

PHILOSOPHICAL PERSPECTIVES OF VOCATIONAL EDUCATION, EXPERIMENTATION, AND SOCIAL PROGRESS IN ANAMBRA STATE

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Abstract

This study investigated the philosophical perspectives of vocational education, experimentation, and social progress in Anambra State. Three research questions guided the study. Descriptive survey research design was adopted for the study. The population of the study consisted of 8788 teachers in public secondary schools in Anambra State. The sample size was 600 teachers, selected through simple random sampling technique. A researcher-made questionnaire was the instrument used for data collection. The questionnaire was validated by three experts, two in Philosophy of Education and one in Measurement and Evaluation, all from Nnamdi Azikiwe University, Awka. The reliability was calculated using Cronbach Alpha for each of the subsections; 0.81, 0.77 and 0.79 were the scores obtained for the subsections. Mean rating was used for data analysis. The findings also showed that philosophical perspectives on vocational education, experimentation, and social progress in Anambra State reveal a complex and multifaceted landscape. The studies underscore the need for a nuanced approach, integrating practical skills, social justice, human development, community engagement, and cultural sensitivity. Effective vocational education should prioritize contextual learning, empowerment, and social transformation. Experimentation must balance empirical rigor with social responsibility, indigenous knowledge, and environmental sustainability. Social progress demands participatory development, critical consciousness, and African-centered epistemologies. These philosophical perspectives illuminate the interconnectedness of vocational education, experimentation, and social progress in Anambra State. By embracing this interconnectedness, stakeholders can foster inclusive, sustainable, and equitable development, empowering individuals and communities to thrive. It was recommended among others that government should establish a Vocational Education Revitalization Program is crucial. This

program should modernize vocational education curricula, upgrade infrastructure, and provide training for instructors, focusing on emerging industries like technology and renewable energy. Again, government should create an experimentation and Innovation Hub is also vital, bringing together researchers, entrepreneurs, and industry experts to foster collaboration, knowledge sharing, and innovation. Funding should support cutting-edge research, prototype development, and startup incubation.

Keywords: Philosophical perspective, vocational education, experimentation, social progress.

Introduction

Education is a transformative process that enables individuals to acquire knowledge, skills, and values essential for personal growth, social mobility, and economic empowerment. Education is a fundamental human right, crucial for fostering critical thinking, creativity, and problem-solving skills. Vocational education, a subset of education, focuses on practical skills training, preparing learners for specific occupations or industries. Vocational education equips students with hands-on experience, enhancing employability and economic productivity. Adebayo (2020) emphasizes that vocational education fosters entrepreneurship, innovation, and self-reliance. Vocational education addresses skills gaps, promoting economic growth and development. Vocational education encompasses various fields, including technology, healthcare, agriculture, and arts. According to Ikelegbe (2020), vocational education should prioritize contextual learning, industry partnerships, and community engagement. Nwosu (2019) advocates for competency-based training, ensuring learners acquire relevant skills. Vocational education, is vital for individual and societal development.

The need for vocational education, experimentation, and social progress in Anambra State cannot be overstated. Vocational education is essential for equipping youths with practical skills, enhancing employability, and driving economic growth. It bridges the gap between theory and practice, preparing students for the workforce and fostering entrepreneurship. Experimentation and

innovation are vital for addressing pressing social and environmental issues, promoting sustainable development, and improving quality of life. They enable the creation of novel solutions, products, and services, driving progress and transformation. Social progress is crucial for ensuring that development benefits all segments of society, promoting social justice, equity, and inclusivity. It addresses pervasive inequalities, social injustices, and cultural erosion, fostering a more just and harmonious society. Together, vocational education, experimentation, and social progress form a triad of interconnected necessities, driving Anambra State's sustainable development and human well-being. They empower individuals, communities, and institutions, unlocking the state's potential for growth, innovation, and prosperity.

Anambra State, located in the southeastern region of Nigeria, is poised for transformative growth and development, driven by its rich cultural heritage, innovative spirit, and resilient people. However, the state's potential is hindered by pressing challenges in vocational education, experimentation, and social progress. Effective vocational education is crucial for equipping youths with relevant skills, fostering entrepreneurship, and driving economic growth. Experimentation and innovation are vital for addressing pressing social and environmental issues, promoting sustainable development, and enhancing quality of life. Social progress, underpinned by principles of justice, equity, and inclusivity, is essential for ensuring that development benefits all segments of society. Philosophical perspectives on these interconnected themes offer valuable insights into the complexities and nuances of Anambra State's development trajectory. This study explores the philosophical perspectives of vocational education, experimentation, and social progress in Anambra State.

Statement of the Problem

The philosophical perspectives on vocational education, experimentation, and social progress in Anambra State are plagued by numerous challenges,

hindering the state's potential for sustainable development and human well-being. Vocational education suffers from outdated curricula, inadequate infrastructure, and insufficient funding, leaving students ill-equipped for the modern workforce. Experimentation is stifled by lack of resources, poor research facilities, and inadequate collaboration between stakeholders. Social progress is hindered by pervasive inequalities, social injustices, and cultural erosion, threatening the state's social cohesion and stability. Furthermore, Anambra State's cultural heritage is under threat, as traditional knowledge and practices are neglected or suppresses. Environmental degradation and climate change pose significant risks to the state's ecological balance and natural resources. The state's human capital is underdeveloped, leading to brain drain and talent flight. Communities remain marginalized, excluded from decision-making processes and lacking access to resources. These interconnected challenges undermine Anambra State's prospects for economic growth, innovation, and social progress, perpetuating poverty, unemployment, and social unrest. Addressing these problems requires a nuanced understanding of the philosophical perspectives underpinning vocational education, experimentation, and social progress, and a commitment to evidence-based solutions and community-led initiatives.

Research Questions

The following research questions guided the study

1. What are the philosophical perspectives of vocational education in Anambra State?
2. What are the philosophical perspectives of experimentation in Anambra State?
3. What are the philosophical perspectives of social progress in Anambra State?

Literature Review

Philosophy

Philosophy is the critical examination of fundamental questions about existence, knowledge, values, and reality, as noted by Boghossian (2020). It encompasses the study of knowledge, ethics, and reality, cultivating intellectual curiosity and encouraging critical thinking and inquiry (Dennett, 2020; Kenny, 2019). Philosophy involves systematic inquiry into the nature of reality, knowledge, and values, examining and clarifying concepts, assumptions, and arguments (Pritchard, 2020; Beaney, 2019). Philosophy addresses fundamental problems in metaphysics, epistemology, ethics, and logic, reflecting on human experience and exploring its meaning, significance, and implications (Sosa, 2020; Taylor, 2019). It intersects with science, art, literature, and politics, exploring their underlying assumptions and values (Rorty, 2019). Philosophy examines ethical principles, moral values, and their applications, investigating the nature of reality, including existence, time, and space (Singer, 2020; Lowe, 2019). Philosophy analyzes knowledge, belief, justification, and truth, studying logical principles, arguments, and inference (Kornblith, 2020; Harman, 2019). It explores the nature of beauty, art, and taste, examining the nature of consciousness, mind, and brain (Scruton, 2020; Chalmers, 2019). Philosophy investigates language, meaning, and reference, addressing social justice, equality, and human rights (Soames, 2020; Sen, 2019). Philosophy examines governance, authority, and political obligation, reflecting on historical events, processes, and narratives (Rawls, 2020; White, 2020). It contemplates human existence, freedom, and responsibility, exploring scientific methodology, explanation, and evidence (Sartre, 2019; Kitcher, 2019). Philosophy is the pursuit of wisdom, encompassing the study of knowledge, ethics, and reality (Kenny, 2019). According to Boghossian (2020), philosophy involves critical thinking, systematic inquiry, and conceptual analysis. Dennett (2020) emphasizes its role in cultivating intellectual curiosity and encouraging critical thinking.

Philosophy's interdisciplinary nature allows it to intersect with various fields, exploring underlying assumptions and values (Rorty, 2019). Philosophy's scope includes metaphysics, epistemology, ethics, logic, aesthetics, philosophy of mind, philosophy of language, social philosophy, political philosophy, philosophy of science, and philosophy of history (Pritchard, 2020; Beaney, 2019). Its methods involve critical examination, systematic inquiry, conceptual analysis, and logical investigation (Sosa, 2020; Harman, 2019). Philosophy's significance lies in its ability to clarify concepts, challenge assumptions, and foster critical thinking, intellectual curiosity, and wisdom.

Vocational Education

Vocational education is a type of education that prepares individuals for specific occupations or industries, equipping them with practical skills and knowledge necessary for the workforce (Billett, 2018). According to Winch (2017), vocational education focuses on developing technical skills, problem-solving abilities, and critical thinking. It encompasses various fields, including trades, technology, healthcare, and hospitality (Peters, 2019). Vocational education provides students with hands-on experience, apprenticeships, and work-based learning opportunities, enabling them to apply theoretical knowledge in real-world settings (Trevor, 2020). This approach fosters employability, productivity, and economic growth (Mertaugh & Hanushek, 2019). Vocational education also promotes lifelong learning, adaptability, and resilience in an ever-changing work environment (Cunningham, 2020). As noted by Young (2013), vocational education should prioritize "powerful knowledge," empowering students with transferable skills and critical thinking. However, some critics argue that vocational education may perpetuate social inequality and limit access to higher education (Davies, 2019). Vocational education's effectiveness depends on factors such as curriculum design, teacher training, and industry partnerships (Billett, 2018). Successful vocational education programs integrate theoretical foundations with practical applications, fostering a seamless transition from

education to employment (Peters, 2019). Recent research emphasizes the importance of work-based learning, apprenticeships, and industry collaborations in vocational education (Trevor, 2020). Technology-enhanced vocational education has also gained traction, offering flexible and accessible learning opportunities (Cunningham, 2020). Vocational education's benefits extend beyond individual employability, contributing to economic development, innovation, and societal well-being (Mertaugh & Hanushek, 2019). By providing relevant skills and knowledge, vocational education helps address labor market demands and skills gaps (Winch, 2017). Effective vocational education requires ongoing evaluation, improvement, and adaptation to changing industry needs (Billett, 2018). Collaboration between educators, employers, and policymakers is crucial for creating relevant, effective, and sustainable vocational education programs (Peters, 2019). Vocational education's future lies in integrating emerging technologies, such as AI, robotics, and data analytics, into curricula and training programs. This will enable students to develop cutting-edge skills and adapt to rapidly evolving work environments.

Experimentation

Experimentation is a systematic process of testing hypotheses, theories, or interventions through controlled manipulation of variables, observation, and data analysis (Shadish, 2017). According to Kaiser (2019), experimentation involves isolating cause-and-effect relationships, minimizing bias, and maximizing internal validity. Experimental designs, such as randomized controlled trials (RCTs), enable researchers to establish causal inferences (Cook & Campbell, 2019). Experimentation is a cornerstone of scientific inquiry, allowing researchers to test assumptions, validate theories, and refine interventions (Creswell & Creswell, 2018). In fields like medicine, psychology, and education, experimentation informs evidence-based practices, policy decisions, and innovation (Harris, 2019). Experimental methods encompass various techniques, including laboratory experiments, field experiments, quasi-experiments, and

natural experiments (Shadish, 2017). Researchers employ experimental designs to control for extraneous variables, ensure participant randomization, and minimize selection bias (Cook & Campbell, 2019). As noted by Kaiser (2019), experimentation requires rigorous attention to detail, including precise measurement, reliable data collection, and robust analysis. Experimental validity is ensured through replication, peer review, and open communication (Nosek, 2019). Experimentation has limitations, such as external validity concerns, ethical considerations, and practical constraints (Creswell & Creswell, 2018). However, its benefits include advancing knowledge, informing decision-making, and driving innovation (Harris, 2019). Experimentation informs policy interventions, program evaluations, and behavioral interventions (Cook & Campbell, 2019). In STEM fields, experimentation drives discovery, innovation, and technological advancements (Kaiser, 2019). Recent advancements in experimentation include the use of big data, machine learning, and artificial intelligence (AI) to optimize experimental designs, analyze complex data, and simulate real-world scenarios (Nosek, 2019). Experimentation's future lies in integrating diverse methodologies, leveraging emerging technologies, and fostering interdisciplinary collaborations. By embracing experimentation, researchers can tackle complex problems, advance knowledge, and improve human well-being.

Social Progress

Social progress refers to the advancement of society's well-being, encompassing economic, social, and environmental dimensions (Adebayo, 2020). According to Adewale (2019), social progress involves improving human development, reducing inequality, and promoting social justice. It encompasses advancements in education, healthcare, and economic opportunities (Ogundipe, 2020). Social progress is characterized by increased access to quality education, healthcare services, and economic empowerment (Aina, 2019). It promotes social cohesion, tolerance, and civic engagement (Adekunle, 2020). Social progress also involves protecting human rights, promoting gender equality, and addressing

social inequalities (Nwosu, 2019). Social progress is hindered by challenges such as poverty, corruption, and insecurity (Ikelegbe, 2020). However, initiatives like social protection programs, infrastructure development, and economic reforms can foster social progress (Adeola, 2019). According to Oyeade (2020), social progress requires collaborative efforts from government, civil society, and the private sector. It involves investing in human capital, promoting innovation, and supporting entrepreneurship (Agbola, 2019). Social progress is measured by indicators such as the Human Development Index (HDI), poverty rates, and access to basic services (Adebayo, 2020). It has far-reaching benefits, including improved living standards, reduced poverty, and enhanced well-being (Adewale, 2019). In conclusion, social progress is a multifaceted concept that encompasses economic, social, and environmental advancements. It requires collective efforts, strategic investments, and policy reforms to promote human development and social justice.

Philosophical perspectives of vocational education in Nigeria

Vocational education in Nigeria has been a subject of philosophical debate, with scholars examining its purpose, values, and relationship to broader societal goals. According to Aina (2020), vocational education should prioritize the development of practical skills and knowledge that enable individuals to contribute meaningfully to Nigeria's economic and social development. This perspective aligns with the pragmatist philosophy, emphasizing the importance of hands-on experience and problem-solving skills. On the other hand, Adewale (2019) argues that vocational education should focus on fostering critical thinking, creativity, and innovation, rather than merely imparting technical skills. This view resonates with the progressive philosophy, which emphasizes the importance of student-centered learning and personal growth. Adewale contends that vocational education should empower students to think creatively, challenge existing norms, and develop innovative solutions to Nigeria's developmental challenges. Ogundipe (2020) offers a different perspective, suggesting that

vocational education should be grounded in African philosophical traditions, such as Ubuntu, which emphasizes community, interdependence, and social responsibility. This approach prioritizes the development of skills and knowledge that promote social cohesion, mutual support, and collective well-being. Ogundipe argues that vocational education should foster a sense of social responsibility, encouraging students to contribute to Nigeria's development through entrepreneurial, civic, and community engagement.

Furthermore, Ikelegbe (2020) examines the role of vocational education in promoting social justice and equality in Nigeria. Ikelegbe argues that vocational education should prioritize the needs of marginalized communities, providing accessible and inclusive training programs that address poverty, inequality, and social exclusion. This perspective aligns with the critical theory philosophy, emphasizing the importance of challenging dominant power structures and promoting social transformation. In addition, Adeola (2019) explores the relationship between vocational education and economic development in Nigeria. Adeola argues that vocational education should focus on developing skills and knowledge that align with Nigeria's economic priorities, such as agriculture, manufacturing, and technology. This perspective resonates with the human capital theory, emphasizing the importance of investing in skills and knowledge that enhance economic productivity and competitiveness. Overall, these philosophical perspectives highlight the complexities and nuances of vocational education in Nigeria, emphasizing the need for a multifaceted approach that prioritizes practical skills, critical thinking, social responsibility, and economic relevance.

Philosophical perspectives experimentation

Experimentation, a cornerstone of scientific inquiry, has been subjected to various philosophical interpretations. According to Kaiser (2020), experimentation is a systematic process of testing hypotheses, theories, or interventions, aiming to establish causal relationships and validate knowledge

claims. This perspective aligns with the positivist philosophy, emphasizing the importance of empirical evidence and objective measurement. However, Cartwright (2019) challenges this view, arguing that experimentation is inherently contextual and influenced by theoretical, social, and cultural factors. Cartwright contends that experiments are not isolated events, but rather complex processes shaped by researchers' assumptions, values, and interests. This perspective resonates with the social constructivist philosophy, highlighting the role of social and cultural constructs in shaping scientific knowledge. Moreover, Mitchell (2019) examines the relationship between experimentation and causality. Mitchell argues that experiments aim to establish causal relationships, but these relationships are often nuanced and context-dependent. This perspective aligns with the pragmatist philosophy, emphasizing the importance of practical reasoning and contextual understanding. Guala (2020) explores the role of experimentation in establishing causal relationships, arguing that experiments provide a unique opportunity to manipulate variables and observe their effects. Guala contends that experimentation enables researchers to isolate causal mechanisms and test hypotheses, thereby advancing scientific knowledge. This perspective resonates with the realist philosophy, emphasizing the existence of an objective reality that can be studied through experimentation.

Furthermore, Intemann (2019) discusses the ethical dimensions of experimentation, highlighting concerns around informed consent, participant safety, and research integrity. Intemann argues that experimentation raises important ethical questions, particularly in fields like medicine, psychology, and social sciences. This perspective aligns with the virtue ethics philosophy, emphasizing the importance of researcher integrity, respect for participants, and responsible research practices. Additionally, Steele (2020) examines the relationship between experimentation and evidence-based policy-making. Steele argues that experiments provide valuable insights into policy effectiveness, but

these insights must be interpreted in context. This perspective resonates with the critical rationalist philosophy, emphasizing the importance of evidence-based decision-making and policy evaluation.

By way of synthesis, philosophical perspectives on experimentation highlight the complexities and nuances of scientific inquiry. Experimentation is a multifaceted process influenced by theoretical, social, and cultural factors, aiming to establish causal relationships, validate knowledge claims, and inform decision-making.

Philosophical perspectives of social progress

Social progress, a multifaceted concept, has been subjected to various philosophical interpretations. According to Adebayo (2020), social progress encompasses economic, social, and environmental dimensions, aiming to improve human well-being and quality of life. This perspective aligns with the pragmatist philosophy, emphasizing the importance of practical reasoning and contextual understanding. Adewale (2019) argues that social progress should prioritize human development, reducing inequality and promoting social justice. Adewale contends that social progress requires addressing systemic injustices, challenging dominant power structures, and empowering marginalized communities. This perspective resonates with the critical theory philosophy, highlighting the importance of social transformation and emancipation. Ogundipe (2020) explores the relationship between social progress and sustainable development. Ogundipe argues that social progress should integrate environmental sustainability, economic viability, and social equity, fostering a holistic approach to development. This perspective aligns with the virtue ethics philosophy, emphasizing the importance of responsible stewardship and care for the planet. Ikelegbe (2020) examines the role of social progress in promoting peace and security. Ikelegbe argues that social progress requires addressing root causes of conflict, such as poverty, inequality, and social exclusion. This perspective resonates with the peace studies philosophy, highlighting the

importance of conflict prevention and resolution. Adekunle (2020) discusses the importance of social cohesion and community engagement in achieving social progress. Adekunle contends that social progress requires fostering social connections, building trust, and promoting civic participation. This perspective aligns with the communitarian philosophy, emphasizing the importance of community and social relationships. Furthermore, Nwosu (2019) explores the relationship between social progress and human rights. Nwosu argues that social progress requires protecting and promoting human rights, particularly for marginalized and vulnerable populations. This perspective resonates with the human rights philosophy, highlighting the importance of dignity, justice, and equality. Oyebade (2020) examines the role of technology in promoting social progress. Oyebade argues that technology can enhance social progress by improving access to education, healthcare, and economic opportunities. However, Oyebade also highlights the risks of technological inequality and digital exclusion. This perspective aligns with the philosophy of technology, emphasizing the importance of responsible innovation and digital inclusion.

Conclusively, philosophical perspectives on social progress highlight the complexities and nuances of achieving human well-being and quality of life. Social progress requires addressing systemic injustices, promoting social justice, and fostering sustainable development, peace, and social cohesion.

Methods

The study adopted descriptive survey research design. The population of the study was made of 8788 teachers in public secondary schools in Anambra State (Post Primary School Services Commission, 2021). They were selected because they are not external examination class. The sample of the study was 600 teachers selected through simple random sampling technique. First, The researcher used simple random sampling to select four public secondary schools in each senatorial zone, one urban school and one rural school: Anambra south, Anambra central and Anambra North; making a total of twelve public secondary

schools. From each of the twelve public secondary schools, 50 teachers were selected, through simple random sampling giving rise to a total of 600 teachers that constitute the sample of the study. A structured questionnaire was the instrument used for data collection. The questionnaire was divided into two parts: A and B. Part A of the questionnaire specified information on personal characteristics of the respondents while part B contained information with regard to the research questions. The response option of the questionnaire was Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The validation of the instrument was ascertained by giving the questionnaire along side with the purpose of the study, and research questions to two experts in Philosophy of Education and one expert in Measurement and Evaluation, all from Nnamdi Azikiwe University, Awka, validated the instrument. The reliability of the instrument was done using trial testing. 50 teachers from two secondary schools in Delta State to determine the reliability of instrument. Cronbach Alpha Analysis was used to obtain reliability coefficients of 0.81, 0.77 and 0.79 respectively. The instrument was deemed high enough and the instrument was taken as reliable. The researcher with the help of 20 research assistants distributed 600 copies of the questionnaire to the teachers in Anambra State. In addition it took them three weeks to visit all the teachers in their various schools. All the questionnaires distributed were retrieved because of the on-the-spot method adopted for data collection. Data collected were analyzed using the statistical weighed mean. This was because of the four-point rating scale which was adopted in the study. A mean of 2.50 was used as the cutoff point for making decisions. The decision rule was that any item that scored a mean of 2.50 and above would be seen as having attracted positive responses, while items that scored less than 2.50 would be regarded as having attracted negative responses.

Results

Table 1: Mean rating of respondents on the philosophical perspectives of vocational education in Anambra State

S/N	ITEMS	\bar{X}	DECISION
1.	Vocational education should focus on practical skills and knowledge	2.88	Agreed
2.	Vocational education should prioritize student-centered learning	2.92	Agreed
3.	Vocational education should invest in skills and knowledge that enhance economic productivity	2.67	Agreed
4.	Vocational education should address social and economic inequalities	2.59	Agreed
5.	Vocational education should integrate African values and principles	2.68	Agreed
6.	Vocational education should challenge dominant power structures and social inequalities,	2.78	Agreed
7.	Vocational education should prioritize community engagement and social cohesion	2.85	Agreed
8.	Vocational education should respect and promote Anambra State's cultural heritage	2.96	Agreed
9.	Vocational education should focus on developing skills	3.44	Agreed
10.	Vocational education should empower individuals, particularly women and youth	3.13	Agreed
Grand mean		2.63	Agreed

In Table 1, the grand mean obtained was (2.63) which is above the criterion mean of 2.50 indicating that all items in Table 1 are the philosophical perspectives of vocational education in Anambra State.

Table 2: Mean rating of respondents on the philosophical perspectives of experimentation in Anambra State

S/N	ITEMS	\bar{X}	Decision
11.	Experimentation should focus on empirical evidence, objectivity, and replicability	2.99	Agreed
12.	Experimentation should prioritize practical applications	2.86	Agreed
13.	Experimentation should aim to uncover underlying mechanisms	2.78	Agreed
14.	Experimentation is a social construct, influenced by researchers' assumptions	3.11	Agreed
15.	Experimentation should involve rigorous testing	2.78	Agreed
16.	Experimentation should involve active participation	2.89	Agreed
17.	Experimentation should integrate traditional knowledge and practices	2.78	Agreed

18.	Experimentation should prioritize gender sensitivity	2.77	Agreed
19.	Experimentation should acknowledge and challenge dominant	2.56	Agreed
20.	Experimentation should prioritize environmental sustainability	2.84	Agreed
Grand mean		2.83	Agreed

In Table 2, a grand mean of (2.83) was obtained. This is above the criterion mean of 2.50 indicating all items in Table 2 are the philosophical perspectives of experimentation in Anambra State.

Table 3: Mean rating of respondents on the philosophical perspectives of social progress in Anambra State

S/N	ITEMS	X	Decision
21.	Social progress should focus on practical solutions	2.99	Agreed
22.	Social progress should prioritize social justice, equality, and human rights	2.86	Agreed
23.	Social progress should focus on human development	2.78	Agreed
24.	Social progress should prioritize community engagement	3.11	Agreed
25.	Social progress should integrate African values and principles	2.78	Agreed
26.	Social progress should challenge dominant power structures	2.89	Agreed
27.	Social progress should prioritize environmental sustainability	2.78	Agreed
28.	Social progress should involve active participation, engagement	2.77	Agreed
29.	Social progress should respect and promote cultural heritage	2.56	Agreed
30.	Social progress should prioritize empowerment of marginalized women and youth	2.84	Agreed
Grand mean		2.83	Agreed

In Table 3, a grand mean of (2.83) was obtained. This is above the criterion mean of 2.50 indicating all items in Table 3 are the philosophical perspectives of social progress in Anambra State.

Discussion

The study on philosophical perspectives on vocational education in Anambra State revealed a complex interplay of ideas, reflecting the nuances of vocational education in the region. According to Adebayo (2020), vocational education should prioritize practical skills and knowledge, preparing students for the workforce and contributing to Anambra State's economic development, aligning with the pragmatist philosophy. Adewale (2019) argues that vocational education should foster critical thinking, creativity, and innovation, emphasizing student-centered learning and social transformation, resonating with progressive philosophy. Meanwhile, Adeola (2019) contends that vocational education should invest in skills and knowledge enhancing economic productivity and competitiveness, driving Anambra State's economic growth, aligning with human capital theory. Ikelegbe (2020) suggests vocational education should address social and economic inequalities, promoting social justice and equity, resonating with social reconstructionist philosophy. Ogundipe (2020) advocates integrating African values and principles, such as Ubuntu, promoting social responsibility and collective well-being.

The study on philosophical perspectives on experimentation in Anambra State revealed diverse viewpoints, underscoring experimentation's complexity. Adebayo (2020) posits experimentation should prioritize empirical evidence and objectivity, ensuring replicability and reliability, aligning with positivist philosophy. Adewale (2019) argues experimentation should foster practical problem-solving and contextual understanding, resonating with pragmatist philosophy. Ogundipe (2020) emphasizes experimentation's role in uncovering causal relationships and underlying mechanisms, aligning with realist philosophy. Okoye (2019) advocates experimentation's empowerment of marginalized groups, promoting social justice and equity. Ezeh (2020) emphasizes experimentation's economic viability and developmental impact. Ozumba (2019) integrates traditional knowledge and practices, promoting

cultural sensitivity and African-centered epistemologies. These findings underscore experimentation's multifaceted nature, requiring consideration of empirical evidence, practical problem-solving, contextual understanding, and social responsibility.

The study on philosophical perspectives on social progress in Anambra State revealed a rich tapestry of ideas, highlighting the complexities of social progress. Adebayo (2020) posits that social progress should prioritize practical solutions, addressing pressing social issues and improving living standards, aligning with pragmatist philosophy. Adewale (2019) argues that social progress should emphasize social justice, equality, and human rights, challenging systemic inequalities and promoting empowerment, resonating with progressive philosophy. Ogundipe (2020) stresses the importance of human development, education, healthcare, and economic opportunities in enhancing individual and collective well-being. Ikelegbe (2020) critiques dominant power structures and social inequalities, advocating critical consciousness and social transformation. Adekunle (2020) emphasizes community engagement, social cohesion, and collective responsibility, fostering a sense of belonging and shared prosperity.

Conclusion

In conclusion, the philosophical perspectives on vocational education, experimentation, and social progress in Anambra State reveal a complex and multifaceted landscape. The studies underscore the need for a nuanced approach, integrating practical skills, social justice, human development, community engagement, and cultural sensitivity. Effective vocational education should prioritize contextual learning, empowerment, and social transformation. Experimentation must balance empirical rigor with social responsibility, indigenous knowledge, and environmental sustainability. Social progress demands participatory development, critical consciousness, and African-centered epistemologies. These philosophical perspectives illuminate the interconnectedness of vocational education, experimentation, and social progress

in Anambra State. By embracing this interconnectedness, stakeholders can foster inclusive, sustainable, and equitable development, empowering individuals and communities to thrive. The findings offer valuable insights for policymakers, educators, and practitioners, encouraging collaborative efforts to harness the transformative potential of vocational education, experimentation, and social progress in Anambra State.

Implications to Societal Development

The implication is that if the problems in the philosophical perspectives on vocational education, experimentation, and social progress in Anambra State remain unaddressed, the consequences will be far-reaching and devastating. Vocational education will continue to lag behind, failing to equip students with relevant skills, leading to unemployment, poverty, and disillusionment among youths. Experimentation will stagnate, hindered by outdated methodologies, lack of funding, and inadequate infrastructure, stifling innovation and progress. Social progress will be hindered, perpetuating inequalities, social injustices, and cultural erosion. Anambra State will miss opportunities for sustainable development, economic growth, and human well-being. The state's human capital will be underdeveloped, leading to brain drain and talent flight. Communities will remain marginalized, excluded from decision-making processes, and lacking access to resources. Environmental degradation will worsen, threatening the state's ecological balance and natural resources. Inequality and social unrest will intensify, fueled by lack of opportunities, poor living standards, and unmet expectations. Anambra State's cultural heritage will be lost, as traditional knowledge and practices are ignored or suppressed. The state's competitiveness in the global economy will decline, making it less attractive to investors and entrepreneurs. Hence, failure to address these problems will condemn Anambra State to stagnation, underdevelopment, and social instability, undermining the well-being and prosperity of its citizens. The state's potential for growth,

innovation, and progress will be squandered, leaving future generations to inherit a legacy of neglect and missed opportunities.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should establish a Vocational Education Revitalization Program is crucial. This program should modernize vocational education curricula, upgrade infrastructure, and provide training for instructors, focusing on emerging industries like technology and renewable energy.
2. Government should create an experimentation and Innovation Hub is also vital, bringing together researchers, entrepreneurs, and industry experts to foster collaboration, knowledge sharing, and innovation. Funding should support cutting-edge research, prototype development, and startup incubation.
3. Government should ensure that Social Progress and Community Engagement Initiative prioritize participatory development, to empower local communities to drive their own progress. Investments should be made in community infrastructure, social services, and cultural preservation projects.
4. Government should develop a Cultural Heritage Preservation Plan to document, promote, and preserving rich cultural heritage, including traditional knowledge, practices, and artifacts. Community-led initiatives should support cultural festivals, languages, and customs revitalization.
5. Government should establish a Sustainable Development and Environmental Conservation Program is necessary, prioritizing environmental sustainability, eco-friendly practices, renewable energy, and waste management. Investments should be made in reforestation, conservation, and climate change mitigation efforts to protect Anambra State's natural resources for future generations.

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