner is taken through the learning material level by level; each part of the learning material must be mastered before proceeding to the next level. Each student progresses at his or her own pace and get immediate feedback on work done. We recommend it as a very valuable method of teaching skill subjects and emphasize the need to effectively co-ordinate and manage the progress of the class by identifying and grouping those students whose pace are within the same range.

d) Audio/visual aids are instructional materials, which the teacher uses to supplement instruction. They add to the sense impression of the learner, and easy assimilation of what is taught (Isiaka & Dagosta, 2001). Audio (sound) equipment includes radio, tape recorder, record player etc. The visuals (sight, vision) are charts & posters. Examples of audiovisuals are close circuit TV & video and film (motion). They are not meant to replace the role of the teacher but to enhance transfer of learning. Audio/visual materials

save time when teaching. Much information is communicated at a short time when you use A/V materials to teach. Students will be attracted by the materials, and if used effectively, will sustain their interest, motivate them and accelerate their active thinking (Isiaka & Dagosta, 2001). It is a good substitute for field trip, as vivid pictures can be obtained which is as good as seeing the objects, physically. It is indeed an effective teaching aid.

Creative Teaching Methods (using imaginative approaches) and Business Education

As mentioned earlier, Business studies which consists of shorthand, typewriting, bookkeeping, commerce and office practice is geared towards skill acquisition. The skills can only be acquired through practice. According to Isiaka & Dagosta (2001) theory of vocational education states that training should help the trainee to capitalize his interest and abilities to the highest possible degree. In other words, incorrect experiences will diminish and the correct ones get fixed with constant practice.

In business education, we learn to do things by actually doing them. Creative teaching methods are important here because they help the teacher to involve students in teaching and learning activities.

In line with this, the NACCCE report (1999) made a distinction between teaching creatively and teaching for creativity in its characterization of creative teaching. The former is defined as 'using imaginative approaches to make learning more interesting and effective'. The latter is defined as forms of teaching that are intended to develop young people's own creative thinking or behavior. This distinction has been useful in highlighting the importance of teaching for creativity. Following the proposition in the NACCCE report, Jeffrey and Craft (2004), for instance, emphasize, that the former may be interpreted as being more concerned with 'effective teaching' and suggest that the latter may perhaps be interpreted as having 'learner empowerment' as its main objective. The important thing however is that, there is a close relationship between the two terms. It states clearly that 'teaching for creativity involves teaching creatively' (NACCCE report, 1999:90) and notes that, 'Young people's creative abilities are most likely to be developed in an atmosphere in which the teacher's creative abilities are properly engaged'. It is based on this that we are discussing the various creative teaching methods and how they can improve Business Education in Secondary schools.

To further buttress the significance of using imaginative approaches (creative teaching methods) in schools, it has been observed that children who are doing something retain 75 to 90 percent of what they learn as compared to 5 to 10 percent of what they

hear or 20 to 30 percent of what they see (Field, 2005). Apart from the fact that creative teaching methods enhance the benefits of activity learning, it has the following additional benefits:

- Help children express their feelings in ways in which words do not.
- Encourage original and independent thinking.
- Encourage a child to invest himself in learning.

These benefits are in harmony with the observation that all creative teaching methods require active participation. Some of the creative teaching methods include drama, music, simulations, and learning games etc. In trying to emphasise the distinction and the relationship between teaching for creativity and creative teaching, the teachers also enacted those teaching for creativity principles (NACCCE, 1999), as follows. Teaching for creativity helps by;

- encouraging young people to believe in their creative identity,
- identifying young people's creative abilities and
- fostering creativity by developing some of the common capacities and sensitivities of creativity such as curiosity, recognising and becoming more knowledgeable about the creative processes, that help foster creativity development, and providing opportunities to be creative (Jeffrey & Craft, 2003).

THE CREATIVE PROCESS

The creative processes are the processes that help foster creativity development and provide opportunities to be creative. These include;

- A hands on approach. This approach is done by first making teaching and learning relevant and encouraging ownership of learning. The teacher goes on by passing back control to the learner, and thereby encouraging innovative contributions.

-Control of learning (Jeffrey & Craft, 2003). This could be in form of deciding to relinquish control in favour of other 'interests at hand' (Pollard, 1996), and agreeing to acquiesce to a group's wishes. It is actually an opportunity to be innovative and expressive, to move from one activity to another activity, experimenting with one thing or the other which brings about a high level of concentration that eventually leads to innovation.

- Possibility thinking; One of the major characteristics of creativity itself is possibility thinking (Craft, 2002) and it is mostly used as technology based activities to encourage learners to take control and act innovatively. Possibility thinking includes problem solving as in a puzzle, finding alternative routes to

a barrier, the posing of questions and the identification of problems and issues. The first two types often involve experimentation and investigation. The combination of relevance, ownership and control leads to innovation.

Accordingly, being encouraged to pose questions, identifying problems and issues together with the opportunity to debate and discuss their 'thinking' brings the learner into the heart of both the teaching and learning process as a co-participant (Emilia, 1996). This eventually opens up a space for a more philosophical enquiry.

Introducing a co-participative approach (Emilia, 1996) to classroom experiences involves bringing an understanding of pedagogies into the open and can result in even more control for learners over the appropriate learning strategies to apply to learning contexts. This is more so, as an experience of ownership and control allowed young learners to make the most of the opportunity to be creative and initiate investigations themselves. However, as the NACCCE (1999) report indicated, teaching for creativity cannot necessarily be made routine by planning to either teach creatively or teach for creativity.

The aspect under discussion is actually interesting, especially, when it involves sitting with students and talking about what they are doing, and listening to them enjoying the session; this genuinely gives a very strong sense of achievement (Jeffrey & Woods, 2003, p. 73). In an attempt to add to the three identified, for enhancing *teaching for creativity*, the NACCCE report brought in another factor which is very important in participatory teaching and learning. This has to do with;

The inclusion of the learner in decisions about what knowledge is to be investigated, about how to investigate it and how to evaluate the learning processes. We would see this as being a 'learner inclusive' approach (Jeffrey & Craft, 2003) in which the learner and teacher engage in a more collaborative approach to teaching and learning. The learner's experience and imagination would be a major part of the process of investigating knowledge using such devices as possibility knowledge (Woods and Jeffrey, 1996) and possibility thinking (Craft, 2002). It is similar to that proposed in other research (Lucas, 2001, Pollard et al., 2000, Woods & Jeffrey, 1996, Emilia, 1996). The approach highlights and prioritizes the 'agency' of the learner in the teaching and learning process and might be contrasted with a 'child considerate' approach (Jeffrey 2001) that views the child as an organism that needs nurturing rather than being democratically included. Ultimately, teaching for creativity could involve generating 'learner inclusive' pedagogy, where the learner is encouraged to engage in identifying and exploring knowledge (Jeffrey & Craft, 2003).

The essence of the discussion so far is to draw attention to the relationship between teaching creatively and *teaching for creativity* as an integral

aspect of reflective and collaborative teaching methods. The former is inherent in the latter and the former often leads directly to the latter. This brings the importance of teachers, *teaching creatively* and *teaching for creativity* according to the circumstances they consider appropriate, and sometimes they do both at the same time. *Teaching for creativity* may well arise spontaneously from teaching situations in which it was not specifically intended, *teaching for creativity* is more likely to emerge from contexts in which teachers are teaching creatively notwithstanding some evidence of creative reactions to constraining situations (Craft, 2002). Learners model themselves on their teacher's approach, find themselves in situations where they are able to take ownership and control and are more likely to be innovative even if the teacher was not overtly planning to *teach for creativity*.

From the foregoing, the aims focus on both the pedagogic process and the inculcation of particular values concerned with developing creative people. The practice 'encourages a sense of responsibility for learning. It aims at a growing autonomy involving goal setting and planning, and the capacity for self monitoring, self assessment and self management. In principle, the earlier self-directed learning is internalised, the better' (NACCCE, 1999, p. 92). These objectives concern the development of a lifelong personal creativity and agency of the individual (Craft, 2001; Craft, 2002).

Techniques for Creative Teaching

In order to use the creative teaching methods, one **must** teach creatively; that is, it will take a great deal of creative effort to bring out the most creative thinking in your classes. Of course, creativity is not the only required element for creative teacher. They must also know their fields and know how to create an appropriate learning environment. When will it be most important for teachers to offer direct instruction? When is discovery most important? What are the expectations and how can one best communicate them? Because answers to these questions are so diverse — even for individual instructors teaching different courses or at various times of the semester — no one technique will fit all needs. Here are several approaches or techniques for teaching creatively, both general and specific to certain fields. These general creative thinking techniques were culled from the Internet and summarized by Yao Lu, a graduate student in AESHM (Apparel, Educational Studies, and Hospitality Management). Some of the techniques listed have been used in business training but can easily be adapted for college students. These include (Warren and McIntosh, 2013; Harvey and Harvey, 2013):

Assumption Busting: An assumption is an unquestioned, assumed truth. Assumption busting is

particularly effective when one is stuck in current thinking paradigms or has run out of ideas. Deliberately seeking out and addressing previously unquestioned assumptions stimulates creative thinking. This can be done by listing assumptions associated with a task or problem. Then ask under what conditions these assumptions are not true; continue the process of examination as old assumptions are challenged and new ones are created. An alternative way of proceeding is to find ways to force assumptions to be true.

Brainstorming: a useful tool to develop creative solutions to a problem, is a lateral thinking process by which students are asked to develop ideas or thoughts that may seem crazy or shocking at first. Participants can then change and improve them into original and useful ideas. Brainstorming can help define an issue, diagnose a problem, or possible solutions and resistance to proposed solutions. This can begin by defining the problem clearly and lay out any criteria to be met. Keep the session focused on the problem, but be sure that no one criticizes or evaluates ideas during the session, even if they are clearly impractical. Criticism dampens creativity in the initial stages of a brainstorming session. Ideas should be listed, rather than developed deeply on the spot; the idea is to generate possibilities. Accordingly, participants should be encouraged to pick up on ideas offered to create new ones. One person should be appointed as note-taker, and ideas should be studied and evaluated after the session.

Negative (or reverse) Brainstorming: *Negative* brainstorming involves analyzing a short list of existing ideas, rather than the initial massing of ideas as in conventional brainstorming. Examining potential failures is relevant when an idea is new or complex or when there is little margin for error. Negative brainstorming raises such questions as: "What could go wrong with this project?" Reverse brain-storming is valuable when it is difficult to identify direct solutions to a problem. After clearly defining a problem or challenge, ask "How could I cause this problem?" or "How could I make things worse?" As with brainstorming, allow ideas to flow freely without rejecting any. Evaluating these negative ideas can lead to possible positive solutions.

Problem Solving Analysis: This method, initiated by the Harvard Business School is by far the most widely used method in MBA and executive development programs. The underlying concept is that with enough practice (hundreds of case analyses) students develop intuitive skills for analyzing and resolving complex business situations. Successful implementation of this method depends heavily on the skills of the discussion leader.

Concept Mapping: *Concept maps represent* knowledge graphic form. Networks consist of nodes, which represent concepts, and links, which represent relationships between concepts. Concept maps can aid in generating ideas, designing complex structures,

or communicating complex ideas. Because they make explicit the integration of old and new knowledge, concept maps can help instructors assess students' understanding.

Role-Playing: In most role-playing exercises, each student takes the role of a person affected by an issue and studies an issue or events from the perspective of that person. Role plays should give the students an opportunity to practice what they have learned and should interest the students. It should provide concrete information and clear role descriptions so that students can play their roles with confidence. Once the role play is finished, it is good to spend some time on debriefing.

Storyboarding: Story-boarding can be compared to spreading students' thoughts out on a wall as they work on a project or solve a problem. Story boards can help with planning, ideas, communications and organization. This method allows students to see the interconnections, how one idea relates to another, and how pieces come together. Once the ideas flow, students become immersed in the problem and hitch-hike other ideas.

DO IT: This stands for Defining problems, be Open to many possible solutions, Identify the best solution and then Transform it into effective action. Ten catalysts or prompts are designed to help students with each of these steps. DO IT accelerates and strengthens one's natural creative problem-solving ability and to stimulate a large number of good, diverse ideas. When time allows, students can take advantage of incubation (unconscious thinking) and research processes (find out what ideas have already been tried).

Random Input: Random input is a lateral thinking tool, and it is useful for generating fresh ideas or new perspectives during problem solving. It offers new perspectives on a problem, fosters creative leaps, and permits escape from restrictive thinking patterns.

Decision Tree: A decision tree is a visual and analytical decision support tool, often taught to undergraduate students in schools of business, health economics, and public health. They are simple to understand and interpret, have value even in the absence of hard data, and can be combined with other decision techniques

Questioning Activity: *In this exercise in* questioning, students create a list of 100 questions. There are no directions regarding what questions to ask and no judgments or criticism of questions. Students will ask a wide range of questions, increasing student productivity and motivation. As students focus on what they want to discover and generate their own questions, they pursue answers without prodding. Questions can be general or based on a particular topic or reading; instructors can give several examples from their own lists.

Slip Writing: This method can gather ideas from large groups, numbering from the dozens to the hundreds. Participants are given slips of paper and

asked to write down ideas which are discussed or evaluated. This method collects a large number of ideas swiftly and creates a sense of participation or ownership at the same time.

Laddering: Laddering or the "why method" involves toggling between two abstractions to create ideas. Laddering techniques involve the creation, reviewing and modification of hierarchical knowledge. In a ladder containing abstract ideas or concepts, the items lower down are members or sub-sets of the ones higher up, so one moves between the abstract and concrete. Laddering can help students understand how an expert categorizes concepts into classes, and can help clarify concepts and their relationships.

Exaggeration: includes the two forms of magnify (or "stretch") and minimize (or "compress"), part of the SCAMPER heuristic. This method helps in building ideas for solutions. It is useful to illustrate a problem, by testing unspoken assumptions about its scale. It helps one think about what would be appropriate if the problem were of a different order of magnitude.

Brain-Sketching: To solve a specific problem, students make sketches and then pass evolving sketches to their neighbors.

Reversal: The reversal method takes a given situation and turns it around, inside out, backwards, or upside down. Any situation can be "reversed" in several ways. Looking at a familiar problem or situation in a fresh way can suggest new solutions or approaches. It doesn't matter whether the reversal makes sense or not.

Fishbone: the fishbone technique uses a visual organizer to identify the possible causes of a problem. This technique discourages partial or premature solutions and demonstrates the relative importance of, and interactions between, different parts of a problem.

The Mystery Spot: Instructors set up a mystery story (videos, animations) that evolves a key concept such; Students try to solve the mystery by applying their knowledge; Meanwhile, the story evolves as students investigate on the problem, allowing the instructor to incorporate different knowledge/concepts, and different knowledge depths.

The mystery integrates science learning within an exciting narrative. The narratives have wide appeal and involve students in learning. It is also a very flexible tool with which instructors can invent stories based on their lesson purposes/ targeted key points.

It can be observed from the foregoing that, if the diverse creative teaching methods are used in teaching and learning, students will get more familiar with real life practical situations that enable them seek workable solutions to problems. This is contrary to what is obtainable in most organizations today, where students never see the real application of their subject areas until they get on the job, This has cost

many organizations much money in training and re-training graduates to enable them effectively deliver on the job.

Implication of Creative Teaching Methods to Business Education Teachers

In line with this, there are special Business Studies methods peculiar to each subject. This means that the method used for teaching shorthand is different from the methods used for typewriting, office practice, accounting, commerce, etc. These methods are different from the general popular methods already discussed. It is however, important to note that, no one method is the best. A combination of methods could be used depending on the situation. There is actually the need to vary the teaching method depending on the needs of the class. As an example, research has shown that reading method of teaching shorthand is not too often used by shorthand teachers; this is not good enough and business teachers should be discouraged from not using this method for shorthand, because there is a strong relationship between reading and the ability to write shorthand at speed. This is more so, as no employer is interested in a secretary who can write shorthand outlines but cannot read and transcribe them.

Planning involves both mental and physical activities, and it may be done on a short-term or long-term basis. Education planners should put into consideration, creative teaching methods and making them compulsory at the secondary school levels. Accordingly, there is the need to have a high degree of expertise in methods of presenting a subject matter and to be able to vary classroom experience. This is because the students themselves have a wide range of abilities which need to be developed with the right teaching method. This is more so, as Business Education involves a lot of practical training. This calls for various teaching methods that will encourage students to think favourably towards starting a business after graduation. This becomes important because, when the teacher applies the right technique to vary classroom experience, it prevents monotony and boredom and keeps the learning situation fresh and stimulating. A wide knowledge of teaching techniques will enable the teacher to individualize the learning method and the content based on students' needs. If one technique is continuously used, even that which is considered most effective, with time would become ineffective. This is because the element of surprise increases interest. In referring to the short and immediate plan of the foregoing discussion, the area of lesson planning should be highly considered. Accordingly, a lesson plan can be seen as an instructional session designed and administered by a teacher, with the intention of attaining a lesson objective through guided class activities, involving a variety of teaching techniques. Lesson plan represents a detailed analysis

of a particular activity described in the unit plan. When planning a lesson, the teacher needs to consider the characteristics of the learners, what they will be learning, how learning will be achieved and how to establish that learning has been achieved. In other words, what is the intelligence level of the students? What is their age range, and what previous knowledge do the students have? The answers to these questions will enable the teacher set lesson objectives and to determine what new material is to be introduced to them. The lesson content in turn will also lead the teacher to consider what strategy to use in presenting the learning material, and what type of class activities he/she intends to package for them. Furthermore, there is the need to consider what types of instructional resources to use, and how to improvise where necessary. At the planning stage, the teacher needs to establish appropriate assessment criteria, which will be used to ascertain the extent to which the students have mastered the lesson taught.

RECOMMENDATIONS

As regards the choice of teaching methods, there is no one best method of teaching. Choice of method depends on many factors. It is recommended that the Business Education teacher takes note of the following:

1. The method chosen should be such that can most effectively present the teaching material to meet the objective of the lesson as well as the depth of learning to be achieved.
2. School policy on teaching method is also a factor to be considered when choosing teaching method.
3. The age, abilities, backgrounds, mental, physical, and emotional health of the students are factors to consider when choosing teaching method.
4. The students' previous experience/knowledge/achievement is an essential factor to be considered.
5. The nature of materials to be taught whether is abstract or concrete, complicated or easy, familiar or new should influence choice of method.
6. If the method chosen requires the use of equipment such as typewriters, visual aids and other facilities, their availability as well as the adaptability of the room to the method would determine ultimately whether or not one could use that particular method.
7. If the use of the method requires extra cost to the school, the student or to the teacher, the availability of money would enable one decide whether or not to use the method.
8. The teacher's personality as well as his ability to use various methods and facilities that are available should also be considered.
9. Number of students in a class, and the level are important factors to be considered.
10. Knowledge of the teacher, experience and preparedness in the use of the method will also determine the selection of method.

11. The stage of the subject whether at its introductory, intermediate or advanced stage, etc. will influence your choice of method.

12. Availability of adequate time for the method – especially those that are time consuming – will affect the selection of a teaching method.

13. Interest and motivation are other factors that could influence the choice of teaching method. The teacher's concern should be that the method should be capable of arousing and sustaining the interest of students as well as motivating them to learn.

14. Whatever the method being used, it must emphasize students' activities and actions rather than that of the teacher.

CONCLUSION

The paper has presented a critical evaluation of the role of creativity in the teaching of Business Studies as a subject. Although the focus of the study is on Business Studies, the analysis may be adapted to the teaching of other subjects, especially vocational subjects in business management. The paper emphasizes the importance of creative methods of teaching in the full development of the potentiality of business studies students. The paper notes that, the best way to discover the main characteristics of good teaching methods is to identify the provision of a variety of learning activities which would ensure effective learning. This explains why the creative teaching methods should be considered with its varieties of appropriate and reflective skills of transfer of learning. The creative teaching methods are many; they can be used interchangeably as observed from this paper. Several factors need to be taken into consideration when choosing a teaching method as no one teaching method is the best. What is suitable in one instance may not be suitable in another instance. Teaching methods should also be suitable to varying groups of learners in the class, starting from known to the unknown, such that at the end of the lesson, the stated objectives should be achieved. This is essential if effective learning is to take place.

REFERENCES

- Craft, A. (2001), 'Little creativity'. In: A. Craft, B. Jeffrey, & M. Leibling, (Eds.) *Creativity in education*, pp. 45-61. London: Continuum.
- Craft, A. Jeffrey, B (2003), *Creative practice and practice which fosters creativity*, In: L. Miller, & J. Devereux, (Eds.) *Supporting children's learning in the early years*. London: David Fulton Press
- Craft, A. (2002), *Creativity and early years education*. London: Continuum
- Daugherty, A. S. (1974), *Methods of basic business and economic education*. Cincinnati: Western Publishing Co.

- Emilia, R. (1996), The hundred languages of children, (Reggio Emilia, Reggio Children), In Wikipedia, 2013
- Fafunwa, A. Babs (1991), History of education in Nigeria, NPS Educational.
- Field, J. (2005), Social capital and lifelong learning, Policy Press.
- Harvey, B. and Harvey, J. (2013), Creative teaching approaches in the lifelong learning sector, Open University Press.
- Ifeagwu, D. (2000), Special methods teaching practice for students & teachers in Africa. Lagos: DIC Publishing Company.
- Isiaka, B. T. & Dagosta, F.A. (2001), Vocational and technical education methods. Lagos: Alografiks Kommunikations Company.
- Jeffrey, B. (2001), 'Challenging prescription in ideology and practice: the case of Sunny first school', In: J. Collins, K. Insley, & J. Solar, (Eds.), Developing pedagogy: researching practice. London: Paul Chapman
- Jeffrey, B. & Craft, A. (2003), Creative teaching and teaching for creativity: distinctions and Relationships. Paper presented at the British Educational Research Association special interest group in creativity in education conference. 3rd February. Milton Keynes: The Open University
- Jeffrey, B. & Woods, P. (2003), The creative school: A framework for success, quality and effectiveness. London: Routledge/Falmer
- Jeffrey, B. & A. Craft, (2004), Teaching creatively and teaching for creativity: distinctions and relationships. Educational Studies, 30(1), pp. 77-87. Walton Hall, Milton Keynes
- Lucas, B. (2001), Creative teaching, teaching creativity and creative learning, In: A. Craft, B. Jeffrey, & Leibling, M. (Eds), Creativity in education, London: Continuum.
- NACCCE. (1999), All our futures: creativity, culture and education. London: DfEE.
- National Policy on Education (1998), Federal Republic of Nigeria (Revised edition). Lagos: NERC Press.
- Oluwade, D.O. (2014), "The role of entrepreneurship in technology transfer in Nigeria" In Computers & ICT (A Quarterly Professional Publication, Championing the ICT Revolution), Vol.1, No.1
- Pollard, A. (1996), An introduction to primary education: for parents, governors and student teachers, Cassell.
- Pollard, A. P. Triggs, P. Broadfoot, E. McNess, & M. Osborn (2000), What pupils say: changing policy and practice in primary education, London, Continuum.
- Sternberg, Rolf and Krauss, Gerhard (Ed.)(2014), Handbook of research on entrepreneurship and creativity, Edward Elgar Publishing.
- Warren, D. and McIntosh, P. (Ed.)(2013), Creativity in the classroom: Case studies in using the arts in teaching and learning in higher education, Intellect Ltd.
- Woods, P. & B. Jeffrey (1996), Teachable moments: The art of creative teaching in primary school, Buckingham: Open University Press.