Name : brown abiye vanessa

Matric no:18/sms13/004

Course: soc 208

Course code: sociology of education

Department: sociology

College.SMS

Assignment

The development and structure of educational institutions in Nigeria.

The education in Nigeria is overseen by the ministry of education. Local authorities take responsibility for implementing state controlled policy regarding public education and state schools.

The development of education in Nigeria

In 1914, there was no western system of education in Nigeria, the British government had not made any decision on the definite shape of education in its colonies, and education laws only complicated the system without paying any regard to the indigenes and their aspirations.

The reports of two Phelps and stokes committees that had visited West Africa in the early 1920s and the east and central Africa in 1924. They criticized the missionary ways of education calling it book based and said that Africans were being taught direct copies of the subject content from British and American schools with little attempt to use local materials as teaching equipment in teaching things like geography and history. The two commissions although did recommend that education should be developed along with the cultural and vocational lives of the people and the need of the African societies to be met through education so as to promote development. And the educational and religious responsibilities should be met effectively organized and supervised. This lead to the basis of thirteen sound educational policies.

The development of primary education in Nigeria.

The government of northern region felt that its greatest need was to accelerate the expansion of the primary schools. The government designed a programme that was to advance the region into Universal Primary Education as soon as possible. At the same time infrastructures were to be laid in terms of post-primary facilities in order to ensure a balanced education development. The Eastern and Western Regions were already enrolling a high proportion of primary school population through their universal primary education programmes. However, problems were becoming enormous because of poor quality staff and falling standards amidst the high cost of education. The East had to scrap its own UPE and directed its attention to teacher training with a view to achieving high quality work in the schools. . In the West, the successful implementation of the UPE since 1955 left them with the time to concentrate on raising the standard of teaching in schools.

Post Independence development of secondary education centered around the following problem areas:  
1. The expansion in primary education created a high demand for secondary education.  
2. The Ashby Commission had called for increased number in the secondary school population and a revision of its curriculum.  
3. Some commissions appointed to review the educational system found out that the content of secondary school education as well as the methods of instruction in such schools were inappropriate.  
4. Other problems identified included the over emphasis on book education in the secondary schools. Pupils despised manual work. Science curriculum was poor. All these contributed to the so-called falling standards in education.

THE DEVELOPMENT OF TECHNICAL AND VOCATIONAL EDCUATION

After independence the government of the Northern Region established twelve craft Centre’s and three technical schools all over the region. By 1960, The Eastern Region had thirty-three technical and vocational institutions of various kinds.  In the Western Region, government established four trade centres and the women’s occupational centre at Abeokuta. The Nigerian Railways and the Nigerian Coal Corporation had technical schools in which they trained artisans in their specific industries. Last but not the least are the roadside mechanics who acquire their skills from self-employed artisans while many girls acquire skills in needle work, sewing, catering and domestic science from such roadside artisans as well.

THE DEVELOPMENT OF TEACHER EDUCATION IN NIGERIA

After independence, teacher education had two major problems – low output of teachers and poor quality of the teachers produced. As a solution to these problems the government granted the provision of additional Grade II Training Colleges and extra streams to the existing ones. To make up for the poor quality, government approved the up-grading of most of the Grade III Training Colleges to Grade II. Then, new Grade II Teachers’ Colleges were to be established. The Western Government introduced the Ohio Project, a normal science centre admitting teachers with Grade II teacher’s certificate. Lagos had the Government Teachers’ Training College at Surulere. The Eastern Region established a science centre at Umudike, near Umuahia for the production of Teachers Grade I Certificates. Soon, the Teachers’ Grade I programme gave way to the Nigerian Certificate in Education (NCE) for the preparation of teachers for the lower forms of secondary schools and for the teacher training colleges. They were three-year programme institutions.  The Advanced Teachers’ Colleges as they were initially called were established in Lagos in 1962, Ibadan 1962 (but in 1964 it became Adeyemi College of Education Ondo), Zaria in 1962 (but moved to Kano in 1964) and Owerri in 1963. In 1968 one was established at Abraka in Bedel State but took the name College of Education. When the University of Nigeria, Nsukka, was established, it took the lead in starting a new teachers programme known as the B.A., B.Sc. and B.Ed in Education. This meant that a student could combine education courses with one or two teaching subjects and offer them throughout the student’s four years to graduate.

THE ROLE OF HIGHER EDUCATION

By 1960, the University College Ibadan had established itself as a reputable institution of  
higher learning. It was also making a great contribution to the man-power needs of Nigeria. But the need for a larger out-put of University graduates was increasingly felt and commonly expressed. Ibadan was criticized for its low annual intake said to be conditioned by its residential nature. Partly because of these criticisms, the Federal Minister for Education, on behalf of the Federal and Regional Governments appointed the Ashby Commission. The commission’s recommendation gave support to the establishment of the University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, University of Ife, Ile-Ife and the University of Lagos, Lagos. After 1970, that state governments joined in the establishment of Universities while the Federal Government started to establish Universities of Technology and others for Agriculture. Each of these 21 states of the Nigerian Federation nearly has two Universities.

THE ROLE OF PRIVATE ENTERPRISE IN THE DEVELOPMENT OF  
EDUCATION IN NIGERIA

In the area of primary schools, private enterprise did not feature much. This was left solely in the hands of the voluntary agencies and government. Some corporate bodies like the University of Ibadan and other universities at Nsukka, Ife, Lagos and Zaria tried to establish primary schools for the convenience of their staff. Post-secondary sector, local communities and individuals helped the government by establishing and running some secondary schools. Most of these private schools were not grant-aided from public funds and so turned to commercial and vocational subjects which attracted students. This gave rise to numerous private commercial secondary schools which were established after independence. It is true that most of these institutions were poorly equipped; but they supplied the secretarial staff which enabled the Nigerian bureaucracy to stand when the colonial staff left in 1960. . The period 1931-1959 witnessed a lot of local community participation at spreading science education in Nigeria as individuals, groups and communities set out to establish more secondary schools in the country.Prominent Nigerians who studied abroad like Professor Oyerinde, Professor EyoIta, N.D, Chief Daniel Henshew, Rev. O. Offiong and Alvan Ikoku saw the need for technical/vocational education. They formed a National Education Movement and later opened secondary schools that were somehow technically oriented. The schools emphasized the training in such trades as printing, carpentry, tailoring and bakery. Many of such schools were opened in Lagos, Calabar, Ibadan, Aba, Port-Harcourt, Ikot-Ekpeme and Arochukwu.