

**The Development of Teacher Education in Nigeria: 15<sup>th</sup>–20<sup>th</sup> Century.**

THE DEVELOPMENT OF TEACHER EDUCATION IN NIGERIA:  
15<sup>TH</sup>–20<sup>TH</sup> CENTURY.

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## **Abstract**

Teacher Education in Nigeria has been described to be very important because no educational system can rise above the quality of its teachers (N.P.E. 1981) there is there of the need to have a knowledge of the development in teacher education in Nigeria from early periods to the present day. Hence, this paper focused on the trends and events on teacher education from missionary era (15th century) to the present (20th century) Nigeria Teacher Education. Some problems of Nigeria Teacher Education were touched while solutions were also recommended. This aspect formed the conclusion of the paper

## **Introduction**

Teacher education in its informal term has been in existence since the time immemorial. That is why the two religion holy books (Quran and Bible) have emphasised the role of teaching in dissemination of knowledge to mankind. Hence, teachers preceded any other professional as professionals of those professionals taught by teachers. In fact, in African Traditional Education, all adults in a society becomes a general teacher. Teacher education therefore runs concurrently and unconsciously with other forms of education as the educational system is not rigidly sectionalized. In the formal setting however, Teacher Education could be said to have been tied to the apron strings of the early christian missionaries.

An integral part of general educational system in Nigeria today is teacher education, as teachers influence the growth and development of a nation. Teachers therefore should be provided with necessarily current trainings in order for them to be functional involves the training of teachers to acquire the on their job. Teacher education qualities and qualifications which they must possess in order to carry out their functions effectively.

Teacher education in Nigeria has been undergoing changes across the country right from the missionary activities through the Colonial era to the post independence era and modern period, all along, the situation has not been static especially if the educational system want to meet the demands and correct the status quo anomalies in educational system. Hence, the enactments of early ordinances like 1882 and 1887 education ordinances. Other memoranda and reports also followed the trends of events e.g. Phelps-Stokes Commission's report, Elliot's

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Commission's report, 1925 memorandum/ 1926 ordinance , and eventually the new national policy on education came to be the latest policy on Nigerian education generally and teacher education in particular. The current problems of teacher education therefore needs to be addressed in order to improve the situation of Nigerian teacher education.

### **The missionary era**

The Portuguese merchants and some catholic missionaries had visited Nigeria as early as 15<sup>th</sup> and 16<sup>th</sup> centuries respectively. The educational activities of this first group of missionaries were not well pronounced in Nigeria and before long, they were, wiped out. Then came the second missionary, endeavour which started with the arrival of the reverend freeman and Mr. Mrs. De graft of the Methodist mission, although the idea of evangelizing Nigeria firstly came from the church missionary society (C.M.S) was to produce catechists, interpreters, cooks and of course, teachers (that are untrained professionally).

The over first attempt at the training of teachers was made by the church missionary society when a (teacher training institution was established in 1853 at Abeokuta (Taiwo, 1980). This institution was initially meant for the selection and training of missionary teachers. Later African evangelists and teachers were to be selected and trained in the institution by a Cambridge graduate and a grandson of an evangelical theologian, Richard Charnley Paley.

In 1867, the training institution was moved to Lagos because the European missionaries were expelled from Abeokuta, the original home of the institution. Later in 1896, the same training institution was moved to Ayo and given the name St. Andrew's college, Oyo. It started with only ten students to receive training and graduate to serve the C.M.S. Yoruba missions as at this early stage of teacher training, a teacher was to serve under missionaries as a catechist, a pastor, a priest.

In 1833, the Baptist mission established a theological seminary in Ogbomoso which was later changed to Baptist training college in 1897. In the same year, the Methodist mission also established a training; institution in Lagos. While the roman catholic mission started St. Gregory college in 1896. In 1905, the Wesleyan Methodist Missionary Society opened a training institution combining the training of catechists with that of teachers. The

institution's name was later changed to Wesleyan college Ibadan. It is noteworthy here that, before the establishment of these training institutions, the training of people, teachers and catechists was taking place at the homes of missionaries, this- informal training continued for a while in the east whereby homeless boys and children of converted village heads were living with the missionaries and trained to become pupil teachers and catechists (Fafunwa, 1974).

One other feature of missionary teacher education programme is that the programme was mainly concerned with the provision of teachers for only the primary school level and there was no consideration whatsoever for the training of secondary school level teachers until after the achievement of political independence. This could be as a result of the fact that there was no secondary school at this early stage or because the missionaries were not interested in developing the natives general, during this early period, there was no official education policy to guide the various missions which resulted in to lack of a common criteria for employing teachers and lack of uniformity in the condition of service of teachers. However, some missions, especially the C.M.S. And the Methodist, set up management boards which helped in regulating the teachers' salaries and conduction. Thus Fafunwa (1974) observed that one of the achievement of the mission during this early period of teacher education and is the regulations concerning training of teachers and establishment of a code of conduct for teachers.

### **The Role of Colonial Government in Teacher Education: Colonial Intervention**

Initially, the colonial government in Nigeria had no well defined education policy in its colonies. The colonial government only made some intermittent moves to assist some missions by giving them some amounts to run their schools including payment of teachers' salaries. For instance, in 1872, thirty pounds (\$ 30.00) was distributed among three missions i.e. The C. M.S., the Wesley and catholic missions. This was the situation before 1882 when the first education ordinance was proclaimed socially but only religiously or because of lack of fund and personnel.

In the eastern Nigeria, the C.M.S. Established Awka training college in 1902. The Presbyterian church of Scotland established the hope Wadell training institute in 1897. This training institution in 18997. This training institutes which was meant to trin primary school leavers in the various trades and to train teachers and catechists to obtained Colombia aid by 1907. While the establishment of Nassarawa school by the colonial government of Hanns

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Vischer in 1909 started the training of teachers formally in the north.

Students for this early teacher training programme were taken from primary school level of standard vi and they were expected to have served as the pupil teacher examination and to have acted as assistant teacher. Although, evidence shows that there was no uniformity in the curriculum of the training institutions and that it depended on the opinion of the various missions. However most missions used the curriculum of comparative religion, elementary of geography, English, history, domestic science (for women) and practical agricultural science (for men), theology, school methods and class management. In by the colonial government. The 1882 education ordinance covered all the best African British colonies. The ordinance provided for a general board of education which consisted of the governor, members of the executive council and four other nominated members. The general board had the power to establish local boards which would make reports on the fulfillment of the conditions attached to the colonial government grant-in-aid of teachers' salaries. The ordinance also included the granting of teachers certificate.

The first her majesty's inspector of schools for west African colonies (H.M.I) Was a one time principal of Fourab Bay College - Reverend Metcalfe Sunter. He was appointed the H.M.I. In 1882 and made his first annual report in 1883 where he commented that attendance in schools was low and teachers' salaries were in arrears. There were criticisms against this ordinance to the extent that by 1886, it was becoming certain that the ordinance would soon die a natural death. It was the same year that Lagos was separated from the gold coast become the 'Colony and protectorate of Lagos'. With this separation, there was need for colonial administration to enact the first purely Nigerian education ordinance, hence, the enactment of 1887 education ordinance. This ordinance also provided for board of education which included the governor, member of legislative council, inspector of schools and 4 other members nominated by the governor. The ordinance specified conditions under which grant shall be made to schools. This included school management having power to appoint and dismiss teachers and payment of the teachers salaries and that the board rules concerning teachers being certificated should be satisfied. The board was equally ready to make grant-in-aid in respect of teachers trained at any institution for 2 years.

In 1899 the protectorate of northern Nigeria and that the Southern Nigeria were created. In 1903, an education department was established for the protectorate of southern Nigeria and in 1906 the protectorate of southern Nigeria was merged with the colony and protectorate of Lagos to become colony and protectorate of southern Nigeria. This resulted in

the enactment of an education for the whole areas in 1908. At the same time, the number of colonial government schools had increased and African teachers alone were not enough to take care of the schools, hence some west Indian teachers had to be employed. By the end of 1912, there were as much as fifty-nine government primary schools and ninety-one mission schools aided by the government (Fafunwa 1972) and these government primary schools teachers' houses were maintained while grants were made available to augment teachers' salaries.

The influence of Islamic religion that affected the spread of western education in northern Nigeria is no doubt also affected teacher education in the north at the early period. The northerners disallowed missionaries to penetrate in to the north. Lord Lugara, the governor of northern Nigeria then collaborated officially with the emirs to disallow the Christian Missions from operating within the emirate. In the north therefore, Quranic schools were allowed to flourish and the antagonism toward education of the western type became the central issue in determining educational policies and practices (Adesina 1977).

In 1923, after the Phelps-Stokes Commission had submitted its report, the colonial administration then appointed an advisory committee on native education to advise the secretary of state for the colonies on any matters of native education. The committee produced a memorandum on education policy in British tropical Africa in 1925. This memorandum contained principle on teacher education Nigeria.

For instance, section seven of it emphasised that there should be adequate number of trained and qualified teachers in schools. While section twelve and thirteen emphasised the training of women teachers and training of university rank teachers respectively. Both the Phelps-Stokes Commission's reports and the 1925 memorandum paved the way for the 1926 publication ordinance. Section two of this ordinance stipulated that a register of teachers should be kept and only those whose names appear in the register should be allowed to teach. This mark the beginning of teachers unionism and led to the formation of the Nigeria union of teacher (N. U. T) in 1930.

The introduction of free universal primary education led to the production of more teachers in Nigeria. In western region, the upf was to be introduced in 1955, to meet this death line, teachers were trained in large numbers. The U.P.E. Scheme was also launched in eastern region and Lagos in 1957. The regional policy on education has stipulated, the various forms through written, grade to teacher certificate could be attained the first one year

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programme for WAEC holders followed by two years for WAEC failed, three years for modern iii and s.75 certificate holders and five yours for standard iv of first school leaving certificate holders.

### **Post independent**

it was the Ashby report of i960 that proposed a plan for higher

Institution programmes in teacher education. The report proposed the production of seven hundred graduate teachers yearly between 1960 and 1970. In 1961 a conference was organised by the University of Nigeria, it was made up of a cross-section of Nigerian school principals, professors and education officers. The conference which was on teacher education in Nigeria recommended a three year B.A and B.Sc (Education) degrees in Universities. This was started in university of Nigeria, Nsukka in 1961. In 1962, five advanced teacher-training colleges were established by both the federal and regional governments with the aim of producing well-qualified, non-graduate teachers to teach the lower forms of secondary schools. One other significant development in teacher education of the 1960s was a "project on teacher education in Nigeria" which was financed by the Cargeie corporation of New York and called Afro-Anglo-American teacher education programme of 1960. This project attracted participants from teachers college in Columbia and university of London institution of education. The project was internally to strengthen teacher- education programme in Africa.

In 1964, one advanced teachers college, Ondo was opened. Before then, two advanced teachers' colleges were already, established in Ibadan, they were then merged with Adeyemi College of Education in 1968 with the aim of preparing well-qualified, non-graduate teachers for secondary schools and teachers colleges, to conduct in-service, programmes for Teachers of Secondary School and to carry out researches at all levels of Education. Other Colleges of Education with similar aims were later opened in other parts of the country. College of Education, Ilorin was opened in 1974, the same year with College of Education, Minna. All N.C.E. awarding institutions in Nigeria today are under the control of the National Council for College of Education (N.C.C.E.) Some of these colleges are now awarding B.Ed, degree in addition to institutes of education and faculties of Education in various Universities throughout the country. The National Policy on Education

has stated that the aim of teacher education in Nigeria is to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system.

## **CONCLUSION AND RECOMMENDATIONS**

This piece has elucidated the major trends and developments in teacher education from missionary period to colonial era and pre and post independence era in Nigeria. Teacher education in Nigeria today is facing some problems leading to the short coming of the profession. Such problems include lack of recognition of teacher education by the government, non professionalisation of the occupation and lack of effective teacher organisation e.t.c.

To this end, since the end result of philosophy of teacher education programme in Nigeria should be the production of individual teachers that are knowledgeable, efficient and effective on their job, then, there should be provision of more instructional materials in form of teaching aids and necessary texts to aid teachers on their job. Philanthropists, voluntary organizations, and other individual in the should endeavour to aid teacher education by providing scholarships and training materials teachers in training institutions. Generally, both the government and individuals in the community should work together in order to raise the standard of 21st century teacher education in nigeria so as to improve and develop the country during the last century



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