
INFLUENCE OF MISSIONARY AND COLONIZATION ON EDUCATIONAL DEVELOPMENT IN NIGERIA

Badmus Adejare S.

General Studies Department
The Oke-Ogun Polytechnic, Saki, Oyo State
Email: adejarebadmus@gmail.com

ABSTRACT

Colonialism and education are two main ways through which European powers perpetuated under development in Africa. Though education predates colonialism, but the European nations used their strong powers to introduce a system of education that were so foreign, whose aim was to ensure that African nations were subjugated and exploited. Colonialism arose out of the need for European nations to have direct political control over their colonies so as to ensure the protection of their economic interest. So, colonialism is not just merely a system of exploitation, but one whose main purpose was to repatriate the profits to the metropolis. By exporting the profits created by African Labor to Europe, the development of Europe was assured. However, education, no doubt had serious influence on the development of Nigeria. In this study, efforts were made to juxtapose both the positive and negative impacts of education on national development. The study revealed that the benefits that accrued to Nigeria in terms of social, political, economic development outweighed the negative effects on the cultural negligence. It was recommended that more budgetary allocation should be given to the education sector so as to bring it back to its status when the colonialists were at the helm of affairs in Nigeria.

Keywords: *Education, Colonization, Missionary, Economic, Development.*

INTRODUCTION

Colonialism and education are two main ways through which European powers perpetuated under development in Africa. Though education predates colonialism, but the European nations used their strong powers to introduce a system of education that were so foreign, whose aim was to ensure that African nations were subjugated and exploited. Colonialism arose out of the need for European nations to have direct political control over their colonies so as to ensure the protection of their economic interest. So, colonialism is not just merely a system of exploitation, but one whose main purpose was to repatriate the profits to the metropolis. By exporting the profits created by African Labor to Europe, the development of Europe was assured. The colonization of Africa was a response to the economic needs of industrial capitalist Europe. European nations desire colonies in order to have access to the raw materials of the colonies, to have markets, for sale of manufactured goods of the home country and field for the investment of surplus capital. With twist of fate, colonialism has assisted in the distortion of African economies to fit in with the demands of the world market, the demand which are not always compatible with the demands put own development and thus depriving our economies of the capacity for

a self-sustaining growth which is a pre-condition to development. The weapon used by the Europeans for the realization of the purposes of colonialism in education. Education had been accepted world wide as the gate way to the development but for it to achieve its aim, the content must be tailored to the needs of the society and it has to be internally driven. European nations used force to suppress the traditional educational system on ground and hoisted a foreign educational system that is geared towards development of an internal material base, with technological result and in relation to the developed world. This paper will explore colonialism and education holistically and its impact on the political, economic, social and cultural development of Nigeria.

DEFINITION OF TERMS

Colonization

Colonization is the forming of a settlement or colony by a group of people who seek to take control of territories or countries. It usually involves large-scale immigration of people to a 'new' location and the expansion of their civilization and culture into this area. Colonization may involve dominating the original inhabitants of the area, known as the indigenous population.

Missionary

A missionary is a member of a religious group whose mission is to go somewhere with the goal of teaching about a religion so that the people can convert to that faith. Missionaries perform ministerial services such as; education, literacy, social justice, health care and economic development. Many people picture a missionary as a middle-aged man who leaves his job in America to evangelize and plant churches in Africa. But that is a simplistic view.

Educational Development

Educational Development is a process whereby the act of imparting knowledge, skills and ideas is being given a progressive sequence of change in order to ensure visible growth, which will lead to a positive change in the educational sector. Educational development can also be described as evolution, growth, expansion, enlargement and spread of educational progress. It involves formulation of policies that would have to be sustained over a long period of time.

CHRISTIAN MISSIONARY AND WESTERN EDUCATION IN NIGERIA

The Christian missionary western education in Nigeria started in the latter part of 15th century when the Portuguese merchant set their foot into some areas that made up of Nigeria today. As early as 1472 the Portuguese merchants in search of

commerce had visited Lagos, Benin and Sao Tome. They soon realized the importance of communicating with local people in a common language and they need to share a common faith with their customers. This made them to invite the Roman Catholic Mission to their trading posts in Benin, Brass and Sao Tome. By 1515, according to Osokoya (2010) Missionary activities had started in Benin when some catholic missionary set up a school in the Oba's palace. This school was meant to serve the Oba's children and sons of his palace chiefs who had converted to Christianity. The catholic mission also established seminary on the island of Sao Tome off the west Coast of Southern Nigeria. However, the Catholic was short-lived due to inter-tribal wars that accompanied the trade slaves which ravaged West African for nearly hundred years.

The Christian activities which had significant education impacts in Nigeria started in 19th century when the Wesleyan Methodist society on 24th September 1842 sent Rev. Thomas Birch Freeman to Badagary on the invitation of Yoruba emigrants from Sierra-leone who had settled in Badagary. Freeman was accompanied by Mr. and Mrs. William De Graft. They established the first formal school in Nigeria named "Nursery of the Infants. The effect of the Wesleyan Methodist Church was followed by the activities of the church Missionary Society (C.M.S) led by Henry Townsend who arrived at Badagary on 19th December, 1842 accompanied by Rev. Gollmer and Rev. Samuel Ajayi Crowder and their wives. After a brief stay at Badagary where they opened a mission and school, they moved to Abeokuta in 1846 where they also established mission and school. In 1846, the Church of Scotland mission (CSM) which was based in Jamaica sent Rev. Hope Waddel to Calabar for missionary work. Surprisingly, on reaching Calabar, Hope Waddel met the king already literate. However, he succeeded in establishing a mission school which eventually gave rise to the famous Hope waddle training institute, Calabar (Fafunwa, 1974)

However, the primary objective of the early Christian missionary was to convert the natives to Christianity through education. The knowledge of the bible, ability to sing hymns and recite catechisms as well as the ability to communicate both orally and in writing were considered essential for a good Christian (Fafunwa, 1974). The earliest Christian Missionary School was a replica of a similar development in Britain during the Dark Ages as A.F. Leach observed (Fafunwa, 1974). The subjects in the curriculum include those that could be taught without involving much expense and these were limited to reading, writing, arithmetic and Christian religion knowledge and moral instructions

SOME NOTABLE DEVELOPMENT IN NIGERIAN EDUCATION BEFORE AND AFTER INDEPENDENCE

- The 1882 ordinance was enacted to serve all areas under the British West Africa colony which included Lagos, Accra, Sierra Leone and Gambia with Accra as its headquarters. The ordinance had the following provisions
- The constitution of a general Board of Education with power to appoint and dissolve local Board at such places as they may consider desirable.
- Grants to be used for school buildings and teachers salaries.
- Special grants to be made to industrial schools.
- Admission of pauper children into government and assisted schools.
- Defining school curriculum to include reading, writing and needle work for girls.

In 1886, Lagos was given a separate colony. This necessitated a new education ordinance which was to serve the interest of the newly created colony. Thus, in 1887 an education ordinance was put in place which could be regarded law in Nigeria, and the effect of this ordinance was the expansion of the school system in the colony. In 1929, the two education department of Southern and Northern provinces were amalgamated under a single administration with Dr. E.R.J Hussey appointed as the first director of education in Nigeria. And he proposed three levels of education covering elementary, secondary and technical and higher education. Elliot commission (1943), recommended the establishment of university college, Ibadan and later Yaba high college. In the same vein, Ashby commission reviewed the pre and post- secondary education facility in Nigeria. It made some note-worthy observations in the social, economical and educational life of Nigeria as well as projecting toward the future. Harbison made Ashby commission more important and proposed the following:

- Federal government should support the development of the University system in Nigeria.
- A University be established in the North.
- A University of Lagos with day and evening degree courses in Business, Economics and Commerce.
- The university college is developed into a full University.
- National University Commission (NUC) be established to monitor and control the activities of the Universities.

Influence of Missionaries on Nigeria Educational Development

The following among others could be regarded as the influence of missionaries on educational development:

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- **Introduction of Literacy in Nigeria:** i.e. the art of reading and writing. Although Islamic education had been providing literacy to the people of the North before Christian Missionaries arrival, this had not been fully extended to the Southern part until Christian missionaries came first in 15th century and later 19th century
- **Provision of Alternative Job:** Before the arrival of Christian education, people were engaged in one vocation or the other but missionary education introduced white collar job which gave opportunities to those that acquired the elementary western education. Some were employed as clerks in both the colonial offices and churches
- **It laid a Foundation on which other Levels of Education were Built:** Although many people criticized the education given by missionaries to be too elementary, however, those that were able to acquire the elementary later built on it. Many, through the elementary later acquired technical and professional education that even took some out of Nigeria
- **It brought about Civilization in Nigeria especially the Southern Part:** barbaric ideas like killing of twins were condemned and stopped. It is no gain saying that it was western education that brought civilization to Nigeria and that is why up till today Ogun State still sees herself as the gateway to civilization because western education started in and around the state
- **It introduced New Faith :Christianity** which promoted tolerance and companionship

Influence of Colonization on Educational Development

As stated earlier, the provision and control of education in the early period were left in the hands of missions and colonial Government did not show interest. However, the unhealthy rivalry among the missions and inadequate financing of schools which resulted in poor standard made the colonial government to intervene. The first intervention was in 1872 when she gave a grant in aid of 30 pounds to each of three missions that were involved in educational activities in Lagos which are C.M.S, the Wesleyan Methodist and the Roman Catholic to support their educational activities. This amount was increased to 200 pounds annually for each of the three missions in 1877. With these grants, the colonial government was of the opinion that if she could give such huge amount to the missions, then she should also be allowed to have a say in the missionary activities. Thus, in 1882 the first educational ordinance was passed regularizing the school system and laying down the condition for grants-in –aid, this was followed by the 1887 and 1926 Educational ordinances.

Positive and Negative Influence of Colonization on Nigeria Educational Development

Colonialism did not introduce education or western culture rather it led to the spread of western education and culture due to their colonial policies. The effect of colonialism is neo-colonialism which in a nut shell is the under-development of Africa.

Positive Influence

- It led to the introduction of English language which is a universal language.
- Colonization introduced us to western education and civilization in term of their life style, building of modern hospitals, modern roads, and technologies e.t.c. even though it was for their own selfish needs.
- It taught us modern ways of governing which is still in use up till date (we had our own ways of governing before the colonials came).
- It amalgamated the country as one and through this; resources were used from different part of the country to develop the less developed part.

Negative Influence

- They explored, exploit and went away with both our human and mineral resources to develop their country.
- Some parts of the country were more developed at the expense of the others, most especially Lagos and Calabar, which in turn brought disunity among the less developed ones over the more developed.
- They gave authority to some crème de la crème in Nigeria (the warrant chiefs) who misused their authority by being hostile to their fellow subjects.
- They deceived Nigerian men by promising them job in return for fighting along with them in the World war, but did not uphold their end of the promise and this led to depopulation as a result of many that died.
- They left us emotionally wounded because during their administration they made Nigerians feel like they were nothing by telling them that nothing good can come out of Africans (black).

Events of New System of Education

The 1969 curriculum conference was one of the kinds which brought about the evolution of the following.

- To change the colonial orientation of the Nigeria educational system and promote national consciousness and self reliance through educational processes

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- It reviewed educational objectives for the primary, secondary and tertiary levels of education
- It stipulated the role of science and technology in national development and made recommendations on control of public education (Osokoya,2010)
- It recommended the 6-3-3-4 structure of educational system

Followed by the 1969 conference was the 1973 seminar which was attended by Nigeria men and women who were invited for their proven interest and competence within the growing educational enterprises which was eventually produced in white paper which was tagged national policy on education on education published in 1977 by the federal government

On 30th September, president Olusegun obasanjo launched the universal basic education (UBE) in Sokoto which was free, compulsory and accessible and through the programme was faced with problems like inadequate physical facilities, inadequate personnel, and funding e.t.c

CONCLUSION

The influence of Missionary and Colonialism has been carefully analyzed and how education was used for the realization of their mission. Colonialism and missionary education has brought development and civilization to Nigeria. There would have been little or no self-realization or actualization, if not for the education that was brought in by missionaries and the colonial government.

RECOMMENDATION

Based on the findings above, this study recommends that Nigerian educational sector should not deviate from the basic foundation threshold of the missionary and the colonial government. Hence, government should support schools financially as it was during the western missionary education which was supported by the colonial government. Also, the educational policy makers should ensure that those African culture that worth emulation even by the western countries should not be allowed to be eroded by the western culture that came with education.

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