

VOLUME 14, NUMBER 1, MAY 2018

ISSN 0794-2192

African Journal of Historical Sciences in **Education**

A Journal of Historians of Education Development Society of Nigeria
An Affiliate of the International Standing Conference
for the History of Education (ISCHE)

SPONSORED BY



Secretariat:

Department of Early Childhood and Educational Foundations
University of Ibadan, Ibadan, Nigeria

ISSN 0794-2192

African Journal of Historical Sciences in Education

VOLUME 14, NUMBER 1, MAY, 2018

*A Journal of Historians of Education Development Society
An Affiliate of the International Standing Conference for the
History of Education (ISCHE)*

*Secretariat:
Department of Early Childhood and Educational Foundations
University of Ibadan, Ibadan, Nigeria*

EDITORIAL BOARD

CHAIRMAN

Dr. Adamu Ahmed Chiroma
Modibbo Adama University of Technology, Yola,
Adamawa State

EDITOR IN-CHIEF

Prof. Amakievi O.I Gabriel
Rivers State University of Science and Technology,
Port Harcourt

ADVISORY EDITORS

Emeritus Prof. Pai Obayan
*c/o Department of Early Childhood and
Educational Foundations*
University of Ibadan.

Prof. Israel O. Osokoya
*c/o Department of Early Childhood and
Educational Foundations*
University of Ibadan

Prof. Alice A. Jekayinfa
Dept. of Social Sciences Education, University of
Ilorin, Ilorin

Dr. Abidoye Sarumi
Dept. of Adult Education, University of Ibadan

MANAGING EDITOR

Prof. B.O. Lawal
*Dept. of Early Childhood and
Educational Foundations*
University of Ibadan

INTERNATIONAL CONSULTING EDITORS

**Emeritus Prof. Michael
Omolewa**
Professor, Emeritus,
Faculty of Education
University of Ibadan

Prof. Augustus A. Adeyinka
Bayelsa State University
Wilberforce Island,
Amazona

Prof. Ian Grosvenor
University of Birmingham
Rirminoh am. R 15 2 TT, UK

Prof. Davis Mathew
515 Mullica Hill Road B-114
Glassboro, NJ 08025

Prof. Craig Campbell
Faculty of Edu. and Social Work
University of Sydney

Prof. Yoko Yamasaki
Naruto University of Education
Japan

NOTES TO CONTRIBUTORS AND SUBSCRIBERS

African Journal of Historical Sciences in Education (AJHSE) is a biannual publication of the Historians of Education Development Society of Nigeria. It aims at promoting the ideals of the International Standing Conference for the History of Education (ISCHE) by providing an Africa-based form of communicating ideas, techniques and findings of educators and scholars working on educational problems and issues relating to education in Africa, the journal invites several types of contributions: reports on research, replications of important previous work, critical, integrated theoretical and methodological contributions and review articles. The manuscripts can have different approaches, quantitative as well as qualitative.

Manuscript submitted to (AJHSE) should;

- Having a strong introduction that clearly states the organizing points of the study, acquaints the readers to what is ahead, and makes a direct link between theory, questions, and research design if applicable.
- Have focused literature review that clearly establishes why the topic/problem warrants discussion, discussion how theory and previous research provide a framework for the problem of interest, demonstrates what the discussion is intended to do in light of the work of previous scholars, and identifies the conceptual or theoretical point to be investigated.
- Be prepared according to the style prescribed by the fifth edition of the publication manual of the American psychological Association.

Peer Review Policy

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymised refereeing by at least two anonymous referees.

Subscription Rates

Within Nigeria ₦1000.00

Outside Nigeria \$20.00

Subscription rates include postage/air speeded delivery.

Further enquiry, write

The Editors

African Journal of Historical Sciences in Education

Department of *Early Childhood and Educational Foundations*

University of Ibadan, Ibadan.

CONTENTS

Reflections on the History of Education in Nigeria <i>Michael Omolewa</i>	1
History of Education and National Development: The Nigerian Experience <i>Anyamebo K. Okorosaye-Orubite, Fhoedson, MNAE</i>	13
Role of History and Education in National Development in Nigeria <i>Grace Oluremi Akanbi Ph.D</i>	28
Practice of Child Labour and Academic Achievement of Students in Senior Secondary School History in Ogun State <i>Saliu, Kayode Ajisafe and Lijadu, Moses O.</i>	52
History of Educational Policy Formulation and Implementation in Nigeria: implications for Sustainable National Development <i>A. F. Oyelade, Ph.D And S. B. Abolade, Ph.D.</i>	58
Traditional Apprenticeship Methodology among the Igbos of South East Nigeria: Implication on Youth Empowerment <i>Amalikolo Eucharía</i>	69
Higher Education and its Development Challenges in Nigeria: The Search for Sustainable Development <i>Abdulrahman-Yusuf M, Elems-Ikwegbu, H. N, Akeeri, B. G, and Eguzozie, N. G.</i>	79
Historical Development of Guidance and Counselling in Nigeria: Implication for National Development <i>Torubeli, Victor Ayebami P.hD</i>	99
Historical Development of Instructional Media and Implication for Educational Development in Nigeria <i>Nemine, Ebibulami Bridget Ph.D and Ekima Frank-Oputu Ph.D</i>	110
Historical Perspective of Curriculum Development in Nigeria for National Development: The Achievements so far <i>Comfort E. Mbachu Ph.D, Dorgu T.E., Ph.D and Igwesi, Blessing N. Ph.D</i>	121
History and Philosophy of Health Education in Nigeria <i>Hamilton-Ekeke, J-T Ph.D, Diepiribo, Adata Dickson Theophilus and Baraka, Bodeiwari</i>	136

History of Agricultural Education in Nigerian National Development <i>Emizibo Samuel Osemene and Daudoighe F. Paulley</i>	146
The Role of National Library of Nigeria Towards National Development <i>Maryam B. Ribadu and Bello Yerima</i>	153
History of Educational Administration and Management: A tool for National Development <i>Omemu, Felix Ph. D</i>	164
Teacher Education and National Development: The Relevance in Perspective <i>Ekpefa-Abdullahi Janet Youboere Ph.D</i>	172
History of Educational Testing and its implication for National Development in Nigeria <i>Offor Ibebietei Temple Ph.D and Iniye Irene Wodi Ph.D</i>	182
The Role of Secondary School History in National Development <i>Augustus Adeleke Adeyinka, Adewuyi Ayodele Adeyinka, Fibainmine G. Paulley, and Abdulrahman Yusuf Maigida</i>	191
Fund Accessibility on Research and output of Academic Staff in the University of Ibadan, Nigeria <i>Isuku, E. J. and Bello, A.O.</i>	205
Trends in Technical and Vocational Education in Nigeria and Kenya <i>Jekayinfa, Oyeyemi Jumoke, Saidu, Abubakar, Bukola, Ph.D, Raji, Monsurat Omobolanle, and Ogungbemi, Akinleye Afolabi</i>	216
Indigenous Education in Africa: A Comparative View <i>Okoro Ngozi Priscilla Ph.D And Eniola Keji Ola-Alani Ph.D</i>	228
Principals' Creativity and Innovation in the Administration of Secondary Schools: The Nexus for Sustainable National Development <i>Ikati Lawrence and Epelle, Patience, A. Ph.D</i>	238
Relevance of History of Traditional Education to Educational Development in Nigeria <i>Josephine Ebhesi Matthew Ph.D and Gabriel Okpanna</i>	246
Impacts of the Western System of Education on National Development in Nigeria: The Historical Perspective <i>Kasi Godfrey and Gbarage Moses Baribera</i>	253

Social Justice, Education and National Development in Nigeria <i>Prof. Sunday D. Osaat and Emmanuel Chinedu Anagwo</i>	264
Technical Vocational Education and Training (TVET) for National Development <i>Japo. O. M. Amasuomo Ph.D</i>	276
The History of the Chalkboard – Its place in the instructional process in a Digital World <i>Nemine, Ebi-Bulami Bridget Ph.D</i>	304
Historical Development of Psychology: The contributions of Women <i>Nelson Ayi Bunu Ph.D</i>	316
Relevance of History in the Curriculum of Nigerian Education and Development <i>Okediji, Hannah Adebola Aderonke-Ph.D</i>	331

NOTE ON CONTRIBUTORS

1. **Michael Omolewa**, currently Emeritus Professor of the History of Education at the University of Ibadan and Emeritus Professor of History and International Studies at Babcock University, Nigeria, served as member of the Executive Council of the International Standing Conference of the History of Education, and he is Life Patron of the Historians of Education Development Society of Nigeria.
2. **Anyamebo K. Okorosaye-Orubite, Fhoedson, MNAE**, Professor of History & Policy of Education, Faculty of Education, University of Port Harcourt, Choba.
3. **Dr. Grace Oluremi Akanbi**, Department of Educational Foundations, School of Education, Emmanuel Alayande College of Education, Oyo.
4. **Saliu, Kayode Ajisafe**, Department of Educational Foundations and Management, School of Education, Federal College of Education, Abeokuta
5. **Lijadu, Moses O.**, Department of Social Studies, School of Art and Social Sciences, Federal College of Education, Abeokuta
6. **A. F. Oyelade, Ph.D. & S. B. Abolade, Ph.D.**, Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria
7. **Amalikolo Eucharia**, Department of Educational Foundations, University of Port Harcourt, Rivers State
8. **Abdulrahman-Yusuf M.**, Department of Educational Foundations, Faculty of Education, University of Port Harcourt, Choba, Port Harcourt – Nigeria
9. **Elems-Ikwegbu, H. N.**, Department of Educational Foundations, Faculty of Education, University of Port Harcourt, Choba, Port Harcourt – Nigeria
10. **Akeeri, B. G.**, Department of Educational Foundations, Faculty of Education, University of Port Harcourt, Choba, Port Harcourt – Nigeria
11. **Eguzozie, N. G.**, Department of Educational Foundations, Faculty of Education, University of Port Harcourt, Choba, Port Harcourt – Nigeria.
12. **Dr. Torubeli, Victor Ayebami**, Department of Educational Foundations, Niger Delta University, Wilberforce Island, Bayelsa State
13. **Dr. Nemine, Ebibulami Bridget**, Department of Educational Foundations, Niger Delta University, Wilberforce Island, Bayelsa State
14. **Ekima Frank-Oputu**, Department of Social Science Education, Faculty of Education, Niger Delta University
15. **Dr. Comfort E. Mbachu**, Department Of Arts Education, Faculty Of Education, Niger Delta University, Wilberforce Island, Bayelsa State

16. **Dr. Dorgu T.E.**, Department of Arts Education, Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State
17. **Dr. Igwesi, Blessing N.**, Department of Educational Foundations, Niger Delta University.
18. **Dr Hamilton-Ekeke, J-T**, Department of Science Education, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria.
19. **Diepiribo, Adata Dickson Theophilus**, Department of Science Education, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria.
20. **Baraka, Bodeiwari**, Department of Science Education, Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria.
21. **Emizibo Samuel Osemene**, Department of Vocational/Technology Education Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State
22. **Daudoighe F. Paulley**, Department of Vocational/Technology Education, Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State
23. **Maryam B. Ribadu**, Professor Mustafa Abba Library, Federal College of Education, Yola
24. **Bello Yerima**, Professor Mustafa Abba Library, Federal College of Education, Yola
25. **Dr. Omemu, Felix**, Department of Educational Foundations, Faculty of Education, Niger Delta University, Wilberforce Island, Amassoma, Bayelsa State
26. **Dr. Ekpefa-Abdullahi Janet Youboere**, Department of Educational Foundations, Niger Delta University, Wilberforce Island Amassoma, Bayelsa-Nigeria
27. **Dr. Offor Ibebietai Temple**, Department of Educational Foundations, Faculty of Education, Niger Delta University
28. **Dr. Iniye Irene Wodi**, Department of Educational Foundations, Faculty of Education, Niger Delta University
29. **Augustus Adeleke Adeyinka**, Faculty of Education, Niger Delta University
30. **Adewuyi Ayodele Adeyinka**, School of Commerce, University of Southern Queensland, Australia
31. **Fibainmine G. Paulley**, Department of Educational Foundations, Faculty of Education, Niger Delta University, Nigeria
32. **Abdulrahman Yusuf Maigida**, Faculty of Education, University of Port Harcourt, Nigeria
33. **Isuku, E. J.**, Department of Educational Management, University of Ibadan, Ibadan, Nigeria.
34. **Bello, A.O.**, Department of Educational Foundations, Federal College of Education (Special) Oyo, Oyo State, Nigeria
35. **Jekayinfa, Oyeyemi Jumoke**, Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria

35. **Dr. Saidu, Abubakar, Bukola**, Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria
36. **Raji, Monsurat Omobolanle**, Faculty of Education, University of Manitoba, Winnipeg, Canada
37. **Ogungbemi, Akinleye Afolabi**, National Centre for Technology Management, Niger Delta University
38. **Dr. Okoro Ngozi Priscilla**, Department of Educational Foundations and Management, Federal College of Education, Abeokuta, Ogun State, Nigeria
39. **Dr. Eniola Keji Ola-Alani**, Department of Adult and Primary Education, Faculty of Education, University of Ilorin, Kwara state
40. **Ikati Lawrence**, Department of Vocational/Technology Education, Faculty of Education, Niger Delta University, Wilberforce Island, Amassoma, Bayelsa State.
41. **Epelle, Patience, A.**, Department of Educational Foundation, Niger Delta University, Wilberforce Island, Amassoma, Bayelsa State, Nigeria.
42. **Dr. Josephine Ebhesi Matthew**, Department of Educational Foundation, Faculty of Education, Niger Delta University Wilberforce Island Amassoma Bayelsa State
43. **Mr. Gabriel Okpanna**, Department of Educational Foundation, Faculty of Education, Niger Delta University Wilberforce Island Amassoma Bayelsa State
44. **Kasi Godfrey**
45. **Gbarage Moses Baribera**
46. **Prof. Sunday D. Osaat**, University of Port Harcourt, Port Harcourt, Nigeria
47. **Emmanuel Chinedu Anagwo**, University of Port Harcourt, Port Harcourt, Nigeria
48. **Dr. Japo. O. M. Amasuomo**, Dept. of Vocational and Technology Education, Niger Delta University, Wilberforce Island, Amassoma, Bayelsa State, Nigeria
49. **Dr. Nemine, Ebi-Bulami Bridget**
50. **Dr. Nelson Ayi Bunu**, Department of Educational Foundations, Nige50Delta University
41. **Dr. Okediji, Hannah Adebola Aderonke**, Ministry of Education, Science and Technology, Oyo State

5

HISTORY OF EDUCATIONAL POLICY FORMULATION AND IMPLEMENTATION IN NIGERIA: IMPLICATIONS FOR SUSTAINABLE NATIONAL DEVELOPMENT

A. F. OYELADE, Ph.D, AND S. B. ABOLADE, Ph.D.

Abstract

This paper examines the history of educational policy formulation and implementation in Nigeria: implications for sustainable national development. It examined the policies adopted by the various Christian missions in administering education during the period of exclusive missionary control of education up to 1882 when the British colonial administrators enacted the earliest education ordinance in Nigeria. The paper featured historical analysis in the examination of the various education ordinances, codes, memoranda and laws promulgated by the colonial administrators from 1882 to guide the process and development of education during their various periods of existence. It was found that the convocation of the 1969 National Curriculum Conference eventually ushered in the National Policy on Education in 1977 which introduced the 6-3-3-4 system of education, now being practised as 9-3-4. The National Policy on Education (1977) and its subsequent revisions (1981, 1998, 2004, and 2013) have placed great emphasis on functional and technology-based education. These have implications for education policy makers and planners on the need to take cognizance of local and national peculiarities by initiating policies that will promote functionality, unity and equity among the teeming populace. It was recommended that Nigerian youths are adequately and realistically equipped to be highly productive so that Nigeria would really develop and for the development to be sustained.

Key words: Education, Policy formulation, Implementation, Sustainable national development.

Introduction

The Christian missionaries who introduced western education into Nigeria came to most parts of Africa between the fifteenth and nineteenth centuries. These Christian missionaries came to Nigeria between 1842 and 1887 (Ukeje & Aisiku, 1982). Kolawole (2016) pointed out that during the period of exclusive missionary control of education (1842- 1882), western education was characterized by lack of co-ordination. According to him, the various Christian missions competed with one another on the establishment of churches and schools with little regard for the proper maintenance of such schools. Taiwo (1985) stated that there was no generally acceptable curriculum, no uniform textbooks nor properly trained teachers to man the schools, and there was no formality in the

establishment of schools. Taiwo maintained that the important element was the child, while the missionary, his wife and assistants were the teachers.

The early Christian mission schools according to Ajiboye (2002) were also characterized by lack of uniform hours of operation. Each mission decided on when a school should open or close, depending on the convenience of the teacher who was also the catechist. Ajiboye stated further that there was no uniform salary scale for teachers who at that time were regarded as workers in the vineyard of God and whose rewards were to be reaped in heaven. There were little rewards or prospects for anyone who enlisted to make teaching a career. This narrow conception could be said to have laid the foundation of future problems for the teaching profession.

On the general management policy of the mission schools, Fajana (1978) observed that each mission had its own policy. For instance, the CMS maintained 17 elementary and infant schools before 1882 in Lagos and its environs. According to him, these schools were under the Church of England Schools Board based in Lagos and the others were under the management of the Local Board of the Church Missionary Society.

It is important to note that apart from isolated efforts of each of the missions in respect of schools, the Christian missions realized the need for general deliberation on education. Berman (1975) pointed out that various deliberations were held and by 1876, the various Christian missions expressed a unanimous opinion regarding the establishment and maintenance of day schools, as well as the strengthening of boarding schools. Agreement was also reached on the need for unified efforts in the reduction of Nigerian languages to writing and what the general aims of education should be. These deliberations could be said to have prepared a solid foundation for the Christian missions to operate on during the years of partnership with the government in the management of education in later years (Ajiboye, 2000).

Ukeje and Aisiku (1982) stated that the history of the British colonial government in Nigeria started in the year 1851. According to them, nothing was done by the then colonial government in the field of education for the first twenty years of its administration in Nigeria. They maintained that it was only in the year 1872 that the colonial government made available the sum of thirty pounds (£30) to each of the three missionary societies involved in educational activities in Lagos- the CMS, the Wesleyan Methodist and the Catholic to support their educational activities.

The above marked the beginning of the system of grants-in-aid in education which formed the major educational financing policy of the colonial government and was subsequently adopted by the governments of the first Republic of Nigeria. In 1877, the grant was increased from £30 to £200 per year for each of

the three missions. The grant-in-aid stood at this amount until 1882 (Ukeje & Aisiku, 1982).

The Northern and Southern Protectorates were British Colonies which were amalgamated by Lord Lugard and called Nigeria in 1914. Thus, Nigeria remained a British colony until 1960 when it gained political independence. The indirect rule system was adopted by Lugard to administer Nigeria. Under the system, Islamic education was recognized in the Northern Protectorate and as such, the activities of the various Christian missions to spread Christianity and western education in Nigeria were largely confined to the Southern Protectorate. This is partly responsible for the dichotomy in the level of education (in the western sense) between the Northern and Southern parts of Nigeria till date. This has a lot of implications for educational planning in the country today. For instance, such educational measures as the quota admission system into institutions of higher learning, privileged and the less privileged, educationally disadvantaged and less disadvantaged, among others are put in place by the Federal Government. This is with a view to bridging the North- South dichotomy in terms of educational opportunities and attainments.

It is pertinent to note that the colonial masters adopted the British form of education in Nigeria by encouraging the primary, secondary and sixth form (leading to the award of Higher School Certificate) and tertiary education. It was discovered upon attainment of independence by Nigerian educated elite that the system was too theoretical and grossly incapable of meeting the aspirations of Nigerians. This later led to the convocation of the 1969 National Curriculum Conference that eventually ushered in the National Policy on Education in 1977. This policy document has undergone four reviews (in 1981, 1998, 2004 and 2013).

This paper therefore examines in brief, some of the education ordinances, codes and laws promulgated by the colonial administrators to guide the process of education in Nigeria beginning from 1882. This is with a view to appreciating their implications on the evolution and adoption of a National Policy on Education and as a reference point for determining the course of education in Nigeria.

The 1882 Education Ordinance

The earliest education legislation commenced in Nigeria with the promulgation of the Education Ordinance of 1882 for British West African territories. These include Lagos, Gold Coast (present day Ghana), Sierra Leone and the Gambia. This Ordinance made provision, among others, for the following:

1. The Constitution of a General Board of Education which was made up of:
 - a. The Governor as the President
 - b. The Executive Council

- c. Four other members nominated by the government.
2. The appointment of Local Boards which could be dissolved by the General Board (Oyelade, 1999).

Fabunmi (2005) stated that the 1882 Education Ordinance prescribed the following criteria:

- a. Award of grants for organization and discipline, with special grants for schools which obtained percentage of passes and thus, attained high standard of general excellence.
- b. A capitation grant for each subject.
- c. A capitation grant in proportion of the average attendance at schools.

Other provisions of the Ordinance included religious freedom for pupils, annual evaluation of pupils, methods of granting teachers certificates, classification of schools to be assisted and appointment of Chief Inspector of Schools (Oyelade, 1999; Fabunmi, 2005).

The 1882 Education Ordinance was beset with problems as a result of which it was unable to achieve much success. However, it is important to note that this ordinance was able to create awareness for the control of education at least, in Lagos and its environment. Abernety (1969) noted that the 1882 Education Ordinance should be credited for laying the foundation for the establishment of Schools Boards in the geographical area that later became known as Nigeria.

The 1887 Education Ordinance

On the 13th day of January, 1886, the Colony of Lagos was separated from the Gold Coast colony. Thus, the Colony of Lagos, an area corresponding to the present day Lagos State was created in 1887. Consequently, the 1887 Education Ordinance was promulgated for the Lagos colony. The Ordinance represented the first effective attempt by the Colonial Government to control the sporadic establishment and expansion of schools by the Christian missionaries with a view to promoting education.

The 1887 Education Ordinance was observed to be more realistic than that of 1882. Among others, its provisions include:

1. Establishment of a Board of education, comprising the Governor, legislative council members, inspector of schools, the Governor's nominees.
2. Grants-in-aid to schools and teacher training institutions on the basis of success in public examination
3. Power of the Board to make, alter and revoke rules regulating the procedure for grants-in-aid.
4. Certification of teachers (Fabunmi, 2005).

The significance of the 1887 Education Ordinance lies in the fact that it marked the beginning of the dual control of education (i.e. effective partnership between the government and voluntary agencies, notably the Christian missions). It also signified the earliest acknowledgement of teachers in Nigerian educational

history. This is because teachers were not only to be trained, but also to be examined and awarded certificates, and were to receive stipulated and uniform salaries based on qualifications obtained (Oyelade, 1999). It needs to be pointed out however, that the provisions of this Ordinance were binding only on schools that required grants-in-aid. The unassisted schools were thus, allowed to continue to formulate and pursue their various education policies. Another significance of the 1887 Education Ordinance was the establishment of the Board of Education in Lagos in 1892. Henry Carr, a prominent Nigerian educationist was also appointed the Inspector of Schools for the Lagos Colony.

The 1916 Education Ordinance and Code

The 1916 Education Ordinance and Code were ratified on 21st and 24th December, 1916 respectively. According to Fabunmi (2005), both represented the results of Lord Lugard's efforts to cater for the entire country in view of the fact that education was based on character moulding towards the usefulness of an individual to himself and the society. This document re-organized the school system in Nigeria. It also recommended that the government's grants-in-aid be made available in the following percentages:

- i. Tone of the school, discipline, organization and moral instruction (30%)
- ii. Adequacy and efficiency of the teaching staff (20%)
- iii. Periodic examinations and general progress (40%)
- iv. Building, equipment and sanitation (10%)
(Abernety, 1969).

The 1926 Education Ordinance

The 1926 Ordinance strengthened the Education Board to consist of the Director of Education, Deputy and Assistant Directors of Education and not less than 10 representatives of the missions. Among others, it encouraged the registration of teachers, closure of schools that failed to operate in line with the interest of the community, schools to be opened only at the approval of the Director and Board of Education, and revision of the grants-in-aid system.

In a bid to demonstrate its commitment to education in Nigeria, the British colonial government established two training colleges for teachers in 1929 both at Ibadan and Umuahia. In the same year (i.e. 1929), a Department of Education was established for the two Protectorates of Northern and Southern Nigeria. In 1930, E.R.J. Hussey was appointed the first Director of Education for Nigeria and in that year (1930) a system of teachers' inspection was created as another supervisory mechanism towards ensuring high education standard.

The 1948 Education Ordinance

The basis for the promulgation of this ordinance was the report of the Director of Education appointed in 1944 to review the 10- year plan. Also, the report of

Sir Sydney Phillipson on the procedure for assessing grants-in-aid for 1948 was another favourable background for the enactment of this Ordinance. The 1948 Education Ordinance was credited for decentralizing educational administration in Nigeria. It created a Central Education Board and four Regional Boards of Education (i.e. in the East, West, Lagos and the North). Moreover, it recommended the establishment of Local Education Committees and Local Education Authorities.

The 1952 Education Ordinance

The Education Ordinance of 1952 was promulgated with a view to enabling each of the three newly created regions (West, East and North) to formulate its educational policy or system. It became an education law for Nigeria. Membership of both the Central and Regional Boards of Education were modified, while the Colonial Board was abolished. All public and private schools were to be subjected to regular inspection by the Regional Director of Education or his approved representatives and the Inspector – General of Education or his accredited representatives. In essence, this Ordinance emphasized an overall responsibility of the central government in the sphere of education.

The Regional Education Laws of 1954

In 1954, Nigeria was a federation of three regions (i.e. Eastern, Western and Northern). During this period, Lagos was the Federal Capital Territory due to the adoption of the 1954 Lyttleton's Constitution. Each of the regions had the power to make laws guiding its territory and citizens. The three lists contained in the constitution include the following:

- i. Exclusive Legislative List: contained items upon which only the federal legislature or parliament could legislate
- ii. Concurrent Legislative List: contained items upon which both the federal and state legislatures could legislate.
- iii. Residual Legislative List: consisted of items that were within the exclusive legislative competence of the various regions.

With reference to the above, each of the regions later exploited this constitutional provision by promulgating regional Education Laws, including the 1955 Western Region Education Law, the 1956 Education Law of Northern Region and the Lagos Education Ordinance of 1957.

The Ashby Commission Report of 1959

This Commission was constituted in April, 1959 by the Federal Ministry of Education to investigate and make recommendations on Nigeria's manpower needs for a period of twenty years (1960-1980). According to Abiri (2016) the Commission observed that higher education must be built upon the foundations laid by the primary and secondary education, and that if such foundations were weak, higher education would not be able to meet the required aspirations of the nation.

The Ashby Commission further noted that well qualified teaching staff must be recognized as the first step in any attempt to train skilled manpower. The Commission recommended that the nation's universities should offer the B.A.(Ed.), B.Sc.(Ed.) programmes to bring forth qualified teachers and in-staffing policy. It recommended that, one, out of every two teachers in a secondary school should be a graduate in Education. When it was discovered that the three Universities of Ibadan, Ife and later Benin could not supply the required manpower in terms of qualified teachers, the Federal and Regional Governments established five Advanced Teacher Training Colleges in 1962 with the assistance of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The Advanced Teacher Training Colleges or Colleges of Education were to produce well qualified non- university graduate teachers. Products of these colleges were, and still are issued the Nigerian Certificate in Education (N.C.E). Today, most of these NCE awarding institutions have been affiliated to their nearest universities for the award of degrees in Education.

The Ashby Commission's report could be said to have given a focus and served as a stabilizing factor in Nigerian education in the face of the rapidly changing political configuration of Nigeria since independence (Abiri, 2016). One of the notable changes, according to Abiri was the creation of a fourth Region (i.e. Mid-Western) by excising a portion from the former Western Region in 1963. The country was subsequently divided into 12 states in 1967, 19 states in 1976, 21 in 1987, 30 in 1991 and 36 in 1996 (Ajiboye, 1999).

It is pertinent to point out that all but one of the above stated structural changes, that is, except for the first one which took place in 1963, were effected by military regimes. Such changes had tremendous effects on educational development in Nigeria as the Federal and State Governments tried to satisfy the educational yearnings of the people. This had been observed, for instance in the shifting of higher education back and forth in the constitution from its initial position in 1954 on the concurrent legislative list to the exclusive list at various times since independence, while primary and secondary education shifted between the residual and concurrent lists (Abiri, 2016). The National Policy on Education has however been a stabilizing factor.

The National Curriculum Conference of 1969 and the Nigerian National Policy on Education

The march towards the evolution of a National Policy on Education gathered momentum from the National Curriculum Conference, held in Lagos from 8th to 12th September, 1969. The Conference was sponsored by the Nigerian Educational Research Council (NERC) and was saddled with the responsibility of reviewing the nation's educational system with particular emphasis on the

objectives of education and the curriculum content in the light of the people's needs both as individuals and as a nation (Olatunji, 2016).

The 1969 Curriculum Conference therefore, reviewed the objectives of Nigerian education at all levels and made recommendations on the control of public education. It recommended a 6-3-3-4 system of education, that is 6 years of primary school education, 3 years of junior secondary education, 3 years of senior secondary school programme, a 4-year programme of university education. The Conference also proposed a philosophy of education for the entire nation.

The report of the Conference was eventually made available to the National Council on Education (NCE) which was the council of Education Commissioners, who deliberated on it in December, 1972. Following the deliberations of the National Council on Education on the report, it was made the subject of yet another seminar, held at the Institute of International Affairs, Lagos in 1973. This was under the chairmanship of Chief S.O. Adebayo, one time permanent representative of Nigeria at the United Nations and as at 1973, the chairman of Nigeria's National Universities Commission (NUC).

The 1973 seminar came out with a report which was divided into thirteen chapters. The first chapter dealt with the procedure of the seminar, chapter two dealt with Nigeria's national objectives and in chapter three, the seminar recommends the philosophy and objectives that should guide the nation's education. Chapters four to thirteen dealt with recommendations of the seminar on pre-primary, primary, secondary, university, technical, adult and non-formal, special and teacher education as well as educational services and administration and the planning and financing of education respectively (Olatunji, 2016).

The report was handed over to the Federal Ministry of Education in June 1973. The Federal Ministry of Education thereafter referred the seminar's report to the State Governments, the Nigerian Educational Research Council and the Joint Consultative Committee on Education for perusal and comments. The report and comments thereon were subsequently considered by the National Council on Education who thereafter recommended its ratification by the Federal Government of Nigeria. The signed government white paper that came out on the report in 1977 was titled the "Federal Republic of Nigeria National Policy on Education.

With the signing and publication of the document in 1977, it became the first comprehensive attempt at designing a policy that is distinctively Nigerian and specifically for the entire nation. Taking cognizance of the various stages it passed through before its eventual publication, Olatunji (2016) asserted that it could be regarded as the product of the collective wisdom of Nigerians. Since

1977 when it came into operation, the National Policy on Education has remained an acceptable reference point for subsequent educational developments in Nigeria. It has been reviewed four times (in 1981, 1998, 2004 and 2013).

Educational Policy Formulation and Implementation in Nigeria: Implications for Sustainable National Development

The historical analysis of educational policy formulation and implementation has a lot of implications for sustainable development of the Nigerian nation. For example, most (if not all) of the colonial educational policies had the inherent weakness of not taking into consideration, the local and national peculiarities of Nigeria. Little wonder then that the 1969 National Curriculum Conference was able to address this challenge and eventually ushered in the 1977 National Policy on Education (revised 1981, 1998, 2004 and 2013).

The all-inclusive nature of educational policy formulation and planning is perhaps, the most suitable for a pluralistic society such as Nigeria. There are more than three hundred and fifty ethnic nationalities in Nigeria with each of them striving to get the best and a fair share of the available educational services (Fabunmi, 2003). It is therefore imperative that adequate number of representatives, particularly Nigerian education stakeholders are involved in educational planning and policy formulation. This is with a view to ensuring effective implementation of same for the attainment of robust national development.

It has however been observed, that the Nigerian National Policy on Education is confronted with implementation challenges under frequently changing political administrations. These range from total neglect of certain aspects of the policy to over-centralization of the administration of education, inadequate funding, establishment and use of quota system in resources allocation, admission of students, appointment and promotion of staff, among others (all of which are expected to be based on merit) (Oyelade & Abolade, 2017). Merit and objectivity rather than biases and sectionalism promote the development of education in the society, and subsequently the development of the society itself.

Conclusion

It can be concluded that education plays pivotal role in promoting human resource development. Thus, a good proportion of an individual's growing years of childhood and adolescence is devoted to it. This fact is reflected in the Nigerian National Policy on Education (1977, revised 1981, 1998, 2004 and 2013). Also, the extent to which education policy and planning can be effectively implemented is determined by the socio-political and economic realities of a society. The implication is that Nigerian education system (at all levels) should

be focused on functionalism and universality so as to achieve social egalitarianism and sustainable national development.

Recommendations

It is recommended that Nigerian education system be prepared at all levels, to emphasize in their curricula, the local crafts (such as painting, hair plaiting, carving, weaving, dress-making, cooking, etc.) and other vocations. Moreover, since the essence of education is the promotion of sustainable development, it is recommended that young people trained in various trades must also be taught how to establish such trades and run their businesses successfully. The implication of this for curriculum development is that such items as business survival skill training, life survival skill training, health and recreational skills training must be provided for. When Nigerian youths are skilled, productive and are self-employed, they become less disposed to social deviant behaviours that could be inimical to sustainable national development.

REFERENCES

- Abernety, B.C. (1969). *The political dilemma of popular education: an African case*. California: Stanford University Press.
- Abiri, J.O.O. (2016). The Role of commissions in the development of education in Nigeria. In Abiri, J.O.O. & Jekayinfa, A.A. (eds.). *Perspectives on history of Education in Nigeria*. Ilorin: Haytee Press and publishing Co. Nig. Ltd.
- Ajiboye, J.O. (2002). Introduction of western education in Nigeria. In Mobolaji, O. et.al (eds.). *Basic processes in education*. Ibadan: Graphic Press Limited.
- Berman, E. (1975). *African reactions to missionary education*. Columbia NY: Columbia Teachers College Press.
- Durosaro, D.O. (1997). A survey of educational development through socio-economic indicators in Nigeria. *International Journal of Educational Management* 2 (1).
- Fabunmi, M. (2003). *Social and political context of educational planning and administration* Ibadan: Distance Learning Centre, University of Ibadan, Ibadan.
- Fabunmi, M. (2005). Historical analysis of educational policy formulation in Nigeria: Implications for educational planning and policy. *International Journal of African and African American studies* 4 (2).
- Fajana, A. (1978). *Education in Nigeria, 1842-1939: An historical analysis*: Longman Nigeria Limited.
- Federal Republic of Nigeria (1977). (Revised, 1981, 1998, 2004, 2013). *National Policy on Education*. Lagos: NERDC press.
- Kolawole, D.O. (2016). Nursery and Primary education in Nigeria. In Abiri, J.O.O. Jekayinfa, A.A. (eds.). *Perspectives on history of education in Nigeria*. Ilorin: Haytee Press and Publishing Co. Nig. Ltd.
- Olatunji, M.O. (2016). The 1969 National Curriculum Conference and the

- Nigerian National Policy on Education. In Abiri, J.O.O. and Jekayinfa, A.A. (eds.). *Perspectives on the History of Education in Nigeria*. Ilorin: Haytee Press and Publishing Co. Nig. Ltd.
- Oyelade, A.F. and Abolade, S.B. (2017). The challenges of education since 1914 and prospects of educational development in Nigeria. *Jos Journal of Physical and Health Education*. A publication of the Department of Physical and Health Education, University of Jos, Nigeria.
- Oyelade, G.A. (1999). Educational Policies in Nigeria. In Mobolaji, O. and Ademola, A. (eds.). *Fundamental Principles of Education*. Andrian publication series. Saki: Bami-Oladoja Crown Ventures.
- Taiwo, C.O. (1985). *The Nigerian education system: past, present and future*. Lagos: Thomas Nelson Publishers.
- Ukeje, O. & Aisiku, J.U. (1982). Education in Nigeria. In Fafunwa, A.B. and Aisiku, J.U. (eds). *Education in Africa: A comparative survey*. London: George Allen and Unwin (Publishers) Limited. P