

The State of Security and the Future of Teacher Education in Nigeria: The Role of the Legislature

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Abstract

The prevailing climate of insecurity in Nigeria, particularly in the North of the country has been the subject of critical engagement in both academic and policy circles. Indeed, more than any other issue, insecurity in Nigeria has generated quite a sizeable body of literature, especial on the implications of the state of prevalent insecurity in the country. Using both primary and secondary data, this paper examines the impacts of the state of insecurity in Nigeria in general, and as in the North of the country in particular, on the future of education. This is significant against the background of the relative disadvantaged position of Northern Nigeria in western education compared with other regions of the country.. Our central assumption is that unless appropriate counter insurgency and other security engendering measures are adopted in Nigeria, the seeds of further insecurity and underdevelopment of teacher education and other spheres of society in Northern Nigeria will be sowed in the current wave of insurgency. The paper is concluded with an evaluation of the role of the Legislature in Nigeria in finding lasting solutions to the problem of insecurity and its impacts on teacher education in Nigeria.

Keywords: Security, insecurity, human security, development, education, teacher education, the state, legislature, oversight

Introduction

The impression seem to be gaining more acceptance and currency, especially among people in third wave democracies, that democracy and insecurity are familiar bedfellows. That in almost all places where democracy has resurged, especially since the end of the Cold War in the early 1990s, one common feature of society has been the erosion of security. From elections related violence and subsequent wide spread insecurity in Kenya, Ivory Coast and Sierra Leon, to the rise of insurgency in Mali and Nigeria, among others, and the growing threat to the survival of nations, the threat to security has loomed large, and credibly so too. This trend has been the subject of engagement across a wide spectrum ranging from policy makers, public affairs analysts, intellectuals, scholars, etc. Indeed, this subject matter of insecurity has generated so much scholarly literature in the recent past as well as gulped more national budgetary allocations than any other sector.

In Nigeria, we are witnesses to growing threat to national security in various forms and degrees. However, it is the threat to security posed by the activities of insurgent groups in the North East of the country, which is now spreading to other parts of the country, especially in the North that has dominated national discourse. According to Amnesty International, one thousand-five hundred people have been killed in just the first quarter of 2014, properties worth billions of Naira lost, economic and social processes dislocated, etc, since the rise of insurgency in 2011. These and much more are the focus of a growing number of books, especially the edited work by Marc-Antoine Perous de Montclos (2014). However, despite the growing engagement with related issues of insecurity in the country, very little, mostly newspaper articles, have attempted a detailed engagement with the possible impacts of growing insecurity on education in general, and teacher education in particular. This neglect is counter-productive. A glimpse into the nature of the insurgency in the North East of Nigeria and its impacts on the education sector may give us a bigger and better picture of the impacts of insecurity in the country on the future of teacher education in Nigeria.

The dominant insurgent group in the North East, Boko Haram, as its name implies, shows no pretences of its pathological hatred for western education in particular, and all that projects western ideals. Thus, in the wake of the violent activities of this group, state agencies, especially security, military and para-military agencies have been major targets and victims of attacks by the group.

Other than these, the education sector can be said to be the second but most significant victim of insurgency in the country. This is to be appreciated against the following background. Between 2011 to date, educational institutions, most of them secondary schools have been attacked thus: Government Secondary School Mamudo (42 students killed), College of Agriculture, near Damaturu (40 students killed), Federal Government College Buniyadi (over 20 students killed), Government Girls Secondary School, Chibok (over 200 female students abducted and still missing), Federal Polytechnic Mubi, (over 30 students killed), School of Hygiene, Kano, (at least five students killed), etc. Indeed, in Borno state, most schools are said to have closed, excepting in Maiduguri the state capital where some measure of stability is said to have been restored recently.

Although no data is readily available on the number of teachers killed in incidences of insurgent attacks mentioned above, the scenario raises very fundamental questions such as; what are the factors responsible for the increasing threats to security in Nigeria? Can the prevailing security situation in the country support formal learning, the production of teachers, and the practice of teaching in Nigeria? What role(s) should/have Nigeria's Legislature play(ed) in guaranteeing a better and more secured future for (teacher) education in Nigeria? These and other related questions lie at the heart of this paper. The paper is premised on the core assumptions that insecurity portends adverse consequences for (teacher) education in Nigeria in general, and the North in particular. We further assume that the Nigerian Legislature has been, and will continue to be responsive to the security needs of the Nigerian society in general, and that of the growth and development of (teacher) education in the immediate and long term perspectives. Other than the preceding introductory section, this paper is further divided in five sections. In the next section, we discuss the evolution, growth and development of teacher education in Northern Nigeria. In section three, we discuss security and the state of security in Nigeria. Section four is an evaluation of the impacts of teacher education in Nigeria. The paper is summarized and conclusions drawn in the last section

Evolution, Growth and Development of Teacher Education in Nigeria

The roots, growth and development of teacher education in Nigeria predates contemporary configuration of the country, and has been traced to the introduction of western education by Christian Missionaries. Indeed, the coming of western education to what is Nigeria today is said to be co-terminus with the activities of such church missionary groups as Wesleyan Methodist, the Baptist church, the Church Missionary Society, the Roman Catholic Church, etc, between 1842 to 1860. These early arrivals on the education scene began with the provision of primary education. But as education became more widely accepted the demand for it increased, the need for more hands to meet the growing size of the educational needs of those societies in the western part of present day Nigeria became compelling and inevitable. More teachers had to be trained, notwithstanding resource constraints. According to Adeyinka (1971:75), most missionary organizations met developed teacher capacity from within some of their students through a system of Pupil-Teacher development. In this system of teacher training, some of the best performing pupils are kept under the direct guidance of their teachers to imbibe some of the essential attributes of being a teacher which they could not otherwise learn in the classroom setting. Ajayi (1965) Fajana (1978), among others, have engaged this subject matter at length and so that need not delay us here.

In keeping with the exigencies of time and societal interests and needs, what turned out to be the first teacher training institution in the country, known as The Training Institution, was formally established in Abeokuta in 1859 by the Church Missionary Society (CMS). In 1896, following some developments, among which was local resistance to the growing and domineering influence of the CMS, the missionaries were sent packing from Abeokuta, from where they moved to Lagos, along with the school, from where the school later moved to Ibadan where it became known as St Andrews College, Oyo. Another teacher training institution came on stream next door in Ogbomoso, where the Baptists Missionary established a Baptist training College. This was followed in 1905, by the Catechists and teacher training college of the Wesleyan extraction in Ibadan. By 1918, this institution became the famous Wesleyan College, Ibadan. In the Northern part of Nigeria, teacher training has been traced to Nassarawa, specifically to the Nassarawa school established by the colonial administration in 1909.

What is instructive to note about the development of teacher education, at least up to the colonial period, was the existence, side-by-side of private and public teacher education institutions in Nigeria. This situation is re-surfing now, almost fifty-five years since independence.

Independence came with significant impacts on the development of teacher education. In a recent convocation lecture, Adeyanju (2014) chronicled the growth and development of education in Nigeria over a hundred year period.

In the seminal work, Adeyanju noted that the first decade of independence was one of mixed fortunes for education. Citing Taiwo (1982), he pointed out that in the period between 1960-1970, there were just 15,967 Grade Two teachers of 94,176 staff strength in education. In response to this shortage, and in keeping with the relevant recommendations of the Ashby commission, the federal government established six Advanced Teachers Colleges in 1962 as part of its strategy to meet the growing demand for teachers by the system. These teacher training colleges were meant to train and award Nigerian Certificate of Education, (NCE) to its products who were expected to be of good quality, enough to qualitatively teach at least two subjects. In the same year, government was said to also establish three pioneer Universities in Ife, Zaria and Nsukka. Needless to say, these universities at commencement had faculties or relevant structures for the training and production of teachers as well as the development of teacher education. Similarly, as the economic fortunes of the country witnessed a boom in the 1970s, between 1977 and 1979, the Federal government also established 13 advanced and 3 grade one teachers training colleges. Without a doubt, such rapid institutional expansions were accompanied by commensurate increases in the number and quality of teachers and teaching in the country.

However, in the second decade after independence (1970-1980), the introduction of the Universal Primary Education (UPE) programme on a national scale led to the phenomenal growth in teacher training institutions, owing to the equal increases in primary, and later secondary schools enrollment. To meet the sharp increase in the demand for teachers, the Federal government in 1976 established the National Teachers' Institute (NTI), located in Kaduna. Since then, and especially after the declaration of Universal Basic Education (UBE) programme by the Federal government in 1999, the NTI has dedicated itself to the training and re-training of teachers in the country, as the following table illustrates.

Table 1: National Certificate of Education (NCE) Distance Learning (DLS) Students Enrollment by the National Teachers Institute (NTI) by Geo-political Zones (2009-2014)

ZONE	2009	2010	2011	2012	2013	2014	
North-Central	12781	13508	11414	9947	12637	N.A	
North-East	5179	3871	3214	3601	3578	N.A	
North-West	17769	17103	15124	12518	14019	N.A	
South-South	13646	12060	10576	10120	10659	N.A	
South-West	8232	6252	4151	2569	2475	N.A	
South-East	65699	57989	48871	42414	46979	N.A	

Source: NTI N.A =Not Available

Table one, above, indicates that the North-West zone with 76,533 students enrollment between 2009-2014, had more candidates enrolled for the NCE (DLS) programme than any of the geo-political zones in the country. It is followed by the North-Central zone which registered a total of 60,287 distance learning students. South-South, South-East and South-West followed in that order. It is instructive to note that the North-East zone had the least number of students enrolled in the NCE distance learning programme in the period under review. Significantly, in the period under review, there was consistent decrease in total enrollments across all the zones. Although insecurity as a factor may not wholly explain the decreases, it certainly is a major explaining factor.

Enrollment figures may not give a comprehensive picture. Thus, as table 2 illustrates, the number of students who eventually graduated from the programme is a far cry from the enrolled number. By this criteria too, the North-West came first with a total of 13,803 students graduating from the NCE programme of the NTI. It is followed by the South-South zone which had a total of 11,738 students graduating from the programme. Mention must be made here also of the fact that the South-South zone had been home to hostilities and insecurity engendered by the activities of militant non-state actors in the Niger Delta, at least before the amnesty programme.

An immediate import of this is that in a more secured and peaceful environment, education and almost all spheres of society will witness qualitative changes. Thus, for the incidence of rising insurgency in the North–East, in the review period, the North-East zone had the least out-put from the NCE distance learning programme. Overall, we can still hazard the position that despite the significant decreases in the North=Eastern part of the country on both enrollment and out-put, there has been significant improvement in teacher education programme. This becomes even more glaring when figures from faculties of education, and other relevant institutional arrangements are factored into the discourse.

A number of factors have been adduced as explanations for the improvement in teacher education. First is said to be the introduction of a teachers' salary scheme (TSS), which is said to have improved the purchasing power of teacher. Added to the improved remuneration is the innovative scheme by the leadership of teachers' union that has been prosctive in addressing post service challenges and other welfare related initiatives such as the Teachers' end well scheme. However, the liberalization of ownership and entry into the education sector, which has led to the phenomenal increases in the number of private educational institutions at all levels of learning is said to have also led to the increased demand for qualified teachers. In an atmosphere of keen cpmpetition as in the education sector, only the strong survives. Hence both certified and non-certified teachers have come to realize the importance of professional training and retraining in other to meet the needs of employers in the sector. Table 3, depicting the trend in the number of students awarded Post-Graduate Diploma in Education by the NTI is a pointer to growing awareness among non-certified graduate teachers who are acquiring certificates in education in other to better their chances in the ever competitive sector.

Table 2: National Teachers Institute (NTI) National Certificate of Education (DLS) Out-Put 2009-2014 by Zones

ZONE	2009	2010	2011	2012	2013	2014	
North-Central	2153	4205	2667	2492	N.A	N.A	
North-East	776	1555	556	736	N.A	N.A	
North-West	1701	5263	3736	3103	N.A	N.A	
South-south	2608	3898	2523	2709	N.A	N.A	
South-West	2740	2465	1537	996	N.A	N.A	
South-East	2468	2615	1639	1040	N.A	N.A	

Source: NTI, Kaduna N.A=Not Available

Table 3: National Teachers' Institute Post Graduate Diploma in Education (PGDE) (DLS) Out-Put 2005-2014 by Zones

ZONE	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
North-Central	1088	1814	1524	1058	1057	239	79	132	N.A	N.A
North-East	347	755	356	211	217	17	121	181	N.A	N.A
North-West	229	605	620	504	574	199	316	241	N.A	N.A
South-South	217	397	343	339	147	N.A	450	383	N.A	N.A
South-West	866	1564	1133	823	399	222	651	948	N.A	N.A
South-East	415	748	1145	685	509	202	520	694	N.A	N.A

Source: NTI N.A=Not Available

A cursory look at the data on table 3 reveals that there is a sharp difference in out-put across all the zones between 2005-2008 on one hand, and the period 2010-2014 on the other. There were more out-puts in the period between 2005-2008 compared to the period 2010-2014. Certainly, in the later period, the reality of terrorist activities had dawn on more people in the country, particularly those in the Northern part of the country, as is evident from the table. Be that as it may, the empirical evidence based on an extrapolation of the data in table 3 is one pointing to a growing number of teachers in the country as a whole, notwithstanding the sharp decrease in the North-East and a pocket of other states grappling with other forms of security threats. However, what is pertinent to as at this point remains same as in the major questione posed earlier on, viz; can the present state of security in the country support an educational system as a whole and the teaching profession in particular?

In other words, is there sufficient security in the country to guarantee the provision of quality education, and the production and reproduction of teachers? Or even for a satisfying practice of the profession? Answering these critical question requires that we clarify on the central notion of security and its connect with the future of teacher education in Nigeria. That is the focus of the following.

Security and the State of Security in Nigeria

Conventionally, the concept 'security' conjures diverse Imageries of arms, weapons systems, military formations and related notions. Along this line, security is conceived as the business of the state, hence the conflation of the notion of state security as synonymous with national security.

By this, a significant proportion of the resources accruing to society is expended on acquiring sophisticated weapons and kitting the fighting machine of the state (the Armed forces), leaving other segments of society largely deprived. This has defined the context of a long raging debate on the desirability or otherwise of more "guns" or more "bread". In context, this militaristic conception of security is said to have been informed by the strategic and security calculations of the Cold-War era. Thus, post cold war, the security environment has induced a paradigm shift in our imaging of security. In a broad sense, today security is perceived in terms of Human Security. Moving away from the basic conception of security as the state of pervasive feeling of safety, or of the feeling that something of value to an individual, group, or even nation will not be taken away from them without their consent, human security, according to Ramesh (2004), refers to the quality of life of the people of a society. Contributing to the conceptualization of human security, immediate past United Nations Secretary General, kofi Anan, submits that in its broadest sense, human security encompasses much more than the absence of violent conflict. That human security encompasses such values as human rights, good governance, access to education, health care and ensuring that each individual has the opportunity and choices to meet their potentials (Anan 2000). As we argued elsewhere, (Mijah :2007), conceptualizing security along the human security paradigm has several attractions over the conventional militaristic conceptions such as; human security is more all encompassing, second, it gives vent to the intricate connection between state security and security of persons as citizens of a state.

The import of the human security perception for this lecture is that in an atmosphere where people live in a state of uncertainty or fear that the necessary and sufficient conditions for the realization of their aspirations and hopes could be taken away from them against their will, or be out rightly denied them is counter to the development and flourishing of education and of the practice of the teaching profession. Thus, the insecurity threatening the future of the teaching profession should be broadly conceived to stretch beyond the violence occasioned by insurgency.

This is so because a major causation of insecurity is to be located in perceived injustice. Marginalization, exclusion and the attenuation of the capacity of the people to meet their basic needs in food, housing, health services, education and the exercise of their rights and liberties in society. In practical terms, the prevailing security situation in parts of the country, particularly in the North of the country induces a state of uncertainty and fear in the minds of the people. People who are afraid for their lives and properties, cannot access education for fear of being attacked, etc.

Indeed, the peculiarity of the prevalent insecurity in the North-East in which educational institutions and teachers are targets of frequent deadly attacks make the future of teacher education in that part of the country in particular very highly uncertain. More so, insurgency in the North-East disrupts economic and commercial activities as well as agricultural activities, not just in the region alone, but also in almost all other parts of the national economy and society. This implies that security or the absence of it, i.e insecurity, is a common and shared value in society that affects all members of society in degrees. It is in this sense that the prevalent state of insecurity in the Northeast should not be perceived as the problem of education and teachers in the region. It should be seen as affecting the future of education in general, and teacher education in particular, and not just in the North east alone, but the whole nation.

Students cannot come to school nor effectively learn any meaningful thing where they constantly fear for their lives and safety. Likewise, teachers cannot teach effective and realize their potential in an atmosphere where both they and their students live in fear and uncertainty about their safety. This argument is buttressed by data made available by Amnesty International that in 2012 alone, as many as 70 school teachers and as many as 120 students were killed by the third quarter of the year.

It further noted that the insurgency in the Northeast has “become more brutal because teachers are specifically targeted... and killed”. As a result, it submitted further that, “ ... more than a thousand teachers have fled the region”. In march 2014, over 200 school girls were abducted from their school by insurgents in an operation that lasted several hours. Without belabouring the point, we can safely assert that the extension of emergency rule in the North-East by the federal government goes to affirm that there is no sufficient security in the region. The prevailing state of security in the North-East, which is characterized by high levels of insecurity has, lately attracted the attention of both local and international groups and persons who are bent on resolving the state of insecurity in the region.

Internally, the legislative arm of the state in Nigeria has been in the fore of the resolve and actions seeking to end the insurgency and to restore security not just in the North-east, but in the nation as a whole.

It is to a consideration of the roles of the National Assembly (NASS) (as the national legislature is known in Nigeria) in guaranteeing security and a better future for teacher education in Nigeria that we now turn TO in the next section of this paper.

The Legislature, Insecurity and the Future of teacher Education in Nigeria

This section draws copiously from a work-in-progress we have on a closely related issue, the major arguments in which are still valid and relevant to the present engagement.

Given the multiplicity of factors constricting teacher education and security in Nigeria on one hand, and the constitutional mandate of the legislature to make laws, exercise oversight and represent the people, among others on the other, there is no doubt that the Legislature is in a better position to influence the future of teacher education, and also to facilitate the attainment, by Nigeria, of a more secured environment that can sustain the attainment of the vision of positively transforming Nigeria in the near future.

The relative insecurity in parts of the country and its impacts on the future of education in general and teacher education in particular has been a source of concern to the legislature in Nigeria since its inception in 1999. The legislature is aware of the exploits which Nigerian teachers and educationists do in almost all fields of human endeavours, particularly in academic circles, in science and technology related areas. Nigerian teachers and educators can be found in industrial, defence, management, etc, in the leading industrialised nations. The immediate inference which the Legislature makes of this scenario is in line with the earlier finding that a part of the problems of education in general, and that of teacher education in particular is to be located in the immediate and wider operating environment of education delivery. To a large extent, the environment in parts of Nigeria today, which is characterized by relative insecurity can be said to be an impediment to teacher education today and could be even more so in the future, if not redressed.

However, in its attempt to address the problems of teacher education within the context of the relative insecurity in Nigeria, the Legislature realises that a uni-lineal handling of the problems of the education sector can be counter-productive. This becomes more glaring when understood against the backdrop of the interconnectedness of the notion of human security. The problem of insecurity affects not just education but the entirety of other sectors of the Nigeria society. Thus, the role of the National Assembly in guaranteeing a much better future for teacher education in a secured environment is to be appreciated from a broad context as follows.

The National Assembly is constitutionally tasked with the responsibility for making laws for the good governance of the country. Other functions of the institution include representation and oversight of the executive arm of government. In meeting its responsibility to the people, the NASS faces several challenges. One of such challenges arises from the highly plural nature of the Nigerian society. Given the multiplicity of interests and expectations from its multiple and complex constituencies, satisfying particular group interests would make the NASS function at cross purpose with its constitutional responsibility as it may have to make laws to meet the expectations and aspirations of an infinite number of groups and categories.

Notwithstanding, one of the pragmatic principles guiding the legislature in Nigeria, is the compelling and urgent need to make laws to evolve an all inclusive society (Lafenwa 2009,6). One that is open and accessible, transparent and accountable; inclusive and equalitarian. One here the law rules the conduct of every member of society without exception. A society wherein constitutionalism reigns, etc. In this kind of society, some, if not all of the major factors currently eroding security and adversely affecting teacher education will not survive.

Furthermore, the Nigerian legislature is strongly convinced that education in general will thrive better in a Nigeria whose justice system is truly just, and its jurisprudence truly prudent. A Nigeria with a deeply rooted civil society, and rejuvenated work ethics and production culture and orientation. These are some of the cardinal points that have guided the conduct of the National Assembly in Nigeria in the last decade and a half.

More specifically, in keeping with its mandate, the National Assembly (hereafter NASS) is at advanced stage of processing bills, reviewing some acts or has made several relevant laws that are expected to engender a more secured society as well as leap-frog the development of education in general and teacher education capacity in Nigeria, in particular.

One of the major areas of impact by the NASS on the development of education in Nigeria is in the area of appropriation of resources to the various sectors in Nigeria.

Although education has not received the lion's share of funding from the national budget for a considerable period, the growing realization, by the legislature, of the need for improved and appropriate funding of education as a grand strategy for engendering a more secured society and for overall national development is evident in the number and frequency of legislative businesses pertaining to education.

In the year 2013, the Act establishing Federal Universities of Agriculture (HB 323- Federal Universities of Agriculture (Amendment, etc) was amended. This amendment was undertaken to allow the universities of agriculture in the country to, among other things, contribute to the development of teachers and teaching capacities in agricultural science with a view to revamping agriculture. The thinking of the NASS is that a transformed agricultural sector will provide meaningful employment to teeming population of unemployed youths, thereby reducing the supply of youth as foot soldiers in the disruption of security in the country.

In a related and more relevant development, the Federal Polytechnics Act is also being amended (HB328-Federal Polytechnics Act (Amendment) Bill, 2012). In addition to some of the detailed amendments prayed for, the amendment is expected to uplift the level and depth of technical teacher education development by raising the status of polytechnics to degree awarding institutions.

The NASS strongly shares the conviction that education in general, and teacher education in particular is the bedrock on which the mutually reinforcing and dynamic interaction between security and development is built. In addition, because of the central role of mathematics in the development of technology and technical capacity, and the poor attitude of learning the subject by students, the National Mathematical Centre Act has been amended to enable the centre realize its mandate of simplifying the teaching and learning of the subject, in addition to adapting the teaching of mathematics into major local languages. This is expected to improve not only student enrolment into polytechnics and other technology based institutions, but also to improve the competencies and capacities of mathematics and science teacher education.

In response to other professional and manpower capacity challenges of the tertiary education sector, the Education Tax Fund Act (2004) ,(now Tertiary Education Tax Fund, TETF), has been amended to give the fund wider latitude and independence of action as a critical intervention agency in the Nigerian tertiary education sector. To this end, in the last 8 years, the Fund has evolved and implemented several policy initiatives aimed at further developing human resource capacity in Nigerian tertiary institutions. It sponsors and has sponsored well over 145 academic staff from tertiary institutions to undertake further studies for higher qualifications overseas. A large number of the beneficiaries of the programme are educationists. Also in its commitment to world class scholarship in Nigerian tertiary institutions, the TETFund has been empowered by legislation to also sponsor conference attendance by academic and other teaching staff, locally and internationally.

In addition, the TET Fund also encourages research and scholarship by sponsoring the publication of empirically researched findings and other relevant contribution to knowledge into book forms. Properly accessed, teacher education will profit from this initiative.

Similarly, the TET Fund has also focused on the development of physical infrastructure, workshops and Laboratories, teaching and learning aids, etc, all of which are vital to the development of teacher education and making society more secured.

We have dwelled on the activities of the TET Fund so as to demonstrate the depth and insight which national Legislators bring into understanding and responding to the dynamic relationships between security, or the relative absence of it in general, and the education sector in particular.

Other relevant roles of NASS include the timely promulgation of the electricity sector reform act, aimed at solving one of the most critical problems militating against national economic development, and by extension the problems of relative insecurity in Nigeria. The NASS envisaged that the reformed power sector will have the capacity to meet the energy needs of laboratories and workshops in educational institutions, and also in industries to enable them absorb the teeming number of graduate and other Nigerian youths, to bring back to business small and medium enterprises, etc.

The act establishing the Small and Medium Enterprises Development Agency (SMEDA) has also been reviewed to reposition that vital sector that incubates nascent technology and encourages the development of relevant and functional educational resource and teaching technology.

The NASS also plays very critical role in the development of teacher education in Nigeria through the exercise of its functions and power of oversight. By physically and directly visiting and oversighting the extent of compliance or otherwise by the authorities of teacher education institutions and their regulatory agencies, the NASS ensures strict compliance, by these institutions, with the provisions of the appropriation act. Also, by partnering the media and other relevant NGOs, the NASS has sustained the conversation on the state of security and education in Nigeria, thereby turning government attention to the education sector as a major strategy for ensuring human security. This was amply made manifest by the allocation of the largest single share of the 2013 appropriation act to the education sector.

Evidently, the NASS has remained proactive and dynamic in its responses to the needs and challenges of security and education sector in general, and that of teacher education in particular. However, it is important to stress that given the huge expectations by a multiplicity of other sectors and interests in the Nigerian society, all of which compete (at times conflicting) for the scarce resources of the state, the needs and expectations of the teacher education will be better and more readily served through a coordinated synergy with the NASS.

It is worthy of mention at this point that although a large part of the responsibility for the evolution and development of education and teacher capacity rests on the shoulders of educational institutions, a larger part of the responsibility is with the larger society. Education evolves out of the daily processes and experiences of people and their institutions. Although education and the knowledge it generates is said to be a human heritage, certain variants of it have been monopolized by a few corporations and countries to the detriment of others. Thus, today, teacher education in particular, and education in general, along with the quality of human resources it produces in society are some of the critical determinants of national (soft) power and influence in the international political-economy. For countries as Nigeria therefore, the development of teacher education, which in turn develops and makes for continuity in education, and by extension national security, is not a matter of choice but one of compelling and urgent necessity.

Summary

To summarise, we have thus far attempted a brief discussion of the origins of education in general, and teacher education in particular in Nigeria. We showed that the roots of boot are deeply enmeshed in the history of Christian missionary activities in what evolved to be contemporary Nigeria. We found that in its development and progression in the last hundred years, the fortunes of education were inexorably tied to those of its immediate environment. It is within this context that we attempted to evaluate the possible effects of the relative insecurity in parts of the country, particularly as in Northern Nigeria on teacher education. Based on available data, showing overall increases in the growth and development of teachers in the country, we argued that there are credible challenges to the future of teacher education in Nigeria. Such challenges are engendered by the drastic erosion of security in parts of the country, occasioned by the activities of insurgents in North-Eastern Nigeria.

We also dwelled on the other component of the discourse such, as the roles of the legislature in the scenario. Based on our conception of security as human security, we demonstrated how the legislature is responding to the combined issues of threats to the future of teacher education and to national security in Nigeria in a strategic, all encompassing and dynamic approach. Although the security environment is relatively hostile to the future of teacher education, the pragmatic and responsive manner the National Assembly is responding to the issue gives sufficient reasons to conclude that in due course, the problems of the relative insecurity in parts of Nigeria will be over, and the future of teacher education will be brighter in a more secured and equally developed Nigeria.

Policy Options

By way of policy change and better approach to forging a more practical framework for engendering better security and guaranteeing a better future for teacher education in Nigeria. we recommend as follows:

- ✓ That teacher training and other relevant agencies partner with the NASS to enable it make laws for the good governance of the education sector and Nigeria at large;
- ✓ In an increasingly interdependent world with a growing sense of shared responsibilities and common action, the federal government should exploit the opportunities inherent in this evolving international architecture to get the international community to contribute appropriately to restoring security and bringing about further development in Nigeria.

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