

EFFECT OF POLITICS OF EDUCATION ON MANAGEMENT OF SCHOOLS: AN ANALYSIS OF SCHOOL MANagements DURING MILITARY REGIME IN SOKOTO STATE

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ABSTRACT

Politics and education constitute the signpost to developing an institutional literate citizenry for the sustainability and improvement of society. However, the climax that pervades our society is not conducive to promoting institutional development (Amadioha, 2008). Politics is one of the integral parts of developing and manipulating individual psychological needs and the society at large; it has been in a long-term system of formalizing any constitutional beliefs about the right of the citizens. Our time's economic, educational and social conditions have profoundly affected it. As education is one of the major factors that develop society, education has also been manipulated by 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 a quantitative method using correlation analysis, and a questionnaire was used to find out the politics of education under the military regime in Nigeria. The population of the study was retired managers of the school; they were selected because they had the best experience; a sample of 20 out of them was purposely selected to participate.

Keywords: Politics, Education, Management, School

INTRODUCTION

Politics and education constitute the signpost to the development of an institutional literate citizenry for the sustainability and improvement of society. However, the climax that pervades our society is not conducive to promoting institutional development (Amadioha, 2008). Furthermore, the inadequate curricular provision in the National policy on education and the total absence of infrastructural facilities in our society have been implicated as impediments. A military regime is a form of government wherein the political power resides with the armed forces. The military regime in Nigeria was a period when members of the Nigerian armed forces seized power in Nigeria from 1966 to 1999, with an interruption 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 General Sani Abacha's death, the country transitioned to democracy.

Amadioha (2008) defined politics as three interrelated components: activities in which power is got and used through the control of institutions or government activities in which public issues are discussed and demands upon governments expressed through political parties, interest groups, mobs or solitary individuals. The above definitions indicate that some essential elements are crucial to our understanding of the politics of education. Firstly, power is the element of excess control of nature; secondly, the authority that the means to become

eminent to subdue the people and the environment; thirdly, the social process in which the most hierarchy are those who control the situation.

Equally, education can be defined as the process by which the values, customs, attitudes, and beliefs insist that such transfers are for the good of 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 to achieve specific aims, especially the transmission of knowledge (Chazan, 2022).

Background to the Study

Furthermore, the inadequate curricular provision in the National policy on education and the total absence of infrastructural facilities in our society has been implicated as impediments. A military regime is a form of government wherein the political power resides with the armed forces. The military regime in Nigeria was a period when members of the Nigerian armed forces seized power in Nigeria from 1966 to 1999, with an interruption 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 General Sani Abacha's death, the country transitioned to democracy. Politics and education constitute the signpost to the development of an institutional literate citizenry for the sustainability and improvement of society. However, the climax that pervades our society is not conducive to promoting institutional development (Amadioha, 2008).

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Statement of the Problem

In Nigeria, the management of the school is fully bestowed on the shoulder of the ministry under the watch of the assigned administrator in the institution, who is to manage and maintain the activities in the institution. On the other hand, those people are usually posted with the consent of the authority from the board that controls the activities and states the principles, rules, and regulations governing the institution or schools. Therefore, the government also interrupted their activities as they wished to manipulate the power of those people assigned to manage politically so that things would go as the government wished.

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Research Objectives

The main objective of this research paper is to examine the effect of the politics of education under the military regime in Nigeria. The primary objective shall be achieved through the following specific:

1. To examine the school's management on politics of education during the military regime in Nigeria.
2. To find out the nature of the school's management on politics of education during the military regime in Nigeria.
3. To find out the relationship between the management of schools and the politics of education

Research Questions

1. To what extent does the politics of education affect the management of schools during the military regime in Nigeria?
2. What is the nature of the management of the school on politics of education during the military regime in Nigeria?
3. What is the relationship between the management of schools and the politics of education during the military regime in Nigeria?

Related 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 is "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 the 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 indicate that some essential elements are crucial to our understanding of the politics of education. Firstly, power is the element of excess control of nature; secondly, the authority that the means to become eminent to subdue the people and the environment; thirdly, the social process in which the most hierarchy are those who control the situation.

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

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

The school management process must include strategies to develop, support and equip staff with knowledge and skills to respond positively to the ever-changing education phenomenon and meet contemporary societal challenges. Abdulkareem (2011) opined that to achieve this, and there must be a continuous increase and adequacy of educational facilities because the existing ones are often overstretched, poorly maintained and cannot provide and foster desirable, creative and harmonious problem-solving skills.

In another development, Nnabuo, Okorie and Agabi (2011) posit that school management by principals is the totality of efforts that are brought to bear in the provision and delivery of education to ensure that both human and material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals. Onyeike and Vinari (2013) opine that the management of academic and administrative affairs of schools traditionally falls within the purview of the competent and skilled principal and other teaching and supporting staff in the school. Parvez's (2010) management provides the stage, the settings and the properties necessary for the satisfactory performance of learning and teaching activities. According to Abel (2011), management requires specific skills, such as planning, organizing, and an aptitude for teamwork. It requires much commitment, initiative, teachers' willingness to adjust, creative thinking and actions.

World Bank (2008) posits that much research has demonstrated that the quality of education depends primarily on the way schools are managed; more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the manager's Concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa. Mobegi, Ondigi and Oburu (2010) asserted that school managers should take up their roles as quality assurance officers in their schools and ensure adequate departmental supervision.

METHODOLOGY

This research paper adopted a 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 contained a statement for the

respondents to choose the correct option of their opinion. Twenty (20) retired principal officers were purposefully chosen as the respondents.

ANALYSIS AND FINDINGS

Table 2.1: Perception of the Respondent on the Politics of Education

Education under the military regime had experienced 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

Table 2.1 above shows that 11 (45.8%) of the respondents agreed that education had experienced improper management during the military regime, 5 (20.8%) strongly agreed with the assertion, and 4 (16.7%) were neutral. This shows that most of the respondents, 11 (45.8%), agreed with the assertion. Therefore this indicated that the politics of education had played a significant role in school management.

This aligns 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 2.2 Perception of the Respondent on the Politics of Education

Education under the military regime had experienced 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

Table 1.3 above indicated that 9 (34.3%) agreed that education under the military regime had experienced the best management, 8 (32.3%) strongly agreed, 2 (8.3%) were neutral, and another 2 (8.3%) disagreed with the assertion. This shows that the majority of the respondent agreed that under the military regime, the politic of education makes the best management of the school. This indicated that the politics of education had an essential role in managing schools during the military regime.



Table 2.3: Perception of the Respondent on Politics of Education

	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

Table 2.3 above shows that 10 (45.8%) of the respondents disagreed that education had experienced proper supervision during the military regime, 4 (16.8%) strongly agreed with the assertion, another 4 (16.7%) were neutral, and 2 (4.0%) agreed. This shows that most respondents, 10 (45.8%), disagreed with the assertion. Therefore this indicated that the politics of education had played a significant role in the improper supervision of school management.

DISCUSSION OF FINDINGS

This research finds out from the participant's responses that during the military regime, the politics of education had experienced both positive and negative influences through the Management of the institutions and proper Management and also had the best management of schools. 0.29 significance value was found, which shows a significant relationship between the politics of education and the management of schools during the military regime. Furthermore, the analysis of the respondents' responses found that most respondents, 11 (45.8%), agreed that education under the military regime had experienced improper management. In comparison, 10 (45.8%) majority of the respondents disagreed that education had experienced proper supervision during the military regime. This indicated that management principles were manipulated during the regime, affecting the education system. The analysis also found that another majority of respondents, 10 (45.8%), agreed with the assertion that education had experienced proper control of activities in schools. Therefore this indicated that the politics of education had played a slight role in properly controlling school activities through the school's management.

CONCLUSION

The study has observed that the politics of education had experienced some partial development through the participation of the 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 regimes in which education experiences 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 a relationship between the rule and the school management.



RECOMMENDATION

It recommended a need to reinstall the meaning of politics, specifically in education, to change the attitude of the current generation of management. The politics of education should be observed based on the state policy of education.

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