



CRISES IN NIGERIAN EDUCATION: THE TEACHERS, THEIR PLACE AND MOTIVATION

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Abstract

This paper examines the crises in the Nigerian Education as it affects basic Educational programmes like the Universal Primary Education (UPE), the 6-3-3-4 system and of late the Universal Basic Education (UBE). It discusses the circumstances that results in the unceremonious termination of the (UPE) scheme and the 6-3-3-4 system which are seemingly present in the UBE. The paper also evaluates the place and motivation of the teacher. It looks at Education as the crux of development in any society and there is no Education without the presence of a teacher. The Nigerian teacher at the primary and secondary school is defined with low esteem, poor welfare and motivational packages. This has resulted in protracted strikes that have almost crippled that sector. The children of the poor had been made to bear the brunt while the rich patronize private schools and others spend huge sum of money to send their children abroad. It is obvious that every professional is trained by a teacher- a teacher is the steering wheel on which the manpower needs of any society evolves - and no nation can rise above the quality of its education. Thus, the Nigerian teacher should be trained to be a professional, highly motivated and placed in an environment that will expose them to the contemporary realities of the society. The paper concludes with a clarion call to Nigerians to take a stand for the Nigerian teachers by improving their conditions of service.

Key words: Crises, Nigerian Education, Universal primary Education, Universal Basic Education, Teachers Welfare.

Introduction

The pride of any nation lies in the progress and advancement of its citizens through a well fashioned articulated and implemented national goals and objectives. The national objectives as defined in the Nigerian national development plan entails that Nigeria will cultivate an educational system that will create an active and dynamic citizenship in a free

and democratic society; a society that has bright and equal opportunities for all citizenry in an atmosphere of flamboyant economy and self-sufficiency. This presupposes that the specimen of education we are to impart to our children should be that which will enable them to use their heads and hands at the same time towards a productive endeavour – an education that embraces all facets of human development.

Any educational enterprise that is successful must be hinged on the qualitative and quantitative development of the teacher. The national policy on education FRN (2004) asserts that no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education to sustain its achievements. And it is obvious that the training and production of manpower for the attainment of national objective is framed on the quality of the teacher. Fafunwa (1974) in Jeka Yinka (2007). Fafunwa posits that every phase of development in Nigeria should depend on a qualitative teacher education. According to him, “wherever one turns; be it political, economic and social spheres, one is faced with the over-recurring problem of trained manpower needs, but no adequate training can take place without competent teachers to handle the programme.” (Jeka Yinka 2007, p.1)

Aluede (2006) Defines education as an instrument for conserving, transmitting and renewing culture. He looks at it as an act of bringing up or training of a child, through instruction and in the process brings about the strengthening of the powers of his or her body and mind to understand his culture. But the *Oxford Advanced Learner's Dictionary* (8th edition) looks at education as “a process of teaching, training and learning especially in schools and colleges, to improve knowledge and develop skills”. If these definitions are harmonised, it means education is important for physical, moral, psychological and economic wellbeing of an individual especially in the context of this paper.

Importance of Education

It is obvious that the importance of education to an individual or society cannot be over emphasised. According to Ukeje (1991), education is the single most important, the greatest and most potent power mankind has invented and developed ostensibly for the betterment of his condition. However, the fact is that if this education is misapplied, the result would be catastrophic or it may result into a disaster. This is because education has the potency to kill or heal, build or destroy, fill up or deprave, make or mare a society. It is sometimes suggested that Adolf Hitler of Germany, the most visible antichrist of the 20th century was motivated to challenge the whole world to battle because he was properly educated. But he misapplied the knowledge of his education and plunge the world into a second world war with colossal damages, (Ukeje 1991).

Education holds the strength of nations. It is the pillar that stirs the development of nations. That is why it is generally stated that no nation can rise above the quality of its education. Education equips the youths with knowledge, skills and attitude; it enables man to adapt to the rapid socio-economic dynamics of the society. Ada (1999) in Awodi (2001) opines that the education system in Nigeria plays a primary and fundamental function in our national development. It should be adequately facilitated to produce a society beyond what it is now or as it is now or worse than what it is now. Education can catalyse far reaching changes which can be minor or revolutionary; leading to the transformation of our national and social environment, cultural development, political enlightenment, healthy living and

technological advancement (Awodi 2001). If properly harnessed, education becomes the forum on which all other factors of societal development revolve. It becomes a veritable tool for the training of children and adolescents in the norms and aspirations of the nation towards nation integration and development (Aluede 2006). But where there is lack of proper planning and resources, crises are eminent.

Crises in Nigerian Education

The Oxford Advance Learner's Dictionary of current English defines "crises as a condition of instability, a period of acute danger or difficulty." Hember (2001) says that the Greeks associate the word crises with a medical practice where it is used to indicate that point in a patient's condition when a decision or judgement must be taken. Hember continues that crises pertain to a stage in the progress of any disease in which there is a change for better or worse; it has to do with that moment when a certain change in the condition of the patient demands that the medical team or the practitioner takes a decision on the immediate which may bring about a relief or death.

In non-medical situations, the term crises may be used to refer to a turning point in history, a time of difficulty or danger where people are worried about their future, (Jebe, 2001). They are worried about what would happen to them in view of a looming dangerous situation which they expect something should be done. For instance, a war time, a time of natural disaster, earthquakes, draught, epidemic etc. According to Jebe (2001), in all human endeavours, conflicts are bound to occur from time to time. All organizations such as schools, and college or even social clubs have conflict potentials. In other words, conflict is an in-built aspect of organizational behavioural system.

From the prevalent educational crises characterized by incessant strikes occasioned by non payment of salaries, it would be modest to say that the Nigerian educational system and indeed the world over are in deep crises. This is why at the advent of the 21st century; the United Nations launched a programme on education for all by the year 2000. However, in the African traditional society, the emphasis was on preparing the youth to become reputable farmers and hunters, as provided by the family and community, they fulfil their educational role effectively. There were also no initial crises when the Christian Missionaries introduced western education in Nigeria (Awobuluyi 2012); emphasis was on the 3Rs (read, recite and recall) with the terminal anticipation of enabling the beneficiaries to read the bible. The missionaries were not at all in favour of higher education for the natives because among other things, they thought higher education could be a hindrance to the belief and faith in God. Mission education was virtually crises free, teaching was effective, and many catechists were produced and sent to spread the word of God. In the colonial era, the Government joined hands with the missions in the educational enterprise. The intention was to provide lower and middle level man power for the colonial service and later on to prepare the group that will succeed them politically. Schools like Kings College and Queens College were opened specifically for the training of the sons and daughters of the political class in preparation for future political leadership. Education was therefore limited in scope and restricted to a few in the society. Once again, it did not experience open strains (Bamgbose, 1976).

The trouble with education is therefore mostly a post independent matter and it has a lot to do with poor planning and mismanagement of resources, (Hembe, 2001). It would

appear that the educational system was not geared towards the production of adequate manpower for industrial take off in Nigeria; thus, when the oil boom brought in money, frantic efforts were made to produce overnight the manpower needed for an immediate industrial take off. Crash programmes were embarked upon including the massive sending abroad of all kinds of people to train in various technical areas, with emphasis on the teaching of pre-vocational subjects under the new National policy on education. The universal primary Education was soon be launched. Hembe (2001)

The Universal Primary Education (UPE)

This was a lofty programme designed to educate young Nigerians through their primary education. The programme was launched in Western Nigeria through to the Eastern Nigeria and later the Federal Government. In the West, it was introduced in 1955. The scheme embodied the provision of free education for all the children in the region from the age of six as at January, 1955. Every child was to be educated free for six years. Ukeje (1966) described it as a mile stone in the history of the educational system of Nigeria because it triggered a population explosion in all the schools in the Western region. He presented the population of pupils in 1954 as 446,600 to an astronomical rise of 811,432 in 1955.

The eastern region launched theirs in 1957 while that of the Federal Government was launched in 1976. Basically, the Federal Government's programme was supposed to bridge the educational gap between the various sections in the country. "The sum of three hundred million was budgeted for the scheme. The Federal Government planned to build 150,995 classrooms" (Awodi 2001p5). Paradoxically, the scheme was a fiasco in all the three fronts. It was clear that neither the regional Governments nor the Federal Government was prepared for the scheme when it took off. This is essentially blamed on poor planning which manifested in

- a Shortage of qualified teachers
- b Lack of adequate classrooms
- c Lack of teaching aids
- d And most of all, lack of adequate finance

According to Udoh (1982) in (Awodi 2001:5)

It was soon realised that with the drop of oil revenue, the Federal Government could not bear the cost alone. With the newly reformed system of local Government in the country, the responsibility for the pre-primary, primary and adult education were given to the local Government. Also, the new revenue allocation system has deprived the Federal Government of about 40 percent of the National income, so there was no way the Federal Government could continue to finance the UPE scheme and still had money for other social amenities.

In view of the above, the responsibility for primary education became shared between the Federal, State and Local Government. Resources were obtained through:

- a. Recurrent grants based on pupil's enrolment.
- b. Grants for capital projects based on expansion plan.

c. Special grants for specific educational projects

Recurrent Grants: This entails the running cost for education in the fiscal year. For instance, cost of maintaining a child for one year in the primary school was suggested to be N77.70. The breakdown is as follows:

- i. Teachers salary – N 42.00
- ii. Instructional Materials – N 10.00
- iii. Administrative Expenses – N 5.00
- iv. Building Maintenance – N 2.00
- v. Maintenance & making furniture – N 2.00
- vi. Pupils learning material N 12.00
- vii. Contingency – N 3.70 (Awodi 2001p6)

The Federal Government was to pay a total sum of N40.00 per child enrolled in the primary school. The amount also included teachers' salaries. The states and Local Government were to pay the balance amount of N 37.70. If the subventions were not enough to carter for the amount, the States or Local Governments will source for money – hence the re-introduction of fees.

While still lamenting the failure of preceding system, on the 30th of September, 1999, the Federal Government under the auspice of the president, Chief Olusegun Obasanjo launched the Universal Basic Education (UBE) at the Kangiwa Square, Sokoto. The scheme is here with us today.

Capital Grant. It is mainly for building construction. The Federal Government paid the sum of N2, 500 per classroom built. If the money was not enough, the state and Local Governments make up the short fall. Many Local Governments who were not financially buoyant normally charge fees or levies, hence the re-introduction of fees. The situation that was peculiar to the primary school was also prevalent in the secondary and teacher colleges. Both primary and secondary schools became characterized with make shift classrooms and uncompleted buildings. The relics are still staring on our faces today. Thus the scheme failed because both the federal and regional Governments underestimated the number of pupils that will benefit from the programme, the number of teachers and the teacher training programmes that may be involve in the scheme, the capital projects involved and the amount of money that would make the scheme functional for a particular period.

The 6-3-3-4 System of Education

The 6-3-3-4 system of education is the type currently being practised today in Nigeria. It specifies six years at the elementary school, three years at the junior secondary school, three at the senior secondary school and four at the tertiary level. The system designated specific years at each level.

This system effectively took off about two decades ago with every amount of vigour and seriousness it deserves. According to (NPE, 2004:6) the major intention was “To put education in its proper place as an instrument per-excellence for effective national development.” Government intention at this stage was to harmonise educational practices throughout the country in order to remove any contradictions, ambiguities and lack of uniformity in educational practices in the different points of the federation. This would facilitate an even and orderly development of the country.

The second segment of the secondary school is pre-vocational. It was intended to prepare drop-outs to be fully equipped with skills to face the challenges of life. But most

schools where this system operate have no electricity to power the machines (if they exist) to train the students. There are no laboratories. No qualified teachers to operate the machines. Besides, successive Governments establish schools outside schedules to satisfy political aspirations and soon, the school system expanded beyond the competence of Government resources. The problem of funding become more serious because according to (Hembe, 2001:5), “the educational system was conceived in the era of oil boom but delivered in that of oil glut.”

The Universal Basic Education (UBE)

In 1998, the entire literacy rate in Nigeria was 52%, (Babalola, 2007). Also, in 1998, only 40% of all heads of households in Nigeria had any form of education at all, 21% had only primary certificate, 14% had secondary school education while 5% had post secondary school education (UNDP, 1998) in www.google.com. Data obtained from the Federal Ministry of Education (FME, 2000) confirms that 14.1 million out of 21 million aged children are enrolled in the primary school. UBE was born out of these disadvantaged statistics.

The Universal Basic Education represents one of the innovations in the Nigerian education industry. It was launched by the Government of President Olusegun Obasanjo in November, 1999. It was programmed to last for nine (9) years designed to carter for a child's education from the primary school to the junior secondary school (Aluede, 2006). It came as a replacement to the 6-3-3-4 scheme. The 9-3-4 system was designed to conform to the Millennium Development Goals (MDGs) and Education for All (EFA), Kayode (2006). It involves six years of primary education, three years of junior secondary education and of course the other three years of senior secondary education; culminating into nine(9) years of uninterrupted schooling. Transition from one class to another is automatic but realised through the conduct of continuous assessment (Aluede, 2006). The scheme is regarded as the right of every child and is tagged “free” and “compulsory”; it is supervised by the Universal Basic Education Commission (UBEC). It was established by the UBEC law section 15, and it specifies UBE as an early childhood care and educational programme: (Wikki Free Encyclopaedia, 2014). The scheme incorporates formal schooling, adult literacy and non formal education; skill acquisition programmes and education of special groups such as nomads and migrants, girls and women, Al-majiris, street children and disabled children, (Aderinoye, 2007 in Wikki Free encyclopaedia, 2014).

Secondary Education under UBE

At the secondary category, students are expected to spend six years: three years at the junior secondary and three years at the senior secondary. The first segment of the secondary school is where the Universal Basic Education terminates. Each segment requires students to seat for a terminal examination: a junior secondary school certificate examination for the Jss category and a senior secondary school certificate for the sss category.

The Federal Government, States and Private take part in managing education in Nigeria. The Federal Republic of Nigeria is made up of thirty-six (36) states and the Federal capital Territory, Abuja. There are two Federal Government Colleges in each state, bringing the total to seventy-two apart from Abuja. The Federal Government funds her colleges

directly through the Ministry of Education. Teachers at the Federal Colleges are employees of the Federal Government and possess a minimum qualification of Bachelor's degree each. The Federal Colleges serve as model schools and their charges per student is about N16000.00, about \$100 (wiki free encyclopaedia, 2014).

The states secondary schools are managed by the states Governments and the minimum qualification possessed by a staff is the Nigeria Certificate of Education (NCE). The facilities, teaching and conditions of service cannot be compared with the Federal institutions. The fee is twice the one charged by the Federal Government, about \$200 or N32000.00. On the other hand, the private schools are relatively expensive. It entails an average of about N60 to N80 thousand naira only per term to educate a child in a private school; they parade a cream of qualified manpower with a minimum of a Bachelor's degree (Wiki Free Encyclopaedia, 2014).

Observations

The Universal Basic Education conceived by the Federal Government is a very lofty idea necessitated to train young children and adults in the norms and aspirations of the nation to serve as a veritable tool for integration and development. The scheme contains some indices of the UPE scheme. But the programme is restricted only to the Federal Government. The Federal Government's involvement is to facilitate a re-organization in the education structure to cater for the future and professional needs of the citizenry (Ayeni, 2000). Similarly, the Federal Government's involvement is to enhance a sound foundation for scientific and reflective thinking, character and moral training and the development of sound attitude; and to assist a child to adapt to the changing environment (NPE, 2004).

But as lofty as these ideals appear, the Government is leaving many issues unresolved and these issues are likely to cripple the programme just as the UPE (Aluede, 2006). The name "Universal" is suggestive of general acceptability for every school age child. But the string attached to the programme is that every state has a specific quota for admission based on educational advantage or disadvantage (Emenanjo, 2000). The hitch here is that it will be difficult to build a land of equal and bright opportunities because not every child will have access to the programme. The fact that one comes from an educationally advantaged area does not make one educated. It is also not based on merit but quota system. This brings the relevance of the name "Universal" to question.

Furthermore, it is obvious that the UPE failed partly because of poor planning and mainly because of shortage of financial resources. Has the Government made an estimate of the number of pupils likely to be enrolled into the programme? How many schools are likely to be built in the 772 Local Governments of Nigeria and how many in each ward? What are the number of classroom blocks expected in each state and local Government? What if existing infrastructures are incapable of accommodating the scheme, is there any plan to forestall overcrowded classrooms? What is the quality and quantity of teachers needed for the exercise? For instance, I witnessed and monitored the 2013 teachers' nationwide recruitment exercise for UBE. Only holders of NCE certificates who graduated from 2010-2012 were needed but the candidates who applied included those who graduated ten years ago. There was no specification on the grade.

The numbers required for each state is 1400 but the number that turned up for the

interview were over 50,000 (at least in Cross River State). If the criterion for selection will be purely on merit, the end will justify the means; even at that, the selection will be tedious among exceptionally brilliant candidates that score above the cut-off point. The amount designated for each teacher is N18, 000 (eighteen thousand naira only) monthly; thank God that each teacher will be posted to his or her ward. Each teacher is also expected to serve for a period of one year, thereafter; he or she may or may not be considered for a permanent employment. What if the candidate is rejected thereafter, he or she is thrown back to the labour market to be a social miscreant? A well planned programme would take steps to prevent these. Also, the UBE scheme stops at the Junior Secondary School; what happens to the last three years of the secondary school? It is still operating part of the programme of UPE.

Therefore, considering the pertinent issues raised above, it is almost clear that as desirable and laudable as this programme is, the problems that plague the UPE scheme seem very much available in UBE. These are: inability to project estimated children of school age when the programme takes off, the number of unemployed NCE graduates available for the programme, the financial implication based on the economic realities, the cost of infrastructures for the programme and of course, adequate and effective manpower for supervision to prevent poor lesson delivery and truancy on the part of teachers since the remuneration is low.

The Place of a teacher

One of the basic manifestations of an educational system that is ridden with crises is the production of self-styled ill-educated or half-baked teachers. They contribute to create crises, militancy and religious charlatanry in schools. They turn the serenity of academic environment to taut parks. Violence, lawlessness and confrontational attitude to constituted authority become the order of the day. These teachers epitomise lack of self-discipline which should define a teacher. They cannot serve as role models to students and they are not guided by their conscience in their work ethics.

A discipline teacher is a product of a sound educational system that trains people from childhood to responsive adults. The saying is obvious that a society is a product of its teachers; just as no nation can rise above its educational system. When a deteriorating education system fills the society with miscreants, there is no amount of WAI, MAMSER, Good people, Great Nation or even Good Governance tour that can salvage the citizenry to sanity; Ikong and Fwangs (2010). We must return to the drawing board-to-education-to the teacher. Therefore, in the light of current economic and security challenges, Nigeria has never needed excellent teachers but now. To lend words from Hembe (2001), the Nigeria society is at a cross road because of the type of education it emits. Some people are dissatisfied with things as they are. The teachers have been unable to give appropriate returns because he was not properly recruited, trained, facilitated and motivated to carry out his tasks. The result had been poor performance on the part of the pupils. If we must contemplate a restructure of the situation, we must commence from the teacher. Fafunwa (1974) maintains that the service of the teacher influences the lives of the citizens of any nation to a greater degree than does the influence of any other profession.

The teacher determines the rate at which the aspirations of the society are achieved. In these days of rapid socio-economic, cultural, political and technological change, the educational system for a country like Nigeria must be packaged with highly qualified,

energetic, dedicated, highly motivated professional teachers, working in an enabling environment which allows them to perform their roles towards the attainment of those objectives. Such teachers are in negligible quantity and the production, procurement and utilization are not easy to come by particularly because of the circumstances surrounding the teaching profession in Nigeria. Teaching in Nigeria is regarded as the last hope of the hopeless, the last choice of the rejects. Teachers are treated with levity by their students or pupils, the community and the Government. The teachers reward is said to be in heaven while other professions are living in luxury on earth.

Teacher Motivation

Bereson & Steiner (1964) in Jebe (2001, P2) defines motivation as “all those inner striving conditions, described as wishes, desires, urges, to stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behaviour.” Ukeje (1991) says “motivation could make a mule dance.” The relative incidence of specific behaviours such as reading and learning, discipline and control in schools could be undermined if teachers are not motivated. Motivation is an intervening variable, an internal and psychological process which can turn around human behaviour. Robin (1989) in Hembe (2001) defines motivation as a managerial responsibility that stimulates individuals to accomplish a laydown instructional goal. On the individual that is motivated, it is the willingness to exert high level of efforts towards organization goals. According to Olochukwu (1990) in Jebe (2001) Motivation is purposive, designated and goal oriented behaviour that involves certain forces acting on or within the individual in order to initiate, sustain or direct behaviours.

Teacher motivation has to do with teacher attitude to work. It is teachers' willingness to participate in the pedagogical process and student/pupils discipline and control within the school environment. The teacher is the one that translates the philosophies of education into reality. Educational reformers may build new schools, affect changes in structure and curriculum, recommend and prescribe teaching methods and aids but these ideals, as modest as they are cannot be effective except they are implemented by the teachers. The paradox is that in spite of the pivotal role that teachers have played in educational revolution, the society, the international labour organization (ILO), UNICEF have continued to lament the deplorable treatment of teachers.

Enhancement of Teachers Salaries- A tool for Motivation

In the wake of 2012, Nigerians were greeted by the removal of fuel subsidy by the Federal Government. 2012 will go down into history as the year Nigerian workers fought gallantly to restore their dignity of service. It marked a period of protracted strike for the Federal Government to implement the agreement reached with the teachers to enhance their salary structure to Eighteen Thousand Naira Minimum. According to comrade Onem, Nelson Ikpe, the Deputy President and Secretary General of NUT among other things stated conditions for suspending the strike:

The NUT wants the Federal Government to implement the teachers' salary scale by issuing the enabling circular with respect to its teachers.

This is consistent with the understanding reached with the Federal and State Governments represented by the Ministers of Education and the 36 Commissioners of Education. Having pioneered the Teachers' Registration Council of Nigeria, a federal agency, the logical step should be the institution of a professional salary structure exclusive for teachers placing the onus of creating the TSS on the Federal Government is consistent with its standard setting role. (Ikpe, 2012 p1)

The 5th of October is celebrated as the World Teachers' Day. A day set aside to honour members of the teaching profession across the world. The event is used to draw attention to the role and relevance of teachers in the modern world; to reflect on their plight, achievements and how to improve on their condition of service. In Nigeria, the 2012 occasion was marked with lectures and symposia. Professor Ruqayyatu Ahmed Rufia, the former Honourable Minister of Education presented a paper titled: "Nigerians must take a stand for the teachers."

According to www.newsdiaryonline, the Minister urged Nigerians to take a stand for the teachers in order to motivate them to give their best.

As Nigerians, we must take a stand for the teachers. As people in Government, we must stand up for the teachers. I want to use this occasion to appeal to all stakeholders in Education to take a stand for Nigerian teachers in any way they can, it could be motivation, training, welfare packages for our hard-working committed teachers... Every other professional is a product of the teaching profession.

As fundamental as the Minister statement is, a little has been done by past and present administrations to buttress the point. Prominent Nigerians prefer to sink billions of dollars to educate their children abroad than to support education in Nigeria. To this end, Nigerian education is characterized with series of strikes.

Teacher's Welfare

The Blue Print Editorial on the 10th October, 2012, reacting to the address of the Minister of Education decries the poor treatment of teachers in this country. According to the editorial, the teachers play important roles in moulding the character of children. Until recently, they believed that Government attitude to teachers had left much to be desired. With poor wages and salaries (take home pay) which could barely take the teachers home left alone take care of their luxuries. Teachers can hardly be compared to their compatriots or those at the pinnacle of other professions or the organized private sector. The average teachers lack self-esteem. They cannot be regarded as role models. They are despondent and they stay on their jobs just because they have no better alternative.

Even the recent minimum wage, many states are yet to pay to teachers. Other members of the civil service have collected theirs, but the teachers, especially those at the primary schools in some states have not yet collected. The result is that some of these schools are a ghost of themselves. Teachers report to sign the time book and disappear thereafter. The children of the poor bear the brunt of this injustice because the privileged Nigerians patronise private schools and some even defraud the Government to send their

children abroad. The Blue Print Editorial Concludes that:

The situation has affected the morale of teachers and the entire learning endeavour leading to a fall in the standard of education which we are battling today. There is the saying that every one, no matter how highly placed passed through a teacher. Teachers impart knowledge to all who pass through them, thereby preparing both young and old with the skills to perform task that ultimately lead to development and progress. Therefore any society that does not recognise teachers and take their training, welfare and esteem into consideration is in for a difficult time.

Recommendations

Stakeholders in the Education Sector should ensure good strategies for monitoring and implementation of educational policies. Nigerians have not been bereft of policies but our bane is implementation. The teachers should be the subject of focus in our development strategy: his motivation, welfare and training. This is because no one can give what one does not have and no nation can rise beyond the status of its education. The matter of the Teachers' Salary Structure (TSS) should be examined and implemented in all states of the Federation. Government should change his attitude towards teachers. As Nigerians, we must take a stand for the teachers. As people in Government, we should take our stand for the teacher. Our Education System needs urgent attention like a patient that needs quick judgement from those involved – recruitment of qualified personnel, monitoring and inspecting schools for optimum production.

Conclusion

To sum up this paper, it is impossible to produce the required behaviour through maxims and slogans. These are themselves noble ideals but the production of responsive and disciplined people is a product of sound educational system handled by seasoned professionals. This sound educational system is needed if Nigeria will achieve her aspirations. People do not hate the teaching profession, but they hate the manner in which the profession is treated, the low social status, low morale, poor conditions of service, poor motivation and all those dehumanizing situations associated with the job. Remove all these, teaching will immediately become the noble profession it was designed to be. This will not only salvage the educational system of this nation, it will salvage the totality of the Nigerian society and set us back on the pedestal of greatness.

However, this paper is attempting to reevaluate the issues that have created instability in the nation's education system strings. It attempts to examine the place of the teacher, his motivation and welfare as ingredients that will steer the educational wheels of this nation. This nation has found it difficult over the years to carry out a consistent planning or framework that will facilitate a robust educational system. Often, we had fallen by the

wayside but there is hope if the teacher will be properly equipped, furnished and motivated.

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