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The Department of Physical and Health Education

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FOREWORD

I am delighted to introduce the maiden volume of Jos Journal of Physical and Health Education a publication of the Department of Physical and Health Education, Faculty of Education, University of Jos. The publication of the journal has come as a pleasant surprise and as an evidence of the hard-work and commitment of the Head of Department supported by a strong team of united academic staff.

This maiden volume consists of seventeen (17) articles. Fourteen (14) of the articles are research reports while only three are position papers. This is a strong indication of the high quality of the journal. The journal is a research report oriented journal and reports studies done in Nigeria on various Physical, Health and Educational issues that scholars and the public will find highly relevant and educative for practical utility in daily living.

Another positive unique quality of this journal is the tendency for co-authorship and collaborative research. This gives the articles in this maiden volume an interdisciplinary flare and the utility of information in the articles in the journal will cut across disciplines. Therefore, from whatever discipline one is coming from one will find articles that address issues related to your area of specialization ranging from the sciences to education. In the first study, Olaitan and colleagues investigated awareness of patients' Bill of Rights, which many of us are not also aware that such a bill exist and may not be making use of the bills when we have been treated poorly by health personnel in hospitals. Other articles that may interest the public include awareness of cervical cancer risk factors, perception of budgetary allocation on sports performance, perceived difficult topics in mathematics and perception of drug use and drug abuse among Secondary School Students. The problem of low enrolment in physical and Health Education is one of the articles that investigated factors that contribute to low enrolment in Physical and Health Education among secondary school students.

This study found factors responsible for low enrolment in Physical and Health Education similar to what we find in enrolment in some disciplines with similar problems.

The instances cited are just to buttress the fact of the quality and relevance of the articles to school learning and daily living in general.

As a Faculty, we celebrate the floating of this journal and I urge the Department to keep up the publication with high standard as well as quality research and position papers of international reputation.

Congratulation to the Department of Physical and Health Education for this great achievement within the short period of your existence. Please keep up the publication of the journal in the Department.



Prof. Mary P. Haggai
Dean of Education

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THE CHALLENGES OF EDUCATION SINCE 1914 AND PROSPECTS OF EDUCATIONAL DEVELOPMENT IN NIGERIA

OYELADE A. F. (Ph.D.)

Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria
e-mail: afoylade@gmail.com

and

ABOLADE S. B.

Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria
e-mail: abolade2010@yahoo.com

Abstract

This paper examined the challenges of education in Nigeria since 1914, when the then colonial Governor-General, Fredrick Lugard amalgamated the Northern and Southern Protectorates as one political entity. It also examined the prospects of educational development in Nigeria. The paper uses historical analysis in the examination of the various challenges facing the development of education in Nigeria, and in considering the prospects of educational development in the country. It was found that Nigeria has witnessed the formulation of a series of policies in the form of codes, memoranda, ordinances, laws, and so forth to guide the educational process and address the challenges of education during the various periods of existence. Moreover, the 1914 draft policy prepared by Lugard, and finally adopted as the 1916 Education Code represented a significant landmark in Nigeria's educational history and development. In addition, Nigeria has produced one National Policy on Education in 1977 (revised in 1981, 1998, 2004, and 2013). It was concluded that the challenges confronting the realization of the goals of education are many. Some of the challenges of education since 1914 include inadequate funding and shortage of qualified teachers. When these are addressed the prospects of education are such that could foster socio-economic development in Nigeria. It is recommended that a synergy exists among the various stakeholders in education in the country.

Keywords: challenges, prospects, educational development, education, development.

Introduction

Education is the bedrock of development of human societies. It liberates the mind and helps the individual to participate gainfully in development process. Thus, educated persons are better participants in, and beneficiaries of socio-economic development process. They transform the society by using knowledge, skills, attitude, and practices acquired in the process of education. However, no educational process is free from some challenges.

Thus, this paper examined the challenges of education in Nigeria since the historic amalgamation of the Northern and Southern Protectorates in 1914, the steps taken to surmount the challenges, and the steps that still need to be taken to ensure educational development in the country for general societal development. The paper is important because it traces the challenges of education in Nigeria since the very beginning (the amalgamation of Northern and Southern Protectorates in 1914) up till the present. It also analysed the prospects of education in the same connection. Subsequently, it makes recommendations.

Research Design

The research design used in this study is historical research design. This is because the study is historical and it warrants the use of primary and secondary sources of data such as diaries, log book, interviews, minutes of meetings, reports, policies, journals, educational magazines, and related information on official websites. The data gathered are processed for content and thematic analyses in the fashion of historical analysis, which is the feature of the analysis in the study. The analysis helps in arriving at historical conclusions and in making recommendations.

Educational Development and Challenges from Amalgamation to Regionalization (1914 – 1951)

In 1914, Nigeria had Fredrick Lugard as the British Colonial Governor-General (Adesina, 1982:18-20). Therefore, an examination of the educational policies (in the form of codes, ordinances, memoranda, laws, and so on) beginning from 1914, under Fredrick Lugard could give a fair picture of the development of colonial education and its challenges in Nigeria from 1914 (Adesina, 1982:18-20).

Lugard's first aim as Governor-General of Nigeria was to unify the country both politically and administratively. From his earlier experiences in Northern Nigeria, Lugard realised that education is a very potent instrument in the process of achieving his political and administrative objectives (Adesina, 1982:18). He saw education as the most important duty of government on which all other administrative duties depended. Adesina (1982:18) stated that within less than six months in office (in 1914), and having amalgamated the Northern and Southern Nigerian protectorates, Lugard had prepared a draft policy on education for

Nigeria. The draft though criticized by the colonial office and the missionaries initially, was finally adopted as the 1916 Education Code (Adesina, 1982:18-20).

The 1916 Education Code ushered in a new system of educational administration, by which grants to schools were based not on results, but on the general efficiency and tone of the school as determined by the inspectors of education after frequent visits to the school. It is significant to note that the 1916 code which came shortly after the amalgamation of the Northern and Southern Protectorates by Fredrick Lugard, was meant to reduce the disparity between the provision of education in the Northern and Southern Nigerian Protectorates (Taiwo, 1980:36).

The foregoing was the stage of colonial education policy in Nigeria when Fredrick Lugard's assignment in Nigeria ended in 1919. His successor, Sir Hugh Clifford, was left to tackle the challenge of poor educational quality and increased proliferation of non-assisted schools under the control of the Christian Missions (Taiwo, 1980:66-70).

In 1920-21 the Phelps-Stokes Commission on Education in Africa conducted investigations into the quality of education in African dependencies (including Nigeria) and found out that the content of education in Nigerian schools was patterned after that of Britain, and little attempt was made to use local materials in the teaching of subjects such as History and Geography. It further observed that in the south, emphasis was on learning new habits and customs. Bits of information were crammed with a view to passing examinations. This informed the Commission's recommendation that education be developed along vocational and agricultural lines (Taiwo, 1980:66-70).

The above situation led to the setting up of an Advisory Committee on Native Education in British Tropical Africa in 1923 (Taiwo, 1980:70). Lewis (1954:68) and Taiwo (1980:70) indicated that the Advisory Committee's report and its recommendations prompted the production of the 1925 Memorandum on Education in British colonies. The 1925 Education Memorandum clarified the economic advantages which the colonial government itself would derive from the economic development of the African colonies through education. It admitted that there was a widely held opinion that the results of education in Africa were not altogether, satisfactory (Lewis, 1954:73). This undoubtedly gave rise to the enactment of the 1926 Education Ordinance which was another landmark in the administration of education under the British colonial government.

In pursuance of its commitment to education, Ikejiani (1964:55-58) stated that the British colonial government, in 1929 established two government training colleges for teachers, one at Ibadan and the other at Umuahia. Hussey as the new Director of Education proposed educational expansion in spite of the great economic depression at that time. He proposed

three levels of education in 1930. The elementary educational institutions formed the first level, followed by the secondary institutions, while the third and final level should provide vocational training for medical, engineering and other vocational assistants (Fajana, 1978:69). The colonial government accepted Hussey's proposal and its implementation led to the establishment of the Yaba Higher College in 1932 to train vocational assistants (Lewis, 1954:73).

In 1938, E.G. Morris became the Director of Education. He worked towards, and later came up with a Ten- Year Plan in 1942 with a view to promoting technical and vocational education in the country. R.M. Davidson who succeeded Morris as Education Director in 1944 drafted a new memorandum that contained a comprehensive educational policy in the areas of administration and control, local education authorities, financing as well as primary, secondary, technical, agricultural, and religious education (Fajana, 1982:66).

The Elliot Commission's Report, submitted to the Secretary of State for the Colonies in 1945 recommended that Yaba Higher College be made the first technical institute for Nigeria. The Commission envisaged further development in technical and vocational education and suggested that technical institutes similar to that of Yaba be established in Kaduna and Enugu in the future (Abiri & Jekayinfa, 2003:48-76).

Educational Development and Challenges from Regionalization to Independence (1951-1960)

In 1951, Nigeria had three regions; the Northern region, the Western region and the Eastern region. From 1951 to 1960 education became a regional affair. Each region had its own department of education and enacted regional educational laws, all of which came into effect following the enactment of the Education Act No. 17 of 1952 (Adesina, 1982:47). The education law in each of the regions made provision for the establishment of a Regional Board of Education and a Ministry of Education headed by a minister (Ukeje & Aisiku, 1982:89).

A major challenge during this period was that the educational system lacked uniformity throughout the country, except for the four-year junior primary education. In the Southern

there was phenomenal rise in pupil enrolment at the primary school level. This eventually resulted in increase in secondary school enrolment later on. Ukeje & Aisiku (1982) stated that the secondary school enrolment increased from 9,908 in 1947 to 55,235 in 1960. Also, there were only 161 secondary grammar schools in Nigeria in 1955 and this had risen to 325 in 1960 (Ukeje & Aisiku, 1982:66).

The secondary school curriculum of the period also featured the challenge of non-functionality because it was essentially examination centered. This is due to the fact that the curriculum was geared towards passing School Certificate (Cambridge or Oxford) Examination. The curriculum lacked local peculiarities, so the subjects taught had little practical value in the Nigerian context (Fajana, 1982:87).

Little could be said to have happened in the area of higher education during this period (1951-1960). University College, Ibadan was established in 1948, and the Colleges of Arts, Science and Technology at Zaria, Ibadan and Enugu were established too. In addition, the University of Nigeria Nsukka was established in 1960 (Adaralegbe, 1972:58-62).

Despite the development at various levels of education during this period, it was obvious that emphasis nation-wide was on literary education. Adaralegbe (1972:58-62) stated that actions which followed Eric Ashby Commission Reports were definitely not in favour of the development of technical and vocational education at least, at the higher level.

Post-Independence Educational Development and Challenges (1960-Present)

Primary Education

At independence in 1960 Nigeria still had three regions; the Northern region, the Western region and the Eastern region. Events in education, which showed the spirit of nationalism, came first from those who criticized the school curriculum. While some said it was more examination centered than child centered, some condemned the curriculum as being British oriented and dysfunctional, while others said that it was not realistic. All these led to the 1969 National Curriculum Conference in Lagos, which had its proceedings edited by Professor Adaralegbe with the title "A Philosophy for Nigerian Education" (Adaralegbe 1972). Its recommendations formed the basis of the National Policy on Education, published in 1977 and revised in 1981, 1998, 2004 and 2013. In these documents, primary education was given a prominent place as the foundation for all other levels of education.

In 1976, Nigeria had a national launching of Universal Primary Education when the then head of the military government (General Olusegun Obasanjo) declared, on 6th September, 1976, that primary education would be made free nationally. This development increased primary education enrolment nationwide. The great challenges of training of primary school teachers, government strategies to overcome the problem of overcrowded classrooms and

schools, and the financing of primary education, were all reflected in the Third Development Plan (Ifemeje, 1979:28).

The period, 1980-2000 started with strong ambition to implement the National Policy on Education, 1977. The review of the policy did not change many aspects of primary education, but its implementation strategies at that level differed slightly from one state to another in terms of universality. Though, every state had the ambition to make primary education universal, free for all citizens, some states were more ready to do so than others that lacked the necessary infrastructure to implement the policy fully. Materials for the schools were inadequate in quantity and quality, yet enrolment in the schools continued to rise (Ifemeje, 1979:82).

Secondary Education

In 1960, Nigeria had secondary grammar schools, and secondary technical, vocational, and commercial schools. The secondary grammar school was the most popular with literary and academic subjects (Taiwo, 1980, Osokoya, 2004:103). A striking challenge of post-independence secondary school education was the absence of an educational system that was distinctively Nigerian. Fafunwa (1974:96) lamented that many years after independence, the Nigerian educational system still continued to follow the British pattern very closely in organization and content.

Another challenge was how to achieve both quality and quantity in education at the secondary school level. There was great shortage of teachers, particularly graduate teachers. Taiwo (1980:78-80) stated that expatriate teachers cost much in passages and allowances and many of them did not stay long enough to make their experience have impact on education in Nigeria. It was good development that there was a national curriculum conference in 1969 which discussed national goals of education in Nigeria as well as the necessary curriculum offerings and implications for the educational system. The recommendations of the conference were used as guidelines for the 1977 National Policy on Education (revised 1981, 1998, 2004 and 2013), which introduced the 6-3-3-4 system of education (six years at the primary school, three years at the junior secondary school, three years at the senior secondary school and four years at the university) (Adaralegbe, 1972:58-62).

Funding however posed a serious challenge to education in the Second Republic Nigeria (1979-1983). After the inauguration of the civilian regime (Sheu Shagari regime) in October 1979, a new revenue allocation formula was introduced. The federal government which hitherto controlled 71% of the federation account started to get only 55% (Adesina, 1982:105-107). This reduced Federal Government financial support to education at all levels.

The severe oil glut that drastically reduced the nation's revenue from crude oil also constituted another financial challenge to educational development in Nigeria. Between 1981 and 1983, the education sector suffered a great decline due to this factor. Teachers were owed salaries for upwards of about two to eight months in some states. The period was characterized by long periods of industrial action (in primary schools and secondary schools) (Gabriel, 2007:18). Other challenges were in the provision of the Junior Secondary School syllabus or curriculum guidelines as well as textbooks for take-off. Though, these should have been made available before 1982, it was in 1983 that they were made available, when they were approved by the National Council on Education. Moreover, teachers were not taught how to assess students on the newly introduced Continuous Assessment (CA) evaluation method before the JSS was launched (Gabriel, 2007).

Today the Junior Secondary Schools are free while the Senior Secondary Schools are not. This makes free education to be accessible to learners who could have only pre-vocational skills. Whereas if the education is free up to the Senior Secondary School level free education would be accessible to learners who would have been exposed to a good amount of vocational skills (FRN, 2013:32, 33). This is a better option, and it is the feature of free education in developed nations, whereby secondary school learners are already in possession of a good amount of vocational skills that they could utilize in helping themselves and the society.

Tertiary Education

In 1960, the Ashby Commission, set up in 1959 submitted its report on "Nigeria's needs in the field of Post School Certificate and Higher Education over the next twenty years (1960-1980)" (Ashby, 1960). The Commission noted that there was need for expansion in primary, secondary and tertiary education in the country (Ashby, 1960). The expansion was to be in terms of number and quality of pupils, students, teachers, programmes, and facilities, so as to cope with the anticipated development of Nigeria in the spheres of economy, politics, culture, and so forth.

Several universities, colleges of education, polytechnics and monotechnics have been established since the report of the Ashby Commission. In Nigeria today, there are about one hundred and fifty-two (152) universities including federal government universities, state government universities, and universities owned by private individuals and missions (My School Gist, 2017). Moreover, higher education in Nigeria today features more emphasis on science and technology education, but without corresponding emphasis on demonstration of scientific skills in the socio-economic milieu. The infrastructure and basic items that Nigeria needs today are mainly processed by expatriate scientists rather than by Nigerian scientists (Buhari, 2015:31, 31; Buhari, 2016:2, 3, 45). This affects the economy which is supposed to be developed mainly by Nigerian scientists progressively. Thus the education

needs more emphasis on ensuring that Nigerian scientists and other specialists get involved more in the processing of the infrastructural and basic items in the Nigerian socio-economic milieu.

Prospects of Educational Development in Nigeria

A very important aspect of a nation's educational system is the education policy. This is because it is the policy that contains the philosophy, goals, objectives and basic implementation disposition that help in the actualization of the various aspects of the educational system. Thus, all important actions and decisions of the teachers, school managers, and education officials are informed by the policy on education (FRN, 2013:1-16).

However, the Nigerian National Policy on Education implementation strategies have witnessed a myriad of challenges at the root of which is the politics of education. Since the introduction of the policy, for instance, its implementation under frequently changing political administrations at all levels of governance in the country has witnessed series of inconsistencies (Ifemeje, 1979:82-83). These range from total neglect of certain aspects of the policy, to inadequate funding, poor school management, over centralisation of the administration of education, establishment and use of quota system in the allocation of resources, admission of students, appointment of staff, promotion of staff, and so forth (all of which are supposed to be based on merit) (Adesina, 1982:18-20). Merit and objectivity rather than sectionalism and biases promote the course of education in the society, and subsequently promote the development of the society itself.

The intense political activities in, and around education in Nigeria therefore need to be monitored for the betterment of the education and the society. Such activities sometimes lead to unhealthy competition for the allocation of resources to be shared among the various educational institutions, levels (primary, secondary, tertiary), establishments, and tiers of government (local, state, federal) (Osokoya, 2004:103-105). In this connection, some of the agencies of education have appeared to function more as controlling political agencies of government, rather than as coordinating professional bodies of education over the years (Osokoya, 2004:103-105). These agencies are required to be alive to their statutory responsibilities to co-ordinate the activities of the various educational units and promote standards rather than serve as political organs of various political dispensations.

Thus, with necessary adjustments and a more sensitive education system, that is objectively responsive to the needs of knowledge based economy, Nigerian education should be able to satisfy the socio-economic needs of the Nigerian society.

Conclusion

In conclusion, it can be seen that human potential can be developed and harnessed through good quality education, and this is reflected in the 1977 National Policy on Education (revised, 1981, 1998, 2004 and 2013). Also, education policy and implementation can be influenced by politics, economy and dynamic social conditions of a country.

As critical as the aforementioned factors are (politics, economy, and dynamic social conditions), since the goal of education is societal development, the factors should be used positively to bring about meaningful societal development. This implies that the type of education provided should produce individuals who can cope effectively with current societal challenges and work towards the development of the society.

Recommendations

- (i) Based on the discussions and conclusions, it is recommended that the educational system reflects more purposeful and employment dispositions.
- (ii) The free education at the basic education level should be extended to the senior secondary school level, so as to give free education (functional education) to youths up to the age of employment, whereby they could be immediately employable at the end of their schooling, as it is in the developed nations.
- (iii) Finally, more educational institutions should be built (from Basic education level to tertiary level of education) to take care of the large number of prospective pupils and students; more teachers (adequate number of teachers) should be employed in the educational institutions; and the teachers should be paid adequately and promptly.

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