



Higher Education Spiritual Pedagogies



Volume 1, Issue 1, 100-109

Historical-Analysis Role of Early Christian Missionaries in Promoting Education in Nigeria

Moses Adeleke ADEOYE

Educational Management, Faculty of Education, Al-Hikmah University Ilorin-Nigeria

To Cite this Article: Adeoye, M. A. (2023). Historical-Analysis Role of Early Christian Missionaries in Promoting Education in Nigeria Higher Education Spiritual Pedagogies, 1(1), 100-109

Available at: <https://ejournal.upi.edu/index.php/HESP>

***Corresponding Author:**

Moses Adeleke ADEOYE

Email: princeadelekm@gmail.com

Article History:

Received: June 2023

Revised: June 2023

Accepted: June 2023

Keywords:

Early Christian Missionaries, Nigeria Educational System, Pre-& Post-Colonial

Historical-Analysis Role of Early Christian Missionaries in Promoting Education in Nigeria

Moses Adeleke ADEOYE

Educational Management, Faculty of Education, Al-Hikmah University Ilorin-Nigeria

Abstrak

Penelitian historis ini mengeksplorasi kontribusi penting yang dilakukan oleh para misionaris Kristen awal terhadap kemajuan pendidikan di Nigeria. Studi ini memberikan gambaran yang mendalam tentang signifikansi historis dari kontribusi misionaris ini dengan menyelidiki kedatangan mereka, aktivitas, dampak pada pendidikan, dan pengaruh jangka panjang pada masyarakat Nigeria. Pembentukan sekolah-sekolah misi, pembuatan kurikulum dan strategi pengajaran, serta promosi literasi dan numerasi adalah topik-topik yang dibahas dalam artikel ini. Penelitian ini juga mengkaji masalah dan isu-isu seputar pendidikan misi, seperti kekhawatiran asimilasi dan konflik budaya. Studi ini juga menelusuri warisan dari upaya para misionaris Kristen dan kontribusi mereka terhadap pendidikan. Penelitian ini memberikan kontribusi pada pemahaman yang lebih mendalam tentang sejarah pendidikan di Nigeria dan implikasi yang lebih luas bagi pengembangan pendidikan dalam konteks pasca kolonial dengan menggunakan sumber-sumber historis dan melakukan analisis kritis.

Abstract

This historical examination explores the significant contribution that early Christian missionaries made to the advancement of education in Nigeria. This study sheds light on the historical significance of these missionaries' contributions by thoroughly examining their arrival, activities, impact on education, and long-term impacts on Nigerian society. The foundation of missionary schools, the creation of curricula and teaching strategies, and the promotion of literacy and numeracy are all topics covered in the article. It examines the problems and issues surrounding missionary education, such as assimilation concerns and cultural conflicts. The study also looks into the legacy of Christian missionaries' labour and their contributions to education. This research contributes to a deeper knowledge of the history of education in Nigeria and the larger implications for educational development in post-colonial contexts by looking at historical sources and engaging in critical analysis.

ARTICLE HISTORY

Received: June 2023

Revised: June 2023

Accepted: July 2023

KEYWORDS

Early Christian Missionaries,
Nigeria Educational System,
Pre-& Post-Colonial

Introduction

The history of education in Nigeria stretches back to the pre-colonial era when knowledge, culture, and customs were passed down from one generation to the next via traditional educational techniques. Smith asserts that colonialism which strove to modernize and Westernize traditional African civilization had a significant impact on the educational environment of Nigeria (Smith, 2010). The British colonial government saw the value of education in attaining its goals, especially in terms of producing a class of educated Nigerians who could help with colony management and administration. However, the introduction of new educational modalities and colonization had a profound impact on Nigerian education. Significant changes were brought about in Nigeria by the introduction

of Christian missionaries during the colonial era, particularly the development of education. These early missionaries had a significant influence on Nigeria's educational system and contributed to the socio-cultural and intellectual advancement of the nation. Missionaries brought Christianity and Western education to Nigeria, which had profound effects on the social, cultural and political development of that nation (Falola & Heaton, 2008).

Nigeria was ruled by the British throughout the colonial era, and Christian missionaries saw this as a chance to both promote their religion and meet the region's educational needs. The founding of schools by Christian missionaries was viewed as a strategy for evangelization and social change (Okpeh, 2011). The missionaries thought they could improve Nigerian society by introducing Western education because they understood that education was a potent instrument for empowering both people and communities. The colonial government attempted to seize power in the area and make use of its resources which resulted in the imposition of British influence on several facets of Nigerian society, including education. The colonial administration's early priorities were to create a basic educational system, particularly for the children of elite indigenous people and European settlers. However, the expansion of educational options beyond this constrained scope was greatly aided by Christian missionaries. They saw the capacity of education to empower Nigerians and regarded it as a way to achieve their ecclesiastical objectives.

The analysis provided highlights the significant role of Christian missionaries in the development of education in Nigeria during the colonial era. The missionaries recognized the opportunity to promote their religion while also addressing the educational needs of the region. By establishing schools, they sought to evangelize and bring about social change in Nigerian society. One of the key motivations behind the Christian missionaries' involvement in education was their belief in the transformative power of education. They understood that education could empower individuals and communities alike, leading to positive changes in society. This empowerment could provide the local population with new opportunities and perspectives, challenging traditional norms and customs. The colonial government's involvement in education was primarily focused on creating a basic educational system to cater to the elite indigenous people and European settlers. The missionaries' contribution was crucial in expanding educational options beyond this limited scope. They played a significant role in broadening access to education for a larger segment of the population, helping to uplift the local communities. It is important to note that the missionaries' involvement in education was not solely driven by philanthropic motives. While they aimed to promote education for the betterment of Nigerians, it was also a means to achieve their ecclesiastical objectives. By imparting Western education, they hoped to instill Christian values and beliefs, ultimately increasing the number of converts to Christianity.

The imposition of British influence on various aspects of Nigerian society, including education, resulted from the colonial administration's attempt to exert control over the region's resources and governance. As a result, the education system in Nigeria became influenced by Western ideals and practices, further facilitated by the efforts of Christian missionaries. Overall, the analysis underscores the complex interplay between colonialism, Christian missionary activities, and the development of education in Nigeria. It highlights the multiple motivations and consequences of these interactions, shaping the educational landscape in the country during the colonial era and beyond.

Result and Discussion

Efforts of Christian Missionaries in Setting Up Schools Across Nigeria

Christian missionaries made a huge contribution to Nigeria's educational environment by playing a key part in the establishment of schools around the nation. They intended to give Nigerians access to educational opportunities because they understood the value of education in their evangelistic mission. Through their many religious missions, Christian missionaries created several schools around Nigeria, especially in the rural areas where formal education was lacking (Afigbo, 1988). These educational institutions developed into hubs for both academic and spiritual training, acting as platforms for the proclamation of Christian doctrine. To accommodate students at various educational levels, Christian missionaries constructed a variety of schools in Nigeria. Included in this were primary, secondary, vocational, and missionary training institutions. The goal of the schools was to offer a comprehensive education that included both academic courses and religious teachings. The majority of schools offered children a foundational education in elementary schools. Christian doctrine was taught in addition to reading, writing, math, and science in missionary elementary schools (Okpeh, 2011). The basis for literacy and further education was laid by these institutions. Missionaries also started secondary schools, which offered a higher level of education. These institutions worked to get pupils ready for college and the workforce. They provided a curriculum that blended instruction in religion with Western topics. Missionaries understood the value of vocational education in addition to primary and secondary education. To provide pupils with practical skills in fields like carpentry, tailoring, agriculture and nursing, they founded vocational schools. The objectives of these vocational schools were to meet the requirements of the surrounding communities and give students employable skills.

One important contribution made by Christian missionaries was their dedication to ensuring that both boys and girls had access to education, combating the preexisting gender inequities in educational opportunities. The promotion of girls' education by missionaries was a forerunner in breaking down barriers and defying gender stereotypes (Fafunwa, 1974). They acknowledged the value of educating girls to give them agency and enable them to contribute to society. They felt that boys and girls have equal intellectual capacity. Missionaries made sure that girls had access to education by establishing separate schools for them. To educate girls about their responsibilities in society, these institutions concentrated on teaching domestic skills and Christian values in addition to academic instruction. The analysis highlights the significant and multifaceted contributions of Christian missionaries to the educational environment in Nigeria during the colonial era. The missionaries played a pivotal role in establishing schools across the nation, especially in rural areas where formal education was lacking. Their main objective was to provide Nigerians with access to education, recognizing its value in their evangelistic mission. As a result, various types of schools were established, including primary, secondary, vocational, and missionary training institutions. These educational institutions served as platforms for the dissemination of Christian doctrine while offering a comprehensive education that combined academic courses with religious teachings.

The elementary schools laid the foundation for literacy and further education, with children being taught reading, writing, math, and science alongside Christian doctrine. Secondary schools were established to prepare students for higher education and the

workforce, blending religious instruction with Western subjects. Additionally, vocational schools were set up to equip students with practical skills in fields like carpentry, tailoring, agriculture, and nursing, catering to the needs of the surrounding communities and providing students with employable skills. One crucial contribution made by Christian missionaries was their commitment to promoting gender equity in education. They defied prevailing gender stereotypes and ensured that both boys and girls had access to education. By establishing separate schools for girls, missionaries worked to break down barriers and empower girls with education and skills. These schools emphasized domestic skills and Christian values in addition to academic instruction, aiming to educate girls about their responsibilities in society.

Impact of Western Education on Nigerian Society

The introduction of the Western educational system to Nigeria was greatly aided by Christian missionaries. The educational system in Nigeria was fundamentally altered by the educational resources and pedagogical methods they brought with them from the West. The curriculum developed by Christian missionaries covered topics deemed crucial for modern education, such as reading, writing, arithmetic, history, geography and sciences (Okeke, 1994). This curriculum sought to offer a well-rounded education by fusing academic knowledge with ethical and spiritual teachings. Christian missionaries had a significant impact on the courses covered in school and the instructional strategies employed in Nigeria. They aimed to shape the educational content and delivery by fusing their religious teachings with the Western curriculum. Christian religious knowledge was emphasized as a core subject in the curriculum. Christian missionaries made sure that Christian doctrine and biblical studies were covered in the curriculum, promoting a spiritual upbringing consistent with their ecclesiastical objectives (Falola & Heaton, 2008).

Furthermore, novel educational approaches that broke with conventional Nigerian teaching methods were introduced by Christian missionaries. They placed a strong emphasis on texts, exams, and classroom instruction as elements of a structured learning environment. These techniques attempted to instil in children a sense of responsibility, critical thinking and standardized testing. Christian missionaries' introduction of Western education had a significant influence on Nigerian society, influencing many facets of social, cultural, and political life. First, Nigerians now have new prospects for social mobility and growth because of Western education. Education evolved into a means for people to gain the abilities, expertise and credentials that may enhance their social standing and employment opportunities. Second, Nigerians' socio-political consciousness and sense of nationalism were greatly influenced by Western education. The missionaries' educational efforts helped to establish a feeling of national identity and the desire for self-government (Taiwo, 1994). Many Nigerians with advanced educations rose to prominence as leaders in the struggle for independence by pushing for political reform. Furthermore, cultural customs and traditions in Nigeria were significantly impacted by Western education. Traditional methods were questioned, changed, or abandoned as Western ideas and ideals filtered through the educational system. As a result, there were cultural shifts and the development of new social standards influenced by Western ideas.

The introduction of Western education to Nigeria by Christian missionaries had a profound impact on the country's educational, social, cultural, and political landscape. The curriculum brought by the missionaries included essential subjects like reading, writing,

math, and sciences, combining academic knowledge with ethical and spiritual teachings. By emphasizing Christian religious knowledge as a core subject, the missionaries aimed to promote their ecclesiastical objectives and instill their religious beliefs in the students. Christian missionaries also introduced novel educational approaches, such as structured learning environments with a focus on texts, exams, and classroom instruction. These methods aimed to cultivate a sense of responsibility, critical thinking, and standardized testing among the students. The adoption of Western education methods challenged traditional Nigerian teaching practices, leading to significant changes in the educational system.

The impact of Western education on Nigerian society was far-reaching. It provided new opportunities for social mobility and personal growth, as education became a means for individuals to acquire skills, knowledge, and credentials that could improve their social standing and employment prospects. Additionally, Western education contributed to the development of a national identity and a desire for self-government among Nigerians. Educated Nigerians played a crucial role in the struggle for independence and the push for political reform. However, the introduction of Western education also presented challenges. One of the main challenges was the potential erosion of traditional Nigerian cultural practices and values. As Western ideas and ideals permeated the educational system, some cultural customs were questioned, altered, or abandoned in favor of Western norms. This cultural shift created tension between preserving traditional values and embracing modernity.

Another challenge was the need to ensure that education remained accessible to all segments of the population. While Christian missionaries made significant efforts to provide education to rural and underserved areas, there were still disparities in access, particularly for marginalized groups. The government and other stakeholders needed to address these inequalities and improve educational opportunities for all Nigerians. Additionally, integrating Western education with local customs and traditions posed a delicate balancing act. Maintaining the rich cultural heritage of Nigeria while embracing modern education required careful planning and sensitivity to avoid alienating certain communities or perpetuating cultural dominance. Overall, the introduction of Western education by Christian missionaries in Nigeria brought about significant changes and opportunities. However, it also presented challenges that required thoughtful consideration and collaboration to ensure that education continued to serve the needs of the diverse Nigerian population while preserving its cultural heritage.

Influence of Christian Missionaries on Promotion of Literacy

The importance of literacy in strengthening both individuals and communities was realized by Christian missionaries. They worked diligently to encourage literacy among Nigerians because they believed that education and literacy were essential for both individual and societal development. By founding schools, educating instructors and creating educational materials, missionaries significantly contributed to the promotion of literacy (Fafunwa, 1974). They concentrated on teaching reading, writing, and math abilities, hoping to provide people with the means to acquire information and speak clearly. Missionaries engaged in intensive community outreach, urging parents to enrol their kids in school and highlighting the advantages of literacy. Their work played a significant role in promoting education's importance and cultivating a love of learning among Nigerian

communities. The need of making religious literature available to the local populace was also realized by Christian missionaries. They translated the Bible and other important writings into regional dialects so that people may interact with religious teachings in their languages.

Missionaries enhanced religious instruction, raised literacy rates, and reaffirmed the value of indigenous languages in education by translating the Bible into local languages (Afigbo, 1988). This translation endeavour assisted in removing the linguistic barrier and ensuring that a larger portion of the Nigerian population could access religious education. Missionaries also translated significant texts other than the Bible. They understood the importance of preserving and sharing regional expertise and cultural traditions. Missionaries translated historical, scientific and literary books which helped to preserve and advance knowledge in Nigerian languages. The empowerment of individuals and communities in Nigeria was significantly impacted by Christian missionaries' efforts to promote literacy. By enabling people to acquire information, exercise critical thinking, and participate in all facets of society, literacy empowers individuals. Fafunwa emphasizes that literacy improves people's opportunities for personal growth, employment growth and ability to contribute to the socioeconomic development of their communities (Fafunwa, 1974). Additionally, literacy was essential for the growth of communities. As people improved their literacy, they participated more actively in social, economic and political activities. Through the promotion of a sense of agency, self-determination and civic involvement, literacy has allowed communities to grow together. The promotion and preservation of indigenous languages and cultural heritage was another goal of literacy. Cultural practices, myths and historical information were preserved and transmitted to succeeding generations when people learned to read and write in their tongues.

Impact of Early Christian Missionaries' Educational Endeavors

Early Christian missionaries' educational efforts had a substantial socio-cultural impact. They brought formal education to many regions of Nigeria that had not previously had access to it. As a result, there was an uptick in literacy rates and global awareness. But the missionaries also brought their cultural norms and beliefs, which occasionally clashed with the customs and practices of the surrounding areas. As a result, there were conflicts and opposition to the new educational system. But Christian missionaries' introduction of education was a key factor in creating modern Nigeria. The spread of literacy and formal education systems was one of the major effects of Christian missionaries' efforts in the area of education. The civilizations that missionaries served were significantly impacted by the schools that they created and the reading, writing, and math that they taught. As a result of this schooling, social dynamics changed, giving people new options and enabling them to take part in more significant societal developments. Additionally, morals, ethics and value lessons based on Christian principles were frequently taught at Christian schools. As people accepted new ways of thinking and acting based on Christian ideas, this caused changes in social norms and behaviours. Beyond the classroom, Christian education shaped the social structures of communities and influenced their customs and practices.

The missionaries spread several novel concepts and convictions, such as the value of education and the necessity of individual liberties and rights. These concepts have permeated Nigerian society deeply and still influence how the nation develops. Additionally, modern Nigerian institutions like schools, hospitals, and governmental

organizations have benefited greatly from Christian education. Nigerian ideals and practices were significantly shaped by Christian schooling. It placed a strong emphasis on values like love, compassion, humility, and forgiveness, all of which became ingrained in Nigerian culture. These principles had an impact on many facets of life, including family relationships, ties within the community, and political structures.

Furthermore, the promotion of formal education in Nigeria was aided by Christian education. Many Nigerians, especially girls and members of underrepresented groups, had access to education because of missionary schools. This educational opportunity created opportunities for social mobility and economic growth, which helped Nigeria establish a more educated and skilled labour force. Christian education emphasized ideals that opposed some of the established social hierarchies and conventions of Nigeria, such as individuality, equality, and respect for human rights. Christian education challenged conventional hierarchical institutions by focusing on the equality of all people before God, regardless of social status (Smith, 2010). Additionally, Christian education influenced Nigerian cultural manifestations by encouraging the adoption of Western attire, language, and cultural traditions. As a result of the advent of Western education, Nigerian society has gradually assimilated Western cultural characteristics.

Cultural confrontations between Nigerian locals and Christian missionaries have led to tensions and conflicts. New concepts and beliefs that the missionaries propagated frequently ran afoul of the indigenous populations' customs and norms. Resistance and, in some cases, bloodshed resulted from this. Further disputes resulted from the missionaries' attempts to win over the native people to Christianity, which was frequently greeted with resistance. Nevertheless, despite these difficulties, Christian education has significantly shaped modern Nigeria and continues to be a significant component of the sociocultural landscape of the nation. When Christian doctrine and practices clashed with or challenged pre-existing indigenous beliefs and practices, cultural conflicts frequently resulted. Missionaries encountered opposition and occasionally aggression when they attempted to abolish or alter traditions like polygamy or traditional religious rites. When missionary activities collided with existing traditional religious beliefs, rituals and practices, confrontations occasionally resulted (Falola & Heaton, 2008).

Some Nigerians opposed the adoption of Western cultural standards because they saw it as a threat to their unique culture. Conflicts brought on by cultural clashes were particularly pronounced in regions with strong indigenous religious practices and beliefs. Many traditional religious leaders and followers opposed missionaries' attempts to convert them and saw Christian education as a way of undermining their cultural and religious traditions. The colonial setting in which missionary activity took place intensified these difficulties even further. Because colonial rulers frequently helped and worked with Christian missionaries, Christianity came to be seen as a tool of cultural and political dominance. Due to their belief that foreign influences were undermining indigenous customs and values, the local community became more resistant and resentful.

Criticisms and Controversies Surrounding Early Christian Missionary Activities

Early Christian missionaries in Nigeria faced criticism and controversy for their work. Regarding their tactics, motives, and effects on Nigerian society, there have been several concerns raised. One criticism focused on the alleged cultural imperialism connected to missionary endeavours. Some said that missionaries were attempting to subvert and

destroy indigenous Nigerian cultures by imposing Western cultural norms, practices, and values. As they promoted Western education and Christianity at the expense of indigenous cultural practices, missionaries were charged with cultural imperialism (Okafor, 2007).

Allegations of forced religious conversions and cultural imperialism surrounded early Christian missionary activity in Nigeria, which caused considerable controversy. Critics said that missionaries influenced Nigerians and won them over to Christianity by using social amenities and education. While establishing schools, hospitals, and other social amenities, Christian missionaries also sought to preach their religion. Some detractors saw these programs as a front for proselytizing religion, and they charged missionaries with taking advantage of weak communities to convert people. Recognizing critics' points of view and their issues with early Christian missionary endeavours is crucial. Critics expressed reasonable worries about religious conversions' potential for exploitation, the preservation of cultural traditions, and respect for indigenous cultures. Some claim that the emphasis on Western education and Christianity contributed to the deterioration of indigenous Nigerian cultures and the undermining of deeply ingrained societal values (Okpeh, 2011). These objections and debates demonstrate how intricate and varied early Christian missionary activities were, as well as how they affected Nigerian society. They stress the importance of critically analyzing the historical background, motivations, and outcomes of missionary endeavours while acknowledging the variety of viewpoints and issues brought up by detractors.

Lasting Impact of Early Christian Missionaries on Nigerian Education System

Early Christian missionaries had a lasting influence on the Nigerian educational system. Their contributions influenced the structure, subject matter, and access to education in Nigeria and established the groundwork for its growth. Early Christian missionaries' initiatives to establish schools and advance education had a long-lasting effect on Nigeria's educational system, laying the foundation for its growth and development (Fafunwa, 1974). Missionaries started schools, bringing formal education to several regions of Nigeria, including remote rural areas with little access to education. These institutions acted as role models for upcoming educational institutions, influencing national educational policy and practices. Early Christian missionaries in Nigeria founded several educational institutions that still play a big part in the educational system there. Generations of educated people who have made contributions to various facets of Nigerian society have come from these institutions.

Leading examples include establishments like St. Gregory's College in Lagos, Hope Waddell Training Institute in Calabar, and CMS Grammar School in Lagos. These universities, among others, have a distinguished history and have sent out prominent alumni who have achieved success in a range of spheres, including politics, academia, and the arts. The missionary educational institutions founded during the colonial era also served as the foundation for several universities and colleges in Nigeria. These organizations keep delivering high-quality instruction and helping to advance the nation's knowledge. Early Christian missionaries made substantial intellectual and cultural contributions to Nigeria. They promoted intellectual development, critical thinking and information gain among Nigerians through their educational endeavours. Missionary education helped create literate citizens who could participate in a variety of professions, add to social and political dialogue, and pursue further education. The intellectual

accomplishments of educated Nigerians have significantly influenced the growth and success of the nation. Furthermore, it is impossible to ignore the impact of Christian missionaries on Nigerian customs, attitudes, and practices. The spread of Christianity and Western education influenced the establishment of new social norms and behaviours while also questioning existing beliefs and practices, resulting in social and cultural shifts.

The analysis highlights the significant and lasting influence of early Christian missionaries on Nigeria's educational system. Their initiatives in establishing schools and promoting education played a crucial role in shaping the educational landscape of the country. The missionary-founded educational institutions, such as St. Gregory's College, Hope Waddell Training Institute, and CMS Grammar School, have produced generations of educated individuals who have made notable contributions to Nigerian society in various fields. Christian missionaries' focus on intellectual development, critical thinking, and knowledge acquisition contributed to the emergence of a literate population capable of engaging in professional, social, and political spheres. This intellectual advancement has played a pivotal role in the growth and success of Nigeria as a nation. Moreover, the spread of Christianity and Western education brought about cultural and social changes in Nigeria. It led to the establishment of new social norms and behaviors while questioning traditional beliefs and practices. These changes have resulted in significant social and cultural shifts in the country.

Conclusion

Early Christian missionaries' presence in Nigeria had a big influence on the country's educational system. However, it is impossible to ignore how colonialism affected Nigerian education. A select group of elites with advanced degrees who would work for the colonial government were the intended beneficiaries of the educational system. In conclusion, the missionaries' contributions to education had a long-lasting impact on the growth of the educational system in Nigeria. They created the groundwork for the creation of formal educational institutions and the acceptance of Western educational models in Nigeria by emphasizing education as a vehicle for individual and societal transformation. The historical importance of early Christian missionaries in advancing education in Nigeria should be acknowledged in light of these findings. In addition to helping to advance Nigeria's social, economic, and political growth, their work helped to lay the foundation for the improvement of the nation's educational system.

In our view, from the descriptions we mentioned above, we recommend several aspects of them the first, Strengthening Educational Infrastructure, building on the foundation laid by early Christian missionaries, the Nigerian government and other stakeholders should focus on strengthening educational infrastructure, particularly in rural and underserved areas. This includes investing in the construction and improvement of school buildings, providing access to modern teaching tools and resources, and ensuring the availability of qualified teachers. Second, Enhancing Teacher Training, implement comprehensive teacher training programs to equip educators with the necessary skills to deliver quality education. This training should emphasize modern teaching methods, critical thinking promotion, and the incorporation of technology in the learning process. And then promoting Inclusive Education, ensure that education is accessible to all, regardless of

socioeconomic background, gender, or disabilities. Efforts should be made to increase girls' enrollment and provide support for students with special needs.

Preserving Cultural Heritage, while embracing modern education, efforts should be made to preserve and celebrate Nigeria's rich cultural heritage. Integrating cultural elements into the curriculum and promoting cultural events within schools can help foster a sense of pride and identity among students. And then, strengthening Partnerships, foster collaborations between the government, educational institutions, religious organizations, and community leaders to collectively support and advance the educational system in Nigeria. By implementing these recommendations, Nigeria can build on the legacy of early Christian missionaries and further develop its educational system to empower its citizens and promote social, cultural, and economic growth and development.

References

- Adesote, S.A., Akande, S.A. & Omolola, F.B. (2022). The Christian Missions and the Development of University Education in Nigeria's Fourth Republic, 1999-2021: A Historical Analysis. *Journal in Humanities*, 11(2).
- Afigbo, A.E. (1988). Missionary education and the making of Nigeria. *Journal of Religion in Africa*, 18(2), 117-133.
- Fafunwa, A.B. (1974). *History of education in Nigeria*. George Allen & Unwin.
- Falola, T. & Heaton, M.M. (2008). *A history of Nigeria*. Cambridge University Press.
- Falola, T. (1998). Christianity and Colonialism in Nigeria. *Scandinavian Journal of History*, 23(1-2), 99-118.
- Falola, T. & Heaton, M.M. (2008). *A history of Nigeria*. Cambridge University Press.
- Okafor, F.U. (2007). *The politics of education in colonial Nigeria, 1920-1945*. African Books Collective.
- Okeke, C.I. (1994). *A history of education in Nigeria*. Star Standard Publications.
- Okpoh, O.O. (2011). *Religion, politics and education in Nigeria: Historical and contemporary discourses*. Springer.
- Smith, R.F. (2010). *Colonialism and Christianity in Mandate Palestine*. University of Texas Press.
- Taiwo, O. (1994). *Nationalism and African intellectuals*. University Press of America.