Asian Journal of Education and Social Studies

6(1): 34-42, 2020; Article no.AJESS.53143
ISSN: 2581-6268

Teaching Methods and Creativity Levels of Students on Acquisition of Entrepreneurial Skills in the Rewinding of Coil in Electric Motor

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Author's contribution

The sole author designed, analysed, interpreted and prepared the manuscript.

Article Information

DOI: 10.9734/AJESS/2020/v6i130168
Editor(s):
(1) Dr. Bashar H. Malkawi, Professor, College of Law, University of Sharjah, United Arab Emirates.
Reviewers:
(1) Papadakis Stamatios, University of Crete, Greece.
(2) Marcelo Simões Mendes, University of Sorocaba, Brazil.
(3) H. L. Garbharran, Durban University of Technology, South Africa.
(4) Iulia-Cristina Muresan, Romania.
Complete Peer review History: http://www.sdiarticle4.com/review-history/53143

Original Research Article

Received 25 October 2019
Accepted 31 December 2019
Published 16 January 2020

ABSTRACT

The study was designed to investigate teaching methods and creativity levels of students and acquisition of entrepreneurial skills in the rewinding of coil in electric motor. The study area was Obio/Akpor Local Government Area of Rivers State. A sample of 60 physics senior secondary school students were purposively selected from a population of 1000 students and subjected to quasi-experimental pre-test post-test design with two experimental and one control group with each group taught with different instructional methods. Data was obtained using Creative Ability Test (CAT) and Entrepreneurial Skill Acquisition Test (ESAT) instruments, with reliability coefficients of 0.95 and 0.74 respectively, was analysed using mean and percentage for the research questions while 3×3 Multivariate Analysis of Covariance was used to test the hypotheses. The results showed that students with high creative ability gained most in the acquisition of measurement and manipulative skills when taught with cooperative strategy, while students with average and low creative abilities gained most in the acquisition of measurement, manipulative and finger dexterity skills when taught with demonstration strategy. However, the post hoc analyses showed that the significant differences in the instructional strategies were credited to

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demonstration strategy. The study thus recommends that the creative abilities of the students should be developed, while students–centred instructional strategies like demonstration and cooperative methods should be preferably used by teachers in teaching students rewinding of coil in electric motor.

Keywords: Entrepreneurial skill acquisition; teaching methods and creative ability.

1. INTRODUCTION

The teaching of science has gone beyond cognitive approach to the translation of knowledge acquired into long lasting end product. Exposing the students to hands on activities in order to bring out the best in them is a welcome development in science education. The need to be creative is apt, more especially as the need for youth to become self-reliant is a solution to unemployment. When an individual is creative, it enables him compete favourably in the job market. Mumford [1] explained that creativity involves production of novelty, in creating things that are original, durable and worthwhile. Bilton [2] also acknowledged that creativity provides the foundation for innovation and business growth as well as impacting positively on the society.

The importance of creativity in resolving and translating an idle platform to a busy one must be emphasized in our schools, most especially science education. Avwiri [3] acknowledged that creativity is the act of turning new and imaginative ideas into reality, leading to critical thinking and production. Creativity is synchronizing to entrepreneurship, as entrepreneurship is the end product of creative thinking. This brings about much contribution to the economy growth and employment creation. Much creativity is required in the rewinding of coil in electric motor, most people find the task of rewinding very tasking and difficult .because it require more of measurement, manipulative and finger dexterity skills. So it is simply to throw away the bad electric motor coil, than to repair it. When students possess these skills they are better groomed and ready to take up these task and as such make income for themselves. These can be achieved through entrepreneurial skills and teaching method imply in schools. The need for entrepreneurship cannot be overemphasized, as such there is need to develop these skills in the students. In doing this, as noted by Akaezi [4] creativity can hardly be separated from entrepreneurship. It is therefore necessary to consider the teaching methods that the teacher uses to teach, in order to develop the creative and entrepreneurship skills in the students.

The teaching methods to be investigated are demonstration, guided inquiry and co-operative strategies. Onwioduokit, [5] emphasized that when learners are guided by the teacher, much learning takes place, since the students can reason and critic better. The entrepreneurship skills to be taught to the students are measurement, manipulative and finger dexterity skills. The measurement skill will enable the students to acquaint themselves with accuracy in finding size, length, quantity or degree of something. The manipulative skill allows the students to confidently handle an object with appropriate control and speed of movement required to complete the task while the finger dexterity skill allows the students to manipulate small objects primary with finger.

The theory for the study is Rogoff [6] apprenticeship theory in which a novice student that have worked closely with an expert teacher through dialogue discuss in the zone of proximal development can perform and achieve better results beyond the task which he or she primarily is independently capable of handling. The creative ability level of the students and the teaching method applied is very important when considering their acquisition of skills. Avwiri [7] investigated the creativity of secondary school students; entrepreneurship skills acquisition in the construction of potentiometer in physics revealed that students with high creative ability gained the most when taught with demonstration strategy while students with low creative ability gained the most when taught with guided-inquiry. In the acquisition of finger dexterity skills in the construction of potentiometer, the students acquired the skills irrespective of their creative abilities. However, Odili [8] emphasised that teachers should focus on strategies that could promote students activity and problem solving skills.

1.1 Statement of the Problem

The quest, for self-reliance was necessitated in other to solve the problem of unemployment in

the land. As emphasized by Egboh [9], that graduates should be job creators or self-employed and not to be job seekers. These can be achieved, when the students are creative. Students in secondary schools and higher institutions of learning get knowledge and obtain various degrees and qualifications in their course of study while the creative ability of the students is downplayed in the course of teaching and learning. More especially as teachers are concern on students passing the Senior School Certificate Examination (SSCE) [10]. When the students are exposed to practical, it tends to improve their creative abilities. Why are teachers concerned on students passing the external examination and not developing the students' creative ability alongside teaching, could it be the teaching strategy employed by the teachers? or the creative ability of the students is the issue? Therefore this study will look at the teaching methods and creative ability that will enable students acquire entrepreneurial skills in the rewinding of coil in electric motor.

1.2 Aim and Objectives of the Study

The study investigated teaching method and creativity level of students on acquisition of entrepreneurial skills in the rewinding of coil in electric motor. The following specific objectives were considered to:

I. Investigate the relative effects of demonstration, guided- inquiry and cooperative strategies on the students acquisition of measurement skills in rewinding of coil in electric motor considering their level of creativity.
II. Assess the relative effects of demonstration, guided- inquiry and cooperative strategies on students acquisition of manipulative skills in rewinding of coil in electric motor considering their level of creativity.
III. Investigate the relative effects of demonstration, guided- inquiry and cooperative strategies on students acquisition of finger dexterity skills in rewinding of coil in electric motors considering their level of creativity.

1.3 Research Questions

I. What are the effects of demonstration, guided- inquiry and cooperative strategies on students acquisition of measurement skills in the rewinding of coil in electric motors, considering their level of creativity?
II. How would demonstration, guided- inquiry and cooperative strategies impact on students acquisition of manipulative skills in rewinding of coil in electric motors considering their level of creativity?
III. What is the relative effect of demonstration, guided- inquiry and cooperative strategies on students acquisition of finger dexterity skills in rewinding of coil in electric motors, considering their level of creativity?

1.4 Hypotheses

The following null hypotheses guided the study.

H_{01} There is no significant difference among the students of high, average and low creative ability in their acquisition of measurement skills when taught with demonstration, guided -inquiry and cooperative strategies in rewinding of coil in electric motors.

H_{02} There is no significant difference among the students of high, average and low creativity ability in their acquisition of manipulative skills when taught with demonstration, guided -inquiry and cooperative strategies in rewinding of coil in electric motors.

H_{03} There is no significant difference among the students of high, average and low creative ability in their acquisition of finger dexterity skills when taught with demonstration, guided -inquiry and cooperative strategies in rewinding of coil in electric motors.

2. METHODOLOGY

The study adopted a quasi-experimental, pre-test- post-test control group design. The study was carried out in Obio/Akpor Local Government Area of Rivers State. There were two experimental and one control groups. The factors in the study were instructional strategies, and creativity; each existing at three (3) levels. Purposive sampling technique was used to select 60 students from three schools from the target population of 1000 students. The instruments for this study were Entrepreneurial Skills Acquisition Test (ESAT) and Creative Ability Test (CAT). They were validated for content and construct validity. The reliability indices were 0.95 and 0.74 for CAT and ESAT respectively, using Cronbach

Alpha formulae. The ESAT was expected to measure students' ability, on- the- spot during rewinding of electric motor coil in electric motor. The questions were practical-oriented and were scored a maximum of 5 marks each. It consisted of twenty questions on rewinding of electric motor coil. The questions on rewinding were broken down into five items on Measurement Skills, eight items on Manipulative Skills and seven items on Finger Dexterity Skill. This gave a total of 100 marks for rewinding of coil in electric motor. The Creative Ability Test (CAT), was to put them at the different creative ability levels. It had twenty questions and each attracted a score of 1 mark giving a total of 20 marks. The test was expected to measure students' creative ability based on imaginative thinking. The subjects' creative abilities were classified as high, average and low after the Creative Ability Test was administered to the different groups. They were treated with the three different teaching strategies (Guided-Inquiry, Co-operative and Demonstration Strategies). Based on the data collated, the research questions were analysed using descriptive statistics such as percentages and mean scores while the null hypotheses were tested with 3x3 factorial Analysis of Co-variance.

3. RESULTS AND DISCUSSION

Research Question 1: What are the effects of Demonstration, Guided- Inquiry and Cooperative strategies on students' acquisition of measurement skills in the rewinding of coil in electric motors, considering their level of creativity?

Results in Table 1: Table 1 shows that in the rewinding of coil in electric motor, students with high creative ability gained 268.32% in the acquisition of measurement skills when taught with cooperative strategy, while students with average creative ability gained 288.01% and low creative abilities gained 314.29% in the acquisition of measurement skills when taught with demonstration strategy.

Research Question 2: How would demonstration, guided- inquiry and cooperative strategies impact on students' acquisition of manipulative skills in the rewinding of coil in electric motors considering their level of creativity?

The Table 2 result shows that in the rewinding of coil in electric motor, students with high creative ability gained 260.97% in the acquisition of manipulative skills when taught with cooperative strategy, while students with average creative ability gained 306.84% and low creative abilities gained 303.13% in the acquisition of manipulative skills when taught with demonstration strategy.

Research Question 3: What is the relative effect of demonstration, guided- inquiry and cooperative strategies on students' acquisition of finger dexterity skills in the construction of potentiometer and in rewinding of coil in electric motors, considering their level of creativity?

The Table 3 shows that, students with high, average and low creative abilities gained 320.17%, 343.88% and 332.14% respectively which is the highest scores in the acquisition of finger dexterity skills when taught with demonstration strategy in the rewinding of coil in electric motor.

Table 1. Mean gain scores of acquisition of Measurement skills in the rewinding of coil by students of high, average and low creative abilities and Instructional Strategy

		Rewinding of coil in Electric Motor				
MAT Ability	**Skill**	**Method**	**Pre test $\bar{x}$**	**Post test $\bar{x}$**	**Mean gain**	**Mean gain%**
High Level	Measurement	DMS	5.71	19.71	14.00	245.18
		GIS	5.50	14.33	8.83	160.55
		CPS	5.43	20.00	14.57	268.32
Average Level	Measurement	DMS	5.67	22.00	16.33	288.01
		GIS	5.33	15.83	10.50	197.00
		CPS	5.33	19.83	14.50	272.05
Low Level	Measurement	DMS	5.25	21.75	16.50	314.29
		GIS	5.25	14.50	9.25	176.19
		CPS	5.29	19.43	14.14	267.30

Note: DMS = Demonstration strategy, GIS = Guided Inquiry Strategy
CPS = Cooperative strategy

Table 2. Mean gain scores of acquisition of manipulative skills in the rewinding of coil by students of high, average and low creative abilities and instructional strategy

Rewinding of coil in electric motor						
MAT Ability	**Skills**	**Method**	**Pre test$\bar{x}$**	**Post test$\bar{x}$**	**Mean gain**	**Mean gain%**
High Level	Manipulative	DMS	8.57	29.57	21.00	245.04
		GIS	8.17	26.33	18.16	222.28
		CPS	8.43	30.43	22.00	260.97
Average Level	Manipulative	DMS	8.33	33.89	25.56	306.84
		GIS	8.17	24.83	16.66	203.92
		CPS	9.00	30.33	21.33	237.00
Low Level	Manipulative	DMS	8.0	32.25	24.25	303.13
		GIS	8.25	25.00	16.75	203.03
		CPS	8.29	29.71	21.42	258.38

Note: DMS = Demonstration strategy, GIS = Guided Inquiry Strategy
CPS =Cooperative strategy

Table 3. Mean gain scores of acquisition of Finger Dexterity skills in the rewinding of coil by students of high, average and low creative abilities and Instructional Strategy

Rewinding of coil in electric motor						
MAT Ability	**Skills**	**Method**	**Pre test$\bar{x}$**	**Post test$\bar{x}$**	**Mean gain**	**Mean gain%**
High Level	Finger Dexterity	DMS	7.14	30.00	22.86	320.17
		GIS	7.00	23.83	16.83	240.43
		CPS	7.00	27.86	20.86	298.00
Average Level	Finger Dexterity	DMS	7.11	31.56	24.45	343.88
		GIS	7.33	23.17	15.84	216.09
		CPS	7.33	29.17	21.84	297.95
Low Level	Finger Dexterity	DMS	7.00	30.25	23.25	332.14
		GIS	7.13	22.50	15.37	215.57
		CPS	7.00	26.86	19.86	283.71

Note: DMS=Demonstration strategy, GIS =Guided Inquiry Strategy
CPS =Cooperative strategy

Hypotheses:

H_{01}: There is no significant difference among the students of high, average and low creative ability in their acquisition of measurement skills when taught with demonstration, guided -inquiry and cooperative strategies in the rewinding of coil in electric motors.

Table 4. Summary of 3x3 analysis of covariance of students' acquisition of measurement skills in the rewinding of coil in electric motor classified by strategies and creative abilities, using pre-test scores as covariate

Dependent variable: Post-test scores on measurement skills					
Source	**Type III sum of squares**	**Df**	**Mean square**	**F**	**Sig.**
Corrected Model	487.738[a]	9	54.193	9.253	S
Intercept	364.790	1	364.790	62.284	S
Pre-test	18.048	1	18.048	3.081	Ns
Strategy	425.828	2	212.914	36.353	S
Creative Ability	13.304	2	6.652	1.136	Ns
Strategy * Creative Ability	14.022	4	3.506	.599	Ns
Error	292.845	50	5.857		
Total	21501.000	60			
Corrected Total	780.583	59			

a. R Squared = .625 (Adjusted R Squared = .557)

Table 4, shows that the main effect of strategy is significant, since its calculated $F_{2,50}$ value is 36.353 at degree of freedom of 2,50 and probability level of 0.05 against the $F_{2,50}$ critical value of 3.15. Creative ability is not significant since its calculated $F_{2,50}$ value is 1.136 at degree of freedom of 2,50 and probability level of 0.05 against the $F_{2,50}$ critical value of 3.15. The interaction of strategies and creative ability is not significant since its calculated $F_{4,50}$ value is 0.599 at degree of freedom of 4,50 and probability level of 0.05 against the $F_{4,50}$ critical value of 2.53.This shows that there is no significant difference in the effect of the teaching strategies on students of high, average and low creative abilities in their acquisition of measurement skills in the rewinding of coil in electric motor.

The Post-hoc analysis in Table 5 indicates that strategy 1, which is Demonstration strategy contributed most to the significant difference between the effects of the teaching strategies based on the interaction of teaching strategies and creative abilities in the acquisition of measurement skills in the rewinding of coil in electric motor and followed by cooperative strategy and then guided inquiry strategy.

H_{02}: There is no significant difference among the students of high, average and low creativity ability in their acquisition of manipulative skills when taught with Demonstration, Guided -Inquiry and Cooperative strategies in the in rewinding of coil in electric motors.

Table 6 shows that the main effect of strategy is significant, since its calculated $F_{2,50}$ value is 10.565 at degree of freedom of 2,50 and probability level of 0.05 against the $F_{2,50}$ critical value of 3.15. Creative ability is not significant since its calculated $F_{2,50}$ value is 0.215 at degree of freedom of 2,50 and probability level of 0.05 against the $F_{2,50}$ critical value of 3.15. The interaction of strategies and creative abilities is not significant since its calculated $F_{4,50}$ value is 0.841 at degree of freedom of 4,50 and probability level of 0.05 against the $F_{4,50}$ critical value of 2.53.This shows that there is no significant difference in the effect of the teaching strategies on students of high, average and low creative ability in their acquisition of manipulative skills in the rewinding of coil in electric motor.

The Post-hoc analysis in Table 7 indicates that strategy 1 which is demonstration strategy contributed most to the significant difference between the effects of the teaching strategies on students' acquisition of manipulative skills in the rewinding of coil in electric motor followed by cooperative strategy and then guided inquiry strategy.

H_{03}: There is no significant difference among the students of high, average and low creative ability in their acquisition of finger dexterity skills when taught with Demonstration, Guided -Inquiry and Cooperative strategies in the rewinding of coil in electric motors.

Table 8 shows that the main effect of strategy is significant, since its calculated $F_{2,50}$ value is 14.501 at degree of freedom of 2,50 and probability level of 0.05 against the $F_{2,50}$ critical value of 3.15. Creative ability is not significant since its calculated $F_{2,50}$ value is 0.463 at degree of freedom of 2,50 and probability level of 0.05 against the $F_{2,50}$ critical value of 3.15. The

Table 5. Post-hoc analysis of students' acquisition of measurement skills in the rewinding of coil in electric motor based on the interaction of teaching strategies and creative abilities

Pairwise Comparisons						
Dependent Variable: Post-test scores on measurement skills						
(I) Strategy	(J) Strategy	Mean difference (I-J)	Std. error	Sig.[a]	95% confidence interval for difference[a]	
					Lower bound	Upper bound
1.00	2.00	6.444*	0.798	0.000	4.841	8.046
	3.00	1.590	0.796	0.051	-0.009	3.190
2.00	1.00	-6.444*	0.798	0.000	-8.046	-4.841
	3.00	-4.853*	0.770	0.000	-6.400	-3.307
3.00	1.00	-1.590	0.796	0.051	-3.190	0.009
	2.00	4.853*	0.770	0.000	3.307	6.400

Based on estimated marginal means

**. The mean difference is significant at the .05 level.*

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments)

Table 6. Summary of 3x3 analysis of covariance of students' acquisition of manipulative skills in the rewinding of coil in electric motor classified by strategies and creative abilities, using pre-test scores as covariate

Dependent Variable: Post-test scores of manipulative skills					
Source	**Type III sum of squares**	**Df**	**Mean square**	**F**	**Sig.**
Corrected Model	561.132[a]	9	62.348	3.105	S
Intercept	505.169	1	505.169	25.162	S
MPPRETEST	.145	1	0.145	0.007	Ns
Strategy	424.215	2	212.108	10.565	S
Creative ability	8.643	2	4.321	0.215	Ns
Strategy * Creative ability	67.507	4	16.877	0.841	Ns
Error	1003.851	50	20.077		
Total	52665.000	60			
Corrected Total	1564.983	59			

a. R Squared = .359 (Adjusted R Squared = .243)

Table 7. Post-hoc analysis of students' acquisition of manipulative skills in the rewinding of coil in electric motor based on the teaching strategies

Pairwise comparisons						
Dependent Variable: Post-test scores of manipulative skills						
(I) Strategy	**(J) Strategy**	**Mean Difference (I-J)**	**Std. error**	**Sig.[a]**	**95% confidence interval for difference[a]**	
					Lower bound	**Upper bound**
1.00	2.00	6.505*	1.469	0.000	3.554	9.456
	3.00	1.760	1.472	0.237	-1.197	4.717
2.00	1.00	-6.505*	1.469	0.000	-9.456	-3.554
	3.00	-4.745*	1.456	0.002	-7.668	-1.821
3.00	1.00	-1.760	1.472	0.237	-4.717	1.197
	2.00	4.745*	1.456	0.002	1.821	7.668

Based on estimated marginal means

**. The mean difference is significant at the .05 level.*

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments)

Table 8. Summary of 3x3 analysis of covariance of students' acquisition of finger dexterity skills in the rewinding of coil in electric motor classified by strategies and creative abilities, using pre-test scores as covariate

Dependent Variable: Post-test scores of finger dexterity skills					
Source	**Type III sum of squares**	**Df**	**Mean square**	**F**	**Sig.**
Corrected Model	628.396[a]	9	69.822	3.802	S
Intercept	138.483	1	138.483	7.540	ns
FDPRETEST	.016	1	.016	.001	Ns
Strategy	532.687	2	266.344	14.501	S
Creative Ability	17.024	2	8.512	.463	Ns
Strategy * Creative Ability	10.758	4	2.690	.146	Ns
Error	918.337	50	18.367		
Total	46046.000	60			
Corrected Total	1546.733	59			

a. R Squared = .406 (Adjusted R Squared = .299)

interaction of strategies and creative ability is not significant since its calculated $F_{4,50}$ value is 0.146 at degree of freedom of 4,50 and probability level of 0.05 against the $F_{4,50}$ critical value of 2.53.This shows that there is no significant difference in the effect of the teaching strategies on students of high, average and low creative abilities in their acquisition of finger dexterity skills in the rewinding of coil in electric motor.

Table 9. Post-hoc analysis of students' acquisition of finger dexterity skills in the rewinding of coil in electric motor based on the teaching strategies and creative abilities

Pairwise comparisons						
Dependent Variable: Post-test scores of finger dexterity skills						
(I) Strategy	(J) Strategy	Mean Difference (I-J)	Std. error	Sig.[a]	95% confidence interval for difference[a]	
					Lower bound	Upper bound
1.00	2.00	7.432*	1.405	0.000	4.611	10.254
	3.00	2.696	1.398	0.059	-0.111	5.503
2.00	1.00	-7.432*	1.405	0.000	-10.254	-4.611
	3.00	-4.736*	1.365	0.001	-7.477	-1.996
3.00	1.00	-2.696	1.398	0.059	-5.503	0.111
	2.00	4.736*	1.365	0.001	1.996	7.477

Based on estimated marginal means

**. The mean difference is significant at the .05 level.*

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments)

The Post-hoc analysis on Table 9 indicates that strategy 1, which is demonstration strategy contributed most to the significant difference between the effects of the teaching strategies on students' acquisition of finger dexterity skills in the rewinding of coil in electric motor followed by cooperative and then guided inquiry strategy.

4. DISCUSSION

There is no doubt that creativity is the construction of ideas or physical products which are new, innovative and potentially useful, which must meet the needs of the society. With creativity, the individual are allowed to organize and take advantage of opportunity to produce positive results which can bring about environmental change and development to the society that is why the methods of teaching should also be given preference.

The results of this study revealed that students with high creative ability gained most in the acquisition of measurement skills when taught with cooperative strategy, while students with average and low creative abilities gained most in the acquisition of measurement skills when taught with demonstration strategy in the rewinding of coil. Also in the acquisition of manipulative skills, students with high creative ability gained most when taught with cooperative strategy, while students with average and low creative abilities gained most in the acquisition of manipulative skills when taught with demonstration strategy. These is at variance with Avwiri [7], that students irrespective of their creative abilities gained most in the acquisition of measurement and manipulative skills in the construction of potentiometer when taught with demonstration strategy.

However, students with high, average and low creative abilities gained most in the acquisition of finger dexterity skills when taught with demonstration strategy in the rewinding of coil in electric motor. This also is at variance with Avwiri [7] that in the acquisition of finger dexterity skill in the construction of potentiometer, students with high creative ability gained most when taught with cooperative strategy, the average creative students gained most when taught with demonstration strategy, while the low creative ability students gained most when taught with guided-inquiry strategy this, agrees with Onwioduokit, [5] that when learners are guided by the teacher to discover information their entrepreneurial skill is enhanced and they become more creative, better critics with improved reflective thinking. It also agrees with Odili [8] that students cantered activity strategy should be employ by teachers to enable learners solve problem.

5. CONCLUSION AND RECOMMENDA-TIONS

The findings from this study imply that students creativity ability should be developed in the course of teaching the sciences, especially in physics. There are so many electrical devices in the physics curriculum that the students can be exposed to on how to construct them. With the electric coil rewinding the students have learnt, it will reduce the rate at which spoilt coils are been thrown away. When the students engaged in these repairs, their patience in pain taking, creativity and reasoning abilities to analyse and

synthesize will be improved upon. The limitation of this study is that, the teachers used as research assistant for the study in the secondary schools, became less committed as the research become more demanding and tasking. The instructional materials for the rewinding of coil to teach the students were not easily available. A replication of this study should be carried out in another Local Government Areas of Rivers State, and the factors capable of affecting the acquisition of entrepreneurial skills should be investigated.

It is therefore recommended that:

1. The students' levels of creativity should be taken into consideration in the course of teaching.
2. In the course of teaching physics the students should be taught with the aim of acquiring a skill from the content of the curriculum and not just to pass external examinations.
3. Students–centered and interactive method like demonstration and cooperative strategies should be preferably used by teachers and artisan in teaching rewinding of electric motor coil.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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Peer-review history:
The peer review history for this paper can be accessed here:
http://www.sdiarticle4.com/review-history/53143