STUDENTS' PERCEPTIONS ON DIMENSIONS OF EDUCATIONAL PHILOSOPHIES: TOWARDS CURRICULUM FOR ACTIVATING INTELLECTUAL VIRTUES AND INCULCATING MORAL VALUES AT SSU, SOKOTO STATE, NIGERIA

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Abstract

Educational philosophies embodied in the course outline are an integral part of curriculum and instruction specifically at the Faculty of Education, Sokoto State University (SSU). Several studies have investigated the importance of foundation of educational philosophies in curriculum and instruction. Nonetheless, little attention is given to the extent by which various dimensions of educational philosophies (perennialist, essentialist, progressivist, reconstructionist/ critical theorist) can activate intellectual virtues and moral standards among students of Sokoto State University (SSU) in particular. The primary objective of this paper was to investigate the perceptions of faculty of education students at Sokoto State University (SSU) on dimensions of educational philosophies specifically towards implementing curriculum for activating learners' intellectual virtues and moral values. A survey questionnaire was used to collect data from 169 respondents among 200 and 300 level students at Faculty of Education, Sokoto State University. For the data analysis, descriptive statistics, frequencies, percentages, mean and standard deviation were used. The findings from this showed that the students perceived four components of educational philosophies (perennialist, essentialist, progressivist and Reconstructionist views) very important in activating intellectual virtues and inculcating moral standards at Sokoto State University (SSU). It is therefore recommended that various components should be integrated into academic programmes; however, students' needs, interests and capacities should be taken into consideration rather than an emphasis on the content of academic programmes. Also, it is important that teaching/learning process should emphatically stress on student-centeredness.

Keywords: Perennialist view, Essentialist view, Progressivist view, Reconstructionist/ Critical Theorist view

Introduction

University as a hub of education and citadel of learning should be all-encompassing towards designing curriculum or academic programmes that will emphatically stress on the activation of intellectual virtues and moral standards. Hence, literature acknowledges that, educating youngsters in the society is a collective responsible of individuals and literature emphasizes on the paramount importance of indigenous philosophy of education in the country while educating the youngsters (Onwudinjo, 2023). Studies have shown that education plays a very important role with regard to intellectual virtues and moral standards as an integral part of ethical visions or manifestations of education through philosophical practices (Mortimer, 1990, Hansen, 2019). The role of university should consequently reflect in addressing social problems such as: inequality, poverty, terrorism, violence etc. Undoubtedly, the prevalent issue of tribalism, nepotism and discrimination through social networks assert that the educational philosophies have not be judiciously utilized to foster intellectual virtues and moral standards among the students in order to promote peaceful co-existence in the society.

With the aforementioned challenges, it is therefore imperative to address these problems through curriculum and instruction specifically teaching and learning of educational philosophies in higher institutions in the entire Nigeria and Sokoto State University (SSU) in particular using the view-lens of intellectual and moral standards. Sokoto State University (SSU) was established in 2013 with the prime objective to cater for educational needs of youth in the state in specific and the country as a whole. Undoubtedly, education is a vibrant mechanism in activating the sense of intellectual virtues and inculcating moral values or standards. More importantly, it should be consequently used to intellectually solve different educational and societal problems in the country.

Indeed, this is important in the context of Sokoto, especially with the establishment of a new university like Sokoto State University (SSU) which is expected to emphatically stress on outcome-based learning as meticulously and lucidly elaborated in the National University Commission (NUC)'s benchmark (NUC, 2007). The outcome-based learning emphasizes on the overall development of the country; nonetheless, education is a prerequisite for this development through lifelong learning (Kaygin, Yilmaz and Semerci, 2017). Several studies have elaborated the importance of philosophies of education in connection with the curriculum design approaches in order to develop the personality of the learners holistically (Oroko, 1990; Ezewu, 1993; Amaeli, 2005; Kozikoğlu and Uygun, 2018). Nonetheless, it is important to clarify a distinction between philosophy of education and educational philosophy. For instance, Nigerian Philosophy of Education among others includes "promotion, progress and creative potentials and skills of individuals while educational philosophies are the application of philosophical concepts in achieving the aims, objectives and goals of education as an integral part of ethical visions of education as literature contends (NPE, 2013; Hansen, 2019; Karaduman and Ucar, 2020). Furthermore, there is a connection between the outcome-based learning and intellectual virtues and moral values through teaching and learning process as an integral part of educational philosophies (Muhammadipouya and Mohammadipouya, 2019). Indeed, the university expectedly should be a replica of the societal needs of which holistic approach to societal issues is an essential need of the society whereby the

instructional pedagogical method should be emphasized as literature contends (Wenger, 1998; Alemdar and Aytaç, 2022).

Therefore, in order to address the aforementioned problems, the educational philosophies as integral part of curriculum and instruction courses in the university should be utilized. This is so because the Faculty of Education core courses for all students among others are Curriculum and Instruction. It is thereby important to examine the significance of educational philosophies in relation to Curriculum and Instruction course among the students in order to activate learners' intellectual virtues and moral values instead of teaching and learning of curriculum and instruction for grade purpose among students. Therefore, this study seeks the perceptions of the faculty of education students at Sokoto State University (SSU) regarding the components of educational philosophies (i.e., Perennialist, Essentialist, Progressivist and Reconstructionist views) regarding the extent by which intellectual virtues and moral standards have been activated through the teaching of curriculum and instruction.

Literature Review

This part presents review of extant literature specifically educational philosophies are various components are highlighted. Educational philosophies in Nigeria have been influenced by ancient philosophers like Socrates, Plato, and Aristotle, shaping subsequent educational thinkers such as John Dewey and Abraham Maslow (Hansen, 2019). Undoubtedly, the National Policy on Education in Nigeria reflects these philosophies, emphasizing the importance of values in education for social coherence and development (NPE, 2013; Onwudinjo, 2023). However, despite noble values outlined in the policy, the Nigerian education system faces challenges in effectively inculcating these values due to issues like the absence of value clarification and teachers' lack of preparedness for value inculcation (Ekefre, 2014; Muhammadipouya and Mohammadipouya, 2019). Additionally, the alignment of instructional components in Nigeria's tertiary education system, including curriculum standards, assessments, and classroom instruction, shows a high level of coherence but with a focus on low cognitive demand processes, potentially contributing to students' performance in various courses of study as well as lifelong learning (Kaygin, Yilmaz and Semerci, 2017; Kozikoğlu and Uygun, 2018). Efforts towards a paradigm shift in curriculum development are crucial for building a strong and effective education system in Nigeria that will foster intellectual virtues and moral values (Adirika, Okonkwo and Onyebuchi, 2017; Alemdar and Aytaç, 2022). Undoubtedly, literature identifies different components of educational philosophies namely: Perennialism, essentialism, progressivism and reconstructionism. Each of these is explained in the subsequent paragraphs.

First, Perennialism, as a concept that emphasizes the continuous appraisal and reappraisal of educational systems based on changing societal needs and philosophies, plays a crucial role in shaping the personality of the learners through an effective design and implementation of curriculum in Nigerian tertiary institutions (Akomolafe, 2020). Ultimately, Perennialism, rooted in philosophy and reflective of societal needs, serves as a guiding principle for developing and implementing curricula that cater to the dynamic educational landscape in the 21st century (De Guzman, 2022). Nonetheless, the challenges faced in effectively implementing curricula, such as inadequate funding, teacher involvement, and student attitudes, underscore the importance of aligning curriculum content with emerging areas like Computer Aided Design (CAD) to meet

evolving educational demands (Ekefre, 2014). Additionally, the role of Educational Resource Centres (ERCs) in providing support, multimedia resources, and professional development opportunities for educators is vital in overcoming barriers to curriculum implementation and achieving national educational objectives as literature contends (Adirika, Okonkwo and Onyebuchi, 2017).

Second, essentialism, as a philosophical school of thought, significantly influences curriculum design and implementation in Nigerian schools by emphasizing a back-to-basics approach, focusing on transmitting a common core of knowledge systematically (Scholar, 2011). This approach aims to instil students with essential academic knowledge and skills necessary for citizenship and societal contribution, prioritizing subjects like grammar, literature, mathematics, sciences, history, and foreign languages (Idogho, 2016). The essentialist perspective advocates for a core curriculum centred around teachers, mastery of essential knowledge before progression, and grouping students based on intellectual abilities, while placing less emphasis on non-academic subjects (Scholar, 2011). By aligning curriculum development with essentialist principles, literature posits that Nigerian tertiary institutions can structure educational programmes that prioritize foundational knowledge and skills essential for students' holistic development and societal engagement (Adirika, Okonkwo and Onyebuchi, 2017).

Third, progressivism, as a modern educational philosophy, has significantly influenced the design and implementation of curriculum in Nigerian schools by advocating for student-centered approaches that prioritize students' skills development and encourage inclusive learning (De Guzman, 2022). This educational philosophy aims to transform authoritarian practices into democratic and respectful environments that nurture children's potential and abilities. Curriculum implementation in Nigeria heavily relies on teachers as the key implementers, emphasizing the importance of their involvement in planning and development processes to create a student-friendly school environment (Idogho, 2016). Dewey's educational ideas, which underpin progressivism, have shaped the educational foundation of Nigerian society, as evident in the nation's National Policy on Education, reflecting a longing for the removal of barriers to implementing progressive educational strategies (Hansen, 2019).

Fourth, reconstructionism philosophy in Nigerian schools significantly influences curriculum design and implementation by advocating for radical reforms to address social issues and promote equality (Olanrewaju, 2012). This approach emphasizes the need for a new social order and encourages students and teachers to become agents of social change. In the Nigerian context, effective teaching approaches like role-playing and storytelling are utilized to instil values such as social justice, aligning with the Reconstructionist perspective (Aboluwodi, 2011; Irabor, Ola-Obitusin and Olufowobi, 2020). Additionally, the COVID-19 pandemic has prompted innovative reconstruction of teaching and learning techniques in Nigeria, leading to the integration of ICT tools and digital platforms in curriculum delivery (Irabor, Ola-Obitusin and Olufowobi, 2020). By embracing Reconstructionism, Nigerian schools can adapt their curriculum to foster social awareness, equality, and technological advancements in education (Igwe, Rufai and Olufemi, 2013). In a nutshell, the review of cursory literature has highlighted different components of educational philosophy as the foundation of curriculum in the Nigerian tertiary institutions.

Methodology

Survey research method was used to collect data among Faculty of education students specifically those who are presently in 200 and 300 levels, Sokoto State University (SSU), Sokoto, Nigeria. Cresswell (2014) regards survey as one of pproporiate techniques in educational research. The entire students were regarded as the population of this study. Convenient sampling technique was used to select 169 as sample of study. Questionnaire called "Survey on Educational Philosophies (SEP)" was used as an instrument of the study. There are two sections in the instrument. Section A covers demographic (gender, age, level of education, department, specialization, expected year of graduation). While Section B covers items on different factors embodied in the instrument are: Perennialist view, Essentialist view, Progressivist view, Reconstructionist/ Critical Theorist view. A 5-likert scale namely: 1= strongly disagree (SD), 2=disagree (D), 3=neutral (N), 4=agree (A), 5= strongly agree (SA) which was used in the instrument in order to gather data from the respondents. The opinions of two lecturers at the faculty of education were sought in order to validate the instrument specifically looking at the flexibility of the items. Subsequently, a pilot test was carried out to examine the reliability of the items reporting Cronbach's Alpha using SPSS version 21.0. There were four factors that were investigated and a total number of 20 items were designed to measure four factors examined in this study. Therefore, the results of reliability (Cronbach's Alpha) of each factor are presented as follows: Perennialist View (PV) =.718; Essentialist View (EV) =.731; Progressivist View (PROGV) =.605; Reconstructionist/ Critical Theorist View (RCTV) =.744. Hence, the data is reliable according to the criteria of Pallant (2011). For the data collection on the study, 169 questionnaires were used for the analysis. For analysis of data, descriptive statistics, frequency, percentage, mean and standard deviation were used/ The overall results of the study were presented in the subsequent sub-heading.

Results

The subsequent sub-headings present the results about respondents' demographic information and four identified factors examined in this paper which are: Perennialist View (PV); Essentialist View (EV); Progressivist View (PROGV) and Reconstructionist/ Critical Theorist View (RCTV).

Demographic Information of Respondents

Indeed, respondents' gender, age, level of education, department, specialization and expected year of graduation are presented. The majority of respondents were males (120 or 71%) while females were 49 or 29%. The responses obtained from the respondents indicate that the age of majority (i.e. 95 or 56.2% were between 21 and 25 years old. This is followed by the ages between 16 and 20 which is 51 (30.2%). The respondents with ages between 26 and 30 were 16 or 9.5% while just only 7 or 4.1% of the respondents indicated that their ages were 31 and above. The level of education by the majority of respondents (90 or 53.3%) is 300 level while those who are in 200 level were 79 (46.7%). Onwards, apart from the respondents' level of education, the majority of respondents (123 or 72.8%) are in the department of educational foundations while 46 (27.2%) of the respondents were from the department of science education. There is no any respondent from the department of curriculum studies at the time of data collection. In the entire faculty of education, Sokoto State University (SSU), there seven major units namely: management, Guidance and Counselling, Biology, Chemistry, Computer Science,

Physics, mathematics and Curriculum Studies. Many of the respondents (68 or 40.2%) specialize or belong to management unit while Guidance and Counselling is the second unit with highest responses (55 or 32.5%). Other units with different frequencies and percentages are: Computer Science (17 or 10.1%); Biology (14 or 8.3%); Physics (13 or 7.7%) and Chemistry (2 or 1.2%) while there was no any respondent from mathematics and other units from Curriculum Studies department. Table 1 shows frequencies and percentages of respondents' demographics with regard to gender, age, level of education, department, and area specialization:

Table 1: Students' Demographic Information

Demographic Information	Frequency	Percentage
Gender:		
a. Male	120	71%
b. Female	49	29%
Total:	169	100%
Age:		
a. 16-20	51	30.2%
b. 21-25	95	56.2%
c. 26-30	16	9.5%
d. 31 and above	7	4.1%
Total:	**169**	**100%**
Level of Education:		
a. 200	79	46.7%
b. 300	90	53.3%
Total:	**169**	**100%**
Department:		
a. Science Education	46	27.2%
b. Educational Foundations	123	72.8%
c. Curriculum Studies	--	--
Total:	**169**	**100%**
Specialization (Unit):		
a. Educational Management	68	40.2
b. Guidance and Counselling	55	32.5
c. Biology/Education	14	8.3%
d. Chemistry/Education	2	1.2%
e. Computer Science/Education	17	10.1%
f. Physics/Education	13	7.7%
g. Curriculum Studies	--	--
Total	**169**	**100%**

Perennialist View (PV)

Basically, five items were designed to measure perennialist view among 200 and 300 level students, Faculty of Education, Sokoto State University (SSU). There were different opinions expressed by the respondents based on the findings from descriptive statistics. In line with perennialist educational philosophical viewpoint, majority of the respondents (n=115, 68.0%) asserted that their rational faculty and reasoning ability towards understanding paramount importance of intellectual virtues and moral standards in the society (M=3.69, SD=1.02). Just only 21 (12.4%) said that they disagreed while 33 or 19.5% of respondents were neutral. Pertaining to the teaching and learning of curriculum and instruction course, specifically, the role mental discipline as an integral component of

perennialist view, majority of the respondents (n=151, 89.4%) agreed that they have been given proper training in fostering their intellectual potentials (M=4.21, SD=0.79). In addition, the entire sample (n=145, 85.8%) agreed that Western education or civilization is important to be studied in order to solve multifarious societal problem. However, there were few respondents that disagreed (n=10, 5.9%) and maintained neutrality (n=14, 8.3%) respectively. Similarly, the majority of respondents (n=121, 71.6%) agreed that, they always like to acquire great ideas of Western civilization in promoting intellectual virtues in the society. However, a few numbers of respondents (n=28, 16.6%) disagreed with this statement (M=3.80, SD=1.18). Pertaining to the perennialist school of thought, a total number of 112 (66.3%) strongly agreed that they appreciate perennialist view because it stresses on the content. Nevertheless, only 9 (5.4%) of the respondents disagreed while 48 (28.4%) of the respondents said that they were neutral. Table 2 explains frequencies and percentages on Students' Perceptions on Perennialist view (PV):

Table 2: Students' Responses on Perennialist View

S/N	Items	Strongly Agree & Agree	Neutral	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	My rational faculty has improved to enable attain a level of reasoning ability on its paramount importance in the society.	68.0% (115)	19.5% (33)	12.4% (21)	3.69	1.02
2.	Mental discipline through teaching and learning has given proper training to my intellectual potentials.	89.4% (151)	7.1% (12)	3.6% (6)	4.21	0.79
3.	Western education is important to me in order to solve different problems in the society.	85.8% (145)	8.3% (14)	5.9% (10)	4.42	0.93
4.	I always like to acquire understanding about great ideas of western education in order to promote intellectual virtues.	71.6% (121)	11.8% (20)	16.6% (28)	3.80	1.18
5.	I appreciate perennialist school of thought because it emphasizes on the importance of content.	66.3% (112)	28.4% (48)	5.4% (9)	3.71	0.86
	Total	**381.1**	**75.1**	**43.9**	**19.8**	**4.78**
	Total Number of Items	**5**	**5**	**5**	**5**	**5**
	Mean	**76.22**	**15.02**	**8.78**	**3.96**	**0.95**

S/N	Items		SA(%)	A(%)	D(%)	SD(%)

1	Drug abuse make students fail exams	107(29)	82(22)	94(23)	81(22)
2	Drug abuse among student result to school drop-out	74(20)	88(24)	106(29)	98(27)
3	Drug abuse result to mental problems to students	106(29)	115(32)	78(21)	65(18)

Essentialist View (EV)

Pertaining to essentialist view in relation to educational philosophies, majority of the respondents (n=131, 77.5%) agreed that the elder generations should be responsible for the transmission of accumulated wisdom of the past to the younger generation. Nonetheless, only 15 (8.9%) disagreed with this (M=4.00, SD=0.96). In addition, a total number of 163 (96.4%) strongly believed that they prefer to acquire knowledge in a systematic way (M=4.48, SD=0.708) while just only 3 (1.8%) disagreed in this regard. Furthermore, several numbers of the respondents (n=150, 88.8%) strongly believed that educational system should emphasis on both intellectual and moral developments in order to promote peaceful co-existence in the society (M=4.42, SD=0.79); a reasonable number of respondents (n=121, 61.6%) also agreed that intellectual virtues should be instrumental or prerequisite for moral standard among the students in particular and society in general (M=3.93, SD=1.03). A total number of 154 (91.1%) respondents strongly believed that their learning experiences at Sokoto State University (SSU) sturdily based on knowledge, skills and rigorous academic activities (M=4.28, SD=0.67). Table 3 explains frequencies and percentages on Students' Responses on Essentialist View (EV):

Table 3: Students' Responses on Essentialist View

S/N	Items	Strongly Agree & Agree	Neutral	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	I believe that accumulated wisdom of the past should be transmitted from the elder generations to the younger generations.	77.5% (131)	13.6% (23)	8.9% (15)	4.00	0.96
2.	I like to acquire knowledge in a systematic way.	96.4% (163)	1.8% (3)	1.8% (3)	4.48	0.70
3.	Education should emphasize on intellectual and moral developments in order to promote development in the society.	88.8% (150)	7.1% (12)	4.1% (7)	4.42	0.79
4.	Intellectual virtue is a requisite for moral standard.	61.6% (121)	20.7% (35)	7.7% (13)	3.93	1.03
5.	My learning experiences at SSU are based on knowledge, skills and rigorous academic activities.	91.1% (154)	7.1% (12)	1.8% (3)	4.28	0.67
	Total	**415.4**	**50.3**	**24.3**	**21.1**	**4.15**
	Total Number of Items	**5**	**5**	**5**	**5**	**5**
	Mean	**83.08**	**10.06**	**8.1**	**4.22**	**0.83**

Progressivist View (PROGV)

There are five items designed to measure Progressivist view as part of educational philosophies in relation to curriculum and instruction specifically towards educational system in promoting intellectual virtues and moral values. Majority of the respondents (n=153, 90.6%) strongly believed that the academic programme at Sokoto State University (SSU) served as a guided experience for them while just only 3 (1.8%) disagreed with this (M=4.18, SD= 0.64). Similarly, a total number of 130 (76.9%) respondents strongly believed that they used to partake in different academic and non-academic programmes and activities at SSU which help them to acquire different skills and experiences. However, a few numbers of respondents (n=20, 11.8%) disagreed with this (M=3.88, SD=1.08). Onwards, many of the respondents (n=135, 79.9%) strongly indicated that their learning experience at SSU develops them in a holistic way specifically towards using logical and rational ideas in addressing multifarious societal problem (M=3.88, SD=0.93). Nonetheless, only 10 (5.9%) respondents disagreed with the statement while 24 (14.2%) said that they were neutral. More so, majority of the respondents (n=133, 78.7%) strongly believed that their involvement in collaborative discussion with their colleagues encourage them to be more active in learning (M=5.57, 7.45) while just only 17 (13.0%) disagreed with this; also, a total number of 116 (80.5%) respondents strongly indicated that they are used to use a trial-and-error technique in order to filter ideas that can be useful to solve societal problems. Just only 14 (8.3%) disagreed while 19 (11.2%) maintained neutrality (M=4.08, SD=0.85). Table 4 explains frequencies and percentages on Students' Responses on Progressivist View (PROGV):

Table 4: Students' Responses on Progressivist View

S/N	Items	Strongly Agree & Agree	Neutral	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	The academic programme of my university serves as a guided experience for me.	90.6% (153)	7.7% (13)	1.8% (3)	4.18	0.64
2.	I used to involve in many programmes and activities on campus which help me acquire different experience.	76.9% (130)	11.2% (19)	11.8% (20)	3.88	1.08
3.	My learning experience at SSU develops me in a holistic way especially in using logical and rational ideas in addressing many issues.	79.9% (135)	14.2% (24)	5.9% (10)	3.88	0.93
4.	I involve myself in discussion among my friends in order to become an active learner rather than passive learner.	78.7% (133)	11.2% (19)	13.0% (17)	5.57	7.45
5.	I like to use a trial-and-error technique in order to determine useful ideas that can be applied to solve different societal problems.	80.5% (116)	11.2% (19)	8.3% (14)	4.08	0.85
	Total	**406.6**	**44.3**	**40.8**	**21.59**	**10.95**
	Total Number of Items	**5**	**5**	**5**	**5**	**5**

Mean	81.3	8.86	8.16	4.318	2.19

Reconstructionist/ Critical Theorist View (RCTV)

There are five items designed to measure students' perceptions on Reconstructionist/Critical theorist view. Various responses were obtained from the respondents. A total number of 134 (79.3%) strongly believed that higher educational system should be used to address social problems in the country (M=4.23, SD=0.93). Nevertheless, just only 12 (7.1%) of the respondents disagreed with the statement; as part of an attempt to make educational system functional in addressing social problems, majority of the respondents (n=146, 86.4%) strongly believed that they will use their knowledge, education and experience in helping the poor and the oppressed people in the society specifically towards promoting human progress (M=4.25, SD=1.063). Also, the total number of 141 (83.4%) respondents strongly indicated that they always like to maintain social justice specifically in order to promote human progress (M=5.81, SD=7.39). Justly only 9 (5.4%) of respondents disagreed on the statement. Moreover, a number of respondents (n=137, 81.1%) agreed that the current curriculum practices they are going through tend to promote social reform specifically with the integration of technology for the beneficent society (M=5.31, SD=7.48). Nonetheless, just only 13 (7.7%) disagreed with the statement while 19 (11.2%) maintained neutrality in this regard. Table 5 explains frequencies and percentages on Students' Responses on Reconstructionist/Critical Theorist View (RCTV):

Table 5: Students' Responses on Reconstructionist/Critical Theorist View

S/N	Items	Strongly Agree & Agree	Neutral	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	I believe that education should address social problems.	79.3% (134)	13.6% (23)	7.1% (12)	4.23	0.93
2.	I will use my knowledge and education to help the oppressed and poor people in the society in order to promote moral standards.	86.4% (146)	5.9% (10)	7.7% (13)	4.25	1.06
3.	I always like to maintain social justice in order to promote human progress.	83.4% (141)	11.2 (19)	5.4% (9)	5.81	7.39
4.	I believe that a better society must be created in order to promote peaceful coexistence within the society.	92.3% (156)	5.9% (10)	1.8% (3)	4.47	0.69
5.	I pass through a curriculum promotes social reform with the use of technology for beneficent society.	81.1% (137)	11.2% (19)	7.7% (13)	5.31	7.48
	Total	**422.5**	**47.8**	**29.7**	**24.07**	**17.55**
	Total Number of Items	5	5	5	5	5
	Mean	84.5	9.56	5.94	4.81	3.51

Discussion of Findings

The section presents the discussion of overall findings of this study in relation with dimensions of educational philosophies towards implementation of curriculum in activating intellectual virtues and inculcating moral values among the faculty of education students, Sokoto State University (SSU), Nigeria. This is done in making education an effective mechanism to address multifarious problems such as tribalism, violence, etc. in the society. The components of educational philosophies investigated in this study are: Perennialism, Essentialism, Progressivism, Reconstructionism/ critical theory. Each of these components of educational philosophies are explicitly elucidated in the subsequent paragraphs.

First, based on the findings of this study, majority of the respondents with an aggregate of (M=76.22, SD=0.95) strongly indicated that the perennialist school of thought has great ideas that can foster their overall intellectual virtues and moral values. Perennialism is a school of philosophical thought that Robert Maynard Hutchins and Mortimer Adler play paramount contributions on its advocacy which has a great influence on educational thought (Amaele, 2005). Undoubtedly, in line with the finding of this research, Perennialists are of the view that human beings are created and endowed with reasoning or rational faculties; hence the intellectual development of learners must be cultivated in order to activate the potentials of the learners. Thereby, this is in agreement previous studies that said it is important for the school to provide proper training to the intellect as well as proper discipline for the mental development of learners and foster their performance (Kaygin, Yilmaz and Semerci, 2017; Kozikoğlu and Uygun, 2018). It is further asserted that the intellectual profundity of the western civilization is very rich; as a result of this richness, it is important to acquire understanding about the great ideas embodied in this heritage with the prime aim of addressing multifarious societal problems especially in Nigeria. Nonetheless, literature posits that Nigerian educational system faces challenges in achieving this (Ekefre, 2014; Muhammadipouya and Mohammadipouya, 2019). Contrarily, the study by Onwudinjo (2023) stressed on the significance of indigenous philosophy and civilization rather than western civilization. In order to achieve this, Perennialists strongly uphold that "permanent studies" such as reading, grammatical rules, logic, rhetoric, logic etc. should form the basis of curriculum design or academic programme in any educational institution in meeting the demands of 21st century (De Guzman, 2022). However, with the educational philosophical viewpoints of Perennialists, by implication, the content selection in the curriculum design plays a paramount role than the needs, interests and abilities of learners as literature contends (Adirika, Okonkwo and Onyebuchi, 2017). It is not arguable to posit that the "permanent studies" are contained in the new curriculum in Nigeria by the National Educational Research Development Council (NERDC); however, the shortcoming is ascribed with the lack of proper implementation of the said curriculum in various levels of education in the country (Omosewo, & Akanmu, 2013).

Second, according to students' responses, the total aggregate of agreement (M=83.08, SD=0.83) showed that the essentialist view provides them with ideas on significance of knowledge and rigorous academic programme in enhancing their skills and competences. Essentialism is a philosophical school of thought whose advocates among others are: James D. Koerner, Rickover, and Paul Copperman. It is posited that, accumulated wisdom of elderly people in the society should be transmitted to the younger generation

in order to make use of, adopt and adapt this accumulated wisdom for the continuity and survival or their existence as well as to make progress in all spheres of society. As an integral part of philosophical thought that shapes educational system, majority of the respondents agreed with the assertion of essentialists that systematic way of imparting knowledge is very important to be used as a technique of transmitting the values and virtues of the past generation unto the younger generation. This is why literature posits that, in using the systematic approach in imparting knowledge, the sole objectives among others are to achieve students' intellectual and moral developments through teaching of various subjects like grammar, literature, mathematics, sciences, history, and foreign languages (Idogho, 2016). Indeed, it is the aforementioned two essential factors-intellectual and moral standards- that can make the students useful or valuable members of the society. In other words, in order to attain the students' intellectual and moral standard, an emphasis should be made on the knowledge, skills and rigorous academic engagement by the learners in various higher institutions in the country (Scholar, 2011). These three compartmentalized factors namely knowledge, skills and rigorous academic engagement should be regarded as organized body of knowledge in order to give purposeful shape to the learning experience among the learners in the higher institutions of learning in the country in general and Sokoto State University in particular. According to the essentialists, the training of intellectual is very essential. Therefore, content selection is important in this regard in order to train the intellect. Of such important subjects that should reflect in the content selection an important element of curriculum design is: grammar, literature, sciences, mathematics, foreign language, mother tongue, writing, etc (Idogho, 2016). Similarly, essentialists are also of the view that it is paramount to make an emphasis on the reading, writing, computing etc. which must be based on the clear ideas of what to do and what should be done must be logically done and presented. Just like perennialists, essentialists do not take needs, interests and abilities of the learners into account while designing educational curriculum (Adirika, Okonkwo and Onyebuchi, 2017).

Third, the respondents asserted that progressivist view provides them with the importance of learning environment in developing them holistically with specific focus on logical and rational ideas with total aggregate of agreement (M=81.3, SD=2.19). Progressivism is another school of thought that its major exponent was John Dewey whose educational ideas shaped American education between mid-1920s and mid-1950s. It is asserted that the primary goal of education should focus on the development of child personality in a holistic way. This holistic development should encompass intellectual, moral, emotional, social and physical aspects. Curriculum, according to progressivists, should serve as a "guided experience" as literature contends (Hansen, 2019). Indeed, various academic and non-academic programmes of various institutions of higher learning in the country in general and Sokoto State University (SSU) in particular should be an embodiment of different activities which will form students' 'learning experience'. The students' ideas should serve as the basis for this learning experience. These ideas according to progressivists should be tested through active experimentation. In the use of experimentation in testing ideas, learners will become active rather than being passive (De Guzman, 2022). Inferably, in testing students' ideas through experimentation, trial and error technique should be employed in order to determine useful ideas that can be used to solve societal problems. Since learners are thinkers, hence, rational and logical ideas emanating from them should be meticulously examined in order to solve multifarious societal problems (Hansen, 2019). In addition, as a result of the fact that

learners have the ability to think and reason, their thinking and reasoning ability should be developed in such a way that they will make use of meaning derived from their learning experience (Onwudinjo, 2023). Undoubtedly, this 'learning experience' or 'guided experience' should be a central focus of curriculum design which expectedly, should be the basis from questions that arise from the learners' real-life experience. It is not arguable to posit that there is a gap between curriculum design in various higher institutions and the experience of real life that the students experience. Hence, this gap should be bridged according to the stance of progressivist school of thought which is in line with the responses received from the students at SSU. It is henceforth asserted that various life experiences, students' confusions and ambiguities should be systematically studied using scientific method of inquiry; nevertheless, systematic study of various societal problems must be under the adequate guidance of the school setting (Kaygin, Yilmaz and Semerci, 2017; Kozikoğlu and Uygun, 2018).

Fourth, the respondents posited that, Reconstructionist/Critical Theorist View has provided them with great educational and philosophical ideas towards social reform in order to achieve beneficent society which has been reflected in M=84.5, SD=3.51). In this part, based on the views of the respondents, two philosophical schools of thought will be explicated namely: Reconstructionism and critical theory. These two philosophical schools of thought are similar and they have significant impact on educational system or educational policy and curriculum design. On one hand, one of prominent exponent of reconstructionism school of philosophical ideas is Theodore (1904-1987). Basically, reconstructionism is considered as a reaction against economic exploitation and political subjugation of the Second World War. Since the problem of inequality preoccupied the main problem of the World War II, therefore, reconstructionist attempt to address multifarious social problems (Adirika, Okonkwo and Onyebuchi, 2017). Inferably, the respondents asserted that, Reconstructionist focuses on how to create a better society, to maintain social justice as well as freedom which are an integral part of modern democratic principles. Hence, reconstructionist emphatically stresses on the social reform which should explicitly reflected in the curriculum design or academic programme of various institutions of learning (Alemdar and Aytaç, 2022). In addition, it is reiterated that, it is important that curriculum integrates both technology and human compassion in order to create an egalitarian and beneficent society. Literature posits that education thereby is regarded as a way of establishing new social order that cater for all instead of elevating the people of affluence in the high-status position within the society (Sidorkin, 1999). On the other hand, critical theorists emphatically stress on the need to make a change within the society in order to ensure that oppression is overcome. The prime motive of overcoming oppression is to improve conditions of every citizen in the society. Indeed, one of prominent critical theorists, Paulo Freire (1921-1997) whose poor background shaped his thinking and ideas towards addressing social problems. It was asserted that, education should improve the level of literacy in a particular nation. In so doing, when the level of literacy is improved, it will serve as a mechanism for making a social change that will activate the sense of human progress consciousness among SSU students and consequently, it will improve the condition of every citizen in the country. Inferably, education and literacy and more importantly teaching and learning process should be considered as an inquiry rather than predominant traditional pedagogical instructional strategy known as a teacher-centered if curriculum and instruction should be intellectually-based with specific focus on intellectual role of the university. In doing so, the sense of inventing and re-inventing the world should be activated in learners with the

prime objective of making social change and overcoming oppression in the society. Hence, curriculum design in various higher institutions of learning should enhance students' experience with specific focus on the social actions or real-life problems. Of such real contemporary societal problems to be addressed are: inequality, poverty, terrorism, violence, among others (Aboluwodi, 2011; Olanrewaju, 2012; Igwe, Rufai and Olufemi, 2013; Irabor, Ola-Obitusin and Olufowobi, 2020.

The foregoing elucidation on essential dimensions of educational philosophies should be utilized as essential educational discoveries as expounded in the literature (Mortimer, 1990) which is the essence of education that various institutions of learning in the country should promote. It is integrally important that pedagogical strategy is important by activating reasoning ability of learners as literature expounds (Shor and Frire, 1987; Web, 2002; Renshaw, 2004; Wegerif, 2007). In so doing, the cardinal components of educational philosophies should promote communities through learning and meaning and consequently their personal and tribal identities should be safeguarded. This is why several studies such as Wenger (1998) emphatically stress on the communities of practice through compartmentalization of learning, meaning and identity (LMI). This could be achieved through practical teaching as study by Wilson (2009) asserts as well as collaborative or cooperative learning among the students (Rogoff, Matusov and White, 1996; Rogoff, Turkanis and Bartlett, 2001). Previous studies have shown that education should foster holistic personality of students through dialogue (Sidorkin, 1991; Skidmore, 2000; Simon, Erduran and Osborne, 2006). In achieving the foregoing explanation, educational philosophies should be used as a mechanism. Therefore, there is a need for curriculum innovation as expounded in the literature (Mkpa & Izuagba, 2003; Yunusa, 2008; Hanna, 2012) in order to address issues in curriculum and instruction specifically towards activating intellectual virtues, creative potentials and skills as well as inculcating or nurturing moral values among the learners within the university and by extension for the betterment of the society.

Conclusion and Recommendations

Basically, the primary objective of this study was to investigate the perceptions of Faculty of Education Students at Sokoto State University (SSU) on the components of educational philosophies as an integral part of Curriculum and Instruction course. It was found out that, the majority of faculty of education students strongly believed that their views on perennialist philosophical school of thought foster their reasoning ability and rational faculty especially in enhancing their intellectual virtues and moral standards within the university community and in the larger society. In addition, the findings have shown that the majority of respondents strongly indicated that, academic programme of higher institution in Nigeria in general and Sokoto State University (SSU) in particular should promote the transmission of accumulated wisdom of past intellectual heritage to the younger generation which is one of major components of essentialist philosophical ideas. Furthermore, a guided experience, acquisition of skills and experiences are emphatically stressed by Progressivist philosophical ideas, as shown in the findings, majority of the respondents asserted that they strongly believed that, the academic and non-academic programmes of SSU used to develop them holistically with specifically towards using logical and rational ideas in solving different problems in the society. Similarly, based on the findings of the study, majority of the respondents strongly believed that, they wish to utilize their knowledge and experience in helping the oppressed people in the society

which is an integral component of Reconstructionist/Critical theorist view. It is thereby recommended that various components should be integrated into academic programmes of the Faculty of Education, Sokoto State University (SSU). Similarly, students' needs, interests and capacities should be taken into consideration rather than an emphasis on the content (curriculum). The following recommendations are therefore made:

I.   The highlighted dimensions should be harmonized with the Nigerian Educational Philosophy as embodied in the National Policy on Education (NPE) that emphatically stress on the promotion, progress and activation of individuals' creative potentials and skills to achieve overall development in the country.

II.   Rational thinking and logical argument are pertinent to be stressed in order to activate intellectual virtues and moral values in the academic programmes of higher institutions in the country in general and Sokoto State University in particular.

III. Education and pedagogy should be practicable as instruments for learners' development and overall social reconstruction in the country.

IV.   Various components of educational philosophies should be regarded as the foundation Curriculum design, curriculum orientations and autonomy in Nigerian tertiary institutions.

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