



Rethinking Nigeria's Education: A Philosophical Analysis of Transforming the Education System to Meet 21st Century Compliance

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ABSTRACT: Rethinking Nigeria's education system is imperative to meet the demands of the 21st century. This philosophical analysis examines the need for transformation in Nigeria's education system, highlighting the gaps between current practices and 21st-century compliance. The analysis reveals that the existing system prioritizes rote memorization over critical thinking, creativity, and problem-solving skills, rendering it ineffective in preparing students for an increasingly complex world. This study argues that a paradigm shift is necessary to align Nigeria's education system with 21st-century requirements. It proposes a student-centered approach that emphasizes competency-based education, technology integration, and community engagement. By adopting this approach, Nigeria can develop a more inclusive, effective, and resilient education system that prepare students for success in an interconnected world. The analysis draws on philosophical perspectives, including existentialism, phenomenology, and critical theory, to critically examine the underlying assumptions and values that shape Nigeria's education system. It also explores the implications of these perspectives for transforming the system, highlighting the need for a more nuanced understanding of knowledge, learning, and education. Ultimately, this study contributes to the ongoing conversation about education reform in Nigeria, offering a philosophical framework for rethinking the education system. By challenging existing assumptions and proposing alternative approaches, this analysis aims to inspire policymakers, educators, and stakeholders to work towards creating a 21st-century compliant education system that unlocks the full potential of Nigeria's citizens.

KEYWORDS: Philosophical approaches, education, 21st-century, pedagogy, technology

INTRODUCTION

Nigeria's education system stands at a critical juncture, facing numerous challenges that threaten its relevance and effectiveness in the 21st century. Despite efforts to reform the system, Nigeria's education sector continues to grapple with issues such as outdated curricula, inadequate infrastructure, and a shortage of qualified teachers. As the country strives to take its rightful place in the global community, it is imperative to rethink its education system and align it with the demands of the 21st century. The need for transformation in Nigeria's education system cannot be overstated. The current system, designed during the colonial era, prioritizes rote memorization over critical thinking, creativity, and problem-solving skills. This approach has proven ineffective in preparing students for an increasingly complex and interconnected world. As Nigeria seeks to drive economic growth, social development, and human progress, its education system must be transformed to meet the needs of the 21st century. This philosophical analysis seeks to contribute to the ongoing conversation about education reform in Nigeria. By examining the underlying assumptions and values that shape the education system, this study aims to challenge existing paradigms and propose alternative approaches that prioritize student-centered learning, technology integration, and community engagement. Through a critical examination of the education system, this analysis hopes to inspire policymakers, educators, and stakeholders to work towards creating a more inclusive, effective, and resilient education system. Ultimately, rethinking Nigeria's education system requires a fundamental shift in how we understand knowledge, learning, and education. This study draws on philosophical perspectives, including existentialism, phenomenology, and critical theory, to critically examine the education system and propose a framework for transformation. By engaging with these philosophical perspectives, this analysis aims to provide a nuanced understanding of the challenges facing Nigeria's education system and the opportunities for transformation in the 21st century.



Nigeria Education and Education in the 21st Century

Nigeria's education system, established during the colonial era, has remained largely unchanged despite the country's rapid growth and the global shift towards a knowledge-based economy. The current system, criticized for its emphasis on rote memorization and outdated curricula, fails to equip students with the skills and competencies required to thrive in the 21st century. This paper undertakes a philosophical analysis of Nigeria's education system, examining the underlying values, beliefs, and assumptions that shape educational practices. By critiquing the existing system and exploring alternative philosophical perspectives, this study aims to provide a framework for transforming Nigeria's education to meet the demands of the 21st century.

The 21st century has brought about significant changes in the way we live, work, and learn, driven by technological advancements, globalization, and shifting societal values. In response, educational philosophers and practitioners have re-examined the purpose and goals of education, leading to a shift towards 21st-century learning. This shift recognizes that traditional education models, focused on rote memorization and standardization, are no longer sufficient to prepare students for success in today's complex and rapidly changing world. According to the Organization for Economic Cooperation and Development (OECD), 21st-century learning emphasizes the development of skills and competencies that enable individuals to thrive in a rapidly changing world (OECD, 2019). These skills include critical thinking, creativity, collaboration, and communication, often referred to as the 4Cs (National Education Association, 2020). The OECD argues that these skills are essential for navigating the complexities of modern life, including adapting to new technologies, working with diverse teams, and solving complex problems.

Philosopher and educator, Sir Ken Robinson, argues that 21st-century education should focus on cultivating creativity, imagination, and innovation, rather than mere standardization and conformity (Robinson, 2011). Robinson contends that the current education system often stifles creativity and individuality, instead promoting a culture of compliance and standardization. He advocates for a more holistic approach to education, one that values diverse talents and abilities. The Partnership for 21st Century Learning (P21) also emphasizes the importance of developing essential life and career skills, such as problem-solving, adaptability, and civic responsibility (P21, 2019). P21 argues that these skills are critical for success in both personal and professional life, enabling individuals to navigate complex challenges and make informed decisions.

Philosophical perspective on education

Education is a fundamental aspect of human life, and its purpose has been debated by philosophers throughout history. From Plato's idea of education as a means to achieve spiritual enlightenment to John Dewey's emphasis on experiential learning, philosophers have offered diverse perspectives on the nature and goals of education. Plato believed that education should focus on the development of reason and the pursuit of knowledge, with the ultimate goal of achieving spiritual enlightenment (Plato, 1979). In contrast, Aristotle emphasized the importance of practical wisdom and the cultivation of intellectual and moral virtues (Aristotle, 1999).

Jean-Jacques Rousseau argued that education should be child-centered, emphasizing the natural development of the individual and the cultivation of emotions and instincts (Rousseau, 1979). Meanwhile, John Locke believed that education should focus on the acquisition of knowledge and the development of reason, with an emphasis on individual liberty and autonomy (Locke, 1988). Immanuel Kant's philosophical perspective on education emphasizes the importance of moral development and the cultivation of critical thinking skills (Kant, 2004). According to Kant, education should aim to produce rational, autonomous individuals who are capable of making informed decisions.

John Dewey's philosophical perspective on education emphasizes the importance of experiential learning and the cultivation of practical skills (Dewey, 1938). Dewey believed that education should be student-centered, with an emphasis on hands-on learning and real-world applications. Martin Heidegger's philosophical perspective on education emphasizes the importance of existential awareness and the cultivation of authenticity (Heidegger, 1962). According to Heidegger, education should aim to produce individuals who are aware of their own existence and the world around them.

Paulo Freire's philosophical perspective on education emphasizes the importance of critical pedagogy and the empowerment of marginalized communities (Freire, 1970). Freire believed that education should be a tool for social change, with an emphasis on critical thinking and collective action. Finally, Martha Nussbaum's philosophical perspective on education emphasizes the importance of cultivating empathy and compassion, with an emphasis on the development of emotional intelligence (Nussbaum,



2001). According to Nussbaum, education should aim to produce individuals who are capable of understanding and relating to others.

Critical Analysis of Nigeria's Current Education System

Nigeria's current education system is plagued by numerous challenges, including inadequate funding, outdated curricula, and a shortage of qualified teachers (Adebayo, 2018). These issues have resulted in a system that fails to provide students with the skills and knowledge necessary to succeed in the 21st century. According to UNESCO (2019), Nigeria's education system ranks among the lowest in the world in terms of quality and accessibility. This is evident in the country's poor performance in international assessments, such as the Programme for International Student Assessment (PISA). One of the primary concerns with Nigeria's education system is its emphasis on rote memorization and regurgitation of facts, rather than critical thinking and problem-solving (Okeke, 2017). This approach fails to equip students with the skills needed to navigate complex, real-world problems. Research has shown that critical thinking and problem-solving skills are essential for success in the modern workforce (Wiggins & McTighe, 2005). However, Nigeria's education system has been slow to adapt to these changing demands.

Furthermore, the curriculum in Nigerian schools is often outdated and irrelevant to the needs of the modern workforce (Afolabi, 2020). Students are not taught the skills needed to compete in the global economy, such as entrepreneurship, innovation, and technological literacy. The National Education Research and Development Council (NERDC) has acknowledged the need for curriculum reform, but progress has been slow (NERDC, 2019). The shortage of qualified teachers in Nigeria is another major concern (Ogunyemi, 2018). Many teachers lack the necessary training and resources to effectively teach their students, resulting in a lack of academic achievement and a high dropout rate. According to the UNESCO Institute for Statistics (2019), Nigeria has a teacher shortage of over 300,000. This shortage is exacerbated by poor working conditions and low teacher morale.

Moreover, the education system in Nigeria is heavily centralized, with the federal government controlling the curriculum, funding, and policies (Babatunde, 2019). This has resulted in a lack of autonomy for schools and teachers, making it difficult to innovate and adapt to changing circumstances. Decentralization and community involvement are essential for improving education outcomes (Hung, 2011). The lack of access to education for marginalized communities, including girls, children with disabilities, and those from low-income backgrounds, is another significant issue (UNICEF, 2020). These groups face significant barriers to accessing quality education, perpetuating cycles of poverty and inequality. Efforts to address these disparities have been hindered by inadequate funding and poor policy implementation.

Nigeria's examination-oriented culture also perpetuates a focus on passing exams, rather than learning for its own sake (Okeke, 2017). This has resulted in widespread cheating, corruption, and a lack of academic integrity. Research has shown that high-stakes testing can have negative consequences on student motivation and learning outcomes (Kohn, 2000). Nigeria's current education system requires significant reform to address these challenges and provide students with the skills and knowledge needed to succeed. This can be achieved through increased funding, curriculum reform, teacher training, decentralization, and improved access to education for marginalized communities.

Strengths and weaknesses of the current education system in Nigeria

One of the significant strengths of the current education system in Nigeria is its ability to provide access to education for a large number of students (Adebayo, 2018). Despite challenges, the system has made considerable progress in increasing enrollment rates, particularly at the primary and secondary levels. According to the National Bureau of Statistics (2020), Nigeria has recorded a significant increase in school enrollment, with over 40 million students currently enrolled in primary and secondary schools. Another strength is the existence of a national curriculum framework that outlines the skills and knowledge students should acquire at each level of education (NERDC, 2019). This framework provides a sense of direction and consistency across schools, ensuring that students receive a comprehensive education. The framework also emphasizes the importance of critical thinking, problem-solving, and creativity, which are essential skills for success in the 21st century.

However, one of the significant weaknesses of the current education system in Nigeria is its poor funding (Ogunyemi, 2018). The government's allocation to education is often inadequate, leading to insufficient resources, including textbooks, infrastructure, and qualified teachers. According to UNESCO (2019), Nigeria's education sector receives less than 10% of the national budget, which is lower than the recommended 20% by the United Nations. Furthermore, the system's emphasis on rote memorization and regurgitation of facts, rather than critical thinking and problem-solving, is a major weakness (Okeke, 2017). This approach



neglects to develop the skills needed to navigate complex, real-world problems. Research has shown that critical thinking and problem-solving skills are essential for success in the modern workforce (Wiggins &McTighe, 2005). Additionally, the shortage of qualified teachers in Nigeria is another significant weakness (UNESCO, 2019). Many teachers lack necessary training and resources, resulting in poor academic achievement and high dropout rates. According to the UNESCO Institute for Statistics (2019), Nigeria has a teacher shortage of over 300,000, which exacerbates the already challenging learning environment. Moreover, the education system in Nigeria is heavily centralized, with the federal government controlling the curriculum, funding, and policies (Babatunde, 2019). This has resulted in a lack of autonomy for schools and teachers, making it difficult to innovate and adapt to changing circumstances. Decentralization and community involvement are essential for improving education outcomes (Hungu, 2011). Another weakness is the lack of access to education for marginalized communities, including girls, children with disabilities, and those from low-income backgrounds (UNICEF, 2020). These groups face significant barriers to accessing quality education, perpetuating cycles of poverty and inequality. Efforts to address these disparities have been hindered by inadequate funding and poor policy implementation. While the current education system in Nigeria has some strengths, its weaknesses are significant and far-reaching. Addressing these challenges will require a comprehensive approach that involves increased funding, curriculum reform, teacher training, decentralization, and improved access to education for marginalized communities.

Inadequacies of Nigeria's education system in meeting 21st-century demands

Nigeria's education system faces significant challenges in meeting the demands of the 21st century. One major inadequacy is the lack of emphasis on critical thinking and problem-solving skills (Okeke, 2017). The current curriculum focuses on rote memorization and regurgitation of facts, rather than encouraging students to think creatively and develop innovative solutions. This approach neglects to develop the skills needed to navigate complex, real-world problems, leaving students unprepared for the demands of the modern workforce. The consequences of this approach are far-reaching. Students are not equipped with the necessary skills to compete in a global economy that is increasingly reliant on technology and innovation. Research has shown that critical thinking and problem-solving skills are essential for success in the 21st century (Wiggins &McTighe, 2005). Nigeria's education system must prioritize these skills to prepare students for success.

Furthermore, the education system's failure to incorporate technology and digital literacy into the curriculum has resulted in a significant skills gap (UNESCO, 2019). In today's digital age, technology is an essential tool for learning, communication, and innovation. However, many Nigerian students lack access to computers, internet, and other digital resources, hindering their ability to develop essential skills. The shortage of qualified teachers in Nigeria exacerbates the problem. Many teachers lack the necessary training and resources to effectively teach 21st-century skills (UNESCO, 2019). Teacher training programs must prioritize digital literacy, critical thinking, and problem-solving to ensure teachers are equipped to prepare students for success.

Additionally, the education system's centralized structure hinders innovation and adaptability. The federal government controls the curriculum, funding, and policies, leaving schools and teachers with little autonomy (Babatunde, 2019). Decentralization and community involvement are essential for improving education outcomes and responding to changing circumstances. The lack of access to education for marginalized communities, including girls and children with disabilities, perpetuates cycles of poverty and inequality (UNICEF, 2020). Nigeria's education system must prioritize inclusivity and equity to ensure all students have access to quality education.

Nigeria's economic development and global competitiveness are also impacted by the education system's inadequacies (World Bank, 2020). A skilled and educated workforce is essential for driving economic growth and innovation. However, Nigeria's education system is failing to produce graduates with the necessary skills to compete in the global economy. The education system's inadequacies have significant long-term consequences for Nigeria's development. Without significant reform, the country risks perpetuating cycles of poverty and inequality (Adebayo, 2018). It is essential to prioritize education reform to prepare students for success in the 21st century.

To address these challenges, Nigeria's education system must undergo significant reform. This includes incorporating 21st-century skills, technology, and innovative teaching methods into the curriculum. Teacher training programs must prioritize digital literacy, critical thinking, and problem-solving. Ultimately, Nigeria's education system must prioritize student-centered learning, flexibility, and adaptability to prepare students for success in an increasingly complex world. By addressing the inadequacies of the current system, Nigeria can develop a world-class education system that drives economic growth, innovation, and social development.



Philosophical approaches to education

Alternative philosophical approaches to education offer diverse perspectives on the purpose, process, and outcomes of learning. One such approach is Existentialism, which emphasizes individual freedom and choice (Kierkegaard, 1849). Existentialist educators encourage students to take responsibility for their own learning, exploring their passions and interests. Another approach is Phenomenology, which focuses on subjective experience and meaning-making (Husserl, 1913). Phenomenological educators prioritize students' lived experiences, encouraging them to reflect on their own learning processes and construct their own knowledge. Critical Theory, rooted in Marxist philosophy, critiques power structures and social injustices (Horkheimer & Adorno, 1947). Critical educators aim to empower students to challenge dominant narratives, think critically, and work towards social change. Pragmatism, inspired by John Dewey's work, emphasizes practical experience and experimentation (Dewey, 1916). Pragmatic educators encourage students to learn through hands-on activities, testing hypotheses, and reflecting on their experiences. Lastly, Poststructuralism, influenced by thinkers like Foucault and Derrida, questions traditional notions of knowledge, truth, and authority (Foucault, 1969). Poststructuralist educators encourage students to challenge dominant discourses, explore multiple perspectives, and create their own meanings.

These alternative philosophical approaches offer valuable insights for educators seeking to move beyond traditional, transmission-based models of education. By embracing diverse perspectives, educators can create more inclusive, student-centered, and transformative learning environments.

Implications for curriculum reform and pedagogy practices in Nigeria's education

The alternative philosophical approaches to education have significant implications for curriculum reform in Nigeria. Firstly, the curriculum should be redesigned to prioritize critical thinking, problem-solving, and creativity, rather than mere memorization and regurgitation of facts (Okeke, 2017). This requires a shift from a content-based to a competency-based curriculum, focusing on developing skills and dispositions for the 21st century. Secondly, the curriculum should be more inclusive and relevant to the Nigerian context, incorporating local knowledge and perspectives (Babatunde, 2019). This involves integrating indigenous languages, cultures, and histories into the curriculum, promoting cultural sensitivity and awareness. Thirdly, the curriculum should prioritize social and emotional learning, recognizing the importance of character development and well-being in students' overall education (Wiggins & McTighe, 2005). This includes teaching skills like empathy, self-awareness, and conflict resolution.

In terms of pedagogy practices, Nigerian educators should adopt more student-centered and inquiry-based approaches, encouraging active learning and exploration (Dewey, 1916). This involves using real-world examples, case studies, and project-based learning to engage students and promote deeper understanding. Furthermore, educators should prioritize formative assessments and feedback, focusing on continuous improvement and growth rather than summative evaluations (Black & Wiliam, 2009). This involves using various assessment strategies, including self-assessment, peer assessment, and technology-enhanced assessment. Lastly, educators should recognize the importance of teacher professional development, prioritizing ongoing training and support to enhance their pedagogical skills and subject matter expertise (UNESCO, 2019). This involves providing opportunities for teachers to engage in reflective practice, mentoring, and collaborative learning. By embracing these implications, Nigeria's education system can move towards a more transformative and empowering approach, preparing students for success in the 21st century.

The policy and practical reforms to align with 21st-century demands

To align with 21st-century demands, Nigeria's education policy should prioritize competency-based education, focusing on skills like critical thinking, creativity, and problem-solving (Okeke, 2017). This requires a shift from traditional content-based approaches to more student-centered and inquiry-based learning. By emphasizing competencies, students will develop the skills needed to succeed in an increasingly complex and interconnected world. Practically, this involves reforming the curriculum to incorporate more project-based learning, real-world applications, and technology integration (Wiggins & McTighe, 2005). Teachers should be trained to facilitate collaborative learning, encourage experimentation, and provide feedback that guides students towards deeper understanding. This approach will help students develop the skills and dispositions necessary for success in the 21st century.

Additionally, teacher professional development should be prioritized, providing ongoing training and support to enhance pedagogical skills and subject matter expertise (UNESCO, 2019). Teachers should be equipped with the knowledge and skills to



effectively integrate technology, promote critical thinking, and address the diverse needs of their students. This will ensure that teachers are able to provide high-quality instruction that prepares students for success. Policy-wise, the government should decentralize education decision-making, empowering local communities and schools to innovate and respond to unique needs (Babatunde, 2019). This involves giving schools more autonomy to develop context-specific solutions, allocate resources, and make decisions that benefit their students. By decentralizing education, the government can tap into local expertise and creativity, leading to more effective and sustainable solutions.

Furthermore, education funding should be increased, targeting disadvantaged groups and improving infrastructure, resources, and technology (World Bank, 2020). This involves allocating more resources to schools in underserved communities, providing scholarships and financial assistance to disadvantaged students, and investing in digital infrastructure. By prioritizing education funding, the government can help level the playing field and ensure that all students have access to quality education. Practically, this involves implementing inclusive education policies, addressing gender disparities, and promoting digital literacy (UNICEF, 2020). Schools should be designed to accommodate diverse learning needs, provide equal opportunities for girls and boys, and offer training in digital skills. By promoting inclusivity and digital literacy, schools can prepare students for success in an increasingly complex and interconnected world.

To ensure accountability, education policies should prioritize monitoring and evaluation, using data-driven approaches to inform decision-making (NERDC, 2019). This involves tracking student progress, evaluating teacher effectiveness, and assessing the impact of education policies. By using data to inform decision-making, policymakers can identify areas for improvement, allocate resources more effectively, and ensure that education policies are achieving their intended goals. Ultimately, aligning Nigeria's education system with 21st-century demands requires a collaborative effort from policymakers, educators, and stakeholders, prioritizing student-centered learning, innovation, and equity (Adebayo, 2018). By working together, Nigeria can develop an education system that prepares students for success in the 21st century, drives economic growth, and promotes social development.

The role of technology, community engagement, and teacher training in transforming education in Nigeria

Technology has the potential to revolutionize education in Nigeria by increasing access to quality learning materials, enhancing teacher effectiveness, and improving student outcomes (UNESCO, 2019). By leveraging digital tools and platforms, students can access a vast array of educational resources, participate in online learning communities, and develop essential digital literacy skills. Community engagement is critical to transforming education in Nigeria, as it fosters a sense of ownership and responsibility among stakeholders (Babatunde, 2019). By involving local communities in education decision-making, schools can better respond to unique needs, address cultural and linguistic diversity, and promote inclusive learning environments.

Teacher training is essential to transforming education in Nigeria, as it enables educators to effectively integrate technology, promote critical thinking, and address diverse learning needs (Wiggins &McTighe, 2005). Ongoing professional development opportunities can help teachers stay updated on best practices, share knowledge and expertise, and collaborate with peers to improve instruction. Technology can enhance teacher training by providing online platforms for collaboration, resource sharing, and professional development (Okeke, 2017). By leveraging digital tools, teachers can access high-quality training materials, participate in virtual communities of practice, and develop essential skills in areas like instructional design and technology integration.

Community engagement can also support teacher training by providing opportunities for teachers to engage with local stakeholders, share best practices, and develop context-specific solutions (Adebayo, 2018). By involving teachers in community-based initiatives, schools can foster a sense of shared responsibility, promote collaborative problem-solving, and enhance teacher motivation and job satisfaction. The Nigerian government can play a critical role in transforming education by investing in technology infrastructure, providing ongoing teacher training, and promoting community engagement (World Bank, 2020). By prioritizing education and allocating sufficient resources, the government can help address systemic challenges, promote inclusive learning environments, and ensure that all students have access to quality education.

To ensure sustainability and scalability, education transformation efforts in Nigeria should prioritize community-led initiatives, leverage technology to enhance teacher training, and foster collaborative partnerships among stakeholders (UNICEF, 2020). By empowering local communities, schools, and teachers, Nigeria can develop a more resilient, effective, and inclusive education system that prepares students for success in the 21st century. Ultimately, transforming education in Nigeria requires a multifaceted



approach that integrates technology, community engagement, and teacher training (NERDC, 2019). By addressing these critical areas, Nigeria can develop a world-class education system that promotes academic excellence, fosters social mobility, and drives economic growth and development.

Future direction for Nigeria's education system

The future direction for Nigeria's education system should prioritize student-centered learning, focusing on developing critical thinking, creativity, and problem-solving skills. This approach will enable students to adapt to an increasingly complex and interconnected world, driving innovation and entrepreneurship. Technology integration should be a key component of Nigeria's education system, enhancing access to quality learning materials, promoting digital literacy, and facilitating online collaboration. By leveraging technology, Nigeria can bridge the education gap, reach marginalized communities, and provide personalized learning experiences.

To address the shortage of qualified teachers, Nigeria should invest in teacher training and development programs, emphasizing pedagogical innovation, subject matter expertise, and technology integration. This will ensure that teachers are equipped to facilitate student-centered learning, promote critical thinking, and address diverse learning needs. Community engagement and participation should be fostered through partnerships between schools, local communities, and stakeholders. This collaborative approach will promote inclusive learning environments, address cultural and linguistic diversity, and ensure that education is relevant to the needs of Nigerian society. Ultimately, Nigeria's education system should prioritize equity, access, and quality, ensuring that all students have the opportunity to reach their full potential. By aligning the education system with the demands of the 21st century, Nigeria can drive economic growth, social development, and human progress, unlocking the full potential of its citizens.

CONCLUSION

Transforming Nigeria's education system requires a comprehensive and multifaceted approach that addresses critical areas such as curriculum reform, teacher training, technology integration, community engagement, and policy reform. By prioritizing student-centered learning, promoting critical thinking and problem-solving skills, and fostering inclusive learning environments, Nigeria can develop a world-class education system that prepares students for success in the 21st century. Effective teacher training and support are crucial to transforming Nigeria's education system. Ongoing professional development opportunities can help teachers stay updated on best practices, share knowledge and expertise, and collaborate with peers to improve instruction. Additionally, technology can enhance teacher training by providing online platforms for collaboration, resource sharing, and professional development. By empowering teachers with the skills and resources they need to succeed, Nigeria can improve teacher motivation and job satisfaction, leading to better learning outcomes for students.

Community engagement and participation are also essential to transforming Nigeria's education system. By involving local stakeholders in education decision-making, schools can better respond to unique needs, address cultural and linguistic diversity, and promote inclusive learning environments. Community-led initiatives can foster a sense of shared responsibility, promote collaborative problem-solving, and enhance teacher motivation and job satisfaction. Furthermore, community engagement can help address systemic challenges, promote social mobility, and drive economic growth and development. Ultimately, transforming Nigeria's education system requires a long-term commitment to reform and a willingness to address systemic challenges. By prioritizing education, investing in technology infrastructure, providing ongoing teacher training, and promoting community engagement, Nigeria can develop a more resilient, effective, and inclusive education system that prepares students for success in the 21st century. With a comprehensive and multifaceted approach, Nigeria can overcome the challenges facing its education system and unlock the full potential of its citizens, driving economic growth, social development, and human progress.

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