

Integrative Humanism: The Missing Philosophical Link in Nigeria's National Policy on Education

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Abstract

The objective of this paper is to present and justify integrative humanism as the missing philosophical link in the Nigeria's National Policy on Education. A cursory look at the Nigerian National Policy on Education reveals that we have simply outlined the aspirations of our nation without being anchored on any appropriate and clear cut philosophical base. It is argued in this paper that the lack of an identifiable "scholastic" philosophy at the base of our educational system is partly responsible for the failure to achieve the much desired goal of a holistically educated man, which is a prerequisite for national development. To remedy this situation, the paper proposes the adoption of integrative humanism as the guiding philosophy for the Nigerian educational system. Given the present Nigerian socio-economic predicament, this paper suggests an integrative harmonization of the various philosophical ideals found in the Nigerian Policy on Education in order to have a comprehensive educational system. Thus, given the eclectic nature of integrative humanism as a philosophy and as a method of inquiry, this paper sees it as the appropriate 'scholastic philosophy' capable of providing an all-inclusive philosophical platform that will meet both the material and spiritual challenges of modern Nigerian children.

Keywords: Integrative Humanism, Integrativism, Mundanocentricism, Spiritocentricism, Humanocentricism.