

REPOSITIONING HISTORY OF EDUCATION FOR NATIONAL DEVELOPMENT: ITS ANALYTICAL IMPACT ON STUDENTS OF NIGERIAN TERTIARY INSTITUTIONS

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Abstract

The study investigated Repositioning History of Education for national development: its analytical impact on students of Nigerian tertiary institutions. The study was carried out in Alvan Ikoku Federal College of Education Owerri, Imo State. Three research questions guided the study. Descriptive survey design was adopted. Population of the study consists of all second and third year students in / from the six schools which are 7,880 (seven thousand eight-hundred and eighty). A purposive sampling technique was used in drawing the sample from the population. The sample of this study comprised 300 students from the six schools in AIFCE. The instrument for data collection was a structured questionnaire titled; Questionnaire on Repositioning History of Education for National Development (QRHEND). The instrument was validated by three (3) experts from History department, Political Science department and measurement and evaluation all in AIFCE Owerri, Imo State. The result emanating from the test was analysed using Cronbach Alpha which score was 0.86 which indicates high positives scores, hence the instrument is reliable. Data collected were analysed using mean (\bar{x}) for the research questions. The findings here show that the History of Education is a very important course to the growth of Quality Education for national development in the Nigerian Society as observed from the result of the study. Hence, the study of History of Education plays a vital role in the development of any nation, especially in bringing up good citizens, future leaders and intellectuals.

Keywords: *History of Education and National Development*

Introduction

In a democratic society, the education system must perform a positive and dynamic role in perpetuating and improving the society. The school has an obligation to provide a curriculum designed to develop effective living in the society. Such a curriculum should equip the learners with skills, understanding, attitudes, habits and appreciation that will contribute to this broad goal. It is for this complementing role that History of Education, as a school discipline was introduced in the curriculum. History of

Education could be defined as: The study of the past development of educational systems, theories, practices and institutions within the general historical framework of political, social, economic, scientific, technological and cultural changes that different societies have gone through over time. According to Nasib (2018) defined History of Education to be the record of all past human experience, showing how groups of people are and how they came to be. It is concerned with political, social, economic, scientific and technological factors and events, which have shaped the growth and development of mankind.

The study of the past educational experience has many lessons that can be used to improve present educational theory and practice. The problems and challenges we face in our education today are not unique; others have faced the same problems and attempted solutions with varying degrees of success or failure. We can adopt their successes and avoid their mistakes in attempting to improve our education. History of education is rich in both failures and breakthroughs for us to run away from or copy, respectively. Nasib (2018) asserted that proper study of the History of Education affects the way in which teachers or student teachers conduct their personal and professional activities. The subject contributes to strengthening both by encouraging the teacher to examine, evaluate, accept or modify the cultural heritage; and to become an educational critic and agent for intelligent cultural transmission and change, rather than blindly accepting the educational status quo, ideas, practices and unchallenged claims. In other words, an examination of educational theories and practices in their historical context encourages teachers to adopt a critical attitude towards present theories and practices. Nkokelonye (2005) supported that History of Education is the study of factors and forces, which influenced evolution and development of education within and outside given units of human organization. More so Okobia (1986) is of the view that History of Education is the study of factors and forces, which influenced the evolution and development of education in both time and space.

History of Education not only teaches what education is, but also where it came from, why it came to be, and what it is bound to become in the future. History of education is a narrative of the origins, growth and development of educational institutions, methods, concepts, aims, curricular, theory and practice without which they would appear new, unexplored, and untried to us in the present world. History of Education thus helps us to appreciate the road travelled by education to reach where it is today. According to Chia (2012) History of Education has often been associated with the inculcation of citizenship values, especially in the forging of national identity. As early as 1920, Madeley (1920) argued in her book *History as a School of Citizenship* that the key aim of History teaching should be 'the making of the citizen'. In the past decade, Barton (2001), Barton and Levstik (2004) have emphasized the role of History of Education in promoting democratic citizenship education in America and Canada. The rise of History as a school subject was associated with the rise of nation states and nationalism. Therefore, History of Education is the study of past and present educational events and systems which will help in reconstructing a better system of education for the future. Hence, if well utilized and managed by the government it will help in the national development.

The importance of teachers to national development is acknowledged worldwide. It is a known fact that the heart of any successful education programme is a well-informed teacher and everyone agrees that second only to students, the teacher is the heart of the education process and main determinant of the quality and effectiveness of its results (Okemakinde, Adewuyi, & Alabi 2013). This implies that teachers are indispensable in education system while teacher education is an indispensable key to national development. It has been claimed by researchers and Federal government that no education system of a nation can rise above the quality of its teachers (FRN, 2008). It therefore becomes paramount that the education of teachers, their recruitment, training, incentives, efficiency and effectiveness, should be of great importance to any nation. It is also true that no matter how good the educational policies are, without competent teachers, it will be meaningless (Usman, 2020). According to FRN (2008), even if there is enough fund and adequate educational facilities without teachers being motivated, reinforced and adequately prepared, teaching and learning will not be effective and successful.

National development is the establishment of a viable and buoyant national economy, the establishment of a just and egalitarian society, the enthronement of equality and social justice and the building of a unified and integrated society where the different ethnics, religious and geo-political identities develop a collective sense of imagination that they are one (Adeyera, 2011). In the same vein, national development, according to Okemakinde, Adewuyi and Alabi (2013) involves the total transformation of society making humanity the focus of the development drive and seeking to develop man's potentialities in a total sense. It includes reduction of poverty, wealth creation, equitable distribution of wealth, ensuring nutrition and health, housing and auxiliary services, social security and welfare. This presupposes that national development is an all embracing entity on the part of individual and societal change with such indications as quality food, gainful employment, and wealth creation, power reduction within the ambit of such framework as equality, dignity, social justice and equity. Hence, a nation cannot be said to have developed when a significant percent of her population are not literate and there is decay in the country's educational system. National development must therefore route for change in all areas of culture which include the economy, technology and environment in such a way that the physical and mental abilities of the citizenry are best positioned to achieve beneficial change (Ani, Onyia & Iketaku, 2013).

Essentially, teachers have an obligation to the development of education and teaching as a profession and these noble objectives can be realized by the training and retraining of teachers through in-service education. Okemakinde, Adewuyi and Alabi (2013) asserted that development has thrust a lot of responsibilities on teachers who are the major operators of any education system. It is therefore not an overstatement that the professionalization of teaching and making the teacher the centre of educational reform in Nigeria, will enhance teachers' productivity, reduce the systemic problems in the educational sector, ensure effective service delivery, engage other sectors of society as well as place education as instrument par excellence for national development. According to Clark (2008), (2009); Davis (1995); Osborne (2003); Hong and Yap (1993); Symcox (2002), History of Education is often sites for political contestation, both in schools and in

society at large. Governments often use History of Education as a tool for legitimization. In instilling a sense of pride in the common past, History writing and teaching of a nation's History contribute to the creation and strengthening of nationalism and national identity. Hence, History of Education invariably becomes potential factor to the cause of national development.

According to the findings of Alabi (2020), students can be encouraged to learn History as a subject only if the method adopted by teachers makes teaching and learning interesting to the students. Government policies made History to disappear for some years in Nigerian secondary school curriculum and when it was re-introduced, secondary school teachers and students have lost interest in History as a subject. Furthermore, Alabi (2020) found out that History students who graduated were not adequately equipped with the required knowledge as expected and as such the number of teachers to teach History as a subject is not enough. Ubogu (2020) also found out that lack of jobs for competent educationist to display their prowess, Inconsistency in the actual execution of governmental policies on teacher education and the fact that Government policies do not match the needs of the society and inaccessible governmental officials for feedback processes were other challenges of teacher education in Nigeria as the researcher highlighted earlier and reiterates that the above were the “worm-hole” hindering the smooth operation of these policies thereby resulting in the production of unmotivated and frustrated teachers in our society. In an ideal situation, teachers are supposed to be the producers of future leaders, thereby guaranteeing the future, but sadly, teachers have over the years transferred this frustration into demeaning mediocre character portrayed in the classroom leaving society as the victim.

According to the findings of Kennedy (1991), the study of History makes it possible for pupils to see the world as it is (which means understanding how it came to be that way) and to see the world as it might be, while also helping pupils to think about how to get from one state of affairs to the other. Furthermore, Osborne (1995) found out that the study of History always seems to deal with a specific role-to prepare the young for citizenship. It helps students become aware of the range of human behaviour, both good and bad, and to that extent helps to teach students what it means to be human. History provides pupils with a sense of the context and perspective for the consideration of contemporary phenomena. History teaches pupils to consider the long view, so that pupils are less likely to be carried away by the enthusiasm of the moment. And finally history provides a sense of connectedness both with what has gone before us and what will come after us; it raises our loyalties and our preoccupations from the local and immediate to the more global and long term.

Therefore services of a teacher towards modernization and sustainable development cannot be overemphasized. It is therefore clear that no professional and adequate training of manpower for the education sector can be successful without competent teachers to handle the training programme. History of Education as a matter of fact is meant to be foundations of education which should be repositioned and made a compulsory course for all students in Nigeria tertiary institutions especially in Imo State.

Hence, History of Education deserves the highest priority in the training and education of teachers; and thus will increase mainstay of human capital for national development. It is against this backdrop that the researcher investigated the repositioning of History of Education for national development: its impact on teaching and learning in Nigeria tertiary institutions precisely in Imo State.

Statement of the Problem

In recent times, little or no research has been carried out to find lasting solution on how education can be used to address the country's economic and growth for national development. This has raised the interest of the present day researcher to find out how education can be used as a key source for national development. The study of History and History of Education both in secondary and tertiary education have been seen as a declining subject/course which in turn could have led to the decline if national growth and development. History and Education is meant to be the bed rock and cradle of civilization to national development; as a result, little or no manpower in this area could have caused lack of growth in the national development and economic meltdown.

Purpose of the Study

This study is aimed at investigating repositioning History of Education for national development: its impact on teaching and learning in Alvan Ikoku Federal College of Education Owerri, Imo State. Specifically, the study seeks to find out;

1. the importance of History of Education for national development and its analytical impact on students.
2. the challenges of History of Education for national development and its analytical impact on students.
3. possible ways to enhance national development through the teaching of History of Education.

Research Questions

The following research questions guided the study.

1. What is the importance of History of Education for national development and its analytical impact on students of Alvan Ikoku Federal College of Education Owerri, Imo State?
2. What are challenges of History of Education for national development and its analytical impact on students of Alvan Ikoku Federal College of Education Owerri, Imo State?
3. What are the possible ways to enhance national development through the teachings of History of Education in Alvan Ikoku Federal College of Education Owerri, Imo State?

Methods

Descriptive survey was adopted for the study. Descriptive survey design is the plan of study which enables the researcher to collect data from a well-defined population and systematically select segments of the population in order to determine the attributes of the population (Nworgu, 2015). The population of this study consisted of all second

year and third year students of Alvan Ikoku Federal College of Education. Seven thousand eight hundred and eighty (7,880) students made up the population. A purposive sampling technique was used, 300 students were drawn from the population. 50 students from each of the six schools in AIFCE made up the sample for this study. The instrument for data collection was a structured questionnaire titled; Questionnaire on Repositioning History of Education for National Development (**QRHEND**). The instrument was validated by three (3) experts, from History department, Political Science department and measurement and evaluation all in AIFCE Owerri, Imo State. The questionnaire was trial-tested using 20 students at FECOLAT to determine the reliability of the (**QRHEND**), the scores from 20 respondents in the trial testing of the instrument were used in establishing the internal consistency using the Cronbach Alpha Formular Procedure; and the reliability index of 0.86 was obtained. The reliability indice obtained showed that the questionnaire items were reliable. Mean (x) was used to answer the research questions. An acceptance level of a mean score of 2.50 was used for the research questions.

Result and Analysis

What is the importance of History of Education for national development and its analytical impact on students of Alvan Ikoku Federal College of Education Owerri, Imo State?

This research question was answered using the data collected and this is shown in table 1 below.

Table 1: Means score of the importance of History of Education for national development and its analytical impact on students.

S/N	ITEMS	SA	A	D	SD	N	X	Decision
1.	Its helps students to appreciate certain innovations that had taken place in the education system	139 556	87 261	48 96	26 26	300 939	3.1	Accepted
2.	It provides students with a background knowledge which will assist them to understand the present educational system	156 624	77 231	52 104	15 15	300 974	3.2	Accepted
3.	It enables one to appreciate the importance of education to mankind	167 668	68 204	47 94	18 18	300 984	3.3	Accepted
4.	It enables students to understand possible mistakes made by our past leaders	187 748	66 198	33 66	14 14	300 1026	3.4	Accepted
5.	It unlocks the ideas of educational system to enhance national development	147 588	88 264	43 86	22 22	300 960	3.2	Accepted
6.	History of Education improves critical thinking skill of students	138 552	88 264	55 110	19 19	300 945	3.2	Accepted
7.	It will assist educators in the area of policy formulation	112 448	109 327	68 136	11 11	300 922	3.1	Accepted
8.	It brings about marked improvement in the skill of problem solving	108 432	98 294	87 174	7 7	300 907	3.0	Accepted

Result in table 1 on items 4 with the mean score of 3.4 shows that the study of History of Education will expose students to understand the mistake made by our past leaders; and by so doing will help them to understand the importance of History of Education and possible ways to follow up in the enhancement of national development.

What are challenges of History of Education for national development and its analytical impact on students of Alvan Ikoku Federal College of Education Owerri, Imo State?

This research question was answered using the data collected and this is shown in table 2 below.

Table 2: Means score of the challenges of History of Education for national development and its analytical impact on students.

S/N	ITEMS	SA	A	D	SD	N	\bar{x}	Decision
1.	Lecturers don't express the teaching of HOE in a story format which makes it uninteresting for learning to take place	268	26	6	-	300	3.	Accepted
		1072	78	12	-	1162	9	
2.	Non-use of instructional method in teaching and learning	176	103	12	9	300	3.	Accepted
		704	309	24	9	1046	5	
3.	No devoted attention is given to teaching practice exercise for effective organization of teaching History of Education	152	97	34	17	300	3.	Accepted
		608	291	68	17	984	3	
4.	Poor funding from all levels of government for effective research in HOE	124	89	78	9	300	3.	Accepted
		496	267	156	9	924	1	
5.	The need for professionalization for lecturers teaching HOE	183	83	22	12	300	3.	Accepted
		732	249	44	12	1037	5	
6.	No proper excursions for better understanding of HOE teaching and learning	202	27	54	17	300	3.	Accepted
		808	81	108	17	1014	4	
7.	No proper funding for yearly field trip for effective teaching and learning of HOE	197	92	11	-	300	3.	Accepted
		788	276	22	-	1086	6	
8.	Taking HOE as a course is a waste of Students' time because government does not take it seriously	274	21	5	-	300	3.	Accepted
		1096	63	10	-	1169	9	

The result in table 2 shows that the challenges faced in the teaching and learning of History of Education for national development is on a very high side. In the table, items 1 and 8 with the highest mean scores of 3.9 respectively shows that most lecturers teaching History of Education don't make the teaching lively for students to enable learning and more so, government of the federation don't take teaching of History of Education seriously.

What are the possible ways to enhance national development through teachings of

History of Education in Alvan Ikoku Federal College of Education Owerri, Imo State?

This research question was answered using the data collected and this is shown in table 3 below.

Table 3: Means score of possible ways to enhance national development through teachings of History of Education in Alvan Ikoku Federal College of Education Owerri, Imo State?

S/N	ITEMS	SA	A	D	SD	N	\bar{x}	Decision
1.	Introduce the use of instructional materials in teaching HIOE	196	67	37	-	300	3.5	Accepted
		784	201	74	-	1059		
2.	The use of field trip method to improve teaching and learning of HOE	271	23	6	-	300	3.9	Accepted
		1084	69	12	-	1165		
3.	The proper use of storytelling technique in teaching and learning of HOE	257	26	11	6	300	3.8	Accepted
		1028	78	22	6	1134		
4.	The use of excursion and seminars for effective teaching and learning in HOE	214	43	38	5	300	3.6	Accepted
		856	129	76	5	1066		
5.	Encourage hardworking teachers by motivating and reinforcing	273	22	5	-	300	3.9	Accepted
		1092	66	10	-	1168		
6.	Proper funding to HIOE unit for research purpose will enhance national development.	198	99	3	-	300	3.7	Accepted
		792	297	6	-	1095		

Table 3 indicates that 300 respondents attempted the questionnaire and the output of the mean shows that many of the respondents agree that all the items statement are ways that could help enhance national development through teaching and learning of History of Education.

Discussion of Findings

History of Education is a very important course to the growth of Quality Education for national development in the Nigerian Society as observed from the result of the study. Hence, the study of History of Education plays a vital role in the development of any nation, especially in bringing up good citizens, future leaders and intellectuals which is simply immeasurable. The findings went further to show that the study of History of Education enables students to understand possible mistakes made by our past leaders and also enables one to appreciate the importance of education to mankind. The study of Kennedy (1991) corroborates with the study by stating that History makes it possible for pupils to see the world as it is (which means understanding how it came to be that way) and to see the world as it might be, while also helping pupils to think about how to get from one state of affairs to the other.

The findings also revealed that lecturers don't express the teaching of History of Education in a story format which makes it not interesting for learning to take place.

Furthermore, the study found out that offering History of Education as a course is a waste of students' time because government does not take it seriously. More so, there is need for professionalization for lecturers teaching History of Education. The study also found out that there is no proper funding for yearly field trip for effective teaching and learning of History of Education. Hence, for effective and progressive national development, there is need for proper awareness of the study of History and History of Education in both secondary and tertiary education by the government. The findings of Alabi (2020) is in line with the present day study by stating that History students who graduated were not adequately equipped with the required knowledge as expected and as such the number of teachers to teach History as a subject is not enough. Ubogu (2020) also found out that lack of jobs for competent educationists to display their prowess, Inconsistency in the actual execution of governmental policies on teacher education are part of the challenges.

The present day study found out that national development can be enhanced through the study of History of Education and its application. The study found that the use of field trip method to improve teaching and learning, encourage hardworking teachers by motivating and reinforcing, storytelling technique in teaching and learning History of Education, and funding to History of Education unit for research purpose will enhance national development. The findings of Alabi (2020) corroborates the present day study by stating that students can be encouraged to learn History as a subject only if the method adopted by teachers makes teaching and learning interesting to the students.

Conclusion

Based on the findings, the following conclusions were drawn from the study. Repositioning History of Education for national development can help create a functional society. The method of teaching History of Education should be properly looked into so as to encourage the younger ones to note the importance of this course to the national development. Furthermore, the number of lecturers to teach History of Education as a course is not enough many of them lack the required quality and this resulted in downward trend in the number of students offering History of Education at the post graduate level of education. Similarly, Government is not taking History seriously in secondary school curriculum because some years back it was banned and latter re-introduced, which makes both teachers and students lose interest in the subject at both the secondary and tertiary level. Finally, there is need for proper funding, for the federal government to create awareness on the importance of History of Education for national development and also to fund this unit for proper research for the growth of human and national development.

Recommendations

1. Government need to be more committed by funding this area of research for stressing to the role of History of Education on national development.
2. Government should include History as a subject in the curriculum and make it compulsory for all students both in primary and secondary schools as other core subjects such as Mathematics and English Language

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