



**A PHILOSOPHICAL REFLECTION ON OBAFEMI AWOLOWO'S  
MENTAL MAGNITUDE: THE QUEST FOR AN ENHANCED  
CURRICULUM DEVELOPMENT IN TECHNICAL AND VOCATIONAL  
EDUCATION THROUGH ICT**

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**Abstract**

*Mental magnitude is central to Obafemi Awolowo's philosophy of education. His philosophy of education does not explore the best method in teaching; but, rather it emphasizes the role of education in the integral formation of the individual (human being). Nonetheless, he was more concerned with the discipline of the human mind; which of course suggests that his philosophy of education would have adopted the idealist theory of education which can easily lead to a good training of the mind, the development of man's physical and spiritual wellbeing, and the subjection of appetite or desire to reason. In as much one can draw strength from his objective of education focusing on the idealist theory and the implication it will have on the current misconception of education as a means of acquiring degree certificates for acquisition of wealth; the emphasis on skill acquisition does not have a basis in the mental magnitude of Obafemi Awolowo. This is largely reflected in the Nigerian society where skill acquisition is taken for granted and the emphasis more is on classroom education as the only means of wealth creation; this*

*again suggest his emphasis on free education. The thesis of this paper is to firstly applaud Obafemi Awolowo's mental magnitude as a means of instilling discipline and imbibing an integral and character formation of the individual in a society bedeviled by materialism, addict of privileges, inordinate desire for lust of power etc. This paper on the other hand shall push forward a case for skill development and acquisition in the spirit of entrepreneurship; thereby, updating it in the curriculum of formal education. It will argue further that, skill acquisition can contribute towards the doctrine of mental magnitude so that youths in Nigeria can focus on skill acquisition and formal education as the pathway to progress, wealth creation and character formation. This paper shall adopt an expository and qualitative research method to argue for mental magnitude and entrepreneurship education through skills acquisition.*

**Keywords:** Obafemi Awolowo, Mental Magnitude, Education, Curriculum, Information Communication Technology (ICT)

## **Introduction**

Education has a multi-faceted aim and purpose; as such education comprises of both formal and informal education. There is a very misguided conception about informal education; as many would see it as counter-productive to the essence of education. Formal education as done in the classroom is considered superior to informal education and this has led to the mad rush of acquiring degrees in Nigeria. The question one would ask is what is the essence of acquiring a degree? What is the essence of going to acquire formal education? Is formal education a means or an end? To set the template it will be appropriate for us to do an etymological and ontological understanding of education. Education by definition is a complex phenomenon and extensively versatile. The etymological definition or the root word from which the term education is derived from are two different Latin words *educare* and *educere*.

Educare means to nourish, to bring out, to train or to mould. The child has to be brought up like a plant in the garden by the teacher. His/her potentials should be developed with proper care nourishment. Educere simply means “to lead out”, “to draw out” and “to bring forth”. Each and every individual has the innate powers. The innate powers of the individual should be properly cared for and given scope to develop by those assigned the task of educating<sup>2</sup>.

The above analytical explanation of the etymological definition provides a template in exploring the aim and purpose of education is that of forming, and molding into maturity an individual; and at the same time bringing out the talents and these talents bringing out of talents can be considered as *educere*. This involves skill acquisition as part of the education process of the human person. Hence, *educare* (formal education) and *educere* (Informal education) is a complete formation of the education. It is in the light of this backdrop this paper shall adopt an expository research to evaluate mental magnitude as focusing more on the *educare* without recourse to *educere*. The *educare* alone does not bring about a total formation of the human being but just an aspect of the human being; and the *educere* ought to go hand-in-hand with the *educare*. This paper adopting a qualitative research argues that mental magnitude is limited only to *educare*; and does not involve *educere*. Although, the *educare* can play and has played a great role in the society, it has also been misconstrued; and this has given birth to the emphasis on the *educere* as the completion of what should involve education to make one

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<sup>2</sup>The definition of education as reflected in this work was extracted from the works of Uzomah M.M and Isanbor O.P. The definition was actually taken from Stanford Encyclopedia of Philosophy as referenced in Philosophies and Theories of Education (2019) P. 51.

independent towards wealth creation and progress. Hence, the emphasis on entrepreneurship; an area ignored by mental magnitude is the thesis of this research.

### **Obafemi Awolowo's Mental Magnitude**

The major concerns of Obafemi Awolowo philosophy of education are two-fold, namely, the goal of education and the enabling environment through which it can be implemented<sup>3</sup>. What then is mental magnitude? How does it relate to education? How does it affect education in Nigeria? These are some of the issues we shall be interrogating and attempting to answer. The influence of Platonic and Stoic philosophy is obviously present in the discourse and doctrine on mental magnitude as presented by Obafemi Awolowo; in fact, the Stoic and Platonic influence stretched to Cartesian dualism<sup>4</sup>. The sole purpose of mental magnitude is for man to be happy, healthy and prosperous<sup>5</sup>. Mental magnitude consists of the tripartite division of man with physical, psychical and divine attributes<sup>6</sup>. Hence, these tripartite divisions of man (*homo sapien*) are subject to the control of man as the product of his fate and destiny that determines the fullness of life that is triumphant and excelling. According to Obafemi Awolowo, he argues that a proper knowledge of man, therefore, and a thorough appreciation and competent application of the principles which must govern his physical culture, his mental development, and his spiritual self-realization, is indispensable to any efforts for promoting and guaranteeing his general well-being and happiness<sup>7</sup>.

According to Moses Akin Makinde,

Mental magnitude is a philosophical doctrine which derives from a theory of mind and body, with the assertion that the mental is superior to the physical element of a person, and should take control over the emotions, desires, and actions of mans.

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<sup>3</sup>Irabor B.P, Olufowobi O.O & Adidi D.T, *Obafemi Awolowo's Philosophy of Education and National Development: An Argument for Its Contemporary Relevance*. In *Philectics: Benin Journal of Philosophy* (Department of Philosophy University of Benin, Nigeria: 2019), Vol. 3. No.1 p. 109

<sup>4</sup>Makinde A. M, *Mental Magnitude: Awolowo's Search for Ultimate Reality, Meaning and Supreme Value of Human Existence 2<sup>nd</sup> Edition* (Ile-Ife: Obafemi Awolowo University Press, 2010) P. 172

<sup>5</sup>Loc. Cit. 172.

<sup>6</sup>Loc. Cit. 172.

<sup>7</sup>Awolowo O, *The People's Republic* (London: Oxford University Press, 1968) P. 211

<sup>8</sup> Makinde A. M, 2010 P. 172

The above definition of mental magnitude sets the stage to analyse the background to Obafemi Awolowo's mental magnitude that involves metaphysics, epistemology and axiology. Nonetheless, this research shall not explore the metaphysics, epistemology and axiological praxis of mental magnitude; but, more importantly is the fact that traces of these branches of philosophy cannot be avoided in the discourse. As such, our focus is the positive and negative influence it has on philosophy of education. Education is central to the development of mental magnitude because according to Obafemi Awolowo, "the coefficient of his efficiency in all undertakings generally, and of his productivity in any economic venture in particular, is education in every sense of the word"<sup>9</sup>. As such, mental magnitude is the aspiration and should be the aspiration in which the human person can combat his instincts, appetites and desires<sup>10</sup>; this can only be achieved only when the mind can be superior to the body, appetite or desire<sup>11</sup>. The emphasis on reason is central to the governing of the appetite or emotion; and if the emotions and appetite takes total control of reason, then, human society can be in danger; hence, a person who possesses mental magnitude has the capacity to lead; and he should possess comprehension, mental magnitude, and spiritual depth<sup>12</sup>. This can only be achieved through education as the "surest road to the regime of mental magnitude"<sup>13</sup>. According to Obafemi Awolowo,

The cardinal aim of education is not, as is popularly but narrowly conceived, to teach a man to read and write, to acquire a profession, to master a vocation, or to be verse in the liberal arts. All these are only means to the end of true education, which is to help a man live full, happy and triumphant life. In other words, any system of education which does not help a man to have a healthy and sound body, an alert brain, and balanced and disciplined instinctive urges, is both misconceived and dangerous<sup>14</sup>. The above gives a great significant, purpose, and synergy linking mental magnitude and education. This again, has an impact on Idealism as a theory of education.

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<sup>9</sup> Obafemi A, 1968 P. 211

<sup>10</sup> Makinde A.M, 2010 P. 174

<sup>11</sup> Makinde A. M, 2010 P.174

<sup>12</sup> Awolowo O, *Thoughts on Nigerian Constitution* (Ibadan: Oxford University Press, 1966) P. 158

<sup>13</sup> Makinde A. M, Loc. Cit 2010, P.176

<sup>14</sup> Awolowo O, Loc. Cit. 1968 P. 215

### **The Nexus Between Mental Magnitude and Idealism as a Theory of Education**

Idealism is a term with several related meanings and interpretations; but, more importantly is the fact that it assigns crucial importance to the idea or spiritual realm in its account of human existence. It is a philosophical school of thought that espouses the primacy of the mind as the indubitable source of human knowledge<sup>15</sup>. Metaphysical idealism is an ontological doctrine that holds that reality itself is incorporeal or experiential at its core and lies in a realm transcending phenomena<sup>16</sup>. The study of idealism cannot be taken for granted without recourse to Plato whose influence permeates through medieval philosophy to contemporary times. This school of thought did made a great impact in the works of Obafemi Awolowo's mental magnitude. Plato in his famous work *The Republic* was emphatic on the training of the human mind and this as well reflected on the pedagogy and the essence of education. It is difficult to separate his epistemic thought on education from his metaphysics. It is important to note that idealist perspectives are in two categories: (i) Subjective Idealism, which proposes that a material object exists only in the extent that a human being perceives the object, and (ii) Objective Idealism, which proposes the existence of an objective consciousness that exists prior to and independently of human consciousness, thus the existence of the object is independent of human perception. According to Uzomah Michael and Philip Isanbor, in philosophy of education, educational idealism represents a subjectivist orientation to learning as opposed to a more objective learning<sup>17</sup>. The central message of this school of thought in education is the confidence they have in ideas, mental and the intelligible qualities of human beings. They put great emphasis on individuals in terms of their intellectual development in various educational settings. According to Vincent Kabuk,

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<sup>15</sup>Uzomah M.M & Isanbor O.P, 2019, P. 156

<sup>16</sup>Loc. Cit. 2019, P. 156

<sup>17</sup>Loc. Cit. 2019, P. 156

The purpose of education in the idealists' view is to meaningfully contribute to the development of the mind and self of the learner. In the idealist philosophy, the idea of education is taken to mean a process of development of an individual, particularly his conscious and spiritual self. Hence his effort through the educational process is the development of the self, which aid in the building up his personality. It is therefore; the personal effort the individual learner puts in the whole process of learning or what he makes from that which is presented to him that constitutes his knowledge and education. It is however; the school that provides the enabling environment and proper direction for the growth of the individual's personality, which cultivates his aesthetics taste and the frame of his character that equips him with the required skills or knowledge; in terms of intellectual, moral, aesthetics judgment, self-realization, individual freedom, responsibility and self-control<sup>18</sup>.

This position of Vincent Kabuk defines what mental magnitude seeks to achieve in education. It seeks to establish the objectives of intellectual formation, moral formation and the development of society<sup>19</sup>. Is the development of society hinged on intellectual and moral formation alone? Why was Obafemi Awolowo interested on intellectual formation and not skill acquisition? Should we completely neglect skill acquisition as a form of education? Could this be the reason why we produce graduates who will study courses like computer engineering, electrical engineering, physics, etc. and yet cannot carry out the practical's that are needed for them to be experts; but would depend on those who are skilled in it to carry out the task of practicum. Hence, a first class graduate finds it difficult to apply what he has study. This is not for any reason; but for the fact that the focus was on the intellectual formation. In fact, Uzomah and Philip opine thus:

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<sup>18</sup>Kabuk S.V.A, *A Fundamental Approach to Philosophy of Education*, (Rivers: Ushie & Associates Publication, 2017) P. 73

<sup>19</sup>Uzoma A.M & Isanbor O. P. 2019, p.159

The cardinal pillar of education in the idealist scheme of things is intellectual and moral formation for the self-development and self-actualization of the child. Education is to progressively help the learner to develop his or her potentials for self-development and fulfillment of one's destiny in life<sup>20</sup>.

On this note, it is very important to proceed to how mental magnitude has influenced the curriculum to the point that mental magnitude would fundamentally prescribe the training of students to appreciate eternal and immutable truths and condition the mind to think less of entrepreneurship skills.

### **Mental Magnitude in Philosophy of Education: The Nigerian Curriculum Experience**

Idealism has a very strong influence on mental magnitude; and just as idealism is not concerned with particular things, but of things that are of universal values; they are more inclined towards four basic skills: language skills, scientific skills, normative skills and aesthetic skills<sup>21</sup>. This makes the curriculum of the idealist as prompted by mental magnitude to be more concerned with classical studies. These classical studies Mathematics, Literature, Arts, History, Philosophy, Grammar, Religion, etc. Nonetheless, one will expect that with the decline of students enrolling in classical studies it will boost skill acquisition and entrepreneurship studies. Unfortunately, the influence of believing that education can contribute to national and sustainable development; and the emancipation of the individuals, the social sciences and other areas in the humanities have not really boost much of skills acquisition. In *Entrepreneurship Strategies and Business Development: Developing Capacities for Venture Creation* it argues thus:

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<sup>20</sup>Uzoma A.M & Isanbor O. P. 2019, P.159zz

<sup>21</sup>Kabuk V. 2019, P. 74

Education for sustainable development enables us as a people to develop knowledge and skills to participate in decisions about the way we do things individually and collectively, locally and globally that will improve the quality of life now without damaging the planet of the future”<sup>22</sup>.

Mental magnitude impacts more of education about sustainable development; rather than education for sustainable development<sup>23</sup>. Education for sustainable development encourages young people to take action on what they have learned than simply absorbing information for regurgitation in examinations and installing conceptual frameworks without skill acquisition. The curriculum influenced by mental magnitude is more or less theoretical than practical and this has caused so much unemployment in Nigeria; as no one is ready to begin small but want to begin big. No wonder, mental magnitude seems to be concern with 'big-big' (Universal) things; and does not want to begin with 'small-small' (particular) things. Mental magnitude emphasizes the cognitive side of the human person and neglects the affective aspect of curriculum values; it has tended towards intellectualism to the detriment of entrepreneurial skills. Most times students only come to school not because they want to, but because they feel it is a means to an end; while most students feel call to skill acquisition and see the intellectual formation as stressful. Not everyone seems to be comfortable with going through formal education; but a combination of both skill acquisition and intellectual formation are necessary ingredients for integral development. Julius Nyerere in his philosophy of self-reliancism states:

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<sup>22</sup>Veritas University, Abuja produced a book on *Entrepreneurship Strategies and Business*

*Development: Developing Capacities for Venture Creation*. An Entrepreneurship Training Module for Students of Veritas University, Abuja (Enugu: Department of Entrepreneurial Studies, 2019) P. 28

<sup>23</sup>Loc. Cit. 2019, P.28

It must be clear we are not introducing a new subject called “self-reliance,” or “socialism” into the school curriculum...What we are aiming at is converting our schools into economic communities as well as educational communities; in other towards into educational communities which are to a considerable extent self-reliant (financially)...It is while they are practicing this self-reliance and as an important by-product of it- that the pupils will learn new skills which are relevant to their future life, and adopt a realistic attitude to getting their hands dirty by physical labour...*They will learn by doing*<sup>24</sup>.

Julius Nyerere wanted an education that is oriented to rural life; teachers and students should engage together in productive activities and students should participate in the planning and decision-making process of organizing these activities; productive work should become an integral part of the school curriculum and provide meaningful learning experience through the integration of theory and practice; The importance of examinations should be downgraded; children should begin school at age seven (7) so that they would be old enough and sufficiently mature to engage in self-reliant and productive work when they leave school; primary education should be complete in itself rather than merely serving as a means to higher education; and students should become self-confident and co-operative, and develop critical and inquiring minds<sup>25</sup>. This suggests that education as a vital instrument for national development involves acquisition of fundamental knowledge and essential developmental skills needed for technological breakthrough and

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<sup>24</sup>Nyerere, K.J. *Education for Self-Reliance*, (Dar es Salaam: Government Printer, 1967) P.10

<sup>25</sup>Irabor B.P, Olufowobi O. O, & Adidi D. T *Julius Nyerere and Kola Ogundowole On Self-Reliancism in the Reflection On African Development*. In *FALSAFA Journal of Philosophy*, Vol. 3 Issue 1. (A Publication of the Department of Philosophy, Ahmadu Bello University, 2020), P. 185

socio-political development which accelerates economic growth<sup>26</sup>. In as much, mental magnitude has its own limitation just as idealism in philosophy of education; we cannot completely throw away the baby with the bathing water to understand that it does not promote skill acquisition; but at the same time it trains the mind to be rational and to have ideas; ideas are foundations for purposeful entrepreneurship<sup>27</sup>. These ideas are the application of common sense towards new thinking that is very much relevant to society needs; ideas that are constructive and affective; and proactive. An idea flows from the mind as it explores its environment to think outside the box; hence, to some extent, there is a synergy between mental magnitude and entrepreneurial generating ideas through skill acquisition.

### **The Importance of Entrepreneurship Education and Skills Acquisition**

Entrepreneurship is an art as well as a science<sup>28</sup> that studies the methods and part ways of skill acquisition; as it is very fundamental to wealth creation and integral development. According to F.O. Nwuche, “entrepreneurship is the attitude and passion to be ready and willing to solve the problem facing others around you, meeting their need and adding value to their lives through innovation and creativity”<sup>29</sup> To educate a child without skill acquisition can be frustrating in an environment like Nigeria; the Nigeria of today produces chunks of graduate to the extent they come to the labour market without anything to offer. The National Universities Commission reiterates the massive unemployment of Nigerian University graduates in the country; and this is as a result of the traceable disequilibrium between labour market requirements and lack of essential employable skills by these graduates<sup>30</sup>.

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<sup>26</sup> Loc. Cit. 185

<sup>27</sup> The quotation was taken and paraphrased from Veritas University, Abuja produced a book on *Entrepreneurship Strategies and Business Development: Developing Capacities for Venture Creation* An Entrepreneurship Training Module for Students of Veritas University, Abuja (Enugu: Department of Entrepreneurial Studies, 2019) P. 3

<sup>28</sup> Loc. Cit. 2019, P.22

<sup>29</sup> Nwuche F.O. *Becoming A Successful Entrepreneur* (Amawbia: Arunne Press and Publishers, 2014). In a book *The Rudiments of Entrepreneurship Management: Gateway to Global Competitiveness in Business Operations*

(A Publication of African Entrepreneurship Academy: 2016) P. 1

<sup>30</sup> Loc. Cit. P.22

The mad rush into the University calls for serious concern because of the emphasis on certificate. The evidence that one has fulfilled the criteria for education in Nigeria is when he/she has a formal education. This is exactly why a graduate from the University feels very superior to a graduate of a Polytechnic; not until recently the Federal Government has removed and signed into law the need for the Higher National Diploma to be equivalent to the Bachelor's Degree. Yet, the polytechnic students are trained into the practical aspects of the subject more than the students of the Bachelor's degree. This paper shall not dwell more on this disparities and discriminatory tendencies. Nonetheless, the questions should be raised as to the rush of children into formal education especially into the Universities without recourse in considering what the student will do after they graduate from the University. A child goes into the University at sixteen (16) and most times unaware of why education is very important for him or her and graduates only to make reference to books without recourse to skill acquisition. There is a need to emphasize skill acquisition for three years before entering the University system. In so doing, the children gets more experience in life and acquires skills and even use such skills to create wealth for him/her; and even sponsor his studies after all to augment for what his parents can offer him/her. In a publication by Veritas University, Abuja in a book titled *Entrepreneurship Strategies and Business Development: Developing Capacities for Venture Creation*, admonishes the youths to have the disposition of an entrepreneur. The publication states categorically that “*youthful period is a critical one that has been noted as an essential time for training in entrepreneurship*”<sup>31</sup>.

In entrepreneurship education, students should be very familiar with their environment so as to know the needs of that environment. The goals

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<sup>31</sup>Veritas University, Abuja produced a book on *Entrepreneurship Strategies and Business Development: Developing Capacities for Venture Creation*.  
An Entrepreneurship Training Module for Students of Veritas University, Abuja  
(Enugu: Department of Entrepreneurial Studies, 2019) P. 3

of environmental education are: (a) to foster clear awareness of, and concern about, economic, social, political, and ecological interdependence in urban and rural areas; (b) to provide every person with opportunities to acquire knowledge, values, attitudes, commitments and skills needed to protect and improve the environment; (c) to create new patterns of behaviour of individuals, groups and society as a whole towards the environment<sup>32</sup>. To this end, environmental education objectives are:

- (a) Awareness: to help social groups and individuals acquire awareness and sensitivity to environment and its allied problems.
- (b) Knowledge: to help social groups and individuals gain variety of experience in, and acquire basic understanding of the environment and associated problems.
- (c) Attitudes: to help social groups and individuals acquire a set of values and feelings of concern for the environment and motivation for actively participating in environmental improvements and protection.
- (d) Skills: to help social groups and individuals acquire skills needed for identifying and solving environmental problems.
- (e) Participation: to provide social groups and individuals with opportunities to be actively involved at all levels in working towards resolution of environmental problems.

### **Improving Technical and Vocational Education through Information Computer Technology (ICT) in Nigeria**

ICT is the driver of the new and emerging economy; any country, including Nigeria, must have a technical education in order to prosper economically and industrially. Its main goal is to give its recipients the practical and marketable skills needed in the workplace. As a result of technical development and the emergence of information and communication technologies, the workplace of today is undergoing

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<sup>32</sup>Loc. Cit. P. 28

advances; and yet, despite this advances there is not much that has been done in the tertiary institutions to enhance technical education through Information Computer Technology (ICT). According to Minna-Eyovwunu D, Akarue, B. O. & Obavwunuta, O.R. in a research study observed that there is a:

Gross inadequacy of facilities to support full application of information and communication technology (ICT), irregular power supply amongst others hinders the effective integration of information and communication technology (ICT) in vocational and technical education (VTE). It also determined various roles of ICTs in VTE, among which are that ICT helps in distance learning programme; also helps in making teaching and learning more interesting; etc. The findings showed a significant inadequate availability and usage of (ICT) facilities for teaching and learning. It was recommended among others that information and communication technology (ICT) equipment and facilities should be adequately made available in the tertiary institutions for effective teaching and learning in vocational and technical education<sup>33</sup>.

Obafemi Awolowo's mental magnitude has a very strong hold and influence on the reluctance to accept the realities of skills acquisition through ICT. The clarion call for technical education through Information technology is a step further towards and above the conventional methods of education as envisaged by mental magnitude. As such, the traditional teaching approach has placed an emphasis on content. Courses have been designed around texts for many years. Lectures and presentations have

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33 Minna-Eyovwunu D. Akarue B.O & Obavwunuta O.R "ICT and Vocational and Technical Education in Tertiary Institution: A Case Study of College of Education Warri, Delta State, Nigeria" *In International Journal of Innovative Information Systems & Technology Research* 7(3):64-72, July-Sept., 2019

been used by teachers to impart information, with tutorials and learning exercises interspersed to help students retain and practice the material. Today's educational environments favor curriculum that foster performance and proficiency. Curriculum is beginning to place more emphasis on abilities and is becoming to care more about how the material will be used than about the content itself<sup>34</sup>. According to Bala and Mamuda,

There are two types of ICT literacy skill sets for Technical/Vocational Education. The first is generic ICT literacy skills such as keyboarding, word-processing, using databases, using spreadsheets, desktop publishing and using the Internet for research and communication. In this network economy every graduate from Technical/Vocational Education programmes needs to possess these essential and generic ICT literacy skills. The second ICT skill sets are the occupationally specific ICT literacy skills. Examples of these skills include the ability to Pristine 3 work with Computer Aided Design/Computer Aided Management (CAD/CAM), and operate equipment with digital system controls<sup>35</sup>.

In a research, the paradigmatic shift in both content and pedagogy that is at the core of education reform in the 21st century can be catalyzed by the effective use of ICTs; and, in fact, in a meta-analysis research, students who received instruction based on ICT for technical education generally performed better than those who did not<sup>36</sup>. According to Nigeria's

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<sup>34</sup>Bala A.B & Mamuda A. *Information And Communication Technology (Ict) In Technical And Vocational Education: Promise And Problems*. <https://www.globalacademicgroup.com/Journals/Pristine/Information%20and%20communication%20technology.Pdf> Retrieved online 13<sup>th</sup> December, 2022

<sup>35</sup>*Ibid*

<sup>36</sup>Kulik, J. "Effects of Using Instructional Technology in Elementary and Secondary Schools: What Controlled Evaluation Studies Say" (Final Report No. P10446.001) 2003". Arlington, VA: SRI International.

national education strategy, technical education focuses on developing high-quality technology human resources for a national pool of proficient and independent artisans, technicians, and technologists in the domains of technical and vocational education<sup>37</sup>. In addition, the policy's aims and objectives include the provision of skilled labor at the technical, advanced craft, and professional levels, the delivery of vocational skills for the development of agriculture and the economy, and it also serves as a targeted method of skill development for young people. Every growing country's economy and progress in the twenty-first century depend heavily on technical and vocational education delivered through ICT. As such, leveraging on mental magnitude is most likely to produce a one-sided development of human beings and not an integral formative process of the human person. The main goal of technical and vocational education, according to UNESCO, is to provide people the skills they need to be self-employed and to increase their prospects in life. These skills also play an important part in preparing them for the workforce. A system of education called vocational and technical education through ICT fosters the development of both fundamental scientific knowledge and practical and applied skills. It is primarily designed to assist pupils become more productive and to instill in them the abilities that will enable them to be independent or hire labor. Therefore, technical education offers a solution to the destructive unemployment stream that permeates the entire nation. Programs for technical education include and not limited to classes in areas like metalworking, automotive technology, building technology, woodworking technology, electrical/electronic technology, etc; while home economics, agricultural science, fine and applied arts, cosmetology, computer skills, sewing, tie-dye, carpentry, tiling, etc. are all included; but, not limited in vocational education.

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<sup>37</sup> <https://businessday.ng/features/article/how-to-make-technical-education-thrive-in-nigeria/>  
Retrieved Online 13<sup>th</sup> December, 2022

### **Conclusions**

In order for Nigeria as a nation to grow technologically, vocational and technical education is essential. It has been established beyond a doubt that citizenry training, skill acquisition, and usage are essential to both national and economic development. In light of this, the nation should concentrate on education policy that aims to implement a practical technology-based education that might support the country's economic operations for quick socio-economic development. Mental magnitude as a philosophical approach to teaching methodology is not sufficient enough to provide citizens with adequate knowledge in education that can meet up to the 21st century world of globalization and innovations. The paper went further to argue that for an authentic and integral formation to take place there is a need to combine both mental magnitude and entrepreneurial skills through technical and vocational education that is ICT compliant.

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