

A PHILOSOPHICAL EXPLORATION OF PEDAGOGICAL EDUCATION IN THE POST-COVID-19 ERA FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

Abdulkadir Muhammad Ruwah*

Department of Educational Management Shehu Shagari University of Education, Sokoto, Nigeria.

Ayuba Muhammad Kagara

Department of Curriculum and Instructions Shehu Shagari College of Education, Sokoto.

**Corresponding author: Abdulkadir Muhammad Ruwah (amruwah80@gmail.com)*

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Abstract

Nigeria have embraced online learning to ensure the continuity of education. However, the effectiveness of online learning has come under scrutiny, highlighting the need for pedagogical education to adapt to the post-COVID-19 world to remain pertinent. This paper seeks to engage in impactful philosophizing on pedagogical education in post-COVID-19 sustainable development in Nigeria, critically examining the philosophical underpinnings of Nigerian pedagogical education and its relationship to sustainable development. The study reveals that pedagogical education plays a pivotal role in Nigeria's sustainable development. It identifies challenges confronting pedagogical education in the country, including insufficient funding, a lack of teaching resources and materials, and inadequate teacher training programs. Consequently, the paper recommends increased government investment in pedagogical education and teacher training programs. Additionally, it advocates for the adoption of innovative learning methods that address the diverse needs of students. Furthermore, the incorporation of sustainability education into the national curriculum is proposed, aiming to better equip students for a future characterized by sustainable development.

Keywords: Pedagogical Education, Sustainable Development, Online Learning, Post-COVID-19 Education

Introduction

The COVID-19 pandemic has had a significant impact on the education sector across the world, and Nigeria is not an exception in pandemic it is a globally. Educational institutions were closed as a result of the pandemic, forcing institutions to switch to online learning to ensure continuity of learning. Online learning has its benefits, such as flexibility, accessibility, and convenience. However, this measures also poses challenges such as a lack of access to technology and the internet, inadequate teacher training, and the inability to provide hands-on learning experiences, (Gbadebo, A. E. (2022). Pedagogical education is a critical aspect of the Nigerian educational system that is concerned with the development of teaching and learning methods. It is essential to prepare teachers for the changing demands of the post-COVID-19 era. The pedagogical education system in Nigeria has been criticized for its inadequacies in teacher training, inadequate materials and resources, poor funding, and outdated curricula. To address these shortcomings, it is crucial to conduct impactful philosophizing about pedagogical education in post-COVID-19 sustainable development in Nigeria. Pedagogical education plays a significant part in the growth of Nigeria's educational system. The teaching and learning environment at educational institutions is impacted by the standard of pedagogical training. Investment in pedagogical education might thereby raise the current level of education in Nigeria. A significant challenge in providing quality education to teachers is the lack of adequate funding and resources for quality training (Fedosejeva, et al, 2018).

Conceptual Definition of Philosophising Pedagogical Education

The concept of pedagogy has been subject to numerous interpretations over centuries, leading to a lack of a universally accepted definition, particularly in recent educational research. According to Cogill (2008), the concept may seem to be a simple term to most people, but what constitutes “pedagogy” is much more complex and not easily defined as definitions of the said word appear to be somewhat obscure. However, pedagogy, in general, is a mix of knowledge and skills. Also, the concept has always been linked to the evolution of ideas, educational institutions, and the expansion of information, all of which thinkers and educators have always relied upon (Le Pole Education, 2017). Yang and Kang (2020) defined pedagogy as a systematic instructional method employed by an instructor to convey core subject matters to students. They stated further that the term can also refer to the study of teaching methods to help an instructor choose the most effective approach after taking into consideration students’ motivation, learning styles, social, economic, and cultural backgrounds. Kapur (2020) argues that pedagogy is a complex field that involves understanding individual learning processes and tailoring teaching methods to meet the unique needs of each student. It involves understanding their learning styles, preferences, and backgrounds, and tailoring instruction to create an environment that encourages engagement and active participation. Effective pedagogy recognizes the importance of education and tailors’ programs to meet the needs of students.

Philosophising Pedagogical Education describes a method of teaching and learning that places a strong emphasis on critical thinking, introspection, and the investigation of basic issues like reality, knowledge, and existence. This approach promotes in-depth investigation and discussion on the nature and goals of education, the values that underpin instructional strategies, and the processes by which knowledge is created and disseminated between educators and learners. (Yang and Kang 2020), In addition to imparting knowledge, the objective is to develop a more deliberate and reflective attitude to education that promotes

a deeper awareness of both the self and the outside world. In Nigerian educational settings, indigenous knowledge systems are being integrated into the curriculum to foster identity and cultural awareness among students. This approach explores concepts like community, ethics, and the interconnectedness of life, encouraging students to reflect on their influence on Nigerian society and education. Critical pedagogy initiatives in Nigerian universities encourage students to question established norms and practices within the educational system. Courses in philosophy of education often prompt students to consider the role of education in society and its place within it. Student-led debates and dialogues are also being adopted in some schools and universities to encourage critical thinking and expression on complex issues like democracy, ethics, and human rights. Ubuntu, a Southern African concept, is incorporated into Nigerian educational settings to promote humanity, interconnectedness, and mutual respect. This philosophy encourages collaborative learning, fostering responsibility towards the community. Teachers use group projects, community service, and collaborative problem-solving exercises to reflect these values.

Philosophizing pedagogical education is a transformative approach that encourages critical thinking, ethical reasoning, innovation, and reform in education. It encourages interdisciplinary learning and knowledge integration, drawing from various disciplines like philosophy, psychology, sociology, and anthropology. This approach cultivates lifelong learning, intellectual curiosity, and contributes to a just and equitable society by empowering individuals to critically examine social, cultural, and political issues.

The Nigerian school system's shortcomings have been further exposed by the COVID-19 epidemic. The digital gap in Nigerian education has been brought to light by the transition to online learning. Only 46% of Nigerian homes, according to the UNESCO Institute for Statistics, have access to the internet (UNESCO, 2020). The high cost of the internet and the dearth of supporting infrastructure are to blame for this inequality. This suggests that for numerous Nigerians, online learning is not an appealing option. Another important component of post-COVID-19 educational philosophizing is sustainable development. Students must be given the tools they need to live in a sustainable future. According to Wahab and Sanusi (2020), Nigeria's educational system has to embrace sustainable development to better educate students for the future. How open to digital learning are Nigerians in the post-COVID-19 age, and how open are they to receiving excellent education?

The authors contend that the educational system ought to teach pupils about environmental and social concerns that have an impact on their neighborhoods and the global community. The COVID-19 pandemic has exposed the worsening educational sector of Nigeria, emphasizing the need for digital learning to address infrastructure issues and improve the public's access to education. Digital learning is an age-old pedagogical approach in Nigeria. Nigerian educational sector has been embracing changes in terms of ICT application in the learning process as far back as before the Nigerian independence in 1960 (Ajadi, Salawu. & Adeoye, 2008). Pedagogy is a vital component in the teaching-learning process, fostering critical thinking and lifelong learning skills. It caters to diverse needs and styles, promoting problem-solving mindsets and inclusive learning environments. Pedagogy prepares students for academic success, fostering empathy and cultural awareness, and preparing them for globalized society.

The Impact of Covid-19 on Education in Nigeria

The World Health Organization (WHO) proclaimed a public health emergency of worldwide concern as a result of the abrupt global spread of the lethal and extremely contagious COVID-19 virus (Anake, Aloye, Achuen, & Egbe, 2020). The implementation of lockdown became increasingly important in limiting the virus, which had a significant impact on the educational sector. The entire sector is being transformed by embracing digital modalities to continue education, despite the negative effects of forced closures on educational institutions. What are the obstacles that Nigerian educational institutions must overcome in order to provide high-quality instruction in the post-COVID-19 era? This paper examines the state of the pandemic, its ramifications, and the global implications on Nigerian society. It explores the transition into a post-COVID era and proposes solutions to existing threats, aiming to provide a paradigmatic shift.

The Need for Sustainable Development in Post Covid-19 Nigeria

The COVID-19 pandemic significantly affected Nigeria's educational system, forcing a protracted period of school closures. As schools reopen, it is important to ensure that they are sustainable and equipped to handle emergencies (Baporikar, 2021). The following are some arguments as to why Nigerian educational institutions ought to pursue sustainable development beyond COVID-19:

- i. **Enhanced Resilience:** Educational institutions that implement sustainable development practices are more likely to withstand future crises. By taking these steps, institutions will be able to react swiftly to abrupt shifts, such as switching to online learning during COVID-19.
- ii. **Improved Public Health:** By establishing better learning environments via adequate sanitation, ventilation, and health regulations, sustainable development initiatives in educational institutions could boost the general well-being of students and staff.
- iii. **Savings on expenses:** Sustainable development practices include the use of renewable energy, proper trash disposal, and water conservation, which may reduce the amount of resources that schools consume, while also lowering their prices.
- iv. **Reduced Environmental Impact:** Educational institutions can implement sustainable development practices that will reduce their impact on the environment, such as cutting back on waste, cutting carbon dioxide emissions, and preserving biodiversity.
- v. **Better Learning outcomes:** Since sustainable development assists learners in acquiring vital skills for sustainable development and gaining a deeper understanding of the value of protecting the environment, it can have a beneficial influence on the outcomes of their education.

Philosophizing on Pedagogical Education in post Covid 19 for Sustainable Development

From a broader perspective, the transformation of education towards sustainable development necessitates the use of pedagogical approaches that are adaptable and continuously evolve to ensure the sustainability of education. It is improving if one considers it from the perspective of education and its broader aims for development, especially if the educational aim is formulated as the promotion of the evolution of

consciousness in the universe to view the past, present and future challenges on Technological advancement in the country.

Digital readiness, in institutions refers to the knowledge, skills, attitudes and competencies of students in using technologies to meet educational goals and expectations. In schools this readiness can be enhanced by schools adopting technology and providing students with exposure to tech rich environments. To accommodate the challenges posed by the past present and future in a Covid 19 world educational institutions may need to transition to online courses. This shift can provide an opportunity for institutions to assess which technology services should be expanded in response to the pandemic and reconsider their investments in those that're not truly essential, for instruction.

New innovation on leaching and learning strategies or methods dominate the teaching approach, in Nigeria's education system at all levels. However, teaching and learning imply the need for an interaction between teachers and students/learners that can ignite knowledge (Cahapay, 2020). The use of pedagogy as a teaching method aligns with the policy in Nigeria which emphasizes the importance of instruction geared towards instilling respect for worth and dignity faith in individuals' ability to make rational decisions and acquiring competencies necessary for self-reliance. Philosophical pedagogy, when effectively employed can ensure outcomes. So what exactly is philosophical pedagogy? It can be described as a way of thinking focused on resolving challenges encountered during the teaching and learning process. Achieving this requires engaging in pedagogy that involves dialogue, between teachers and learners. Pedagogy is simply described as the study of teaching methods. The term pedagogy is a contested one, but the main feature involves activities that evolve to the learner from a trained training. Pedagogy is teachers' tool of imparting knowledge or tool of discharging their expected obligations. Nevertheless, pedagogy is defined by Watkins and Mortimore cited in Oyewumi and Okanlawon (2017), as any conscious activity by one person designed to enhanced learning in another. Similarly, sees pedagogy as a sustained process whereby somebody's acquires new forms or develops existing of conduct, knowledge, practice and criteria from somebody or something deemed to be an appropriate provider and evaluator. It can be understood from the scholars' description pedagogy as means to an end. It is a means through which knowledge communication occur between the teacher and the learner.

Philosophizing on pedagogical education can be viewed as a teaching methodology which is capable of transforming learners into critical minded having being exposed to a known of experience that allows them to express their mind naturally. Philosophizing on pedagogical education that learners through the pedagogy used to teach them were depositories while the teacher is the depositors. Instead of teachers communicating with students, the issue communicate in form of note which the students patiently receive, memorize and repeat especially during examination (Ruwah, 2024). This submission aptly explains the teaching conventional pedagogy as banking concept of education where the depositor goes to the same bank, deposit money and goes to the bank any other time to withdraw from the account. It means that teachers are the depositor, while the students are the inactive bank account, while form of examination used for assessment is the point of cash withdrawal from the saving account.

The characteristics of banking concepts as highlighted by Freire concisely explains the implication of what teacher centered form of teaching looks like. Thus, banking concept of education is characterizing by these few among others.

- i. The teacher teaches and the students are taught.
- ii. The teacher knows everything and the students know nothing.
- iii. The teacher thinks and the students are thought
- iv. The teacher talks and the students listen meekly.
- v. The teacher is the object of the learning process, while the student are mere objects.

According to Aristotle as quoted in Omoregbe (2013), sees “philosophy is reality. Other philosophers opined Philosophy as an activity which secures the happy life by means of discussion and argument. Philosophy in full sense is only man thinking, thinking about generalities rather than particulars”. Philosophy as the correspondence to the being of being. The expressly adopted and correspondence which corresponds to the appeal of the being of the beings is philosophy. Philosophy is a discipline, the nature and scope of which is a problem in itself, for it is a critical discipline which does not exempt itself from its own criticism but applies its critical tool to itself. Philosophy is a rational search for answer to the basic questions about ultimate meaning of reality as a whole and of human life in particular.

The philosophical inquiry is a purely rational inquiry. This means that philosophy excludes supernatural revelation. Hence, it excludes dogmatic answers that would put an end to any further questioning. The beginning of philosophy involves a reflective activity, where fundamental questions arise from human experience (Ruwah, 2024). Plato and Aristotle argue that this "wonder" is the beginning of philosophy, as it reveals the power and weakness of man, and that there is no other beginning than this "wonder."

On the other hand, Sustainable development imply limits, though they are not unrestricted limits but rather restrictions placed on the natural world by the current state of technological development and social structure and by the biosphere's capacity to absorb the effects of human activities. However, technology and social organization can be managed and improved to pave the way for a new era of economic growth. Sustainable development is a complex concept that requires both theory and practice. As Ruwah, (2017) asserted, the transition from theory to practice can be challenging due to inadequate clarity and precision. Identifying unsustainable practices and envisioning a sustainable world can be challenging due to varying interpretations.

The term "sustainable development" is often misunderstood, but it is crucial for global development. It requires affluent individuals to adopt ecological lifestyles, balancing population growth and resource use. Sustainable development is a process of change, involving resource exploitation, investment direction, technological development, and institutional changes. It requires political will and political will to ensure sustainable development. 'Sustainable' and 'education' are two concepts that are used to form the notion of sustainable education, which is briefly defined by Sterling (2008) as “a change of educational culture, one which develops and embodies the theory and practice of sustainability in a way which is critically aware. It is therefore a transformative paradigm which values, sustains, and realizes human potential in relation to the need to attain and sustain social, economic, and ecological well-being, recognizing that they must be part of the same dynamic.” Four characteristics are implied by the phrase "sustainable education," including "educational policy and practice that is sustainable, tenable, healthy, and durable for future

generations." Pedagogy fosters creativity and improves critical thinking. In other words, in the post-pandemic period, the sustainability of effective teaching is fundamental and crucial to Nigeria's progress.

Pedagogical Approaches for Sustainable Development in Nigeria

Critical thinking is a crucial aspect of pedagogy, fostering effective learning and personal growth, thereby promoting sustainable education and fostering students' knowledge acquisition and problem-solving abilities. Project-Based Learning: This method involves students working on assignments that are concerned with sustainable development and educates them about the problems that impact their local communities. It involves examining issues, locating potential solutions, and presenting their findings to the class. The student-centered method of inquiry-based learning enables students to pose questions, do research, and share their results. It aids pupils in acquiring the communicative, analytical, and critical thinking skills necessary for long-term development. Experiential learning is a method that combines classroom instruction with practical application. It enables hands-on learning for students and aids in their understanding of the complexity of sustainable development concerns. Field excursions, outdoor activities and volunteer work are all part of it. The method of collaborative learning encourages cooperation and teamwork. Students collaborate to accomplish a common objective. It aids in the development of interpersonal, leadership, and communication skills, all of which are crucial for sustainable development. The Service learning is a method that blends academic learning with civic participation. Students participate in community-enhancing activities while learning about sustainable development challenges and gaining valuable skills.

Challenges to Implementing Pedagogical Education for Sustainable Development in Nigeria

The Nigerian education system is a crucial tool for social reconstruction and national transformation, contributing to the National Economic Empowerment and Development Strategy, Education for All, Millennium Development Goals, and Sustainable Development Goals, as outlined in the National Policy on Education. To achieve national development goals, equal access to qualitative educational opportunities is crucial for all citizens, both within and outside the formal school system. However, Nigeria faces major hindrances in impactful pedagogy.

Strategies for Overcome Obstacles in Nigeria's Pedagogical Education for Sustainable Development

These strategies will assist in overcoming obstacles to Nigeria's pedagogical education for sustainable development.

- i. Blending Technology: Although technology may enhance educational experiences, it should complement rather than replace conventional teaching techniques. A balanced approach using interactive online tools, virtual simulations, and in-person discussions ensures a well-rounded learning environment. In Nigeria. They did so pedagogical education has to be promoted and campaigned for. This may be accomplished through meetings, seminars, and workshops on sustainable development.
- ii. Training for Teachers: Teachers should have the appropriate training and preparation to teach sustainable development principles. Workshops and training programmes can help with this. It is important to check that the curriculum covers subjects linked to sustainable development. This will

contribute to the knowledge and appreciation of the significance of education for sustainable development.

- iii. The government should collaborate with companies, non-profits, and other stakeholders to advance the teaching of sustainable development. It is important to do research to determine the efficacy of Nigeria's pedagogical education system. This will make it easier to spot areas that need development. Governmental organizations have to put policies in place that encourage pedagogical instruction for sustainable development. This involves giving money and supplies to schools so they may teach about sustainable development.
- iv. Digital divide/low digital competence: Learners in disadvantaged/marginalized groups are particularly at risk of falling behind because they lack access to digital learning resources or the motivation and drive to pursue independent learning. It goes without saying that skill loss results from learning loss, and productivity levels are directly correlated with skill levels. The media should promote and raise awareness among parents, educators, and students about the need of teaching sustainable development.
- v. Funding: Nigeria's education system faces serious funding issues due to a low annual budget allocation, resulting in national strike actions and disruption of academic activities, exceeding UNESCO's 15-26% recommendation.

Conclusion

In conclusion, Sustainable development is crucial for the Nigerian educational system post COVID-19 because it builds resilient institutions that support healthier learning environments, cut costs, lessen environmental impact, and enhance educational achievements. Modern technology and artificial intelligence are revolutionizing pedagogical activities, enabling teachers to streamline online teaching, prepare course materials, and conduct continuous assessments. This shift is crucial for students to participate in virtual classrooms and submit projects easily. Sustainable education in Nigeria requires impactful philosophizing, strong ICT infrastructure, reliable power supply, internet access, and abundant electronic resources. Adequate funding, effective management of the learning environment, and regular training for educators and students are essential for bridging the digital divide. Government and stakeholder efforts are needed to guarantee quality education and equip students with necessary knowledge and skills for the 21st century.

Suggestions

- 1. Reimagining Pedagogical Education for Sustainability in Development in the Post-Covid 19 Era. Philosophy provides a broad context in terms of which the specialized areas of interest and study assume their proper place and significance in life.
- 2. Philosophizing Pedagogical Education for Sustainable Development in the Post-Covid 19 Nigeria and the introduction of philosophy and philosophy of education into the educational institutions may help to restore some sense of intellectual responsibility and strength to a too diluted school curriculum provide a much needed challenge to the superior school student or learner.
- 3. Impressive Pedagogical Education Strategies for Sustainable Development in Post-Covid 19 Nigeria

Navigating Sustainable Development through Philosophical Reflection on Pedagogical Education in Post-Covid-19 Nigeria.

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