



# The Development of Secondary and University Education in Rivers State, South–South Nigeria: The Compelling Forces and their Realities

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## Abstract

The underlying concern of this paper is to trace the genesis of the development of secondary and university education in southern Nigeria. The concepts of development, Education, secondary and university education were examined. The contributions of the Federal and state Governments as well as the private individuals in the development of Secondary schools and universities in the region were highlighted. Some recommendations to encourage the south were made. They include: to abide strictly by the rules and regulations of national universities commission and educational quality assurance agencies, not to compromise standard because of the quantity of schools available and not to relent in establishing more quality schools to bring education closer to the teeming populace in the south. The paper finally concluded that the early embrace of Christian Western Education above the northern region and the rivalry among the missions for converts were compelling forces for educational development in the south.

**Keywords:** Development, Secondary Education, University Education, Southern Nigeria, Compelling Forces and Realities.

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## INTRODUCTION

The introduction and development of western Education in Nigeria started in the south because of the warm reception the missionaries who brought education received from them. Hence, Fafunwa (1974) states that the southern protectorate had positive impact on the development of

Education because it provided protection for Christian evangelism. The government became more involved in the education of the people and the colonial government extended her educational interest to the South-Eastern part of Nigeria. However, the area proclaimed as the protectorate of Southern Nigeria on 1<sup>st</sup> of January, 1900 were Western, Eastern, Mid-western Nigeria and Niger Delta Region. Lagos was then part of Gold Coast Colony but was later merged with the southern protectorate in 1906 when it became autonomous as a colony and protectorate of Lagos. Kosemani and Okorosaye–Orubite (1995) noted that the newly formed colony and protectorate of Southern Nigeria had forty government schools with six in the West, eighteen in the central and sixteen in the Eastern provinces.

By 1842, the first school in Nigeria namely, the Nursery of the infant Church was planted in Badagry by the Wesleyan Methodist Mission. While, C.M.S. Grammar School Lagos founded in 1859 was the first secondary school and Yaba Higher College Lagos, founded in 1932 was the first higher institution. All of which were located in the southern part of the country. The burden of this paper therefore, is to examine the incident of development of secondary and university education in southern Nigeria.

### **Concept of Development**

Development is an ambiguous word that can be used either in a negative or positive sense. Hence, the reference to an incident as either a negative or positive development. In support of the positive perspective which is the concern of this paper, Fagerlind and Saha (1989, p. 4) in Okorosaye-Orubite (1992, p. 36) identified some related terms to development as social change, growth, evolution, progress, advancement and modernization. With the exception of the term social change, all the others imply change in a specific direction which is regarded by the users as positive or highly valued.

Webster's Dictionary (2013) sees development as the series of changes by which an individual, plant or animal passes from lower to a higher state of being or from an embryonic condition to maturity. In agreement, Rex (1976, p. 43) in Okorosaye-Orubite (1992) states that development can mean the actualization of an implicit potentiality such as growth and maturation of a seed or an initial germ-cell to the full adult.

Also, Ukeje (1988) explains development as a positive and natural process of expression of man's confidence in his own natural power to create and overcome satisfactorily of an over threatening environment. In line with the above explanation, Okoroaye-Orubite (2004, p. 4) concludes that it does not necessarily stop at economic prosperity alone, but transcends beyond it to include psychological, social, political and environmental change for the well-being of the society.

From the ongoing discussion, development can be said to mean a desirable change that comprises different dimensions which Okeke (2004) refers to as growth plus change. To Akpakpan (2012) quoted in Asuru (2015), the ingredients, rudiments and indicators of development include the following:

- A reduction in the level of unemployment;
- A reduction in the level of absolute poverty (i.e, the proportion of the population living below the poverty line);
- A reduction in the level of economic and social inequalities;
- An increase in real output of goods and services (i.e economic growth);
- A rise in the level of literacy;
- A rise in the levels of social and political consciousness and political participation;
- An improvement in the quality of life, as measured by access to clean and safe water, adequate health services, and decent accommodation, etc.

Against this backdrop, one may deduce that development is a very embracing concept and multi-faceted. It is used to measure the quality and standard of life a people lives (lead), and is synonymous with words like growth, success, improvement, advancement, progress, progression, a state of becoming large, expansion, increase in number quality and size, etc.

### **The Concept of Education**

Education as a social concept has no generally accepted definition, the reason is dependent on the philosophical leaning of the individual or society who deserves it. Education is a veritable tool for change. Its importance cannot be over emphasized. No wonder, the Federal Republic of Nigeria (2004, p. 14) states that: “education is a tool per excellence for national development”. This upholds the fact that education is not only useful but cardinal in any society that primes itself for growth and development. In its connotation, education depends to a large extent upon the particular culture and the character of its operators on what they aim to achieve at a particular time”.

Nigeria had experimented several educational policies such as UPE, 6-5-4 and 6-3-3-4 all of which were found wanting in attainment of their goals. But now a new national policy on Education of 9-3-4 system was introduced with the intention to achieve technological development. By implication, education is peculiar to the culture and the area it is intended to serve.

Kosemani (1995) sees education as a social institution of man to satisfy social needs. He said that these needs are unique to the societies and are addressed in different ways by different societies depending on the particular circumstance a society finds herself. It is an instrument used for transmission of knowledge either by formal or informal methods. It is also the process of socializing the child by which he learns the culture of his group. It functions as a process to pass down knowledge from generation to generation. This implies that education is very necessary for the positive transformation of the society.

Fafunwa (2004) defines education as the aggregate of all the processes through which a child or adult develops abilities, and attitudes that are of positive or acceptable value to the society in which he lives. This definition informs that education is both beneficial to the educated and the society at large thus, education has the ability to reform both the individual and the society. Okoh (2003) summarizes his definition of education as a process, product and as a discipline.

In the view of Egbezor (2002), education is an indispensable tool for achieving national development. It is saddled with the responsibility of contributing to the maintenance and sustainability of the local social system and also an instrument aimed at transforming man in order to acquire the necessary attributes to social life.

Peters (1966) defines education as the transmission of what is of ultimate value, meaning that education has to do more with the development of intellect and character.

Moughalu (2007) sees education as a process of acquiring knowledge from experiences gained through the formal school processes. It has to do with the development of the cognitive, affective and psycho-motor domains of the school going child towards effective contribution to the wellbeing of people and the development of the community as well as the promotion of cultural heritage.

### **The Concept of Secondary Education**

Chambers 21<sup>st</sup> Century Dictionary (1999, p. 1268) sees secondary school as a school for pupils between ages 11 and 18. Again, Webster’s Dictionary (2013, p. 1126) defines secondary school as a higher school or preparatory school intermediate between the grammar school and college.

In Nigeria, secondary Education was enviable in the 1970's as a tool to secure a gainful employment unfortunately, that glamour has been lost today. Yet, secondary Education is still very important in the national scheme of things. Hence, Federal Republic of Nigeria (2004, p. 18) provides in section 5 for secondary Education, and defines it as the education children receive after primary education and before the tertiary stage. It further states that the broad goals of secondary education shall be to prepare the individuals for:

- Useful living within the society; and
- Preparatory for higher education.

In specific terms, secondary education shall:

- Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
- Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
- Develop and promote Nigerian language, art and culture in the context of world cultural heritage;
- Inspire students with a desire for self-improvement and achievement of excellence;
- Foster National unity with an emphasis on the common ties that unite us in our diversity;
- Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; and
- Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

To achieve these goals, secondary education is of six years duration, given in two stages: a Junior Secondary School (JSS) stage and a Senior Secondary School (SSS) stage of three years each. The Junior Secondary School is both pre-vocational and academic and teaches basic subjects to enable students acquire further knowledge and skills. While, the senior secondary school is comprehensive with a core curriculum designed to broaden the students' outlook.

To this end, secondary education or school is very important that it is enshrined in the National Policy on Education. It is an education that sandwiches between primary and University education and it is provided in two stages for children between ages 11 and 18.

### **The Concept of University Education**

Chambers 21<sup>st</sup> Century Dictionary (1999:1551) sees University as a higher education institution with authority to award degrees at bachelor, master's and doctoral levels and usually having research facilities.

Webster's Dictionary (2013, p. 1374) takes University as an education institution for higher instruction or for the examination of students already instructed. University arose in Europe in the middle Ages and was first essentially ecclesiastic. Their functions gradually became specialized. Some dividing into several faculties, each of which took charge of one great branch of instruction.

In the United States the word university has been used loosely, chiefly to mean a collection of educational associations including a college and several more advanced and specialized faculties, either professional, as law, medicine etc. or either academic, as history or mathematics.

Federal Republic of Nigeria (2004, pp. 36-38) define university (tertiary) education as the education given after secondary education in universities, colleges of education, Polytechnics, monotronics and those institutions offering correspondence courses. It provides that the goals of tertiary or university Education shall be to:

- Contribute to national development through high level relevant manpower training;
- Develop and inculcate proper values for the survival of the individual and society;
- Develop the intellectual capability of individuals to understand and appreciate their local and external environment;
- Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- Promote and encourage scholarship and community service;
- Forge and cement national unity; and
- Promote national and international understanding and interaction.

Tertiary or University education shall pursue these goals through:

- Teaching;
- Research and development;
- A variety of modes of programmes including full-time, part-time, block-release, day-release, sandwich etc.;
- Maintenance of minimum educational standards through appropriate agencies;
- Dedicated service to the community through extra-moral and extension services.

### **The Development of Secondary Education in Southern Nigeria**

The first secondary school in Nigeria was the C.M.S. Grammar school, Lagos founded in 1859 by the Church Missionary Society (C.M.S) (Fafunwa, 1974, p. 90). The establishment of this school kindled a spirit of competition among the various Christian missionaries who therefore, embarked on the establishment of their respective secondary schools.

Okoli (2005, pp. 55-56) and Okachuku-Agbaraeke (2014, p. 123) posit that by this development, CMS further opened St. Andrew's College, Oyo, in 1896; the C.M.S. Training College, Awka, in 1904; Abeokuta Grammar school, Abeokuta in 1908; Archdeacon Crowther Memorial Girls' school, Elelenwo in 1943; C.M.S. Girls' Grammar school in Lagos; Dennis Memorial Grammar School in 1925 in Onitsha; Nyemoni Grammar school, Abonnema, Okrika Grammar school, Okrika, etc.

The Baptist Mission opened Baptist Boys' High school, Lagos, in 1885; the Baptist Training College, Ogbomosho, in 1901; Baptist High school, Borikiri, Port Harcourt, etc.

Roman Catholic Mission opened St. Joseph's and St. Gregory's College in Lagos 1976; Holy Rosary Secondary School, Port Harcourt; Stella Maris High College, Port Harcourt; Sancta Maria High school, Omoku; Ascension High school, Eleme; Government secondary school, Borikiri, Port Harcourt; St. Scholastica Girls' secondary school, Bakana; St. Pius X College, Bodo; St. Joseph secondary school Umuatura; Government Girls' secondary school, Ahoada; Kalabari Girls' High school, Buguma; Marian high school, Elele; Akpor Grammar school; Ozuoba etc.

The Wesleyan Methodist Mission opened Methodist Girls' high school, Lagos in 1879; Methodist Boys' High School, Lagos, in 1876; the Wesley Training College, Ibadan in 1905; St. Gregory's College, Lagos, in 1978; Methodist Boys' High school Uzuakoli; Government Girls' secondary school, Harbour Road, Port Harcourt; Government Comprehensive secondary, Taabaa; Birabi Memorial Grammar School Bori, etc.

The Presbyterian Mission opened Hope Waddell Memorial College, Calabar in 1897 etc. The United Free Church of Scotland Mission opened Hope Waddell Training institute at Calabar in 1889; Duketown secondary school in Calabar etc.

On the other hand, Government opened king's college, Lagos in 1909 as the first Government secondary School, Teachers' Training College in Bonny and Warri in 1914 etc. Between 1859-1914, the secondary schools in Southern Nigeria are shown in the table below:

Table 1: Secondary Schools in Southern Nigeria between 1859-1914

Agency	School	Location	Founding date
CMS	CMS Grammar School	Lagos	1859
RCM	St. Gregory's College	Lagos	1876
Methodist	Methodist Boys high school	Lagos	1878
Methodist	Methodist Girls high School	Lagos	1879
Baptist	Baptist Boys high school	Lagos	1885
Church Scotland	Hope waddle institute	Calabar	1889
CMS	Abeokuta Grammar School	Abeokwuta	1908
Government	Kings college	Lagos	1909
Private African	Eko Boy's High School	Lagos	1913
Initiative	Ibadan Grammar School	Ibadan	1913
CMS	Ijebu-ode Grammar School	Ijebu-ode	1913
RCM	St. Mary's Convent	Lagos	1913

Source: Fafunwa, A. B. (2004) History of Education in Nigeria. Ibadan: NPS (p. 101).

Right from the Second Republic till now, many secondary schools have been established either by the political party in power in collaboration with communities or by the voluntary agencies such as the Missionaries and private individuals and this has brought secondary education nearer to the people. However, the situation has given rise to variations in academic standards of the schools because most of the secondary schools are ill-equipped and ultimately the cause of poor students performance in external examinations. Also, the Second Republic saw the creation of more states which consequently, generated more Federal Government Colleges and Federal Universities (Njoku, 1996, p. 55).

The recent dimension of secondary education is the emergence of the sophisticated private schools that charge very high school fees which can only be afforded by wealthy families and in essence, this is gearing towards inequality of educational opportunity and class system which federal government is contending to overcome. Presently, there are a total of 104 Unity Colleges in Nigeria and numerous state secondary schools across the Nation, while universities are 141:40 Federal, 40 states and 61 private universities respectively.

In Rivers State, the Post-Primary Schools Board Statistics released in 1997/98 showed the total number of secondary schools established and their dates of establishment according to Local Government Areas of Rivers States as follows;

S/N	NAME OF SCHOOLS IN RIVERS STATE	SEX	YEAR ESTABLISHED
<b>1. ABUA/ODUAL</b>			
2.	C.S.S. ABUA	M	1972
3.	G.G.S.S. ABUA	F	1990
4.	E.G. S.S. AMINIGBOKO	MF	1989
5.	G.C.S.S. OKPEDEN-60 <sup>TH</sup>	MF	1990
6.	G.S .S EGBOLOM	MF	1973
7.	G.S.S. OTAPHA	MF	1981
8.	C.S.S EMAGO-KUGBO	MF	1982
9.	A. C. S.S. ANYU	MF	1982
10.	G. C. S.S OGNOKOM	MF	1992

11.	G. S. S.	EMELEGO	MF	1977
12.	C.S.S.	OKOBOH	MF	1995
<b>2. AHOADA-EAST</b>				
1.	WACHS	AHOADA	M	1957
2.	G.G.S.S.	AHOADA	F	1984
3.	G.S. S	OGBO	MF	1989
4.	G.T.C.	AHOADA	MF	1967
5.	G.S.S.	ODIABIDI	MF	1981
6.	C.S. S.	EDEOHA	MF	1981
7.	C.S.S.	OKP0ROWO	MF	1991
8.	C.S.S	IHUGBOGO	MF	1991
9.	C.S.S	ODIEMERENYI	MF	1991
10.	C.S.S	OZOCHI	MF	1995
11.	C.S.S	OKPOROMINI	MF	1997

S/N	NAME OF SCHOOL		SEX	YEAR ESTABLISHED
<b>3. AHOADA WEST</b>				
1.	G. C.S.S.	MBIAMA	MF	1978
2.	C.S.S.	OKOGBE	MF	1982
3.	C.S.S.	AKINIMA	MF	1982
4.	J.G.S.	JOINKRAMA	M	1973
5.	J. G.S.S	JOINKRAKA	F	1982
6.	G.S.S.	OKARRI	MF	1973
7.	C.S.S	ULA-UBIE	MF	1985
8.	C.S.S	OYIGBA	MF	1977
9.	C.S.S	IDU EKPEYE	MF	1981
10	G.S.S	UBETA	MF	1981
11.	C.S.S.	IKODI	MF	1995
12.	C.S.S.	UBARAMA	MF	1997
<b>4. AKUKUTORU LGA</b>				
1.	M.C.C.S.	ABONNEMA	M	1961
2.	A.G.S.S.	ABONNEMA	F	1983
3.	G.S.S.	IDAMA	MF	1978
4.	G.S.S.	ABISSA	MF	1977
5.	C.S.S.	KULA	MF	1981
6.	C.S.S.	OBONOMA	MF	1995
<b>5. ANDONI LGA</b>				
1.	G.S.S	NGO	MF	1974
2.	G.S.S	ASARAMA	MF	1976
3.	C.S.S	IKURU-TOWN	MF	1979
4.	C.S.S	AGWUT-OBOLO	MF	1981
5.	C.S.S	ATABA	MF	1979
6.	C.S.S.	EBUKUMA	MF	1981
7.	C.S.S	DEMA	MF	1982
8.	C.S.S	EKEDE	MF	1983
9.	C.S.S.	IBOT-IREM	MF	1981
10.	C.S.S.	UNYEADA	MF	1997

S/N	NAME OF SCHOOL		SEX	YEAR ESTABLISHED
<b>6. ASARITORU LGA</b>				
1.	K.N.C.	BUGUMA	MF	1938
2.	K.C.C.	BUGUMA	MF	1956
3.	K.G.H.S.	BUGUMA	M	1967
4.	C.S.S.	IDO	MF	1981
5.	C.S.S.1	FUKO	MF	1990

6.	C.S.S	ABALAMA	MF	1991
7.	C.S.S	OPORO-AMA	MF	1991
8.	W.E.C.	BUGUMA	F	1990
9.	C.S.S	ANGULAMA	MF	1993
10.	C.S.S	KRAKRAMA	MF	1981
11.	C.S.S	MIMI-AMA	MF	1997
<b>7. BONNY</b>				
1.	B.N.G.S	BONNY	M	1966
2.	G.G. S.S	FINIMA	F	1977
3.	C.S.S	BORIKIRI	MF	1995
<b>8. DEGEMA LGA</b>				
1.	D. N. H.S.	DEGEMA	MF	1991
2.	G.T.T.C.	DEGEMA	MF	1973
3.	G.S.S	OSOKUN	MF	1991
4.	S.S.C.H.S.	BAKANA	F	1982
5.	G.G.S.S.	OBUAMA	MF	1977
6.	D.B.H.S.	BAKANA	M	1981
7.	C.S.S.	TOMBIA	MF	1982
8.	G.T.C.	TOMBIA	MF	1966
9.	C.S.S.	BUKUMA	MF	1961
10.	C.S.S.	BILLE	MF	1980
11.	C.S.S.	OLU BAKANA	MF	1995

S/N	NAME OF SCHOOL		SEX	YEAR ESTABLISHED
<b>9. EMOHUA LGA</b>				
1.	G.S.S.	EMOHUA	MF	1977
2.	G.S.S.	OKPOROWO/OGBARIRI	MF	1972
3.	C.G.S.S.	OKPOROWO/OGBAKIRI.	M	1982
4.	G.S.S.	ODUOHA-EMOHUA	MF	1982
5.	O.C.S.S	RUMUEWHOR	MF	1981
6.	C.S.S.	RUMUJI	MF	1974
7.	U.C.S.S.	IBAA	MF	1972
8.	I.G.S.S.	IBAA	F	1982
9.	C.S.S.	OBELLE	MF	1982
10.	C.S.S.	RUMUEKPE	MF	1982
11.	C.S.S	NDELE	MF	1982
12.	C.S.S.	ELELE-ALIMINI	MF	1981
13.	C.S.S.	OMUDIOGA	MF	1981
14.	C.S.S.	EGBEDA	MF	1990
15.	R.R.S.	AGBA-NDELE	MF	1990
16.	W.E.C.	RUMUJI	F	1990
17.	O.G.S.S.	EGANINI-NDELE	MF	1995
18.	C.S.S.	ELIBRADA	MF	1997

S/N	NAME OF SCHOOL		SEX	YEAR ESTABLISHED
<b>10. ELEME LGA</b>				
1.	C.R.S.	ALESA	MF	1982
2.	A.R.S.	NCHIA	M	1962
3.	G.S.S.	ONNE	MF	1977
4.	C.S.S	EBUBU	MF	1999

S/N	NAME OF SCHOOL		SEX	YEAR ESTABLISHED
<b>11. ETCHE LGA</b>				
1.	C. G.S.	IKWERRE/ETCHE	M	1957
2.	S.J. S.S.	UMUATURU	M	1956
3.	E. G.S.S	UMUOLA	F	1964
4.	G. E.S.S.	NDASHI	F	1977



5.	G. S.S. OKEHI	M	1977
6.	G. S.S. OZUZU	MF	1978
7.	C. S.S. ODAGWA	MF	1978
8.	C. S.S. UMUZOCHIE	MF	1981
9.	C. S.S. OBITE	MF	1981
10.	C. S.S. ULAKWO	MF	1981
11.	C. S.S. IGBO	MF	1981
12.	C. S.S. EGBU	MF	1981
13.	C. T.T.C. OKEBI	MF	1981
14.	C.S.S. ISU	MF	1982
15.	C. S.S. OMUOYE	MF	1982
16.	C. S.S. ODUFOR	MF	1982
17.	C. S.S. EGWI	MF	1985
18.	C. S.S. NIHI	MF	1995
19.	C. S.S. OKOROAGU	MF	1995

S/N	NAME OF SCHOOL	SEX	YEAR ESTABLISHED
<b>12. GOKANA LGA</b>			
1.	ST. P.C. BODO-CITY	M	1956
2.	B. C.G.S.S. BODO-CITY	F	1963
3.	C. S.S. KPOR	MF	1977
4.	C. S.S. MOGHO	MF	1982
5.	C. S.S. BOMU	MF	1977
6.	C. S.S. B/DERE	MF	1981
7.	C. S.S. K/DERE	MF	1956
8.	C. S.S. BERA	MF	1982
9.	C. S.S. BIARA	MF	1977
10.	C. S.S. BUA-YEGHE	MF	1982
11.	C. S.S. NWE-OL	MF	1995
12.	C. S.S. DEKEH	MF	1997

S/N	NAME OF SCHOOL	SEX	YEAR ESTABLISHED
<b>13. IKWERRE LGA</b>			
1.	C.S.S. ISIOKPO	M	1975
2.	C.G.S.S. ISIOKPO	F	1982
3.	G.S.S. OMARELU	MF	1977
4.	G.C.S.S. APANI	MF	1984
5.	G.A.S.S. ELELE	MF	1981
6.	C.S.S. UBIMA	MF	1981
7.	C.S.S. OMADEME	MF	1982
8.	C.S.S. ALUU	MF	1980
9.	C.S.S. OMUANWA	MF	1991
10.	ST. A.S.S. ELELE	MF	1992
11.	C.S.S. OMAGWA	MF	1991
12.	I.C.S.S. IGURUTA	MF	1992
13.	C.G.S.S. ELELE	F	1997
<b>14. KHANA LGA</b>			
1.	M.H.S. BANE	F	1971
2.	B.H.S. BEERI	MF	1982
3.	B.M.G.S. BORI	MF	1950
4.	C.S.S. BUAKO	MF	1982
5.	C.S.S. GWARA	MF	1981
6.	G.S.S. KAA	MF	1977
7.	C.S.S. KAANI	MF	1979
8.	C.S.S. KABANGHA	MF	1951
9.	K.S.C. KONO	MF	1981
10.	C.S.S. KPEAN	MF	1981
11.	C.S.S. KONO-BOUE	MF	1981

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12.	C.S.S.	LUAWII	MF	1977
13.	C.S.S.	LUEKU	MF	1982
14.	G.S.S.	DUEMENE	MF	1977
15.	C.S.S.	OKWALE	MF	1982
16.	G.C.H.S.	TAABAA	MF	1970
17.	G.S.S.	SOGHO	MF	1977
18.	C.S.S.	UEGWERE-BOUE	MF	1982
19.	C.S.S.	WIIYAAKARA	MF	1982
20.	W.E.C.	TAABA	F	1995
21.	C.S.S.	BORI	MF	1997

**15. OBIO/AKPOR LGA**

1.	A.C.M.G.S.	ELELENWO	F	1943
2.	A.G.S.	OZUOBA	M	1956
3.	G.T.C.	PORT HARCOURT	MF	1970
4.	C.S.S.	ENEKA	MF	1977
5.	G.B.S.E.	ELELENWO	M	1981
6.	C.S.S.	OKORONODU	MF	1982
7.	G.G.S.S.	RUMUEME	F	1985
8.	G.G.S.S.	RUMUOKWUTA	F	1984
9.	A.D.S.S.	BORI-CAMP	MF	1987
10.	C. C.S.S.	RUMUOKWURUSHI	MF	1988
11.	C.S.S.	RUMUAPARA	MF	1950
12.	C.S.S.	RUMUOLUMENI	MF	1995
13.	C.S.S.	RUMUEME	MF	1995
14.	C.S.S.	RUMUEKINI	MF	1995
15.	C.S.S.	OGBOGORO	MF	1995
16.	C.S.S.	OGINIGBA	MF	1995

**16. OGBA /EGBEMA/NDONI LGA**

1.	S.M.H.S.	OMOKU	M	1962
2.	C.G.S.S.	OMOKU	F	1981
3.	C.G.S.S.	AGGAH	F	1982
4.	E.G.S.	OKWUZI	M	1977
5.	C.S.S.	OSIAKPU	MF	1982
6.	C.S.S.	OBAGI	MF	1981
7.	G.S.S.	AKABUKA	MF	1971
8.	G.S.S.	KREIGABI	MF	1978
9.	G.S.S.	OBIGWE	MF	1984
10.	C.S.S.	NDONI	MF	1977
11.	C.S.S.	OBRIKOM	MF	1982
12.	C.S.S.	OBRIKOM	MF	1982
13.	I.H.S.	OBOSIUKU-IDU	MF	1995
14.	C.S.S.	EBOGORO	MF	1995
15.	C.S.S.	OBO BURU	MF	1997

**17. OMUMA LGA**

1.	G.S.S.	EBERI-OMUMA	MF	1977
2.	G.S.S.	AMAJI	MF	1975
3.	C.S.S.	UMUOGBA	MF	1981

**18. OGU-BOLO LGA**

1.	G.S.S.	OGU	MF	1973
2.	C.S.S.	BOLO	MF	1979
3.	G.T.C.	ELE-OGU	MF	1990

**19. OKIRIKA LGA**

1.	O.G.S.	OKRIKA	M	1940
2.	G.G.S.S.	OKUMGBA-AMA	F	1978
3.	C.S.S.	OKOCHIRI	MF	1981
4.	C.S.S.	KALIO-AMA	MF	1980
5.	O.N.S.S.	OKRIKA	MF	1982
6.	C.S.S.	OGAN-AMA	MF	1995

**20. OPOBO NKORO LGA**

1.	C.S.S.	OPOBO-TOWN	MF	1976
2.	C.H.S.	NKORO	MF	1976

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3.	C.S.C.S.	KALAIBIAMA	MF	1993
<b>21 OYIGBO LGA</b>				
1.	C.S.S.	UMUAGBAI	MF	1966
2.	G.S.S.	OYIGBO	MF	1978
3.	C.S.S.	OBETE	MF	1982
4.	C.S.S.	EGBERU	MF	1981
<b>22. PORT HARCOURT LGA</b>				
1.	E.H.S.	PORT HARCOURT	M	1932
2.	S.M.C.	PORT HARCOURT	M	1948
3.	B.R.S.	PORT HARCOURT	M	1948
4.	H.R.S.S.	PORT HARCOURT	F	1957
5.	G.C.S.S.	BORIKIRI	M	1962
6.	G.G.S.S.	PORT HARCOURT	F	1948
7.	G.S.S.	PORT HARCOURT	M	1972
8.	G.C.S.S.	OROMINIKE	F	1985
9.	G.S.S.	ELEKAHIA	MF	1970
10.	S.S.H.C.	PORT HARCOURT	MF	1985
11.	C.S.S.	NKPOLU-OROWORUKWO	MF	1988
12.	C.S.S.	ABULOMA	MF	1991
13.	W.E.C.	PORT HARCOURT	M	
14.	C.S.S.	OROWORUKWO	MF	1995
15.	C.S.S.	TRANS-AMADI	MF	1995
<b>23. TAI LGA</b>				
1.	C.S.S.	SIME	MF	1982
2.	T.C.S.S.	NONWA/GBAM	MF	1981
3.	C.S.S.	BUBU-TAI	MF	1982
4.	C.S.S.	BAN-OGOI	MF	1982
5.	C.S.S.	KIRA	MF	1982
6.	G.S.S.	KPITA	MF	1977
7.	C.S.S.	KOROKORO-TAI	MF	1981
8.	C.S.S.	BOTEM	MF	1982
9.	C.S.S.	KOROMA-TAI	MF	1995
10.	C.S.S.	KPOGHOR	MF	1997

The data record shows that Rivers State had total of 238 secondary schools plus numerous privately owned ones scattered across the state.

### **The Development of University Education in Southern Nigeria**

The first higher institution which later became the Pioneer University in Nigeria was introduced in the south. This was credited to the then Director of Education in Nigeria, Mr. E. R. J. Hussey who in 1930 proposed to the colonial government for expansion of the education into a three-tier system of an elementary level, a middle level and a Higher level which he called vocational training for the production of assistants in Medicine, Engineering and Teachers. In response, Government established the Yaba Higher College which started in 1932 with 41 students but formally opened in 1934 with 91 students. However, the college was criticized for its narrow content, inferior certificate, lack of international recognition, stringent admission processes and longtime graduation of Students (Kosemani & Okorosaye–Orubite, 2005, pp. 114-115).

They further established that the vehement criticism of the college led to the Asquith and Elliot Commission on Higher education set up by the colonial government in 1943. Eventually, the university college at Ibadan was established in 1948 as a campus of University of London and 104 students as well as 13 teachers of the former Yaba college were transferred to kick start the college which until 1960 was the only university in Nigeria.

The Nationalist were not comfortable with the short falls of the university college which among others include lack of autonomy to award degrees on its own and the inability to cater for the increasing demand for the high level manpower needs of the people. Consequently, the

Ashby Commission was set up in 1959 to look into the educational needs of Nigeria and to make projections into the next two decades. The reports of the commission turned out to be the cornerstone for higher educational development in Nigeria. Thus at independence in 1960, University of Nigeria Nsukka was established and in quick succession, University of Ife (Obafemi Awolowo University), University of Lagos and Ahmadu Bello University, Zaria were established in 1962 (Wosu, In press). While in 1970, the Mid-Western Institute of Technology, Benin was established but later converted to University of Benin in 1972 (Lawal, 2009, p. 45). With the exception of the Ahmadu Bello University in North, the rest universities were located in different regions of Southern Nigeria.

At this period of the development of first generation universities, university education was on the concurrent legislative list as the responsibility of both regional and central government. The problems associated with this policy of regionalization of university was the duplication of admission in the six universities, certificate forgery etc. because the admission policy was not streamlined (Wosu, In press).

Furthermore, he said that with the military takeover of government in 1975, the policy was amended and university education was placed on the exclusive list as the sole responsibility of the federal government. By this, the six existing universities were taken over by the federal government and four new ones were established. Out of the four, only university of Calabar was located in the south, the other three universities were Jos, Maiduguri and Sokoto in the north. But to give sense of belonging to the states without federal universities, a college of the above universities were cited in each of the states which included Port Harcourt and Ilorin in the south and Kano in the north. Not quite long, the affiliate colleges were granted autonomous status as federal universities to make up seven of the second generation universities.

Onoyase, Oroka and Umuchie (1998) cited in Wosu (In press) state that rather than improve on or expand the facilities in the existing six universities to cater for the increasing demands on universities, university became a “national cake” to settle ethnic interests. This period of first and second generation of universities saw the sighting of 13 federal universities in Nigeria with 8 in the south and 5 in the north.

In 1979, during Alhaji Shelu Shagari’s rule, the educational policy was again amended and placed on the concurrent legislative list to achieve the technological development desired by the federal government. The period witnessed the emergence of 18 more universities especially, from the newly created states (Wosu, In press).

Within the period, the universities opened in the south among others were: university of Technology, Owerri in 1980; Federal university of Technology Akure in 1981; Michael Okpara university of Agriculture, Umudike in 1992. These make up the third generation universities in Nigeria (Lawal, 2009).

Finally, the fourth generation universities in Nigeria were the 10 universities established by President Goodluck Jonathan to compensate all the states without federal university. The southern states in this category are Bayelsa, Ekiti, Ebonyi, and the Maritime University, Asaba in Delta state which is presently in court. The rest six are in the North, they include Taraba, Kogi, Kastina, Nasarawa, Jigawa and Gombe.

It is also important to recognize the contributions of the states and private individuals in the development of education in the south hence, Rivers state university was established in 1980, and the former ATTC—later called College of Education, Port Harcourt established in 1971 now changed to Ignatius Ajuru University of Education (IAUE) in 2009. The Ambrose Ali University, Ekpoma was established in 1980 and University of Education, Ekere-Ekiti in 2008. Whereas, the private universities include Igbinedon University, Okada, Babcock university, Okija etc. (NUC 2004 as quoted in Gabriel et al., 2006). Presently, Nigeria has 40 Federal universities, 40 state universities and 61 private universities given a total of 141 universities. Out of these total, 70 universities are located in the South while 49 are in the North (The list of Universities in Nigeria, 29/06/2017).

## The Compelling Forces and their Realities

A cursory look at the history of development of Western Education in Southern Nigeria reveals some compelling factors and their realities thus:

- Early reception of the Christian missionaries by the South and hostility from the Northerners towards the missionaries;
  - Hospitalities and social values for Western Education ;
  - Ethnic consciousness and motivation;
  - Rivalries among ethnic groups for educational drive;
  - Rivalries among the missionaries for converts/schools; and
  - Realization of the importance of education for occupational change
1. The Muslims were suspicious of being converted by the missionaries; thus, Muslims population of the Northern region had suspected that the Christian missions could use the schools as a ploy to convert their children to their faiths. According to Omolewa (2015), the Muslims therefore, remained resentful to Western education.
  2. Omolewa (2015) avers that Lord Lugard had himself protected the North from Western education during his tenure as High commissioner in Northern Nigeria, from 1900-1906, when he assured the Emirs that Christian missionaries would not be allowed into their territories; Thus, only few schools were established in the North unlike the South that had embraced the missionaries wholeheartedly.
  3. In contrast to the situation in the North, the southern Nigeria was dominated by the story of educational rivalries among the Christian missions and aggressive establishment of schools. These rivalries and competition were healthy for the development of education as each mission sought to out space the other for the benefit of winning converts and providing the needed human resource capital for the country. Sure, this was also the time when Western education began to flourish and thrive in southern Nigeria and parts of the middle Belt region of Nigeria.
  4. Another compelling factor was that, communities also began to take active interests in establishing schools to prepare their children and youths for the future. At the same time, there was considerable passion for the promotion of Western education in southern Nigeria as private individuals began to invest in education through the establishment of private schools. This was the period in which community secondary and Grammar schools such as Denis Memorial grammar school founded in Onitsha in 1925 and the Ibadan Boys High School founded in Ibadan in 1938 and others in the interior part of the southern Nigeria were established to provide access to education for the communities and their neighbourhood.
  5. Long before the first University College, Ibadan was founded in Nigeria in 1948, there were already locally produced self-directed learners who became graduates of the university of London as far back as 1927. All these graduates were from southern Nigeria, which included Odukoya Ajayi, Alvan Ikoku, J. S. Ogunlesi, S. A. Banjo and A. T. O. Odunsi (Omolewa, 2015) and became compelling forces, which engineered the propagation of educational development.
  6. To further widen the advantages of the southern Nigeria in educational provisions, wealthy parents and Christian missions also sponsored students overseas to place like Fourah Bay College, Sierra Leone, for the acquisition of higher education. Western Nigeria was at the fore front of this development and as from 1930 Eastern Nigeria followed and concentrated much energy on sending students to the United States of

America. The result of all these efforts occasioned the continuing gross imbalance in the educational development of Nigeria in terms of south and North (Omolewa, 2015)

7. Ethnicity also played a role in the development of secondary education in the south, where the various ethnic groups projected their names using secondary schools as a medium of expression. Examples of schools established under this guise are Urhobo College, Warri; Ibibio National College, Ikot-Ekpene; Ibo National, Aba; Egbado College, Ilaro; Abeokuta Grammar school and others (Njoku, 1996). Similarly, Njoku (Ibid) maintains that some individuals also immortalized their names and projected their traditional enclave by taking secondary schools to their areas. Examples are Aggrey Memorial Secondary School, Arochukwu by Alvan Ikoku, Odutola Grammar school, Ijebu-Ode and May Flower School, Ikene by Tai Solarin.

## **Recommendations**

Being on the lead of the quantity of educational Institutions in Nigeria, the possibility of compromising standard may not be farfetched. Therefore, the following suggestions are put forward to guide against such temptation:

- Ensure that the rules and regulations of the National Universities Commission and Educational Quality Assurance Agency be strictly adhered to;
- Strengthen the monitoring system of teaching and learning processes in the schools;
- Ensure a conducive teaching and learning environment in the schools;
- Ensure that teachers in the institutions acquire pedagogical skills of teaching and learning through regular retraining, workshops and seminars;
- Ensure strict adherence to the provisions of the university autonomy act of July 21, 2000 by diversifying funding and considering more appropriate pricing of facilities and services;
- Ensure the setting up of the national data base of all projects, thesis and dissertation to serve as a source of checking plagiarism; and
- Most importantly, the states and the private individuals should not relent in establishing more quality schools to bring education closer to the teeming population in the south.

## **CONCLUSION**

The early embrace of western education by the southern people of Nigeria gave them advantage over their northern brothers who on realizing this lately, began to use federal might to play ethnic politics with education. However, the development of education in the South was not even as some parts were more educationally developed than the others. Therefore, the state governments and the private individuals of the less educationally developed states in the south should wake up to their responsibilities of providing modern facilities in the existing schools, establish new ones if need be, and encourage their people with scholarship schemes.

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