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ABSTRACT

Politics is one of the integral parts in developing as well as manipulating the individual psychological needs and the society at large; it has been in a long term system of formalizing any constitutional believed about the right of the citizens. It has been deeply makes effect by the economical, educational and social conditions of our time. As education is one of the major factors that develop the society, education has also been manipulated by the politics especially under the military regime. Therefore this paper intended to examine the politics of education under the military regime, the methodology used in this was quantitative method using correlation analysis, and questionnaire was used to find out politics of education under the military regime in Nigeria. The population of the study were retired managers of school; they were selected because they had best experience a sample of 20 out them was purposely selected to participate.

Keywords: politics, education, management, military regime.

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ABSTRACT

Politics is one of the integral parts in developing as well as manipulating the individual psychological needs and the society at large; it has been in a long term system of formalizing any constitutional believed about the right of the citizens. It has been deeply makes effect by the economical, educational and social conditions of our time. As education is one of the major factors that develop the society, education has also been manipulated by the politics especially under the military regime. Therefore this paper intended to examine the politics of education under the military regime, the methodology used in this was quantitative method using correlation analysis, and questionnaire was used to find out politics of education under the military regime in Nigeria. The population of the study were retired managers of school; they were selected because they had best experience a sample of 20 out them was purposely selected to participate. The study found out that politics of education under the military regime had an influence positively as well as negative influence. Therefore it recommended that there is need to reinstall the meaning of politics specifically in education so that to change the attitude of the current generation of management.

Keywords: politics, education, management, military regime.

Author a: Sokoto State Teachers Service Board.

a: Department of Islamic Studies, Umaru Ali Shinkafi Polytechnic, Sokoto State.

I. INTRODUCTION

Politics and education constitute the sign post to the development of an institutional literate citizenry for the sustainability and improvement of society. However, the climax which presently

pervades our society is not conducive for the promotion of institutional development (Amadioha, 2008). Furthermore, inadequate curricular provision in the National policy on education, and total absence of infrastructural facilities in our society has been implicated as impediments. Military regime is a form of government wherein the political power resides with the armed forces. Military regime in Nigeria was a period when members of the Nigerian armed forces seized power in Nigeria from 1966 to 1999 with an interregnum from 1979 to 1983. The military was able to rise to power often with the tacit support of the elite through coup d'états. After the death of General Sani Abacha the country get into transition to democracy.

II. LITERATURE REVIEW

Ban Field (1955) one of the early experts in the field defined politics as the "activity by which an issue is agitated or settled". According to Nwankwo (1962), politics can be defined as "a Social process whereby the limited available resources and values, whether material or symbolic, are allocated to the people or a society by those who have the authority to do so". Amadioha (2008) defined politics in terms of three inter-related components namely; activities in which power is got and used through control of institutions or governments activities in which public issues are discussed and demands upon governments expressed through political parties, interests groups, mobs or solitary individuals. The above definitions indicated that there are some basic elements which are crucial to our understanding of the politics of education. Firstly, power which is the element of excess control of nature, secondly, the authority that the means to become the eminent to subdue the people and the environment, thirdly, social process in which the

most hierarchy are those who control the situation.

In another dimension Taylor (2006) asserted that politics of education is a field of study owes much of its intellectual roots to political science. Its primary concerns clearly fall in the domain of political science, power, influence conflict, and the authoritative allocation of value.

Equally, education can be defined as the process by which the values, customs, attitudes, beliefs, insist important that such transfers are for the good of the society. If one compares this definition with that given for politics, one can infer that education and politics share some common characteristics. Both are concerned with social values and both are processes. Many agree that education is a purposeful activity directed at achieving certain aims, especially the transmission of knowledge (Chazan, 2022).

According to Glover et al (1998) Management means the act of getting people together to accomplish desired goals. It comprises planning, organizing, resourcing, leading or directing and controlling an organization (a group of one or more people or entities) or effort for the purposes of accomplishing a goal. Therefore, School management means running the school along the desired educational policies. It takes into account all aspects of the school (policies, material and human resources, programmes, activities, equipment etc.) and integrates them into a fruitful whole.

III. RESEARCH METHODOLOGY

This research paper adopted quantitative method of data collection and analysis, it intended to investigate the effect of politics of education during the military regime, a close ended questionnaire was used to gather the needed information and it contain statement for the respondents to choose the right option of their opinion. Twenty (20) retired principal officers were purposefully chosen as the respondents.

IV. RESEARCH OBJECTIVES

The main objective of this research paper is to examine the effect of politics of education under the military regime in Nigeria.

4.1 Specific Objectives

- To examine the management of school on politics of education during the military regime in Nigeria.
- To find out the nature of management of school on politics of education during military regime in Nigeria.
- To find out the relationship between management of school and politics of education.

Research Questions

This research paper tries to answer the following quest:

- In what way does military regime manage of school on the politics of education?
- What is the nature of management of school on politics of education during military regime?
- What is the relationship between politics of education and management of school?

V. PRESENTATION OF DATA AND ANALYSIS

In this article data was generated through the use of questionnaire distributed to the local authorities concern in the education sector. The questionnaire used was closed ended and correlation-coefficient was used to analyse the content of it. As presented below the result is the data generated to testify the issue concern in this study.

Table 1: Demography of Participant

Gender of Participants		
Gender	Frequency	Percent
Male	11	55.0
Female	9	45.0
Total	20	100.0

Source: Primary Data 2022

The above table indicated the gender of the participants, in which both male and female have been choose to participate in this study, and it shows that 11 (55.0%) of the participants are male

while 9 (45.0%) of the participants are female. This shows that majority of the respondents are male.

Table 2: Perception of the Respondent on Politics of education

Education under the military regime had experience improper management		
	Frequency	Percent
Agreed	11	45.8
Strongly Agreed	5	20.8
Neutral	4	16.7
Total	20	83.3

Source: Primary Data 2022

This table 2.1 above show that 11 (45.8%) of the responses agreed that education had experience improper management during the military regime, 5 (20.8%) strongly agreed with the assertion, while 4 (16.7%) were neutral. This shows that majority of the respondent which is 11 (45.8%) agreed with the assertion. Therefor this indicated that politics of education had played a significant role in the school management.

This is in line with Nwankwo (1962) who stated that politics can be defined as "a Social process whereby the limited available resources and values, whether material or symbolic, are allocated to the people or a society by those who have the authority to do so".

Table 3: Perception of the Respondent on Politics of education

Education under military regime had experience the best management		
	Frequency	Percent
Agreed	9	34.3
Strongly Agreed	8	32.3
Neutral	2	8.3
Disagreed	2	8.3
Total	20	83.3

Source: Primary Data 2022

The table 1.3 above indicated that 9 (34.3%) agreed that education under the military regime had experience the best management, 8 (32.3%)

strongly agreed, 2 (8.3%) are neutral while another 2 (8.3%) were disagreed with the assertion. This shows that the majority of the

respondent agreed that under the military regime politic of education makes the best management of the school. This indicated that politics of

education has an important role in the management of school during military regime.

Table 4: Perception of the Respondent on Politics of education

Education under the military regime had experience proper supervision		
	Frequency	Percent
Agreed	2	4.0
Strongly Agreed	4	16.8
Neutral	4	16.7
Disagreed	10	45.8
Total	20	83.3

Source: Primary Data 2022

This table 2.3 above show that 10 (45.8%) of the responses disagreed that education had experience proper supervision during the military regime, 4 (16.8%) strongly agreed with the assertion, another 4 (16.7%) were neutral while 2 (4.0%) were agreed. This shows that majority of

the respondent which is 10 (45.8%) disagreed with the assertion. Therefore this indicated that politics of education had played a significant role in the improper supervision of school management.

Table 5: Perception of the Respondent on Politics of education

Education under the military regime had experience proper control of activities in schools		
	Frequency	Percent
Agreed	2	4.0
Strongly Agreed	4	16.8
Neutral	4	16.7
Disagreed	10	45.8
Total	20	83.3

Source: Primary Data 2022

This table 2.3 above show that 10 (45.8%) of the responses agreed that education had experience proper control of activities in schools during the military regime, 4 (16.8%) strongly agreed with the assertion, another 4 (16.7%) were neutral while 2 (4.0%) were agreed. This shows that

majority of the respondent which is 10 (45.8%) agreed with the assertion. Therefore this indicated that politics of education had played a slight role in the proper control of school activities through the management of the school.

Table 6: Correlations of the Variables

Education under the military regime had experience improper management	Pearson Correlation	1	.488*
	Sig. (2-tailed)		.029
	N	20	20

Education under military regime had experience the best management	Pearson Correlation	.488*	1
	Sig. (2-tailed)	.029	
	N	20	20

Source: Primary Data 2022

The table above is the result from the perception of the respondent, the correlation is significant at 0.05 there the above table indicated that 0.29 (2-tailed) which is excellent and also indicated that there is significant relationship between the military regime and the politics of education. It also shows that there is significant relationship between the politics of education and the military regime which has 0.29 significance value.

VI. DISCUSSION OF FINDINGS

This research finds out from the response of the participant that during the military regime the politics of education had experience both positive and negative influence through the management of the institutions and through proper management and also had the best management of school. 0.29 significance value was found which shows that there is significant relationship between the politics of education and the management of school during the military regime. Furthermore, the analysis of the responses of the respondents found that majority of the respondents which is 11 (45.8%) agreed education under the military regime had experience improper management, while 10 (45.8%) majority of the responses disagreed that education had experience proper supervision during the military regime. This indicated that there was manipulation of principles of management during the regime which is also affecting the system of education. The analysis also found out that another majority of the respondent 10 (45.8%) agreed with the assertion that education had experience proper control of activities in schools. Therefore this indicated that politics of education had played a slight role in the proper control of school activities through the management of the school.

VII. CONCLUSION

The study has observed that politics of education had experience some partial development through

the participation of military by controlling the activities in the school through the management of the institution even though their system will have slide difference with the democratic system of government. It was found as one of the regime in which education experience some difficulties by the school management even though the interference of the military government which is part of their duty affects the system. Henceforth it was found that there is relationship between the rule and the school managements.

VIII. RECOMMENDATION

It recommended that there is need to reinstall the meaning of politics specifically in education so that to change the attitude of the current generation of managements. The politics of education should be observed based on the provision of the stated policy of education.

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