

Philosophy, Leadership and Education: A Tool for National Development

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ABSTRACT

It is obviously unthinkable to boast of national development without taken seriously these key concepts; philosophy, leadership and education. These trio are interconnected, for their major target is the betterment of the society. Philosophy depicts a method of rational, reflective, critical investigation and constructive thinking. It has aid human development, through reshaping of our leadership mentality and educational system. On the other hand, leadership is all about leading or making the right decision for people. Similarly, education is about training of the mind and intellect. Hence, education helps in breeding quality and educated people in the society. However, it is through philosophy that leaders make rational decisions. Without political policy and attention, education may not thrive, and leadership without quality education will fail. These show that philosophy, leadership and education are intertwined; they are like three wheel of a tricycle that cannot function without the other. No wonder Nigeria is classified as an underdeveloped country of the world because of its poor philosophy, leadership and educational system. In line with this, this paper is an attempt to present the relationship of the three concepts and states categorically that the development of a nation does not completely rely on the bounty of her resources but on its level of philosophy, leadership and education which are the vital tools of national development in Nigeria.

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INTRODUCTION

In our world today, philosophy, leadership and education play a vital role in national development. In Nigerian society today, the trio has been relegated to the background. First of all, philosophy which is always at every discipline of human activities is no longer taken seriously. Most people do not talk good of philosophy; some say it is a difficult course full of incomprehensible terms and concepts. Others also say that it is unproductive like other disciplines like engineering, pharmacy, medicine, law, accounting etc. for most people, it is purely an intellectual exercise that produces jobless critics. (Onyejiaka, 2010:14) But this is a misconception. Reason is that, philosophy developed our rational, reflective, critical and constructive thinking. This neglect has adversely affected the situation of things in the country.

For instance, a leader cannot function well without philosophy and having quality education to drive the affairs of the state. This is true, when Plato

recommend that, except a philosopher becomes a ruler or ruler becomes a philosopher, the state will be in disarray. Leadership position ab initio require philosophical knowledge to take decisive and rational decision that will affect human society. It always seems so easy to lead, thus most people take leadership or the act of leading for granted. The skill for leadership is misconstrued to be a natural one that needs no sharpening since everyone seems to be a leader in the families, classes, organizations, social groups, religious groups, political parties, etc. but it is pertinent to point out that if anything was ever done right, the credit goes to leadership, and if anything was ever done wrong, it was due to the failure of leadership. Leadership is everything and philosophy and education is the driving force. (Anopue, 2010:10)

Currently, education in Nigeria is suffering from undertaken strikes affecting the tertiary institution, secondary and primary levels, which had drastic

effects on the academic growth of students and national development. Nevertheless, writing about the state of education in Nigeria, Dayo Onibile express the poor standard of education in Nigeria. He states it clearly that “It is generally believed that the standard of education in schools across the country has declined for quite some time” (Amaku, 2010:64). Education is believed to be the bedrock of any country’s development. It is considered as the cornerstone for meaningful and sustainable national development. Arguing in the same direction, Umo (2005), had affirmed that, worldwide, education has been recognized as a catalyst for achieving socio-economic, scientific and technological development. In other words, any meaningful growth and development of any country must be preceded by a sound educational philosophy.

From the illustration above, it shows that philosophy, leadership and education are one and inseparable for they all aim at the development of human society. Thus, it is the intention of this paper to show that philosophy, leadership and education combined can guarantee national development. Nevertheless, this study examines the relationship between philosophy, leadership and education as a tool for national development.

The Concept of Philosophy

The attempt by different schools of thought to comprehend and define the term “philosophy” has continued to be difficult task. According to Akinpelu (2005) Plato and other disciples of Socrates indicated in most of the thought and works that, “Socrates the father of philosophy chooses call his students “lovers of wisdom” instead of the addressing them as wise men”. The word, philosophy, is derived from two Greek words, Philo (love) and Sophia (wisdom). The combination of the two Greek words resulted in the term, Philosophia. Put together in simple terms, philosophy means love of wisdom or lover of wisdom. Wisdom involves one’s rational behaviour in various aspect of human life; especially in knowing the good from the bad and the ability to make good decisions and choices while love is an attitude of the mind towards what exists.

In Aristotle’s *Metaphysics* man by nature desires to know. He conceives that “all men by nature desire to know” (Aristotle, 1991). This shows that philosophy is all about, the love of knowledge. In this sense, man is a being of knowledge (homo episteme). On this ground, philosophic wisdom is an intellectual involvement which assist a man assess his ideals and life aspirations. It makes him understand the reason for and why he ought to agree to certain ideals in life in the first place.

In other words, philosophy is a critical inquiry into the nature of reality (Ojimba, 2015:104). In like manner, Dewey views it as the critical effort to discover the general truth that lies behind the particular facts. According to Okoh, (1998) philosophy is a method of reflective, constructive thinking and reasoned inquiry. On the part of Oroka (2010:1), philosophy is a philosophic wisdom and activity concerning the existence of things around us. It concerns with what is, and why what is, is; as well as a man’s place in the universe of things. Philosophy is therefore perceived as an attitude towards life, which makes life become more intelligent, meaningful and purposeful. It achieves this by clarifying, justifying and verifying issues through criticism of concepts and principles. Philosophy is hereby considered as that which distinguishes reason from evidence of things, and gives purposeful direction to life.

In this light, rationality is equivalent, and other features install on humankind. Hence, rationality is that which is gifted to man for thinking differently from other animals. In comparing philosophy with other disciplines, non can boast of reason as its tool (Asiegbu, 2011:105). These rational ability makes the philosopher unique from others because of his prowess in critical thinking. Consequently, rationality represent: ...the positive intent to galvanize available means to desired and approved ends. It implies that at all levels our problems are philosophical (Wiredu, 1985:222).

Furthermore, philosophy possess speculative feature central to human existence. This feature to answer and solve human problem beyond empirical sphere. Empirical knowledge is peculiar to science and are is responsible for tackling problem in the realm of experience. But philosophy has the advantage of delving into speculative and empirical realm; with the aim of producing results through the power of reason. no wonder Scrutton (1995:7) noted that, philosophy constitutes a “superior virtue”; one of attaining the realm of necessity, where the real contents of the true world are revealed.

Plato in support, explain how existing society will always experience problem because of the level of inefficient philosophical knowledge found wanting of true philosophy in solving and maintaining human society (Asiegbu, 2011:107). The solution lies on philosophy and the philosopher in providing a better way of life for humanity to follow (Ejeh, 2009:44). Omoregbe (1990:22) support Plato’s thought because philosophy as discipline is “a rational search for answers to the questions that arise in the mind when we reflect on human experience.” However, not only

does philosophy engage in self-criticism, but also studies other sciences in order to reach valid conclusions important to the growth of human society. As such, philosophy has an edge over other disciplines and which makes it attractive to every sector of human existence.

The Role of Philosophy

Is the pursuit of philosophical knowledge meant for particular individuals? Philosophic thought is an inescapable part of human existence. By studying philosophy, we can investigate the ideas our society live by and having known them, examine and evaluate them, also with the help of philosophy we can be equipped to question ultimate causes of things. (Onyejiaka, 2010:14)

A philosopher should live in the streets and in the public square where life and discourse mainly take place. For instance, each time we hear Mr. Peter Obi the presidential flag bearer of Labour Part (LP) speaks about leadership and economy in Nigeria, we are subjected to philosophize. However, every news broadcast and talk, radio arguments put us in full view of philosophical discourse. We are in short surrounded by philosophy. (Onyejiaka, 2010:14)

However, if philosophy has the ability to question people's assumptions or to make them think in a way that they had previously held to be non-plausible, then philosophy is doing communicate clear ideas, in a rational, sometimes with those that undertake it, if not doing something through them. After all this should be the end goal of all philosophers changing the people at large and promoting them to a deeper thought and reflecting about the values they uphold. (Onyejiaka, 2010:14)

Moreover, more institution of the society is based on philosophic ideas, whether the institution is law, government, religion, the family, marriage, industry, business or education. Philosophic theories have led to overthrow of government, major policy change and transformation of entire economic system. Philosophy can help to avoid responsibility where it would be a burden, dodge friendship where it would be shallow. The importance of philosophy in everyday decision has been to present an impeccable defense against self-deception. Philosophy is not a case of being one sided or signing up to a doctrine. It is a rigorous exploration of subject matters, doctrines, beliefs etc. (Onyejiaka, 2010:14).

What is Leadership and who is a Leader?

To define leadership and who a leader is a very arduous task. Leadership has been described as the "process of social influence in which one person is able to enlist the aid and support of others in the

accomplishment of a common task". However, philosopher of leadership like Plato have produced theories involving traits, situation interaction, function, behaviour, power, vision and values, charisma and intelligence among others (Anopue, 2010:10).

Philip Ogbonna indicated that leadership may mean different things to different people and in different situations around the world. For instance, it could relate to community, religion or political leadership. He further stated that, leadership is the art of getting someone else to do something you want done because he wants to do it. Hence, leaders are people who do the right thing. Leaders help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new (Ogbonna, 2019:15). Leadership is about mapping out where you need to go to 'win' as a team. Yet, while leaders set the direction, they must also use management skills to guide their people to the right destination, in a smooth and efficient way. It is dynamic, exciting, and inspiring Leadership is proactive, problem solving, looking ahead, and not being satisfied with things as they are (Ogbonna, 2019:15).

As a matter of fact, leadership does not happen in a flash. It starts on the inside with a vision of a need to fill, a problem to solve, a helping hand to give, a road to lead and a cross to carry because leadership involves a lot of sacrifices. The failure of leadership lies in the lack of vivid vision and goal, lack of enthusiasm of what to accomplish in office and lack of the foresight of the realities of tomorrow (Anopue, 2010:10).

In regards to the above, leadership requires a lot from the leader. For this leader to live up to expectation, some qualities are indispensable. Such requires are: honesty and integrity, passion and enthusiasm, confident, orderly and purposeful, accommodating, ability to think analytically and holistically, and commitment to excellence (Anopue, 2010:10). Ogbonna in agreement states that a leader in its proper sense does the following: (1) A leader creates an inspiring vision of the future; (2) A leader motivates and inspires people to engage with that vision; (3) A leader manages delivery of the vision; (4) A leader coaches and builds a team to effectively achieve the vision (Ogbonna, 2019:16). The citations however, is a pointer that a leader is a person who brings together the skills needed to do these things.

The Rationality of Education

The definition of education centers on philosophic discussion about nature, human nature, man, and society. From the etymological perspective, the term education is associated with the Greek *paideia*

meaning “rearing or raising a child”. Education is again related to two Latin verbs: *educere* which means to lead forth, draw out, bring away. While *educare* signifies to bring up a child physically or mentally, to rear, to train, to nurse. However, education is consequently an activity; it is the act of equipping a child for a responsible life. Education presumes that a child is ignorant, lacking the meaning and art of human existence and if that child is not assisted, he or she would find life extremely difficult. To educate is to lead a child or rear a human person out of ignorance; it is essentially the act of leading a human person from ignorance to proper knowledge (Amaku, 2010:59-60).

Education is a process of socialization, enculturation and transmission of what worthwhile to those who are committed to it, be they children or adult. For Amaku (2010:61), it is a process of developing knowledge ability in individuals in such a way that they use this knowledge to improve themselves and their society. From all indication, education is positive and principally the art of equipping a human person with all that is required to accomplish a fulfilled life. Nwizarh advises that: “education should enable one to acquire the skills for effective self-location and determination in a dynamic historical process” (Nwizarh, 2001).

Steve Ibenta writes that “education should equip a student with the intellectual ideas and the intimate sense of the power of ideas required to achieve social and economic justice in a country in order to create future and more harmonious society where they can find job opportunities to exercise their full potentials Ibenta, (2005) All the citations point to the fact that the end of educations is not just the opportunity to get employment and earn money, but the preparation of an individual for life. The individual is brought up to appreciate and make his own the cultural values of the community into which he is born without which life would be too difficult. The society is to offer the individual the basics for a good living. (Amaka, 2010:61-62)

National Development – in a Brief

From a philologically view point, the concept of development is multi-facet in its explanation. It could be viewed from economic, political, social, cultural, and human perspective. For Babarinde and Farayola (2005:8), development involves increase in the quality and quantity of life of a people. It includes gradual removal of poverty, unemployment, social inequalities, bad leadership, monopolization of opinion by the government, and of the negative practices which unfortunately have become the major characteristics of human society. This view presents

development as being both qualitative and quantitative. Similarly, Efemini, (2010:1) remarkably asserts that, “Development is here understood as the quantitative and qualitative improvement in the material, emotional, and spiritual conditions of human existence”.

Ake also defines the concepts as “the process by which people create and recreate themselves and their circumstances to realize higher levels of civilization in accordance with their choices and values” (Ake, 1996:25). According to Nakpodia, (2011:67) it is understood as “man’s ability to appropriate his total essence in a total manner, as a whole man” or “a totality of vision in which man take charge of his destiny”.

In similar view, Ogundowole (2004) described development as self-realization which implies the use of the resources of geophysical, imagination and unprecedented ingenuity to achieve overall societal objectives. However, strictly understanding development only from economic angle is imbalance. Development should be viewed from an all-round perception of social process which dependent on man’s endeavour to manipulate his immediate environment. The process of development focus on the man. This implies that, man should be empowered with knowledge, skills, and attitudes to develop his creative potentials, for good of his society.

Unanka (2001) maintains that development could be seen from the angle of modernization and industrialization. Modernization is used simultaneously as development, which means the process by which individuals change from a traditional way of life to a complex, technologically advanced, as well as rapidly changing style of life. According to him, industrialization is the process of accumulation and application of machine technology, factory methods and artifacts, machines, engineers, finances, mines, computers, vocational education system, and other similar tangible technological objects in production. Based on the aforementioned definitions, it suggests that a nation could be said to have developed if it tilts towards industrialization and modernization.

In relation to national development, development means the development of every man and woman, and not just things. Put differently, a nation could be said to have developed when the basic needs of its citizenry are met, more especially the poor majority, economic development, human development, physical quality of life, human freedom, political development etc. when all these factors are in place, it then means that the country has got to the stage of sustainable development, which implies meeting up

with the needs of present generation without compromising the abilities and opportunities of the future generation.(Unanka, 2001).

Distressed Leadership and Education

When one compares the huge strides made in educational development in Nigeria within two or three short decades, one cannot but be sad at the precipitous backslide in the type and quality of education being received in the past twenty years. Many factors combine to bring this situation about. There are the contentious educational policies; the over-centralization of authority, poor funding of education, dismal management of scarce resources, insincerity of contractors, discretion of administrators, lack of dedication on the part of teachers, lack of application on the part of students. There is also the epileptic school programme that sees the student out of school most of the time only to be forced to adopt the panic, fire-fighting approach at the chronological end of session (Onyeocha, 1998:15).

The result is frustration at all levels: poor learning which will give birth to half-baked and substandard manpower that had some bit of schooling but no real education. The educational system that is supposed to be an enlightenment process from the family stopped, has turned out to become a corrupting influence, drug abuses, cult activities, gangsterism, and violence, etc. Some have lost faith in the value and relevance of education, and would dismiss any talk of it by a wave of the hand. They would rather point at those who have made it in life without the rigours of education(Onyeocha, 1998:16). Amaku in agreement emphasizes that, the pathology of the academic enterprise was aggravated by the series of strikes meant to bend the government to the demands of teachers. The yearly undertaken strikes, touching the tertiary, secondary and primary levels, some lasting for six months, had drastic effects on the academic growth of student and national development (2010:68).

In the area of political leadership, many of our young politicians can hardly define the science of politics or competently demonstrate the skills of governance. They financially bulldoze their way into power completely ignorant of the art of governance. Lacking personal initiative about politics, they simply depend on advisers on what to do. The interest is simply to grab and lute public fund for their personal interest (Amaku, 2010:68).

Today, we are surrounded by people we may call leaders – in government, in business, in education, in the health sector or in religion, but we are also suffering from a scarcity of genuine leadership. However, leadership today is sorely lacking the

quality of urgency. Many of our leaders are effective managers, and some are even inspiration speakers but are not leaders in the true sense. We have governors, law makers, political and religious pundits and CEO's who can direct thousands of people towards a single objective, and politicians whose rhetoric inspires millions of citizens to support them but their leadership quality is infected with hostile leprosy, insincerity and hypocrisy (Ogbonna, 2019:4).

The political process, in all its aspect, has to do with the people and their rights. Among the rights of the people are those to freedom and to a government that they have freely and fairly elected for themselves and which is fully accountable to them. They also have the right to food, shelter, and to such basic utilities as water, light, services, roads, markets, clean environment, jobs, education, and safety, etc. For a long time in Nigeria, the opposite has been the case. The Late Afrobeat King, FelaAnikulakpoKuti, accurately describes the Nigerian people as "Suffering and Smiling" (Onyeocha, 1998:53). Most 21st century leaders are ill-equipped. The greatest problem in the world and Nigeria in particular is the impotence of the leaders at all levels of society. All these are pointer to the failure of leadership and absent of quality education. Therefore, transformation especially in philosophy, leadership and education is more needed than ever before to endure national development.

Philosophy, Leadership and Education: Tool for National Development

It is a truism that philosophy, leadership and education are catalysts to the development of a nation. This is, because, every society needs critical minds and intelligence to control the available resources for maximum development. Philosophy, engages the minds in abstract thinking and speculation which is necessary for national development. It guides a nation in understanding itself and of its existential approach of life, and seeks to establish for the nation, a scale of values for the conduct of its subjects. It enhances man's ability to think rationally and discard irrational and emotional approach to issues and establish clear, distinct, logical and critical thinking. This demand that, every individual member of the society examine critically their actions before taking decisions. This is, because, a developed nation is nothing but an assemblage of critical minds. This is evidence Socratic dictum that "an unexamined life is not worth living". Omoregbe (2003:193) states that "it is a dangerous illusion to think that philosophy has no effect in practical life". To this end, philosophy instils in the individual, critical rationality and ability to act accordingly. This

brings to mind the Platonic maxim that “knowledge is virtue, while vice is ignorance” (Cooper, 1997). Thus, it serves as a road-map for any nation and germinate in its person the right attitude needed for national development.

Philosophy helps in developing good morals in the society, which is an important aspect of national development. For there can be no meaningful national development, if the members of the society are morally handicap, undeveloped, and backward. These is because immoral behaviour in the society produces corrupt and irresponsible people, which turns stumbling block to national development (Anichebe, 2005). Corruption among the populace truncate economic, and socio-political development of any nation. Consequently, only an ethical transformation certain to achieved via philosophy, will instill morally equipped, sane, and disciplined individual in the society necessary for national development.

UNESCO expresses the role and importance of philosophy in national development in the following words: “what is the teaching of philosophy if not the teaching of freedom and critical reasoning? Philosophy actually implies exercising freedom in and via reflection because it is a matter of making rational judgments and not just expressing opinions; because it is a matter not just of knowing, but of understanding the meaning and the principles of knowing; because it is a matter of developing a critical mind, rampart par excellence against all forms of doctrinaire passion” (2007:ix). Thus, the agenda of UNESCO is integrating philosophy in all levels of knowing, is worth considering.

In today’s world, leadership is everything. It helps in driving every meaningful society into national growth and development. The success of every society is determined either by a good or bad leadership. Onyeocha (1998:45) indirectly describe it as a political process similar to that of a football game. Like every game, it is mean to bring joy and excitement to participants and spectators alike. For him, the only thing is that unlike in football, where only the fit and the fans have a stake, in politics everyone has a stake. Hence, those who want to rule have to protect their investment and their claims to suitability by winning. Those being ruled, have even a greater stake in making sure that those who come up to rule are not mere upstarts who have nothing to offer to the general good(1998:46). It implies that leadership center on expectation from the ruler and the ruled. Which is targeted for national development.

In furtherance, leadership an important factor in every civil society. This is why in every leadership position, the person must be suitably qualified in age and

ability; personal exposure and knowledge of contemporary issues; awareness of the laws of the land and preparedness to abide by them; interest in fostering a law-abiding society; awareness of the rights of citizens and disposition to uphold them; sensibility to the people’s needs and disposition to meet them; ability to reassure the people and ally their fear; experience in public service, or other areas of management; personal integrity of life. Hence, leadership must aim at nation building (Onyeocha, 1998:46-47).No wonder Plato the philosopher talks about leadership. He insisted that those who must rule must also be superior in wisdom and knowledge. Literally, they should be such that in them knowledge and wisdom meet together. They were to have the dual aspect of philosopher and king. Where one is capable of combining a lot of specialised learning with leadership skills, he or she would be quite unstoppable in real terms (1998:49).

Similarly, education is a critical factor to the development of any nation. This informs why Alfred North Whitehead opines that “any nation that does not value trained intelligence is doomed”. The wealth and power of a nation depend on the successful education of its citizens and in the number of highly talented men and women within the national compass a nation succeeds in providing with superior and divergent education (Okafor, 2006:230).

Education is a foundation of national development. Whitehead is of the view that “in the conditions of modern life, the rule is absolute; the race, which does not value trained intelligence is doomed”. In similar view, Nyerere opines that, “the wealth and power of a nation depend on the successful education of its citizens, and in the number of highly talented men and women within the national compass a nation succeeds in providing with superior and divergent education” (Okafor, 2006:230).

Consequently, education is the driving force for individual self-actualization and national development. No doubt, Nigeria has abundance of mineral and natural resources, but these resources cannot be fully utilized and well manage, without having a good number educated citizens. Thus, the government has pay good attention to education to ensure sustainable and positive development. Reason is that, in the absence of quality education, no meaningful national development will take place. Thus, investment in training and educating of the populace should apparently be a priority, because, their expertise would be channelled to nation building and development. This is, because, “the demand for high-talented manpower is imperative in contemporary development on account of the level of

technological complexity, which characterizes modern life and due to the complexity of contemporary social organization". No country should, therefore, neglect education. Education should be developed to the highest degree (Okafor, 2006:233).

In a related manner, Thomas Jefferson lends credence to the importance of education in nation building to the American nation. He propelled America to invest the prime part of her energies in the educative process— she sought out talents, nurtured them and brought education within the reach of everyone (Okafor, 2006). This underscores education as a critical tool in national development. Therefore, Nigeria should invest a larger percentage of her income and capital to the educational needs of the nation in order to institute and a meaningful positive and national development. Thus, education is veritable tool for national development.

Nyerere (1967:237) stated that “only when we are clear about the type of society, we want to build can we design our educational service to serve our goal.” This placed education as a viable tool in nation building. On this very note, Plato (1961:788) in his own take on education insisted that “the right system of education must be one that can be shown to produce the highest possible perfection and excellence of the soul.” Plato thought implies that, education should not be left to chance; but rather, must be thoroughly planned, especially, when it is required to produce a desired result. Also, Aristotle (2004:3) realized that, “education play a significant role in providing new nations with the trained labour force to meet their manpower needs, with the knowledgeable leadership to direct their administration, and with the informed citizenry to sustain their society”. Thus, implying the essential role education plays in national development.

From the paper so far, it has pointed out that, philosophy, leadership and education are tools for national development for they have to do with qualitative and quantitative changes in the lives of people, group or an individual. At the national level, there is an improvement in the general wellbeing of the people, while at the individual level, this manifests itself in form of “increased skill and capacity, self-discipline, greater freedom, responsibility and material well-being” (Rodney, 1972:9). Developing countries, like Nigeria, therefore, should pay more attention to philosophy, educational, and leadership systems, with regards to the evolvement of critical and constructive minds, good leaders, as well as sound and trained intelligence, as

these are developmental tools and very important to national development.

Conclusion

National development does not absolutely depend on the bounty of a country’s natural resources. Rather on the importance placed on philosophy, leadership and education. Nigeria is abundantly blessed with mineral and natural resources but lack the necessary philosophical knowledge, visionary leadership, and poor educational system to speed-up its development. This is because, Nigeria cannot develop in the presence of bad governance, corruption, poverty, terrorism and crime, etc. which affect positive national developmental process. These can be tackled, via philosophy, education, and good leadership which are tools for national development. *Philosophy* depicts a method of rational, reflective, critical investigation and constructive thinking. *It* focuses on values, goals and human passion for development of the society. While leadership is all about leading or making the right decision for people. Hence, bad leader hampered the development of a country. No wonder Chinua Achebe state, the problem with Nigeria is that of leadership (1983:1). Similarly, education is the soul of any nation. It is about training of the mind and intellect. As such, “when education is negated, the national soul is negated.” When “it is boosted, the national spirit is boosted” (Okafor, 2006:236). No country will achieve meaningful development, if its education is not prioritized. These evident that, education requires philosophy and political recognition to succeed, as well leadership without philosophical knowledge and quality education is bound to fail. This is why Plato opines that no nation can attain meaningful progress unless philosophers become kings or kings are led by divine providence to become genuine philosophers. This depicts philosophy, leadership and education as the spirit of human civilization and national development (Anichebe, 2005). This paper so far has shown that, the nexus that exists between philosophy, education and leadership are relevant tools to national development. Reasons is that, for education to achieve its objectives, it needs philosophy of education. And for our leaders to make good decision it need philosophical knowledge. This paper therefore recommends that, philosophy, leadership and education should be taken seriously to guarantee national development in Nigeria.

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