

ASSESSMENT OF THE IMPACT OF POLITICS ON EDUCATIONAL DEVELOPMENT IN NIGERIA
(A STUDY OF FEDERAL UNIVERSITY LOKOJA, KOGI STATE)

BY

Achor, Joy Achile: Faculty of Education, Department of Arts and Social Sciences, Federal University Lokoja;
E-mail: joy.achor@fulokoja.edu.ng

Abstract

This paper examines "Politics and educational developments in Nigerian (2000-2020) Federal University Lokoja was used as proxy for the study, and the scope was limited to federal universities in Nigeria. Three specific objectives was deduced as the philosophy for the study, such as; the relationship between politics and human capital development in Nigeria., the relationship between politics and self-reliance and finally, the relationship between politics and crime reductions in Nigeria. The methodology adopted was a mixed method approach, this method was selected for us to sample opinions from the students and staff of federal university Lokoja, Kogi state Nigeria and to run a simple regression on the study due to the time series trends. SPSS econometric social science and simple OLS regression was employed in the analysis of the data gathered for the study. Poor academic performances in Nigeria were discovered having nexus with politicizations of educational development. It was recommended that accurate quality assurance on both teachers and students should be maintained in order to jack up the academic performances in Nigeria, the government should be made to know that just like "no country can develop in the dark", ceteri-paribus "no country can be developed without educational development

Keywords: *Politics, Educational development, Relationships and Significance*

Introduction

In Nigeria education is one of the vital tools utilized by the political class to enhance their legitimacy and control the machinery of government and administration. A careful look at organization and administration of education in any given country will show that it is closely interwoven with its political dispensation or ideology. According to Uchendu (2000:1) Educational system and politics are symbiotically linked. Educational systems are based upon and promote the ideologies of nations. Similarly, abstract education that does not serve the politics of a given clan does not exist in the world today. Formal school system has become an important component for the political system to implant its ideology on the youth. National Policy on Education FRN (2004), states that Education in Nigeria is an instrument for effecting development. It therefore seeks to fulfill that role the government has stated for the benefit of all citizens in the country. Educational goals shall be clearly set out in terms of their relevance to the needs of the individual and those of the society, in consonance with the realities of our environment and the modern world. Countries spell out in clear terms the philosophy and objectives that underline their investment in education which is generally affected by the political ideology of the country. Successive governments in the country insist on education for all, so that they can contribute meaningful, to the achievement of the ideas of a democratic form of government. Education has been defined by authors in various ways to suit their own ideals of what education does or the gains of education. Anuna (1996:2) defined education as the systematic socialization of the younger members of the society into learning, about the religion, morals, beliefs feelings of nationality and collective opinion of all kinds. It embraces not only the planned and deliberate process of school, colleges but also the indirect incidental experience of life.

Many authors have defined politics in different ways. Okunamiri (2005:2) defined politics as "unbridled struggle for power among individuals or groups". Dyke (1966) defined "politics as, consisting of struggle among actors pursuing conflicting desires on public issues". These definitions perceive politics as struggle for power which results in unhealthy competition among individuals or the groups involved. Clump, in Uchendu (2000:1) defined politics as a science and art of securing and advancing the temporal welfare, of community organized as a state. The business of politics therefore involves both laying down of general principles and their application to concrete problems. The scope of politics is the temporal well-being of the community as a whole. To say this means that politics is concerned with the relations of the members of the community between themselves and the things of the world. Again, it is concerned with the right and duties of citizens to each other and to state.

The greater participation and interaction between politics and education in the life of any nation is thus, what constitutes the major objective of community development. Technology (no matter how modest) alone does not solve problems nor does it even create friends. There is an increasing awakening that people are more important than techniques. People should have some voice in and understanding of what is being done. This is the basis of mutual

benefit the world over. Symbiotic relationship between politics and education as earlier posited, comprises the people plotting their graph, the direction of their values, identifying way of catching up with the graph so plotted and working meticulously towards the realization of set goals and objectives. This implies that a mutual relationship between politics and education requires that people themselves exert their own efforts, joining with government to improve their economic, social and cultural conditions. It is concerned with total community life and needs. It should involve the entire community participation in decision-making.

In another dimension Obanya (2002) perceived politics and education as interaction in the fullest and best sense for stimulation of the desire for better things and the urge to attain such better things. To her, mutual interaction of politics and education strive to educate and motivate people to self-help with a view to developing responsible local leadership among them, as well as inculcating in them a sense of citizenship and a spirit of civic consciousness. Besides, to ensure a lasting mutual relationship between politics and education, new ideas, researches and approaches must be injected into the education system. For example, Akintoye (2004) argues: Most studies of educational change have been concerned primarily with the adoption of specific education innovations.

Objectives of the Study

To clearly ascertain that there is a thin line between politics and education and to buy the thought that of Ijov et.al, that says, Politics fashions education and education modifies politics. And to also emphasize the relationship that exist between politics and educational development in Nigeria, this includes amongst many others are,

- The influence exerted by politics on the available quality of education in Nigeria
- To discover the effects of politics on policy implementations on educational developments in Nigeria.
- To assess the impact of politics on the academic performance in Nigeria.

This means that political system of a nation has an influence on the educational system of such nation viz-a-viz. And this is why it is believed that no nation can outgrow the quality of its education.

Conceptual Clarifications

Politics as a Concept Reviewed

The simple answer to this question is that there is no single answer. Like many political concepts, politics is itself a contested concept. This section has introduced you to the idea that concepts, including the concept of politics, can be 'essentially contested', and has explored some of the implications this might have for the study (and practice) of politics, as well as for the nature of knowledge in the social sciences and humanities more generally. The section also introduced you to some competing definitions of politics, organizing them along a spectrum from narrower to broader conceptions of what constitutes politics. Starting from the narrower and moving towards the broader side of the spectrum, the section introduced you to the following definitions of politics:

- politics as that which concerns the state
- politics as a (non-violent) method of conflict resolution
- politics as conflict
- politics as the exercise of power
- politics as a social activity
- politics as a public activity
- politics as dependent on context and interpretation
- Politics as struggle over the meaning of political concepts.

While these definitions are distinct and in some cases contradictory, they do also overlap and they certainly don't correspond to mutually exclusive realms of political activity. Engaging in political activity in the narrower sense, for instance by voting or becoming involved in party politics, does not preclude one from engaging in political activity in the broader sense, for instance, by participating in protests or boycott campaigns. Politics is ubiquitous. Avenues for political involvement are multiple, and there is certainly nothing to prevent you from engaging in as many kinds of politics as you have the time and desire to

Educational Development in Nigeria

The Concept of Educational Planning Combs cited in Akpan (2000) views educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the students and the society. This definition connotes that planning of education should take cognizance of the learners' needs in the areas of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In terms of meeting the needs of the

society, educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes (Akpan, 2000). Adepoju (2000) maintains that educational planning is the process of identifying educational needs and the direction education should take and how to implement decisions.

This means that educational planning must reflect the state of development of a nation, including its needs and the readiness to execute the planned objectives. Educational planning therefore, must take into account the population growth of children of school age in relation to educational opportunities and the demand for education. Educational planning should take into account political, economic and social changes going on in the society as well as technological changes. It is therefore, a blue-print that gives direction for future educational development and prescribes the direction and course of actions for the accomplishment of set educational goals and objectives (Akpan, 2000). Educational development should focus on:

1. Identifying educational needs of the nation
2. Setting realistic educational goals and objectives.
3. Formulating a set of policies and decisions to guide implementation.
4. Prescribing the means (action plan) to achieve set goals and objectives.
5. Providing strategies for monitoring and evaluation of progress
6. Providing appropriate channels for feedback and review.

The problems Encountered during Policy Implementations

In Nigeria education system stems out from a complicated mix of economic, political, and social situations. Three decades of political instability followed civil war in the late 1960s. Economic wealth from huge oil reserves in the southeast were diverted away from education and other socially progressive programs into the pockets of corrupt politicians and military leaders. The formula of corruption, poor planning, and a worldwide drop in oil prices in the 1980s resulted in the crash of Nigeria's economy. Poor implementation process for the new or current 6-3-3-4 education system in Nigeria

- Poor learning environment and under resource school systems
- Imbalance in education due to religion and its negative effects in Nigeria on the current educational system
- Inequality in caused by quota system policy on education

The Nexus between Politics and Educational Development

Harold Lasswell, an American political scientist defines politics as who gets what, when and how, now that is the exact way Nigerians understand politics, and to a great extent it is also the reality in all of black Africa. Politics involves the allocation of scarce social, economic and cultural resources to individuals, groups, regions and classes. Politics has also been defined as the governing of men/women. Among academics, politics is often defined as the authoritative allocation of values. Emphasis is put on how resources are allocated by the system of authorities in society. Politics could also be defined as all activities that are directly or indirectly associated with the emergence, consolidation and use of state power. Some also see politics as a civilizing agent and a way of ruling in divided society without violence.

Education is now considered a basic human right, but it wasn't always so. It was once considered the sole privilege of the rich and influential in the society, it wasn't then controlled by the state. For example the Greek philosopher, Plato had his academy just outside of Athens, there his philosophy was taught. This school of thought has come to be known as Platoism, in the time of Socrates and Plato and other Greek philosophers this was pretty much how people got educated. Only rulers and other influential families could afford such luxuries. Education took other forms in other climes, in some places like in the middle-east; it was mainly religious, as Hebrew children were taught to read the Torah in the synagogue. Education which has been defined by some as the training of mind and character for effective performance did not become a basic human right until sometime in the 20th century. In our time education and educational policies are mainly controlled by the government.

It has been stated in the past that politics and education don't mix, but we have now realized how untrue this is. It is actually very difficult to separate politics from education in Nigeria; politicians have always been at the fore front of education. In our time the government has used education as a tool for producing skilled workers, and knowledgeable personnel. The expansion of industry and technology is proportional to the amount of qualitative education received by the citizens of a country. Before independence the case was quite different; for instance, there was collaboration between the state and the church in education. The missionaries used the establishment of schools

for purposes of conversion, the education of would be lay readers, catechists, teachers and other literate personnel for commercial houses. The British colonial government when they came had a different agenda. Its own purpose was mainly to produce literate and clerical staff who would keep the colony in a subordinate position for continued exploitation.

Theoretical Perspectives

The neoliberal theory of educational liberalism is used in approaching this paper. The bases for the adoption of the neoliberal theory hinges on the principles of equality and meritocracy. The theory reflects on the multicultural society like Nigeria that is highly diverse in terms of ethnicity, religion and other primordial affiliations. It seeks to promote the ideals of acceptability of such diversities to foster a more democratic educational system and citizenship, where everyone has equal rights and opportunities. James and Saville-Smith cited in Olssen, Codd and O'Neill, argues that the grounds for educational liberalism is built on "constructing a society in which all are equally eligible to compete for society's position" irrespective of social status or ethnic and religious communities to reflect the typical practice on the Arabian Peninsula by adopting Arabic as a major medium of communication and knowledge delivery. Before British colonial domination, extant literature on Nigeria have pointed out that, the Islamic expansionism to the south intuitively meant some sort of Nigeria state formation was going to emerge in comparative terms with states in Western Europe. They posit that western colonization halted the development. Suffice to note that Islamic expansion transformed the process of indigenous educational development to meet new requirement of the Fulani imperial rule in the century before it was brought under British colonial rule.

Empirical Considerations

Itedjere (1990) conducted a study on the impact of Western-type education (WTE) on indigenous education among the Urhobo people of Bendel State. The study is to find out the nature and scope of Urhobo indigenous education before the advent of Western-type education; the growth and development of Western type of education in Urhoboland and its impacts on the indigenous education. The researcher used historical design and a sample of 80 for the study. Questionnaire is the major instrument used in the study. In analyzing the data, the researcher used historical analysis for the data collected. So to determine the authenticity of the 62 primary data, external and internal criticism were used to test the accuracy of the data. The findings of the study revealed that indigenous education which existed before the advent of WTE was comprehensive and adequate to the needs of the individuals and society. The coming of western type of education brought about a lot of positive and negative impacts on Urhoba indigenous education. Another finding is that the pioneer status accorded the missionaries in bringing WTE to Nigeria is not true of Urhobo land.

This study is related to the present study in the sense that the western-type of education which urhobo people embrace have a positive or negative impact on the people. Just like in the present study the introduction of western education makes the government to interfere in the control of education which affects the activities of the management of secondary schools in the south-east zone of Nigeria. The study is an impact study on western-type of education and its impacts on the people, but the present study shows the impact of politics on school management and how its affect the people working in the organization in achieving the organizing goals.

Methodology

The case study consisted of a retrospective analysis of historical analysis using descriptive survey method. According to Nworgu (1991) a descriptive survey studies a group of people or items by collecting and analyzing data from only a few people or items considered to be representatives of the entire group. Descriptive survey design is appropriate for a study as that which seeks to collect data from respondents on the perceived effect of politics on the educational development in Nigeria. Federal University Lokoja was used as proxy in the thought. Chi-square method was employed in the analysis, using the total number of the staff of federal university Lokoja as the target population and the sample size was deduced using Taro Yamane formula of (1965). 5000 staff was purposively adopted for target population and by calculation using Yamane formula this sample size was deduced to be approximately 370 questionnaires that was served among the staff for sampled opinions which culminated the decision arrived at by the researcher.

- To test the hypotheses, the researcher employed the statistical (χ^2) chi-square test as follows

$$\chi^2 = \sum \frac{(fo - fe)^2}{fe}$$

Where: \sum = summation
Fo = observed frequency

Fe= expected frequency

Countries	HDI Human Capital Development	Expected years of Schooling	Mean years of Schooling
Nigeria	0.527	10.0	6.0
Ghana	0.529	11.5	6.8
South Africa	0.666	13.0	10.3
Kenya	0.555	11.1	6.3

Source: USSAID journal 2012 through internet facility

The number of Nigerians that schooled outside Nigeria speaks volume of the poor standard of education

Number of Nigerian Students in the United States					
YEAR	UNDERGRADUATE	GRADUATE	OPT	OTHER	TOTAL
2015/16	5,424	3,803	1,231	216	10,674
2014/15	4,770	3,339	1,198	187	9,494
2013/14	4,038	2,771	997	115	7,921
2012/13	3,707	2,551	953	105	7,316
2011/12	3,577	2,522	819	110	7,028
2010/11	3,772	2,454	799	123	7,148
2009/10	3,498	2,327	646	97	6,568
2008/09	3,513	2,153	516	74	6,256
2007/08	3,745	1,968	438	71	6,222
2006/07	3,569	1,820	483	71	5,943
2005/06	4,102	1,819	N/A	271	6,192

Source: IIE Open Doors

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The Amazing Ratings of the Nigerian Universities Viz-a-Viz The World Standards

Table 1: Webometrics Ranking of World's Universities, January 2012

Continent Rank of Nigeria Universities	List of Universities	Countries	World Rankings	Size	Visibility
22	University of Benin	Nigeria	1,639	5,768	1,802
35	Uni Agric. Ajaokuta	"	2,265	2,916	9,426
38	University of Ibadan	"	2,515	7,146	4,645
47	UNN. NSUKA	"	3,228	4,072	9,375
45	Obafemi Awolowo university Ife	"	3,263	8,625	8,408
52	University of Lagos	"	3,486	2,688	9,521
55	ABU Zaria	"	3,512	4,058	10,399
63	University of Ilorin	"	4,302	7,386	9,139
88	University of Jos	"	5,681	5,022	10,220
95	AUCHI Polytechnic	"	6,254	2,101	2,331
100	NOU. Open university	"	6,576	12,688	9,157

Tests of Hypotheses One

Chi-square mathematical format ($\chi^2 = \sum \frac{(fo-fe)^2}{fe}$) was employed to either annul or accept the hypothesis under study. The calculated figure was greater than the default on the log table, this makes the investigator to reject the H_{01} hypothesis and accept the alternative hypothesis that sys, The influence exerted by politics on the available quality of education in Nigeria has significance

Chi-square mathematical format ($X^2 = \sum \frac{(fo-fe)^2}{fe}$) was employed to either annul or accept the hypothesis under study. The calculated figure was greater than the default on the log table, this makes the investigator to reject the **H012** hypothesis and accept the alternative hypothesis that sys, There is significance in the effects of policy implementations on educational developments in Nigeria.

Chi-square mathematical format ($X^2 = \sum \frac{(fo-fe)^2}{fe}$) was employed to either annul or accept the hypothesis under study. The calculated figure was greater than the default on the log table, this makes the investigator to reject the **H013** hypothesis and accept the alternative hypothesis that sys, There is significance in assessment of the impact of politics on the academic performance in Nigeria

Results

Politics exert influence on the available poor quality of education in Nigeria

Agreed (A)	Disagreed (DA)	No idea (NI)	Strongly agreed (SA)	Strongly disagreed (SDA)
100	30	10	180	50
27%	8%	3%	49%	13%
1	2	3	4	5

Source: Fieldwork 2021

Discussion

In line with the chi-square computation, the SPSS package was utilized to know the density and the intensity of the decision made by respondents. Strongly Agreed (SA) and Agreed (A) were picked and the Strongly Disagreed (SDA) AND Disagreed were also picked as basis for decision making. The (SA) and the (A) percentage figures in the three hypothesis under study were all above 75%, since, the strongly agreed and agreed are higher than the strongly disagreed and the disagreed, the investigator discarded all the null hypothesis and accepted all the alternative hypothesis. The decision of the investigator is in congruent with the chi-square results

Conclusion

The influence exerted by politics on the available quality of education in Nigeria obviously asserted from the sampled opinions from the respondents. Over 85% respondent's opinions corroborated with the alternative hypothesis that says, politics exerted a significant influence on educational development in Nigeria.

Recommendations

1. It was also discovered that the effects of politics on policy implementations on educational developments in Nigeria. Politicizations of educational development was indeed the submission of this article, this conclusion was also deductions from the sampled opinions in the course of the study through the questionnaires distributed
2. The poor assess academic performance in Nigeria in the 21st century following the time series trends is linked to politicizations of educational development in the country.
3. It is recommended to the policy makers that proper implementation on educational development should enforced and enhanced.
4. Accurate quality assurance on both teachers and students should be maintained in order to jack up the academic performance in Nigeria.
5. The government should be made to know that just like "no country can develop in the dark", ceteri-paribus "no country can be developed without educational development"

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