

FOUNDATIONS of EDUCATION

Edited by
S.A. JIMOH

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A Publication of
the Department of Educational Foundations,
University of Ilorin, Ilorin, Nigeria.

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PREFACE

A book on the foundations of education, with particular reference to Nigeria, is long overdue and lecturers in the various fields of education in the Department of Educational Foundations have fulfilled this need with the publication of *Foundations of Education*,

This book contains a lot that will provide intellectual stimulation to students. If this happens (and it is likely to happen), then the department would have achieved its objective. The authors are experienced lecturers who have good claim and authority to disseminate knowledge through this medium.

This publication is both educative and challenging. It raises many issues, which will no doubt stimulate discussions and debates in and outside the classroom.

This publication is another manifestation of our Department's policy of book publishing. It is the fourth in the series of texts published in the last three years. Our journal, NIJEF, has also been recently resuscitated.

I recommend *Foundations of Education* to our students and education students elsewhere in the country.

C.O. Daramola,
Ag. Head, Department of
Educational Foundations.

EDITORIAL FOREWORD

It is a singular privilege and honour for me to present a foreword to this first edition of *Foundations of Education*, a publication of the Department of Educational Foundations, University of Ilorin. The volume was put together by the lecturers in the Department to assist our students with materials that could enhance their understanding of basic issues in educational foundations.

The Department of Educational Foundations, has, in the last five years, evolved a deliberate policy of book publishing. This is in consonance with the University policy forbidding the sale of handouts. We believe that published books, like the present one, would stimulate students and develop in them the love of learning.

This edition readily recommends itself. It covers the major areas that make up the foundations of education history, philosophy, sociology and psychology. The chapters serve as concise introductions for the initiate and refreshing summaries for the experts. But perhaps the greater appeal of this book is the deliberate attempt by the authors to assure the originality and relevance of their presentations.

I wish to recommend this edition of *Foundations* to the education student. I am sure you will enjoy going through it in spite of the little lapses that the careful reader will no doubt spot.

S.A. Jimoh

TABLE OF CONTENTS

Title Page		I
Copyright		ii
Preface		iii
Editorial Foreword		iv
Table of Contents		v-vi
CHAPTER ONE:	Traditional Education In Nigeria Amaele, S. (PhD)	1-14
CHAPTER TWO:	Islamic Education in Nigeria Jimoh, S.A. (Prof.)	15-22
CHAPTER THREE:	Advent of Western Education in Nigeria Olawuyi, B.C. (PhD)	23-28
CHAPTER FOUR:	Education in Pre -Independence Nigeria: 1882-1959 Igvesi, B. (Mrs.)	29-42
CHAPTER FIVE:	Education in Post Independence Nigeria: 1960 - the Present Oyelade, F. (PhD)	43-54

CHAPTER SIX:	Introduction to Comparative Education Daramola, C.O. (PhD)	55-70
CHAPTER SEVEN:	Basic Concepts in Philosophy of Education Amaeie, S. (PhD)	71-84
CHAPTER EIGHT:	Philosophy of Nigeria Education Oyelade, F. (PhD)	85-95
CHAPTER NINE:	Basic Concepts in Sociology of Education Daramola, C.O. (PhD)	96-103
CHAPTER TEN:	School and Society Igwesi, B. (Mrs.)	104-111
CHAPTER ELEVEN:	Psychology: An Overview Olasehinde-Williams, F.A.O. (PhD)	112-129
CHAPTER TWELVE:	Basic Concepts in Psychology Olasehinde-Williams, F.A.O. (PhD)	130-142
CHAPTER THIRTEEN:	Relevance of Educational Evaluation to Teaching and Learning Owolabi, H.O. (PhD)	143-151
CHAPTER FOURTEEN:	Contemporary Issues in Nigeria Education Amaeie, S. (PhD)	152-161

CHAPTER FIVE

EDUCATION IN POST - INDEPENDENCE NIGERIA (1960-PRESENT)

BY

OYELADE, F. (PhD)

Introduction

This chapter involves a discussion of history of education in Nigeria from 1960 to 2002. It features history of education in Nigeria at the primary, secondary and tertiary levels.

Primary Education

In 1960 Nigeria had three regions; the Northern region, the Western region and the Eastern region. The Western region had universal primary education from January 1955 till 1960s although the teachers were insufficient and many of them were unqualified. There was large enrolment of children in the schools: in 1960, over one million children were enrolled which meant over 90% of the children of primary school age in that region (Fafunwa, 1974, p.168). The Eastern region also launched its own universal primary education in February 1957 but had a lot of problems in 1958, which resulted in the closure of many of the schools" (Fafunwa, 1974p. 171). The problems were largely financial and there was opposition from owners of some schools that were taken over by the government. These problems forced the region to modify its universal education programme such that it featured "a three-year, non-fee-paying system and a three-year, fee-paying system based on assumed local contributions" (Fafunwa, 1974, p.173). This form of partial universal primary education was in operation in Eastern region till 1966.

The Northern region did not operate universal primary education at the period that the Western and Eastern regions were making efforts to run universal primary education. This was because "practically all the primary schools in the north (and these included the voluntary or missionary schools) were financed by public funds" (Fafunwa 1974, p. 174). In 1962 the Northern region passed an education law:

establishing a partnership between the government and the voluntary agencies in an attempt to develop a public system of primary education in which the government would be the leading partner with the Minister of Education having the overall responsibility for the promotion of primary education (Fafunwa, 1974, p. 175).

The various regional governments of the North, West, East and later Mid-West were directly involved in the primary education that was in operation in the regions in 1960s; until the time of the military coup of 1966. As a result of the coup, there was military take over of governments in Nigeria. Consequently, in 1967, the federal military government divided the four regions into twelve states - each state having its own military governor and civilian commissioner of education. All primary schools in Nigeria then became the responsibility of the state (Fafunwa, 1974, p. 204).

in 1969 there was a National Curriculum Conference in Lagos, to determine the goals of education in Nigeria as the curriculum offerings. This led to a search for a national philosophy of education that would influence the course of

education in Nigeria at the primary, secondary and tertiary levels. At the national conference, primary education was considered to be education for life, and for preparation for vocational training (Adaralegbe, 1972, pp.213-214).

In 1976 Nigeria had a national launching of universal primary education when the head" of the military government at that time (General Olusegun Obasanjo) declared, on September 6, 1976, that primary education would be made free nationally. Thus, primary education was free nationally for the first time in September 1976 and it remained so until 1979 when civilian administration took over from the military government. Subsequently, various states according to their political leaning implemented or refused to implement free primary education. It should be noted that states that were formerly in the Western region continued to implement universal primary education during this period, and even universal secondary and universal tertiary education.

From 1980's up till now, there have been civilian governments and military governments. Currently we have a civilian government.

Primary education has been run according to the various inclinations of the various governments. But at the national level primary education became free at the commencement of Obasanjo's regime in 1976 and ceased to be free at the end of his regime in 1979.

In 1993, General Ibrahim Babangida ,the head of the Nigerian military government at the time, established the National Primary Education Commission. It is supposed to oversee the general operation of primary education in the country and make recommendations to the federal government.

In 1999 Obasanjo became civilian President of Nigeria and he once again launched national free primary education, and extended the universal education to the Junior Secondary School. He described this as Universal Basic Education (UBE).

This is the current state of primary and junior secondary education in Nigeria.

The education is free, although it is not absolutely free as pupils have to pay for their uniforms and some other materials. But it is generally a big relief to parents. There is great access to education at the primary and junior secondary school levels nationally.

The federal government pays teachers' salaries, builds classrooms and is responsible for general control of education. This is not to say that the state governments have nothing to do with the education of pupils at the primary level. The state governments are also responsible, to certain extent, for the finances; the state ministries of education also supervise schools in the various states; there are state primary education boards and some other manifestations of responsibility on the part of the states.

This is a good development for Nigeria; and the federal government is implored to continue in this good direction,

Secondary Education

In 1960 Nigeria had secondary grammar schools, and secondary technical, vocational, and commercial schools. The secondary grammar schools prepared students for tertiary education - although many of the products went into vocational training and employment after education. The secondary technical, vocational and commercial schools prepared students for middle-level employment. The secondary grammar school was the most popular with literary and academic subjects that included: English, Mathematics, History, Geography, Religious Knowledge, Biology, Chemistry, Physics, Fine Art, and French (Osokoya, 1989, p.91). The schooling was for five years. The students could proceed to the sixth form after the five year grammar school programme, and then unto the university.

In 1969 there was a national curriculum conference that discussed national goals of education in Nigeria as well as the necessary curriculum offerings, and implications for the educational system. The national curriculum conference criticized the secondary grammar school programme and recommended comprehensive secondary school programme instead. This would feature literary, academic, technical and vocational subjects. This was adopted by the federal government, and gradual implementation of the comprehensive secondary school programme was begun with the establishment of the Aiyetoro Comprehensive High School near Abeokuta, and the Comprehensive High School in Port Harcourt- as pilot projects.

The recommendations of the 1969 National Curriculum Conference included change in the years of secondary schooling as well as the curriculum offerings. Thus the new comprehensive secondary school would offer literary and academic subjects plus technical and vocational subjects like: Economics, Accounts, Typing, Shorthand, Business Methods, Cookery, Agriculture, Fine Art, Electronics, Technical Drawing, and Metal Work. The years of schooling would also change from five years to six years (three years of junior secondary schooling and three years senior secondary schooling). Thus, the sixth form classes would no longer be needed.

The 1969 National Curriculum Conference recommendations were used as guidelines for the 1977 National Policy on Education - the document that contains Nigeria's policy on primary, secondary and tertiary education. The 1977 National Policy on Education was revised in 1981 and revised again in 1998. But the curriculum offerings at the secondary school continued to be; literary, academic, technical and vocational subjects. And the years of schooling continued to be: three years at the junior secondary school, and three years at the senior secondary school. At the end of the six

years, students could proceed into the tertiary institutions (like Colleges of Education, Polytechnics and Universities) after passing entrance examination into the institutions.

In 1982 some states commenced the implementation of the six-year secondary education (three in the junior secondary, and three in the senior secondary) and presented students for the Senior Secondary School Certificate Examination in 1988. Some other states could not present students for the Senior Secondary School Certificate Examination until 1990. Other states could not present their own students until 1991 (Osokoya, 1995, p. 103).

Thus, the implementation of the 6-3-3-4 system of education (six years in the primary school, three years in the junior secondary school, three years in the senior secondary school, and four years in the university) began gradually and piecemeal. The secondary school stage (3-3) did not start until 1982 and it continued piecemeal.

The West Africa Examination Council that has been in existence before independence conducts secondary school certificate examination for the secondary school students; but in 1999 the federal government established the National Examination Council (NECO) to conduct secondary school certificate examinations too. Thus in June/July 2000, the National Examination Council conducted its first Senior Secondary School Certificate Examination. This was conducted with remarkable success. The National Examination Council has also now begun (in 2002) to conduct secondary school certificate examinations for private candidates.

By virtue of the launching of the Universal Basic Education by President Obasanjo in 1999, primary education and Junior Secondary education are now free nationally.

The products of senior secondary schools get into the tertiary institutions (Colleges of Education, Polytechnics and Universities) mainly through entrance examinations conducted

by the Joint Admissions and Matriculation Board (JAMB). The students must have also passed their senior secondary school certificate examination with credits in relevant subjects.

The Joint Admissions and Matriculation Board (JAMB) was set up in 1977 by the federal government on the recommendations of the National Universities Commission; and in October 1978, the Nigerian universities registered the first set of JAMB-admitted students for three-year and four-year degree programmes (Fafunwa & Aisiku, 1982, p. 225).

The 6-3-3-4 system of education is commendable, but more emphasis should be given to balanced education for the balanced development of the school children and the Nigerian society.

Teacher Education

In 1960, the three regions, North, West, and East, had various categories of teachers: grade III, grade II, grade I, and some with higher qualifications. Majority of the teachers were however uncertificated, unprofessional teachers (Fafunwa, 1974, pp. 169-173). The number of grade III teachers' institutions reduced between 1960 and 1973 and the grade III teachers' institutions were eventually phased out in the process of improving quality of teacher education by various governments of the federation (Fafunwa & Aisiku, 1982, p. 217).

The Ashby Commission, 1959, submitted its report on 'Nigeria's needs in the field of Post-Secondary School Certificate and Higher Education over the next twenty years (1960-80)' in 1960. It found that most of the teachers in service were uncertificated and unqualified for the job and recommended that the Nigerian government should embark on massive teacher education for the promotion of quality education of pupils and students at the primary, secondary and tertiary institutions.

In effect, in 1961, University College Ibadan started a

one-year Associateship course for selected Grade II teachers who were to assume headship of primary schools after their education (Fafunwa, 1974, p. 199). With the support of UNESCO the federal government and regional governments also established five Advanced Teacher Training Colleges (ATTC) in 1962; and students that were admitted into the colleges were given financial assistance by their respective governments (Fafunwa, 1974, p. 201). At the university level, education of graduate teachers was launched in 1960. In 1968 the federal government launched a crash programme for the education of 2000 graduate and Nigerian Certificate of Education (NCE) teachers annually for five years. This was with the view to promote adequacy in the supply of teachers in our schools. The student teachers in the crash programme received scholarships.

The federal military government was also fully responsible for the finance of the education of teachers for the Universal Primary Education Scheme launched in 1976. And so secondary school leavers and similar category of people were educated freely at various teachers' institutions (Grade II Teachers' Colleges, Colleges of Education, and Universities) between 1973 and 1975 (Fafunwa & Aisiku, 1982, p. 217); and between 1976 and 1979.

By 1973 there were thirteen Colleges of Education; and by 1979 there were thirty-five Nigerian Certificate of Education (NCE) institutions (Fafunwa & Aisiku, 1982, p. 217).

Teacher education continues to flourish in the country, with each passing year. But the student teachers are no longer enjoying government subsidies, and scholarships as before. This is probably because there are very many teachers now in the Nigerian labour market. Many teachers are even unemployed. It is sad to note that pupil-teacher ratio is high, and student-teacher ratio is also high at the primary, secondary and tertiary levels of education in the country. This makes the

work of teachers difficult. Yet the governments are reluctant to absorb many more teachers into teaching.

The current Nigerian governments should however be commended for improving the* conditions of service of teachers. Teachers' salaries have been improved as well as their staff development programmes. More facilities are also provided in the schools. The governments are implored to please struggle to do-more: adequate number of teachers as well as good quality teachers are necessary for good education of the people.

Tertiary Education

In 1960 the Ashby Commission submitted its report on "Nigeria's needs in the field of Post-Secondary school Certificate and Higher Education over the next twenty years (1960-1980)." And the Commission noted that there was need for expansion in primary, secondary and tertiary education in the country. The expansion would be in terms of number and quality of pupils, students, teachers, programmes, and facilities, such as to cope with the anticipated development in Nigerian economics, politics, culture, and so forth. Thus the Nigerian College of Arts, Science and Technology with branches in Zaria, Enugu and Ibadan should be absorbed into University system. The University of Ibadan should be autonomous; the establishment of University of Nigeria 'Nsukka should be supported by the federal government; universities should run courses in various disciplines (including education, agriculture, medicine, engineering, law, commerce, and so forth); there should be a university in the North; the Nigerian universities should be independent of each other; and there should be a National Universities Commission.

The Nigerian government adopted the recommendations of the Commission with the view to even improve upon the recommendations (Fafunwa, 1974, p. 156).

Thus the establishment of the University of Nigeria, Nsukka on October?, 1960 by the Eastern region was fully supported by the federal government. The Enugu branch of the Nigerian College of Arts, Science and Technology was incorporated into the university system. Ahmadu Bello University was established in Zaria in 1962 and the Zaria branch of the Nigerian College of Arts, Science and Technology was incorporated into the university system. University of Ife was established the same year (1962) on the site of Ibadan branch of the Nigerian College of Arts, Science, and Technology and the Ibadan branch of the Nigerian College of Arts, Science and Technology was incorporated in the University of Ife system. The university (now Obafemi Awolowo University) moved to its permanent site (Ile-Ife) in 1967. The University of Lagos was also established in 1962. The University of Ibadan became autonomous in December 1962 (Fafunwa, 1974, p. 156).

The National Universities Commission was established in 1962 to oversee the affairs of Nigerian Universities in terms of finance, staffing and courses offered.

The University of Benin was established in 1971. The Universities of Jos, Calabar, Maiduguri, and Sokoto became full-fledged universities in 1975. Universities of Ilorin, Port Harcourt, and Bayero, which were university colleges in 1975, became autonomous universities in 1977.

Several universities, colleges of education, and polytechnics have been established since the report of the Ashby Commission. Today, we have more than forty universities in Nigeria including federal government universities, state government universities, and universities owned by private individuals and missions. There is freedom to establish educational institutions in Nigeria today, including tertiary educational institutions. But the institutions have to conform with the standards laid down by organs of the federal government in charge of co-ordinating the establishment and running of such educational institutions.

The organ of the federal government that oversees the establishment and running of Colleges of Education in Nigeria is the National Commission for Colleges of Education, established in January 1989. The organ of the federal government that oversees the establishment and running of Polytechnics and Colleges of Technology in Nigeria, is the National Board for Technical Education established in 1977. And the organ of the federal government that oversees the establishment and running of universities in Nigeria is the National Universities Commission, established in 1962.

Many tertiary institutions of education are now established in Nigeria. This is good; it augurs well for the progress of the nation in terms of socio-political, economic, and cultural development. The governments should be commended for this. But many of the products of the tertiary institutions are not getting employment. Besides, there is increase in moral decadence in the socio-political milieu. The governments and the people therefore need to gear up efforts to arrest the situation.

It is suggested that federal government's efforts in promoting the 6-3-3-4 system of education with more emphasis on science and technology (see p. 33 of Federal Republic of Nigeria, 1998) should be reviewed, so as to give greater recognition to the development of morals in our educational and socio-political milieu.

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