

NIGERIAN JOURNAL OF EDUCATIONAL PHILOSOPHY

**PHILOSOPHY, ARTIFICIAL
INTELLIGENCE, AND DIGITAL
EDUCATION**

VOLUME 35 NO. 2, OCTOBER, 2025

ISSN: 0794-0114
e-ISSN: 2971-5652

Published by

PHILOSOPHERS OF EDUCATION ASSOCIATION OF NIGERIA (PEAN)

www.peanpapers.com.ng

Formatted & Printed in Nigeria by



www.timsmek.com | info@timsmek.com | +234-703-455-9895

EDITORIAL POLICY/GUIDELINES OF NIGERIAN JOURNAL OF EDUCATIONAL PHILOSOPHY (NJEP)

Nigerian Journal of Educational Philosophy (NJEP) is published two times a year, April and October by Philosophers of Education Association of Nigeria (PEAN). Although, NJEP provides an outlet for the discussion of most substantive issues in educational theory and practice, it draws specifically upon philosophical insights and welcomes articles presented within a philosophical frame of reference.

Editorial Policy Guidelines for contributions: Submission of Articles

- Manuscripts: The style of reference is mainly the TURABIAN method.
- Articles should not exceed 5000 words/15 pages (including abstract of not more than 250 words), typed on A4 paper with double line spacing using Times New Roman, Font size 12. Since Articles should be sent anonymously to consulting editors for assessment/peer review, the author's name, GSM's number(s), qualification, post and address should be typed on a separate detachable page.
- Quotations: Quotations that are 40 words and above should be properly indented with ½ inch margin to the left and right respectively.
- Articles submitted to any other body/Journal for publication or already published should NOT be sent to the Editor.
- On submission, three copies of the manuscript with the evidence of payment of vetting fee (N5000) should be sent to the Editor. This is only applicable to April version of the Journal.
- On the receipt of vetting article from the Editor, soft copy of the final manuscript after the necessary corrections should be submitted to the Editor with the publication fee.
- Information on the Journal volume where the article will appear will be communicated to the author(s) immediately the article is accepted for publication.
- Note that NO vetting fee is charged on article presented in the conference by the conference attendee or conference Edition of the NJEP Journal published in October every year (conference edition is published in October).
- Also, note that April edition of NJEP will attract vetting fee of N5000.
- Plagiarism: The author should ensure that he/she avoid high percentage level of plagiarism (preferable not more than 20%)
- NJEP Journal from 2022 will have both print and online editions (www.peanpapers.com)

All correspondence should be directed to:

Editor

Prof. S. D. Osaat

Department of Educational Foundations

University of Port Harcourt, P.M.B 5323, Port Harcourt, Rivers State, Nigeria.

Sunday.osaat@uniport.edu.ng

osaatsundan@gmail.com

+234 803 673 1057

+234 703 440 6894

EDITORIAL BOARD

Editor:

Prof. Sunday D. Osaat

Faculty of Education, University of Port Harcourt, Port Harcourt, Nigeria

Associate Editors:

Prof. Chris J. A. Onwuka

Institute of Education, University of Nigerian, Nsukka.

Prof. Abeke Adesanya

Adekunle Ajasin University Akwoba, Ondo State, Nigeria

Prof. A. Owan Enoh

Faculty of Education, Cross River University of Technology Calabar, Nigeria.

Prof. A.A. Bagudo

Institute of Education and Extension Services, Usman Dan Fodio University, Sokoto, Sokoto State, Nigeria.

Prof. Kolu Babarrinde

Faculty of Education, University of Ibadan, Nigeria.

Consulting Editors:

Prof. D.E. Denton

University of Kentucky, U.S.A.

Prof. Philip Rothman

Antioch College, U.S.A

Prof. J. Nelson Omatseye

Faculty of Education, University of Benin, Benin city, Nigeria

Prof. Joseph D. Okoh

Faculty of Education, University of Port Harcourt.

Prof. Orona Orokah

Faculty of Education, Delta State University of Abraka, Nigeria

Prof. Oluremi Ayodele-Bamisaye

Faculty of Education, University of Ibadan.

Department of Educational Foundations
Faculty of Education
University of Nigeria, Nsukka
chudisophia@gmail.com
07051502567

Department of Educational Foundations
Faculty of Education
University of Nigeria, Nsukka
chiomast1@gmail.com
07067281918

Department of Educational Foundations
Abia State University, Uturu
anuchaenyinna@gmail.com
08062274553

&

Department of Educational Foundations
Faculty of Education
University of Nigeria, Nsukka
celestinengwoke@gmail.com
08066757416

Abstract

Integrating educational philosophy into implementing electronic voting systems (EVS) in Nigeria holds significant potential for strengthening democratic practices. Education, as a powerful tool for shaping societal values, is critical in fostering civic responsibility, transparency, and ethical reasoning among the electorate. This paper critically examines the philosophical underpinnings of education and how these can inform and enhance the adoption and effectiveness of EVS in Nigeria. It posits that the success of EVS goes beyond technological efficiency and hinges on the development of an informed and morally grounded electorate. Drawing on key principles from the philosophy of education, the study explores how Nigeria's educational system can be reoriented to cultivate critical thinking, civic engagement, and ethical participation in electoral processes. By aligning the objectives of education with democratic ideals, EVS can become a powerful tool for combating electoral

fraud and promoting political accountability. This paper offers insights into the challenges and opportunities of merging educational values with electoral innovations, ultimately contributing to the broader discourse on democratization in Nigeria and other emerging democracies.

Keywords: philosophy of education, electronic voting system, Nigeria, educational values.

Background to the Study

The philosophy in particular and philosophy of education plays a critical role in shaping societies by instilling values, knowledge, and attitudes that promote social, political, and economic progress. In democratic nations, education is a foundational tool for fostering civic responsibility and active participation in governance processes according to Felix and Oladele (2022). Nigeria, as a growing democracy, faces numerous challenges related to citizen participation in elections, particularly in terms of trust, transparency, and the adoption of modern technologies like electronic voting systems (EVS). These challenges are compounded by limited civic education and the digital divide, which affect the ability of citizens to engage with emerging technologies Adekunle, (2020).

Electronic voting systems represent a significant advancement in electoral processes worldwide, offering potential benefits such as reducing electoral fraud, enhancing transparency, and improving voter accessibility. However, the success of such systems heavily depends on the population's digital literacy; trust in technology, and understanding of the electoral process. In Nigeria, where the electoral system has faced recurring issues of manipulation and violence, EVS offers a pathway to strengthening democracy, but only if citizens are adequately prepared to embrace and use the system effectively Omotayo and Adekunle (2021).

The philosophy of education in Nigeria has traditionally focused on literacy, numeracy, and other foundational subjects, often neglecting civic education and digital literacy in a rapidly evolving technological landscape. As the country moves towards integrating more technology into its electoral process, there is a need to re-examine the role of education in preparing citizens for this shift. By embedding civic responsibility and digital skills into the educational curriculum, the philosophy of education can play a vital role in shaping an informed, active, and technologically savvy electorate.

This study aims to explore the relationship between the philosophy of education and the successful adoption of electronic voting systems in Nigeria. It will examine how education can be leveraged to address the barriers to EVS implementation, particularly those related to voter awareness, trust, and technological competence. Additionally, it will assess the role of educational institutions, government policies, and public awareness campaigns in promoting the use of EVS as a tool for enhancing democratic participation in Nigeria.

Conceptual Framework

The conceptual framework for this study integrates the philosophy of education with implementation of electronic voting systems (EVS) in Nigeria. The framework draws on theoretical perspectives that link education, technology, and democratic engagement to

address the challenges of adopting EVS in a country where digital literacy and civic responsibility are still developing.

1. Philosophy of Education

The philosophy of education provides the foundation for understanding how education shapes the civic values, knowledge, and skills necessary for democratic participation. John Dewey's theory of education emphasizes the role of education in fostering active citizenship and democratic engagement by promoting critical thinking, ethical responsibility, and social awareness (Dewey, 1916). In the context of this study, the philosophy of education is conceptualized as a system that not only imparts academic knowledge but also instills the values and skills needed to participate effectively in democratic processes, such as voting. This includes fostering digital literacy, civic responsibility, and trust in technological systems like EVS.

The philosophy of education is particularly relevant in Nigeria, where the educational system has traditionally focused on literacy and numeracy but has not sufficiently integrated digital skills and civic education into its curriculum (Aina, 2014). The conceptual framework posits that by aligning educational philosophy with modern technological and civic needs, education can play a key role in preparing citizens for the adoption and use of EVS.

Electronic Voting Systems (EVS)

Electronic Voting Systems refer to the use of digital platforms for casting and counting votes, aimed at improving the transparency, efficiency, and accuracy of elections Ojo, (2019). EVS can help reduce electoral fraud, ensure quicker vote tallying, and enhance public trust in electoral outcomes. However, successful implementation of EVS requires a digitally literate and technologically competent electorate, along with robust systems for ensuring the security and integrity of the voting process.

The study conceptualizes EVS not merely as a technological solution but as a tool that requires the support of educational initiatives to ensure public readiness and acceptance. Given the challenges associated with digital literacy, public skepticism, and security concerns, EVS must be integrated into a broader civic education agenda that addresses these barriers. Therefore, the conceptual framework links EVS with educational philosophy to highlight the role of education in equipping citizens with the skills and knowledge necessary to engage confidently and responsibly with the techn

Significance of the Study

The study on the linkage between the philosophy of education and electronic voting systems (EVS) in Nigeria holds significant relevance both for academic inquiry and practical application in the socio-political landscape of the country. As Nigeria seeks to modernize its electoral processes, understanding the role of education in promoting the successful adoption of electronic voting is critical for several reasons

Rationale for Linking Philosophy of Education with Electronic Voting Systems in Nigeria

The philosophy of education in Nigeria is a critical framework that shapes the values, knowledge, and skills imparted to citizens, with the aim of promoting societal development, national unity, and democratic engagement. As Nigeria grapples with electoral challenges such as voter apathy, fraud, militarization of electoral processes and logistical inefficiencies, the adoption of Electronic Voting Systems (EVS) as part of artificial intelligence (AI) presents a potential solution for enhancing the integrity and efficiency of elections. However, the successful implementation of EVS requires more than technological innovation—it demands an informed and engaged electorate. This underscores the importance of linking the philosophy of education with EVS in Nigeria.

1. **Promoting Digital Literacy and Technological Competence** One of the key reasons for linking the philosophy of education with EVS in Nigeria is the need for widespread digital literacy. Electronic voting systems rely on the use of technology, which requires citizens to possess basic digital skills. The philosophy of education in Nigeria, which traditionally focuses on literacy and numeracy, must evolve to incorporate digital literacy as a core component of civic education. By promoting technological competence, education can empower citizens to confidently engage with EVS, thereby reducing the digital divide and ensuring that all voters, including those in rural and underserved areas, can participate in the electoral process Ezenwafor & Onokala, (2016).
2. **Enhancing Civic Responsibility and Electoral Participation**

A core goal of the philosophy of education is to develop responsible citizens who actively participate in civic duties, including voting. Linking this philosophy to EVS highlights the role of education in fostering civic responsibility. Nigeria has historically faced challenges with voter turnout, partly due to a lack of trust in the electoral process. By integrating education with the principles of democratic engagement, schools and educational institutions can emphasize the importance of participating in elections and the role of technology in safeguarding electoral integrity. This can help build public confidence in EVS and motivate greater electoral participation Uwaifo, (2008).

, there has been growing interest in adopting Electronic Voting Systems (EVS) as a means to address these problems. While EVS offers the potential to improve the transparency, efficiency, and accessibility of elections, its implementation in Nigeria faces several obstacles, including digital illiteracy, a lack of public trust in technology, and concerns over security vulnerabilities Oghuvbu, Gberevbie, , & Oni, (2022).

A key problem lies in the gap between the technological capabilities of EVS and the readiness of the Nigerian electorate to engage with this new system. Many Nigerian citizens, particularly in rural areas, have limited access to digital technology and may not possess the skills needed to navigate electronic voting platforms Nwokora & Yagboyaju, (2018).

Additionally, the existing education system in Nigeria has not sufficiently integrated digital literacy and civic education to prepare citizens for such technological advancements in governance. This gap raises concerns about the inclusivity and accessibility of EVS, as it may disenfranchise voters who lack the necessary knowledge and skills to participate effectively (Ezenwafor & Onokala, 2016).

Recommendations

Integrating Electronic Voting Systems (EVS) in Nigeria: Incorporating the Philosophy of Education.

The successful integration of electronic voting systems (EVS) as parts of artificial intelligent in Nigeria requires a holistic approach that draws on the philosophy of education to address the various challenges identified. By emphasizing democratic values, civic responsibility, and critical thinking, the following recommendations are proposed to enhance the effectiveness and acceptance of EVS in Nigeria's electoral process.

1. Enhancing Security Measures with an Educational Perspective

Security remains a critical concern in the implementation of EVS. To safeguard the integrity of the electoral process while fostering an educational environment, the following measures should be prioritized:

- a. **Robust Authentication Protocols:** Implement multi-factor authentication systems that require voters to verify their identities using secure methods, such as biometric data or national identification cards. This approach aligns with the educational philosophy of empowering individuals with knowledge about the security of their voting process (Euractiv, 2020).
- b. **Regular Audits and Independent Monitoring:** Establish independent bodies to conduct regular audits of the voting systems, ensuring transparency and accountability. This practice not only enhances trust but also serves as a learning opportunity for electoral officials, promoting the principles of reflective practice and continuous improvement (Kivimäe, S., Pärna, K., & Rääk, R. (2018).

2. **Fostering Public Education and Awareness** Educating the public about electronic voting and its benefits is crucial for ensuring acceptance and participation. The following strategies emphasize the philosophy of education

Conclusion:

The integration of Electronic Voting Systems (EVS) in Nigeria represents a significant step towards enhancing the democratic process and promoting civic responsibility among citizens. This study has examined the interplay between the philosophy of education and the implementation of EVS, highlighting the importance of education in fostering informed and active participation in the electoral process. The findings underscore that effective implementation of EVS is not solely a technical endeavor; it also requires a cultural shift rooted in educational values that promote transparency, accountability, and inclusivity.

The recommendations provided, which emphasize security, public education, legal frameworks, technological infrastructure, and inclusivity, reflect the necessity of integrating educational principles into the electoral process. By fostering a better understanding of EVS through comprehensive public education campaigns and community engagement initiatives, stakeholders can work towards building trust in the electoral process. Furthermore, addressing legal and regulatory frameworks will ensure that all citizens are aware of their rights and responsibilities in a democratic society, thereby enhancing civic engagement.

The current state of EVS in Nigeria shows both promise and challenges. While there have been advancements in technology and infrastructure, issues such as security concerns, public skepticism, and accessibility for marginalized communities remain prevalent. To address these challenges, it is imperative to prioritize the educational component of the electoral process, ensuring that all stakeholders, from electoral officials to voters, are equipped with the necessary knowledge and skills to navigate the complexities of electronic voting.

In conclusion, the integration of EVS in Nigeria is not merely a matter of adopting new technology; it is an opportunity to reshape the democratic landscape by fostering a culture of informed citizenship. By linking the philosophy of education with the implementation of EVS, Nigeria can promote civic responsibility and enhance democratic participation, ultimately leading to a more robust and transparent electoral process.

References

- Adekunle, S. E. (2020). A Review of Electronic Voting Systems: Strategy for a Novel. *International Journal of Information Engineering & Electronic Business*, 12(1).
- Adeleke, F., & Ajibola, T. (2019). Preparing young Nigerians for leadership: The role of civic education. *Journal of Civic Education and Leadership*, 4(2), 89-102.
- Adeyemi, M. (2017). Ethical issues in the use of technology in elections: Lessons for Nigeria. *African Journal of Governance and Development*, 6(1), 22-34.
- Adida, B., De Marneffe, O., Pereira, O., & Quisquater, J. P. (2009). Electing a university president using open-audit voting: Analysis of real-world use of Helios. *Electronic Voting Technology Workshop/Workshop on Trustworthy Elections*.
- Aina, S. A. (2014). The role of education in democratic society: A reflection of John Dewey's philosophy. *Journal of Educational Thought*, 48(3), 221-234.
- Aluko, J. (2020). Trust and electoral reforms: The case for electronic voting in Nigeria. *Nigerian Journal of Political Studies*, 9(3), 45-61.
- Alvarez, R. M., & Hall, T. E. (2004). *Point, click, and vote: The future of internet voting*. Brookings Institution Press.
- Barnes, C. (2010). *A preliminary review of electronic voting and assistive technology in the UK*. Manchester University Press.
- Bhattacharya, A. (2020). The role of electronic voting machines in Indian elections: A review of issues and challenges. *Journal of Electoral Studies*, 67, 102-115.
- Crick, B. (2008). *Democracy: A civic education*. Cambridge University Press.
- Dewey, J. (1916). *Democracy and education*. Macmillan.

- Ezeibe, C. C., Onyishi, A. O., & Ukaegbu, C. A. (2020). Electoral inclusion: Assessing the prospects of electronic voting systems for marginalized groups in Nigeria. *Journal of African Elections*, 19(1), 59-74.
- Ezenwafor, J. I., & Onokala, U. M. (2016). Digital literacy as a requirement for e-governance and e-voting in Nigeria. *Journal of Technology and Governance*, 3(2), 34-50.
- Federal Republic of Nigeria. (2013). *National Policy on Education* (6th ed.). NERDC Press.
- Felix, O. O., & Oladele, I. (2022). The school and contemporary education in Nigeria: Lessons from John Dewey. *Journal of Philosophy and Culture*, 10(2), 24-28.
- Freire, P. (1970). *Pedagogy of the oppressed*. Herder and Herder.
- Galston, W. A. (2001). Political knowledge, political engagement, and civic education. *Annual Review of Political Science*, 4(1), 217-234.
- Gutmann, A. (1987). *Democratic education*. Princeton University Press.
- INEC (Independent National Electoral Commission). (2021). *Electoral reform in Nigeria: Towards a more transparent electoral process*. INEC.
- Kivimäe, S., Pärna, K., & Rääk, R. (2018). Internet voting in Estonia: Lessons learned and future prospects. *International Journal of Electronic Governance*, 10(2), 105-120.
- Kohn, T., Stubblefield, A., Rubin, A. D., & Wallach, D. S. (2004). Analysis of an electronic voting system. *IEEE Symposium on Security and Privacy*.
- Kumar, A. (2020). EVM controversy in India: Analyzing the issues. *Indian Journal of Political Science*, 81(4), 1039-1056.
- McGaley, M., & Gibson, J. P. (2003). Electronic voting: A safety-critical system. *Computer Safety, Reliability, and Security*.
- Mercuri, R. T. (2002). *Electronic vote tabulation checks & balances*. PhD Thesis, University of Pennsylvania.
- Mossberger, K., Tolbert, C. J., & McNeal, R. S. (2008). *Digital citizenship: The internet, society, and participation*. MIT Press.
- Musa, A. (2018). Teacher training and the implementation of civic education in Nigeria: Challenges and prospects. *Nigerian Journal of Education Management*, 12(1), 67-80.
- National Assembly. (2022). *Electoral Act (Amendment) Bill*. National Assembly of Nigeria.
- NDI (National Democratic Institute). (2020). *Voter perceptions of electoral integrity in Nigeria: A survey report*. NDI.
- Niemi, R. G., & Junn, J. (1998). *Civic education: What makes students learn*. Yale University Press.
- Nwankwo, C. (2020). Civic education in Nigeria: The role of schools in fostering democratic participation. *Journal of Educational Research and Practice*, 10(3), 45-59.
- Nwokora, Z., & Yagboyaju, D. (2018). Challenges of democracy and electronic voting in Nigeria. *Journal of African Elections*, 17(1), 42-61.
- Obi, C. (2020). Public awareness and acceptance of electronic voting in Nigeria: An exploratory study. *International Journal of Political Science and Governance*, 6(2), 123-134.
- Oghuvbu, E. A., Gberevbie, D. E., & Oni, S. O. (2022). E-governance in Nigeria: Challenges and prospects. *RUDN Journal of Public Administration*, 9(2), 189-199.

- Ojo, E. O. (2019). The prospects and challenges of electronic voting in Nigeria. *African Journal of Governance and Development*, 9(2), 15-34.
- Okonjo, I. (2015). Electoral fraud and political instability in Nigeria. *Journal of African Politics*, 6(2), 77-89.
- Omotayo, F. O., & Adekunle, O. A. (2021). Adoption and use of electronic voting system as an option towards credible elections in Nigeria. *International Journal of Development Issues*, 20(1),
- Suberu, R. T. (2007). Nigeria's muddled elections. *Journal of Democracy*, 18(4), 95-110.
- Uwaifo, S. O. (2008). The role of civic education in fostering democracy in Nigeria. *Nigerian Journal of Social Studies*, 13(1), 33-45.
- Verba, S., Schlozman, K. L., & Brady, H. E. (1995). *Voice and equality: Civic voluntarism in American politics*. Harvard University Press.