

Theory & Practice

of Education in Nigeria

**A Book of Readings in Honour of
Professor Augustus Adeleke Adeyinka (Mnae, Fhoedson)**

Vol. 1

EDITED BY

- **Michael Omolewa**
- **Bashiru O. Lawal**
- **Fibainmine G. Paulley**
- **Abdulrahman-Yusuf M.**

© Copyright 2017
Michael Omolewa
Bashiru O. Lawal
Fibainmine G. Paulley
Yusuf M. Abdulrahman

Typeset by:
Preye K.Tinkorpha,
TinkoSoft Resources,
Yenagoa
Tel: 08036575692
Email: t_preye@yahoo.com

ISBN: 978-978-52931-1-1

Published in Nigeria
By University of Port Harcourt Press
University of Port Harcourt Post Office Box 50
University of Port Harcourt
Port Harcourt, Nigeria
E-mail: uppltd@yahoo.com

All rights reserved.

Apart from any fair dealing for the purpose of research or private study, criticism or review as permitted by law, no part of this publication may be stored in a retrieval system, transmitted, or reproduced in any way, including but not limited to photocopying, photograph, magnetic or other recording device, without the prior agreement and written permission of the publisher.

Set at 11pt Times New Roman
In Microsoft Word 2007 by University of Port Harcourt Press Ltd.

NOTES ON CONTRIBUTORS

Yusuf M. Abdulrahman, Ph.D, is a Senior Lecturer in the Department of Educational Foundations, Faculty of Education, University of Port Harcourt. He specializes in Educational History & Policy and International & Comparative Education. His academic productivity/output can be measured with close to 60 local and foreign journal articles and books chapters. He has to his credit, a total of 5 published textbooks in his specialty. His research interest is on colonial and post-colonial education in Nigeria, Ghana, Gambia, Sierra Leone, South Africa and Cameroon. Also, he has published works on International Multilateral Organizations, Agencies and Foundations; such as UNESCO, UNICEF, IBRD, UNDP, Mac Arthur Foundation, British Council, Commonwealth etc. He has been a resource person to educational projects and programmes of the Federal Government, Rivers State Government, NDDC, NTI and a number of private schools in Rivers State. He is currently an Executive member of the Historians of Education Development Society of Nigeria (HOEDSON), an affiliate of International Standing Conference for the History of Education (ISCHE), and a member of the Southern Africa Comparative and History of Education Society (SACHES). He is also a Fellow, Institute of Corporate Administration of Nigeria (FICAN).

Email: yusuf.abdulrahman@uniport.edu.ng

Issa G. Abdullahi attended Usmanu Danfodiyo University, Sokoto where he had his B. A. Ed. (Islamic Studies) with Second Class Hons (Upper Division) and Masters in Educational Guidance and Counselling between 2006 and 2010 and 2013 and 2016 respectively. He has to his credit both national and international journals and as well presented papers in many conferences, seminars and workshops. Gaata is happily married.

Email: issagaat5@gmail.com

Tel: +234-8062201212

Michael S. Abifarin holds a **Ph.D** degree in Educational Technology from the Lagos State University, Ojo. He has taught in different educational institutions in Nigeria and outside the country. He is currently a Senior Lecturer in the Department of Science and Technology Education, University of Jos, Plateau State. He is a member of many professional associations including Association of Nigerian Educational Media and Technology (ANEMT), Social Studies Association of Nigeria (SOSAN), National Professional Educators (NAPE) and National Association of Technology Teachers (NATT). He has published a number of articles in local and international learned journals as well as chapters in several books.

Email: oluwasegunabifarin@yahoo.com

Tel: +234-8038382700

Adewuyi A. Adeyinka, Ph.D, had his Bachelors' degree in Mathematics Education from the University of Ilorin and a Masters' degree in the same discipline from the University of Botswana. He went further to obtain an MBA and Ph.D degrees (all in Finance) from the University of Southern Queensland. His Ph.D thesis titled Viability of Weather Index Insurance in Managing Drought Risk by Australian Wheat Farmers. He is Research Fellow

Emizibo S. Osemene is a graduate student of the Department of Vocational/Technology Education, Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State studying Agricultural Education.

Tel No: +234-8081518282/+234-8105551122

E-mail: osemeneemizibo@gmail.com

Israel O. Osokoya, a retired **Professor** of the Department of Teacher Education, Faculty of Education University of Ibadan, is one of the leading historians of education in Nigeria. He is the Founding President of the Historians of Education Development Society of Nigeria (HOEDSON). He is a widely published scholar of international repute. He is retired, yet not tired as he is still very active in research and publishing. He is a proud owner of a publishing company, named *Laurel Educational Publishers Ltd*, based in Ibadan and assisting in the publication of scholarly works from scholars all over the globe. He is a Reverend Canon of the Anglican Communion.

Email: oluosokoya@yahoo.com

Tel: +234-8055115024

Victory C. Owede is a lecturer in the Department of Social Science Education, Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State. He is at present a Ph.D candidate with specialization in Social Studies Education at the Department Social Sciences Education, University of Ilorin, Kwara State, Nigeria. He has a number of publications to his credit in his area in both national and international journals as well as chapters in academic books. He belongs to several professional associations including the Social Studies Association of Nigeria. His areas of research interest include human rights and civic education, teaching strategies, environmental and population education.

Tel: +234-8036723298

Email: victoryowede@gmail.com

Morufu A. Oyebamiji is a **Professor** of Adult Education and Community Development in the Department of Adult and Non-Formal Education, Faculty of Education, University of Port Harcourt. He has been a teacher all along his life. He has taught at different levels of Nigerian educational institutions, from secondary school to College of Education and finally in the university. Professionally, he has been publishing in his area of specialization for more than 30 years. He has to his credit 4 books, many book chapters and about 72 published local, national and international journal articles. He is a member of different academic associations, including the Nigerian national Council of Adult Education (NNCAE), Community Development Association of Nigeria (CDAN) as well as the Historians of Education Development Society of Nigeria (HOEDSON). He is married and has promising children.

Noah B. Oyedeji is a **Professor** in the Department of Educational Management, Faculty of Education, University of Ilorin. In 1989, Oyedeji bagged his Doctorate degree in Educational Management, University of Ilorin. In the year 2009 he became Professor of Educational Management. He is a member of many professional associations such as Association of Business Education Nigeria (ABEN), Nigerian Institute of Management (NIM), Nigerian Association of Educational Administration and Planning (NAEAP) and Fellow of Nigeria

Institute of Industrial Administration (NIIA). He had held various positions in the Department of Educational Management, University of Ilorin, such as Academic Secretary to the Department, Undergraduate and Postgraduate co-ordinator (both full-time and sandwich). He was Managing Editor (1997-1999) and Editor-in-chief (2006-2008) of International Journal of Educational Management. He also held the position of Faculty of Education Teaching Practice Co-ordinator and President of Amicable Multi-purpose Co-operative Ltd, Faculty of Education, University of Ilorin, as well as Acting and substantive Head of Department (for a number of years). He was a member of Senate and Senate Representative on University Development Committee (2012-2014). He was Senate Representative as well as Business Manager to Library and Publications Committee – 2014 up to his appointment as Dean of Education on August 1st 2016 till present.

Oyededeji had written six textbooks for both secondary and higher education in Nigeria. He also had a number of publications in reputable journals (local, national and international). Between December, 2009 and May, 2011 he was on sabbatical leave at Kwara State University, Malete, Kwara State, where he established firmly the Departments of Business Education; Kinetic and Health Education, and Early Childhood and Special Education. He was the foundation Provost of the College of Education, Kwara State University, Malete. He has since returned to the University of Ilorin after the expiration of the Sabbatical leave and he has been elected the Dean of Education effective 1st August 2016 to 31st July 2018.

Tel: +234-8065106259,

Email: oyedejinb@gmail.com

Ayotunde F. Oyelade, Ph.D., is a lecturer in the Department of Arts Education, Faculty of Education, University of Ilorin. He lectures Philosophy of Education.

Chukwuma N. Ozurumba, Ph.D., is an **Associate Professor** of Educational Administration in the Department of Educational Foundations, Niger Delta University, Wilberforce Island, Bayelsa State

Fibainmine G. Paulley, Ph.D., is a Senior Lecturer of History and Policy of Education in Niger Delta University, Wilberforce Island, Bayelsa State. He has to his credit many scholarly articles, published in reputable referred national and international journals. He has also edited, co-edited and co-authored some professional books. He currently serves as the Managing Editor of Faculty of Education Journal, *Niger Delta Journal of Education*. Paulley is an active member of Historians of Education Development Society of Nigeria (HOEDSON), an affiliate of International Standing Conference for the History of Education (ISCHE) the Nigerian Institute of Management (NIM) and the Social Studies Association of Nigeria (SOSAN). He is a registered and licensed teacher by the Teachers Registration Council of Nigeria (TRCN). His research interests include education and development, education and politics, teacher education and Ijo cultural anthropology.

Email: paulleyfg@mail.ndu.edu.ng, paulley2016@gmail.com

Tel Nos: +234-8037768953/+234-8025159880

Tariere Pondei is of the Department of Vocational & Technology Education, Faculty of Education, Niger Delta University, Wilberforce Island, Bayelsa State

Abdulkadir O. Rasaq, Ph.D, was born in the 60s. He attended Wesley Primary School, Molipa, Ijebu-Ode in the 70s and later went to Arabic Teacher's College, Jebba for his teacher's training. Rasaq proceeded to Kwara State College of Education, Oro for his NCE programme. He obtained B. Ed (Educational Psychology and Guidance and Counselling) from the University of Port-Harcourt in 1997 and M. Ed (Educational Guidance and Counselling) in 2004 from the University of Ilorin. Rasaq attended Usmanu Danfodiyo University, Sokoto for his Doctoral Degree in Guidance and Counselling. He has taught courses at NCE, Under-graduate and Post-graduate level and has published in both national and international journals of high reputation. Rasaq has presented papers in conferences seminars and workshops in different states of federation. He is a member many associations including Counselling Association of Nigeria and Association of Educational Psychologists. He is happily married with children.

Email: dr.abdulrasq@gmail.com

Tel: +234-8039216692

Abubakar Saidu, is a lecturer in the Department of Arts Education, Faculty of Education University of Ilorin. His research interest is on History of Education with special interest on the history of special education programmes.

Tel: +234-8060278363

Ekima T. Salako, Ph.D is of the Department of Social Studies, National Teachers' Institute Kaduna.

Anderson P. Sele, Ph.D, is a Senior Lecturer of Social Studies Education of the Department of Social Science Education, Niger Delta University, Wilberforce Island, Bayelsa State. He has a number of publications to his credit in his area of specialization in both national and international journals as well as chapters in academic books. He belongs to several professional Associations including the Social Studies Association of Nigeria (SOSAN), Social Studies Teachers Associations of Nigeria (SOSTAN), Curriculum Organisation of Nigeria (CON). His areas of research interest include national development, sustainable development, human rights and civic education, teaching strategies, environmental and population education. He is the current Head, Department of Social Sciences Education at the Niger Delta University.

Tel: +234-7067550055, +234-8056762618

Godstime S. Suwari, Ph.D, is a lecturer in the Department of Vocational and Technology Education Niger Delta University Wilberforce Island, Bayelsa State

Ayebami V. Torubeli, Ph.D, a widely published scholar, is an Adolescent and Counselling specialist. He is of Guidance and Counselling Unit in the Department of Education Foundations, Niger Delta University, Wilberforce Island, Bayelsa State. He is a member Counselling Association of Nigeria (CASSON). He is currently the Vice Chairman Bayelsa State chapter.

Email: victor.torubeli@gmail.com,

Tel No: +234-8033826250.

Chapter Thirty-Five

HISTORY OF EDUCATION AND NATIONAL DEVELOPMENT WITH SPECIAL REFERENCE TO VOCATIONAL AND TECHNICAL EDUCATION

Abubakar Saidu & Noah Bisi Oyedeji

Introduction

The study of History of Education as an academic discipline is apposite in any given society. This is because it basically teaches the knowledge of the pasts which could be utilized to solve the current issues in education; issues that are crucial to national development.. Buttressing this assertion, Osokoya, (1996) opined that the knowledge of great educators, philosophers and educational reformers will in no small measure help to sharpen the educational policies and practices of the present. Just as the memory is to the mind, history is to the society. Therefore, for a meaningful development in a nation like Nigeria, History of Education as a discipline and concept is a *sine qua non* on the road to national development. Thus, in terms of policy formulation and decision making, among other topical issues on national development, it is important to resort to History of Education for a road map. Hence, the paper examines the concept of History of Education as an academic discipline, the concept of national development and History of Education and national development with particular reference to Nigeria. Also, it gives a historical account of vocational and technical education in Nigeria.

Concept of History of Education as a Discipline

History of Education is a conglomeration of two distinct concepts, namely, "History" and "Education". Therefore, for better understanding of History of Education as a concept, it is necessary to take an in-depth look into these two concepts.

History is not mere story telling. It is also not a mere fabrication. History is an account of what actually happened in the past, which has a link to what is happening at present and can help in planning or projecting for the future. According to Jekayinfa and Kolawole (2010), History is the account of past events investigated, analyzed and interpreted in order to discover generalizations that are helpful in understanding the present and, to a limited extent, in anticipating the future. History is an account because it aims at balanced information of true places, people and events of the past. It cannot be fabricated to suit the interest of the writer or historian but seeks to represent the true past into present. History gives account of real names of people, places, time and incidents that actually took place at the recorded time. Amaele (2002) opined that History is a recreation of the true picture of important persons, places, events of the past for the present and future generations. Historical accounts are presented in sequential, coherent, consistent and systematic order. As a matter of fact, logical presentation is an important ingredient of history. Bias and prejudice are not allowed or encouraged. The historian tries to present issues, incidents or events concerning people and places in their unbiased form. He tries to dig into important areas of interest. The

historian goes beyond 'they said' and seeks to find out why and how certain things happened. A historian is not usually in a hurry. He takes time to evaluate the necessary information received. He compares and analyses the information and its sources so as to come up with a balanced and acceptable account.

There are two major sources of History, namely primary and secondary sources. Primary sources refer to various information about real names of people, places and events gathered by the historian from somebody or people who was or were eye-witnesses to the incident. If the historian gathered the information himself at the time of happening, the account also is a primary source (Osokoya, 1996). The primary source could be oral or written. It could also be through video, internet or other scientific procedures like archaeological findings. When a historian consults books written by somebody or persons who was or were not eye-witness to the incident, he is referring to secondary sources of information. Secondary sources also refer to oral information given out by somebody or persons who was or were not privileged to have first hand information on the event. Hence, like primary sources, secondary sources could be in oral or written form.

Etymologically, the word "education" according to Amaele (2002), derived its meaning from two Latin words '*educare*' and '*educere*' respectively. The word '*educare*' is interpreted to mean; *to train, to form, to mould, to nourish, to bring up, to raise*. Education here implies that the society trains, forms or moulds the individual to achieve the societal needs and aspirations. In other words, it means that education is the process through which an individual acquires what it takes to live successfully in the society. This perspective of education has little to consider on the natural potentialities of the individual child. On the contrary, the word '*educere*' is interpreted to mean: *to lead out or to draw out*. This connotes that every individual is endowed with some basic potentialities which are embedded in him. Therefore, there is the need for the 'leading out' or 'drawing out' for such potentialities to be released, developed and useful to the individual and the society at large. This perspective of the concept is mostly favoured by the humanists, who insist that the function of education is to develop the natural potentialities in the child to enable him function in the society according to his abilities, interest and needs. This perspective of the concept of education is child-centred, whereas the former is society-centred or subject matter-centred. From the ongoing discussion, therefore, education could be understood to mean the total development of the individual child, through acceptable methods and techniques, according to his abilities and interests, as well as the needs of the society, to take his rightful place and contribute adequately to the advancement of his society (Amaele 2002).

There is a general agreement among educationists and educators that education involves a desirable change in human behaviour through the process of teaching and learning. This means that a human being who exhibits undesirable behaviours from the point of view of the acceptable societal norms cannot be adjudged an educated person, despite the fact that he had passed through the four walls of an educational institution. The society, generally, expects a kind of change from an educated person. Education, as a process of initiating the child into cherished norms and skill within the society, is designed and implemented by the more matured or the adult members of the society to effect the desirable changes in the younger ones, from one generation to the other. Fafunwa (1974) defined

education as what each generation gives to its younger ones, which makes them to develop attitudes, abilities, skills and other behaviours which are of positive value to the society in which they live. Education is a social service, provided world-wide with multiple objectives in mind. The objectives vary from the acquisition of basic skills required for a more rapid growth of the economy and the basic knowledge for the individual to function effectively in the society.

Education can generally be classified into three forms, namely: formal, informal and non-formal. **Formal education** is the type of education which is received in the regular formal school setting such as the primary, secondary and tertiary institutions. It takes place in well organized environments, where well-trained and adequately equipped personnel (teachers) interact, on regular basis, with the learner(s) on planned educative processes. The curriculum, the learning environment, instructional materials, testing and evaluation, human resources and others are planned ahead of time to achieve specific objectives within the time frame. Everything is patterned from the entry point to the exit point. The books, the classroom, the pupils, teachers, curriculum, etc are selected and formalized.

Informal education is popularly referred to as indigenous education. This is because it includes all other agencies of learning outside the formal school system. These agencies include the home (family), church or mosque, peer-group, mass-media. Informal education can also be received in the market, farm, along the road and so on. Though not deliberately planned, like formal education, informal education provides learning opportunities for the child to develop his natural potentialities within a given limit. It enlarges the child's scope of learning and helps to build up the comprehensive experience of the formal education system. What the child learns from his/her mother, father, elderly ones, peer groups, associations etc, fall under informal education. In this form of education, the child or the adult can learn from one another or from the society, consciously and/or unconsciously. Informal education is still relevant today as it can provide some raw data to the child, which could be refined in the formal school system. But he should be guided so that what he/she learns through this form of education not negative.

Non-formal education has some basic characteristics of formal education like planned programme of action, contact persons, programmed assignment or examination and others, but it is not formal. It is non-formal because it is not within the regular school system. Non-formal education is mainly received through workshops, seminars, correspondences, television and radio media. In the case of workshops and seminars, non-formal education is used to equip the individual with some basic skills, attitudes and intelligence required for human and societal growth at one particular time or the other. In this case, it is occasional or *ad-hoc*. But in correspondence cases, the learning process is spread over the years but it lacks the regular person to person interaction. However, it is a complementary form of education. It helps to up-date knowledge as in the case of workshops and seminars and for care of the education of particular class as in the case of the correspondence programme.

Each of these three forms of education is important to human and societal growth and survival and should be encouraged. An average person must pass through all of them consciously and/or unconsciously.

Vocational and technical education continued to feature in education ordinances and commissions and by 1959 the Dike Commission, which was set up to investigate the organization, administration and arrangement of education in the Eastern Region of Nigeria, was asked to work out the curriculum of primary, secondary commercial and technical education and assess vocational training and guidance services in primary and post primary institutions in the region.

The 1959 Ashby Commission took cognizance of the school curriculum in Southern Nigeria, which was based primarily on literacy and recommended a shift of emphasis from literacy towards manual and technological orientation. The commission further recommended that some girls' secondary schools should provide a one year post school certificate commercial course to prepare them for secretarial employment.

To crown it all, the 1981 National Policy on Education formally recognized vocational and technical education as a vehicle for *national development* and as a result it was given prominence, which culminated into the 6-3-3-4 system of education, i. e. 6 years in primary school, 3 years in junior secondary school (which is pre-vocational), 3 years in senior secondary school (which included vocational training) and 4 years in tertiary institutions. Among others, the objectives of secondary education were to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course and inspire the students with a desire for achievement and self improvement both at school and in later life.

The Role of History of Education in National Development

For any nation to develop, the collective spirit of the people must be well nurtured and propagated. Here lies the importance of History of Education. In the words of Fafunwa (1974), "History is to a people what memory is to the individual". A people with no knowledge of their past would suffer from collective amnesia, groping blindly into the future without the guide post of precedence to shape their course. Thus, without History, people may be able to understand the present but will be without the basic knowledge essential for coping intelligently with the future.

Ajayi (1990) stressed the point that every nation is a product of History and the efforts of historians who try to establish the history of the nation, influence its group memory and seek to define its nationality that is, the essence of what binds its people together, what constitutes their identity and what makes them a people, distinct from other peoples, cannot be over-emphasized. Indeed, what historical understanding does essentially for any nation is to place its developmental predicament within rational time perspectives of human evolution. This is the utility value of History of Education.

Also, knowledge of History of Education can help one to be competent in handling any political appointment on education, nationally or internationally. History of Education develops in individuals those values which make for good personality, such as honesty, selflessness, tolerance, dedication, hardwork and personal integrity, all of which provide the rich soil from which good leadership potential is groomed. In essence, it trains an individual to be responsible in the society.

History of Education guides us to proffer some positive solutions to the nation's educational problems. The Nigerian education system is being faced with myriads of problems, such as underfunding, politicization of education, corruption, examination malpractices and so on. The knowledge of History of Education would enable us to know the remote causes of these problems and by this, we would be guided in proffering solutions to the problems.

History of Education opens to students opportunities to develop a comprehensive understanding of the world and of the many education systems different from their own. From the study of history of education of different parts of the world, students may gain an appreciation both of the world's many peoples and of their shared humanity and common problems. Students may also acquire the habit of seeing matters through others' eyes and come to realize that they can better understand themselves as they study others, as well as the other way around. Historical understanding, based on such comparative studies in different components of the world's histories of education, does not require approval or forgiveness for the tragedies either of one's own society or of others; nor does it negate the importance of critically examining alternative value systems and their effects in supporting or denying the basic human rights and aspirations of all their peoples. Importantly, an understanding of the history of education of the world's many education systems can contribute to fostering the kind of mutual patience, respect, and civic courage required in our increasingly pluralistic society and our increasingly interdependent world.

Conclusion

From the above, it is clear that History of Education as a discipline has a critical function in national development as the knowledge of history can greatly assist in gaining a better insight into a contemporary controversial issue. History of education teaches the knowledge of the past which could be applied to improve the on-going educational issues in so far as these relate to the overall development of the nation.

References

- Ajayi, J. F. A. (1990) *History and the nation and other addresses*. Ibadan: Spectrum Books Ltd.
- Amaele, S. (2002). *Understanding the philosophy of education*. Ilorin: Fatyusuf Printing Production
- Fafunwa A. B (1974). *History of education in Nigeria*. London: George Allen.
- Federal Republic of Nigeria (2004). *National policy on education*. Lagos: NERDC Press.
- Jekayinfa, A. A. and Kolawole, D. O. (2010). Conceptual background to the history of education in Nigeria. In J.O.O. Abiri (eds.) *Perspective on history of education in Nigeria*. Ibadan: Emola Jay. Communication.
- Osokoya, I.O. (1996). *Writing and teaching history*. Ibadan: Laurel Educational Publishers Ltd.
- Oyedeji, N. B. (2012). *Management in education: Principles and practice*. Ilorin: ARAS Publishers. pp. 149-165