

HISTORY OF EDUCATION IN NIGERIA ITS IMPLICATION TO EDUCATIONAL MANAGEMENT.

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**A PAPER PRESENTED AT THE NIGERIA ASSOCIATION FOR EDUCATIONAL MEDIAL AND
TECHNOLOGY (NAEMT)**

21ST ANNUAL CONVENTION (THE MILLENIUM CONVENTION).

SUB- THEME: BASIC EDUCATION

VENUE: CONFERENCE CENTRE, ARMTI, ILORIN

DATE: 30TH AUGUST – 3RD SEPTEMBER, 1999.

ABSTRACT

This paper aims at giving the meaning of history, education, history of education and educational management Some implications of history of education in Nigeria to the field of educational management like making available to educational managers such important information as the major trends in the development of education, past educational statistics, past policies, codes and. ordinances etc were touched which formed the major theme of the paper on which .conclusion was made and suggestions were offered on how educational managers collect accurate information about education by making, use of history of education.

INTRODUCTION

For the purpose of thorough-understanding of this like write up, certain words in the topic/history, education, educational management and history of education are defined. Some authors have defined history as the branch of knowledge dealing with past events (smith,1978).Others have also defined it as the study of the systematic account of certain phenomena. Here however, history shall be given an operational definition as the systematic account of the past events in relation to the present time in order to be able to predict the future for the purpose of shaping it for better. Like history, "education" has also been viewed by many authors in different ways. The term education is elusive. It has no universally acceptable definition. To this end, there are many definitions of education as there are educator and educationists, philosophers and psychologist, Abdulkareem {1990). However, we shall consider some definitions given by some authorities in order to shed more light on our topic of discussion.

Fafunwa (1974) defines education as tic aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour of positive to the society in which he lives"

Abdulkareem (1990) is of the opinion that education could "be defined as:

the process of bringing up a person to develop according to such person's aptitudes, capabilities, abilities and interest so that such a person can function successfully in the society (p3).

From the foregoing, we can say that History of education is the historical account and development of education in relation to the educational system of the present so as to enable us predict what educational system is likely to be in the future. History of education in Nigeria therefore, embodies the development of education at various levels and the growth of ideas, knowledge, thoughts and imaginations that have influenced or continue to influence that development in Nigeria educational system. History of education in Nigeria takes into account the knowledge of the traditional, or indigenous educational system, the Islamic system of education and the western system of education in Nigeria. It also distinguishes between formal, informal, and non-formal types of education.

Management on the other hand, involves the process of planning, organising and controlling an enterprise in order to attain certain goals and objectives. While educational management according to Oyedele (1993) is the control of men and materials devoted to education in order to attain effective teaching and learning in educational institutions.

The Significance of History of Education in Nigeria to Educational management.

History of education in Nigeria in its formal setting enables the educational managers to understand the major trends in the development of education. Since history of education presents the historical development of education in Nigeria right from the period of traditional or indigenous educational system i.e informal education which existed before the arrival of Islam and Christianity. It also presents the types of education i.e Islamic system of education and Western system of education from historical perspectives. The historical analysis of these systems of education right from, the world immemorial enables the educational management to understand the major trends in the Nigeria.

History of education in Nigeria also presents the historical analysis of educational statistics in form of number of schools in certain areas before, during and after the colonial era. It also presents the number of pupils enrolment as well as the year of establishment of such schools which are statistically presented through the history of education Adeshina (1982) state & that by 1906, one hundred and twenty six (126) primary schools and only

one (1) secondary school with eleven thousand, eight hundred and seventy two (11,872) and twenty thousand, eight hundred and twenty (20, 820) pupils in attendance in primary and secondary schools respectively were in Southern Nigeria. While in the North there was only one (1) primary school and no secondary schools at all during the same period. In 1957, the figure rose to 13,473 primary schools with 17 secondary schools in the South. These and other forms of statistical data that enable educational managers plan ahead for educational services are presented "by means of history of education in Nigeria, it therefore aids planning aspects of educational management.

History of education in Nigeria supplies educational managers with the knowledge of past policies as they were enacted during the Missionary era up to the period of colonial administration and to the period of native involvement, for instance the history of education is one of the means that educational managers use to acquaint themselves with the provisions of such policies, codes and ordinances as 1992 education ordinance, 1887 education ordinance, 1926 education codes etc. Up to the present 6-3-3-4 educational policy. The knowledge of the immediate and remote codes and polities guide educational managers in the formulation of more suitable educational policies in the future.

The study of history of education in Nigeria, acquaints the educational managers with the analysis of complicated issues and procedures undergone before arriving at certain conclusions about educational changes and innovations, it is through the knowledge of history of education that we know that the present National policy on Education is the offshoot of the National Curriculum Conference of 1969 which led to the National Seminar on National policy on Nigeria education. This seminar was Chairmanned by a former Nigerian representative to the United Nations, Chief Simeon Adebo. Also, it was this seminar that came out with the 1977 National policy on Education which went through series of processes and later reviewed in 1981. This policy is undoubtedly a change and an innovation in the field of education. If the educational managers understand this, they will not only have insight into educational policy but also appreciate the complicated procedures through which changes in education are brought about.

History of education in Nigeria leads the educational managers to understand the problems of education right from the period of missionaries endeavour. For instance, Fafunwa (1974) while stating the problems faced by the Missionaries due to the absence of official education policy said.

However, the absence of an official education policy resulted in the lack of:

- a) a common syllabus, standard textbooks, regular school hours etc.
- b) adequate supervision of school-buildings, teachers pupils etc.

- c) a central examination system
- d) uniformity in the condition of service of teachers and
- e) adequate financial Support and control (p.93)

In the same token, Adesina (1982) listed some constraints of educational planning and development in Nigeria as the planning process, political constraints, financial constraints and statistical constraints.

Educational Managers get to know all these problems through the study of history of education in Nigeria they then try to find solution to them, or at worst, they make suggestions to the appropriate quarters on how the problems could be solved once and for all, there by aiming at the improvement of education in Nigeria.

The study of history of education in Nigeria acquaints the educational managers with the functions of education in the society thereby making them to know whether the current system of education is responsive to the individuals' needs and societal needs by performing its functions effectively or not. If not, then the managers would have to look for ways of adjusting the educational crystera in order to be responsive to the needs of individuals and those of the society at large.

Abdulkareem (1992) has stated the functions of education in the society by saying"- that education enables a person to distinguish between good and bad attitudes, right and wrong attitudes etc. in a social setting. Also, education enables individual to develop his skills and talents, in all ramifications.

This would lead to human resources development and human resource development is the basis of any nation's development. Education is therefore one of t o powerful instruments of development in any society.

This shows that education has got certain functions to perform for individuals and the society as a whole.

The recent development is the individuals and societal crave for science and technology as shown in the national policy on education. This is another pointer to the fact that education has certain functions to perform in the society. The Federal Republic of Nigeria (FRN, 1981) Clearly pointed this out, when she says: The aims of technical education should be

- a) To provide trained manpower in applied science, technology and commerce particularly at sub professional grades.
- b) To provide the technical knowledge and vocational skills necessary for agricultural, industrial, industrial commercial and economic development.

- c) To provide people who can apply scientific knowledge to the improvement and solution of environmental problem for the use and convenience of man. (p_T28).

Conclusion and recommendation

From the foregoing, we have seen that history, history of education, education and educational management are.

Most importantly, the paper has discussed the implication of studying the history of education in Nigeria to the field of educational management which in precise terms includes:

- a) Knowledge of the major trends in the development of education in Nigeria.
- b) Knowledge of past educational statistics for future planning
- c) Knowledge of past policies, codes and ordinances in Nigeria.
- d) Insight into the complicated procedures through which changes in education are brought about etc. In view of this, it can be concluded that the significance of studying the history of education in Nigeria with respect to the field of educational management can not be over emphasised especially when one considers the fact that educational management has to do with the study of the past events on education, comparing. It with the present happening in order to logically and rationally plan for the future of educational development in Nigeria. Planning is an important aspect of educational management as failure to plan is to plan and fail.

In order to have accurate and enough information on history of education in Nigeria for proper planning of educational system, educational managers should endeavour to be conversant with past and current accounts of education by visiting local and national libraries to collect the needed information. Internet Communication system plays important role here especially in collecting information.

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