

FACTS AND MYTHS OF THE NATIONAL ECONOMIC EMPOWERMENT DEVELOPMENT STRATEGY (NEEDS) AND ITS VISION FOR AGRICULTURAL DEVELOPMENT IN NIGERIA

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Abstract

The national document captioned. "Economic Empowerment and Development Strategy (NEEDS) is an impressive document because of its orchestrated policies strategies and programmes designed to lift Nigeria from quagmire of rural backwardness and under-development. Furthermore, the document seeks to relieve Nigerians from problems of agricultural stagnation, hunger, poverty, squalid living, disease, ignorance, unemployment and under-development. The main focus of this work is to review previous government agricultural policies and how they faltered, leading to enduring worsening conditions of agriculture which stems from faulty implementations. The paper also looks into the relevance of the NEEDS and concluded that the impressive document may turn out to be another jetsam float to be consigned to the dustbin of history.

Introduction

Rodney (1982), the celebrated foremost critic of European imperialism in Africa, complained that 'the most decisive failure of colonialism in Africa was its failure to change the technology of agricultural production'. He was extremely bitter in his analysis of agricultural development in Africa when he further enthused that 'Africans went into colonialism with a hoe and came out with a hoe' (p. 239). His pathetic viewpoint has not changed several decades after dismantling the last vestiges of colonialism, followed by the enthronement of local political imperialists. Nigeria as a nation, is still marching to the threshold of 21st century with hoes and machetes as the best implement for agricultural production.

This paper attempts to state in explicit terms, the reasons for the geometric declines of agriculture in Nigeria and how it has become a recurring phenomenon inspite of huge financial outlays allocated to the sector since she gained her independence from Britain. It also tries to examine the agricultural policy of Olusegun Obasanjo's administration as encapsulated in the National Economic Empowerment Development Strategy (NEEDS) and cautions that its lofty agricultural programme had become another white elephant project which failed to harness agricultural potentials of the rural folks.

Staking the Bounds

During the colonial era, government was only interested in cash crop farming which it encouraged a lot in order to feed European industries located in their metropolitan cities. In order to encourage cash crop production, the colonial authorities sponsored scientific researches in tropical agriculture easily adaptable to plantation development centred on Africans producing what they did not consume and consumed what they did not product.

Within the first ten years of colonial independence, Nigeria embarked on false export drive of cash crops and even became the world's largest exporters of groundnuts, palm products and the second largest exporters of cocoa (Greene and Rimmer 1981:74).

However, after the Nigerian civil war of 1967-1970, cash crop farming ceased to be major source of export and government revenue generation. At the same time, major

food crops production declined. Ojo as cited by Greene and Rimmer (p 73) wrote that Nigeria's four-fifths of the cost of food import in the 1970s were accounted for by five commodities: wheat, sugar, fish, milk and rice. Accordingly, all these food items could be locally produced in commercial quantities, but government's neglects of staple food crops in favour of revitalization of cash crops through the creation of marketing boards alienated food crop farmers.

Secondly, within the social system, the full blooded peasant farmers who sustained both cash crop and food crop farming found room, to maneuver through their own initiatives by embarking on rural to urban migration. It became their own ways of gaining small advantages from the oil boom of the 1970s. The loss of young blooded rural peasants to urban areas for the per-aira gains meant a loss of peasant farming which every Nigerian had depended upon for food.

According to the then Governor of Central Bank, Charles Soludo (2006), the misfortune of Nigeria in tapping her abundant human and natural resources were grossly mismanaged especially when it was noted that Nigeria supplied Indonesia and Malaysia with oil palm seedlings. Today, export of palm oil produce earned the two countries more than what Nigeria derives from petroleum export.

Government Initiatives in Agricultural Recovery

Successive government in Nigeria since independence in 1960 believed in agricultural development in order to ensure self sufficiency in food production. In this respect, different governments had initiated one agricultural development programme or the other. Examples of such programmes includes:

1. National Accelerated Food Production Programme (NAFPP) under General Yakubu Gowon.
2. The Operation Feed the Nation (OFN) launched under General Olusegun Obasanjo.

3. The Green Revolution Programme of Alhaji Shehu Shagari.
4. The Directorate of Food, Road and Rural Infrastructure (DFRRI).
5. National Economic Empowerment and Development Strategy (NEEDS) of President Olusegun Obasanjo
6. The seven point Agenda of Umaru Yar'Adua of which agriculture is one of the integral parts.

The main purpose of all these lofty programmes was to improve agricultural production and to address the problems of rural backwardness, rural-urban drifts, unemployment and under-employment. The failure of these government projects depended more on the elitist conceptions of the programmes, especially between those whose responsibility were to formulate the agrarian policies and those supposed to operate or implement the policies.

Afigbo (1987) had identified the structural weaknesses which he described in term of:

- (a) Ideas, schemes and techniques generated at the top by the elites and implemented at the top.
- (b) Ideas, schemes and techniques generated at the top, sold some measure to the community and implemented with some measure of cooperation between it and the do gooder elite.

The analysis of Afigbo's argument shows that government agricultural programmes always fail because they were conceived at the top and also imposed from the top. This is another way of saying that the failure of government agricultural policies fail due to lack of emotional support of the majority of Nigeria who are supposed to be the main beneficiaries of the policy. This may not be far from the truth since the leadership

and the middlemen often refuse to supply the peasant rural populace the capital, the technical know-how, the necessary infrastructures and facilities which will make life easier for them. The facilities when provided, are necessarily hijacked and funds embezzled by those expected to implement the policies. To successfully prosecute this work, it is highly pertinent to examine the perceptions, policies and the various programmes for agricultural reforms itemized above since independence.

1. National Accelerated Foods Production Programme (NAFPP)

The Federal Government of Nigeria introduced her first national development plan in 1962 – 1968. The plan in respect to agricultural sector, showed a well articulated objective with emphasis on continuation of colonial policy on cash crop production. Famoriye (1998) stated that a whopping sum of 52.523 million pounds was expended on agriculture even though that effective policy on agriculture was checkmated by the intervention of the military of Nigeria’s political life in January 1966. Every informed Nigerian usually commended the agrarian policy of the late premier of Eastern Nigeria, Michael Okpara as it affected cash crop farming.

The second National Development Plan of 1970 – 1974 was launched by General Yakubu Gowon after the cessation of hostilities in 1970. The plan allocated to agricultural developments a whopping sum of N265,334 million which represented about 23 percent of the total development fund. In addition, government launched in 1975, the National Accelerated Food Production Programme (Silva & Raza 1986:27-28). Gowon’s government made food production a priority project. It did this through the introduction of high yielding seeds, the supply of subsidized material inputs as well as other support facilities such as credit, marketing, storage and processing facilities (Nwankwo 1986:26). The third National

Development plan 1975-1980 was the brain child of Murtala/Obasanjo regime. According to the plan, (p. 30), ‘the rural areas as at the time accommodated roughly 70 percent of the population which had benefited a little from the rapid growth of the past years’. The regime went ahead to budget a total sum of N32,854,616 billion out of which N2.201,182 billion representing 6.6 percent to agriculture. According to Famaiyo (1978:56), the actual amount expended for agriculture was a paltry N29,433,760 million which represented a decline of 7 percent. Within this period, Ojo’s indices of food production and imports and consumers prices indicated a fall of 20 percent as shown in his table below:

**Table 1:
Indices of Food Production and Imports and Consumer Prices**

Production of major crops 1964- 100	Volume of food imports 1965 100	Consumer price index – food one 1960 100	Consumer price index – all items 1960 100
1968	80	74	23
1969	90	115	143
1970	94	150	164
1971	87	214	211
1972	63	204	217
1973	72	234	224
1974	82	199	261
1975		271	368
1976			19-123
1977			143
1978			167

Tamuno (2000:48) recorded that the nation came under this deepening food crises because of the following reasons:

- (a) The Nigerian civil war which created problems for food producing regions of **Chijioke Nwabuisi**.
- (b) The sahelian drought which hindered food production in the northern parts of the country and;
- (c) The withdrawal or migration of rural people (peasants) away from agriculture into industrial centres

arising mainly from government policies which favoured urban industrial centres in the provision of social infrastructures.

2. Operation Feed the Nation (OFN) 1976

Because of this notable pitfalls by the government. Obasanjo decided to launch his agricultural programme he christened as 'Operation Feed the Nation' (OFN) in 21st May, 1979. In his speech, the Head of State stated as follows: In the last few years, this country has witnessed an alarming decline in agricultural production. Government has had to import increasing quantities of varieties of good items from abroad. Prices of foodstuff have galloped. To make matters worse, young men and women have been drifting from rural areas to cities in unprecedented numbers, leaving behind their old men and women who cannot be expected to meet the growing needs of the country.

Obasanjo stated the objectives of his OFN to include:

- (a) The mobilization of the nation towards self sufficiency and self reliance in food.
- (b) The encouragement of the sector of the population which relies on buying food to grow its own food.
- (c) The encouragement of general prides in agriculture through the realization that a nation which cannot feed itself, cannot be proud and lastly.
- (d) The encouragement of balanced nutrition and thereby, produce a healthy nation.

Kalu (1986:36) believed that the OFN programme failed because it degenerated into 'Operation Fool the Nation', since enormous amount of money injected into the programme was hastily gulped by efficient administrators of waste. Imported fertilizer merely 'fertilized' the local and foreign bank accounts of an unproductive alliance between government and business'. Nwankwo (1986:23) commented further that OFN

failed because government was not geared towards the needs of small farmers who constitute the bulk of the country's farming producers' Nzirmire (1985) stated that the government failed because as 'lofty as the programme sounded, it is evident that the Operation Feed the Nation was controlled and directed by the bureaucratic bourgeoisie for their own benefits. Some of the government functionaries that sold the project retired and became consultants to the same government.

Hugh Consultancy fees were paid to groups all whose surveys and analyses were based on capitalist method of organizing agriculture in an industrial society which never worked for a peasant society. Some of them formed companies with overseas firms manufacturing fertilizers and turned the whole exercise into high import industry. The nation was glutted with fertilizers in type and quantity of no relevance to the institutional arrangements for transmitting these to the peasant producers. Thus, individuals and multi-national firms made high profits from the venture to the detriment of the very producers of goods. Prices of foodstuffs continued to soar, inflation took a greater toll on the poor than the rich. Youths drift to the cities did not decline. The few existing co-operative movements were not structured along the line of peasant social and commercial organization.

3. The Green Revolution 1980

The fourth development plan of 1981 – 1985 was launched by the civilian administration of Alhaji Shehu Shagari who initiated his own agricultural programme tagged 'the Green Revolution'. The programme came on stream in April 1980. Apart from the non-chalant hortatory role of the government to the problems of peasant farmers, however in instructed its agencies to provided fertilizers and insecticides, supply

bullocks, ploughs, seeds, cash credits and irrigation schemes. Banks and other financial institutions were asked to provide loans to farmers at low interest rates. (NPN manifesto 1983 p. 3).

The Shagari government went ahead to establish organizational structure called 'National Council on Green Revolution, he charged them with the following responsibilities:

- (a) To co-ordinate the activities of all ministries and organizations that has bearing on agricultural production, processing, marketing and research
- (b) To give general direction to the Ministries of Agriculture and Water Resources on issues related to the department of agricultural sector.
- (c) Monitor the activities of the Federal Ministries of Agriculture and Water Resources in every way in their pursuit of the goal of self sufficiency in agriculture production.

Government went ahead to establish another agency code named: National Committee on Green Revolution on June 3, 1980. The body was charged with the responsibility:

- (i) To review the policies and programmes of the Ministries concerned with Green Revolution and advise the council on the adequacy or otherwise of such policies and programmes for the achievement of the achievement of he objectives of the Green Revolution.
- (ii) To review the activities of the private sector and advise the council on the necessary incentives to encourage the commercial production, processing, distribution of crops, livestock and fish production by private individuals and companies.
- (iii) To review the activities of the existing institutions under the various ministries and advise the council on the strengthening of such institutions or the creation of new ones, where necessary, for the implementation of the administrative policies and programmes of the Green Revolution.

(iv) To set up sub-committees and expert working groups to study in detail all aspects of the policies and programmes for the Green Revolution to form the basis of the advise by the committee to national council.

(v) To mobilize the activities of the government in the field of agricultural production and research in order to mobilize the nation toward self-sufficiency and self-reliance in agricultural production.

(vi) To assist the National Council on Green Revolution in ensuring that the decisions of the council are implemented without delay.

Nzimiro (1985) wrote that the NPN's Green Revolution policy became a bundle of contradictions hence it succeeded in creating what he referred to as 'new classes of petty bourgeois rural kulaks, individual big farmers and comprador kulaks who combined to established high farms' (p. 39).

To show the extent of Green Revolution's failure, the importation of rice rose by 1000 percent between 1975-1980, from 44805 tons of food imported at a cost of N1.5million in 1975, the figure sky-rocketed to 440,415 tons at the cost of N212,72million by 1980 (Kalu 1987).

Nzimiro argued that the failure of Green Revolution stemmed from the fact that government failed to articulate the role of peasant agriculture in food production. ~~Shijonkay Ndubisi~~ believed that government failed to mobilize the main stream of production in its agricultural policy.

The Directorate of Foods, Roads and Rural Infrastructures (DFFRI) 1986

General Ibrahim Babangida overthrew the Buhari/Idiagbon regime who did not have sufficient time to launch the

regime's agricultural programme. When Babangida came on board, he had sufficient time to introduce his own perceived agricultural and rural development programmes. This he christened 'Directorate of Food, Roads and Rural Infrastructure' (DFFRI). He launched the project in 1986 and appointed Air Commodore Larry Koinyan as chairman. The project was established by Decree No. 4 of 1986. The project was inaugurated and charged with the following responsibilities:

- (a) To identify areas of high production potential for country's priority of food and fiber requirements and to support production of such commodities along agro-ecological zones within the context of one national market with unimpeded interstate trade in farm produce.
- (b) To formulate and support a national feeder road network programme involving construction, rehabilitation, improvement and maintenance, especially in relation to the nation's food self sufficiency programme as well as general rural development.
- (c) To determine with each Local Government Area in the community basis of rural productive organization as a means of mobilizing food and other products for more effective service delivery, infrastructural development and enhanced productivity.
- (d) To liaise with Federal Government Ministries and Agencies in the design and implementation of programmes and projects in the field of food products and processing rural water supply, construction and maintenance and the production of rural infrastructures, and any other rural accessibility.
- (e) To prescribe the criteria and determine the level of corresponding financial grants which will adequately stimulate the expansion of food production and processing of rural water supply, road construction and maintenance of

rural roads and the provision of other rural infrastructures.

- (f) To develop a system of statistical and non statistical reporting relative to local communities in order to measure the achievement of the Directorate in the area of food production, rural water supply, road reconstruction and repairs, rural infrastructural development and other developmental activities.
- (g) To do all such other things as will enable the directorate effectively perform its functions under this Decree (Koinyan 1990: 49-52).

The Federal Government directed all the Local Governments in the Federation to establish a directorate committee for the success of the programme with the same functions outlined. In addition to the DFFRI concept, government established other rural based agencies like:

- (a) National Agricultural Insurance Company.
- (b) National Agricultural Land Development Authority (NALDA)
- (c) National Directorate of Employment (NDI)
- (d) Better Life for Rural Women.

These agencies were established for the sole purpose of promoting agriculture. Larry Koinyan in his press briefing of August 28, 1992 on the success of DFFRI, told the bewildered press that the directorate sunk a total sum of N80,270,002.48 billion on food production. He narrated how the Directorate produced six million fingerling compared to about 2,665,550 in 1990, 11,863 fingerlings in 1992 as against 5265 in 1990. Koinyan said also that the Directorate flooded the country with 8,694,440 kilogrammes of fruit seedlings in 1991 as compared to 7,5514,273 in 1990. The Directorate also claimed to have

produced 2,000.02 tones of seeds in 1992 as against 1, 632,61 tones grown in 1990 (Newswatch 1992).

The Magazine reported that Koinyan's success story on food production was laughable, as the late Lai Solarin described it as a mere window dressing that lacks substance (P. 12).

The National Economic Empowerment Development Strategy (NEEDS) 2004

The last of these impressive government efforts to embrace agriculture was the launching of National Economic Empowerment Strategy (NEEDS) by the civilian administration of President Olusegun Obasanjo. The programme was launched in 2004. To reduce poverty and inequality, the document recommended to 'offering farmer improved irrigation, machinery and crop varieties' which it says will help boost agricultural productivity and tackle poverty head on (p ix). The document intends to achieve this by supporting small and medium size enterprises which will help to create jobs which may likely stem the flow of migration from rural to urban area. The document recognizes the over-dependence on oil as partly due to the hostile business environment including poor infrastructure such as poor network of roads, lack of electricity supply, inadequate physical security, corruption and high cost to financial projects as factors effecting agricultural production which also causes rural to urban migrations.

NEEDS document (p. 31) stated that agriculture constitutes roughly 75 percent of Nigeria's arable lands is under cultivation. This is in consonance with the United Nations' Food and Agricultural Organization (FAO), which declares the 'productivity of Nigeria's farmlands as low. To achieve the objectives of enhanced agricultural production in Nigeria, NEEDS intends to address the problems in the following ways:

(a) To check the rapid shift of the population from rural to urban areas and the shift in

consumption patterns from imported to local food items.

- (b) To address the problems of lack of funds, inadequate processing facilities and in-efficiencies in input supply and distribution.
- (c) To address the oil boom, policy inconsistency and the decline in political commitment to agricultural and rural development.
- (d) To address the problems of the absence of a price support mechanism and pervasive distortions in macro-economic and sectoral, including misaligned exchange rates and heavy taxation of agricultural exports.
- (e) To address the continued dependence on rain-fed agriculture and the absence of economic of scale.
- (f) To address the land tenure system that inhibits the acquisition of land for mechanized farming.
- (g) Address the in-adequate agricultural extension service and lack of indigenous capacity or technologies responsive to local conditions and lastly.
- (h) A degraded environment that has reduced agricultural yields (pp. 68-69).

In order to tackle these perceived enemies hindering agricultural production in Nigeria government developed policy thrust commitment committed to increasing investment in food and agricultural production in the following order:

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- (i) Provision of the right policy environment and target incentive for private investment in the sector, implement a new agricultural and rural development policy aimed at addressing the constraints in the sector.

- (ii) Foster effective linkages with industry to achieve maximum value-added and processing for export.
- (iii) Modernize production and create an agricultural sector that is responsive to the demands and realities of the Nigerian economy in order to create more agricultural and rural dwellers.
- (iv) Reverse the trends in the import of food (which stood at 14.5 percent of total import at the end of 2001), through a progressive programme for agricultural expansion.
- (v) Strive towards food security and a food surplus that could be exported and lastly.
- (vi) Invest in improving the quality of the environment in order to increase crop yields (p69).

The lofty purpose of NEEDS tends to restore agriculture to its former pre-independence era. Government set up a target in this direction in order to achieve minimum annual growth rate of 6 percent in agricultural production. Government planned also to raise agricultural exports to \$3 billion dollars by the end of 2007. According, the major food crop to constitute the export drive was cassava. In this respect, government decided to explore the semi-arid zones of Northern Nigeria with an on-going research to determine the suitability of the zone for cassava production. Therefore, state governments in other parts of the country through the State Economic Empowerment and Development Strategy (SEEDS) were supplied with cassava stems for the purpose. Other food crops targeted by NEEDS included yam, maize, sorghum and millet which constituted major food crops in Nigeria.

Conclusion

This work is undertaken to review the general agricultural programmes and policies of government since independence. The fact remains that government has not been bereft of ideas in

this direction in the inability of successive governments to remain focused in implementation of these lofty ideas lie the myth.

Assessment of the poor state of agricultural development in Nigeria shows that government maintains emotional and psychological distance from the rural peasant farmers who have continued to produce the bull of Nigeria's food needs with outdated mode of production still using hoes and machetes as their best farming implements.

Secondly, previous government efforts failed because of its inability to articulate the genuine needs of the peasant farmers and how they want those needs to be pursued, planned and implemented. Evidence showed that government have failed to even educate the rural farmer as the so called chairman of Local Governments and Agricultural Extension Workers refuse to leave in rural areas, thereby showing lack of interest in peasant farming. In this respect, the fact remains that the rural farmer lacked enlightenment and committed leadership. The NEEDS document failed in this direction for an articulated agricultural enlightenment programme to be directed to the rural folks. Rather, the Federal Government's impressive document stimulated the needs of the so-called commercial farmers. Any agricultural policy that is formulated to involve the peasant farmers must involve efficient monitoring and implementation, otherwise the NEEDS document may become another white elephant project to be consigned to the dustbin of history.

Facts And Myths Of The National Economic Empowerment Development Strategy (Needs) And Its Vision For Agricultural Development In Nigeria

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REAPPRAISING TEACHER EDUCATION FOR FUNCTIONALITY AND SELF RELIANCE: ISSUES AND CHALLENGES

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Abstract

Reappraising teacher education for functionality and self reliance: Issues and changes, indicates an intensification of the improvement of teacher education and remuneration. The teacher is in all educational system, the central figure and the success of any educational reform. This paper dwells on the contributions of teacher to education in Nigeria, teachers, social status, problems issues and challenges in teachers education, suggestions, strategy and solutions toward enhancing teacher education as its major theme (i.e, reappraising teacher education for functional and self reliance) and conclusion is drawn.

Introduction

Reappraising teacher education for functionality and self reliance; issues and challenges, indicates an intensification of improvement of teacher education and teacher remuneration. The teacher is all education system, the control figure and the success of any educational reform.

Lola, (1998) described a teacher education programme in terms of developing their critical and reflective judgment, tolerance and doubt, ambiguity, and complexity, awareness of self-agency and so forth. The findings are relevant to teacher educators generally; because the intellectual functioning of pre-service teaching in a determinant factor in the quality of their learning and teaching in all areas. (Shearn and Davidson, 1999).

Adesina (1980) opined that the heart of Nigeria educational system is the teacher. Whether at the primary, secondary, tertiary or university level, the teacher is and will continue to be both

the major indicator as well as the major determinant of quality education.

Also Aggarwal (1981) opined that the destiny of the nation is shaped in its classrooms and it is teacher who is very important instrument in moulding that destiny. In the report "UNESCO on the twenty year of service to peace", the Teacher is described as "the sport that forced the whole development process, the key-man in the drive progress".

Fafunwa (1972) remarked that, "the services of teachers are to a nation, more than any other professional group, influence the lives of the Nigerian youths and therefore are the nation's future."

Contribution of Teacher Education in Nigeria

In Nigeria, the upsurge of teacher education was necessitated by the Ashby Commission Report of 1959 which emphasized the need for an educational expansion programme through training of teachers at any cost and the establishment of National Manpower Board to carryout systematic analysis of the country's manpower requirements. The work of Asby Commission provided a strong rationale and motive for the rapid expansion of higher education in Nigeria and this marked the beginning of new era in post-colonial educational development in Nigeria.

The Commission also carried an extensive study of the educational system of the country and discovered that more than half of the teachers in both primary and

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secondary schools, were not adequately or fully trained for their work. The Commission therefore recommended that teachers' qualifications should be upgraded at different centres to enhance national development.

The Harbison Report in Ashby commission additionally emphasized the importance of qualified teachers in teaching. In other words, "Schools and Colleges can be built in a matter of months but it require decades to develop high-level teachers and professors" (Adesina, 1982).

It is important to note that the Commission's recommendations gave birth to Nigeria Certificate in Education (NCE), B.A Ed Certificates.

Earlier on, some holders of single honour degrees would do one year (diploma in Education) or graduate Certificate in Education (GCE) after first degree. The G.C.E and PGDE used to be offered by the Institute of Education of various universities in Nigeria.

Ezennia (1999:99) opined that the issue of teacher quality is central to the whole educative process. No educational reforms can totally ignore the issue of qualified teachers' preparation and the problems of demand and supply of qualified teachers have continued unabated. At the same time, social, technological and other changes have imposed new demand on teachers and professional circumstances. Teachers themselves are beginning to realize the inadequate nature of their pre-service education and have embraced professional self-development efforts. They therefore require opportunities for continuing professional development. However, it is importance for the government to examine Teacher Education programmes in the country. This is necessary because, programmes such as the Associateship Certificate in Education, (A.C.E) Diploma programmes and other certificates below the level of Nigeria Certificate in Education (N.C.E) may be referred to as dying race', as a result of recent decisions of the National Council of Education,

which has advised all institutions of Education in the country to phase out their Certificate and Diploma Programmes. The reason is that according to the national Policy on Education (2000.) the N.C.E will ultimately become the minimum qualification for entry into the teaching profession, hence the TRC edict that is recently being signed into law.

Social Status

The teacher comes in contact will the leader of the future when he is only six years old and much more younger as it is today. Then, he begins to contribute to equipping the child for effective participation in the economic, social and political life of his changing society (Fadunwa, 1969); so that he could be useful to himself and later, his society (Omosho, 1988: 23).

It is the teacher who has trained Heads of States, taught Obas, Obis, Emirs, Etsus, Attahs, Ohinoyis, Ad'utus, Obongs, Aku-Ukas, Army Generals, Naval Admirals, Chief marshal, millionaires, men who shape the destiny of the country; the professionals and experts who had distinguished themselves in their various fields and so on and so forth. But it has been found that the social background of it affects the standing of the profession. The higher the status of the profession, the more it will attract the demand from the high social strata (Lieberman 1958:71).

The World Conference Organisation on teaching profession (1996) reported or observed that the status of teaching profession in Africa was low, recruitment was haphazard and training was inadequate. According to Ade (1993), the caliber of teachers in our school constitutes the root of the problems the recruitment of competent teachers into the profession and low status accorded to it.

Reappraising Teacher Education For Functionality And Self Reliance: Issues And Challenges

However, a profession down tones in admission manifested from mid eighties to 1999 as a result of serious economic recession and consequent poor remuneration of workers in general and that of teachers in particular. With the new pay package put in place by the Obasanjo's civilian administration however, the enrolment has picked up again. It is hoped or is the aspiration of the Federal Government that finally, N.C.E is the minimum teaching qualification in Nigerian schools even in the primary schools.

Problems/Issues and Challenges in Teacher Education

Factors militating against productivity in teaching profession abound. These factors include:-

Poor Working and Living Condition of Teachers

Unlike their counterparts in other professions, teachers do not enjoy good working and living condition such as well furnished staff room or a conducive atmosphere, both at school and at home. Most teachers cannot boast of decent accommodation, a car or even a well furnished house.

Inadequacy of Teaching Aids/instructional Materials

Most schools are not well equipped. Laboratories are noting to write home about, chemicals to use in performing experiments are hard to come by. Even students hardly have furniture or writing materials to use. Many of them do not stay in classes. Most schools have old dilapidated structures. These affect the productivity of teachers. Many teachers do not have teaching aids to teach their subjects with, some even out-dated. For instance, outdated maps and colonial apparatus are still use in teaching Geography. Most schools do not have computer, gazettes, not to talk of using them; no audio-visual

aids/projectors to enhance the teaching and learning process.

Inadequate Funding of Schools by the Various Levels of Government

This is another factor militating against teachers' productivity,

Poor Planning of Lesson Notes

Some teachers hurriedly prepare lesson notes just to satisfy inspectors at their visits. Some set objectives which are not achievable. Others do not see the need to write notes at all. They assume that they know what to do/teach without planning. Teachers do not partake in education researched conducted by academics to inform and improve their practices. Most teachers never attend seminars, workshops and conferences to enhance productivity on their subject areas.

However, a Druter (1974) once remarked, there is no more powerful disincentive, to dissatisfaction over one's own pay compared to that ones peers.

Poor Remuneration: (Such as incentives, promotion, overtime allowances and the like). Poor remuneration or even delay in payment of salary also affect the productivity of teachers. Teachers live on meager salaries. They do not receive adequate incentives. The attitudes of the society to teachers is so negative that most parents do not wish their children to take up teaching as a career. Infact, a teacher is easily identified through his manner of dressing, whereas, the teacher is the key to knowledge in the society. As a result, teachers have adopted material gains as their most important work values. Some engage themselves in petty business to make ends meet, even within the school premises, when they are supposed to teach their lessons.

They thereby, turned schools to business centers or market places.

Inadequate Provision for In-Service Education for Teachers in Nigeria

It is difficult to ascertain the existence of synergy between the Local Government Services Board and co-ordinating an effective primary school teachers professional development programme. In general, primary teachers have very little or no opportunity for continuing professional development (NPES, 1999:27.)

From the foregoing, it is obvious that in-service training of primary school teachers is not given the attention it deserves. Improving the knowledge and skills of primary school teachers is a big challenge, especially when viewed in the context of the UBE Monitoring and National Assessment Report of 2003.

Professionalization of Teaching

The major problem militating against professionalism in teaching for improved educational productivity is management. This manifests in form of in-adequate provision of human, materials and financial resources and lack of social recognition, periodic review of training programmes is essential to ensure relevant effectiveness in attaining the set goals of education.

Professionalization of teaching currently in progress should be backed-up by enabling law. Teachers who are yet to obtain the minimum qualification for registration, should be given ultimatum. Under professionalism, are two categories of teachers. One category consists of those who take up teaching due to the love or desire to impart knowledge. Such people are dedicated to teaching profession.

The second category consists of those who enter teaching profession by accident due to their inability to secure job in their relevant field of specialization. This group poses another big problem. They refuse to learn from the

professionals, take instructions from the professional and thus, shown a lot of lukewarm attitudes to teaching. Therefore, they are not dedicated. They regard teaching as a waiting or purgatory while looking for the job of their interests. Such people see teaching as a means to earn stipends only. They display a lot of arrogance and thereby institute low productivity in teaching profession.

Lack of Qualified and Committed Teachers

Since the publication of Nation at Pusk (Nation Commission on Excellence in Education (1983)) dialogue, on school improvement has increasingly focused on the improvement of teachers preparation. It follows that no quality of comfortable classroom, sophisticated or computerized instructional materials, well equipped laboratory and workshop and well equipped state library could possibly take the place of an effective teacher. The availability of academically trained, professionally qualified, a well remunerated teacher is "sine qua non". The teacher is therefore a cornerstone of any educational system.

The general deteriorating and collapse of the educational system in Nigeria have resulted in guild of teachers who are disqualified, even when they are committed to teaching the learners to expect destination. For a very long time in Nigeria, holders of teachers grade two Certificates and those referred in some papers were employed and the are still in employment in primary schools.

Funding of Schools

Education is a strategic and capital intensive industry that needs proper funding. Thus, its proper funding calls for contributing from not only the government, but also from

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voluntary organization/agencies, private individuals, communities, parents and non-governmental organizations. This has been called for because funding has been found to affect the quality of education in all ramifications.

Suggested Strategies and Solutions Towards Enhancing Teacher Education

Effectiveness of education depends not only on the curriculum and organization but also on the training and motivation of teachers. Motivation is very vital to teacher productivity.

Katz (1964: 131-146) suggested that (a) people must be induced to enter into and remain within the system. Every effort has to be made to retain them because employee turnover and absenteeism are very expensive and detrimental to organizational health.

Of course, mere physical presence at one's place of work is surely enough. It is far from the ideal.

- (b) Employee must carry out their role assignments in responsible and dependable fashion.
- (c) There must be innovative and spontaneous activities in achieving the objectives of the organizations far beyond the routine role definition and specifications.

According to Ojome and Nwadiani (1986) in Ehiametalor, Ndu (1989), a teacher's productivity is not determined only by how hard he works. It is a result of many complex and interacting factors including all non-human factors, like level of technological development, quality and quantity of equipment and facilities, quality and techniques adopted for works, size of the organization etc.

(d) Education as key too development needs too be improved by providing the following among others:

- The Federal Government should devote 15% of the GNP as recommended by UNESCO for all developing nations of the world, as expenses for education. 40% of this should be

devoted to primary education. The so-called Asian Tigers' spent between 35-40% of their nation budget on education, hence their emergence as "Tigers"

- The Education Tax Fund (ETF) generated through oil sale should be disbursed through NPEC and attached to specific projects within each Local government and such projects/monies should be disbursed to states to improve provision of physical facilities in school.
- Recruitment of teachers should be made based on merit and not politicize.
- Equal treatment on appointment, promotion, granting of aids/housing/car and furniture loans and the like should be extended to teachers as with the civil servants to engender a sense of belonging and satisfaction.

Conclusion

Teacher Education in Nigeria needs to be readdressed and in doing this, the teaching profession, which train personnel, as well as other professionals requires adequate attention in education.

To achieve the objectives of teacher education in national development, there is need for adequate planning as planning comes before executions. It is a process for determining where to go and identifying the requirements for getting their in the most effective possible manner. Thus, all good planning recognizes a maximal utilization of existing resources to achieve optimal and creative solutions.

Government therefore, needs to give attention to the improvement of the competence of primary and secondary schools teachers and overall quality of education in Nigeria.

A teacher motivating style may be identified on a continuum from highly controlling to highly autonomy-supportive.

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Controlling teachers essentially goes with controlling learners' goals and behavior towards teacher-prescribed ends. Autonomy-supportive teachers, on the other hand, aim at strengthening all learners' sense of individual agency, helping them to set and pursue their own agenda. Autonomy-supportive teachers promote learners' intrinsic motivation and meaningful participation in classroom decision making.

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