



MANAGEMENT OF SECONDARY SCHOOL EDUCATION AND POLITICS IN NIGERIAN: ITS IMPLICATIONS IN A CHANGING WORLD

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ABSTRACT: *The interplay of politics and education cannot be over emphasized, it is drawn from the development of human beings in the society. Various societies developed from the ancient era where people subject themselves to authorities for leadership and control. Based on the permissibility of the authorities, the agents of societal development as economic, cultural, social, and political are influenced directly or indirectly by the authorities. Based on these axioms, this paper is anchored on management of secondary school education and politics in Nigeria: its implication in a changing world. The interplay of these two variables were considered from various diversities of educational finance, curriculum design, educational development, student's evaluation and teachers union. This paper however, suggested that appointment of educational leadership should be based on merit, policies should be made in line with the needs of the society. Student teaching and learning should be directed to the needs of the society and economy. Curriculum development should be designed to focus on the overall aims and objectives of Nigeria's education system to meet with other societies of the world no matter who is involved. Teachers' unions should be allowed to function independently without political interference to strengthen the union and pursue its objectives vigorously. Finally, education in Nigeria should be adequately financed to effectively and efficiently meet contemporary societal demands in a changing world.*

KEYWORDS: Management, Education management, Education, Politics.



INTRODUCTION

The politics in Nigerian secondary schools is becoming too worrisome, as the interference and influence on secondary school management is worthy of consideration. The fact could be that school administration and leadership with politics cannot be disentangled. The secondary school goals, aims, control, teaching and learning process, financing, staffing, school plant system, even the school system accreditation and necessary approval are all areas of political control and influence. Ogbonnaya (2009) opined that politics is present in all sectors in Nigeria including banks, markets, military facilities, as well as the commercial, industrial and educational sectors. His opinion was collaborated by other scholars as Okeke and Uchendu (2007) when they stated that politics is not an activity that is limited to political parties alone. Politics is a word that has many different aspects and features with a set of fairly specific meanings that are descriptive and nonjudgmental (such as “the art or science of government” and political principles). To this, politics was agreed to be the art or science concerned with guiding or influencing governmental policy (Merriam Webster Dictionary of Politics). Politics has been characterized in a variety of ways by professionals as an action concerned with recruiting, securing, and preserving communities, state’s, or nation’s well-being (Ogbonnaya, 2009). It was also viewed by Okeke (2007) as an instrument using political methods to solve social and economic problems. Politics comprises the application of political principles in solving concrete problems. Political activities are that which resolves the political and educational challenges. To this extent, the definitions suggested that politics tend to resolve matters of temporal wellbeing of the community as a whole.

These definitions imply that politics is concerned with attracting, securing and maintaining the wellbeing of a community. The definitions also suggest that politics is an instrument for finding solutions to social, economic, scientific, technological and educational problems of a nation. The implication of all of the above is that politics is an inevitable phenomenon in every society. On the other hand, education as an activity is as old as man’s existence, it is a concept that people define in line with their opinions and perception. Emenike (2004) opined that education is the acquisition of knowledge that tends to train and develop the individual. Also education has been conceptualized as a discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various non-formal and informal means of socialization (e.g., rural development projects and education through parent-child relationships). Education is the transmission of values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term as socialization or enculturation. Children, whether conceived among the poor or rich, are born without culture. Education is structured to guide them in learning the culture that concerns them and even other people’s culture, molding their behavior in the ways of adulthood, and directing them toward their eventual role in the society.

In the most primitive cultures, there is often little formal learning, little of what one would ordinarily call school, classes or teachers. Instead, the entire environment and all activities are often seen as school and classes, and many or all adults act as teachers. As societies grow more complex and contemporary, the quantity and quality of knowledge to be transmitted from one generation to the other becomes more sophisticated; hence, there must evolve more selective and efficient means of cultural transmission. The outcome of this is formal education, in the school with a specialist called the teacher. As the schools became more institutionalized, educational experience becomes less directly related to daily life and less a matter of showing and learning in the context of the workaday world, and more abstracted from practice, more a



matter of distilling, telling, and learning things out of context, all these are needed to meet the complexities of contemporary societies. Having conceptualized education to this extent, it is imperative to direct attention to educational management thus.

Educational management is a process or art of sourcing, assembling, allocating and utilization of both human and material resources to achieve educational aims and objectives. Shelly Umana saw educational management as an orderly way of thinking which describes in operational terms what is to be done, how it should be done and how we know what we have to do (evaluation means) in teaching and learning process. Management is a method of operation and good management should result in an orderly integration of education and society. In the light of above discussion it is clear to visualize that educational management is a comprehensive effort intended to achieve some specific educational objectives. Nigeria as a nation has been politicized along its diverse ethnic, geographical and religious engrossment.

Therefore the role politics play in educational management is enormous. Politics is all-embracing; it deals with power and power involves elements of decision making, allocating of resources, settlement of conflicts, provision of social amenities as well as the provision and management of education. Hence, no society can think about having an established government without politics. It is the interference of stakeholders including the government, community, members of the school board, school board of governors and the parents that make a complete school system. There is a thin line between politics and education and according to Ijov et al. Politics fashions education and education modifies politics. To this, Ijov et al. has posited some areas of relationship between politics and education which include but not limited to:

- ❖ Politics comes before education.
- ❖ Politics determines the type of education.
- ❖ Every education system has political goals.
- ❖ The education of the youths is probably the most fundamental part of society.
- ❖ The political order of society sets the pace for education.

Education is an aspect of the political needs of the society which means that the political system of a nation has an influence on the educational system of that nation, also the quality of education and its product determines the quality of the political system. And this is why it is believed that no nation can outgrow the quality of its education.



THEORETICAL FRAMEWORK

This paper is theoretically anchored on open system theory which was developed in 1956 by Ludwig Bertalanffy. It defines the concept of a system that is characterized by an assemblage or combination of parts whose relationships make them interdependent (Scott). The open system theory states that all organizations are affected and influenced considerably by their environment. The environment of an organization as recognized by them consist of social forces, political forces, economic forces and other organizations within the environment. Considering the assertions of the proponents of this theory, it is pertinent to note that an educational manager who understands it, will better manage the organization and influences that may arise from the environment where it is established. Acknowledging these impacts and influences will obviously support them in developing more robust leadership strategies to manage it adequately in this world that is changing rapidly. The open system theorist recognizes as stated above some specific factors that may influence the organization as social forces, political forces, economic forces and other organizations within the environment.

However, the main focus of this paper is on the political forces of the environment where the school organization operates, which impacts on the stability and security of the organization. This impact to this extent, could be positive or negative on the ability of the school to effectively and efficiently actualize the aims and objectives of education in a changing world.

Conceptual Review

This paper will anchor its conceptual reviews on the following heading.

- Management
- Education management
- Education
- Politics

Management

Management is a remarkable activity that occurs in all organizations be it business, political, cultural or social. It is essential to manage all activities because it is management that will help to direct various efforts towards the achievement of setting a goal. To this extent, Harold Koontz conceptualized management as an art of getting things done through and with the people in formally organized groups. It is an art of creating an environment in which people can perform and individuals can co-operate effectively towards attainment of group goals. For F. W. Taylor, management is an art of knowing what to do, when to do and seeing that it is done in the best and cheapest way.

Management is an intentional activity that tends to direct people's efforts towards the achievement of certain set goals. Arising from the above, management is the process of working with and through others to effectively achieve the goals of the organization, by efficiently using limited resources in the changing world. Of course, these goals may vary from enterprise to another. For instance, educational objectives are completely different from other business entities, therefore management strategies must align to the objectives to be attained. As a process, management refers to a series of interrelated functions. It is the process by which



management creates, operates and directs purposive organization through systematic, coordinated and co-operated human efforts. George R. Terry saw management as a distinct process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish stated objectives by the use of human beings and other resources. As a process, management consists of three aspects:

- **Social process** - Since the human factor is most important among the other factors, therefore management is concerned with developing relationships among people. It is the duty of management to make interaction between people - productive and useful for obtaining organizational goals.
- **Integrating process** - Management undertakes the job of bringing together human and financial resources so as to achieve organizational purpose. Therefore, it is an important function of managers to bring harmonious links between various factors to effectively and efficiently achieve organizational aims and objectives.
- **Continuous process** - It is a never ending process. It is concerned with constantly identifying the problem and solving them by taking adequate steps. Management in an organization is an on-going process as long as problem solving is concerned.

Management involves creating an internal environment that will put into use the various factors of production. It is the responsibility of management to create such conditions which are conducive to achieve maximum efforts so as to enable people to perform their task efficiently and effectively. It also ensures but is not limited to the availability of raw materials, determination of wages and salaries of employees, formulation of rules and regulations that direct the behavior of employees in work place.etc.

Therefore, we can say that good management includes both being effective and efficient. Being effective means doing the appropriate task at all times, while being efficient means doing the task correctly, at least possible cost and minimum wastage of resources.

Education Management

Applying management principles and strategies to education means a lot to different people. To this, education management has been conceptualized as a deliberate and sequential arrangement of the process of planning, sourcing, assembling, allocating and utilization of both human and material resources to achieve educational aims and objectives. The scope of educational management extends beyond the school system, as it spans to both micro and macroeconomics in the national economy. Microeconomics in the sense that education management involves in the part of nations economics concerned with single factors that affects individual decision, hence the government will first consider economic requirements of its country as in personnel resource before developing the school curriculum that will produces the manpower need the country's economic, also did education management play a significant function in the nations macro-economics as its interested in large scale or general economic factors as interest rate and national productivity.

Arising from the foregoing, Peretomode (1999) asserted that educational management is a collection of activities associated with the planning, organizing, regulating, directing and staffing to adequately and effectively deliver educational aims and objectives. This was



corroborated by Ezeocha (2009) when he said that education management is a method of directing, leading and regulating group's behavior to the attainment of organizational goals. In essence, educational management is all about factual application of management principles in education. From the foregoing, one can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational institutions.

The functions of educational management consists of five basic functions; a manager uses these functions to achieve educational organization goals and objectives. The roles of educational manager are very broad, but authors have conceptualized it to three which include:

- **Human Resources Management**

The human resources of a school system include the entire staff, teaching, non-teaching and other elements, such as students, parents, community members, and governing bodies, among others. It is of paramount importance to manage human resources hence it is the role of the educational manager to select, recruit, appoint, hire, retain, develop and motivate all personnel to achieve educational objectives. Therefore, the educational manager should be provided with adequate facilities to achieve maximally the educational objectives and for maximum professional growth improvement.

- **School Plants Management**

In every organization or institution, basic infrastructures are essentially required. Buildings, playgrounds, equipment's, furniture's, machinery and stationeries are essential for various purposes. Libraries, laboratories, auditoriums and others are also educational institutions' requirements for organizing different curricular and co-curricular programs. The modern changes in science and technology has made it imperative to equip the educational institution with various media and materials, electronic gadgets including radio, television computers, projectors of many kinds and teaching aids like illustrations, models, charts, maps etc. To this end, the school manager has to plan, coordinate and direct all these to meet educational needs, issues and challenges in this rapidly changing world.

- **Ideational Resources Management**

Basically, educational managers play the role of coordinating, aligning and directing ideas, ideals, heritage, curriculum instructions, teaching methods, innovations and experiments to achieve the education aims and objectives. Every organization has integrity to protect and cultures, norms, values are unique. All these assert enough influence on educational delivery, therefore, the educational manager must coordinate all these in a manner that it influences positively on education and its instructional deliveries for better academic achievement.

It is worthy of note that educational management will be meaningful and reasonable if it coordinates the interrelationships and interplays among these three resources as they are interdependent and essentially contributes to total development of educational institutions and for efficient and effective instructional deliveries and outcomes. To this, it is essentially compelling to conceptualize education as a key word in this paper thus.



EDUCATION

Education is compulsory for individuals of a certain age in Nigeria. Education is an individual's dynamic force that plays a highly influential role in a person's mental, emotional, social, physical, creative, spiritual, and ethical development. It helps an individual to go through various experiences and implement these experiences in creating a meaningful life as stated by Socrates. To Gandhi M.K, education is a process that brings out the best in human beings body, mind, and spirit.

It is an essential tool for enhancing social development. It is essential to promote change and development in society. To improve the economic condition of a country and provide optimal human resources required and to maintain brotherhood in society, to him, education is a must. However, the United Nations conceptualizes education as fundamental to enhancing the quality of human life and ensuring social and economic progress.

Furthermore, Durkheim conceives of education as the socialization of the younger generation. He further states that it is a continuous effort to impose on child ways of seeing, feeling and acting which he could not have arrived at spontaneously. Emenike (2004) opined that education is the acquisition of knowledge that tends to train and develop the individual. Also, education has been conceptualized as a discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various non-formal and informal means of socialization (e.g., rural development projects and education through parent-child relationships).

Education is the transmission of values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term as socialization or enculturation. Children whether conceived among poor or rich are born without culture. Education is structured to guide them in learning the culture that concerns them and even other people's culture, molding their behavior in the ways of adulthood, and directing them toward their eventual role in the society. Education is the sum total of the experience which molds the attitudes and determines the conduct of both child and adult. (F.J.Brown and J.S. Roucek).

Aligning with the above, John J. Macionis agreed that education is the social institution guiding a society's transformation of knowledge including basic facts, job, skill and cultural norms and values to its members. Generally, education socializes children into the society by teaching them cultural norms and values. It equips them with skills needed to become productive members of the society; this way, it stimulates in them economic growth and raises awareness on both local and global issues and problems mostly in this changing world. In primitive cultures, there is often little formal learning, little of what one would ordinarily call school, classes or teachers. Instead, the entire environment and all activities are often seen as school and classes, and many or all adults act as teachers. As societies grow more complex and contemporary, the quantity and quality of knowledge to be transmitted from one generation to the other becomes more sophisticated; hence, there evolves more selective and efficient means of cultural transmission. The outcome of this is formal education, with a specialist called the teacher. As the schools became more institutionalized, educational experience became less directly related to daily life and more abstracted from practice, matter of distilling, telling, and learning things, which were needed to meet the complexities of the society. However, education is not essentially concerned with the basic academic knowledge that a student learns in the classroom. Societies also educate their children outside of the school system, in matters



of everyday practical living which is referred to as informal education. These two systems of education are better explained herein.

Formal education describes the learning of academic facts and concepts through a formal curriculum in an organized form called classroom. However, formal methods of learning started some decades ago. Many years ago, few people knew how to read and write, and education was made available only to the higher classes of wealthy people who can afford it. Today basic education is not only available but considered a right and responsibility for all citizens. To adequately complement the learning in an organized setting for a total child development, it was necessary to encourage informal education too.

Informal education describes learning about cultural values, norms, beliefs and expected behaviors by participating in society. This type of learning occurs at home where parents, other family members, and neighborhoods play a role. Through informal education, we learn to dress for different occasions, prepare food, behave to others and learn the ethics of life including social, physical, emotional relationships with others in the society

Aims of Education

The aims of education encompass the fundamental goals and aspirations that guide the educational process. Education is not merely about transmitting knowledge and skills; it seeks to shape individuals into well-rounded and contributing members of the society. However, some common objectives of education includes but not limited to fostering intellectual growth and curiosity, promoting personal and social development, cultivating critical thinking and problem-solving skills, nurturing ethical and moral values, fostering creativity and innovation, preparing individuals for the workforce in a workplace, and empowering individuals to become active and responsible citizens. The ultimate aim of education is to empower individuals with the tools and abilities necessary to live a fulfilling life, make informed decisions, contribute to the betterment of society, and adapt to an ever-changing world.

The open system theorist recognized that organizations are affected and influenced considerably by their environment, the environment of an organization as agreed by them consist of social forces, political forces, economic forces and other organizations within the environment it is established. For the purpose of this paper, politics and political forces within and around the school environment will be conceptualized herein.

Politics

Politics, and other related terms like political and politician, can have both positive and negative connotations. Aristotle argued that humans were “political animals” in that only by engaging in politics could humans reach their highest potential. Often, the terms - political and politician - are looked at with disdain as many people refer to it as a game which individuals using trickery or manipulation to obtain or preserve their status or authority. More formally, a politician is someone running for elective office or serving in it or as a person who is using the skills of a politician in other social interaction. A political actor is anyone who is engaged in political activities. Politics involves all the actions of the government and all the people who work for it, serve, or challenge it.

This paper will adopt the concept of Harold Lasswell, who defined politics as art of “who gets what, when, how. To him politics exist wherever people interact with one another to make



decisions that affect them collectively. Even in families politics exist. When parents decide, making a choice of where the family will live involves politics. When schools decide what tuition to charge and mold of collecting it without agitations are all political activities. When the government imposes taxes or funds education is political too. Generally, politics is any interaction among individuals, groups, or institutions that seek to arrive at a decision about how to make a collective choice, or to solve some collective problem. Political science focuses primarily on these interactions as they involve governments.

Every political event is different. Yet as varied political situations can be, there are commonalities across these events. However, it is the art and science of activities relating to governance of nations, groups, or organizations. Most people try to avoid politics, but its impact and influence is on everybody. As people, we are entirely dynamic and unique individuals, that is why many individuals appear to see politics as a game, when in reality, it is a process of moving ideals of governance of the people, by the people, for the people toward practical application. To this, we find the ability to recognize that politics is the necessary process of managing those differences that have existed among individuals while focusing on the shared ideals of a particular society. In achieving the desired ideals, we can learn to recognize politics is a natural occurrence for finding unity amid complex ambiguity of the people, by the people, for the people.

Politics will continue to exist as long as humans are faced with scarce resources, have different beliefs, preferences, and have had to resolve these differences while allocating scarce resources. Politics are fundamental to the human condition, which will continue to exist so long as these human conditions persist.

Interplay of Politics and Education Management

Politics and education management are not easily separated. Most of the secondary schools in Nigeria were established based on the growing political consciousness in the society, as acknowledged in the National Policy on Education. FRN (2004) asserted that education in Nigeria is the tools for effecting development which therefore seek to perfect the objectives as stated by the government for the benefit and survival of citizenry. On this note, Okeke (2007) affirmed that politics assert enough capacity in secondary school decision-making, control, and governance. Furthermore, Okeke stated that politics in education may be viewed as a control, decision-making, implementation, administration, governance, and a technique for allocating resources to different ethnic groups in order to achieve their goals. Politics has significant value, since an educational system has political objectives that are considered significant, for the school organization to exist, survive and for the political order of the society to be justified (Ijaduola, 2004).

To this end, Uchendu (1995) asserts that politics is the science and act of protecting and enhancing the temporal welfare of the society, basically the function of politics in education management encompasses the formulation of ideas and its application to specific situations. Agreeably, Okunamiri (2005:2) posited that politics is the unbridled struggle for power and among individuals or groups as Dyke (1996:6) concurred when he opined that politics is characterized with the struggle of actors pursuing conflicting objectives on public matters. From the foregoing, it is conspicuous to note that politics is an instrument for resolving social, economic, scientific, technical, educational matters and challenges. In general it is believed that politics concerns itself more on recruiting, securing and maintaining community wellbeing.



Arising from this, politics cannot be undermined in the life and existence of men in any culture, hence its operations around decision making, resource allocation, dispute resolution, social service provision, education provision and administration. Agbajeola (2009) stated that no civilization can suffice without a political process that will constitute an active government. Furthermore, an efficient and effective school system is influenced by the political structure and systems within the society which is completely controlled by the stakeholders such as the government, community leaders, members of schools board, schools board of Governors and parents and teachers associations within communities where the educational organization is located. The interaction between politics and education is symbiotic, that is why Obanya (2022) observed that politics and education interact in a fullest and best to stimulate the desire for better society and the urge to attain it, this political and educational interactions strive to enlighten and motivate individuals to self-help with the view of developing responsible leaders with sense of citizenship and spirit of civic consciousness. Political influence and interference which could be positive or negative, has been there for many decades even in the era of Socrates and Plato. Agreeing to this, Rowley (1911) observed that educational plans are political in nature as every issue is politically affected and moderated. When political influence and interference is productive and beneficial to educational development and management, it is considered positive but when it is counterproductive, it is regarded as negative.

Based on this, Adesina (1984:170) supported the mutual relationship between politics and education. To this, Ogbonnaya (2006) opined that politics has significant impact and influence in education management in areas as educational finance, personnel management, educational policy making, and school infrastructures, plant system and school-community relationship. Standing on this axioms, Almond (1960:27) posited that all political systems tend to indefinitely input their cultures, norms, ideas and structure in the society through education. In contemporary Nigerian society, it is obvious that education and its management has been subdued and influenced tremendously by the powers in government; educational norms, rules, regulations and due process are often frustrated by people in governance to easily achieve their personal gains (Odumade, 2007). It is agreeable that no management can exist or be structured without an element of politics; leadership is constituted through political processes.

Areas of Political Control on Education

It is easy to separate education from politics but arduous to disconnect politics from education that is why it is significant to consider some of the areas politics assert influence on education herein.

Organizational Goals

Generally, an educational manager in his quest to achieve organizational aims and objectives must ensure that all education services are adequately and effectively planned, provide efficient administrative and management for the maintenance and improvement of the system, ensure quality control through regulating and continuous supervision of instructional processes, and provide adequate and balanced financial support for all educational services. Standing on this protocol, educational managers employ both material and non-material resources to actualize these actions, however the difficulties and bottle-necks in assessing both material and non-material resources for the attainment of education objectives is often created by the bureaucracies and politics associated with education and its management. Generally, no matter the system of education adopted in Nigeria, the likely solutions to problems that may occur



from government attempts to moderate the desire of the citizenry is politically derived as through politics the government determines the type of education to be adopted (Uchenna, 2000:5). One can remove education from politics but it is arduous to disconnect politics from education, since no politician can have the skills and experience necessary for various areas that a leader must address without education (Blasé, 2002). It is imperative for political gladiators to consider the importance of education in the Nigerian economy and follow due process in making educational regulations devoid of biases before chosen educational managers. If this is done, the Nigerian educational system will effectively, efficiently and adequately produce relevant human resources required for economic and national growth.

Educational Financing

Education financing is one major area in Nigeria where politics assert much influence mostly in the public schools where the budgetary allocations are determined by the interest of the politicians. Premium Times (2023) reported that the budgetary allocation to education in 2023 was the highest the president of Nigeria has proposed for the sector since he assumed office in 2015. The proposal, however, is still less than half of the percentage recommended by the global education agency, UNESCO, for expenditure on the sector. In the budget, which was presented to the joint session of the National Assembly in October, 2022, the president proposed N1.79 trillion for the sector, representing about 8.8 per cent of the total N20.5 trillion proposal. The allocation is above the N1.18 trillion or 7.2 per cent of the total budget that he presented in 2022. Until the latest proposal, the highest allocation to the sector in percentage terms under the administration was the 7.9 percent allocated in 2016. The increased allocation is not unconnected with the president's pledge in July 2021 at the global summit on education in the United Kingdom to increase the country's annual spending for education by 50 per cent over the next two years and by 100 percent by 2025. Despite this increase, the education budget still falls short of the 15-20 per cent as recommended by UNESCO. Another area of political influence on education is curriculum design.

Curriculum Design

Curriculum design involves assessments, planning, organizing to deliver lessons and subject material activities of teaching and learning which guides educators prepare to achieve educational goals as established in a nation's educational policies. Essentially, curriculum design involves creating an academic blueprint that supports larger educational subject goals or objectives.

Generally, educational plans are political in nature as every issue is politically affected and moderated as observed by Rowley (1911). Analyzing the national aims and objectives of education as to eradicate hunger, illiteracy, ignorance and diseases which are more of political issues can easily show the influence of politics on education because this is what the politicians want education to achieve, the educational curriculum is structured in line with those objectives.

Education Development

Most of the secondary schools in Nigeria were established based on the growing political consciousness in the society, as acknowledged in the National Policy on Education (2004). The society needs to develop and meet contemporary challenges, since education is the vehicle to meet with this, a strategic change in teaching and learning process is inevitable, therefore social



science, educational research and demographic studies should be aimed at creating elaborate and implementing an educational reform that will benefit the society and its citizenry. To this extent as part of educational policies, politicians and other stakeholders should be enlightened to have positive input in educational reform rather than impacting it for their own interest alone.

Students Evaluation

Students evaluation is a process through which feedbacks are received about students' knowledge and performance on particular subject matter and it is an integral part of educational process; it is also used to justify students' talents in some areas of education and collect data for those who may wish to progress in academic ladder, as the society continue to develop and change their demands, so the academic evaluation keep changing to meet with this demands. However, the government has often influenced this evaluation process, at a time in Nigeria history. The West African Examination Council (WAEC) examination was used to test the knowledge of final year secondary school students, but political impact and influence has changed things; presently, the National Examination Council (NECO) which is an examination body in Nigeria that conducts senior secondary certificate examination and the General Certificate in Education are all used as a test examination for final year secondary school students. Also, the Joint Admissions and Matriculation Board (JAMB) was the only Nigerian board for tertiary level admission but now after securing a successful examination in JAMB, you are still expected to pass the post-unified tertiary matriculation examination (POST UTME) before a candidate can be admitted to any Nigerian university, polytechnic, colleges of education or any other tertiary institutions in Nigeria. All these changes in the Nigerian educational system are as a result of political influence and impacts.

Teachers Union

Teachers union is a major trade union in Nigerian education, its formation was to create a united platform for practitioners of the teaching profession in the country with the aim of improving the economic conditions of teachers. Han (2019) observed that negotiations by teacher unions should result in benefits such as better remuneration, health benefits and even professional development. Data reveals that this indeed is not the case, there are also certain negative results that come with coercive teacher negotiations as Mugho (2017) opined that it is the duty of teacher unions to advocate for teacher empowerment, teacher professional development, job satisfaction and overall better working conditions. These observations on teacher satisfaction were also reaffirmed by Marinette and Ed (2017) who agreed that better working conditions for teachers translates to better learning outcomes. Though it is a platform for an ideal coalition for educational development of the country from the perspectives of teachers and their general economic security. Teachers' unions are almost a political organization with much more influence than people realize. To this end, every government that comes will always want to determine who leads the union to avoid teachers stringent demands and consequent strike where they fail to meet with the demands, to some extent, this political influence has caused the balkanization of teachers union in the country which consequently affected teacher performance hence most of these influences does not favor teachers and their union.



The Implications of Political Interference in Nigeria Education in a Changing World

The appointment of leadership positions in Nigerian educational systems are often politically motivated, educational development and outcomes rely largely upon the equipment and facilities available at school for easy teaching and learning process. All these equipment and facilities need funding for their purchases. Availability of these materials help both the teachers and students to teach and learn respectively which will consequently boost educational development and advancement. However, politicians will always do as they want all the time for self-aggrandizement resulting in absence or little of these materials which consequently affects the teaching method (Incekara & Abubakar, 2014: 48).

Arising from political interest, most of these instructional media are lacking in Nigerian public schools as posited by Agnes and Nor (2011: 325) that only 12% of the secondary schools have necessary equipment and facilities which has impacted negatively on educational delivery in Nigeria. More so, other consequences arising from political influence and impact on education but not limited to them are:

- ❖ Poor staffing and inadequate of professionals
- ❖ Dilapidated facilities for effective teaching and learning.
- ❖ Examination malpractice
- ❖ Low grade graduates in the teaching profession which has gravely encumbered educational delivery which accordingly has resulted in poor educational delivery outcome and porous academic standards in Nigeria educational system.

All these as stated are some of the implications of political interference on education which has contradicted and limited the expectation of the Nigerian educational system. As the world is changing, everything in education needs to follow the change, to align with contemporary world situations. As acknowledged in this paper that no nation lives and is proper about its educational status and it is well noted that education produces all human resources requirements for a nation's economic development. Therefore politics of a nation in education should play a role of buffer and robustness in nature to accommodate all basic and secondary educational requirements as to enhance academic delivery that produces manpower that meets the status of contemporary societies in this rapidly changing world.

CONCLUSION

The role of government in the provision of quality education cannot be overemphasized. It is imperative to view education from a broad background in its public service reforms, education as a critical element in fostering values of openness and democracy should be placed in a sincere platform where all stakeholders decide on what will positively improve the educational system. This can only be achieved when people with adequate experience or expertise as educators or scholars attain leadership positions and are also responsible for forming and implementing education policy. The influences of politics on education system in Nigeria is complicated with the potential of significantly impacting on the quality of teaching and learning process at school if not handled adequately. School development process decisions such as



funding, curriculum, testing policies, school choice, and teachers' pay are all politically driven, which has influenced and affected the Nigerian educational system negatively. Standing on this, in order to change Nigerian educational systems narrative, policymakers, educators, and the general public should work together to create policies that prioritizes student success and ensures that all students have access to quality education. By understanding and acknowledging the impact of politics on the education system, we can strive to create a more robust, equitable and effective educational experience for all learners in Nigeria.

SUGGESTIONS

From the foregoing, the following recommendations are made:

- ❖ That educational leadership should be based on merit, policies should be made in line with the needs of the society.
- ❖ Student teaching and learning should be directed to the needs of the society and economy.
- ❖ Curriculum and development should be designed to focus on the overall aims and objectives of Nigeria education system no matter who is involved.
- ❖ Teachers' unions should be allowed to function independently without government interference to strengthen the union and pursue its objectives vigorously.
- ❖ Finally education in Nigeria should be adequately financed to effectively and efficiently meet with the contemporary societal challenges and demands.

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