

# Philosophy of Education and the Use of Emerging Technologies for Effective Teaching and Learning in Public Universities in South East, Nigeria

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## ABSTRACT

The study investigated philosophy of education and the use of emerging technologies for effective teaching and learning in public universities in South east, Nigeria. Two research questions guided the study. Descriptive survey research design was adopted for the study. The study population comprised of 176 lecturers in the 8 public universities in South East State. There was no need for sampling since population was not large but of a manageable size. The reliability was calculated using Cronbach Alpha for each of the subsections. The scores obtained were 0.71, and 0.74 for each cluster in the questionnaire. Data collected were analyzed using mean. The findings of the study revealed widespread adoption of emerging technologies in teaching and learning of philosophy of education in South east, Nigeria public universities such as digital learning platforms, notably Learning Management Systems like Moodle and Canvas, Artificial Intelligence powers adaptive assessments, intelligent tutoring systems and personalized learning, Virtual Reality simulates philosophical scenarios, promoting immersive learning experiences, mobile learning expands accessibility through podcasts and video lectures', cloud computing among others.

The second findings of the study revealed profoundly positive effects of emerging technologies on teaching and learning in philosophy of education in South east, Nigeria public universities. The strategic integration of emerging technologies in teaching and learning philosophy of education in South east, Nigeria public universities heralds' transformative educational experiences. By harnessing artificial intelligence, virtual reality and mobile learning, educators foster critical thinking, analytical reasoning and intellectual curiosity.

Enhanced engagement, personalized learning and real-time feedback facilitate academic excellence. This synergy between technology and philosophy education cultivates informed, critically thinking citizens equipped for Nigeria's digital economy. Optimizing emerging technologies promotes equity, accessibility and socio-economic development. Effective technology integration demands ongoing teacher training, infrastructure development and contextualized solutions.

South east, Nigeria public universities must prioritize digital literacy, interdisciplinary collaborations and continuous evaluation. Hence, embracing emerging technologies enriches philosophy education, empowering students to navigate complex societal challenges, promote global competitiveness and forge Nigeria's future. It was recommended that Administrators of public universities should allocate 10% of annual budgets to upgrading technology facilities, ensuring reliable internet and emerging hardware/software for effective teaching and learning in philosophy of education. Also, interdisciplinary committees comprising educators, technologists and philosophers should meet quarterly to share best practices, address challenges and develop contextualized solutions.

**Keywords:** Philosophy, Education, Technologies, Public Universities, Teaching.

## INTRODUCTION

Education is as old as man and its relevance to any nation can never be overemphasized. It is both the act of teaching knowledge to others and the act of receiving knowledge from someone else. This was basically why Offor and Offiah (2021) posit that education is a process of expediting learning, acquiring knowledge, values, and virtue. Education contributes to the development of better people around the globe. It is more of an enduring method in which people gain information, skills, and ethics. Education equips an individual to participate in the socio-political processes and contributions to the development of his society. Nonetheless, there are three main types of education, namely; informal, non-formal and formal. Formal education in Nigeria usually takes place in the premises of school, where a person may learn basic, academic or trade skills. Small children often attend nursery school or kindergarten but often formal education begins in primary school and continues with secondary school before the tertiary or university stage of education.

University education embodies advanced learning, cultivating specialized knowledge, critical thinking and innovation. It prepares individuals for leadership, profession-specific expertise and lifelong learning. University education fosters intellectual curiosity, analytical skills and problem-solving abilities. University education provides students with specialized knowledge and skills in their chosen field, preparing them for a successful career. It exposes them to advanced concepts, cutting-edge research, and innovative ideas, making them competent professionals in their industry. University education instills critical thinking, problem-solving, and communication skills, enabling students to navigate complex challenges and adapt to an ever-changing world. It teaches them to think creatively, approach problems from different angles, and develop innovative solutions. University education also offers a unique opportunity for personal growth and development. It exposes students to diverse perspectives, cultures, and beliefs, broadening their understanding of the world and helping them become empathetic and open-minded individuals.

University education, according to Anadi, Anadi, Anadi and Offor (2015), provides students with a platform to build lifelong connections and networks. They form lasting friendships, connect with peers and mentors, and join a global community of scholars and professionals. University education therefore opens the doors to new opportunities and experiences. It provides students with access to internships, research projects, and study abroad programs, enriching their academic journey and enhancing their employability. It is a life-changing experience that empowers students to reach their full potential. It provides them with the knowledge, skills, and networks to succeed in their careers, make a positive impact in their communities, and living a fulfilling life; students in the university are expected to have excellent academic performance to enhance national development. In order to achieve the goals of university education, teaching and learning among students must be very effective.

Teaching is considered as the act of imparting instructions to the learners in the classroom situation. Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn (Adebayo, 2018). In the context of this study, teaching is the act of being able to deliver curriculum contents in such a way that learners will perform behaviours that indicate the attainment of learning outcomes. Learning is the acquisition of knowledge or skills through study, experience, or being taught. Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning (Adewole, 2020). In the context of this study, learning is the process by which students acquire and retain attitudes, knowledge, understanding and skills capabilities that cannot be attributed to inherited behavior pattern or physical growth. The change in the learner may happen at the level of knowledge, attitude or behavior and could be easily achieved among students during teaching-learning process using hands-on-learning-activities as teaching and learning strategy.

Teaching and learning philosophy in public universities is indispensable. Philosophy education encourages critical reflection, ethical awareness and informed decision-making. It examines fundamental questions surrounding existence, knowledge, values and reality. Philosophy of education is that aspect of education that seek to understand the complex relationships between education, culture, power, and identity, and explore the ways in which education can be used to promote social justice, equality, and human flourishing. According to Bostrom (2017), philosophy of education is concerned with the questions "what is education for?" and "what should education be for?" It involves a critical examination of the dominant ideologies and practices in

education, and a consideration of alternative approaches that prioritize student agency, autonomy, and civic engagement. Ajibola, (2020) argued that education should focus on developing students' capacities for critical reflection, ethical decision-making, and social responsibility. Philosophy of education also explores the impact of technology on educational experiences and outcomes (Brynjolfsson, 2018). It raises important questions about the role of digital technologies in shaping the purposes and practices of education, and about the potential risks and benefits of these technologies for students, teachers, and society as a whole. Philosophy of education seeks to promote a deeper understanding of the complex and multifaceted nature of education, and to inspire new possibilities for educational theory, policy, and practice.

The history of philosophy of education is a rich and diverse narrative that spans centuries, continents, and cultures. According to Burbules (2019), the history of philosophy of education is a story of ongoing debates and conversations about the nature and purposes of education. In ancient Greece, philosophers such as Plato and Aristotle laid the foundations for Western philosophy of education. According to Laird (2020), Plato's theory of forms and Aristotle's concept of telos continue to influence contemporary debates about the nature of knowledge and the purposes of education. During the Enlightenment, philosophers such as John Locke and Jean-Jacques Rousseau emphasized the importance of reason, individualism, and social contract theory in shaping educational thought. As argued by Siegel (2019), Locke's "tabula rasa" and Rousseau's *Emile* continue to inform contemporary discussions about the role of experience and nature in education. In the 20th century, philosophers such as John Dewey and Paulo Freire revolutionized educational thought with their emphasis on pragmatism, democracy, and critical pedagogy.

Garrison (2020), also affirmed that Dewey's concept of experiential learning and Freire's theory of conscientization remain essential for understanding the relationship between education and social change. In recent years, philosophers of education have continued to push the boundaries of the field, exploring new ideas and perspectives on topics such as multiculturalism, feminism, and post-colonialism. Besides, Zeonardo (2019), stressed that philosophy of education is a constantly evolving field that reflects the changing needs and concerns of society through the use of emerging technologies.

Emerging technologies help expand access to philosophy of education, strengthen the relevance of philosophy of education to the increasingly digital world, and raise educational quality by helping to make teaching and learning of philosophy of education an engaging active process that is connected to real life. Emerging technologies encompass innovative, rapidly evolving solutions transforming various sectors. According to Greengard (2020), emerging technologies include artificial intelligence, nanotechnology, biotechnology and virtual reality, characterized by exponential growth and disruptive impact. Greengard (2020) defined emerging technologies as "new technologies that offer unprecedented opportunities for innovation, disruption, and transformation." Examples include block-chain, Internet of Things and 5G networks. The researcher describes emerging technologies as technologies that enable new forms of economic and social organization, emphasizing their potential for societal transformation. These technologies converge physical, digital and biological systems.

Emerging technologies profoundly transform philosophy of education teaching and learning in public universities, fostering innovative, interactive and inclusive environments. Digital learning platforms facilitate seamless information dissemination, collaborative discussions and personalized learning experiences through Learning Management Systems like Moodle, Blackboard and Canvas, enhancing accessibility. According to Obanya (2019), artificial intelligence-powered tools provide tailored guidance, enhancing critical thinking and analytical reasoning. AI-driven adaptive assessments optimize evaluation processes. Virtual and Augmented Reality simulate philosophical scenarios, illustrating complex concepts, promoting empathetic understanding and enhancing engagement, retention and contextualized learning. Block chain technology ensures secure, transparent academic records, safeguarding intellectual property and promoting academic integrity. Internet of things-enabled classrooms facilitate real-time interactions, automated grading and data-driven decision-making (Ogunsalo, 2020). Mobile devices expand accessibility, enabling anytime, anywhere learning. Collaborative platforms foster peer-to-peer discourse, promoting inclusive learning environments. Emerging technologies enhance critical thinking, ethical awareness, contextualized learning and accessibility.

The integration of emerging technologies in teaching and learning philosophy of education in Nigerian public universities profoundly impacts academic experiences. Emerging technologies, including artificial intelligence, block-chain, Internet of Things and virtual reality, transform traditional teaching methods, fostering immersive, interactive and inclusive environments (Kurzweil, 2020). These technologies enhance critical thinking, analytical reasoning and problem-solving skills. According to Olorundare (2019), virtual simulations facilitate moral dilemma discussions, illustrating philosophical concepts. Collaborative platforms foster peer-to-peer discourse, promoting inclusive learning environments.

In Nigeria, emerging technologies address educational challenges, expanding accessibility, improving teacher training and enhancing engagement (Igwe, 2019). Digital learning platforms, like Learning Management Systems, facilitate seamless information dissemination (Adebayo, 2020). AI-powered adaptive assessments optimize evaluation processes. Block-chain technology ensures secure academic records, and promotion of academic integrity. Internet of Things-enabled classrooms facilitate real-time interactions. More so, Kurzweil (2020), posited that virtual reality simulates philosophical scenarios, enhancing empathy and understanding. Despite benefits, challenges persist: infrastructure inadequacies, digital literacy gaps, equity disparities and cultural adaptation requirements. Addressing these challenges requires investing in digital infrastructure, faculty development programs and interdisciplinary approaches (Oyekan, 2017).

The integration of emerging technologies in teaching and learning philosophy of education in Nigerian public universities confronts myriad challenges, undermining academic excellence. Perhaps this was why Zuboff (2019), stressed that traditional teaching methods, devoid of technological innovation, hinder critical thinking, analytical reasoning and intellectual curiosity. Nigeria's public universities face infrastructure inadequacies, digital literacy gaps and equity disparities, exacerbating existing educational inequalities. Limited access to emerging technologies, such as artificial intelligence, block-chain and virtual reality, constrains innovative instructional design (Omosewo, 2019). Inadequate teacher training, outdated curriculum and insufficient technological support hinder effective technology integration, perpetuating outdated pedagogies neglecting digital natives' needs. Insufficient emphasis on philosophy of education and emerging technologies undermines national competitiveness.

Current research inadequately addresses emerging technologies' impact on philosophy of education teaching and learning, necessitating comprehensive investigation. Ugodulunwa (2020) affirmed that effective integration necessitates addressing infrastructure, digital literacy and pedagogical challenges. Key concerns include: inadequate digital infrastructure, faculty digital literacy gaps, curriculum relevance and cultural adaptation requirements (Onyije, 2020). Addressing these challenges demands contextualized solutions, fostering critical thinking, intellectual curiosity and socio-economic development. Consequently, it becomes needful to study philosophy of education and the use of emerging technologies for effective teaching and learning in public universities in South east, Nigeria

### **Statement of the Problem**

Emerging technologies and their use in educational institutions, especially in universities, are gaining rapid attention globally in this era of technological breakthroughs and advancements. Of particular concern are public universities, where the government is a key stakeholder. The people of the South East, Nigeria, though traditionally business-oriented, are also educationally inclined. Being naturally inquisitive and knowledge-driven, they embraced Western education since its introductions by the early missionaries and subsequent colonial agents. The use of emerging technologies for effective teaching and learning has become an indispensable factor in the process of education. In public universities in South East Nigeria, there are digital literacy gaps which some research works have addressed from several perspectives. However, to the best knowledge of the present researchers, no research work has addressed the issue from the perspective of philosophy of education and the use of emerging technologies in these public universities, especially with regard to what the emerging technologies are and how their use can impact effective teaching and learning in philosophy of education. This paper is an attempt to fill this perceived knowledge lacuna.

## Research Questions

The following research questions guided the study:

1. What are the emerging technologies used for effective teaching and learning in philosophy of education in public universities in South east, Nigeria?
2. What are the effects of the use of emerging technologies for effective teaching and learning in philosophy of education in public universities in South east, Nigeria?

## LITERATURE REVIEW

Lots of research work have been done in the areas of philosophy of education, emerging technologies and the use of these technologies in educational institutions, especially public universities, South East Nigeria inclusive. A review of some of the related literature can shed more light on the on the present study.

Regarding the role of philosophy of education, it is to be noted that this discipline provides a theoretical frame for the shaping of pedagogical approaches and optimization of the use of educational tools in order to achieve learning objectives. For instance, Dewey (1916) had, far back, advocated experiential leaning. His advocacy highlights the need for engaging students in practical and interactive learning. In this regard, Nodding's (2013) notes that philosophies such as pragmatism and progressivism lay strong emphasis on adapting teaching strategies that meet social needs, thus highlighting the relevance of technologies in equipping learners for a digitalized world.

In the context of the public universities in South East Nigeria, adopting pragmatic and progressive approaches can play significant roles in addressing some of the systemic problems such as limited physical resources, overcrowded lecture halls, and infrastructural inadequacy. According to Okonwo and Ibe (2020), by incorporating digital tools, public universities in the South East region can promote personalized learning experiences and accessibility for students.

Emerging technologies are technological tools, systems or methods that are still at the level of development, or in early adoption stage, with the potential to support active and collaborative learning, and to transform industries, healthcare and businesses. They are rapidly spreading across the globe. Such emerging technologies include artificial intelligence, machine learning, block-chain technology, virtual reality, online learning management, internet of things, and mobile applications, among others. These tools are transforming and improving educational practices significantly. They enhance teacher-learner engagements (Siemens, 2005).

Since after the COVID-19 pandemic, some technological platforms, like Moodle, zoom, google classroom, are gradually getting increased attentions and applications in the education process. In spite of this awakening, Onwuegbuzie and Eze (2021) argue that challenges such as infrastructural inadequacy and inconsistency in their adoption and application have put a wedge on the harnessing of their full potentials.

To align philosophy of education with technology integration is of great importance. There is need for proper philosophical framework. For instance, Dewey (1916) is of the view that education is a social and interactive process. This idea of education can provide valuable insight into appropriate adoption and application of digital tools to support collaborative learning. According to Jonassen (1991), a constructive theorist, the use of technologies like simulations and virtual classrooms can create learning experiences that would promote critical thinking and problem-solving. In their own study, Okonkwo and Ibe (2020) are of the view that the use of educational technologies grounded in these philosophies can address some local challenges facing public universities in the South East, Nigeria. Such practice as blending traditional classroom teaching with online teaching can increase active engagement in the process of education, both for teachers and learners. Such practice can also offer equitable access to learning materials by the learners.

For Eze et al. (2020), public universities in the South East Nigeria face a lot of challenges, despite the available opportunities, in adopting the emerging technologies. They enumerated such challenges to include limited internet access, insufficient funding, shortage of technological experts among educators, and resistance to

change from traditional methods of teaching. From the insight gathered from the literature review, there is a paucity of research work directly on philosophy of education and the use of emerging technologies in public universities in South East, Nigeria, for effective teaching and learning. This insight has all the more served as source of encouragement for the researchers to continue this study so as to fill the existing gap.

## METHOD

The descriptive survey design was adopted for the study. The population of the study consisted of lecturers in public universities in South East State. The study population comprised of 176 lecturers in the 8 public universities in South East State. There was no need for sampling since population was not large but of a manageable size. A structured questionnaire was the instrument used for data collection. The questionnaire was validated by three experts, two in the area of philosophy of education and the other in measurement and evaluation, all from Nnamdi Azikiwe University, Awka. To establish the reliability of the instrument, trial testing method was used on 20 lecturers of same course in the University of Port Harcourt which is outside the study area. The reliability was calculated using Cronbach Alpha for each of the subsections. At the end of the analysis, the scores obtained were 0.71, and 0.74 for each cluster in the questionnaire.

The results showed high reliability of the instrument. The instrument has two parts, A, and B. Part A sought information on the respondents. Part B sought information required to answer the research questions. It has 1 & 2 and these were concerned with information regarding research questions one and two. Part A contains 10 items, while part B contains 10 items, making a total of 20 items. The four-point response mode of strongly Agreed (SA = 4 points), Agree (A = 3 points), Disagree (D = 2 points) and Strongly Disagree (SD = 1 point) was adopted in the study. The questionnaire was administered to the respondents by the researcher with the help of 10 research assistants, who were paired for each of the 8 public universities. All copies of the questionnaire distributed were collected back because of on-the-spot delivery method and collection technique applied. Mean was use to analyze the data. The four-point response mode used, informed the use of mean 2.50 as the cut-off point for decision. The decision rule was that mean scores of items of 2.50 and above were regarded as agreed while mean scores below 2.50 were regarded as disagreed.

## RESULTS

**Table 1: Mean rating of respondents on the emerging technologies used for effective teaching and learning in philosophy of education in public universities in South east, Nigeria**

S/N	ITEMS	$\bar{X}$	DECISION
1.	Artificial intelligence enhances personalized learning through adaptive assessments and intelligent tutoring systems.	2.87	Agreed
2.	Virtual reality immerses students in philosophical scenarios.	2.83	Agreed
3.	Augmented reality illustrates complex concepts.	2.69	Agreed
4.	Block-chain secures academic records and facilitates decentralized learning.	2.68	Agreed
5.	Internet of Things enables smart classrooms and real-time feedback.	2.55	Agreed
6.	Mobile learning expands accessibility through podcasts and video lectures.	2.74	Agreed
7.	Big data analytics informs personalized learning paths and assessment.	2.86	Agreed
8.	Cloud computing facilitates collaborative document editing and online discussion forums.	2.88	Agreed
9.	Gamification engages students through interactive philosophical games.	2.72	Agreed
10.	Extended reality combines virtual, augmented and mixed reality for immersive learning experiences.	2.52	Agreed
	<b>Cluster mean</b>	<b>2.73</b>	<b>Agreed</b>

In Table 1, all the items including the cluster mean obtained mean rating of 2.50 and above indicating that all the respondents agreed that the items in Table 1 are the emerging technologies used for effective teaching and learning in philosophy of education in public universities in South east, Nigeria

**Table 2: Mean rating of respondents on the effects of the use of emerging technologies for effective teaching and learning in philosophy of education in public universities in South east, Nigeria**

S/N	ITEMS	$\bar{X}$	DECISION
11.	Emerging technologies foster critical thinking, analytical reasoning and problem-solving skills.	2.71	Agreed
12.	Interactive technologies increase student participation and motivation.	2.67	Agreed
13.	Adaptive assessments and intelligent tutoring systems cater to individual learning needs.	2.85	Agreed
14.	Mobile learning and online platforms expand reach, especially for remotely located students.	2.77	Agreed
15.	Automated grading and feedback facilitate timely evaluation.	2.78	Agreed
16.	Online forums and collaborative tools promote peer-to-peer discourse.	2.64	Agreed
17.	Virtual reality and simulations illustrate complex philosophical concepts.	2.89	Agreed
18.	Digital resources reduce textbook costs.	2.81	Agreed
19.	Nigerian universities align with international educational standards.	2.79	Agreed
20.	Emerging technologies foster informed, critically thinking citizens.	2.62	Agreed
	<b>Cluster mean</b>	<b>2.75</b>	<b>Agreed</b>

In Table 2, all the items including the cluster mean obtained mean rating above the criterion mean of 2.50. It shows that the use of emerging technologies promotes effective teaching and learning in philosophy of education in public universities in South east, Nigeria

## DISCUSSION

The findings of the study revealed widespread adoption of emerging technologies in teaching and learning of philosophy of education in South east, Nigeria public universities. To support this result, the findings by Kurzweil, (2020) supported that digital learning platforms, notably Learning Management Systems like Moodle and Canvas, facilitate seamless information dissemination and collaborative discussions. Artificial Intelligence powers adaptive assessments, intelligent tutoring systems and personalized learning. Virtual Reality simulates philosophical scenarios, promoting immersive learning experiences). Mobile learning expands accessibility through podcasts and video lectures. Cloud computing facilitates collaborative document editing and online discussions. Again, the findings by Adebayo (2020) agreed that Big Data Analytics which informs personalized learning paths and assessment are used in teaching and learning in public universities. Internet of Things enables smart classrooms and real-time feedback. Gamification engages students through interactive philosophical games, while simulation-based learning models real-world scenarios (Khalil, 2020).

The second findings of the study revealed profoundly positive effects of emerging technologies on teaching and learning philosophy of education in South east, Nigeria public universities. To support this result, Greengard (2020) posited that enhanced critical thinking, analytical reasoning and problem-solving skills emerged due to interactive technologies. Personalized learning through adaptive assessments and intelligent tutoring systems improved student engagement and motivation. Virtual Reality simulations and gamification facilitated immersive learning experiences, fostering deeper understanding of complex philosophical concepts. In addition, Adebayo (2020) agreed that mobile learning and cloud computing expanded accessibility, convenience and collaborative opportunities. Real-time feedback and assessment enabled timely interventions,

improving academic performance. Emerging technologies promoted cognitive development, intellectual curiosity and collaborative learning. Faculty-student interactions improved through digital communication platforms. Students demonstrated enhanced research skills, leveraging digital resources and academic databases.

## CONCLUSION

The strategic integration of emerging technologies in teaching and learning philosophy of education in South east, Nigeria public universities heralds' transformative educational experiences. By harnessing artificial intelligence, virtual reality and mobile learning, educators foster critical thinking, analytical reasoning and intellectual curiosity. Enhanced engagement, personalized learning and real-time feedback facilitate academic excellence. This synergy between technology and philosophy education cultivates informed, critically thinking citizens equipped for Nigeria's digital economy. Optimizing emerging technologies promotes equity, accessibility and socio-economic development. Effective technology integration demands ongoing teacher training, infrastructure development and contextualized solutions. South east, Nigeria public universities must prioritize digital literacy, interdisciplinary collaborations and continuous evaluation. Hence, embracing emerging technologies enriches philosophy education, empowering students to navigate complex societal challenges, promote global competitiveness and forge Nigeria's future.

## Implications of the Study

The absence of emerging technologies in teaching and learning philosophy of education in Nigerian public universities will hinder academic progress, perpetuating outdated methods. Students will miss immersive learning experiences, interactive engagement and personalized instruction, leading to diminished critical thinking, analytical reasoning and problem-solving skills. Without digital literacy, graduates will struggle in Nigeria's burgeoning digital economy, limiting employability and socio-economic mobility. The education sector will lag globally, undermining competitiveness and innovation. Traditional teaching methods will exacerbate existing challenges: inadequate infrastructure, inadequate resources and inequitable access. Educational disparities will widen, disproportionately affecting disadvantaged groups. Nigeria's development goals, aligned with UNESCO's Sustainable Development Goal 4 (Quality Education), will be compromised. Failing to integrate emerging technologies will stunt intellectual growth, societal progress and Nigeria's future.

## RECOMMENDATIONS

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

1. Administrators of public universities should allocate 10% of annual budgets to upgrading technology facilities, ensuring reliable internet and emerging hardware/software for effective teaching and learning in philosophy of education.
2. University administrators should engage in Faculty development programmed to provide annual training workshops, focusing on technological proficiency, pedagogical innovation and digital literacy, with incentives for participation.
3. Interdisciplinary committees comprising educators, technologists and philosophers should meet quarterly to share best practices, address challenges and develop contextualized solutions.
4. Universities should establish partnerships with local tech companies, facilitating student internships, guest lectures and collaborative research projects.
5. University administrators should promote regular evaluations (every two semesters) to assess technology integration effectiveness, informing curriculum refinement, technology updates and professional development.

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