

# Historical Antecedents of Development and Management of Educational Resources in Nigeria: 1882-2013

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## Abstract

The purpose of this paper was to examine the historical antecedents of development and management of educational resources in Nigeria between 1882 and 2013. This is so because this study will help to see the trends in the historical development and management of educational resources in Nigeria, with a view to make recommendations that can help to improve the management of educational resources in the country. It will also enable the policy makers and the governments at all levels to design appropriate implementation strategies for education in Nigeria. By implication, this study will help to see the realities between the policy and its implementation. Historical research method was used in the study. The paper x-rayed the major trends in the development and management of educational resources in Nigeria from the colonial era through independence to Post-independence eras. To do this, efforts were made to historically examine the evolution of western education in Nigeria, the educational ordinances and laws and educational resources in Nigeria as well as the National Policy on Education in Nigeria, 1977, 1981, 1998, 2004 and 2013 editions and their provisions on educational resources through a section called education support services. It was therefore noticed that remarkable provision on educational resources started to be considered in Nigeria since the publication of the National Policy on Education in 1977. In view of this, it was recommended that the government should design relevant implementation strategies to ensure that the provisions made in the National Policy on Education are properly implemented.

**Keywords:** Historical, Development, Management, Western education, Educational resources.

## Introduction

Education as a concept is difficult to pin down to a particular definition. This is because the term is too elusive and ephemeral depending on the purpose and people. Thus, the concept has been viewed in different ways by different authors, scholars, educators and researchers. Experiences and observations have shown that there are one thousand and one definitions of Education. Etymologically however, according to Osokoya (2002), education was derived from two Latin words. The first Latin word "Educere" means 'to draw out' or 'to lead out'. In this regard, Education is seen as the leading or drawing out of the inborn powers, attitudes and potentials in an individual so as to be useful to himself and the society where he lives. The second Latin word "Educare" means 'to nourish', to bring up or to raise up, to impart or to train. Hence, in this case, education is seen as the process of helping individual to lead the fullest life he or she is willing and capable of living (Muraina, 2010 and Muraina, 2014). It involves the process of bringing up individual in a way and manner to be useful maximally to himself and contribute his quota to the development of the community. Education is the vital instrument for social and economic mobility at the personal level and an instrument for transformation of society at the national level.

From the above analysis, one can easily say that education goes beyond what is being acquired within the four walls of the classroom. It involves formal and informal type of education that existed in Africa before the coming of the Christian missionaries and European Colonialists. However, the focus of this study is on the formal education. It is important to recall that the origin of the formal western education in Nigeria dates back to 1842. Therefore, the first missionary society to set their foot onto the land called Nigeria was the Wesleyan Methodist Society (WMS), represented by Reverend Thomas Birch Freeman and accompanied by Mr and Mrs. De Graft. Other missions like Church Missionary Society (CMS), Presbyterian mission, Southern Baptist Convention, Roman Catholics and other later joined the race (Muraina, 2014; Osokoya, 2002 and Fafunwa, 1974).

During this era, Nigeria was under the British Colonial administration. Therefore, for almost a century, education provision was dominated by the various Christian missions. Many problems emerged along the way, such include inadequate finance, lack of professionally trained teachers, lack of uniformity among others. Educational resources or instructional materials were not given much recognition in the teaching and learning process as well as pedagogical delivery. Instructional materials or educational resources are the various materials used by the teachers in the class in order to further convey the grasp and understanding of what is being taught to the students. It may be visual, audio, or audio-visual materials. Record showed that throughout the missions' dominance of educational provision in the country, emphasis was not placed on the use of educational resources in learning, rather, emphasis was on educating people in order to facilitate the memorization of the Holy Bible

for the spread of the religion of Christianity.

Most of the literature review and past researches on education development in Nigeria only focused on the historical development of various components of western education in Nigeria. Such include Osokoya, (1985), Lawal (1994) and others. Much has not been done on historical development of management of educational resources in Nigeria. It against this background that this study intends to look into the historical antecedents of the development and management of educational resources in Nigeria between 1882 and 2013. The researcher choose 1882 because that was when the first educational Ordinance was promulgated in Africa and 2013 was when the 6<sup>th</sup> edition of the Federal Republic of Nigeria National Policy on Education was published.

### **Statement of the Problem**

The importance of educational resources in teaching and learning is very obvious. Over the years, the mass failure of students in examinations has been connected to inadequate educational resources or instructional materials in Nigerian schools. Hence, there are speculations that instructional materials are inadequate at all levels of Nigerian education. This paper therefore looks into the historical antecedents of the development and management of educational resources in Nigeria: 1882 -2013. In order to guide this study, the following questions are raised:

1. What is the evolution of formal western education in Nigeria?
2. What are the various educational Ordinance and Laws promulgated in Nigeria and their provisions on educational resources in schools?
3. What are the provisions made in National Policy on Education in Nigeria on educational resources

### **Evolution of formal western education in Nigeria**

The history of western formal education has been well documented by Fafunwa (1974), Taiwo (1980), Osokoya (2002) and Muraina (2014). Thus, according to them, the Wesleyan Methodist Society (WMS) was the first Christian body to arrive at Badagry in Lagos State of Nigeria, where it opened its first school. On 24<sup>th</sup> September, 1842, the Wesleyan Methodist Society sent Rev. Thomas Birch Freeman who was the superintendent of the Wesleyan Methodist Society in the Cape Coast to Badagry, after a formal invitation by the Yoruba emigrant from Sierra Leone who had settled in Badagry. Revd. Freeman was accompanied by Mr. De Graft, an African born at Cape Coast with his wife. Their efforts led to the establishment of the first school in Badagry on 26<sup>th</sup> May, 1843 and was named “Nursery of the infant church”.

On December 19<sup>th</sup>, 1842, the Church Missionary Society (C.M.S) represented by Mr. Henry Townsend arrived at Badagry on his way to Abeokuta for data collection in preparation for missionary activities in Nigeria. He was accompanied by Rev. Samuel Ajayi Crowther (Egba ex-slave who later became Bishop) and Rev. G.A. Collman to Badagry in 1844 for the purpose of establishing Yoruba mission. They had originally planned to proceed to Abeokuta to start their works there but could not get to Abeokuta until after eighteen months, as a result of the death of King Sodeke of Abeokuta. While waiting, the C.M.S established a mission, station and two schools in Badagry. They thereafter moved to Abeokuta on 3<sup>rd</sup> August, 1846 and founded two schools immediately, one for boys and the other for girls.

In 1846, the Presbyterian mission (also known as Church of Scotland) arrived at Calabar and established a station, while the Southern Baptist Convention opened a school at Ijaiye in 1853. In 1855, the Southern Baptist Convention had established a school at Ogbomoso and the first Baptist School in Lagos, which later formed the nucleus of the Lagos Baptist Academy. The Roman Catholic mission was not left out in the race. Thus, with the arrival of Padre Anthonio, Catholic missionary work started in Lagos. In 1859, the first grammar school was established by C.M.S and was named C.M.S Grammar school, Lagos. By 1868, the Niger mission had been established by Rev. Samuel Ajayi Crowther and Rev. Taylor, J.C. and their efforts led to the establishment of schools at Gbede and Onitsha.

With the development of education going on in the western part of the country, attempts made by the various missions at spreading western formal education to the Northern part of the country was fruitless. The Northerners of that time agreed that the Missions wanted to use formal education to convert their people into Christianity (Ozigi and Ocho, 1981). It should be noted that before the arrival of the missionaries, the northerners had been receiving Quranic education and were very versed in such education. The North had long been the seat of Islamic education.

However, western education was later introduced to the middle belt region of the North. By the year 1913, only four schools had been established, one exclusively for the training of the sons of the chiefs who would take over administration from their fathers and one for the training of mallams (teachers). The aims of schooling were restricted to imparting academic knowledge to produce literate ruling class and few educated people to assist the colonial administration. This undoubtedly paved way for wider educational gap between the Northern and the Southern parts of the country.

It is therefore important to note that the major aim of missionary education was to convert people especially children to Christianity. No wonder, Boyd (1961) commented on the aim of missionary education thus:

“the church undertook the business of education not because its regarded education as good in itself, but because it found that it could not do its own proper work giving its adherents and especially its clergy, as much of the formal learning as was required for the sacred writings and for the performance of their religious duties.

Osokoya (2002) in his own submission lamented that the primary objective of the early Christian missionaries was to convert the natives to Christianity through education.

The curriculum content of the schools included Religion (Christian Religion), Arithmetic, Reading and Writing (3R's). Other subsidiaries included agriculture, nature study, craft. The main text of reference and instruction was the Holy Bible and other related commentaries. There was no separation between the church and the school. The school teachers were also the church agents and interpreters. The schools were solely organized, controlled, managed and financed by different Christian missionaries.

### **Educational Ordinances and Laws and Educational resources in Nigeria: 1882-1953**

Between 1842 and 1882, the administration and management of education was left in the hands of the missionaries. In 1882, an educational ordinance was promulgated to both Gold Coast and Lagos Colony.

#### **The 1882 Education Ordinance**

Between 1874 and 1886, Lagos and the Gold Coast (now Ghana) were under one colonial administration with Accra as its headquarters. Thus, the 1882 Educational Ordinance applied to both Lagos and Accra(Gold Coast). The Ordinance had the following provisions:

- The constitution of a General Board of Education with power to appoint and dissolve local Boards of Education at such places as they may consider desirable.
- The constitution, powers and duties of the Local Board of Education.
- Classification of schools into:
- Freedom of parents as to religious instruction of their children.
- Grants to be used for school buildings and teachers' salaries.
- Conditions of grants-in-aid to private schools based on managerial control, attendance of children and examination results in specified subjects.

#### **The 1887 Educational Ordinance**

In 1886, Lagos was separated from the Gold Coast (now Ghana). Thus, a new Education Ordinance was enacted and known as the 1887 Education Ordinance. This Ordinance could be regarded as the first of what might be called Nigerian Education Ordinance. Its Provisions Included:

- (i) The constitution of a Board of Education which would be composed of similar members as in the 1882 Ordinance. This Central Board of Education was made up of the Governor as the Chairman, members of the Legislative Council, four nominees of the Governor and the Inspector of Schools.
- (ii) The appointment of an inspector of school and also this time, a sub-inspector of schools and other education officers.
- (iii) Extension of grants-in-aid to teacher training colleges and as previously to schools.
- (iv) Power of the Board to make, alter and revoke rules for regulating the procedure of grants-in-aid.
- (v) Empowering the governor to open up and maintain schools.
- (vi) Rates and conditions of grants-in-aid to infant schools, primary schools, secondary schools and industrial schools based partly on subjects taught and partly on the degree of excellence in the schools.

#### **The 1916 Education Ordinance and Code**

In 1914, Protectorate of Southern Nigeria was amalgamated with the Protectorate of Northern Nigeria. Thus, the former Governor of the Northern Protectorate, Lord Frederick Lugard was appointed Governor-General of Nigeria. Lugard therefore, criticized the system of education in both the South and the North. He set up two Boards of Education each to take care of the two distinctive areas that have been amalgamated. Lugard scrutinized and diagnosed Nigerian educational system and recommended solution as soon as possible. His recommendations though opposed by the Missions and Colonial Office, were later included in the Education Ordinance of 1916. Thus, the 1916 Education Ordinance was approved on 21<sup>st</sup> December, 1916 while Education Code was approved on 24<sup>th</sup> December, 1916. Both the Ordinance and the Code were good attempt of Lugard to provide education for good character for the Nigerians. Meanwhile, the Ordinance applied to the whole country while the Code applied to the Southern Province only.

### **The 1925 Education Memorandum**

In March 1925, a memorandum on education policy in British Tropical Africa was dispatched to the colonies as the basis for the British colonial educational policy. The need to provide a modus operandi for this memorandum and the necessity to stop the mushroom schools from operating provided an importance for this ordinance. The ordinance was a landmark in the development of education in Nigeria and an outcome of the recommendations of the 1920 Phelps-Stoke Commission on Education in Africa.

The Phelps-Stokes Commission Reports geared the British colonial Government to demonstrate its interest in African education by issuing its first educational policy in 1925. The memorandum set out the principles on which the educational systems of the colonies should be based.

### **The 1926 Education Ordinance**

The task of translating the 1925 Educational Policy into a reality led to the promulgation of the 1926 Education Ordinance. Some of the provisions of the Ordinance are:

- 1) Making registration of teachers a condition for teaching in any school in the Colony and Southern Provinces.
- 2) That new schools could be opened only after approval by the Director of Education and the Board of Education.
- 3) The closing of the school conducted in a manner detrimental to the interest of the community where it is sited.
- 4) Defining the functions and duties of the supervisors.
- 5) Strengthening of the Board of Education to consist of the Director and the Deputy Director of Education, the Assistant Director, ten representatives of the mission and other educational agencies and re-defining the Boards' functions to include advice to the government on educational matters.
- 6) Regulating minimum pay for teachers in the assisted schools.

### **The 1948 Education Ordinance**

The report of the Director of Education who was appointed in 1944 to review the ten years plan and that of Sir Sidney Phillipson on the procedure for assessing grants-in-aid for 1948 was the basis for the promulgation of the 1948 Education Ordinance (Fabunmi, 2005). The Ordinance decentralised educational administration. It created a Central Board of Education and four Regional Boards (East, West, Lagos and North). It also recommended the establishment of Local Education Committees and Local Education Authorities.

### **The 1952 Education Ordinance**

The 1952 Education Ordinance was introduced in order to enable each of the three newly created regions (Eastern, Western and Northern) to develop its educational policies and systems. The Ordinance became an education law for the country. The membership of the Central Board and the Regional Boards were modified, while the Colonial Board was abolished. All schools whether public or private, were to be subjected to inspection by the Regional Director or his representatives and the Inspector General or his representatives. The Ordinance emphasized the overall responsibility of the central government.

### **The National Policy on Education since 1977-2013**

The search for New National Policy on Education started with the National Conference on Curriculum Development held in Lagos between 8<sup>th</sup> and 12<sup>th</sup> September, 1969 and 1973 national Seminar. The main purpose of the 1969 Curriculum Conference was to review the old and identify new national goals for Nigerian education, bearing in mind the needs of youths and adults in the task of nation-building and national reconstruction for social and economic well-being of the individual and the society (Fafunwa, 1974).

The published report of the 1973 Seminars on the National Policy on Education was submitted to the State Governments, the Nigerian Educational Research Council and the Joint Consultative Committee for their comments. The report and the comments were later considered by the National Council on Education for ratification. It later became the Government White Paper which was published in March, 1977 as the Federal Republic of Nigeria, National Policy on Education. However, the emergence of the 1979 constitution which recommended presidential System of Education for Nigeria's second Republic made it imperative for the review and amendment of some aspects of the National Policy on Education. According to the policy document (2004), the 2<sup>nd</sup> and 3<sup>rd</sup> editions were published in 1981 and 1998 respectively in keeping with the dynamics of social change and the demands on education. However, the 4<sup>th</sup> edition (2004) was necessitated by some policy innovations and changes, and the need to update the 3<sup>rd</sup> edition (1998) accordingly. Specifically therefore, the 6<sup>th</sup> edition (2013) has a section on educational support services which makes provision for educational resources at all levels on Nigerian education.

### Conclusion and Recommendations

It could be seen from the above that the earlier Educational Ordinances and Laws did not make adequate provision for educational resources in schools, until the introduction of the National Policy on Education in Nigeria in 1977 which provides a section on educational support services. It is therefore recommended that the federal government should design relevant implementation strategies to ensure that the provisions made in the 6<sup>th</sup> edition (2013) of the policy document are properly implemented. The Non-governmental organizations should also be encouraged to contribute to providing resources to schools. Also, teachers should be sent to workshops and conferences to improve the skill needed by them to foster improvisation of educational resources in schools.

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