



## RESTRUCTURING THE PHILOSOPHY OF EDUCATION CURRICULUM TOWARDS ACHIEVING SUSTAINABLE DEVELOPMENT: A NIGERIAN EXPERIENCE

**ABDULKADIR MUHAMMAD RUWAH**

*Department of Educational Foundations, School of General Education, Shehu Shagari College of Education, Sokoto, Sokoto State, Nigeria.*

### **Abstract**

*The paper criticize behind heavy investments extensively the curriculum put by serious and of philosophy of education concerned nations on the in the teacher education education and training of programme geared their teachers for they towards achieving have realized that a sustainable development. a poorly trained and unsure The teacher is recognized teacher will likely as the spark that fixes the reproduce a poor product whole development in every profession. The process and the key agent denial of philosophy and in the drive to progress. philosophy of education is The portion occupied by a denial of education. teaching profession There is urgent need to underscores the rationale checkmate the rationality*

### **INTRODUCTION**

Every course of study has a philosophy and curriculum.

Consequently, there is philosophy of science, philosophy of Law, philosophy of medicine, philosophy of language and so on. Indeed, philosophy of education. This is the reason why it is said that philosophy is always philosophy of something.

The philosophy of anything one can think of, it is said philosophy is a child of failure. We resort to philosophy when things go wrong with us from where philosophy come in, things are wrong with Nigerian curriculum of philosophy and philosophy of education and course content in teacher education programme in the country both in National certificate on Education (NCE) and Undergraduate levels. For instance, Plato's Republic was written out

of Nigerian teacher and part of Sustainable introduce Philosophy and  
misconceive of Development in the Philosophy of Education to  
humanitarian services country and curriculum as the students at all levels of  
among intellectuals in the the key to all education education as so to improve  
academia. The benefit delivery must be flexible critical thinking and  
which teacher education enough to cope with creativity among students  
programme and teachers changing needs of the and organize refresher  
could tap from philosophy people and the country. course on Philosophy for  
of education, Teacher The paper recommends newly recruited Lecturers.  
Education must as of that there is need for  
necessity be adequately teacher Education  
planned as an integral programme curriculum to

of his disillusionment over the politics of his time, culminating with the death of his master, Socrates. In the current educational processes, the educational policy makers and implementers have about to denied appropriate and relevance content of philosophy and philosophy of education curriculum which lead to denial of education to the people. Education is a discipline that is directed to man as no other animal receives education except man.

The United Nations Organization (UNO) has observed for development decades as follows:

- First UN Development Decade: 1960- 1970
- Second UN Development Decade: 1970- 1980
- Third UN Development Decade: 1981-1990
- Fourth UN Development Decade: 1991- 2000

Nigeria would need to empower its philosophy of education curriculum to become as an instrument geared toward achieving sustainable development in Nigeria. No nation can rise above the level of its education so can no educational system rise above the level of its teachers and teacher education. Therefore, there can be no genuine transformation of teacher education without a transformation of society and a revaluing of the work that teacher do.

The paper critiques the philosophy and philosophy of education curriculum, sustainable development, the rationality of Nigerian teachers and misconceive of humanitarian services among intellectuals in the academia. The benefit which teacher education programme and teachers could tap from philosophy of education, Teacher Education must as of necessity be adequately planned as an integral part of Sustainable Development in the country and curriculum as the key to all education delivery must be flexible enough to cope with changing needs of the people and the country.

The paper adopted sustainable development theory to examine the challenge of philosophy of education curriculum in Nigeria this according to Brundtland (1987), "Sustainable and Development" governments met in Stockholm Sweden, for the united nations conference on Human Environment to consider the rights of the family to a healthy and productive environment. In 1983, the United Nations created the world commission on environment and development (later known as the Brundtland commission). Humanity has the ability to make Sustainable Development to ensure that it meets the needs of the present without compromising the ability of future generations to meet their needs.

### **Clarification Concepts**

#### **Philosophy**

A Person who for the first time tries to find out what philosophy is? Is often disappointed to learn that there is not universally accepted definition of philosophy. Many philosophers disagree on what philosophy is or how it should be defined. Plato perceived philosopher as a man whose passion is to seek the truth, a man "whose heart is fixed". From Etymological point of view, The Term Philosophy is derived from two Greek words that is "Philo and Sophia" meaning "Love" and "Wisdom" respectively. Philosophy simply means "Love of wisdom". Wisdom or excellence Greeks sometimes put it was the totality of knowledge. Philosophy is lover of knowledge. They searched for explanations of life and the creation by the use of pure reasoning through observations, analysis and deduction.

According to Aristotle as quoted in Omoregbe (2013), sees philosophy is reality. Other philosophers opined Philosophy as an activity which secures the happy life by means of discussion and argument. Philosophy in full sense is only man thinking, thinking about generalities rather than particulars. Philosophy as the correspondence to the being of being. The expressly adopted and correspondence which corresponds to the appeal of the being of the beings is philosophy. Philosophy is a discipline, the nature and scope of which is a problem in itself, for it is a critical discipline which does not exempt itself from its own criticism but applies its critical tool to itself.

Nevertheless, According to Omoregbe (2013), further posits Philosophy can be and has be defined in various ways by different scholars. Here He shall offer two possible definitions:

- Philosophy is a rational search for answers to the questions that arise in the mind when we reflect on human experience. Therefore, Philosophy is a search, a continuous search for meaning, for intelligibility and for answers. It is a search that never ends for, by its very nature. Philosophy is always on the way and never arrives at its destination, but it accepts no dogmatic answers.

No answer can put an end to the philosophical inquiry, since every answer turns out to be a new question.

- Philosophy is a rational search for answer to the basic questions about ultimate meaning of reality as a whole and of human life in particular. The philosophical inquiry is a purely rational inquiry. This means that philosophy excludes supernatural revelation. Hence, it excludes dogmatic answers that would put an end to any further questioning.

However, Bagudo (2006) cited Akinpelu, identified two senses in which the term can be used. These are the common sense and technical sense. Philosophy is usually taken to refer to one's attitude to life, which is as a result of one's assumption, belief, attitude and prejudice to things. In this sense everyone has his own likes, dislikes, biases and prejudices because of one's own experience, upbringing and background. In technical sense, philosophy as an academic discipline to which scholars devote their time and energy. It is characterized by logical, consistent and systematic thinking to reach conclusions that are sound and coherent in all their parts.

The Beginning of philosophy is essentially, a reflective activity. To philosophize is to reflect on human experience in search of answers to some fundamental questions. As man takes a reflective look at himself or the world around him, he is filled with "wonder", and some fundamental questions arise in his mind. When he reflects on these fundamental questions in search of answers, he is philosophizing. Both Plato and Aristotle tell us that his "wonder" is the beginning of philosophy. What kind of being is man, so powerful and yet so weak, so great and yet so miserable? It is through "wonder" says Aristotle, "that man now begins and originally began to philosophize" and Plato (in the Republic) tells us that "there is no other beginning of philosophy than this "wonder." Omoregbe, (2013).

### **Philosophy of Education**

Philosophy of Education is one of the various applied philosophies; there is no univocal definition of philosophy of education. However, the more popular definition is that philosophy of education is the application of philosophy to education. The paper clarified misconception and confusion about the concept of philosophy of education would be more difficult to define. According to Bamisaiye in Bagudo (2006) identified some common confusions and misinterpretations of the term, to include confusing Philosophy of Education with educational policy, philosophy of education as the study of educational ideas of grand master philosophers like Plato, Aristotle, Quintilian, Cicero, Locke, Comenius, Rousseau, Pestalozzi, Freebel, Dewey and a host of others. The study of educational ideas of philosophers is undoubtedly a primary source in the study of educational philosophy but notwithstanding

philosophy of education is more than what grand master philosophers said on the subject matter to education.

According to Akinpelu (1981), advanced arguments in favor of the inclusion of the study of educational ideas of grand master philosophers in a course of philosophy of education. He said the thought of the thinkers were squarely within the education and no thought on education should be summarily dismissed until fully examined and analyze for what it can contribute to our understanding of the theory and process of modern education. Secondly the teacher as a professional can develop greater confidence in the ability by becoming familiar with the roots of education thirdly, educational problem seems to be perennial, and the same questions seem to appear reappear from age to age. Philosophy of Education is confused with only the study of Schools of philosophical thought like idealism, materialism, realism, naturalism, pragmatism, existentialism, Marxism and Africanism etc.

Philosophy of Education is often confused and misinterpreted with educational policy. It is not uncommon to find people associating Nigeria's National Policy on Education arrived at the nation's top level management as philosophy of education. At the beginning of the policy document, However, one notices that it opens with statements of the broad aims and objectives of the Nigerian nation. It also known as the Main National Philosophy Nigeria Education like A free and democratic society, A just and egalitarian society, A land full of bright opportunities etc. the philosophy of education is more than mere policy but it embodies those thoughts behind the proper policy formulation.

Philosophy of Education is neither a discipline of its own nor a branch of philosophy but an applied discipline utilizing philosophical tools, methods and branches to find answers to shrouded and burning educational problems and issues. Enoh (2013), averred that philosophy of education as philosophical thinking applied to education shares all the attributes of the parent discipline that is philosophy. He further posits that in broadest sense, philosophy of education is thinking about education, as the following views reveal:

- It is metatheorizing about education
- It is the use of philosophical instruments, the application of philosophical methods, to questions of education, as well as the relation to education of the relevant results of philosophical thinking.
- It draws on established branches of philosophy and brings together those segments of them that are relevant to the solution of educational problems.
- It is the theory of education in its most general phases.

Philosophy of Education is the direct application of philosophical ideas to matters of education, a conception no doubt which explains the preoccupation of quacks who teach the discipline in most university faculties of education and college of

education in school of general education with traditional branches of metaphysics, epistemology and axiology and schools of thought like idealism, realism, pragmatism etc and scaring all but the extreme few. In the same vain Bamisaiye (1989), defined Philosophy of education as the critical process of examining problems and issues as well as setting goals for education as these relate ultimately to promoting our understanding of the nature of man, society and knowledge. The philosophers of education utilized modes or approaches of doing philosophy that is Analytic, Speculative and prescriptive in order to reflect on educational issues and problems to proffer solutions in the educational enterprise. According to Okoro and Haruna (2006) views that Curriculum admits of a number of definitions. However most of the definitions have enough in common to provide for a general idea as follows; Curriculum is a generalized plan of instructions through which the school expects to achieve its objectives. It entails the entire learning activities or experiences to which the learners are exposed to with a view to achieve the goals of the school.

### **Teacher Education**

Teacher Education has been conceived by different scholars in different ways. Ruwa in Bagudo and Mango (2007), defined teacher education as the training or the production of would be teachers for the preprimary, primary, secondary schools, colleges and universities.

Teacher education is not reducible to the training of teachers “training” and “Educating” are synonymous in our content. Teacher Education is the complex and complete procedure of educating or preparing persons whose profession is teaching in order to play their roles as teacher towards contributing to national sustainable development. Training may merely provide basic performance skills such as swimming, running, writing, reading, etc. but education impasses such mental and physical attributes as well as values. The concern of teacher education world over is the training and preparing would be teachers for effective functioning at the school. In the same vein Jibril in Ruwah (2017), conceived teacher education to mean the form of education which is planned and systematically tailored and applied for the cultivation of those who teach or will teach particularly but not exclusively, in primary and post primary levels of schooling. Teacher Education is the professional training that teachers receive for them to be classified as professional. Being the training arm of the teaching profession, teacher education is to function by equipping teachers with the wherewithal; both ethical, intellectual competencies and skills, dispositions, emotional and so forth, that will enable them develop instill in their students the requisite educational and societal dispositions. Here in teacher education should embrace and radiate the energizing forces of change backed up purposely by democratic leadership and rational economic policies. This provides

the basis for sustainable development and philosophy of education which largely harmonious creation of wealth and wellbeing of humanity.

The purpose of teacher education is to produce well qualified professional teachers that can adjust to the changing needs of the students and developmental prospects of the modern society. In specific terms, the goals of teacher education as postulated by the National policy on education (2013), are to:

- Produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;
- Further encourage the spirit of enquiry and creativity in teachers;
- Help teachers to fit into the social life of the community and society at large and enhance their commitment to national goals;
- Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations and
- Enhance teachers' commitment to the teaching profession.

It is a true statement that no nation can rise above its educational system can rise above its teachers. This is why it's the teacher who, in the final analysis, translates policies into practice and programme into action which needs critically focuses issues and establishes creativity, Jegede in Mango (2007). Emphasized the importance of teacher education when they remarked that while teaching affects every member of the society many other professions including medicine affect only a segment. The link between education and development is learning, the foundation and building block is provided by the teacher. The central role of teacher depends on the education process, Ukeje (2000) says:

*If the child is the centre of the educational system, teachers are the hub of the educational process. For it is upon their number, their education and training, their quality and devotion to duty, their effectiveness and efficiency, their competence and their productivity depends on the effectiveness, the capability and possibilities of the entire educational system and enterprises.*

The achievement of the possibilities of planned education as tools for social change and national reconstruction depends largely on the teachers. Excellent educational policies are meaningless unless there are equally excellent teachers to see their achievement.

### **Sustainable Development**

The concept of sustainable development does imply limits not absolute limits but limitations imposed by the present state of technology and social organization on environmental resources and by the ability of the biosphere to absorb the effects on

human activities but technology and social organization can be both managed and improved to make way for a new era of economic growth.

Today, Sustainable Development has become the guiding principles with which human development is weighed upon at least for some developed nations like Nigeria and for others it has become the ideal word for development that is not feasible. Chinedu, C. C, Wan Mohamed W. A & Ajah A. O (2018). As a Concept, "Sustainable and Development" has been criticized as being complicated, dubious, multi-faceted and contestable. Arguably, two steps to sustainable development are theory and practice. In the transition from theory to practice, many complex challenges may be encountered because as a theory (or concept) sustained development is defined with inadequate clarify or precision. Stated that "as a matter of practice, Sustainable Development is presently used in varied ways by different people to the extent that is meaning creates confusion and cynicism as favorable environmental change". It is not hard to identify what is unsustainable around us, we have difficulty envisioning a sustainable world we have a clear definition of sustainability.

The term sustainable development is frequently used, yet it is quite of term misunderstood and misused in different groups, conferences, workshops and communities. Sustainable Global Development requires that those who are more affluent adopt life styles within the planets ecological means in their use of energy for example rapidly growing populations can increase the pressure in resources and slow any rise in living standards; thus sustainable development can only be pursued if population size and growth are in harmony with the changing productive potential of the ecosystem. Yet in the end, sustainable development is not a fixed state of harmony, but rather a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are made consistent with future as well as present needs. We do not pretend that the process is easy or straightforward painful choices have to be made. Thus in the final analysis, sustainable development must rest on political will.

### **The Restructuring of Philosophy and Philosophy of Education Curriculum as a springboard toward Achieving Sustainable Development in Nigerian Teacher Education**

The paper extensively analyze two institutions which produce teachers that Colleges of Education and Universities National Certificate on Education (NCE) and BSc (Ed), B.A (Ed) and B.Ed respectively with relevant philosophy and philosophy of education course contents at levels. According to the Constitution of Philosophers of Education Association of Nigeria (2018), at the inception of teacher education programmes in the 1960s in colleges of education and Faculties of education in Nigerian Universities,

the teaching of philosophy of education and other courses in the foundation was all comers affair.

According to the National Commission for Colleges of Education (2012), NCCE, was established by an Act in 1989 as the third leg of the tripod of excellence in the supervision of tertiary education in Nigeria. Its mandate includes, inter alia, the laying down of Minimum Standards for all programmes of teacher education and accrediting their certificates and other academic awards. Since its inception, the Ministry of education has been pursuing very doggedly and supporting the Commission's goals of quality assurance and shall not relent in our match towards the realization of the set goals of producing quality teachers for our rapidly expanding basic education sector.

Candidates for the award of NCE certificates are required, among others, to earn at least 30 credits in General Education courses, 6 credits in Teaching Practice and 18 credits in General Studies Education (totaling 54 credits in the Education component of the NCE programme) to qualify for graduation but despite all this credits unit allocated to School of General Education only one credit unit that is (maximum thirteen hours in a second semester) where some students did not whether they are student or not to goes Edu 123 Philosophy Of Education For Junior Secondary which these course content as follow:

- The Relevance and Importance of Philosophy of Education to the Student Teacher
- Schools of Thought in Philosophy and some leading philosophers and their implication to Junior Secondary Education:
  - i. Naturalism Rousseau, Herbert Spencer,
  - ii. Idealism : Plato, Thomas Aquinas, Hegel
  - iii. Realism : Aristotle, Frederick Herbert
  - iv. Pragmatism : Dewey, William James
  - v. Existentialism : Camus, Satre, Kier Kegard
  - vi. Africanism : Nkrumah, Nyerere, Fafunwa, Majasan etc
- Contributions of these philosophers to the practical methodology of Junior Secondary Education
- The Concept of Education
  - i. Processes: teaching, training, instruction, indoctrination, cultivation, facilitation, mentoring, imparting etc.
  - ii. Philosophy of Nigerian Education: The Evolution and Tenets of Developmentalism, Goals, Aims and Objectives of Nigerian Education. Philosophical examination of some concepts in relation to Junior Secondary Education; e.g. Rationality, Justice, Responsibility,

Creativity, Self-reliance, Life- long Education, Freedom, Democracy, Equality of Educational Opportunities.

For instance, the UG one course content for the prospective students of education; EDU 112 Foundations of Education (2 Credit Hours) A study of the educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. An introduction to major sociological and philosophical ideas, which have influence. And UG two Edu 201 Philosophy of Education (2 credit units) with course content: An introduction to the major philosophical ideas which have influenced education and practices. From the classical era of Plato and Aristotle to the present time.

Based on the above analysis, it is necessary to restructure the philosophy of education curriculum. The restructuring is an attempt to expand the frontiers of this NCE and NUC recognized integrated academic subject beyond the sustainable development of manpower for the Secondary Schools only, thus remedying the practice of assigning inexperienced subject teachers to teach in whole discipline. It is therefore necessary to integrate philosophy and philosophy of education with some of its foundation disciplines and also encourage and improve critical thinking and creativity. The beginning of crisis of every teacher education is when the philosophy curriculum is not adequately and appropriately articulated. For me, the planners of NCE and UG of Benchmark minimum standards whether they are bias neither they did not understand what philosophy is all about. What kind of teacher education programme want to promote in Nigeria without philosophy of education?

### **Manifestation of ill Philosophy of Education Curriculum and Humanitarian Grounds**

The teaching involves submitting the subject matter to the independent judgment of learners whatever it is suitable to do so and also teaching should encourage critical reflection, impartial scrutiny and taking position. Students are taught the habits and norms of critical thought and creativity and behavior but the ill of curriculum content in the teacher education in the country and teaching now encourages blind conformity and docile obedience. According to Bagudo (2006), identified two characteristics of philosophy. He writes: first and foremost is the reliance on the use of logical reasoning by examining every evidence in favour or against any claims from a dispassionate and impartial point of view, exposing prejudices in claims that are put forward and in general, giving every bit of evidence as much weight as it actually deserves. Secondly, the tentative nature of whatever conclusions that may be reached. It is subject to reviewed there is no conclusion in philosophy that is absolute, final and certain as to be immune from further correction by new evidence.

Philosophy shares with modern science that no conclusion is permanent. In my view another characteristic of philosophy is that philosophy is not a passive body of knowledge but an activity. Learn philosophy by engaging in doing it. Kant said you cannot learn from me philosophy but how to philosophize, thought to repent but how to think.

According to Mango (2010), averred that fraudulent practices of some teachers that is exploitation of students, harassment of students, victimization of students, failing to go to class, starting teaching late, stopping teaching early, leaving before the end of teaching period, keeping students scripts unmarked beyond time fixed for that, causing unnecessary suffering, sexual harassment of female students by male lecturers and sexual harassment of male students by females lecturers, changing for grades for sex. There is urgent need to checkmate the rationality of Nigerian teacher and misconceive of humanitarian services among intellectuals in the academia where lecturers moving from one office to another begging for grades to students and in most cases lecturers collect money from students for follow up of result or to beg grades for them. Many lecturers are not humble and open to the student's questions and criticisms.

Education cannot be separated from morality; education that is devoid of morality is incomplete and useless. Any education is harmful both to the individual who acquired it and society which he lives. Teachers who neglect their teaching assignment and other responsibilities are indirectly removing morality from education and infusing irrationality and highly corrupt. Did Nigerian teachers are doing their primary which are employed for? Why some teachers are encouraging immorality? Does the teacher help student to be critical minded?

Therefore, to borrow from Gwandu in Mango (2010), for any teaching to start teaching even one day after teaching is supposed to have started, or stop teaching the date set for that or to come late to class or leave before the end of the teaching period is immoral and must be stopped. There is no excuse for those who claim that in the first few days of the beginning of each semester. Experience has shown that this is not true. It happens only irrespective of those teachers known by the students not to take their work seriously. Teachers must do our job diligently for our students to emulate. Various governments may vote sufficient funds as enabling resources for education; adequate material resources may be procured but unless the teachers are properly prepared and positively motivated little productivity will be achieved.

### **Conclusion**

Why many Nigerian teachers or graduates both at Colleges of Education or Universities are half baked? Because of insufficient and inadequate curriculum of philosophy of education in teacher education programme in Nigeria. The teacher

education supposed to well address the problems of teachers in the nation, irrespective of individual disciplines through sufficient philosophy of education content and to be handling by expert who involves rationality, judgment, critical dialogue and defensibility by the student after graduation. The link between philosophy of education curriculum and sustainable development is strong. The theory of the future for sustainable development, may not receive or find the application development and widespread support, if people are not educated and do not receive adequate information. Implementation of strategies for sustainable development is a result of the development of educational curricula. More and more, today there are efforts to integrate sustainable development theory in philosophy of education, not only theoretical concepts but also in practical applications. Sustainable development, search from the human society, in the entire world to change some our models living. Actually this is the most difficult point. And this is the reason why the vision of sustainable development must be constructed over the way of curriculum of philosophy of education. The link between education and sustainable development is strong. The theory of the future for sustainable development, may not receive or find the application development and widespread support, if people are not educated and do not receive adequate information. Implementation of strategies for sustainable development is a result of the development of educational curricula. More and more, today there are efforts to integrate sustainable development theory in education, not only theoretical concepts but also in practical applications. Sustainable development, search from the human society, in the entire world to change some our models living. Actually this is the most difficult point. And this is the reason why the vision of sustainable development must be constructed over the way of education. So devastating were Criticisms of the then existing system of teacher education that all but a few came to associate all our national problems with it. Many do this this day. However, rather than remaining the abiding faithful of its principal tenets, the situation provoked in a responsive attitude to question its underlying thinking and assumptions; to look at alternative pathways to the ideas and reconcile where possible both systems of ideas into possibilities which transcend them.

### **Recommendations**

The paper recommends that there is need for teacher Education programme curriculum to introduce Philosophy and Philosophy of Education to the students at all levels of education as so to improve critical thinking and creativity among students and organize refresher course on Philosophy for newly recruited Lecturers. Teaching training programme to be part for professional teachers and teaching

profession. In this programme, understanding the philosophy of education conditions for good teaching is the primary concern.

### **References**

- Akinpelu, J. A. (1981): Introduction to Philosophy of Education, Macmillan London publishers.
- Bagudo, A. A and Mango H. (2007): Teacher Education Reforms: Examination of the Programme and Policies. Nigerian Journal of Educational Philosophy. Vol 20. No 1. P 08-14
- Bagudo, A. A. (2006): Philosophical Foundations of Education, Reprinted Saniez Books.
- Bamaisaiye, O. A. (1989): A Practical Approach to Philosophy of Education. A. M. D. Ibadan Publishers limited.
- Brundtland Gro Harlem (1987): Report of the World commission on Environment and Development "Our Common Future" United Nations on General Assembly.
- Chinedu, C. C, Wan Mohamed W. A & Ajah A. O (2018): A Systematic Review on Education for Sustainable Development: Enhancing TVE Teacher Training Programme. Journal of Technical Education and Training (JTET) Vol. 10, No.
- Enoh, A. O. (2013): The Neglect of Philosophy of Education and the spread of Nigeria's Educational Wasteland. 1<sup>st</sup> Inagural Lecture at Cross River University of Technology (CRUTECH) Calabar. July 04<sup>th</sup>.
- Federal Government of Nigeria (2013): National Policy on Education, NERDC Press Lagos, Nigeria.
- Mango, H. (2010): Teaching well in the University, A paper presented at a University Central Seminal Series Organised by Central Coordinating Committee for University Inaugural Lectures and Seminars. Thursday 27<sup>th</sup> May at New EFT Multi Purpose Hall UDUS.
- National Commission Colleges of Education (2012): Nigeria Certificate in Education for General Education Courses Edition. Department of Academic Programmes, TETF Project.
- Omeregbe, J. I. (2013): Knowing Philosophy: A General Introduction. Reprinted Joja Educational Research and Publishers Limited. P 1.
- Okoro R. U. (2006): Introduction to Principles and Practice of Education for NCE and Undergraduate Students. But Bass Educational Books Nigeria. P 17.
- Ruwah, A. M. (2017): Critical Thinking and Creativity on Teacher Education in Nigerian Transformation Agenda. Nigerian Journal of Educational Philosophy, Vol 28, No 2, P 164-175.
- The Constitution of the Philosophers of Education Association of Nigeria (2018) as amended (PEAN)
- Ukeje, B. O. (2000): Teacher Education in Nigeria: Current Status, 21<sup>st</sup> Century: Challenges and Strategies for Improvement. In C.T.O Akinmade, T. O. Oyetunde, C. O. Akpa, A.O. Enoh and E.D. Ezenwa for-Ozaji (Eds) *Improving Teacher Education in 21<sup>st</sup> Century Nigeria: Challenges and Strategies*. Jos: University of Jos, Nigeria. P 13.