

# **Effect of Politics of Education on Management of Schools: An Analysis of Military Regime in Nigeria**

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## 6 Abstract

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9      *Index terms—*

## 10 1 Effect of Politics of Education on Management of Schools: An 11 Analysis of Military Regime in Nigeria

12 Sulaiman Umar ? & Dr. Hassan Malami Alkanchi ?

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

## 25 2 I. INTRODUCTION

26 Politics and education constitute the sign post to the development of an institutional literate citizenry for the  
27 sustainability and improvement of society. However, the climax which presently pervades our society is not  
28 conducive for the promotion of institutional development ??Amadioha, 2008). Furthermore, inadequate curricular  
29 provision in the National policy on education, and total absence of infrastructural facilities in our society has  
30 been implicated as impediments. Military regime is a form of government wherein the political power resides  
31 with the armed forces. Military regime in Nigeria was a period when members of the Nigerian armed forces  
32 seized power in Nigeria from 1966 to 1999 with an interregnum from 1979 to 1983. The military was able to rise  
33 to power often with the tacit support of the elite through coup d'états. After the death of General Sani Abacha  
34 the country get into transition to democracy.

### 3 II. LITERATURE REVIEW

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

## 8 V. PRESENTATION OF DATA AND ANALYSIS

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43 crucial to our understanding of the politics of education. Firstly, power which is the element of excess control of  
44 nature, secondly, the authority that the means to become the eminent to subdue the people and the environment,  
45 thirdly, social process in which the London Journal of Research in Humanities and Social Sciences most hierarchy  
46 are those who control the situation.

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

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

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

## 61 4 III. RESEARCH METHODOLOGY

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

## 66 5 IV. RESEARCH OBJECTIVES

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

## 69 6 Specific Objectives

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

## 73 7 Research Questions

74 This research paper tries to answer the following quest:

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

## 78 8 V. PRESENTATION OF DATA AND ANALYSIS

79 In this article data was generated through the use of questionnaire distributed to the local authorities concern  
80 in the education sector. The questionnaire used was closed ended and correlation-coefficient was used to analyse  
81 the content of it. As presented below the result is the data generated to testify the issue concern in this study.  
82 The above table indicated the gender of the participants, in which both male and female have been choose  
83 to participate in this study, and it shows that 11 (55.0%) of the participants are male while 9 (45.0%) of the  
84 participants are female. This shows that majority of the respondents are male. This table 2.1 above show that  
85 11 (45.8%) of the responses agreed that education had experience improper management during the military  
86 regime, 5 (20.8%) strongly agreed with the assertion, while 4 (16.7%) were neutral. This shows that majority of  
87 the respondent which is 11 (45.8%) agreed with the assertion. Therefor this indicated that politics of education  
88 had played a significant role in the school management. This is in line with Nwankwo (1962) who stated that  
89 politics can be defined as "a Social process whereby the limited available resources and values, whether material  
90 or symbolic, are allocated to the people or a society by those who have the authority to do so". The table above  
91 is the result form the perception of the respondent, the correlation is significance at 0.05 there the above table  
92 indicated that 0.29 (2-tailed) which is excellent and also indicated that there is significance relationship between  
93 the military regime and the politics of education. It also shows that there is significance relationship between  
94 the politics of education and the military regime which has 0.29 significance value.

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## 96 10 VI. DISCUSSION OF FINDINGS

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

## 109 11 VII. CONCLUSION

110 The study has observed that politics of education had experience some partial development through the  
111 participation of military by controlling the activities in the school through the management of the institution  
112 even though their system will have slide difference with the democratic system of government. It was found as  
113 one of the regime in which education experience some difficulties by the school management even though the  
114 interference of the military government which is part of their duty affects the system. Henceforth it was found  
115 that there is relationship between the rule and the school managements.

## 116 12 VIII. RECOMMENDATION

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



Figure 1:

1

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

Source: Primary Data 2022

Figure 2: Table 1 :

119

**2**

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

Figure 3: Table 2 :

**3**

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 2022The 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

Figure 4: Table 3 :

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## 4

Education under the military regime had experience proper supervision

	Freq	Percent
Agreed	2	4.0
Strongly Agreed	4	16.8
Neutral	4	16.7
Disagreed	10	45.8
Total	20	83.3

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

Source: Primary Data 2022  
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.

Figure 5: Table 4 :

## 5

Education under the military regime had experience proper control of activities in schools

	Freq	Percent
Agreed	2	4.0
Strongly Agreed	4	16.8
Neutral	4	16.7
Disagreed	10	45.8
Total	20	83.3

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

Source: Primary Data 2022  
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.

Figure 6: Table 5 :

6

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Education under the military

regime

improper management

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Pearson Correlation  
hadexperience (2-tailed)  
N 20 20  
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Figure 7: Table 6 :

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