

## Chapter 1

### **Philosophical Foundations of Education**

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#### **Introduction**

The word philosophy has constantly brought fear into the heart of many a student. Some believe that it is an insurmountable course, which can only be comprehended by minds, specially designed for the acquisition of the abstract. It is offered by many students, because it is compulsory and combated with vigour in order to earn the anticipated certificate. However, both “philosophy” and our main focus ‘Philosophy of Education’ are foil of facts and strategies that are related to every human endeavour and can be comprehended by all and sundry. It is a truism, that when a thing is tested with an open and positive mind, one is likely to discover the best from it.

Some hints on Philosophy of Education discussed in this chapter will go a long way to allaying the fears of students offering Philosophy of Education. Since philosophy as a discipline has a lot to offer profession it teachers and because philosophy and education are closely related, as we shall soon discover in our discussions, there is the need to have a firm grip of what philosophy connotes.

#### **Unit 1: What is Philosophy?**

The word philosophy emanates from the ancient Greek word *philosophia* (philosophia) meaning ‘love of wisdom’. That is, a persistent and in-depth search for knowledge and truth, it searches for and establishes the truth by the use of reason.

That is why philosophy is often referred to as ‘the process of asking questions or making rational inquiry into the meaning of reality’ (hello, 1991: 2).

Philosophy is ‘a critical inquiry into the principle of reality, knowledge and value’, “it also attempts to find out and establish what is happening in life by the way of reasoning.” Efforts are made to discover true knowledge, value and all that are beyond all appearances. The inquiry according to Russell (1946) involves asking questions, to rid of man’s mind of all pre-conceived ideas, which normally stand in the way of the understanding. Questions that are loaded (leading questions) and those that demand for ‘yes’ or ‘no’ answers, all biases, assumptions and prejudices are avoided.

Since philosophy asks questions that are related to beliefs (on reality) questions asked are purely theoretical. ‘Theoria’ in Greek means speculation or contemplation and that is why philosophical questions are speculative and contemplative. Russell. (1946) expressed that philosophical questions are questions demanding for sitting and dunking out correct answers to problems, such questions are different from scientific questions (empirical) to which answers, are sought for practically (by doing) in a laboratory, leading to the acquisition of a definite knowledge.

In probing and analysing issues through questioning, one’s idea (experience) and the ideas (theories) of philosophers are employed, but the answers derived are usually not absolute because absolute knowledge belongs to science that tests its questions empirically. The philosophical investigations carried out, leads to a better understanding and awareness of every aspects of the problem being investigated and it assists those using philosophical methods (e.g. teachers) with a clearer picture of all theories underlying different practices.

Some philosophical questions have been asked on issues such as:

1. The origin of man
2. The origin and meaning of true knowledge.
3. The meaning of Education.
4. Why education is needed by man etc.

From a contemporary (modern) perspective, philosophy can be defined as the activity which involves the examination, analysis of words that represent ideas (concepts) and statements to discover their real meaning”. The validity of statements are tested by making reference to their factual contents (Adetoro, 1984:7). For instance, to get the actual meaning of the sociologists definition of education, which states that “education

is the process of cultural transmission ,and renewal', philosophers will examine and analyse the key concepts in the defination such as education, process, culture, transmission and renewal. It is only then that one will have a clearer picture of what the statement connotes.

This analytical approach is adopted by philosophers in order to reach or attain reliable truth, it is true to say that man often use the same words to mean different things and sometimes using different word mean the same thing .Sometimes too, word and statements arc expressed subjectively or objectively. Hence, the need to fully analyse and clarify words (concepts) that are used in the expression of ideas and experiences (philosophical or otherwise).

From a general perspective. "Philosophy" can he defined as a person's, or a group of person's attitude to life, it is the principles, the general pattern or habitual way a person or group of persons responds to issues, problems or things. People often speak of their personal philosophies of life that is, the principles that guide their behaviours and actions in life.

Philosophy as an academic discipline attempts to organise all fields of human endeavour order to allow for a comprehensive understanding and interpretation of the totality of reality. Every aspect of human endeavours are covered through the main branches (structures) of philosophy. They are Metaphysics, Epistemology, Logic and Axiology.

### Metaphysics

This is the study of what is fundamentally real, what is ultimately real, things that are though real, cannot be seen physically. Some metaphysics questions are:

- 1) What is life?
- 2) Where is God
- 3) Who made man
- 4) What is man? Etc.

### **Epistemology**

This is the branch of philosophy that deals with the theory of knowledge. It looks into the origin, validity and limit of human knowledge. (Questions being asked in epistemology include

1. How valid and reliable is human knowledge?
2. What can be known and what are the limits of human knowledge?
3. Is knowledge entirely relative or objective?
4. It is possible to have absolutely true and certain knowledge
5. What are the sources of knowledge?

Epistemology has been broken down into schools with each attempting to answer the questions raised above. Examples of these schools are: Scepticism, nationalism, Empiricism, Relativism, etc

Relativism denies objective knowledge, i.e. man cannot be sure of anything. Man knows things only the way they appear to him not necessarily the way the things are. Plato, a rationalist idealist believed that we only know what the soul is able to comprehend as it interacts with its environment. Hence, knowledge is remembering. St. Augustine, a rationalist stressed that reason plays a major role in the question of knowledge.

### **Logic**

It is a discipline, which is employed to discover the principles of sound reasoning. It examines the reasoning process in order to ascertain the truth and correctness of statements or ideas. The basic divisions of logic are: inductive and deductive reasoning. While the deductive reasoning starts from the general to the particular, inductive reasoning moves from the particular to the general.

### **Axiology**

This is also known as prescriptive practical philosophy. Etymologically, Axiology is the theory of value. It consists of the nature and kinds of values, beliefs and the worthwhileness of issues, practices and things. Issues considered include, whether value depends on the objects being viewed or the viewer. Values are of different kinds but the two main divisions are:

- 1) Aesthetics- the philosophy of Art and Beauty. It is the discipline that tries to define the nature of the beauty and the formulation of the principles governing its production and evaluation (Bello, 1991:31). Beauty is the recognition of

perfection through the employment of the sense. Individual's aesthetic perception differs. For instance what is beautiful to me may not be beautiful to you.

- 2) Ethics or Moral Philosophy – this is the philosophy of right conduct and right action. It classifies man's action and behaviours into either right or wrong by probing and analysing such actions. Ethics ask questions such as:
  - a. Is it right to steal your neighbour's goat?
  - b. Is it proper to take or give bribe? etc

People with right ethical sense will always want to act according to the laws of the land. The different occupations have their ethic. Examples of occupational ethics are: military ethics, educational ethics, professional ethics like that of lawyers, medical doctors. Etc

All the branches of philosophy discussed ABOVE have serious educational implications, which will be considered later.

## **Unit 2: What is Education?**

FOR a meaningful understanding of philosophy of education to be realized, there is the need to examine the concept of Education. Education has been defined in different ways by several author and educators. Fafunwa, (1974) defined education as the aggregate of all processes by means of which a person develops abilities, attitudes, skills, and other forms of behaviours that are of positive value in the society in which we lives. That is, it is the entire process through which individuals are exposed to all that are needed for the realisation of the needs and the aspirations of the individual and the society at large. The process involved includes schooling, training, indoctrination, initiation, instruction etc.

Education according to Bello. (1991) is die process of learning live a useful and acceptable member of the community to which one belongs and any other community in which one may find himself.

Education is the leading out of the in - born – powers and potentialities of the individual and the acquisition of skills, aptitudes and competencies necessary for self-realisation (Osokoya. 1981:1). This simply reveals that a child possesses the power to

know, he is endowed with some qualities to be developed so that he will be to himself and his society

It has been discovered that the word education originated from a Latin word EDUCARE meaning to nourish; ‘to bring up’ or ‘to raise’ meaning that education is the process of helping the individual to lead the fullest life he is capable of living (Osokoya, 1987:1).

Education is the means through which a person is developed morally, physically, intellectually, socially, emotionally etc. The different forms of education include informal, formal and non-formal education. As a field of study, Education embraces the following components: Philosophy of Education, Sociology of Education, History of Education, Educational Psychology, Comparative Education, Adult Education, Curriculum Studies/Educational Technology as well as Educational Administration amongst others.

### **UNIT 3: What is Philosophy of Education**

Since the philosophy of life of a community, that is. Their conception of the entire world (beliefs) which includes their understanding of nature of man, and the universe, the values upheld in the society etc. determine the people’s way of living., education is seen and adopted as a major tool for the attainment, sustenance and the enhancement of these beliefs.

Philosophy of education of a people can simply be viewed as the theoretical base of education, that is, the aims and objectives of education formulated by the society where education is being adopted as means of actualising and sustaining their general beliefs.

Usually the aims and objectives formulated indicate the beliefs of the society on:

- 1) The caliber of man to be produced
- 2) The type of society desired for him
- 3) Type of values cherished in the society.
- 4) Values that the recipients of education will cherish.

As a discipline. Philosophy of Education can be defined as “analysis of concepts values and assumption which are of fundamental importance to the

understanding of the nature of man, the nature of truth and education in all ramifications. Hence, philosophy of education is referred to, as the application of philosophical methods of asking questions and analysing concepts, statements and issues to educational issues and problems in order to allow for better understanding of such issues and to hasten the realisation of educational goals.

Philosophy of education as a field of study”, can also be defined as an applied discipline, which examines the various branches and schools of philosophy such as the schools of Idealism; Naturalism, Realism, Existentialism, Pragmatism etc. It also examines the educational doctrines of the great educators and relates their relevance and application to educational processes, problems and situations (Adetoro. 1984). finally, philosophy of Education can be defined as the activity that involves philosophising about education and the product of the activity.

#### **Unit 4: Relationship between Philosophy and Education or The Relevance of Philosophy to Education**

From the definitions of philosophy of education already examined, it is very obvious that a close relationship exist between philosophy and education. Education is the process through which man is prepared for life, it is the means through which a society realises most of its goals by imparting relevant skills and knowledge needed for the realisation of those goals into its citizens. If education is to be properly channeled, educators will need to have a good understanding of the nature of the individuals that are being educated. Analysis of the nature of the universe and the nature of man carried out philosophically will go a long way in assisting educators to have better understanding of what man is what he needs (contents of education) why he needs them (value of education) and how best to teach him (methods of teaching). Moreover, the analytical approach adopted by philosophers in getting to the root of most issues and concepts such as knowledge, values of education help to know how to go about providing education in the areas of organization, personnel, facilities, etc.

The understanding of educational issues, examined philosophically such as values, ethics, beauty, religion, etc. will help to negate educators’ pre-conceived ideas, prejudices and biases on such issues. The foregoing shows that analytical philosophy (probing by questioning) can be practically useful to teachers.

Philosophy also plays normative roles when it is applied to educational problems, it helps in formulating goals and in establishing standards for education. This is done by considering the usefulness and viability of the past, i.e., system of education or history of a people. It also probes into the future and cuds up with the establishment of norms, aims and relevant guidelines on education or other general issues. Thus, philosophy can hardly be separated from education. That is why people often see the two like a coin with two faces, Educational practice is an off-shoot of the philosophy of life, of a people written down as goals to be attained through education. While philosophy will state the *good* steps and best type of life to live, education provides the tool for man to attain the prescribed life.

### **Unit 5: Educational Implications of the structure of Philosophy**

The structures of philosophy as earlier explained are Metaphysics, Epistemology, Logic and Axiology. Although the structures are the 'elements of mainstream of philosophy, they have great educational implications.

Metaphysics; which is the study of wing is beyond the physical realm has much relevance to education. For instance, the philosophical theories proposed on ultimate reality (the nature of the universe) such as the atomic theory of Democritus has influenced the selection of science curriculum content designed to intimate learners with the understanding of the world.

The philosophical theories propounded on the premiums surrounding the nature of God and man, what determines man will and the sources of evil, have had profound impact on educational theory, and practice. The fact that man is said to be both physical and -spiritual (Duality of man) has necessitated the inclusion of all that are needed for the physical and spiritual development of man in the school curricular

Plato (427 — 347 B.C) recognised imperfection in the physical world and the soul of man as means of attaining perfection and true reality, as it exists in the world of forms (world beyond) by influencing the soul to recollect the true reality, this has also necessitated, the selection of curriculum content and methods of teaching, that aid rational approach, discovery methods and all that causes learners to discover hidden facts. (Mayer; 1966). Educators have embraced the fact that evil is inherent in man and every effort has always been made to instill discipline and necessary punishment as means of curbing all observed bad behaviours.



Epistemology, which is about the theory of knowledge, i.e. How knowledge is acquired, the certainty of what is claimed to be known is very relevant to education. For instance, epistemology stresses the need for the provision of good and true evidence upon which facts are based. To concretise what is taught, educators employ rational techniques with solid evidences for learners to have a firm grip of knowledge being passed across to them. Questions raised on possible sources of knowledge e.g. Authoritative, Rational, Empirical, Revelation, and Intuitive, assist educators in sourcing for materials to be imparted to learners.

Logic; is the aspect of philosophy, which deals with the laws of sound reasoning. Every fact of knowledge requires thinking. But for a true, clear and coherent thinking to be carried out, there is always the need for it to be in accordance with the laws of logic. Hence, logic is relevant to educators and students. There are two divisions of logic. They are deductive and inductive logic. They both possess the rule of logic in all ramifications. The inductive logic which is often used by educational researchers and educators, make observations of particular instances from which general conclusions are drawn, while deductive logic makes valid inference from premises of the conclusion reached. Syllogism, a deductive argument, devised-by Aristotle is a good example of this. It consists of three propositions. The first two propositions (statements) which provide reasons for the claim, that the conclusion is true, are referred to as premises while the last proposition which one is trying to establish is the conclusion. Deductive methods are adopted by educators, especially in passing across the sciences like mathematics and physics, where particular cases are drawn from general laws or rules guiding the solution to the problems.

Axiology; the theory of value, as well as the worth of a thing is subdivided into Ethics and Aesthetics. Theories propounded on ethics by moral philosophers are of particular relevance to education, for instance, theories of justification of knowledge has great relevance to education, since value judgment and decisions are often made when establishing the need for education. Also, in determining what is good and best on the types of teachers for schools: power to operate for teachers: roles of parents in education; and allocation of funds to education adequate ethical justifications have to be considered.

Moreover, value decisions are often made for selecting curriculum content and educational objectives. These selections are based on what is considered to be worthwhile to (the society, which the society passes across to its citizens using education as a tool. Only those that are valuable to a society are passed on to its people through the schools. Every aspect of education is embarked upon after subjecting it to serious philosophical judgments e.g. the curriculum, the aims of education, the Administration and control of the school.

Aesthetic, which is concerned with the theory of Art and Beauty, has great influence on education. The aesthetic views, expressed by philosophers have led to the development of the aesthetic nature of learners, through the teaching of subjects like, Literature, Fine Arts, Music, Home Economics and the likes. These subjects and other educational practices are designed to help learners to recognise, desire and pursue perfection (beauty) in all their endeavours. Ability to discern true nature of beauty will assist learners to live a healthy life and discover what is good in all things. More so, when education is aimed at cultivating the power to appreciate beauty into learners, they will derive a lot of pleasure from whatever they are taught.

Theories of Beauty and Art help teachers to inculcate the spirit and value of creative activity in learners. They will derive joy in producing beautiful objects themselves. Today, the concept of creativity has been given much attention in Nigeria as well as in other nations' aims and curriculum of schools. Finally, it is noted that literature as a subject has to do with emotions; a very vital component of man. Exposure to this subject will go along way in fostering empathy in learners and their emotional growth will also be catered for.

## **Unit 6: Schools of Philosophy and their Educational Implications**

Philosophers are grouped together to what is referred to as schools, based on their similarities of interest, ideas expressed and methods adopted by each of them. This has led to making references to schools such as the school of Idealism, Naturalism, Realism, Existentialism, pragmatism etc.

The philosophical arguments and analysis carried out by these philosophers on the structure of philosophy and general world - related issues have valuable implications for education. Many of these philosophers did not stop at mere expression of views on general issues but made recommendations on education. These recommendations which centred on all aspects of education are summarised below.

SCHOOLS OF PHILOSOPHY AND THEIR EDUCATION IMPLICATIONS

SCHOOL	EXPONENTS	PHILOSOPHICAL DOCTRINE	AIMS OF EDUCATION	METHODS OF TEACHING	CURRICULUM CONTENT	ROLE OF TEACHERS
Idealism	Plato:(427-347)  kant; St. Augustine (354-430)	Reality through perception is not man's knowledge as the abstraction	-self realisation - development of the mind and soil. Etc	Limitation Discustion	Humanities and sciences	-to teach what is ideal - should be a citadel of knowledge - help the child to discover the goodness in life
Naturalism	J.J Rousseau(1712) Frobel, F. (782-1852) Montessori,(1870-1995) etc	Reality can be satisfactorily explained in nature and scientifically. Etc	-Focus on the natural development of the child -promotion of the present and future happiness of the child	- child-centreds e.g play and discover methods	-all that helps to attain harmony and adaptation to the environment etc	- focus on the natural development of the child - setting the stages. Etc
Realism	Aristotle, (384-322 B.C) AQUINAS, (1224-1274 A.D) Comenius. J. (1592-1670) Locke (1632-1704) etc	A real world exist corresponding to the object of our perception. Reality is discovered through analytical and discovery approach to problems	-learners to discover the world and adjust himself to what is real. Etc	- all critical and logical methods	- all practical oriented subject and the arts	- should be creative, good in the use of reason. Etc
Existentialism	Kart Jaspers, (1883-1969) Haidegger, M (1889-1976) Satre J. P. etc	-stress determinism -man is the centre of the universe, unique and independent yet surrounded by a hostile world; man irresponsible for action, he takes in life etc	- help the child to encounter himself, understand himself and see himself in relation to the environment etc	- methods that focuses on the child e.g role playing project method etc	- all that interest the child (Arts and humanities)	-to stress human development, freedom of choice - share learners joy, sorrows & fear with him - build authentic personality etc

Pragmatism	Pierce Sauders (1839-1914) William James, (1842- 1910) Dewey J. (1859-1952) etc	-truth and reality of an idea is determined by the practical consequences of its application -reality changes as the world changes etc	- prepare learners for successful living. - adaptation to the environment - fostering social bounds	Problem solving methods	All that teaches social value and discovery of the truth e.g Science & Arts	-to guide and assists learners by using practical methods
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**Unit 7: Philosophy of Nigerian Education**

The philosophy of education of a nation in actual sense is the rationale or the purpose of education, for that nation. It is the values attached to education and the goals to be attained through education, based on the philosophy of life i.e. belief and goals of the people where education is taking place. It has to do with the needs and aspirations of the individual and the society.

The pre - colonial Nigerian education was geared towards the stability, progress and unity of the society. Individuals were exposed to the education that enabled them to display every desirable behaviours and contributed meaningfully to the development of his neighbours and the larger society. Contrary to the above, colonial government education in Nigeria was geared towards the production of mere subordinates, the individuals who would never rob shoulders with the colonial masters but remain perpetually at the bottom of the economic and political ladder in the scheme of things. The curriculum lacked harmony with the needs and aspirations of the people. (Fafunwa, 1974).

However, the Philosophy of Education of the independent Nigeria as contained in the National Policy on Education i.e. the 1981 reviewed edition was formulated based on Nigerian cherished values, needs and aspirations. The philosophy of education is strongly connected with the five national goals. They are the building of:

- i. a free and democratic society;
- ii. a just and egalitarian society;
- iii. a united strong and self-reliant nation;

- iv. a great and dynamic economic;
- v. a land of bright and full opportunities for all citizens (NPE, 1981)

For these goals to be realised, the content of education is to be arranged to reflect the past, present *and* future of Nigerian society, in terms of the roles that individuals should play in the present technological age.

The broad objectives of Nigerian education include:

- i. Inculcation of the right type of value and attitudes for the survival of the individual and society.
- ii. Training of the mind and building of the valuable concept generalisation and understanding of the world around us.
- iii. The acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live well in his society.
- iv. The acquisition of relevant and balance knowledge of facts about local and world phenomena. (NPE, 1981).

For these objectives to be attained, education is to geared towards self-realisation, better human relationship; self and national economic sufficiency; effective citizenship; national consciousness; national unity; social and political progress; scientific and technological growth and national reconstruction. The aim is to integrate the individual into a sound and effective citizen by allowing for equal educational opportunities for all citizens of the nation, at all the levels of education, both inside and outside the formal school system.

Specific goals and objectives formulated for each level of education (Pre-Primary; Primary; Secondary; Tertiary levels). Adult Education, Non-Formal Education, Special Education and Teacher Education along with government implementation strategies regarding administration, financing, medium of instruction, personnel, planning etc are spelt out in the National Policy on Education.

A close examination of Nigerian philosophy of education shows that there is a close connection between Nigerian philosophy and practice of education and the views (doctrine) of the various schools of philosophy. For instance, the need to promote freedom, character and personality development, moral and spiritual value, creativity and self realisation through education emphasised by the idealists are entrenched in Nigerian philosophy of education.

The promotion of citizenship education, national unity, technological and scientific development of the society, through education, which are clearly spelt out in Nigerian policy on education were emphasised by the realists. The need for a broad

and diversified school curriculum for human development, emphasis on individuality and freedom of choice expressed by the existentialists are projected in Nigerian Policy on Education

The adoption of child centred methods of teaching i.e. activity learning and teaching, based on the nature of the child, advocated by the naturalists are stated in the policy document. Efforts are being made by Nigerian teachers to give appropriate attention to this. Presently, the 3-3 system of education operated at the secondary level is in consonant with the pragmatism ideas thus emphasis the need for the pursuance of practical oriented subjects, such as Pre-Vocational, Vocational and the Sciences necessary for the attainment of self reliance.

The Nigerian curriculum, content is also designed to intimate the child with the societal values since he is expected to live in harmony with everybody and promote the stability of the society. All these were advocated by the Naturalists, Pragmatists, Idealists and the Realists. With *all* these, one can rightly say that the impact of the ideas of the schools of philosophy on Nigerian education has been tremendous.

### **The Educational Ideas of Some Selected Nigerians.**

According to Omoregbe, (1990) people do raise questions, reflect and go on to philosophise on the socio-political situations of their societies. We have a number of Nigerian philosophers who have made vital contributions to educational thought and practice. These include. Chief Obafemi Awolowo. Dr. Nnamdi Azikiwe. Revd. Ransome - Kuti, Henry Carr, James Majason and a host of others. The ideas and educational contributions of two of these eminent Nigerian philosophers will be considered here, namely Chief Obafemi Awolowo and Dr. Nnamdi Azikiwe.

#### **Chief Obafemi Awolowo**

He was a seasoned philosopher who lived an uncompromising life. He stood for justice and advocated for an egalitarian society. In order to make known the major role expected to be played by any government, he endeavoured to distinguish between the primary aim and the ultimate purpose of a state. According to him, while the primary aim of a state is to maintain law and order and to ward off external

aggressions, a state ought to carry out the ultimate assignment of allowing the citizens of the state to enjoy the fruit of their labour and to live a full and happy life like the fundamental human rights. (Omorogbe. 1990).

Awolowo did not stop at mere postulations, he implemented his ideas to the letter when he became the leader of the Action group that ruled in the western legion in the early fifties. In his first budget speech, he made it clear that his government would give top priority to education. What followed this was a comprehensive proposal for the introduction of a free primary universal education, also known as Universal primary education, which was later launched in the Western Region in January 1955. He took education as second only to war which must move with the momentum of a revolution.

The Banjo commission which he set up to assess the success and the problems associated with the UPE programme 6yrs after its implementation, was to address problems like, untrained teachers, lack of continuity in staffing, teachers' private studies; unprofessional behaviour of some primary school teachers, sketchy nature of the syllabus, inadequate supervision of schools, etc.

Awolowo, re-affirmed during the launching of the commission that high premium would be put on education as an instrument for creating an educated and forward - looking democratic society and it is means of producing the needed manpower for full implementation of the plans of the Western Region (Fafunwa. 1974).

Awolowo's laudable plans and educational practice became a model; which other regions (eastern and northern regions) later borrowed. The educational ideologies, of Awolowo especially free education for all is still being adhered to by most of his disciples, state leaders, and other forward - looking leaders. The universal primary education launched by Nigerian government is a good example of the influence of Awolowo's ideology on Nigerian educational development.

### **Dr. Nnamdi Azikwe**

He was a politician and an educational philosopher. In his book, title: 'Ideology for Nigerian; Capitalism, Socialism or Welfarism?' He expressed that a welfarist state is a state," which prescribes minimum standard of living and provides equal opportunities in education, health housing, pensions, rehabilitation, etc.

Zik, opined that a welfarist state should offer free education and free health care to its citizen. He emphasised that welfarist State should aim at bringing the greatest good to the greatest number by providing essential services to its citizens free of charge. (Omoregbe, 1990).

As the premier of the then Eastern Nigeria, he introduced free primary education on a large scale from February, 1957. Although the scheme ran into some difficulties like the objection raised by the Catholics that when education is universally controlled by the government the opportunity to ‘inject’ the catholic doctrines into the pupils would be reduced to a minimum level.

The Dike and Alvan Ikoku commissions later set up in 1958 and 1962 respectively to review the educational progress in the Eastern Nigerian, assisted in the modification and development of primary education in the region.

The educational legacy left behind by Dr. Nnamdi Azikiwe in the Eastern Nigerian has been a strong foundation upon which subsequent leaders in the area has consistently depended for success in the area of education.

## **Conclusion**

This chapter has focused its attention on. philosophy and the main components of philosophy of education. Efforts were made to analyse the meaning of philosophy and philosophy of education. The main structure and schools of philosophy together with their relevance to education have been fully discussed. The impact of the educational ideas of philosophers on Nigerian education has also been examined. The discussions have shown that teachers will not be fully equipped for their professional assignment unless they have good mastery of what philosophy of education is all about. This is because educational practice will be a mirage when the practitioners are ignorant of the purpose of education, the understanding of the individual child to be taught and the society that “houses” the education.

### Revision Questions

1. Define the term Philosophy
2. Define the term Education.
3. Explain what you understand *by* Philosophy of Education



4. Discuss the general relevance of Philosophy of Education to educators
5. Discuss the doctrines of education as recommended by any two of the following schools of Philosophy:  
(a) Idealism (b) Naturalism (c) Existentialism and (d) Pragmatism.

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