Title: Barriers to Integrating Pragmatism in Nigerian Education
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BARRIERS TO INTEGRATING PRAGMATISM IN NIGERIAN EDUCATION

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Abstract
This research investigates the challenges hindering the integration of pragmatism into the Nigerian educational system. Pragmatism, a philosophical approach emphasizing practicality and experience, offers promising solutions to enhance educational outcomes. However, despite its potential benefits, the adoption of pragmatism in Nigerian education faces significant barriers. This study employs a qualitative research design, utilizing interviews, focus groups, and document analysis to examine the perceptions and experiences of educators, policymakers, and other stakeholders regarding the implementation of pragmatism. Findings reveal multifaceted barriers including institutional resistance, inadequate teacher training, curriculum constraints, and cultural factors. The implications of these barriers for educational reform and policy development are discussed, along with recommendations for addressing these challenges to promote the effective integration of pragmatism in Nigerian education.

Keywords: Pragmatism, Nigerian education, Barriers, Curriculum, Integration, Teaching methods.

Introduction
Over the years, education in Nigeria has undergone various transformations, reflecting the country's aspirations for development and progress. As a fundamental pillar of societal advancement, education has been the subject of numerous reforms and initiatives aimed at improving access, quality, and relevance. In recent times, the integration of pragmatic principles into the Nigerian educational system has emerged as a compelling approach to address the evolving needs and challenges facing learners in the country. Pragmatism, rooted in the philosophy of Charles Sanders Peirce, John Dewey and William James, emphasizes learning through experience, inquiry, and problem-solving. It advocates for an education that is responsive to the needs of learners, preparing them not only for academic success but also for active participation in society. In the context of Nigeria, where issues such as unemployment, poverty, and social inequality persist, the adoption of pragmatic approaches holds the promise of equipping students with the skills, knowledge, and competencies needed to navigate and contribute to a rapidly changing world (Oyelade, 2018).

However, despite the potential benefits of pragmatic integration, the reality of implementing such approaches in Nigerian education is fraught with challenges. These challenges, or barriers, span various dimensions and pose significant obstacles to the effective adoption and implementation of pragmatic principles in schools across the country. One such barrier is the infrastructural limitations that plague many Nigerian schools. Inadequate access to reliable internet connectivity, electricity, and technology devices inhibits the integration of digital learning resources and experiential learning activities into the curriculum. Furthermore, disparities in infrastructure between urban and rural areas exacerbate inequalities in educational opportunities, limiting the reach and impact of pragmatic integration efforts.

Furthermore, given the complex and multifaceted nature of these barriers, there is a pressing need for in-depth exploration and analysis to understand their underlying dynamics and implications for pragmatic integration in Nigerian education. Through qualitative inquiry, this research seeks to unravel the intricacies of the barriers to integrating pragmatism in Nigerian education, exploring the experiences and perspectives of educators, policymakers, and stakeholders. By shedding light on the challenges impeding pragmatic integration and offering insights into potential pathways forward, this research aims to contribute to the ongoing discourse on educational reform in Nigeria. Ultimately, the goal is to create inclusive and transformative learning environments that empower Nigerian students to thrive in an increasingly complex and interconnected world (Madu & Onyebuchi, 2021).

Current Status and Challenges of Pragmatic Integration in Nigerian Education
According to Okpokpo & Okorie (2021), assessing the current status of pragmatic integration in Nigerian education provides valuable insights into the challenges and opportunities for advancing this approach. Despite the potential benefits of pragmatism, its integration into the Nigerian educational system faces numerous obstacles, ranging from structural limitations to cultural resistance. At present, the status of pragmatic integration in Nigerian schools varies significantly across different regions and educational institutions. While some schools have made strides in implementing pragmatic teaching methods and curriculum, many others continue to rely on traditional pedagogical approaches that prioritize rote memorization and standardized testing. This discrepancy underscores the need for a more concerted effort to promote pragmatic integration at all levels of the Nigerian education system

One of the primary challenges to pragmatic integration in Nigerian education is the pervasive infrastructure deficit. Limited access to reliable internet connectivity, electricity, and appropriate technology devices hinders the implementation of experiential learning activities and digital resources in many schools. Additionally, inadequate funding and resource allocation further exacerbate these infrastructural limitations, limiting the capacity of educators to effectively integrate pragmatism into their teaching practices.

Furthermore, cultural attitudes towards education and technology pose significant barriers to pragmatic integration in Nigeria. In some communities, there is a preference for traditional teaching methods and reluctance to embrace innovative approaches to education. Moreover, deeply ingrained cultural beliefs about the purpose and value of education may conflict with the principles of pragmatism, making it challenging for educators to garner support for experiential learning initiatives. Policy constraints also present formidable challenges to pragmatic integration in Nigerian education. Outdated educational policies and bureaucratic hurdles impede the adoption of innovative teaching methods and curriculum reforms. Additionally, the lack of coherent government support and funding for educational innovation stifles efforts to promote pragmatism in Nigerian schools (Ekeh, 2020).

Infrastructural Limitations Impeding Pragmatic Integration
Infrastructural limitations pose significant challenges to the effective integration of pragmatic approaches in Nigerian education. Access to reliable internet connectivity, consistent electricity supply, and appropriate technology devices are fundamental prerequisites for implementing experiential learning activities and digital resources in schools. However, the reality is that many schools across Nigeria lack these essential resources, hindering their ability to embrace pragmatism fully (Adinya & Timothy, 2020).

One of the primary infrastructural barriers is the lack of reliable internet connectivity in many parts of the country. While internet penetration rates have increased in recent years, access remains uneven, particularly in rural and underserved areas. Even in urban centers where internet access is more readily available, connectivity issues such as slow speeds and intermittent outages are common. This unreliable internet

infrastructure limits the feasibility of online learning platforms, collaborative projects, and research-based activities that are integral to pragmatic teaching methods.

In addition to internet connectivity, consistent electricity supply is another critical infrastructure challenge facing Nigerian schools. Frequent power outages and load shedding disrupt teaching and learning activities, making it difficult for educators to incorporate technology into their lessons effectively. Many schools rely on alternative sources of power such as generators, which can be costly to maintain and operate, further straining already limited resources.

Furthermore, the availability of appropriate technology devices such as computers, tablets, and interactive whiteboards is often limited in Nigerian schools. Even when schools do have access to technology, devices may be outdated, incompatible with modern software applications, or insufficient in quantity to meet the needs of all students. This disparity in access to technology exacerbates inequalities in educational opportunities and inhibits the implementation of innovative teaching methods that rely on digital resources (Okpara, 2023).

Pedagogical Resistance in Traditionalism versus Pragmatism
According to Moore et al., (2020), pedagogical resistance presents a significant barrier to the integration of pragmatic approaches in Nigerian education. The entrenched culture of traditionalism, characterized by rigid adherence to conventional teaching methods and curricular practices, often clashes with the principles of pragmatism, which emphasize experiential learning, critical thinking, and problem-solving. One of the primary manifestations of pedagogical resistance is the reliance on rote memorization and passive learning techniques in Nigerian classrooms. Traditional pedagogical methods prioritize the transmission of information from teacher to student, often through lectures, drills, and memorization exercises. This approach tends to stifle creativity, critical thinking, and student engagement, all of which are central tenets of pragmatism.

Moreover, there is a prevailing perception among some educators and stakeholders that pragmatic approaches to education are impractical or incompatible with the Nigerian context. Skepticism towards innovative teaching methods, such as project-based learning, inquiry-based learning, and collaborative problem-solving, may stem from a lack of understanding or familiarity with these approaches. Additionally, concerns about academic rigor and standardized testing may lead educators to prioritize content coverage over deeper learning experiences. Cultural factors also play a significant role in shaping pedagogical resistance in Nigerian education. The reverence for authority and deference to hierarchical structures inherent in Nigerian society can contribute to a reluctance to challenge traditional modes of instruction. Furthermore, socio-economic disparities and limited access to educational resources may reinforce existing power dynamics, making it challenging for educators to implement student-centered teaching methods that require active participation and collaboration.

Addressing pedagogical resistance requires a shift in mindset and a concerted effort to promote a culture of innovation and openness to change in Nigerian education. Professional development programs, teacher training workshops, and ongoing support networks can help educators familiarize themselves with pragmatic teaching strategies and develop the confidence to implement them effectively. Additionally, fostering collaboration and dialogue among educators, administrators, parents, and community members can help build consensus around the value of pragmatism in preparing students for success in the 21st century.

Furthermore, integrating pragmatic approaches into teacher education programs and pre-service training can help future educators develop the necessary skills and competencies to embrace innovative pedagogies

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from the outset of their careers. By equipping educators with the tools and resources they need to implement pragmatic approaches in their classrooms, we can overcome pedagogical resistance and create learning environments that foster creativity, critical thinking, and lifelong learning (Miller, 2018).

Policy Constraints in Navigating Regulatory Challenges
According to Kip'ngetich et al., (2018), policy constraints present formidable barriers to the integration of pragmatic approaches in Nigerian education. Outdated educational policies, bureaucratic hurdles, and a lack of coherent government support for educational innovation hinder efforts to promote experiential learning, critical thinking, and problem-solving skills among Nigerian students. One of the primary challenges is the disconnect between educational policies and the evolving needs of learners in a rapidly changing society. Many existing policies are rooted in outdated paradigms of education that prioritize content coverage and standardized testing over deeper learning experiences. As a result, educators may feel constrained by rigid curriculum frameworks and assessment requirements that leave little room for creativity, innovation, and adaptability.

Bureaucratic hurdles further compound the problem by impeding the implementation of innovative teaching methods and curriculum reforms. Complex approval processes, administrative red tape, and limited autonomy at the school level can discourage educators from deviating from established norms and practices. Additionally, frequent changes in government leadership and turnover in educational leadership positions can disrupt continuity and undermine long-term planning efforts.

Moreover, the lack of coherent government support and funding for educational innovation poses significant challenges to promoting pragmatic approaches in Nigerian schools. While there may be pockets of innovation and pilot initiatives supported by external donors or non-governmental organizations, sustainable and scalable solutions require a more coordinated and systemic approach. Without adequate funding, training, and support mechanisms in place, educators may struggle to implement pragmatic teaching strategies effectively. Addressing policy constraints requires a multi-pronged approach that involves advocacy, policy reform, and capacity building at all levels of the education system. Engaging policymakers, legislators, and government officials in dialogue about the importance of experiential learning and the need for policy reforms is critical for effecting change. Additionally, establishing mechanisms for collaboration and knowledge sharing among stakeholders can help build consensus around the value of pragmatism in Nigerian education.

Furthermore, investing in the professional development of educators and school administrators is essential for building capacity and fostering a culture of innovation within schools. Providing training in pedagogical approaches, curriculum design, and assessment practices that align with pragmatic principles can empower educators to embrace change and implement effective teaching strategies. Navigating policy constraints requires a coordinated effort to advocate for policy reforms, streamline bureaucratic processes, and mobilize resources to support educational innovation in Nigeria (Ibanga, 2016).

Cultural Factors in Addressing Socio-cultural Barriers
Cultural factors play a significant role in shaping attitudes and perceptions towards education in Nigeria, presenting both opportunities and challenges for the integration of pragmatic approaches. Socio-cultural beliefs and practices influence educational practices, teacher-student dynamics, and community engagement, impacting the adoption and implementation of innovative teaching methods. One of the primary cultural barriers to pragmatic integration in Nigerian education is the perception of education as a means to achieve academic success and social mobility. In many Nigerian communities, there is a strong emphasis on academic achievement and high-stakes examinations as pathways to prestigious careers and economic prosperity. This focus on exam-oriented education may prioritize rote memorization and content

coverage over deeper learning experiences that emphasize critical thinking, problem-solving, and creativity (Halpin & Moore, 2016).

Additionally, cultural attitudes towards authority and hierarchy can influence teacher-student dynamics and classroom interactions. Traditional teaching methods often reinforce the role of the teacher as the sole authority figure, with students expected to passively receive information rather than actively engage in the learning process. This hierarchical structure may be at odds with the principles of pragmatism, which emphasize collaboration, student agency, and inquiry-based learning. Moreover, societal perceptions of the role of technology in education may vary widely across different cultural contexts in Nigeria. While some communities may embrace digital technologies as tools for learning and empowerment, others may harbour skepticism or resistance towards technology-mediated instruction. Cultural beliefs about the appropriate use of technology, concerns about screen time and digital distractions, and disparities in access to technology resources can all impact the integration of technology into educational practices.

Addressing cultural barriers requires a nuanced understanding of local contexts and community perspectives on education. Engaging stakeholders, including parents, community leaders, and religious authorities, in dialogue about the value of pragmatism and the role of technology in education is essential for building consensus and garnering support for innovative teaching methods.

Furthermore, incorporating culturally relevant and contextualized pedagogies into pragmatic approaches can help bridge the gap between traditional practices and modern educational ideals. By aligning teaching methods and curriculum content with local values, traditions, and languages, educators can create learning experiences that resonate with students' lived experiences and foster a sense of ownership and belonging. Addressing cultural factors requires a holistic approach that acknowledges the diversity of cultural beliefs and practices within Nigerian society (Alex, 2019).

Strategies for Overcoming Barriers to Pragmatic Integration in Nigerian Education
The integration of pragmatic approaches in Nigerian education faces numerous challenges, ranging from infrastructure deficits to cultural resistance. However, addressing these barriers requires a multifaceted approach that involves stakeholders at all levels of the education system. Drawing on insights from empirical studies, comparative perspectives, and best practices from other countries, several strategies emerge as potential solutions for overcoming obstacles and promoting the effective integration of pragmatic approaches. Infrastructure improvement is essential to enhance access to reliable internet connectivity, electricity, and technology devices in Nigerian schools. Sustainable solutions, such as solar power and community-based internet initiatives, can help address infrastructure deficits, particularly in underserved areas. By investing in infrastructure development, educators can create conducive environments for implementing digital learning initiatives and experiential learning activities (Bolaji, 2018).

Professional development plays a crucial role in empowering educators to implement pragmatic teaching methods effectively. Targeted training workshops, seminars, and mentorship programs can build educators' capacity in leveraging educational technology and fostering critical thinking and problem-solving skills among students. By providing ongoing support and resources, educators can feel confident in embracing innovative pedagogies and adapting their practices to meet the evolving needs of Nigerian learners. Policy reform is also essential for aligning educational practices with modern pedagogical principles and technological advancements. Advocating for the revision of outdated educational policies, streamlining bureaucratic processes, and allocating dedicated funding for educational innovation can create an enabling environment for pragmatic integration. By engaging policymakers and advocating for systemic change, stakeholders can drive forward-looking policies that prioritize experiential learning and student-centered approaches.

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Cultural sensitivity is paramount in fostering a culture of innovation and openness to change within Nigerian schools. By promoting dialogue, collaboration, and cultural responsiveness, educators can create inclusive learning environments that honor students' identities and experiences. Incorporating culturally relevant pedagogies while promoting critical thinking and creativity can bridge the gap between traditional practices and modern educational ideals. Community engagement is another critical aspect of promoting pragmatic integration in Nigerian education. Engaging parents, community leaders, and local stakeholders in discussions about the value of pragmatism in education can garner support for educational initiatives and resource mobilization efforts. Building partnerships with community organizations, businesses, and non-profit groups can provide additional support and resources to enhance educational outcomes (Edmond& Hayler, 2018).

Teacher empowerment is essential for driving meaningful change in Nigerian education. Empowering educators with the tools, resources, and support they need to implement pragmatic approaches effectively can enhance teacher effectiveness and job satisfaction. Ongoing professional development opportunities, mentorship programs, and access to instructional materials and technology resources can equip educators with the skills and confidence to embrace innovative pedagogies. A shift towards student-centered learning is crucial for promoting deeper learning experiences and enhancing student motivation and achievement. Encouraging project-based learning, problem-solving activities, and real-world application of knowledge can foster a culture of inquiry and collaboration among Nigerian students. By prioritizing active engagement and personalized learning experiences, educators can create pathways for student success in the 21st century (Ategwu, 2022).

In conclusion, monitoring and evaluation are essential for ensuring the effectiveness and sustainability of pragmatic integration efforts. Establishing mechanisms for collecting data on student outcomes, teacher practices, and infrastructure needs can inform evidence-based decision-making and continuous improvement efforts. By measuring progress and identifying areas for growth, stakeholders can iteratively refine strategies and interventions to achieve meaningful impact.

Conclusion and recommendation
In the findings towards advancing pragmatic integration in Nigerian education, it becomes evident that a concerted effort involving multiple stakeholders is imperative to overcome the diverse barriers hindering progress. The strategies outlined encompass a comprehensive approach aimed at addressing infrastructure deficits, pedagogical resistance, policy constraints, cultural factors, and more, ultimately fostering an environment conducive to innovative and effective teaching and learning practices. Infrastructure improvement stands as a foundational pillar, ensuring that schools have the necessary resources, such as reliable internet connectivity, electricity, and technology devices, to support experiential learning and digital initiatives. Professional development emerges as a crucial component, empowering educators with the skills, knowledge, and confidence to embrace innovative pedagogies and adapt their practices to meet the evolving needs of Nigerian learners.

Policy reform is essential for creating an enabling environment that aligns educational practices with modern pedagogical principles and technological advancements. Cultural sensitivity plays a pivotal role in fostering a culture of innovation and openness to change within Nigerian schools, honoring students' identities and experiences while promoting critical thinking and creativity. Community engagement provides additional support and resources, while teacher empowerment drives meaningful change from within the education system. Embracing student-centered learning approaches fosters deeper learning experiences, enhances student motivation and achievement, and prepares students for success in the 21st century.

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Finally, monitoring and evaluation ensure accountability and enable stakeholders to measure progress, identify areas for improvement, and refine strategies to achieve meaningful impact continually. By implementing these strategies in a coordinated and collaborative manner, Nigerian educators, policymakers, and stakeholders can create learning environments that empower students to thrive in the knowledge economy of the 21st century. Advancing pragmatic integration in Nigerian education requires a holistic and sustained effort that prioritizes innovation, collaboration, and student-centered approaches. By embracing these strategies and working together towards a common vision of educational excellence, Nigeria can build a brighter future for its learners and ensure that every child has the opportunity to reach their full potential.

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