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# **HISTORICAL DEVELOPMENT OF PRIMARY EDUCATION IN NEW-BUSSA LOCAL GOVERNMENT AREA, NIGER STATE, NIGERIA: 1999-2011**

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## **Abstract**

This study explored historical development of primary education in New-Bussa Local Government Area, Niger State, Nigeria. In this study, emergence of Primary School in the local government; the number of staff [both male and female], number of yearly enrolment and challenges faced by the primary school in New-Bussa Local Government Area were all traced. This study made use of historical method of research. The population of the study comprises all pupils from the 16 primary schools used for the research which are about a total of 5,746. A researcher's designed pro forma and questionnaire were used for data collection while the data collected were analysed using descriptive statistics of percentage, bar chart and mean rating to answer the research questions raised for this study. Finding from this study revealed that the trends of primary school development increased steadily but with fluctuations from the year 1999 to 2011; there was no stable increase in the trends of teachers' enrolment in primary schools in New-Bussa Local Government Area from the year 1999 to 2011. Similarly, it was revealed that primary education development in New-Bussa Local Government Area faced the challenges of insufficient educational materials, low socio-economic level of parents, lack of teaching aids, lack of qualified teachers, negligence of parents, lack of sufficient classroom, poor remuneration of teachers, and so on. It was therefore recommended among others that proper attention should be given to the development of primary school education by government and other stakeholders. Primary school is the foundation of education for every child and its development should be taken with all seriousness by providing adequate fund.

**Keywords:** History, Historical Development, Primary Education

## **Introduction**

History is the study of life in the past, in all its aspects, in relation to present developments and future hopes. It is the story of man in time, an inquiry into the past based on evidence. Indeed, evidence is the raw material of history teaching and learning. It is an Inquiry into what happened in the past, when it happened, and how it happened. History introduces human to their heritage by teaching them about their society – what is, how it grows, the way it works, and what it has achieved. Promoting pride in heritage through history will create a sense of identity and culture that is prerequisite for nation building (Fabunmi, 2005; Wasserman, 2010). History is more imperative in a political and religious diverse society like Nigeria where the need for a common thread that can create harmony and cohesion is paramount.

History is known as the only significant storehouse of data on aspect concerning the nation such as national institutions, problem, and value (Fafunwa, 2004). Such storehouse therefore becomes a springboard for evidence on how the nation has interacted with other society and understanding of how changes that today affect the lives of citizen has emerged. Furthermore, history inculcate the ability to think critically through the weighing of evidence, discerning facts from fancy, and by being less susceptible to propaganda (Carr, 2008, Giliomee, 2010, Van Eeden, 2012). Therefore, the historical development of New-Bussa Local Government was considered.

New Bussa is located in the Borgu Local Government Area of Niger state. It is one of the three emirates that make up Kainji Basin. Bussa area is made up of three kingdoms namely; Borgu, Nikki and Illo. Borgu lies north of the rain forest and falls within the savannah zone of the Western Sudan. Bussa itself is situated on the West Bank of the Yoruba land and across the River Nupe. New Bussa came into existence as a result of the Kainji hydroelectric project dated back to 1951. It is the new site of Bussa after the lake dam set the previous location underwater. Bussa is the headquarters of the Borgu Local Government Area of Niger State. Borgu refers to both a group of people and an area. Oral traditions relating to the origin of the people of Borgu state that the ancestors of the ruling class arrived and settled in the land of Borgu from "the East". According to Mohammed and Nze (2004) in the

establishment of Borgu, Woru, the eldest son established Bussa in present day Borgu Local Government of Niger State while Sabi the younger son established Nikki in present day Benin Republic. The youngest son, Bio on the other hand moved only a little to the North of Bussa and established Illo which is in present day Kebbi State of Nigeria.

New-Bussa can be seen as a place or local government that never lacked the attention of western culture due to the fact that it has been for long exposed to the white man activities, such as the construction of the Kainji dam site, national park and other important center of attractions. The white at first during that period had the mind of educating the whole citizen but the whole effort was not really appreciated except for the children of the important persons that at that time benefited from the western education. Also the movement of the people to a new location currently known as New-Bussa kind of slow down the penetration of western education due to the geographical disturbance. But at the long run Western education came into Bussa through Alhaji Musa Mohammed Kigera III who was the first educated Emir of Borgu by the white at that period in time. Bussa clocked her 50<sup>th</sup> in this year 2018 and practically education has been spreading right from the onset because as soon as the white came in then they were always interested in building up a school especially a primary school at least for the children of the working staff to attend and get education and such school that were birthed due to such circumstance are still very much in place.

Education is very basic to national development; therefore no nation can afford to toil with it. Hence, the foundation of every great nation is said to be the education of its citizens. According to Edinyang et al. (2012), one of the important aims of education is to foster the full development of an individual to enable full contribution to the well-being of the society. In an ideal sense, education is an ultimate value and hence, through the provision of social service, it is an agent of change (Ogunwuyi, 2010). It is the responsibility of the educational system of any nation to bring to the light the transformation of the economic, political, scientific and technological recognition.

The first primary school in New-Bussa was the Bussa primary school which was established 1969 just immediately the people moved from the old location to start up a new life, the first school was mainly known as the school of the indigene right from time and even to this present day. The second was The Power Holding Company Primary School which was established 1972 which over time changed her name to Mainstream Primary school. The third was Kainji Lake Staff Primary School which was established in 1978. The fourth was Richard Lander School which was commissioned in the year 1984/1985, the fifth was the Air Force Primary School which was established in 1987. The first set of primary schools were established for the sake of the staff children of each organization and this was the reason why each of the above primary schools were running at all most the same motive, which was to provide sound education for the staff children, to inculcate into the children moral so as to be fit in every aspect of life and finally to provide educational facilities within the whole institutes. The advent of the first set of primary schools made a way for the establishment of the numerous primary schools that is in New-Bussa this very day.

With the dependency of individual, family, community and the nation on education for national development, the fundamental place of primary education cannot be overemphasized. FRN (2004) recognizing this role, wrote that since the rest of the education system is built upon it, the primary level of education is the key to the success or failure of the whole system. Primary education is therefore a reservoir of knowledge and a citadel of learning basic skills for national development.

Primary education as referred to in the National Policy on Education (NPE) is the education given in institutions for children aged 6-11 plus (FRN, 2013). It is the first stage and compulsory education. Primary education is preceded by pre-school or nursery education and followed by secondary education. The primary education is the first six years of the nine years of basic education using the Universal Basic Education (UBE) standard. This stage of education is often addressed as elementary education. Today, there are about 48,242 primary schools with 16,796,078 pupils but with limited and incompetent teachers in Nigeria (Okam, 2012). The vision statement of Universal Basic Education that encompasses primary education states that, at the end of nine years of continuous education, every child should acquire

appropriate and relevant skills and values and be employable in order to contribute his or her quota to National Development.

The place of primary education is very paramount because it is the foundation of adults' contribution to developmental processes. In other words, basic education makes a child a better adult. Primary education is to the educational system; and the nation at large, what the mind is to the body. A faulty primary education which is the foundation of the entire education system can thwart the attainment of the intended outcome of the system. The objectives of primary education as deduced from Nigerian national education aims and objectives read thus;

- i) inculcate permanent literacy and numeracy, and ability to communicate effectively;
- ii) lay a sound basis for scientific and reflective thinking;
- iii) give citizenship education as a basis for effective participation in and contribution to the life of the society;
- iv) mould the character and develop sound attitude and morals in the child;
- v) develop in the child the ability to adapt to the child's changing environment;
- vi) giving the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity;
- vii) provide the child with basic tools for further educational advancement, including preparation for trades and the craft of the locality (FRN, 2012).

These objectives make the primary education the concern of all and sundry, and it has become obvious that the foundation to build the future of Nigerian nation anchored on it. It can therefore be affirmed that the aims and objectives of the primary education is no longer just the acquisition of the ability to read, write and numeracy as it were in the colonial era but had moved to a more complex skills acquisition that will enable a primary school leaver to be an independent member of the society (Osuji and Alugbuo, 2003). Writing on the primacy of early education of the child, Oloruntoyin, (2011) holds that it behooves us to ensure that children are adequately prepared today so that they may find suitable answers to meet the needs and challenges of tomorrow. Primary education is therefore a child necessity for the transformation of any society.

The search for knowledge is an undeniable right of every child because it is through knowledge that the child could appreciate and develop his/her potentials. It is expected that at the end of primary education, every child would have acquired appropriate level of literacy, numeracy, communication, manipulation and self-skills so as to be employable, useful to himself and to the society at large by possessing the relevant ethical, moral and civic values. But before all this can be achieved there is a need of proper solution to every challenges that is been faced by primary education, to eliminate factors that are defaulting its development and to introduce the basic needs.

Academic success depends on a variety of factor and these factors can have both a positive and negative influence on a child's ability to stay motivated and succeed in school, skills needed to acquire permanent literacy and numeracy as well as to gain admission into secondary school. Conversely many primary school in New-Bussa are experiencing acute shortage of infrastructure, non-payment of teacher's salaries and security problem. Also parent are not helping in the aspect of cooperation with the primary school authority. e.g. bringing their wards late to school and not helping out with their take home work. Most parents also prefer their children to 'hawk during most day of the week and this really place a negative effect on the child as he or she miss out from the vital activities in the class and could leads to poor performance in examination. In addition, the instructional materials needed for teaching and learning activities are not adequately available. National Policy on Education (2004) states that the teacher pupil ratio should be 1:35 but in New-Bussa the classrooms especially in the public schools are overcrowded. In some instance schools have operated with teacher pupil ratio of 1:76 which is absolutely not helping out. The ecology of the classroom is another concern. Ecology of classroom according to Nwaogu refers to the environment of people that is the curriculum, actual teaching, classroom management, classroom climate and physical condition of the classroom. The motive behind this research work is to look into the advent of primary education in Bussa Local government, how it started, how it increased and most importantly to throw open some of the long standing problem faced by the primary education sector so that the appropriate attention with solution can be granted.

The general purpose of study was to explore historical development of primary education in New-Bussa Local Government Area, Niger State, Nigeria from 1999-2011.

### Research Questions

To guide the study, the following questions were posed.

- 1) What was the number of primary schools in New Bussa from 1999-2011?
- 2) What was the trend of teachers' deployment to primary schools in New Bussa from 1999-2011?
- 3) What was the improvement in the yearly enrolment of pupils in New- Bussa Local Government Area from 1999-2011?
- 4) What were the challenges encountered in the primary schools' development in New Bussa Local Government Area from 1999-2011?

### Methodology

Historical research design was adopted for this study. This is because the researcher investigated and explained past events concerning primary education in New Bussa LGA, Niger State, Nigeria. This is to have a better understanding of the present and make a reliable prediction of the future. According to Osokoya (1996), historical research involves investigating, recording, analyzing and interpreting the events of the past for the purpose of making generalizations that are helpful in understanding the past, the present and to a limited extent, in anticipating the future.

The population of the study comprised all the stakeholders who are connected with primary education in New Bussa LGA, Niger state. These include Headmasters/teachers of primary schools in New Bussa LGA, Education secretary of the LGA, inspectors, members of Parents Teachers' Association and the pupils

Multi-stage sampling technique was employed for selection of the sample needed for the study. The first stage involved stratified sampling of the population into the officials i.e Education secretary (policy Makers), the Head teachers/teachers of primary schools (implementers) and pupils (beneficiaries). The second stage involved the use of purposive sampling technique to select all the 12 officials of

primary schools in New Bussa LGA, Niger State. This is in line with Ujo's (2000) position, that a researcher can purposively sample respondents if the researcher finds any attribute of interest in the population. The third stage was the use of simple random sampling technique to select 120 out of 282 Head teachers of primary schools in New Bussa LGA. The selection is in agreement with the Research Advisors' (2006) sample size. It was analyzed and concluded in a population of 300 at confidence level 95%, 120 respondents could be sampled. The fourth stage involved cluster random sampling technique to select 20 members of PTA and 80 pupils. Daramola (2006) posited that a researcher can adopt cluster random sampling in a situation where it is difficult or almost impossible to obtain a complete listing of the element of given target population. A total number of 232 respondents were used in the study

This study being a historical research type employed both primary and secondary sources of information to gather data used. The primary source of information for this study included questionnaire tagged "Challenges of Primary Education Questionnaire" (CPEQ), official documents and proforma. The test re-test reliability co-efficient of 0.75 was obtained on the instrument (CPEQ). The official documents used included the following:

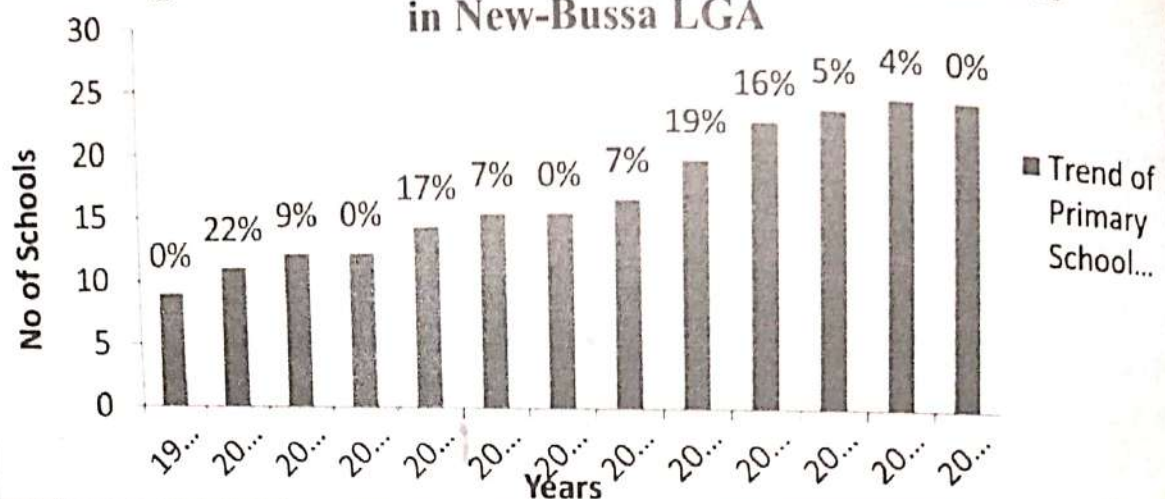
- a. Annual Reports from Niger State Ministry of Education.
  - b. Annual Reports from Niger SUBEB.
- Data for the study was analyzed using the percentage and the mean rating.

## **Results**

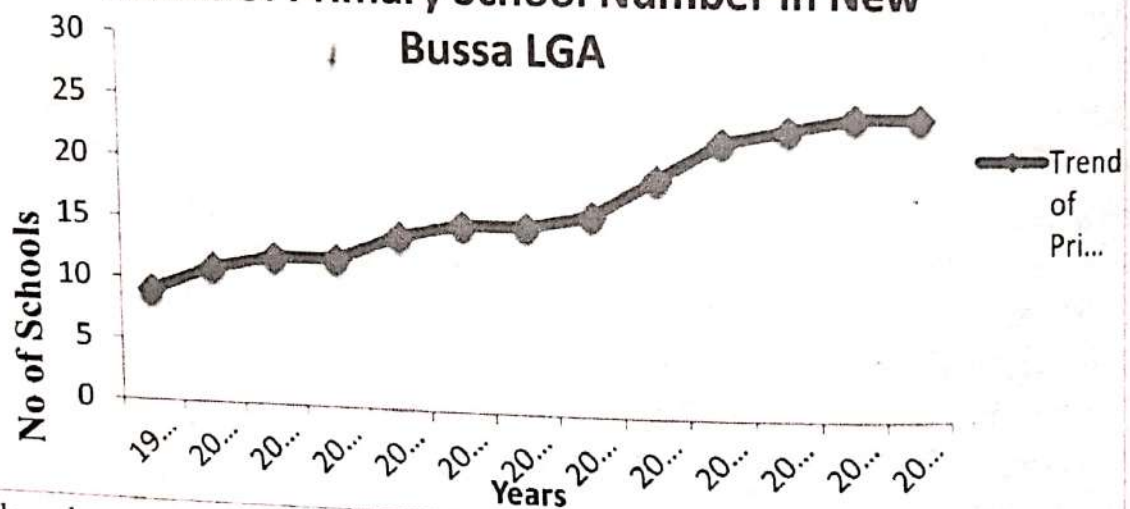
Frequency counts, percentages and bar chart were used to provide answers to the research questions raised.

**Research Question One:** *What was the number of primary schools in New Bussa from 1999-2011?*

**Figure 1a: Percentage of Number of Primary School in New-Bussa LGA**



**Trends of Primary School Number in New Bussa LGA**



The charts above show the percentage increase and trends of primary school number in New-Bussa Local Government Area of Niger State from the year 1999 to 2011. The highest percentage (22%) in the number of primary schools was in the year 2000. This was followed by 19% and 17% growth rates in the year 2007 and 2003 respectively. From the trend line, there was a reduction in the number of primary schools in the year 2002, 2005 and 2006 respectively in New-Bussa Local government Area. However, there was no increase in the percentage of primary school development (0%) in New-Bussa Local Government Area in the year 2002 and 2005 because the number of schools remained unchanged. There was the same percentage growth rate (7%) in the year 2004 and 2006 respectively. Thus, the trends of

primary school number increased steadily but with fluctuations in New-Bussa Local Government Area from the year 1999 to 2011.

1) **Research Question Two:** What was the trend of teachers' deployment to primary schools in New Bussa from 1999-2011?

**Figure 2a: Percentage of teachers development to New-Bussa (1999-2011)**

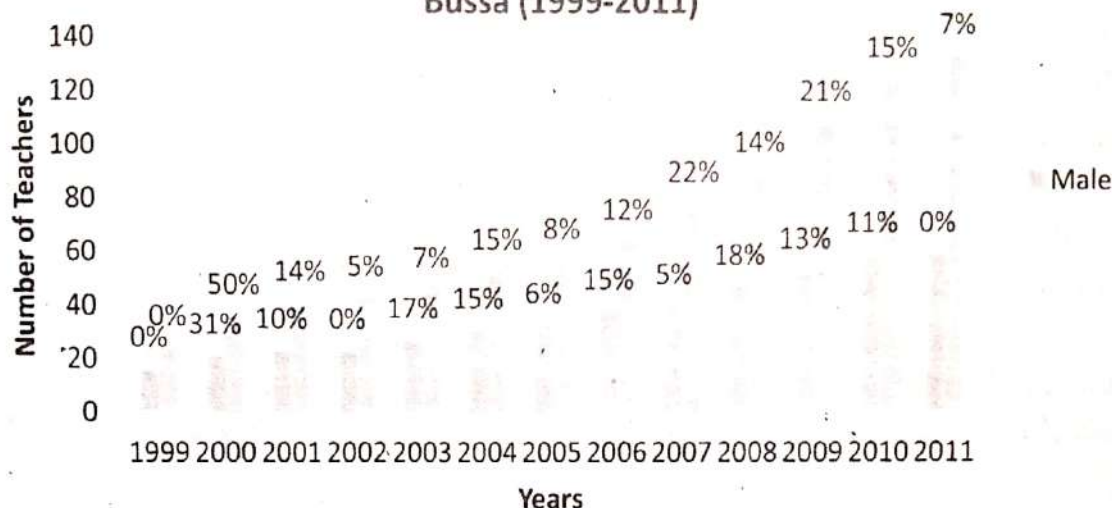
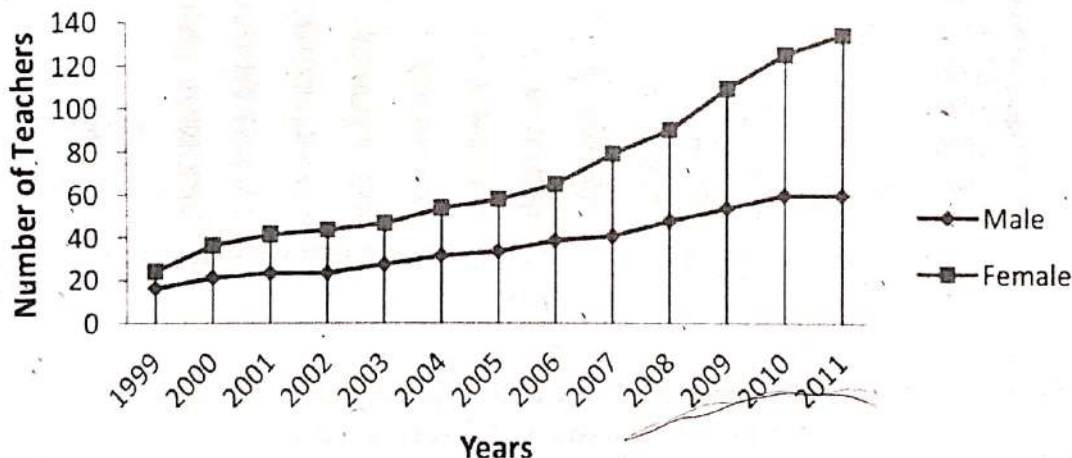


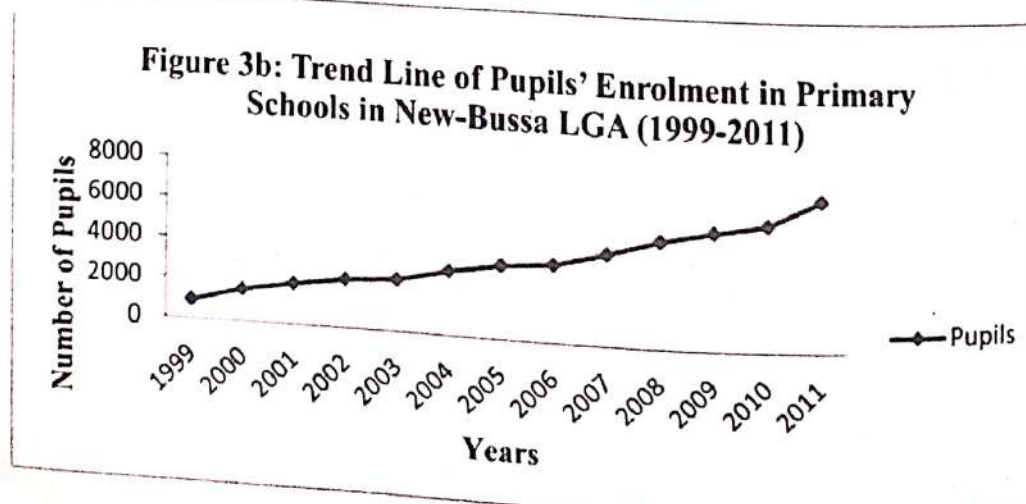
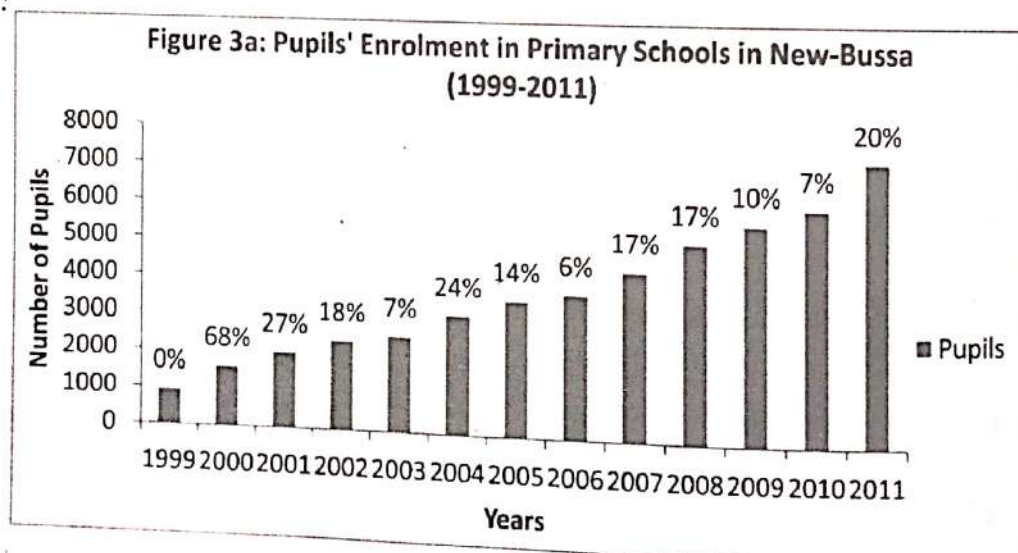
**Figure 2b: Trend Line of teachers' deployment to Primary Schools in New-Bussa LGA (1999-2011)**



The outcomes in Figures 2a and 2b reveal the trend in the percentage of teachers (male and female) deployment to primary schools for the year 1999 to 2011. As shown above, the female teachers number in primary schools in New-Bussa Local Government Area was more than male teachers for the period under consideration. The year 2000 had the

highest percentage increase of teachers' deployment while the year 2002 and 2011 respectively recorded the least number of teachers. The trend line indicated that there was a reduction in male teachers number in the year 2002, 2005, 2007 and 2011; while number of female staff reduced in the years 2002, 2003, 2005 and 2011 respectively. However, the percentage increase of male teachers number was more than their female counterparts in the year 2003 and 2008 respectively. Both male and female teachers had the same number (15%) in the year 2004. There was no yearly increase in male teachers number with (0%) in the year 2002 and 2011 respectively. This implies that there was no stable increase in the trends of teachers' deployment to primary schools in New-Bussa Local Government Area from the year 1999 to 2011.

**Research Question Three:** *What was the improvement in the yearly enrolment of pupils in Ne- Bussa Local Government Area from 1999-2011?*



The results in Figures 3a and 3b show the percentage growth and trends of pupils' enrolment in primary schools in New-Bussa Local Government Area for the year 1999 to 2011. As shown above, the year 2000 recorded highest percentage increase of pupils' enrolment (68%) in primary schools. This was followed by the years 2001 and 2004 with 27% and 24% pupils' enrolment respectively. The percentage of pupils' enrolment in primary schools in New-Bussa Local Government Area was also high (20%) in the year 2011. However, the percentage increase of pupils' enrolment was the same in the year 2007 and 2008 as well as 2003 and 2010. The trend line revealed that there was a drop or reduction in the enrolment of pupils in primary schools in the year 2003, 2006 and 2010 respectively in New-Bussa L.G.A. This implies the yearly enrolment of pupils in primary schools in New-Bussa Local Government Area was not consistent for the year 1999 to 2011.

**Research Question Four:** *What were the challenges encountered in the primary schools' development in New Bussa Local Government Area from 1999-2011?*

| N  | Items                                                                                                         | Mean | S.D  | Rank             | Remarks  |
|----|---------------------------------------------------------------------------------------------------------------|------|------|------------------|----------|
| 5  | Lack of sufficient books and educational materials especially in the libraries                                | 3.48 | 0.68 | 1 <sup>st</sup>  | Accepted |
| 16 | Playfulness of pupils and lack of proper concentration                                                        | 3.32 | 0.98 | 2 <sup>nd</sup>  | Accepted |
| 14 | Parents' attitude towards education and less participation in their wards' academic performance               | 3.24 | 0.62 | 3 <sup>rd</sup>  | Accepted |
| 13 | Socio-economic level of parents which deny some parents to make adequate provision for their wards            | 3.24 | 0.89 | 3 <sup>rd</sup>  | Accepted |
| 12 | Household and individual background of the pupils which reflect negatively                                    | 3.12 | 0.92 | 5 <sup>th</sup>  | Accepted |
| 2  | Lack of teaching aids to make each subject more practical and simple for the pupils                           | 3.12 | 0.75 | 5 <sup>th</sup>  | Accepted |
| 19 | Inadequate and employment of unqualified teachers                                                             | 3.10 | 1.02 | 7 <sup>th</sup>  | Accepted |
| 17 | Negligence of parents towards parent-teacher association meeting                                              | 3.10 | 0.91 | 7 <sup>th</sup>  | Accepted |
| 1  | Insufficient furniture materials e.g chair, table and black board                                             | 3.04 | 0.95 | 9 <sup>th</sup>  | Accepted |
| 6  | Poor remuneration of teachers which tend to discourage the teachers from putting in more effort               | 3.02 | 0.82 | 10 <sup>th</sup> | Accepted |
| 15 | Involvement of children in child labour e.g. hawking and sexual exploitation                                  | 3.00 | 1.16 | 11 <sup>th</sup> | Accepted |
| 11 | Poor level of parent's education                                                                              | 2.88 | 0.75 | 12 <sup>th</sup> | Accepted |
| 20 | Lack of proper reinforcement (e.g. gifts and rewards) to encourage the pupils                                 | 2.78 | 0.93 | 13 <sup>th</sup> | Accepted |
| 8  | Irregular payment of teacher's salaries that at some point venture into strike                                | 2.78 | 1.06 | 13 <sup>th</sup> | Accepted |
| 4  | Lack of additional and sufficient classroom that could enable the pupils to learn under a healthy environment | 2.76 | 0.94 | 15 <sup>th</sup> | Accepted |
| 18 | Parents bringing their wards late to school                                                                   | 2.62 | 0.83 | 16 <sup>th</sup> | Accepted |
| 9  | Zero or little attention to the slow learners among the pupils                                                | 2.58 | 0.81 | 17 <sup>th</sup> | Accepted |
| 10 | Lack of system of security                                                                                    | 2.58 | 1.18 | 17 <sup>th</sup> | Accepted |
| 3  | The distance of the pupil's home from school which sometimes don't motivate the pupils' coming to school      | 2.52 | 0.71 | 19 <sup>th</sup> | Accepted |
| 7  | Inadequate power supply especially during the summer period of academic session.                              | 1.90 | 0.91 | 20 <sup>th</sup> | Rejected |

The result in Table 1 shows the challenges encountered in the development of primary education in New-Bussa Local Government Area of Niger State. Item 5 was ranked first with a mean score of 3.42 and it states "lack of sufficient books and educational materials especially in the libraries." Ranked second is item 16 with a mean score of 3.32 and it states "playfulness of pupils and lack of proper concentration." Items 14 and 13 were ranked 3<sup>rd</sup> with mean scores of 3.24 respectively. Items 12 and 2 which state "household and individual background of the pupils which reflect negatively, and lack of teaching aids to make each subject more practical and simple for the pupils" were ranked 5<sup>th</sup> with mean scores of 3.12 respectively. Inadequate and employment of unqualified teachers, and negligence of parents towards parent-teacher association meeting were both ranked 7<sup>th</sup> with mean scores of 3.12 respectively.

Item 7 was ranked 20<sup>th</sup> with a mean score of 1.90 and it states "inadequate power supply especially during the summer period of academic session." Therefore, using a cut-off score of 2.5 as the baseline for determining the challenges encountered, all the items with mean scores above 2.5 were the challenges faced in the development of primary education in New-Bussa Local Government Area except item 7. This implies that the challenges encountered in the development of primary school include lack of sufficient educational materials, socio-economic level of parents, parents' attitude to education, pupils' background, lack of teaching aids, lack of qualified teachers, negligence of parents, lack of sufficient classroom, poor remuneration of teachers, and so on. Peer influence, lack of sex education, experimental curiosity, pleasure, lack of parental supervision, mass media, economic reasons, ignorance, desire to express affection, search academic advantage and so on. However, inadequate power supply was not part of the challenges encountered in the development of primary schools in New-Bussa Local Government Area.

### **Discussion of Findings**

The findings of this study revealed that the trends of primary school number increased steadily but with fluctuations in New-Bussa Local Government Area from the year 1999 to 2011. This implies that

primary school education development steadily changed but not stable from the year 1999 to 2011 in New-Bussa Local Government Area. This is in line with Ogunwuyi (2010) who opined that education is a change agent. This inconsistent trend of primary school education development may be attributed to the fact that New-Bussa was just open up environment with little population that may not be favourable to school development.

It was also found out that there was no stable increase in the trends of teachers' deployment to primary schools in New-Bussa Local Government Area from the year 1999 to 2011. This is against the view of Edinyang (2012) that teachers' deployment increased over time. The reduction in the teachers' deployment was due to lack of adequate funding.

The yearly enrolment of pupils in primary schools in New-Bussa Local Government Area was found not consistent for the year 1999 to 2011. This implies that pupils' enrolment in primary schools was fair from the year 1999 to 2011. This outcome supports the assertion of Oloruntoyin (2011) who affirmed that pupils' enrolment is influenced by many factors. The free Basic Education started in the year 1999 and this might accounted for the fair enrolment of pupils in primary schools for the years under consideration.

Finding also revealed that primary education development in New-Bussa Local Government area faced the challenges of insufficient educational materials, low socio-economic level of parents, poor parents' attitude to education, pupils' background, lack of teaching aids, lack of qualified teachers, negligence of parents, lack of sufficient classroom, poor remuneration of teachers, and so on. However, inadequate power supply was not part of the challenges encountered in the development of primary schools in New-Bussa Local Government Area. This is consistent with the findings of Okam (2012) who discovered that incompetent teachers were the bane of primary school education development. This might be due to the fact that the dispensation before 1999-2011 was marked by poor funding of education including primary school education.

## **Conclusion**

It could be concluded that the trends of primary school education, teachers' deployment and yearly pupils' enrolment in primary schools in New-Bussa Local Government Area fluctuated from the year 1999 to 2011. However, the development of primary school education in New-Bussa Local Government Area faced the challenges of insufficient educational materials, low socio-economic level of parents, poor parents' attitude to education, pupils' background, lack of teaching aids, lack of qualified teachers, negligence of parents, lack of sufficient classroom, poor remuneration of teachers, and so on.

## **Recommendations**

Based on the findings of this study, it was recommended that

1. Proper attention should be given to the development of primary school education by government and other stakeholders. Primary school is the foundation of education for every child and its development should be taken with all seriousness by providing adequate fund. This will help to increase pupils' enrolment in primary schools.
2. Since deployment of teachers was not consistent over the years under consideration, more teachers should be deployed to primary schools for effective functioning of the primary schools. Government should also reward teachers appropriately through prompt payment of salaries. Teachers should be motivated to perform better in order to make primary school education develop.

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