

**ADDRESSING CHALLENGES OF MATHEMATICS  
EDUCATION IN NIGERIA THROUGH  
IMPLEMENTATION OF MATHEMATICS EDUCATION  
BY**

**NIYI, OLORUNSOLA ORIOLA (PHD), MOMOZOKU, SALIHU UMARU (PHD),  
TIJJANI,  
AHMED ASABE (PHD) AND JOB, JIYA SAMUEL**

Department of Mathematics  
Federal College of Education, Kontagora, Niger State

**Corresponding Author:** [s.niyi@fckeg.edu.ng](mailto:s.niyi@fckeg.edu.ng)

**Abstract**

*Mathematics education 5.0 is a new approach to teaching and learning Mathematics that emphasizes personalized and interactive learning experiences using technology. This paper examines the challenges and prospects of Mathematics education 5.0 in Nigeria. The paper identifies the major challenges facing Mathematics education in Nigeria, including the shortage of qualified teachers, poor infrastructure, and limited access to technology. The paper explores how Mathematics education 5.0 can address these challenges and improve the quality of Mathematics education in Nigeria. The study also offers recommendations for the successful implementation of Mathematics education 5.0 in Nigeria, including making investments on infrastructure and technology, training for teachers, reviewing the curriculum, working with business, and monitoring and assessment. The article comes to the conclusion that Mathematics education 5.0 has the potential to change how students are taught mathematics in Nigeria and increase their mathematical competency, but its success will rely on how well the recommended strategies are put into practice.*

*Keywords:* Mathematics Education, Education 5.0, challenges, prospects

**Introduction**

Since the beginning of civilization, education has been an essential component of human society. Early education was informal and based on apprenticeship and observation; writing enabled the emergence of formal educational institutions, such as the Greek educational system. With the advent of public education systems and the integration of technology into teaching and learning, education has undergone substantial change in the contemporary period (Nur & Izwita, 2022).

After the Covid 19 the paradigm of education shifted toward online learning. Today's education is not just a process of sharing and delivering an instruction to the students, it appears that online education plays a significant role and has long-lasting effects on society

(Nikum, 2022). Students need a variety of skills, values, creativity, and research-based education in addition to knowledge. The student's class consists of individuals with a variety of mentalities and cognitive styles. It is impossible to please every student when learning online. Hence, the most recent development in education, Education 5.0 which aims to use technology to provide a tailored and student-centered learning experience in mathematics where the learner is given priority over technology (Muzira & Bondai, 2020).

Mathematics remains a tool in the all-round development of learners, so the mathematics experience makes learners creative and humane in the process of carrying out investigations and solving problems that affect the general society (Momozoku, Audu & Niyi, 2022). Mathematics education has been facing several challenges which has affected learners' proficiency in mathematics and academic achievement over the years. One of the major challenges is the lack of student interest and motivation towards mathematics. Other challenges according to (Aditi, 2017; Niyi, Job, Alagbe, Audu, 2018; Olulonye & Ihendinihu, 2013) in mathematics education include the shortage of qualified mathematics teachers, poor teacher remuneration and motivation, lack of necessary teaching aids, learner anxiety and phobia, teaching methods and infrastructure.

Mathematics Education 5.0 has the potential to address the challenges faced by mathematics education. This new era of education is characterized by personalized and interactive learning experiences. Students are provided with customized learning paths based on their individual learning styles, needs, and preferences. This approach allows students to learn mathematics at their own pace and provides them with the necessary support to succeed using face to face, virtual and augmented reality and artificial intelligence.

Nigeria still lags behind when it comes to education in Africa, the country was ranked 15<sup>th</sup> in Africa behind Zimbabwe, Libya and Rwanda in education as at 2021 and nothing much has changed (Afolabi, 2023). Hence the urgent need to modernize education especially mathematics education with the potentials of Mathematics Education 5.0. This paper therefore examines the basic features of Mathematics Education 5.0, its challenges and prospects for Mathematics Education in Nigeria.

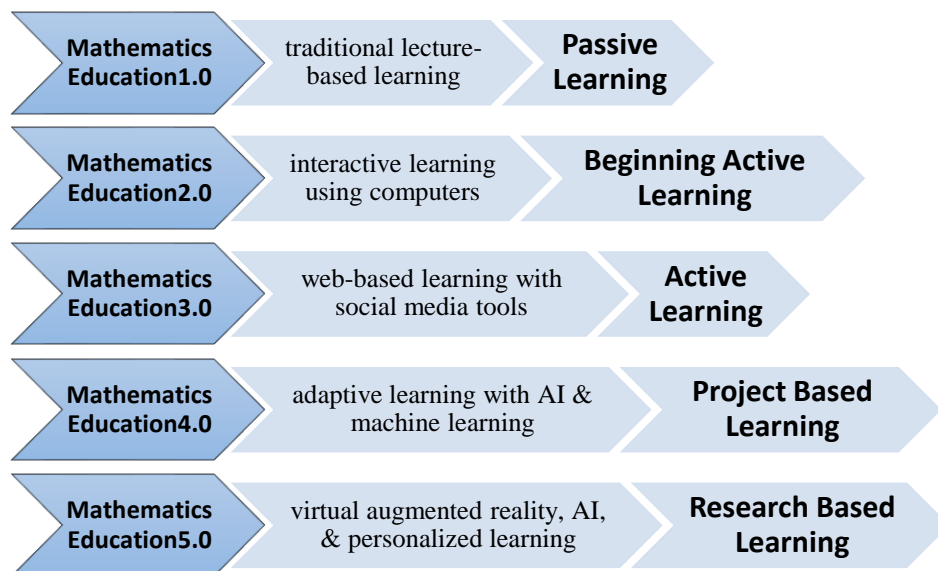
### **Mathematics Education 5.0**

The idea of "Education 5.0" places an emphasis on using technology to make learning more individualized and learner-centered. The main goal is to re-humanize education so that

humans rather than machines are the foundation of learning. According to Nikum (2022), it is an improvement over preceding versions of education, including Mathematics Education 1.0 (traditional lecture-based learning), Mathematics Education 2.0 (interactive learning using computers), Mathematics Education 3.0 (web-based learning with social media and collaboration tools), and Mathematics Education 4.0 (adaptive learning with artificial intelligence and machine learning). Mathematics Education 5.0 takes these concepts further by incorporating technologies such as virtual and augmented reality, artificial intelligence, and personalized learning algorithms to create a more immersive and interactive learning experience.

**Figure 1**

*Evolution of Mathematics Education 5.0*



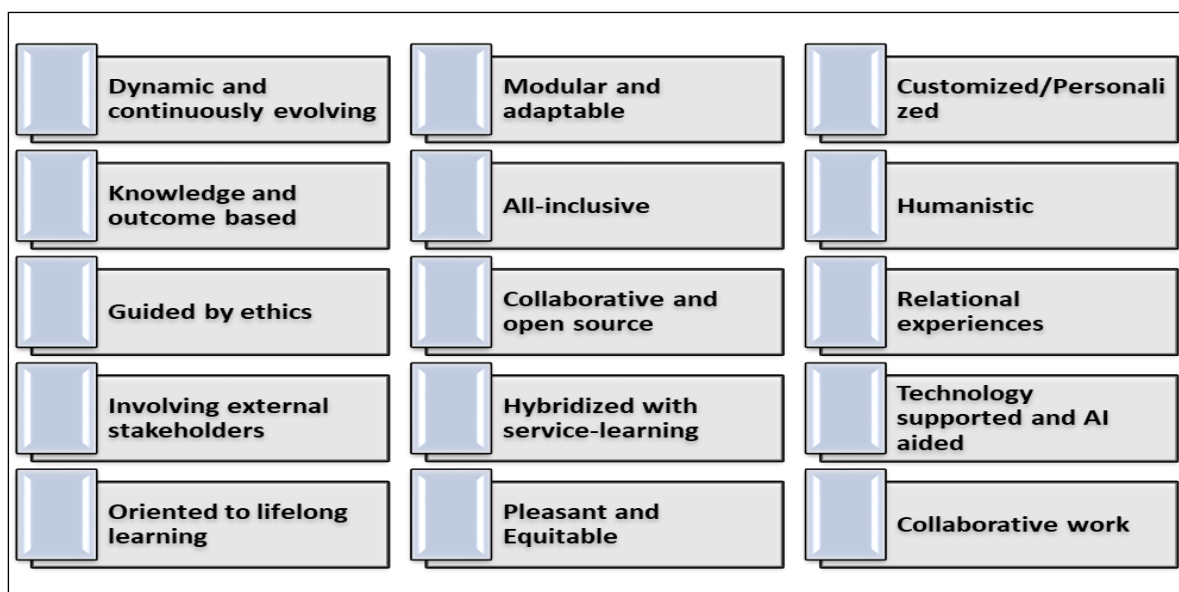
Mathematics Education 5.0 encourages individualized learning, which adapts the educational process to each student's requirements, interests, and aptitudes. Data analytics, artificial intelligence, and adaptive learning technologies are used to make this feasible. Mathematics Education 5.0 gives students greater freedom and control over their Mathematics learning by combining traditional classroom education with online learning. Online tools like movies, simulations, and interactive courses are used to do this. It makes use of gamification to improve the educational process and motivate pupils (Lantada, 2022). This is accomplished by including game-like components into the instruction process, such as points, badges, and leaderboards.

Mathematics Education 5.0 promotes collaborative learning, which helps students become better at working in teams and communicating and solving problems. Online collaboration technologies, peer-to-peer learning, and project-based learning are used to accomplish this. It employs virtual and augmented reality to create immersive learning experiences that let students explore and engage with difficult ideas in a natural and engaging way (Muzira et. al., 2020, Nur et. al., 2022). Mathematics Education 5.0 places a strong emphasis on lifetime learning because it understands that learning is an ongoing process that goes beyond the classroom. According to Lantada, (2022), this is accomplished by giving students access to a variety of educational opportunities and resources, including massive open online courses, online courses, and professional development courses.

Overall, Mathematics Education 5.0 strives to develop a more flexible, student-centered, and digitally enabled learning environment that equips students with the skills they need to meet the challenges of the 21st century.

**Figure 2**

*Basic features of Mathematics Education 5.0*



### **Implications of Mathematics Education 5.0**

Rahma, Sucipto, Affriyenni and Widiaswari, (2021) pointed out that the use of advanced technology such as artificial intelligence, virtual and augmented reality, and machine learning algorithms can help in creating personalized learning experiences for learners. For example, an intelligent tutoring system can provide real-time feedback and guidance to students as they

solve mathematical problems. Virtual and augmented reality can be used to create immersive learning environments where students can visualize complex mathematical concepts (Nur et. al., 2022).

Another implication of Mathematics Education 5.0 is the availability of open-source mathematics resources which are freely accessible resources that can be used for teaching and learning purposes. They can include textbooks, videos, interactive simulations, and other materials. The use of open-source mathematics resources can reduce the cost of education and increase access to high-quality educational resources (Chirume, 2020).

The use of advanced technology and open educational resources can address the challenges faced by mathematics education such as the lack of student interest and motivation, and the shortage of qualified mathematics teachers. However, as opined by (Lantada, 2022) the implementation of Education 5.0 in mathematics education requires a significant investment in technology infrastructure, teacher training, and curriculum development.

The teacher plays a major role in Mathematics education 5.0. This implies that teacher must improve their teaching methodologies and take on new roles as identified by (Alharbi, 2023) to resource specialist, mentor, facilitator, IT support, a helping hand and a lifelong learner.

The implication for the government as critical stakeholder is the Mathematics Education 5.0 would bring about business and industrial growth (Alharbi, 2023) if the government makes the right policies and financial commitments to Mathematics Education 5.0. Therefore, it is important for government, policymakers, educators, and other stakeholders to work together to ensure that Education 5.0 is implemented effectively in mathematics education.

### **Basic Infrastructure for Mathematics Education 5.0**

In Mathematics Education 5.0, the infrastructure plays a crucial role in supporting these advancements. Here are some key components of the Mathematics Education 5.0 infrastructure:

**High-speed Internet:** A robust and reliable Internet connection is essential for accessing online educational resources, collaborating with peers and teachers, and participating in virtual classrooms. High-speed Internet enables seamless communication and information exchange.

**Digital Devices:** Mathematics Education 5.0 emphasizes the use of digital devices such as laptops, tablets, and smartphones to facilitate learning. These devices allow students to access online content, engage in interactive learning activities, and collaborate with others (Al-Emran & Al-Sharaf, 2022). Schools and institutions need to provide access to such devices, either through a one-to-one device policy or by ensuring sufficient access in classrooms and computer labs.

**Learning Management Systems (LMS):** LMS platforms serve as centralized hubs for managing and delivering educational content. They provide features like course management, content distribution, assessment tools, and communication channels. LMS platforms enable educators to create, organize, and deliver personalized learning experiences to students (Hadi, Mastur, Wardono & Khotimah (2021).

**Cloud Infrastructure:** Cloud computing plays a vital role in Mathematics Education 5.0 by providing scalable storage and computing resources. Cloud infrastructure enables easy access to educational content, facilitates collaboration, and supports online assessment and grading (Hadi et. al., 2021). It also allows for the integration of various educational applications and tools.

**Virtual Reality (VR) and Augmented Reality (AR):** VR and AR technologies are increasingly being integrated into educational settings. These technologies provide immersive and interactive experiences that enhance learning by simulating real-world scenarios, visualizing complex concepts, and promoting active engagement.

**Internet of Things (IoT):** IoT devices can be used to create smart classrooms and enhance the learning environment. IoT sensors can gather data on classroom activities, monitor environmental conditions, and provide real-time feedback. This data can help personalize learning experiences, optimize resource allocation, and support data-driven decision-making (Hadi et. al., 2021).

**Data Analytics and Artificial Intelligence (AI):** Mathematics Education 5.0 leverages data analytics and AI to analyze large datasets, identify patterns, and provide personalized recommendations. AI-powered tools can assist in adaptive learning, intelligent tutoring, automated grading, and educational data mining (Kouser, & Majid, 2021). The infrastructure should support the collection, storage, and analysis of educational data securely and ethically.

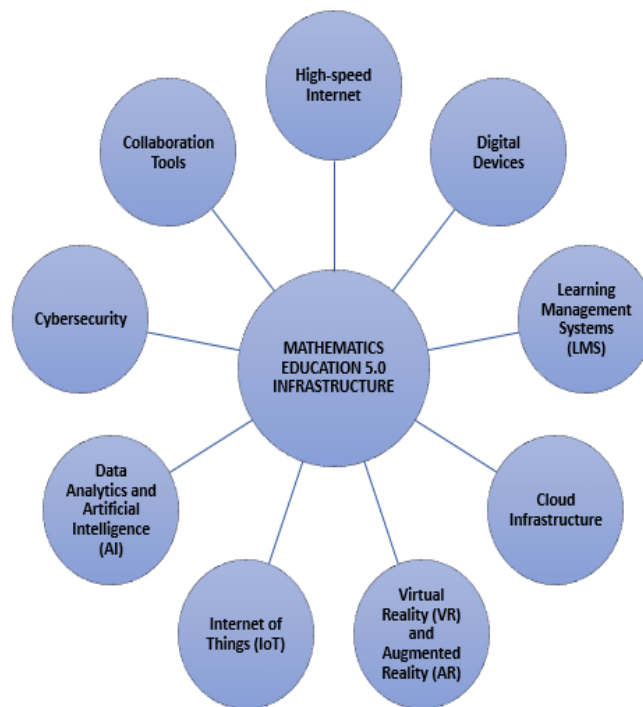
**Cybersecurity:** As educational systems become increasingly digitized, cybersecurity becomes crucial. It must have robust security measures to protect sensitive student data, prevent unauthorized access, and ensure the privacy and integrity of the educational ecosystem (Rahma, et. al. 2021).

**Collaboration Tools:** Mathematics Education 5.0 promotes collaboration and communication among students and educators, regardless of physical location. Infrastructure should include tools like video conferencing, instant messaging, and collaborative document editing to enable seamless remote collaboration and enhance the overall learning experience (Al-Emran et. al. 2022).

Overall, Mathematics Education 5.0 infrastructure is a comprehensive and interconnected system that combines hardware, software, networking, and security measures to create an engaging, personalized, and inclusive learning environment.

**Figure 3**

*Education 5.0 infrastructure*



## Challenges of Education 5.0 for Mathematics Education in Nigeria

Although Mathematics Education 5.0 has the potential to transform mathematics education in Nigeria, it also faces several challenges. This paper explores the challenges of Mathematics Education 5.0 in Nigeria.

### Infrastructure

One of the major challenges of Mathematics Education 5.0 in Nigeria is the lack of adequate infrastructure. Nigeria has a poor technology infrastructure, including limited access to high-speed internet, a shortage of electricity, and inadequate funding for technology development. The lack of adequate infrastructure makes it difficult to implement Mathematics Education 5.0, which relies heavily on advanced technology (Chirume, 2020, Kouser et. al., 2021).

### Digital Divide

Another challenge is the digital divide. The gap between those who have access to technology and those who do not is referred to as digital divide. In Nigeria, the digital divide is significant, with only a small percentage of the population having access to computers and the internet. The lack of access to technology means that many students are unable to benefit from Mathematics Education 5.0, which requires access to advanced technology (Muzira et. al., 2020 (Momozoku et. al., 2022)).

### Teacher Training

Effective implementation of Mathematics Education 5.0 requires trained teachers who are skilled in the use of technology for teaching and learning (Okebiorun, Oyekan & Zacchaeus, 2021, Chirume, 2020). However, in Nigeria, many teachers lack the necessary training and skills to integrate technology into their teaching (Okebiorun, et. al., 2021). The shortage of qualified teachers in Nigeria is also a challenge, as there are not enough teachers to meet the demand for quality mathematics education.

### Cost

The cost of implementing Mathematics Education 5.0 is also a challenge. The implementation of Mathematics Education 5.0 requires a significant investment in technology infrastructure, teacher training, and curriculum development (Nikum, 2022). In a country like Nigeria, where resources are limited, it may be difficult to find the funding necessary to implement Mathematics Education 5.0 effectively.



Mathematics Education 5.0 faces several challenges in Nigeria as have been listed above. These challenges must be addressed if Mathematics Education 5.0 is to be successfully implemented in Nigeria. It is important for policymakers, educators, and other stakeholders to work together to find solutions to these challenges to ensure that Nigeria's education system can benefit from the potential of Education 5.0.

### **Prospects of Mathematics Education 5.0 in Nigeria**

Education 5.0 faces several challenges in Nigeria; however, it also has significant prospects. This paper explores the prospects of Education 5.0 in Nigeria.

One of the significant prospects of Education 5.0 is the potential to improve access to mathematics education in Nigeria. With Education 5.0, students can access learning resources and materials from anywhere and at any time (Chirume, 2020). This means that students who may not have had access to quality mathematics education before, such as those in rural areas or those with disabilities, can now access quality mathematics education using technology.

Another prospect of Education 5.0 is the potential to improve learning outcomes. Education 5.0 provides personalized learning experiences tailored to the individual needs of each student. This means that students can learn at their own pace and in a way that suits their learning style. With personalized learning experiences, students are more engaged, motivated, and are likely to achieve better learning outcomes (Afolabi, 2023).

Education 5.0 has the potential to improve teacher-student interaction. With technology, teachers can interact with students in real-time, provide immediate feedback, and monitor students' progress (Muzira et. al., 2020). This creates a more collaborative and interactive learning environment, which can lead to improved learning outcomes and better engagement.

Education 5.0 provides opportunities for innovative curriculum design. With Education 5.0, educators can develop interactive and engaging curriculum materials, including multimedia resources such as videos, simulations, and virtual reality (Chirume, 2020). This can enhance students' understanding of complex concepts and improve their overall learning experience.

Education 5.0 can also enhance Nigeria's global competitiveness. By providing access to quality mathematics education, personalized learning experiences, and innovative curriculum materials, Nigeria can produce a highly skilled workforce that can compete globally (Afolabi, 2023). This can attract foreign investment and contribute to the country's economic growth.

Mathematics Education 5.0 has significant prospects in Nigeria, including improved access to mathematics education, improved learning outcomes, improved teacher-student interaction, improved curriculum design, and enhanced global competitiveness. It is crucial for policymakers, educators, and other stakeholders to invest in technology infrastructure, teacher training, and curriculum development to fully realize the potential of Mathematics Education 5.0 in Nigeria.

### **Conclusion**

In conclusion, the transition from traditional classroom learning to a more individualized and interactive method is reflected in Mathematics education 5.0. Through the use of technology and specialized learning experiences, this method concentrates on improving learners' problem-solving, critical thinking abilities and research skills. Mathematics education 5.0 has the potential to transform the way learners are taught Mathematics in Nigeria. With the right investments and initiatives, Nigeria can leverage this approach to improve learners' proficiency in Mathematics and prepare them for the demands of the future workforce. However, for Mathematics education 5.0 to be successful in Nigeria, a concerted effort must be made to address the problems that the nation's mathematics education is currently facing, including a lack of qualified teachers, a poor infrastructure, and restricted access to technology in some areas.

### **Way forward**

The following recommendations are given in order to fully fulfill the promise of Mathematics Education 5.0 in Nigeria:

**Investment in infrastructure and technology:** The government should make investments to ensure that all students have access to infrastructure and technology, particularly in distant locations.

**Teachers should have access to training and development opportunities** in order to properly and efficiently integrate technology into the classroom.

**Review of the curriculum:** The curriculum has to be updated to reflect the concepts of Mathematics education 5.0 and make sure that students are given the skills they will need in the future workforce.

**Collaboration with industry:** To make sure that students have the skills required for the job market, collaboration between the education sector and industry should be encouraged.

Monitoring and evaluation: In order to make sure that Mathematics Education 5.0 in Nigeria is fulfilling the requirements of students and accomplishing its goals, a method for monitoring and evaluating its performance should be put in place.

## References

- Aditi, B. (2017). Effect of instructional scaffolding on high school students' academic achievement and attitude towards science. *International Journal of Science Technology and Management*, 6(3), 228 – 235.
- Afolabi, A. (2023). The IT launchpad initiative: A step towards modernizing education in Nigeria. *Business Day: Nigeria*.
- Al-Emran, M. & Al-Sharaf, M. A. (2022). Revolutionizing Education and Industry with Industry 5.0: Challenges and Future Research Agendas. *International Journal of Information and Language Studies*, 6(3): 1 – 5.
- Alharbi, M. A. (2023). Implementation of Education 5.0 in Developed and Developing countries: A comparative study. *Creative Education*, 14(5), 914 – 942.
- Chirume, S. (2020). Sustainable Professional Development of Primary School Mathematics Teachers in Zimbabwe Through Philosophy of Education 5.0: Challenges and Prospects. *Sumerianz Journal of Social Science*. 150-161. Doi: 10.47752/sjss.312.150.161
- Hadi, T. S., Mastur, Z., Wardono & Khotimah (2021). Implementation of Learning Management Systems (LMS) in Mathematics Learning. *Journal of Physics: Conference Series*, 1918(1) 042106. Doi:10.1088/1742-6596/1918/4/042106
- Kouser, S. & Majid I. (2021). Technology tools for enhancing teaching and learning process. *Towards excellence*: 13(1): 336 – 373. Doi:1037867/TE130133.
- Lantada, A. D. (2022). Engineering education 5.0 strategies for successful transformative project-based learning. Chapters: Insights into global engineering education after the birth of industry 5.0. Doi:10.5772/intechopen.102844
- Momozoku, U. S., Audu, O. A. & Niyi, O. O. (2022). Students' Perception Of The Influence Of Social Media On Academic Performance In Mathematics In Federal College Of Education Kontagora - Niger State. *Abacus (Mathematics Education Series)*, 47(2): 15 – 27.  
<https://www.man-nigeria.org.ng/issues/ABA-EDU-2022-14.pdf>
- Muzira, R. D., Bondai, B. M. (2020). Perception of Educators towards the Adoption of Education 5.0: A Case of a State University in Zimbabwe. *East African Journal of Education and Social Sciences (EAJES)*: 1(2) , 43-53.  
DOI: <https://doi.org/10.46606/eajess2020v01i02.0020>

- Nikum, K. (2022). Answers to the Societal Demands with Education 5.0: Indian Higher Education System. *Journal of Engineering Education Transformations*, 36(1), 115 – 127
- Niyi, O. O., Job, S.J. Alagbe, S. O. Audu, A. O. (2018). Teaching Primary School Mathematics using Hausa Language as Perceived by Teachers in Kontagora L.G.A.of Niger State. *Kontagora Journal of Science and Technology (KONJOST)* 13(1).
- Nur R. R., Izwita D. (2022). Mathematics Learning in the Era of Society 5.0 in Terms of the Objectives and Ideology of Mathematics Education. *Journal of education and technology*, 6(2), 403 – 412.
- Okebiorun, J. O, Oyekan, O. A. & Zacchaeus, K. B. (2021). Professionalism of Educators in the Era of Society 5.0: Lessons from Society 4.0. *Advances in Social Science, Education and Humanities Research*, 589(1). Proceedings of the 1st International Conference on Continuing Education and Technology (ICCOET).
- Rahma, R. A., Sucipto, S., Affriyenni, Y., & Widiaswari, M. (2021). Cybergogy as a digital media to facilitate the learning style of millennial college students. *World Journal on Educational Technology: Current Issues*, 13(2), 223- 235.