

INFLUENCE OF POLITICAL IDEOLOGY ON THE ADMINISTRATION OF SCIENCE EDUCATION IN COLLEGE OF EDUCATION, AKWANGA

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Abstract

The study investigated influence of political ideology on the administration of science education in College of Education, Akwanga. Two objectives and two research questions were raised to guide the study. Survey design was adopted. The population of the study comprised all lecturers in school of science. The sample size is 65 respondents. The questionnaire was constructed and structured for data collection. A face to face mode of administration was carried out. Data collected were analyzed using arithmetic mean. The main findings of the study revealed that, political ideology crippled the effectiveness of science education. Educational administrators and planners should adhere to rules, policies and procedures for efficient administration in science education to economy growth for sustainable national development.

Keywords: Education, Science, Sustainable Development and Political Ideology

Introduction

Background of the Study

The process by which every society attempt to preserves and upgrade the accumulated knowledge, skills and positive attitude in its cultural setting and heritage in order to foster continuously the wellbeing of mankind and guarantee its survival against the unpredicted events at time of forces of nature, education is paramount. Education brings about sustainable development, where human ability were developed for harmony, stability and peaceful coexistence in the land. Its administration is paramount, opined by Godwin (2012).

A nation's development is not measured through the number of buildings it has, the roads laid down or bridges constructed, but by the human resource developed through a well-defined system of education (Bhoje in Margaret, 2021). More so, education is the process of mastering the law of nature, utilizing them effectively for the welfare of the individual and for social reconstructions. Education is power. As Nelson Mandela rightly quoted "Education as the most powerful weapon which you can use to change the world" (Duncan, 2013). Sustainable national development is about ensuring the needs of the present generation to meet the needs of future growth and secure the livelihood of coming generation. To attain, obtain, sustain micro-economic growth of the nation, effective administration of science education is paramount.

Science is the bedrock upon which any nation can be built. The word science is derived from Latin word "Scientia" which means truth, certain or fact (Oniyekwu and Enyasoah, 2016).

Science could be viewed as an act of doing, involving investigation, regarding the development of efficient skills and positive attitude towards certain knowledge to meet the needs of mankind. According to Margerate (2021), science is viewed as a key element usually regarded as major importance of meeting societal needs, such as; guaranteeing the availability of scientists, engineers and other professional workers in scientific fields for economy growth. For any meaningful national development, process of creating and productivity must be put in place.

Science education is the application of educational theories especially those based on the philosophical, sociological and psychological perspectives in the endless search for truth, fact and certain knowledge which results in the development of the intellectual, psychomotor domains through some systematic process involving careful observation, deduction and testing by empirical means (Igbaji et al 2017). Science education produces a simplified and a comprehensible concept of science that can be understood as facts by individual not as the traditionally part of science community as cited by Margerate (2021). She likewise states that, science education is able to transform the typical lecturer – centered lecturing into a discovery and problem-solving arena, which stimulates creativity and originality where students were actively engaged in identifying problem and search for the solution. According to Pember and Himbe (2009) that, science education geared towards exercising critical thinking and exploration which could lead to economy growth that can eventually create ways for sustainable national development. Science Education should efficient at tertiary institution for sustainable development in Nigeria (Okebukola 2025).

Unfortunately, policy makers on education, the politicians, they lack sincere efforts and will on efficient and effective planning and coordination of both human and material resources for science education that could, through its prospects pave ways to attain, obtain, sustain and maintain microeconomic growth to national development. This could be due to the introduction of policy on equalization and equity of ethnic ratio into education sector where political class are busy selecting and recruiting their family member into the education sector, jeopardizing education system in Nigeria. It is unfortunate indeed. Political ideology depleted the standard of education leading to inefficient creativity with poor productivity which ends up diminishing confidence on science education causing more havoc in the society at large.

Statement of the Problem

For any meaningful national development and its sustainability, efficient and effective administration of science education is crucial. Politicians opinions swiftly destabilizes mobilization and arrangement of both human and material resources destroying system of education that could aid the populace attain and obtain wealth for economic growth breeding unconducive environment hindering creativity and efficient productivity for sustainable national development. Okoli et al (2013), observed that political values saddled with insecurity and corruption capable of diminishing confidence for science education leading to inadequate lecturer quality thereby producing halve baked scientists who cannot tackle diseases when they encounter them. Political policy makers on education introduces difficult concept in science which makes education process boring, where students becomes mere spectators listeners. And many other issues confronting science education. This has prompted the present researcher to investigate influence of political ideology on the administration of science education.

Purpose of the Study

The purpose of this study is to investigate influence of political ideology on the administration of science education. Specifically, to:

1. identify how political ideology influence planning in science education.
2. ascertain how political ideology influence coordination in science education.

Research Questions

The following questions were posed to guide the study:

1. How does political ideology influence the planning in science education?
2. How does political ideology influence coordination of science education?

LITERATURE REVIEW

General Strain Theory by Agnew 1992

Agnew considered strain as conditions that are disliked by individual. He propounded strain theory as various forms of excessive and hintful tension that cause individual to exhibit negative emotional state, such as anger, depression and fear that may hinder achievement of aspiration and expectation of individual(s). It is worthy to not that, fear prevent progression. Political policy makers in an institution of learning breeds unconducive learning environment saddled with excessive hintful tension comprises anger, depression, anxiety and fear that may hinder achievement of National aspiration and expectation for sustainable national development.

Science Education

Science education is the act of applying truth, facts and certain knowledge structured to enhance the development of critical thinking with problem solving skills for better living.

Objectives of Science Education in Nigeria

- Development of problem – solving skills: To teach students how to apply scientific principles to solve real-world problems
- Understanding scientific methods where scientific inquiry and method including experimentation, observation and analysis were carried by student.
- Enhancing critical thinking: To promote logical reasoning and creativity in students.
- Promoting sustainable development: To educate students on how facts and certain knowledge can be applied to sustainable practice in agricultural science for food production, energy supply and environmental management.
- Preparation for further studies: To lay a strong foundation to pursue higher education and careers in science-related fields
- Improving health and environmental awareness: To educate learners on the role of science in improving sanitation and environmental protection.
- Instilling scientific attitude such as curiosity, open-mindedness, objectivity and respect the feeling of others.

For any meaningful national development and its sustainability, science education is appropriate for the work (Onuoha, 2012). Science education is the application of educational theories especially these based on the philosophical, sociological and psychological

perspectives in the endless search for facts, truth, and certain knowledge which results in the development of the intellectual, psychomotor domains through some systematic process involving careful observation, deduction and testing of empirical means opined by Igbaji et al (2017).

The planning and coordination of science education there should be conducive environment for selection and enrolment of both human resources and materials resources to effectively carry out function as expected for the achievement of purpose to meet the needs of future growth and secure the livelihood of coming generation.

If nation will be developed, there must be appropriate utilization of resources to enhance and sustain development. Science education should be more supplier and re-equip with update and relevant resources opined by Margaret (2021). She further states that, there must be appropriate skills necessary for technological innovation and invention for the industrial growth of the nation. It means that, the application of ICT and techniques are required to enhance development. In regards to asserted objectives of science education above there is need in developing science education considering health care, food production, and employment as prospect of science education as an essential means for sustainable national development.

- **Health Care:** Considering healthcare, proper dissemination of science education would not only play a critical role in producing conceptual scientists that will be responsible for manufacturing homemade remedy but also enlighten the general public that are not necessary literate on how to avoid or tackle diseases when they encounter them. This could help achieve and sustain development.
- **Food Production:** In regards to food production, science education personnel can inform the populace on how to prepare for the hazardous climate occurrence and also how to apply mechanized equipment for cultivation, planting and harvesting of crops through the knowledge of agricultural science to improve the production rate of food for efficient standard of living or sustainable development.
- **Employment:** The advancement of science education will prepare the citizens for available position in various industries where they will be directly involved in the research and development of food related items and drugs. In the age, a high percentage of core skills required across occupation will be wholly different in future. Currently, almost all professional in Nigeria including the creative industries, designers, food technologists, data analysis, education and health workers have gone digital. Thus implies that, the knowledge required to be employable in the nearest future would depends majorly on science education. This is greed indeed noted by Margaret (2021).

Planning and Coordination in Science Education

Planning is an intelligent preparation for action. According to Cletus (2016) planning to mean, a systematic process of making decisions about activities that an individual, group, work unit or organization will pursue in the future. There is need for appropriate planning procedure on clear and realistic objective with efficient and sufficient resources through appropriate despostment to the right place at the right time encourages commitment and participation for achieving aspiration. Human resources in science education should be competent, willing and determining in discharging their obligations. This can only take place where identification,

selection, allocation and application of resources required were efficiently carried out. This should be applicable to science education to achieve its objectives.

Unfortunately, the political policy makers on educational system has aggravated fear and distrust in science programmes. They introduces policy that is born out of the need to bring about equalization and equity in ethnic ratio in the education sector, crippling the education system which eventually leads to halve baked graduates that cannot positively contribute to economy growth for national development. It is therefore not a surprise when Yoloye contends that, the practice emanated from “reasoned compromises” (Yoloye, 2014). Political appointment into science programmes could be due to politicians opinions, which conflict the rule, policies and procedure in science education processes.

Political Ideology

Political ideology is said to be a set of ideas, beliefs, values and opinions exhibiting a recurring pattern that competes over providing plans of action for public policy in attempt to change the social and political community. Education sector is not a political community. And it should not be planned and coordinated by/through political class. This is because, ideas, beliefs, values and opinions exhibited for public policy cannot work for education sector that is expected in creativity and productivity for the economy growth.

Education remains an essential tool for harmonies and progressive development of man’s innate power (Nnaboua and Asoduke, 2004). It should be coordinated by efficient educationalists through which there will be conducive and workable environment for harmony and stability of resources for its effectiveness to economy growth for Sustainable National Development.

Sustainable development cannot be achieved in a country where there are insecurity and corruption in an institution of learning. As opined by Okafor (2000) that, inadequate lecturer quality is related to political ideology where difficult concepts were posed in science cannot be comprehend. Leading to inadequate lecturing method. Difficult concepts formulated by politicians in science aggravated inefficient application of ICT (Adeyemo 2010) that could improve national economy growth. Political ideology posed deficiency in the provision of efficient science equipment, professional misconduct, nepotism to balance ethnic ratio in education sector (Okafor 2004). Defective admission and employment process manifested as political class can punches slots in the admission and employment list in an institution of learning. Due to inappropriate planning procedures the resources required to stimulate concepts in science are not efficiently available and this could pose serious issues in science education (Onah, 2003). Those among many issue manifesting in every sector including education sector, has prompted the present researcher to investigate influence of political ideology on the administration of science education in College of Education, Akwanga, Nasarawa state.

Methodology

Research Design of the study. The researcher adapts survey design. The design offers the researcher the opportunity of sampling the opinions of respondents from which generalization were made about the population from the area of the study . The population of this study comprises lecturers from seven (7) departments in school of secondary education, science programmes State College of Education Akwanga. 5 lecturers from each department (5x7) =

65 sample size for this study. In regards to design for this study, questionnaire is appropriate as the instrument for data collection.

Questionnaire title: Influence of political ideology on the administration of science education. Questionnaire (IPIASEQ) was constructed and structured with two sections (A and B). Section A for personal information, while section B with items through the information obtained from literature reviewed based on research questions which were structured on modified 4 – point rating scales of Strongly Agreed (SA₄), Agreed (A₃), Disagreed (D₂), Strongly disagreed (SD₁) rated both for cluster A and B to elicit information on how political ideology influence planning and coordination of science education in College of Education Akwanga.

The instrument was validated by the experts in College of Education Akwanga. The validated instrument was trail tested on related respondents that do not fall part of the present respondents to ascertain the reliability of the instrument using Crombach Alpha coefficient reliability method. The reliability coefficient was 0.80 which is appropriate for the study. In order to generate data, the researcher directly administered a total 65 copies of the questionnaire to the respondents in school of secondary education, scheme programme. Engaging five (5) from each department. The treated questionnaire were collected on same day to ensure efficient return rates. None was damaged.

For data analysis Arithmetic Mean was employed.

$$\text{Arithmetic mean } (\bar{X}) = \frac{\sum Fx}{\sum F}$$

Where:

$\bar{X}$ = Arithmetic Mean

$\sum$ = Summation

F = Frequencies

X = Scores apportioned to each of the response type with decision rule calculated.

Where

SA = 4

A = 3

D = 2

SD = 1

Therefore: $\bar{x} = \frac{\sum fx}{\sum f}$

$$\bar{x} = \frac{4+3+2+1}{4}$$

$$\bar{x} = \frac{10}{4}$$

$\bar{x} = 2.50$ which serves as criterion value

Decision: Accept a research item if it's calculated mean $\bar{x}$ is greater than or equal to the critical value (2.50) otherwise reject.

Results

Cluster A: Influence of Political Ideology on the planning of science education.

Research Question 1: How does political ideology influence planning of science education?

Table 1: Influence of political ideology on planning

S/N	Item Description	SA ₄	A ₃	D ₂	SD ₁	Arithmetic Mean	$\bar{x}$	Decision
1.	Politician opinions swiftly destabilized mobilization of resources into science education	33x4 =132	26x3 =78	4x2 = 8	2x1 = 2	$\frac{132 + 78 + 8 + 2}{65}$ = 3.38	3.38	Accept
2.	Identification and selection of manpower into science education was interfered by political ideology.	30x4 = 120	21x3 = 63	9x2 = 18	5x1 = 5	$\frac{120+63+18+5}{65}$ = 3.14	3.14	
3.	Political values breeds unconducive environment, destroying effective recruitment process in science education.	34x4 = 136	23x3 = 69	5x2 = 10	3x1 = 3	$\frac{136+69+10+3}{65}$ = 3.35	3.35	Accept
4.	Political policy makers in education crippled effective process for use of ICT in planning for science education.	31 x 4 = 124	20 x 3 = 60	8 x2 = 16	6 x 1 = 6	$\frac{124+60+16+6}{65}$ = 3.17	3.17	Accept
5.	Political class in education system diminishes confidence on education since they can punches slots in the list of staffs and students.	29 x 4 = 116	28 x 3 = 84	4 x 2 = 8	4 x 1 = 4	$\frac{116+84+8+4}{65}$ = 3.26	3.26	Accept

Findings:

Based on the decision rule on critical value. Findings from table 1 above revealed that all items on cluster A were accepted all with mean above 2.50 describing how political ideology influence planning in science education.

Discussion of Findings:

It is notable that politician's opinions swiftly destabilized mobilization of resources into science education. The identification and selection of manpower into science education were interfered by the belief of political class. It further breeds unconducive environment destroying effective recruitment process for science education. Likewise political policy makers in education crippled effective process for he use of ICT in planning for science education and political class in education system diminishes confidence on science education hindering efficient and sufficient utilization of required resources in education sector.

Cluster B: Influence of Political Ideology on Coordination of Science Education

Research Question 2: How does political ideology influence coordination of science education?

Table 2: Influence of political ideology on coordination of science education

S/N	Item Description	SA ₄	A ₃	D ₂	SD ₁	$\bar{x}$	$\bar{x}$	Decision
1.	Political values creates fear and anxiety in education sector leading to poor commitment to duties by scientists	28x4 = 112	32x3 = 96	2x2 = 4	3x1 = 3	$\frac{112+96+4+3}{65} = 3.31$	3.31	Accept
2.	Political ideology saddled with corruption capable of diminishing confidence seemingly recruited inadequate lecturer quality thereby producing incompetent graduates who cannot solve problems.	35x4 = 140	21x3 = 63	5x2 = 10	4x1 = 4	$\frac{140+63+4}{65} = 3.34$	3.34	Accept
3.	Political policy makers in education introduces difficult concepts in science making the process so boring to students	31x4 = 124	22x3 = 66	7x2 = 14	5x1 = 5	$\frac{124+66+14+5}{65} = 3.38$	3.38	Accept
4.	Due to difficult concept in science students became mere spectator's listeners which discourages creativity in science education.	28x4 =112	28x3 = 84	5x2=10	4x1 = 4	$\frac{112+84+10+4}{65} = 3.23$	3.23	
5.	Deficiency of ICT facilities in science education due to misappropriation and mismanagement of science facilities hinder innovation and invention that could enhance productivity for economy growth.	32x4 = 128	25x3 = 75	5x2 = 10	3 x1 = 3	$\frac{128+75+10+3}{65} = 3.38$	3.38	Accept

Findings

Findings from table 2 above shows that all items were accepted as describing how political ideology influence coordination of science education in College of Education Akwanga.

Discussion of Findings

School of secondary education and science programme in college of education Akwanga requires science education for the application of truth, facts and certain knowledge structured to enhance the development of critical thinking with problem solving skills for better living in the society. Unfortunately, fear and anxiety due to political ideology crippled achievement in any society be it public or private. Political values are capable of creating fear and anxiety in educationalist leading to ineffective development of human and capital growth (Igbaji et al (2017). Inadequate lecturer quality is related to political ideology where difficult concepts were posed in science that cannot be comprehend opined by Okafor (2000). This make science students becomes mere spectators listeners which discourage creativity in science education. Deficiency of ICT facilities in science education due to misappropriation of science facilities hinders innovation and invention that could enhance productivity for economy growth, strongly asserted by Margaret (2021). The administration of science education in college of education Akwanga requires conducive environment to enhance the development of critical thinking with problem solving skills for better living in the society. Political policy makers on education introduced difficult concepts in science which makes science education boring were students become mere spectators listeners leading to inefficient achievement of science education objectives. There is need for sustainable national development. Stakeholders should take note of these.

Conclusion

The danger of security challenge and corruption emanated from political ideology on education sector is unacceptable. Political class opinions diminishes educational stability leading to ineffective planning and coordination of science education that could be of great importance to Nigeria's workforce and economic growth. Influence of political ideology crippled science education processes in state college of education Akwanga, Nasarawa state leading to inefficient quality result with ineffective process to economic growth for sustainable National Development.

Recommendation

Based on the findings from this work, the researcher present the following recommendation to be implemented if the there is need for Sustainable National Development

1. To the government: The government should review the present policy for equalization and equity on ethnic ratio in education sector, for the sanity of educational system to achieve nation goal.
2. To stakeholders in education: Strategical planning should be put in place to ensure that only educational administrators and planners are the ones planning and coordinating education system.
3. To educational administrator and planners: Science education should adhere to rules, policies and procedure for efficient planning and coordination of resources for efficient planning and coordination of resources into science education.

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