

**FEDERAL UNIVERSITY OF TECHNOLOGY,  
MINNA**



**CENTRE FOR OPEN DISTANCE AND e-LEARNING  
(CODEL)**

**HISTORY OF EDUCATION  
(EDU 121)**

# COURSE DEVELOPMENT TEAM

## **EDU121**

### **HISTORY OF EDUCATION**

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### Module 1: Background to the History of Education in Nigeria

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**MODULE 1**  
**BACKGROUND TO THE HISTORY OF EDUCATION**  
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## **UNIT 1: BASIC CONCEPTS OF HISTORY OF EDUCATION**

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### **1.0 Introduction**

In this unit of the module, relevant concepts such as history, development, history of education are discussed to give readers full understanding. Aims of education in developing countries like Nigeria, Ghana, and Uganda are highlighted for better understanding of what the purposes of education in a country are. Reasons for studying History of Education as a course are also enumerated in the unit.

### **2.0 Objectives**

After reading through this unit thoroughly, you should be able to;

1. Define the concept of history, development and education
2. State the aims of education in developing countries
3. State the reasons for studying History of Education

### **3.0 Main Body**

#### **3.1 History, Development and Education**

##### **3.11 History**

History is the account of past events investigated, analyzed and interpreted in order to discover generalizations that are helpful in understanding the present and to a limited extent, in anticipating the future. History is not a mere story-telling procedure. As applied to

the field of education, History is the record or account of educational activities that have taken place all over the world.

### **3.12 Development**

Development relates to the idea of growth in quality and quantity, the process by which someone or something increases in size, structure and shape. It refers to changes in time and shape. As applied to education, it refers to the changes that have taken place in the policy and practice of education in all countries of the world: the growth of educational institutions, growth of enrolment and numbers of schools and students in various levels of education, the growth in the number of teachers and other supporting staff, changes in curriculum, changes and improvements in the methods and resources for teaching.

### **3.13 Education**

The word "education" was derived from the Latin word "educare" meaning to bring up, to lead out, to raise up, to educate. In other words, it means the process of helping society to which he has been to live, work and die.

There are today many definitions of education. Frankenna (1965), a well-known writer in philosophy of education gives a four-fold definition of education thus:

Education is;

1. What parents, teachers and schools do, or in other words, the process of educating young ones
2. What goes on in the child, or the process of being educated
3. The result, or what the child acquires, or has in the end
4. The discipline that studies, that is, the discipline that studies (1), (2) and (3). The field that reflects on all of the above to build up a body of knowledge is education; roughly, what is studied and taught in schools of education.

### **3.14 History of Education**

This term refers to the account, record or stories of all educational activities in the past, across the ages, and changes or development that have occurred in the process of bringing up children both in formal and informal institutions.

#### **Self-Assessment Exercise**

- (a) Briefly describe history, development, education
- (b) What do you understand by History of Education?

### **3.2 Aims of Education in Developing Countries**

In developing countries such as Nigeria, education is aimed at:

1. Promoting national unity and international understanding;

2. Removing social inequalities, poverty, prostitution, high way robbery, hunger, disease, ignorance, superstitions and fear;
3. Providing individual happiness and pleasure, self-realization, public morality and aesthetic development;
4. Training for good citizenship, health improvement, vocational competence, industrial and commercial development adult literacy;
5. Producing adequate manpower for economic development so that there could be less dependence on expatriates;
6. Creating a society with high moral standards;
7. Eradicating the problem of economic and technological dependence on the advanced countries of the world;
8. Promoting public enlightenment and civilized behaviour;
9. Striking a balance between national and foreign cultures; and
10. Producing and developing harmoniously balance and contented individuals.

### **Self-Assessment Exercise**

What are the aims of Education in Nigeria?

### **3.3 Why We Study History of Education**

We study history of education because:

1. It enables us to have better understanding of what our educational institutions are and what they are not
2. It enables us to understand the major trends in the development of education in various parts of the world
3. It enables us to appreciate the major skills and influence in the education development of our country.
4. It gives us an insight into the philosophical ideas behind certain innovations in educational systems.
5. It enables us to make use of educational philosophies of earlier scholars in the development and selection of our educational policies and practices
6. It helps us to know the processes involved in the development of our educational systems
7. It enables us to know the problems of education in our country and how to solve them
8. It helps us to plan for the future
9. It enables us to contribute our own quota to the development and progress of our country.

## **Self-Assessment Exercise**

Why do we study History of Education?

### **4.0 Conclusion**

In this unit, you have been exposed to issues surrounding the history of education in Nigeria, the aims of education in Nigeria and reasons for studying History of Education as a course in Nigeria

### **5.0 Summary**

In this unit, you have learnt

- ❖ That history of education is the account, record or stories of all educational activities in the past.
- ❖ The several aims of education in developing countries like Nigeria
- ❖ The reasons for studying History of Education

### **6.0 Tutor-Marked Assignment (TMA)**

- (1) List five aims of education in Nigeria
- (2) List five reasons why we study History of Education

### **7.0 References**

Frankenna. WA.K. (1965). *Philosophy of Education*, New York. The Macmillan co

## **UNIT 2: THE ROLE OF THE JEWS, THE GREEKS AND THE ROMANS IN THE FOUNDATION OF WESTERN EDUCATION**

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5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References

### **1.0 Introduction**

The foundation of western education was laid by the Jews, the Greeks, and the Romans. These three provided the basis for the system of education that is now known as the western education. This unit focuses on their contributions.

### **2.0 Objectives**

At the end of this unit, you should be able to explain;

1. the contributions of the Jews,
2. the contributions of the Greeks and
3. The contributions of the Romans to foundation of western education.

### **3.0 Main Body**

#### **3.1 The Role of the Jews to the Foundation of Western Education**

A Jew is a person having Jewish parentage (Patai, 1994). The Bible records that Jews were children of Israel who belonged to the tribe of Judah. Later, they were also referred to as all Israelites who survived the Babylonian exile. Simply put, they are citizens of Israel.

The Jews laid the foundation for moral education of the youths. The Bible was the main instrument of teaching and learning. It contains the word of God as stated in the Old Testament to the Jews or Hebrews of old, under the leadership of Moses and later, the words of Jesus, and the Apostles in the New Testaments. The Bible contains the code of conduct for people to live by, so as to be able to live meaningful and fruitful lives. It teaches obedience to significant figures like Heavenly Father, parents and to civic authorities and

rulers of the world. The Bible specifically instructs that the fear of the Lord is the beginning of wisdom, it also teaches morality, which also forms the basis of instructions in our educational institutions. Under Moses, people were expected to have learn the ten commandments under a teacher or master in a place called the house of teaching or school which usually was in a temple or synagogue. Just as today, people are expected to know the school curricula and are expected to learn what it entails under a teacher.

The primary method of teaching was by repetition, with the pupils repeating or reciting what is to be learned after the teacher several times, a mode that is still used today in schools, most especially at the elementary level.

### **Self-Assessment Exercise**

In what ways have the Jews contributed to the foundation of western education?

### **3.2 The Role of the Greeks to the Foundation of Western Education**

The coming together of Greeks as one nation was a latter-day development. Once scattered by the reforms of Cleisthenes (509 B.C) the various settlements and communities retained their separate identities, remained independent of all others, ran their own sovereign regimes over domains known as City States.

The contribution of the Greeks, through the educational philosophies of Socrates, Plato and Aristotle laid the foundation for all the philosophies that had guided or influenced the development of all levels of the western education. The content and process of education in Nigeria and the world at large, are based on the Greek educational theory, policy and practice. The curriculum and the objectives of content, methods of teaching and the assessment of students or subjects are all based on Greek ideas. Geometry, astronomy, arithmetic, as well as the arts and science were all parts of the curriculum. It was also from the Greek that western education borrowed its system of graduating students and students paying school fees. Moral instruction and how to live useful was always an important aspect of the home based curriculum.

### **Self-Assessment Exercise**

In what ways have the Greeks contributed to the foundation of western education?

### **3.3 The Role of the Romans to the Foundation of Western**

Rome began as a small City State administered like any of the Greek City States. Its sphere of influence later extended to other neighbouring tribes and cities until the entire Italian peninsular came under the administration of the City State of Rome.

The Romans too also made their own contribution to the development of western education. The works of Cicero and ideas and Quintillia have greatly influenced this. They accept Greek ideas and spread these to all parts of the then known world, 19<sup>th</sup> century was the main language of instruction in educational institutions throughout the then known world. The roman school curriculum included reading, writing, physical education and law. They also had the different levels of education. For example, at the age of twelve or thirteen, the young ones were supposed to graduate from the elementary school to the school of grammar where they would be taught grammar after this, the young ones were expected again to move to other levels of instruction. In fact, methodological teaching of grammars and language started from the romans. Courses that were important aspect of curricula included literature, dynamistic, now referred to as physical education, music, science and philosophy of considerable significance and relevant to educational development in Nigeria.

#### **Self-Assessment Exercise**

In what ways have the Romans contributed to the foundation of Western Education?

### **4.0 Conclusion**

In this unit, the origins and the contributions of the Jews, the Greeks and the Romans to the foundation of Western Education were discussed. Their roles specifically to educational development as they relate to the practice of education in Nigeria were also emphasized.

### **5.0 Summary**

In this unit, you have learnt

- ❖ About the origins of the Jews, the Greeks and the Romans
- ❖ That the Jews laid the foundation for moral education in youth and that the Bible was their main instrument of teaching and instruction
- ❖ That the Greeks contribution through Socrates, Plato and Aristotle laid the foundations of western education philosophies
- ❖ That the Roman school curriculum included reading, writing, physical education and law

## **6.0 Tutor-Marked Assignment**

Briefly discuss with reference to Nigerian education,

1. The contributions to the Jews to foundation of western education?
2. The contribution of the Greeks to the foundation of western education

## **7.0 Reference**

Patai, R. (1994). Jews, in the Encyclopaedia Americana, Danbury, Connecticut: Grolier Incorporated Vol.16

## **UNIT 3: THE ROLE OF COMMISSIONS IN THE DEVELOPMENT OF EDUCATION IN NIGERIA**

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### **1.0 Introduction**

During the British Colonial Era in Nigeria, several panels or group of persons got appointed at various points in time and were commissioned to examine either the whole or particular sector of the educational set up, and within a specified geographical area such as Africa, the British colonies, West Africa, or simply Nigeria. The commissions: Phelps-Stokes, the Justice Cyril Asquith, the Walter Elliot, and the Sir Eric Ashby are the main focus of this unit.

### **2.0 Objectives**

At the end of this unit, you should be able to;

1. Discuss the role of Phelps-Stokes Commission in the development of education in Nigeria.
2. Discuss the role of Justice Cyril Asquith Commission in the development of education in Nigeria.
3. Discuss the role of Walter Elliot Commission in the development of education in Nigeria.
4. Discuss the role of Sir Eric Ashby Commission in the development of education in Nigeria.

### **3.0 Main Body**

#### **3.1 The Phelps-stokes Commission on Education in Africa (1920-22 and 1923-26)**

The commission that is commonly described as the Phelps-Stokes Commission or the African Education Commission is quite unique by reason of its complete independence of any

government both financially and operationally. It took off from America. Appointed in 1920 by the American Baptist Foreign Missionary Society and it was financed by a philanthropic organization in America known as the Phelps-Stokes Funds. The commission had seven members including the Chairman-Dr Thomas Jones- who was both the Education Director of the Phelps-Stokes Funds and the Director of Research at Hampton Institute, Virginia, a renowned centre for studies in the education of members of the black race.

The commission was assigned the task of investigating what had been done so far in education in African dependencies, determining what was needed in this regard by the people in the light of their religious, social, hygienic and economic conditions, finding out the degree of satisfaction of these needs by the existing provisions, and presenting a complete of their investigations.

After visiting African countries between 1920-21, the information gathered by the commission was produced in 1922 and its report titled 'Education in Africa'. The commission's main findings, as may be gleaned from its reports, were to the effect that;

- (i) The education of Africans was quite worthwhile, with evidence debunking misconceptions about Africans;
- (ii) Educational objectives and practices in the different countries differed noticeably;
- (iii) It was hard to vouch for the quality and value of the education that was provided;
- (iv) There was need to adapt education to both the individual and the environment, and also make the beneficiaries to be appreciative of, and adaptable to, both rural and urban environments.

In the light of their findings, the commission made recommendations as may be summarized from Lewis (1962), that those concerned in education in the African countries should:

- (i) Design instructional programmes for health and leisure, religious life, character development and family life
- (ii) Increase government participation in education through financing, control and supervision of education activities
- (iii) Evolve common principles and objectives to guide educational practice in the various territories;
- (iv) Provide for the development of Agricultural and Industrial skills;
- (v) Adopt improved systems of educational organization, supervision, and inspection;

- (vi) Try practices such as the use of mobile schools in rural areas, home demonstration movement for the motivation of both older and younger female persons towards improving the home and the community.

### **Self-Assessment Exercise**

What are the findings and recommendations of Phelps-Stokes Commission on Education in Africa?

### **3.2 The Justice Cyril Asquith Commission (August, 1943 To June, 1945)**

The Asquith commission was one of the two separate commissions set up by the British Government in 1943 to enquire into higher education in her dependencies. The commission which was appointed in August 1943 had Justice Cyril Asquith as chairman and sixteen other members. It was assigned the task of recommending principles that would guide the operation of higher education in the British colonies and how institutions of higher learning in these areas could be made to enjoy the cooperation of Universities and other appropriate bodies in Britain so as to translate those principles into practice.

The result of this commission's study was embodied in its report which was subsequently considered and approved by the British parliament in June, 1945. Some of the recommendations of the commission were:

- (i) Making the institutions of Higher learning to be fully residential
- (ii) Giving equal opportunity to students of both sexes and all classes;
- (iii) Giving pride of place of the training of secondary school
- (iv) Providing for Arts, science and professional subjects while maintaining appropriate balance between the professional and other subjects;
- (v) Making the institutions autonomous like those in Britain;
- (vi) Arranging for the institutions initially to award degrees of London University under a system of special relationship;
- (vii) Providing sufficient number of adequately experienced staff under conditions that would facilitate the maintenance of contact with intellectual and academic life through the world, and
- (viii) Providing facilities for research as an indispensable aspect of University life.

Recommendations were also made regarding qualifications for the admission of students, award of scholarships and other forms of financial admission, as well as how university colleges can become full Universities.

### **Self-Assessment Exercise**

What are the findings and recommendations of Phelps-Stokes Commission on Education in Africa?

#### **3.3 The Walter Elliot Commission (June 1943 To June 1945)**

The Elliot commission was set up by the British Government in June, 1943 and the task assigned to it was: to report on the organization and facilities of the existing centres of higher education in British West Africa, and to make recommendations regarding future University development in that area. It had fifteen members with Sir Walter Elliot as chairman. The reports submitted by the Elliot commission contained a review of the primary, secondary, technical and higher educational provisions in West Africa and their recommendations on them. While all the members acknowledge the immediate necessity for the establishment of University institutions in West Africa, their opinions differed on the number and location of such institutions that should be established.

The majority report included recommendations for the immediate establishment of one University College each in Nigeria and Gold Coast (now Ghana) and the modification of the existing facility for higher education in Sierra Leone. Recommendations on the curricula of these institutions were to the effect that courses should be provided in arts and Science up to degree level by the proposed Colleges in Nigeria and Gold Coast (now Ghana) but up to intermediate level only in the case of Sierra Leone. It further proposed that, while all the three should have teacher training courses, Nigeria should have in addition professional courses in Medicine, Agriculture, forestry and Veterinary Medicine.

The minority report of the Elliot Commission on its part recommended that only one university institution, to be known as the West African University College, should be established at Ibadan along with one Territorial College in each of the three territories.

### **Self-Assessment Exercise**

Why was Walter Elliot Commission set up?

#### **3.4 Sir Eric Ashby Commission (April, 1959-september, 1960)**

As part of Nigeria's preparations towards political independence in October, 1960 according to the programme assented to by Britain, the government of Nigeria appointed a commission in April, 1959 to advise her on the needs for post-school certificate and higher education in the country for the next twenty years. The commission had nine members

including the Chairman, sir Eric Ashby who was Master of Clare College of the University of Cambridge and former Vice-Chancellor of Queen's University of Belfast.

The specific recommendations of the commission could be recounted as follows from its reports (Ashby, 1960).

- (i) Sending Nigerians abroad for training;
- (ii) Diversifying University courses and making them less academic while including programmes in such areas as African Studies, Commerce, Business Administration, Engineering, Medicine and Veterinary Science, Agriculture, law and Teacher education;
- (iii) Importing teachers on contract as an interim measure;
- (iv) Adopting an admission policy of giving more places to science-based disciplines;
- (v) Introducing a degree programme in which academic subjects are combined with professional training in education while practical teaching is arranged during the vacations;
- (vi) Increasing Extension Services through Extra-Mural Departments providing sandwich courses, evening classes and correspondence courses leading to degrees;
- (vii) Setting up a non-residential University in Lagos with diversified courses giving in both day and night classes and a department for correspondence courses;
- (viii) Ensuring that the Universities are independent of one another, each being governed by an independent body-the autonomous Council
- (ix) Instituting a National universities commission with a Chairman, nine members and a full-time Secretary with professional status, as an agency for distributing Federal Government Funds to the University.

### **Self-Assessment Exercise**

What are the recommendations of Sir Eric Ashby Commission?

### **4.0 Conclusion**

The different Commissions described in this unit have certainly contributed immensely to the educational growth in Nigeria. Their effects have been seen both in the actual provisions for education at various levels and in the evolution of general ideas and practices on education.

### **5.0 Summary**

In this unit, you have learnt

- ❖ The mission, findings and recommendations of Phelps-Stokes Commission
- ❖ The task, number of members and the recommendations of Justice Cyril Asquith Commission
- ❖ the task that was given to the Walter Elliot Commission, the recommendations of the majority and specifically those of the minority which eventually led to the establishment of the University College, Ibadan
- ❖ that Sir Eric Ashby Commission was set up to advice government on the need for Post-secondary certificate and higher education in the country.

### **5.0 Tutor-Marked Assignment (TMA)**

1. Why was Phelps-Stokes Commission on education set up?
2. List five recommendations of Justice Cyril Asquith Commission

### **6.0 References**

Ashby, Eric and 8 others.(1960). *Investment Development in Education: The Reports of the Commission on Post School Certificate and Higher Education in Nigeria*. Lagos: Ministry of Education.

Lewis, L.J. (ed) (1962). *Phelps-Stokes Reports on Education in Nigeria in Africa*. London: Oxford University Press.

## **UNIT 4: WESTERN EDUCATION IN NIGERIA**

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3.2 Philosophy of Christian Missionary Education in Nigeria

3.3 Curriculum of Christian Missionary Education Curriculum in Nigeria

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment (TMA)

7.0 References

### **1.0 Introduction**

In this unit, emphasis is on the history, philosophy and curriculum of Christian education in Nigeria. It might be of help to find out why Christian Missionaries apparently succeeded in the spread of western-type of education in Nigeria, particularly in southern Nigeria.

### **2.0 Objectives**

After completing this unit of instruction, you should be able to;

1. describe the history of Christian Missionary Education in Nigeria during the Pre-Colonial, Colonial and Post-Colonial Era
2. state the underlying philosophy of Christian Missionary Education in Nigeria
3. enumerate the components of Christian Missionary Education curriculum in Nigeria.

### **3.0 Main Body**

#### **3.1 History of Christian Missionary Education in Nigeria**

##### **3.11 Pre-Colonial Era**

Scholars have stated that the objectives of Christian missionaries in introducing Western Education in the Pre-Colonial era was to convert people of other religions to Christianity. Fafunwa (1974) was of the opinion that the primary objective of the early Christian missionaries was to convert the "heathen" or the benighted Africans to Christianity via education. The first effort to establish schools to educate the people of benin in the 15<sup>th</sup> century was made by the Catholic Portuguese. However, the attempt failed as a result of the

introduction of slave trade which ravaged west African states for about three hundred years. The European Christian missionaries made a second attempt to introduce Christianity and western education in the 19<sup>th</sup> century in Nigeria. The Methodist mission was led by Thomas Birch Freeman in September 1842. His first point of settlement was Badagry. He was closely followed by Henry Townsend of the Church Missionary Society (CMS). Other missions like the Roman Catholic and Baptist later followed suit.

Alayande (1974) commented that the first set of educated elite were slaves or children of slaves. The ex-slaves who were able to come back to Nigeria knew the importance of western education; they therefore quickly submitted their children for western education. In the northern Nigeria, the Christian missionaries were not effectively permitted to propagate the mission in the area. The traditional rulers in the northern Nigeria were protecting their religion, Islam from the Christian missionaries.

In Yorubaland in the 19<sup>th</sup> century, as soon as a church was established, a primary school would also be established and named after the church in a nearby location. This was to educate the children of the converts and in line with the objectives of the church. For instance in Lagos, the pioneering primary schools included St Paul's Breadfruits, St Peter's Faji and Holy Cross, Olowogbowo.

### **3.12 Colonial Era**

The interest and objectives of the colonial government was at variance with the focus and objectives of the Missionaries. The government no longer welcomed the domination and control of education solely by the missionaries. Again, it was a period when the colonial government was looking for clerks in government service and business.

It was therefore the objective of the government to provide middle-men that would be useful for them. Lord Lugard, the governor of northern Nigeria and later the Governor General of the country was concerned about the lack of clerical workers who could understand English. The government was therefore ready to provide grants in aid to the schools established by the missionaries.

The establishment of schools continued un-abated in Yorubaland during the colonial era. The CMS established Abeokuta Grammar School in 1908 and initiated the establishment of Ibadan Grammar School and Ijebu-Ode Grammar School in 1913.

### **3.13 Post- Colonial Era**

According to Ilori (2010), the focus and objectives of the Church in education during the post-colonial era in Nigeria are the following;

- a. To impart knowledge of God;
- b. To teach values and virtues;
- c. To develop faith in God's ability;
- d. To train emotions;
- e. To inculcate dignity of labour; and
- f. For privatization of government institutions

The Post-Colonial era witnesses the founding of many churches known as Pentecostal Churches in Nigeria. Many of them started the establishment of nursery, primary and secondary schools like the earlier missions.

A new dimension in the history of Missionary Education in Nigeria is the establishment of Private Universities in Nigeria. Between 2000 and 2009, several private universities have been approved and licensed by the federal Government. Many of these are owned by Christian Missionary bodies.

#### **Self-Assessment Exercise**

1. Differentiate among the education of Christian Missionaries in Nigeria in the Pre-Colonial, colonial and Post-Colonial era
2. What are the objectives of the church in education during the Post-Colonial era?

### **3.2 Philosophy of Christian Missionary Education in Nigeria**

The main purpose of Christian missionaries was to convert the heathen to the Christian faith. They sooner or later found out that they could accomplish these through the establishment of schools so, they set out to lure people into accepting their Christian doctrines. These centred on the belief in one God through his soon Jesus Christ as well as what to them amounted to good living habits. Their philosophy was the Bible and the Plough or the church and the school. To be able to communicate with local inhabitants, the missionaries had to teach the natives their English language. Nigerians had to learn how to read and write the whiteman's language. An underlying philosophy of Christian education was that salvation came through understanding and accepting the word of God. This understanding is facilitated by the ability to read the Bible, hence to read what a basic feature of Christian missionary education.

### **Self -Assessment Exercise**

What are the underlying philosophy of Christian Missionary education in Nigeria?

### **3.3 Curriculum of Christian Missionary Education Curriculum in Nigeria**

The type of curriculum found in missionary schools reflected missionary desires to teach the English Language, Arithmetic, Religious Knowledge, writing, Dictation, Moral Instructions, Drawing and Singing. Every subject of instruction was given religious interpretation. In many cases, the Bible was the primary text used. Moral instruction was also fervently taught in an attempt to make the pupils live exemplary lives.

### **Self -Assessment Exercise**

What are the components of the Christian Missionary education Curriculum in Nigeria?

### **4.0 Conclusion**

In this unit, you have learnt the history of Christian Missionary Education in Nigeria (under the pre-colonial, colonial and post-colonial era). Also, you have learnt the underlying philosophy and contents of Christian Missionary Education curriculum.

### **5.0 Summary**

In this unit, you have learnt

- ❖ That history of Missionary Education in Nigeria can be grouped into the Pre-Colonial, the Colonial and the Post-Colonial era
- ❖ That the underlying philosophy of Christian education was that salvation came through understanding and accepting the word of God
- ❖ The curriculum found in missionary schools reflected missionary desires to teach the English Language, Arithmetic, Religious Knowledge, writing, Dictation, Moral Instructions, Drawing and Singing

### **6.0 Tutor-Marked Assignment (TMA)**

1. What are the underlying philosophy of Christian missionary education in Nigeria?
2. Briefly discuss the content of Christian missionary education in Nigeria

### **7.0 References**

Ayandele, E.A. (1974). *The Educated Elite in the Nigerian Society*. Ibadan; Ibadan University Press

Fafunwa, A.B. (1974). *History of Education in Nigeria*. Ibadan, N.P.S, 81

Ilori, J.A. (2010). An Oral Presentation at the 35<sup>th</sup> Conference of all Christian Religious Teachers in Nigeria Held at Cherubim & Seraphim College, Ilorin, Kwara State, 6<sup>th</sup>-10<sup>th</sup> April, 2010.

## **UNIT 5: INDIGENOUS AFRICAN EDUCATION**

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3.11 Development of the Child's Physical Skills

3.12 Character and Moral Training

3.13 Respect for Elders

3.2 Merits of Indigenous African Education

3.3 Demerits of Indigenous African Education

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment (TMA)

7.0 References

### **1.0 Introduction**

Every society whether simple or complex has its own system for training its youth. When a society develops a process related to its environment and passes it on from one generation to another, it becomes peculiar to the members and the environment (Fafunwa, 1974) and may then be safely referred to as indigenous. Thus arises the term indigenous education. The type of education that was in existence before the introduction of modern schooling is therefore the focus of this unit.

### **2.0 Objectives**

At the completion of this unit, you should be able;

1. state the objectives of African traditional education
2. state the merits of indigenous African education
3. state the demerits of indigenous African education

### **3.0 Main Body**

#### **3.11 Objectives of African Traditional Education**

African traditional education is the type of education that was prevalent in African societies before the introduction of the western European type of education. It was a kind of informal education in which all the members of the community were involved. Generally, the youth learn by imitating the ways of life and activities of the elderly members of the society. The aims of indigenous African education are multilateral and the end objective is to produce an

individual who is honest, respectable, skilled, co-operative and conforms to the social order of the day. The objectives of African education can be identified as follows;

- a. To develop the child's latent physical skills;
- b. To develop character;
- c. To inculcate respect for elders and those in position of authority;
- d. To acquire specific vocational training and to develop a healthy attitude towards honest labour;
- e. To develop intellectual skills;
- f. To develop a sense of belonging and to participate in family and community affairs;  
and
- g. To understand, appreciate and promote the cultural heritage of the community at large.

### **3.12 Development of the Child's Physical Skills**

Through games, dancing and the like, the African child develops physically. As children move about in their environment, some jump up and down, others jump over the fences, others run about, climb up trees while some attempt to walk or even run on top of fenced walls with both hands stretched as balancing games. As these activities go on, the children are developing their physical skills. This perhaps is what western education calls physical education.

### **3.13 Character and Moral Training**

Fafunwa (1974) was of the opinion that character training is the cornerstone of African education. Such training in traditional society is the responsibility of every adult over every child. The child is taught directly by telling him what to do on certain occasions and correcting him when he goes wrong. The child's behaviour are watched and moral lapses are punished.

### **3.14 Respect for Elders**

Respect for elders is closely related to character training. African society attaches great importance to respect for those that are older, to those who are in authority, particularly the traditional rulers and family members. There are peculiar ways of greeting Obas, Chiefs, Parents, Drummers, Singers etc.

### **Self-Assessment Exercise**

What are the objectives and components of Indigenous African education?

### **3.2 Merits of Indigenous African Education**

- a. it promotes transfer of culture, traditions and other societal heritage from one generation to another.

b. it makes children learn how to establish relationship with other people and to exercise control over their emotions in line with acceptable norms of the society

c. in inculcates respect for the Supreme Being and Elders

### **Self-Assessment Exercise**

What are the merits of Indigenous African education?

### **3.3 Demerits of Indigenous African Education**

- (a) It is a rigid system in the sense that it is not easily adapted to change. The same body of experience and knowledge is passed on from generation to generation without critical appraisal
- (b) The training is unquestionable. Children cannot question or argue the decision of elders but must just accept it.
- (c) Education is limited in scope. All its energies are directed to meeting the immediate need of the individual in respect to his community.
- (d) Too much secrecy surrounds the contents of traditional education. Knowledge which may be of benefits to the whole community may be jealously guarded. i.e it is anti-scientific
- (e) Effects of traditional education cannot be accurately assessed since there are no schools, teachers syllabus etc.
- (f) Technical or technological change is not likely to develop quickly
- (g) The system instils fears in children because they are threatened with dangerous repercussion should they violate any of the underlying custom

### **Self-Assessment Exercise**

What are the demerits of Indigenous African education?

### **4.0 Conclusion**

In this unit you have learnt the objectives of Indigenous African Education. You have also learnt the merits and demerits of such education with reference to Nigeria.

### **5.0 Summary**

In this unit, you have learnt

- ❖ The objectives of Indigenous African Education which included development of the child's physical skills, respect for elders, character and moral training.
- ❖ The merits of Traditional African Education
- ❖ The demerits of Traditional African Education

### **6.0 Tutor-Marked Assignment (TMA)**

- (1) List five objectives of Indigenous African Education
- (2) State two merits and three demerits of African Indigenous Education

## **7.0 References**

Fafunwa, A.B. (1974). *History of Education in Nigeria*. Ibadan; N.P.S, 81

**MODULE 2**  
**HISTORICAL EVOLUTION OF EDUCATION ACROSS**  
**LEVELS IN NIGERIA**

## **UNIT 1: NURSERY AND PRIMARY EDUCATION IN NIGERIA**

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Nursery Education in Nigeria before Independence

3.2 Nursery Education in Nigeria after Independence

3.3 Guidelines for Pre- Primary Education

3.4 History of Primary Education in Nigeria

3.5 Objectives of Primary Education in Nigeria

3.6 The Primary School Curriculum

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment (TMA)

7.0 References

### **1.0 Introduction**

Pre-primary and primary education are treated separately in the National Policy on Education and in that document, pre-primary education is described as education given in an educational institution to children between 3-5years, prior to their entrance to primary school. This unit therefore focuses on both pre-primary and primary education with pre-primary education equally referred to as nursery education in some areas.

### **2.0 Objectives**

Upon completion of this unit, you should be able to;

1. discuss the trend of Nursery and Primary school Education in Nigeria
2. state the guidelines for Pre-Primary Education in Nigeria
3. state the objectives of Primary Education in Nigeria
4. discuss the content of Primary School Curriculum in Nigeria

### **3.0 Main Body**

#### **3.1 Nursery Education in Nigeria before Independence**

Before 1960 Nigeria's year of political independence from colonial rule, children aged 3-5 in the villages were given education informally either by parents in their homes, by the community members in their neighbourhood or by members of the same religious groups such as Christians or Muslims. The nature of education given to children within this age range followed the indigenous African pattern of child rearing or training (Obidi, 1990).

Moral education was acquired through both imposed discipline at first, and later, through self-discipline, from places of religious worship and through socialization. Mother-tongue was the language of instruction. Educating children aged three to five years through Christian missionaries and in Koranic schools during pre-independence years prepared way for organizing nursery classes soon after independence (1960-76) and later, the period of working on strategies towards qualitative nursery education between 1977 and 2000.

### **Self-Assessment Exercise**

Briefly discuss the nature of Nursery Education in Nigeria before Independence

### **3.2 Nursery Education in Nigeria after Independence**

Expatriates in Nigeria were the ones interested in giving their pre-school children western education before independence. The expatriates were mainly Christian missionaries and government officials from Europe and North America. Since independence, the expatriate proprietors accepted Nigerian children who could afford the cost of their education programmes into classes organized for their children. By the 70s, Nigerians also organized Nursery-primary schools in similar pattern. One of such schools is the Therbow nursery/Primary School in Zaria. It provides quality education for both Nigerian and expatriate children who choose to attend the school. Many Nursery schools have since sprung up in Nigeria and their curriculum largely satisfies both Nigerian and Western culture.

### **Self-Assessment Exercise**

Briefly describe Nursery Education in Nigeria after Independence

### **3.3 Guidelines for Pre- Primary Education**

The National Policy on Education (1977) which evolved from the National Curriculum Conference in 1969 provided in section 2, guidelines on pre-primary education which can be summarized in two parts: Part A – the nature and role of pre-primary education and Part B – the level of government participation in the organization and management of nursery education (quality control). Part A deals with the objectives of pre-school education, its curriculum and guide to the teacher on what to teach and how to teach at this level. For part B, it is quality control by government. Some of the guidelines as published by the Federal Ministry of Education included requirements for physical facilities, playgrounds, furniture, fees, teachers' qualifications, medium of instruction, books, records among others.

### **Self-Assessment Exercise**

What are the guidelines on Pre-Primary Education in Nigeria?

### **3.4 History of Primary Education in Nigeria**

Primary Education in Nigeria refers to the education given in a formal institution to children aged 6-11 years according to the National Policy on Education. In Nigeria, primary education was not clearly distinguished from other levels of education until educational policies were formulated to establish a system of education for the country. Ukeje (1975) and some other historians of Nigerian education agree that the first Nigerian education code of 1962 standardized the school into the following level (1) infant – classes I and II; (2) Primary – standards I-IV; (3) Secondary – Form I – VI. In 1930, the first Director of education for Nigeria proposed a review of the system into (1) Elementary school comprising a six class school; that is combining infant classes I and II with Primary Standards I to IV. (2) Middle School – Old Primary Classes, IV and V and Secondary forms I to IV in 1947.

A memorandum on Education recommended that the primary schools under Hussey's system (Director of Education) be divided into Junior Primary and Senior Primary, each level to have four grades (years). Recommendations of the 1969 National curriculum conference formed the basis of the National Policy on Education published in 1977. In this document, primary education is given a prominent place as the foundation for all other levels of education. The aims of primary education were carefully spelt out and the curriculum recommended to help fulfil the objectives that were outlined.

### **3.5 Objectives of Primary Education in Nigeria**

The stated objectives of Primary Education are to help the child to;

- a. master the three R's ( Reading, Writing and Arithmetic ) and thus develop permanent literacy and numeracy,
- b. develop a sound standard of individual conduct and behaviour; and
- c. acquire some skills and appreciate the value of manual work.

### **Self-Assessment Exercise**

State the objectives of Primary Education in Nigeria?

### **3.6 The Primary School Curriculum**

To achieve the aims of primary education, the following subjects are taught in most primary schools – Arithmetic, Physical education, History, Religious Instruction, Social Studies,

Elementary Science, Domestic Science, Needle work, English and one local language (which is taught as a subject and used as a medium of instruction for the first two or three years). English as the medium of instruction normally takes place in the third or fourth year of primary school. The debate as to whether or African child should be receive his first six years of education in his mother tongue is still on.

### **Self-Assessment Exercise**

What are the contents of Primary School Curriculum in Nigeria?

### **4.0 Conclusion**

In this unit, you have learnt the history of pre-primary and primary education in Nigeria. Guidelines for nursery education, objectives of primary education in Nigeria and the curriculum of primary education were also discussed.

### **5.0 Summary**

In this unit, you have learnt

- ❖ that Nursery Education in Nigeria is meant for children between 3-5years
- ❖ that Nursery Education before Independence in Nigeria was given to Nigerian children at home or community in an informal way
- ❖ that since independence, the expatriate proprietors started accepting Nigerian children who could afford the cost of their education programmes into classes organized for their children.
- ❖ That the National Policy on Education spelt out the guidelines for Pre-Primary Education in Nigeria
- ❖ That Primary Education in Nigeria is designed for children within 6-11 years
- ❖ That there are many objectives of Primary Education
- ❖ That the subject taught in Primary schools include Arithmetic, Physical education, History, Religious Instruction, Social Studies, Elementary Science, Domestic Science, Needle work and English

### **6.0 Tutor-Marked Assignment (TMA)**

1. Discuss the guidelines for Pre-primary Education in Nigeria
2. What are the factors that differentiate nursery education in Nigeria before independence from nursery education in Nigeria after independence?
3. List the objectives of Primary Education in Nigeria

## **7.0 References**

- Federal republic of Nigeria (1977, revised 1981). *National Policy on Education*. Lagos; NERC Press
- Ukeje. B.O (1978). *Education for social Reconstruction* London macmillan education Young, E. (19770 (ed) *Activities for Primary Classes*. ABU Zaria Institutes of Education, Ibadan Oxford University Press.

## **UNIT 2:      **SECONDARY EDUCATION IN NIGERIA****

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Body

    3.1 Influence of Commissions and Education Laws on Secondary Education

    3.2 National Policy on Education: Secondary Education Section

    3.3 The Structures of Secondary Education in Nigeria (Historical Perspectives

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment (TMA)

7.0 Reference

### **1.0    Introduction**

This unit focuses on trends and key events that took place towards ensuring secondary school education before and after independence in Nigeria. Roles of Christian missionaries, objectives of secondary education as stipulated in the National Policy on Education as well as structures of such education in Nigeria are mainly discussed.

### **2.0    Objectives**

At the end of this unit, you should be able to;

1. discuss the influence of key education laws on secondary education in Nigeria
2. state the aims of secondary education in Nigeria
3. list the various structures of secondary education in Nigeria

### **3.0    Main Body**

#### **3.1    Influence of Commissions and Education Laws on Secondary Education**

The early schools functioned with scarcely any involvement by the colonial government and as such, there were no reasonable attempts to co-ordinate education systems organized by the various missions. In this regard, there was no novelty as such in educational practice, all mission owned common allegiance to Christianity and they operated curriculum centred on English, Religion and Arithmetic commonly called 3Rs. This system, however changed in early 1880 particularly by the education Ordinance of 1882 when colonial government assumed a measure of control of mission education. Significant improvement was made when the Ordinance No.3 of 1887 was enacted to consolidate and amend the laws relating to the promotion of education in the colony of Lagos.

Concerning secondary education, in 1879 there were three secondary schools namely the CMS Grammar School, built in 1879. Wesleyan Boys High School built in 1876 and St. Gregory's School in 1879. The trend of the Secondary school from 1897 to 1902 was a gradual increase in enrolment from 172 to 206. With the amalgamation of Southern and Northern Protectorates, Lord Lugard proposed three types of secondary education with the aim of adapting the needs of education of the children in both protectorates to the manpower needs. The schools are the provincial schools, the rural and the non-government schools.

### **Self-Assessment Exercise**

Why did Lord Lugard propose three basic types of secondary education in Nigeria?

### **3.2 National Policy on Education: Secondary Education Section**

The broad aims of secondary education within the overall national objective as contained in section 4 subsection 18 of the policy (FRN, 1981) are;

- a. Provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex or social, religious, and ethnic background.
- b. Diversify its curriculum to cater for differences in talents, opportunities and roles possessed by or open to students after their secondary school course.
- c. Equip students to live effectively in our modern age of science and technology.
- d. Develop and project Nigeria culture, art and language as well as the world's technology
- e. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour; and appreciate those values specified under our broad national aims, and live as good citizens
- f. Foster Nigeria unity with an emphasis on the common ties that unite us in our diversity
- g. Inspire its students with a desire for achievement and self-government improvement both at school and in later life.

### **Self-Assessment Exercise**

What are the aims of secondary education in Nigeria?

### **3.3 The Structures of Secondary Education in Nigeria (Historical Perspectives)**

It is worthwhile to examine the structure of secondary education with specific reference to secondary schools in the Nigerian historical perspectives.

#### **Secondary Grammar Schools**

The first secondary grammar school was built in Lagos in 1859 and it was in principle an extension of primary education meant to train catechists for the church and clerks for government and commercial houses. Primarily, it is aimed at producing a class of Nigerians in blood but in all respects English in intellect, morals and opinion—a sort of civilizing the native. The curriculum included Greek, a little science and Latin. The duration was six years and upon completion, the recipients sat for the same certificate examination as English pupils.

#### **Government Secondary Schools**

These were the best of grammar school types in terms of quality. The curriculum covered both literacy and scientific subjects. Physical education, including games and athletics were encouraged while workshops for metal work and wood work were also highly encouraged. Except in urban areas, school farms and poultry farms were practiced. All these were put in place to widen students' employment opportunities in terms of self sustenance where the recipients could not be employed in government establishment.

Other structures are;

1. The Grant-Aided Secondary Schools
2. Private Secondary Schools
3. Secondary Modern Schools
4. Secondary Commercial Schools
5. Junior High Schools
6. Comprehensive High Schools
7. The International School
8. Federal government Colleges

### **4.0 Conclusion**

This unit has dealt with issues on the history and influence of Educational Laws on secondary Education in Nigeria. The aims of such education as stated in the National Policy on Education and various structures of secondary education in Nigeria are also listed.

### **5.0 Summary**

In this unit, you have learnt

- ❖ The ways by which Commissions and Educational Laws influenced Secondary Education in Nigeria

- ❖ The aims of Secondary Education in Nigeria as stated in the National Policy on Education
- ❖ The different structures of Secondary Schools in Nigeria

#### **6.0 Tutor-Marked Assignment (TMA)**

- (1) List six structures of Secondary Education in Nigeria
- (2) State five aims of Secondary Education in Nigeria

#### **7.0 Reference**

Federal republic of Nigeria (1977, revised 1981). *National Policy on Education*. Lagos; NERC Press

## **UNIT 3: TEACHER EDUCATION IN NIGERIA**

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Purpose of Teacher Education in Nigeria

3.2 Teachers Registration Council of Nigeria (TRCN)

3.3 Implication of TRCN Mandate

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment (TMA)

7.0 Reference

### **1.0 Introduction**

The success of an education enterprise particularly in terms of good quality depends to a large extent on the quality and quantity of teachers available. The training and production of the man-power required for the attainment of national objectives is dependent on the quality and quantity of teachers. This unit therefore focuses on the purpose of teacher education in Nigeria and the activities of Teacher registration Council of Nigeria (TRCN).

### **2.0 Objectives**

At the end of this unit, you should be able to;

1. State the purpose of teacher education in Nigeria
2. State the responsibilities TRCN
3. Explain the implication of TRCN Mandate

### **3.0 Main Body**

#### **3.1 Purpose of Teacher Education in Nigeria**

The National Policy on Education states the purpose of teacher education as follows;

- a) To produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system.
- b) To encourage further, the spirit of spirit of enquiry and creativity in teachers.
- c) To help teachers fit into social life of the community and society at large and to enhance their commitment to national objectives.
- d) To provide teachers with the intellectual and professional background adequate for their assignment s and to make them adaptable to any changing situation not only in the life of their country but in the wider-world.

- e) To enhance teachers' commitment to the teaching profession

### **Self-Assessment Exercise**

Of what purposes is teacher education in Nigeria?

### **3.2 Teachers Registration Council of Nigeria (TRCN)**

The Teacher's Registration Council of Nigeria came into being as a result of the agitation by teachers by teachers and stakeholders establishment of a regulatory body for the teaching profession which spanned decades. The climax was the unprecedented nationwide strike in 1992 by the Nigeria Union of Teachers which made the establishment of the body one of the conditions for calling off the strike. The Federal Government accepted the condition and in 1993 enacted the Teachers Registration Council of Nigeria (TRCN) ACT NO. 31 of 1993.

The actual implementation of the Act began in 1999 w ACT NO. £"ith he appointment of a Registrar/Chief Executive in the person of Anjikwi M.Ciwar, still the current CEO. TRCN ran skeletal activities from June 2000 TO MID 2002. Full staffing and nationwide operations commenced from mid 2002. Today TRCN is a household name in the Nigerian Education System.

In accordance with the TRCN Act No 31 of 1993, the council has the following responsibilities;

- i) Determining who are teachers for the purpose of this Act;
- ii) Determining what standards of knowledge and skill are to be attained by persons seeking to become registered as teachers under the Act and raising those standards from time to time as circumstances may permit.
- iii) Securing the establishment and the maintenance of a register of teachers and the and the publication from time to time of the lists of those persons
- iv) Regulating and controlling the teaching profession in al its aspects end ramifications;
- v) Classifying from time to time members of the teaching profession according to their level of the training and qualification, and to this end and perhaps to remove all forms of misconceptions about its functions, the name of the council should be changed from Teachers Registration Council of Nigeria to Teachers' Regulatory Council of Nigeria.

### **Self Assessment Exercise**

What are the responsibilities of TRCN?

### **3.3 Implication of TRCN Mandate**

- i. registration and licensing of qualified teachers
- ii. internship schemes/mentoring to equip fresh graduates with requisite practical skills
- iii. professional qualifying examination and interview
- iv. accreditation, monitoring and supervision of all teacher training institutions in Nigeria, notably faculties and institutes of education in universities, colleges of education and schools of education in polytechnics.
- v. mandatory continuing professional education
- vi. enforcement of professional conduct using the teachers code of conduct, teachers investigation panel, and teachers disciplinary committee which is a tribunal with the powers of a federal high court and whose proceedings are directed by the Attorney-General of Nigeria
- vii. prosecution of unqualified teachers in the Nigerian court of law
- viii. annual conference of registered teachers in Nigeria
- ix. publication of a register of professional teachers in Nigeria and distribution of same throughout the country
- x. representation of the interest of the teaching profession in all relevant educational matters and at all levels of decision making in the country

### **Self Assessment Exercise**

What are the implications of TRCN Mandate?

### **4.0 Conclusion**

In this unit, you have learnt the purpose of teacher education in Nigeria. The responsibilities of Teacher Registration Council of Nigeria (TRCN) and its mandate were the issues addressed in the unit.

### **5.0 Summary**

In this unit, you have learnt

- ❖ The purpose of Teacher education in Nigeria as contained in the National Policy on Education
- ❖ About the establishment and responsibilities of Teacher Registration Council of Nigeria
- ❖ The ten implications of TRCN mandate

## **6.0 Tutor-Marked Assignment (TMA)**

1. What are the purposes of Teacher Education in Nigeria?
2. List five implications of TRCN mandate

## **7.0 Reference**

Federal republic of Nigeria (1977, revised 1981). *National Policy on Education*. Lagos; NERC Press.

## **UNIT 4: POST-SECONDARY AND HIGHER EDUCATION IN NIGERIA**

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Post-Secondary Education Trend in Nigeria

3.2 Objectives for Higher Education in Nigeria

3.3 Higher Education Responsibilities in Nigeria

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References

### **1.0 Introduction**

The third tier of the Nigerian education system which is subsequent to secondary and primary education levels is the focus of this unit. Its historical trends, its aims as stated in the National Policy on Education and ways of achieving such aims are also discussed.

### **2.0 Objectives**

At the end of this unit, you should be able to;

1. discuss the trend of post-secondary education in Nigeria
2. state the objectives of higher education in Nigeria
3. itemize ways of achieving higher education objectives by Nigerian tertiary institutions

### **3.0 Main Body**

#### **3.1 Post-Secondary Education Trend in Nigeria**

This tier appeared relatively late on the Nigerian educational scene as no institution of that category existed as at 1930. But in 1932, Yaba Medical School was temporarily established and officially opened in 1934 nearly a century after Thomas Brich Freeman, a Wesleyan missionary had opened at Badagry in 1842 the very first school in any part of the area that was to become known as Nigeria. King's College in Lagos was established in 1906 for preparing students up to the Cambridge school certificate level only. It is worthy of note that despite their involvement in education at various stages since 1842, none of the three parties so involved, (namely: the Missionaries, trading companies and the colonial government) appeared to have had any serious interest in fostering tertiary education in the territory before 1925.

In 1931/34, Yaba Higher College was open and ran-courses in Medicine, Agriculture, Engineering, Surveying and Teacher Training. It was however, a far cry from the yearnings of the local community for higher education, since the course offering at the college did not lead to either University degrees or full professional qualifications.

The minority report of the Elliot Commission recommended the setting up of one University College to be known as the West Africa University College, at Ibadan in Nigeria. The newly established Inter-University Council (I.U.C) for higher education in the colonies therefore constituted a delegation that visited West Africa in December, 1946 and January, 1947 and identified the permanent site for the University College at Ibadan, as well as the temporary buildings i.e the military hospital at Eleyele, Ibadan to be used initially. Dr. Kenneth Mekkrby was appointed in May, 1947 where he took over Yaba Higher College as the nucleus of the new University College, Ibadan.

Within the first three years of Nigeria's independence, there were four-fledged Universities including one (University of Ibadan) into which the erstwhile university College has been transformed and another three established by the Regional Governments but absorbing the three branches of the Nigerian college of Arts, Science and Technology in their areas by permission of the Federal Government. Many Universities, Colleges of Technology and Advanced Teachers Colleges were later established.

### **Self-Assessment Exercise**

Briefly discuss the trend that led to the establishment of the first University in Nigeria

### **3.2 Objectives for Higher Education in Nigeria**

The then National Policy on Education stated the objectives of higher education in Nigeria as follows;

1. the acquisition, development and inculcation of the proper value-orientation for the survival of the individual and society
2. the development of the intellectual capabilities of individuals to understand and appreciate their environment
3. the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community and
4. the acquisition of an objective view of the local and external environments

### **Self-Assessment Exercise**

What are the objectives of Higher Education in Nigeria?

### **3.3 Higher Education Responsibilities in Nigeria**

The objectives and goals specified above are to be pursued by all Nigerian higher educational institutions through;

1. teaching
2. research
3. the dissemination of existing and new information
4. the pursuit of service to the community and
5. being a strength-house of knowledge

In order to implement these and other objectives of the National Policy on Education, the Federal and State Governments have set up Task-Force; and Nigerian Educational Institutions are guided by these objectives in their day to day practice of education and in their curricular offerings and examinations.

### **Self-Assessment Exercise**

Through what ways are higher institutions expected to pursue their objectives?

### **4.0 Conclusion**

In this unit, you have learnt the trend of Post-secondary Education in Nigeria, its objectives and the responsibilities of institutions of higher learning to teach, carry out research, disseminate information, render service to the community and be a strength-house of knowledge so that those objectives can be attained.

### **5.0 Summary**

In this unit, you have learnt

- ❖ the developmental trend of Post-Secondary Education in Nigeria
- ❖ the four objectives of Higher education in Nigeria as contained in the National Policy on Education
- ❖ that Nigeria Higher Institutions can only achieve the objectives of higher education through teaching, research, dissemination of existing and new information, pursuit of service to the community and by being a strength-house of knowledge.

### **6.0 Tutor-Marked Assignment**

1. List four objectives of Higher Education in Nigeria
2. Through what ways are higher institutions expected to pursue their objectives?

## **7.0 References**

Elliot, Walter E. Et al (1944). *Report of the Commission on Higher Education in West Africa Command Paper 6655*. London, H.M.S.O

Federal republic of Nigeria (1977, revised 1981). *National Policy on Education*, Lagos; NERC Press

## **UNIT 5: TECHNICAL AND VOCATIONAL EDUCATION IN NIGERIA**

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Meaning of Vocational and Technical Education

3.2 Technical and Vocational Skills in Traditional Education

3.3 Introduction of Technical and Vocational Training into the School Curriculum

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment (TMA)

7.0 Reference

### **1.0 Introduction**

Vocational education prepares trainees for jobs that are based on manual or practical activities relevant to a specific trade. This unit focuses on the description and the involvement of Christian Missionaries in the introduction of Technical and Vocational training in school curriculum.

### **2.0 Objectives**

At the end of this unit, you should be able to;

1. differentiate between vocational and technical education
2. describe the technical and vocational skills in traditional Education
3. describe the trend in technical and vocational education's integration into school curriculum

### **3.0 Main Body**

#### **3.1 Meaning of Vocational and Technical Education**

Vocational education refers to any programme that provides training for a particular occupation, business or profession. Good and Markel (1973) defined vocational education as a form of education which is organized to prepare the learner for entrance into a particular vocation. Vocational training prepares people for employment in the trades, industry, health, agriculture; business organizations and offices, etc. It equips learners with occupational skills and prepares them for both employment and assumption of a status or place in the society.

The meaning of technical education is somehow limited in scope compared to vocational education. It refers to a form of training for engineering, manufacturing and industrial occupations. The major aim of technical education is to produce liaison workers between the unskilled and skilled professional workmen. A person who has gone through technical education is expected to be a 'knowledgeable assistant' to the professional.

Technical education involves preparation in such trades as welding, carpentry and joinery, painting and decoration, mechanics, machining, electronics etc. These are skills which prepare beneficiaries for work that is largely manipulative and practical. Vocational and technical education therefore open up trainees to opportunities different from those who have acquired literacy training offered by many institutions.

### **Self-Assessment Exercise**

1. What do you understand by Vocational Education?
2. Define Technical Education

### **3.2 Technical and Vocational Skills in Traditional Education**

Technical and vocational education thrived in Nigeria before the advent of Western education. In Nigeria, other countries in Africa, the objectives of traditional education included the acquisition of vocational and physical skills along with the intellectual development of young ones (Fafunwa, 1982). In view of the simple nature of the traditional Nigerian society and low level of technological development, technical and vocational forms of training were available in such fields as farming, fishing, weaving, carving, handicraft, knitting, leatherwork, iron and gold smiting, trading etc.

Since traditional education in Nigeria emphasized the acquisition of skills in a particular field of human endeavour, apprenticeship was used to enable children and youths grow into and practice different family occupations. The traditional professions of priesthood, medicine, law, the military administration and other specialist areas, with recognized training procedures for each were cardinal aspects of traditional education. One can conclude that the whole of traditional education among various ethnic groups in Nigeria was training along technical and vocational lines.

### **Self-Assessment Exercise**

What were the objectives of traditional education in Nigeria?

### **3.3 Introduction of Technical and Vocational Training into the School Curriculum**

Missionary bodies, which were prominent in the introduction of western education in Nigeria, also led the way in introducing technical and vocational education. Since these missionary bodies already had primary and secondary schools operating mostly in the southern part of the country, some of them expanded their curriculum to include technical and vocational education. Between 1842 and 1844, the Church Missionary Society (CMS), Church of Scotland and others added agriculture, carpentry, bricklaying, joinery etc to book learning (Fafunwa, 1973).

Technical and vocational institutions referred to as either craft or technical schools or trade centres offered pre-vocational training in specific trades while commercial schools offered business and management supporting training. The establishment of a Comprehensive College at Ayetoro (now in Ogun State) by the Federal Government through an assistance by the Ford Foundation brought a novelty to the provision of technical and vocational education in Nigeria. Some voluntary organizations followed this example by establishing Comprehensive schools. Many of them came with limited provision in the areas of technical and vocational education. However, the development of technical and vocational education seems to have been left in the hands of the federal and State Governments due to the heavy investments required.

A major development in the middle and late 1980s was the establishment of specialist tertiary institutions in the area of technology and agriculture. The country can now boast of not only having faculties of engineering and technology as well as Business Sciences, in the conventional Universities but also, specialist institutions like universities of Agriculture and Technology. These are in addition to polytechnics and Colleges of Technology. A few Colleges of Technical Education also provide teaching training while many of the conventional Colleges of education have departments of technical education.

#### **Self-Assessment Exercise**

Describe the role of missionaries in the introduction of technical and vocational education in school curriculum

#### **4.0 Conclusion**

The unit focused on the descriptions of technical and vocational education as they relate to Nigerian society. It was also discussed that Missionary Organizations played key roles in the integration of vocational and technical education into school curriculum.

#### **5.0 Summary**

In this unit, you have learnt

- ❖ The meaning of Technical and Vocational Education
- ❖ That Vocational and Technical education open up trainees to opportunities different from those who have acquired literacy training offered by many institutions.
- ❖ That the objectives of traditional education included the acquisition of vocational and physical skills along with the intellectual development of young ones
- ❖ The role played by Missionary bodies in the integration of Technical and Vocational Education into school curriculum

#### **6.0 Tutor-Marked Assignment (TMA)**

1. Briefly differentiate between technical education and vocational education
2. Briefly discuss the contributions of Missionaries to the integration of technical and vocational

#### **7.0 Reference**

Fafunwa, A.B. (1982). African Education in Perspective. In Fafunwa, A.B. and Aisku, J.U. (eds.). Education in Africa: A Comparative Survey, London; George Allen and Unwin.

**MODULE 3**  
**SOME EDUCATIONAL DEVELOPMENT AND**  
**NATIONAL POLICY ON EDUCATION**

## **UNIT 1: ARABIC AND ISLAMIC EDUCATION IN NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 Origin of Islam in Nigeria
  - 3.2 Philosophy of Islamic Education
  - 3.3 The Content of Islamic Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 8.0 Reference

### **1.0 Introduction**

Identify some of the religions being practiced in Nigeria. Name the predominant one practiced in the northern part of the country. You probably will mention Islam. In this unit, you will learn about the advent of Islam and its education in Nigeria.

### **2.0 Objectives**

Upon completion of this unit, you should be able to;

1. summarize the advent of Islam in Nigeria
2. discuss the philosophical aims of Islamic education in Nigeria
3. enumerate key contents of Islamic

### **3.0 Main Body**

#### **3.1 Origin of Islam in Nigeria**

Islam is a religion founded in Mecca, Saudi Arabia by Prophet Mohammed in the first half of the 7<sup>th</sup> Century A.D. Later in the century, the Arab conquered North Africa. This facilitated trade relations as well as the spread of Islam. Little wonder, Islam spread to Nigeria through traders.. by the 11<sup>th</sup> century, Islam had penetrated the Kingdom of Kanem-Borno (a section of which comprised present-day Borno State of Nigeria). Islam began to penetrate Hausaland on a large scale in the 15<sup>th</sup> century and was spreading southward by the end of the 16<sup>th</sup> century.

### **Self-Assessment Exercise**

How did Islam come to Nigeria?

### **3.2 Philosophy of Islamic Education**

The philosophy of Islamic education is centred on enabling individuals who acquire it to become the kind of people an Islamic society conceives. Education in the Islamic sense is intended to build and develop goodness that every individual has at birth so that man can cope to remain a worthy servant of Allah. The philosophy of Islamic education generates five major aims of education

**Continuity of Man's essential Goodness:** the Islamic man never loses sight of his relationship with his maker. Education, for him, is an unfolding of these strengths and sensibilities which draw him nearer to God

**The development of Piety:** Islamic education aims at developing individuals who not only worship Allah but also lead a life that is in accordance with His ways.

**Service to Allah and Man:** Education in the Islamic sense is not merely the stocking of knowledge. It is the way one's sections are affected by the knowledge one has acquired

**Intellectual Development:** Most of the subjects offered in Islamic schools demand a high degree of intellectualism. They are Philosophy, Psychology, Jurisprudence and Literature. Thus, a man does not only need to be pious or have faith in God, he has to have a well developed intellect.

**Individual Adjustment:** Islam appreciates the high degree of change that characterizes any given society. Therefore, it strives to teach its members the tools with which they can equip themselves to cope with the ever changing society.

#### **Self-Assessment Exercise**

What are the aims of education derived from Islamic Philosophy of education?

### **3.3 The Content of Islamic Education**

Content refers to an organized field of knowledge (Abdullah, 1982). Such branches of knowledge are alluded to in the Qur'an. In this regard, the Qur'an itself is a viable school subject on its own merit. Infact, its original Arabic text has remained the pivot around which several Arabic linguistic sciences have revolved. Also, the Hadith, which consists of sayings of the Prophet, is an autonomous body of knowledge offered as a subject within the context of Islamic Education. As the second source of Islamic legislative tools, it provides further insight, into the understanding of Islam and particularly facilitates the comprehension of some general verses of the Qur'an. As for the social sciences, the Qur'an also makes allusions to physical geography, history of past generations, economic facts and

psychological notions. It must be emphasized that in all of the above and other branches of knowledge, there is no dichotomy between the so-called secular and religious subjects.

### **Self-Assessment Exercise**

Itemize key content of Islamic education

#### **4.0 Conclusion**

In this unit, you have learnt how Islam as a religion entered Nigeria. Also, you learnt about the philosophy and content of Islamic Education in Nigeria.

#### **5.0 Summary**

In this unit, you have learnt

- ❖ that Islam was founded in Mecca and was introduced to Nigeria through traders in the 11<sup>th</sup> century
- ❖ the five aims of education generated by the philosophies of Islamic education
- ❖ the content of Islamic education were derived from the Holy Qu'ran

#### **6.0 Tutor-Marked Assignment (TMA)**

Discuss the philosophical aims of Islamic Education

#### **7.0 Reference**

Abdullah, A.R.S. (1982). *Educational Theory: A Qur'anic Outlook Makkah*: Umm al-Qura University.

## **UNIT 2: NOMADIC EDUCATION IN NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 The Nomads and Education
  - 3.2 Objectives of Nomadic education in Nigeria
  - 3.3 Place of Girls in Nomadic Farming
- 4.0 Conclusion
- 5.0 Summary
- 5.0 Tutor-Marked Assignment (TMA)
- 7.0 References

### **1.0 Introduction**

In the provision of western model of education to Nigerian children, nomads are not left out. The federal government aims at developing not only the personality of the nomads but also their social and physical environment. This unit therefore, discussed education for the nomads.

### **2.0 Objectives**

After reading through this unit thoroughly, you should be able to;

1. discuss the relevance of education to nomads
2. state the objectives of nomadic education in Nigeria
3. state the significance of education to nomad girls

### **3.0 Main Body**

#### **3.1 The Nomads and Education**

Nigeria is blessed with presence of so many cattle in the hands of traditional Fulani herdsmen. The herdsmen have to move from one place to another in search of pastures for their cattle especially during dry season. The constant movement of these herdsmen in search of green pastures has not encouraged permanent home and schools for them although both federal and state governments have at one time or the other made frantic efforts to settle these nomads. The nomadic education is expected to bring about changes not only in their attitudes but to transform their environment into a more habitable one. When an educated farmer settles down to farming, he is likely to be a more aggressively innovative farmer. Cattle rearing are an integral part of the life of the nomads.

The development of the nomads indirectly connotes the development of the rural areas where they live and graze their herds. Therefore, in this era of mass education, there should be a relationship between the school and the rural community where the nomads graze their herds. By introducing western system of education to the nomadic communities, we are trying to make the school a motive force in the development of the rural of the rural areas via the nomads. Under this condition, the school must not be a foreign body within the nomadic communities but an emanation from it, organizing itself steadily for the development of the nomadic communities.

### **Self-Assessment Exercise**

Why is education for the nomads important?

### **3.2 Objectives of Nomadic education in Nigeria**

The broad objectives as stated in the National Policy on Education include:

1. the inculcation of the right type of values and attitude for the survival of the individual and the Nigerian society
2. the training of the mind in the understanding of the world around him i.e training of scientific thinking
3. the inculcation of national consciousness and national unity
4. the acquisition of appropriate skills, abilities and competencies both mental, social and physical equipment for the individual to live in the society and contribute to its development

The broad aims and objectives above clearly indicate that there is need to change the quality of thinking of the nomads. There is also need for acquisition of certain attitudes of mind which are the basis for understanding and co-operating in change which is being envisaged through the introduction of western system of education. But then it has to be noted that those attitudes and understanding are not to be taught by adding to the curriculum, isolated subjects such as agriculture, but through permeating all teaching with the deserved attitude, knowledge and qualities of thinking.

### **Self-Assessment Exercise**

What are the objectives of nomadic education in Nigeria?

### **3.3 Place of Girls in Nomadic Farming**

Women are one half of mankind. And yet it is only in recent years that the education of girls has begun to receive the attention it deserves. The backwardness of girls' education in Nigeria, as in other countries, has been largely due to the belief that women are in most ways inferior to men. Castle (1967) noted that one of the greatest battles an educator is facing in African countries is to bring about the realization that a girl is not inferior to a boy. Behind this, lurks the fear that educated wives and daughters might be disobedient and neglect the children and the husbands' dinner.

We have to realize that for most nomadic girls, formal schooling will cease at around age 13. For this reason, it is right that even at the primary stage, the nomadic girls should have simple training in the management of a home, home nursing, in the preparation of food and preservation of family health. Such instruction can quite naturally form part of the essential curriculum for nomadic education. For the nomadic girls to benefit fully in this programme, certain aspects of their secondary education deserve special attention. In the first place, we should note that a large number of young girls will be seeking careers outside the home. Some of these young girls may not wish to get married but may prefer to give their total energy to their chosen career. These young girls may include professionals like teachers, lawyers, doctors, nurses, and specialists of various kinds. On the other hand, many of these professional girls will spend some years in useful careers, after which they will get married, establish a home and embark upon the most important career of their choice. It is imperative to know that a very high proportion of Nigerian women live in rural areas, therefore, knowledge of farming acquired by the nomadic girls will be useful in these rural areas.

Plans for the nomadic girls' secondary education should therefore aim at providing a general education combined with a vocational education as stated in the National Policy on Education and will also recognize the special role women have to play in the home. Thus, if the curriculum is carefully planned, it can provide both a general and a vocational education and will ultimately add to the number of educated wives and mothers among the Fulanis in particular and in Nigeria in general.

#### **Self-Assessment Exercise**

Of what benefit is education to nomad girls?

#### **4.0 Conclusion**

In this unit, you have learnt what nomadic education means, its objectives in Nigeria and the benefits that will be derived if nomads girls are equally educated just like their male counterparts.

#### **5.0 Summary**

In this unit, you have learnt

- ❖ that nomadic education is expected to bring about changes not only in the attitudes of nomads but also to transform their environment into a more habitable one.
- ❖ The four broad objectives of Nomadic Education as spelt out in the National Policy on Education
- ❖ That educating every nomadic girl will make her more useful at home and in the community.

#### **6.0 Tutor-Marked Assignment (TMA)**

Discuss the importance of Education to;

1. Nomads; and
2. Nomadic girls

#### **7.0 References**

Castle, E.B. (1967). *Principles of Education for Teachers in Africa*. London: Oxford University Press

Federal republic of Nigeria (1981). *National Policy on Education*. Lagos: Federal Ministry of Education

## **UNIT 3: THE 1969 NATIONAL CURRICULUM CONFERENCE AND THE NIGERIAN NATIONAL POLICY ON EDUCATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 The National Curriculum Conference, 1969
  - 3.2 The National Policy on Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 6.0 Reference

### **1.0 Introduction**

The yearnings of Nigerians who were not satisfied with the country's educational system after independence and the need to review the existing structure prompted the government of Nigeria to call for National Curriculum Conference in 1969. The National Policy on Education thereafter originated from the outcome of the conference. Details on these are discussed in this unit.

### **2.0 Objectives**

At the end of this unit, you should be able to;

1. discuss the purpose of 1969 National Curriculum Conference
2. state the aims of education in Nigeria

### **3.0 Main Body**

#### **3.1 The National Curriculum Conference, 1969**

The conference was a landmark in the history of Nigerian education. The proceedings of the conference published, constitute a major document on education in the country and a significant contribution to curriculum decision making for all levels of education in the country. Indeed, the conference laid the foundation for the National Policy on Education, first published in 1977.

The conference which was organized by the Nigerian Educational research Council in September 1969 was given the mandate to review the existing goals of Nigerian education with the aim of identifying new goals for the country's education at all levels. They were

asked to produce guidelines on what should be accomplished in the system in the following areas;

1. the needs of youths and adult individuals in our society
2. the socio-economic needs, values, aspirations and development of our society
3. the curriculum substance, the subject content of the system, which is the means to the goals (Adaralegbe, 1972).

It is however worth mentioning here that these listed areas covered the scope of both the Nigerian National Philosophy and philosophy of education. The above three broad areas of study were restructured by the conference as follows;

1. identification and clarification of a national philosophy, goals and objectives
2. statement of issues and problems
3. development of implications and recommendations for a national curriculum reform

The conference therefore reviewed the objectives of Nigerian education at all levels and made recommendations on the control of public education. It recommended a 6-3-3-4 system of education and also came out with a philosophy of education proposed for the entire nation.

### **Self-Assessment Exercise**

Why did 1969 National Curriculum Conference take place?

### **3.2 The National Policy on Education**

The National Policy on Education on which the present day practice of education in Nigeria is based, had its origin in the National Curriculum Conference of 1969, at that conference, which was attended by people from all walks of life, the objectives for all levels of education in Nigeria were formulated and documented.

According to the National Policy on Education, the national objectives of Nigeria are:

1. a free and democratic society
2. a just and egalitarian society
3. a united, strong and self-reliant nation
4. a great and dynamic economy and
5. a land of bright and full opportunities for all citizens.

Furthermore, our education, in line with the five cardinal objectives of the country is aimed at:

1. the inculcation of national consciousness and national unity
2. the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society
3. the training of the mind in the understanding of the world around and
4. the acquisition of appropriate skills, abilities and competence both mental and physical as well as equipment for the individual to live in and contribute to the development of his society

The most significant handbook on the policy and practice of education in Nigeria today is the National Policy on Education. After series of conferences, workshops and seminars to consider the provisions of the policy, the document emerged with a clear objective of the philosophy that should the practice of education in Nigeria and the objectives for each type and level of education. It was first published in 1977 and has been revised in 1981, 1998 and 2004 respectively.

### **Self-Assessment Exercise**

What are the aims of education in Nigeria?

### **4.0 Conclusion**

In this unit, you have learnt about the purpose of the National Curriculum Conference which was held in 1969. The National Policy on Education which dictates the theory and practice of Education in Nigeria was also discussed.

### **5.0 Summary**

In this unit, you have learnt

- ❖ the need leading to the National Curriculum Conference in 1969
- ❖ purpose of 1969 National Curriculum Conference
- ❖ the five broad aims of education in Nigeria as contained in the National Policy on Education

### **6.0 Tutor-Marked Assignment (TMA)**

1. Briefly discuss the mandate and purpose of 1969 National Curriculum Conference
2. Itemize the aims of education as stated in the National Policy on Education.

## **7.0 References**

Adaralegbe, A. (1972). *A Philosophy for Nigerian Education*. Heinemann Education Books Nigeria Limited.

Federal Republic of Nigeria (1998; 2004). *National Policy on Education*. Lagos: NERDC

## **UNIT 4: UNIVERSAL BASIC EDUCATION IN NIGERIA (UBE)**

### **CONTENTS**

1.0 Introduction

2.0 Objectives

3.0 Main Body

3.1 Meaning and Birth of UBE

3.2 Antecedents of UBE

3.3 Objectives of UBE

4.0 Conclusion

5.0 Summary

6.0 Tutor-Marked Assignment

7.0 References

### **1.0 Introduction**

The Universal Basic Education (UBE) programme is an educational programme aimed at eradicating illiteracy, ignorance and poverty. This unit focuses on its antecedents, objectives and considered problems of UBE in Nigeria.

### **2.0 Objectives**

At the end of this unit, you should be able to;

1. Define Basic Education
2. Identify some antecedent programmes of Universal Basic Education (UBE) in Nigeria
3. State the objectives of UBE

### **3.0 Main Body**

#### **3.1 Meaning and Birth of UBE**

Basic Education means the type of education, in quality and content, that is given in the first level of education. This construct changes from country to country. In Nigeria, basic education was equated with six of primary schooling in the past. Currently basic education include the three years of Junior Secondary School. Universal Basic Education (UBE) is conceived to embrace formal education including education of the marginalized groups within the Nigerian society. UBE is aimed at eradicating illiteracy, ignorance and poverty. It is in compliance with the Declaration of the World Conference on Education for All (WCEFA) which was made in Jomtien, Thailand in 1990, and stating clearly in Article 1 that every child shall be able to benefit from educational opportunities designed to meet their basic needs. This declaration was reaffirmed at the World Summit for Children also held in 1990, which stated that all children should have access to basic education by the year 2000.

Universal Basic Education was officially launched in Nigeria by President Olusegun Obasanjo on 30<sup>th</sup> September 1999. The UBE programme is intended to be universally free and compulsory.

### **Self-Assessment Exercise**

1. What does UBE stand for?
2. In which year was UBE formally launched in Nigeria?

### **3.2 Antecedents of UBE**

Nigeria has made efforts in the past to provide broad-based education through various programmes (Patrick, 2000). These programmes include:

1. Introduction of Universal Primary Education (UPE) in Western Region on 17<sup>th</sup> January 1955
2. Introduction of Universal Primary Education in the Eastern Region in February 1957
3. Introduction of UPE in Lagos (then Federal Territory) in January 1957
4. The publication of the National Policy on education in 1977, which is equivocal in its insistence on functional, universal and qualitative education. The Policy declares Governments intention to use a variety of strategies for the provision of universal Basic Education for all citizens.
5. Launching of Universal Free Primary Education on 6<sup>th</sup> September 1976 and
6. The launching of Universal Basic Education (UBE) on 30<sup>th</sup> September 1999

### **Self-Assessment Exercise**

What are the broad-based education programmes established in Nigeria before launching UBE?

### **3.3 Objectives of UBE**

According to the Universal Basic Education Commission (UBEC, 2004). The objectives of the programme among others include:

- (i) Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion;
- (ii) The provision of free Universal Basic Education for every Nigerian Child of School-going age; reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency); and

- (iii) Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning

### **Self-Assessment Exercise**

What are the objectives of Universal Basic Education?

### **4.0 Conclusion**

In this unit, you have learnt the meaning of Basic Education and the period it was launched in Nigeria. Also, various broad-based education programmes in place in Nigeria before launching UBE and the objectives of Universal Basic Education have been discussed.

### **5.0 Summary**

In this unit, you have learnt

- ❖ That Basic Education means the type of education, in quality and content, that is given in the first level of education.
- ❖ UBE is aimed at eradicating illiteracy, ignorance and poverty.
- ❖ That Nigeria has launched programmes like Universal Primary Education (UPE), Universal Free Primary Education before launching UBE in 1999.
- ❖ The objectives of Universal Basic Education in Nigeria

### **6.0 Tutor-Marked Assignment**

1. What is Basic Education?
2. Enumerate four broad-based educational programmes launched in Nigeria prior to UBE
3. State three objectives of UBE

### **7.0 References**

Patrick, E. (2000). The extent of Primary School Awareness and Involvement in the Implementation of UBE in Enugu Urban area. *Journal of Research in Basic & Life-Long Education*. 1(1&2), 350-356.

Universal Basic Education Commission (UBEC) (2004). *Universal Basic Education*. Retrieved 1/2/2007 from [www.skills4industry.com](http://www.skills4industry.com)

## **UNIT 5: SOME CURRENT PROBLEMS OF EDUCATIONAL DEVELOPMENT IN NIGERIA**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
  - 3.1 The Issue of Responsibility for and Control of the Society's Education
    - 3.11 Conflicts between the Federal, State and Local Governments
    - 3.12 Diversification and Control
  - 3.2 Unstable Curriculum and Subject Syllabus
  - 3.3 Inadequate Facilities
    - 3.31 Classroom Over-crowding
    - 3.32 Staffing
    - 3.33 Laboratories, Workshops, and Libraries
  - 3.4 The State of Nation's Economy and Politicization of Education
    - 3.41 Funds
    - 3.42 Politicization of Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 Reference

### **1.0 Introduction**

The development of education in any given society is hampered by a variety of problems. Some of which are associated with the responsibility for and control of the society's education, the diversification of the educational system, the need to relate the schools' curricula to national man-power needs, and the society's economy. These problems retarding the pace of educational development are the focus of this unit.

### **2.0 Objectives**

At the end of this unit, you should be able to;

1. List major problems militating against educational development in Nigeria
2. Discuss some problems militating against educational development in Nigeria
3. Proffer possible solutions to the problems discussed

### **3.0 Main Body**

#### **3.1 The Issue of Responsibility for and Control of the Society's Education**

### **3.11 Conflicts between the Federal, State and Local Governments**

A major problem of educational development in Nigeria is as a result of multiple systems. As at today, there are thirty-seven systems of education in Nigeria. The national system of federal (Abuja) version and the thirty-six state versions. Each version has unique aspects backed-up by the Federal and State Education Laws. In a situation like this, uniformity is virtually impossible. Hence, the federal government, state and local governments run counter to one another and this brings about retardation in educational progress at these levels.

### **3.12 Diversification and Control**

In educational development, the various agencies of education are actively involved, at times in unhealthy rivalry or competition. The conflicts of opinions as to what should be the appropriate roles of the various agencies of education constitutes problem. Hence, there is no rigid rule as to what should be the limit of the educational roles of agencies like family, church among others.

### **Self-Assessment Exercise**

What are the possible solutions to the problems discussed above?

### **3.2 Unstable Curriculum and Subject Syllabus**

Because of the need of schools and colleges to meet the requirements of certain examination bodies, Nigerian educational institutions, particularly at the pre-tertiary level, have to change their syllabuses from time to time. Even when the national subject curricula are constant for some years, the school subject syllabuses are subject to modification by teachers particularly where subject teachers are changed frequently.

### **3.3 Inadequate Facilities**

#### **3.31 Classroom Over-crowding**

As a result of large enrolments in the Nigerian educational institutions, classroom or lecture rooms available are usually insufficient such that there is over-crowding. Also chairs and writing tables are usually too few to satisfy the needs of every learner. These militate against meaningful and effective learning.

#### **3.32 Staffing**

Teaching staff in Nigeria schools are not adequately available. Where they are available, they are not stable due to poor condition of service. In consequence, teaching is gradually

becoming a profession for fresh graduates who are ready to call it quit, without provocation, as soon as they find greener pastures.

### **3.33 Laboratories, Workshops, and Libraries**

Laboratories, workshops and libraries offer supporting services in teaching and learning processes. Most schools in Nigeria cannot boast of standard ones. Their absence or inadequacy constitutes a major setback to teaching and learning.

#### **Self-Assessment Exercise**

What are the possible solutions to the problems discussed above?

### **3.4 The State of Nation's Economy and Politicization of Education**

#### **3.41 Funds**

Another problem of educational development in Nigeria today is that of providing funds for the implementation of government policies on education and carrying out curriculum innovations in various disciplines and at various levels of education. The recommendations of the National Policy on Education, for example has not been fully implemented due to lack of funds.

#### **3.42 Politicization of Education**

Indulges in the opening and running of many educational institutions, even when they are least prepared to do so, is another educational development problem lowering standards and causing educational projects collapsing mid-way.

#### **Self-Assessment Exercise**

What are the possible solutions to the problems discussed above?

### **4.0 Conclusion**

Some major problems facing the development of education in Nigeria today have been dealt with in this unit. You have therefore learnt the factors responsible for these problems and should be able to proffer possible solutions to the identified problems.

### **5.0 Summary**

In this unit, you have learnt problems facing education development in Nigeria could be classified into

- ❖ Issue of Responsibility for and Control of the Society's Education
  - Conflicts between the Federal, State and Local Governments
  - Diversification and Control
- ❖ Unstable Curriculum and Subject Syllabus

- ❖ Inadequate Facilities
  - Classroom Over-crowding
  - Staffing
  - Laboratories, Workshops, and Libraries
- ❖ The State of Nation's Economy and Politicization of Education
  - Funds
  - Politicization of Education

### **6.0 Tutor-Marked Assignment (TMA)**

1. Itemize seven problems confronting educational development in Nigeria
2. How best can these problems be solved?

### **7.0 Reference**

Frankenna. WA.K. (1965). *Philosophy of Education, New York*. The Macmillan co