

Abstract

The crux of this paper is that the role of philosophy in education is not just a matter of shaping the solidity of pertinent ideas, technical skills, cherished values, or expected attitudes that adhere to an exact paradigm or that conforms to a set of ratified methodological rules. Instead, an influential philosophy in education has to enhance and adapt a continuum which is apposite in its nature, structure, and essence. An apt philosophy enhances concrete education by means of substantiating such education and shaping it with in a specified theory. The implication is that such a theory is necessary to define education in terms of its nature, structure, and essence. A philosophical attempt to shape education using a theoretical framework is comparatively the rationale of this paper. As such, theory plays an important role in determining the nature of educational discourse, including teacher education in a relative perspective. It is therefore necessary to determine the place of theory in the process of education practice, and also ascertain the implication that theory as reflected in indigenous knowledge systems (Mwinzi, 2012:79). A crucial factor in the indigenous knowledge systems rests on the reality of existentialism, communalism, holism, preparationism, perennialism, and functionalism in African rationality