



POLITICS OF DIGITALIZATION IN THE MANAGEMENT OF EDUCATIONAL SYSTEM: NIGERIA HIGHER EDUCATION PERSPECTIVE

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Abstract

Over the years, various governments in Nigeria, at one time or the other initiated policies and programmes towards achieving the goals of education. More often than not, the politics behind the policy initiations is usually contentious as the stakeholders of education are not duly carried along. The ruling political class influences (rightly or wrongly) education system based on their ideologies. Education being the backbone of every nation, especially a developing nation like Nigeria cannot be left to be tossed around by political whims; let alone this era of information age as challenged by digitalization for global competitiveness. Being in a changing society, educational managers/planners are challenged to key in the present technology of digitalization for free flow of information and dissemination of knowledge, particularly at higher education system with the mandate of grooming knowledge economy. Information communication technology (ICT) is a non-negotiable tool for effective education management delivery in this 21st century. Thus, education is now a major political issue where undue interference ushers in challenges of time constraints, premature change, management implications of struggle and stress at the implementation stage, among others.

Key Words: Digitalization, higher education, Management of Education System, Politics.

Introduction

Politics significantly influences the digitalization of educational system. Such influence can manifest in various ways, shaping the pace, direction, and effectiveness of digital information in education. However, education is an instrument for social change and national development. Hence, the National Policy on Education of the Federal Republic of Nigeria (FRN, 2004:8) stated that education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution. Isaac (2022) opined that in this era of knowledge economy, universities are expected to innovate, generate skills, resourcefulness and equally create public knowledge, as well as exchange skills between industries and academia for improvement of technologies to support sustainable development. Consequently, education managers have the responsibility of planning and effecting whatever changes so desired by the nation. However, digitalization in the management of educational system in Nigeria is still at infant stage; and as such requires strategic planning. No wonder that the former minister of education, Prof. Ruqayya Ahmed Rufa'i stated in her foreword in the National Policy on Education of the Federal Republic of Nigeria thus:

'These strategic plans in education have engendered an expanded role for education as an investment for economic, social and political development; an aggregate tool of empowerment for developing the full capacities and potentials of human resource, as well as development of competent work force through the acquisition of practical life skills relevant to the world of work as a veritable means of developing sound intelligent learning societies fit and relevant to the 21st century. All these can be



achieved through strategic and collaborative partnerships with key stakeholders'
(FRN, 2013).

Politics in Nigeria is more concerned with personal interest and or agenda of the political ruling class to actualize their beliefs while education is just an avenue to achieve their goal. This trend sometimes leads to premature changes, which negatively affects the implementation of lofty goals of national education policy programme of developing sound citizens. Nevertheless, education and politics are interrelated. Both operate in dual relationship for possible changes because any government in power exerts pressure on policy making not just as a stakeholder but a power house of the nation. In a similar notion, Nwadiana (2015) remarked, 'education in contemporary times still has a very powerful influence on policy making with political flavour'.

Digitalization according to Anichie, Ofem and Ania (2022) is the processing and sharing of information among electronic devices which deals with technologies for information manipulation and communication. Therefore, digitalization implies ways of employing the use of Information and Communication Technology (ICT) in an organization to achieve desired change and improvement. However, politics of digitalization in the management of educational system in Nigeria is part of the political relationship amongst stakeholders of education, particularly education managers. Digitalization cannot occur without the use of Information Communication Technology (ICT) facilities. Apart from using ICT in the teaching-learning process, higher education, particularly the universities are embracing the use of ICT in mainstream education management. Thus, ICT plays an important role in creating an environment that encourages managers to learn and share knowledge by aligning goals, integrating bits and pieces of information within and across organizational boundaries. Thus, help managers to produce new knowledge that can be useful in achieving organizational goals.

Therefore, this paper provides the conceptual framework in the following ways: concept of politics and the relationship between education and politics, concept of educational management, concept of digitalization and digitalization in education, politics of digitalization in the management of educational system; digitalization as an indispensable tool in 21st century management of education and matters of reform, as well as implications of politics of digitalization in the management of education in Nigeria.

Concept of Politics and Relationship between Education and Politics

The term 'Politics' connotes actions based on good judgment, though connected with power, status etc. within an organization rather than with matters of principle (Longman Dictionary of Contemporary English, 2007). Karl Deutsch, one of the foremost American political theorists asserted that politics is the authoritative allocation of values (tangible and intangible) in a manner acceptable to various interest groups aimed at improving the well being of the society (Nwadiana, 2015). In reiteration, Nwadiana states that politics is an activity directed at who gets what, why, how and when within a group or among group of people and the limits of resources available or anticipated. According to Lunenburg and Ornstein (2012), politics implies tradeoff, compromise, less-than-perfect solutions and perhaps, secret deals that benefit those in power. In the views of Nwagwu (2002), politics symbolizes selfish quest for power and authority to share, allocate and control resources and determine public policies. It is manifested in the winner takes it all syndrome, protection of sectional interests, rewards for political support, self survival alliances and social, religious, ethnic, party and economic interests and affiliations. Therefore, to many people, the term 'politics' carries a negative connotation.

Ostensibly, the above definitions or views on the meaning of politics could not say it all especially the views of the Nigerian faculties which basically emanated from the understanding of probable behaviors of the Nigerian politicians operating on the corridors of power. The scenarios in the political dispensation in Nigeria, is nothing to write home about. It usually manifest in the manner of 'do or die' affair just to grab power. This paper therefore, posits that politics in as much as it embodies power and authority, has an element of patriotism and individual discipline at least to win the support of meaningful citizens to build and develop the nation other than selfish interest of amassing personal/sectional wealth alone. It is usually, in the developing countries like Nigeria that politics seems to have lost its sense of dignity and patriotism for not putting the welfare of the citizens as the top priority. Nonetheless, politics can be viewed as activities of people bestowed with power and authority to make meaningful decisions and policies that will provide all forms of security (social, economic, physical or otherwise) for the citizens through meaningful management of resources and supervised implementations. This is the reason why politics and education are inseparable. As the former make policies, the later (educational managers) implement the policies. Additionally, in Nigeria, Ikechi (2012)



posited that political instability over the years has contributed to retarding national development, including the development of education. Such instability manifests in frequent changes in policies as well as the movers of such policies. In the views of Obanya (2010), politics in relation to access to education in Nigeria since return of civil rule 1999, seems to have borrowed heavily from the politics of old times, right from the pre-colonial period. He added that old ethnic religious loyalties which often times mean divisive politics in the context of building a modern nation are still a fact of national life. He reiterates, such politics is often nicely expressed as the politics of equal sharing of the national cake, and giving practical expression in the 'zoning' of political posts. Another prominent feature of politics in Nigeria is at play in the proliferation of universities.

Political dispensation in Nigeria is a major challenge as it perverts all levels of leadership positions which, invariably touches the digitalization protocols of input-process-output at higher education system. The relationship between education and politics is complex and multifaceted (Wikipedia). Education plays crucial role in shaping political ideologies. Some of these roles include: education is the main agent for political socialization of the young into national political culture. It serves as preservation of values, to preserve national integration and stability. Education is the primary agent for the training of citizens as well as selection and training of the political elites. Thus, education helps to preserve the elites' powers of controlling, organizing and regulating education. Also, education helps to inculcate into students civic education like voting, community organizing etc. That is, skills for active participation in politics are taught to students. Therefore, education provides social mobility.

Conversely, politics influences education as follows: politics shape education policy at all levels – federal, state and local government. Policy makers (elected representatives) make decisions about curriculum standards, assessment methods, teacher qualifications, etc that impact schools, students and educators. Politics determines the allocation of resources, including funding to education. Government budgets and appropriations decisions are influenced by political priorities and ideologies; which can impact on the availability and quality of education resources such as textbooks, technology, facilities, and teacher salaries, among others. Therefore politics and education are intertwined and mutually influential.

Concept of Educational Management

Management is a process of utilizing available resources (tangible and intangible) to achieve predetermined objectives. In other words, management refers to the totality of all the processes through which human, material, time and financial resources are made available, organized and directed towards achieving the goals and objectives of an organization.

Educational management therefore, implies the process of utilizing the available resources (human, material and non-material) for planning, organizing, staffing, directing, coordinating, controlling, budgeting and evaluating the activities of an educational institution for achieving educational goals and objectives. Similarly, Uzoigwe, Onwochei and Egbai (2022) stated, educational management is defined as the process of planning, organizing, directing and controlling the activities of an institution utilizing human and material resources so as to effectively and efficiently accomplish the function of teaching, extension work and research. On the other hand, Jin (2014) opined that educational management refers to all the managerial activities to the day to day functioning of the educational institutions. Consequently, from the afore-mentioned views of educational management, it can be deduced that educational management involves: setting of clear and attainable goals/objectives by educational manager (one who coordinates and supervise the activities), structure (organization or institution), people (employees), resources (materials, time).

However, Obi (2017) is of the opinion that management of education has become increasingly complex and attributes the complexity to technological influences, security, politicization of education, increasing educational cost, student's enrolment, and school change among others. Meanwhile, management of education is a very important function of the government as every nation depends on education for socio-economic, political and technological development.

At higher education level, university management is precisely concerned with students, lecturers, non-teaching staff and the rules, regulations and policies that govern the university system. In the views of Tsav (2015), university management can be seen as the process concerned with creating, maintaining, stimulating, controlling and unifying formally and informally all the resources within a unified system designed to accomplish pre-determined objectives. In the management of university, the University Governing Council (UGC), vice chancellor and staff must of necessity see themselves as a team working for the growth and development of the citizenry admitted to the school for efficacious character molding in a specified period of



time depending on their course of study in the university. Ideally, the management of any education system is not a one-man affair but a team. Hence, there is a chain of administrative command and managerial hierarchy that would ensure orderliness and day-to-day decision making towards organizational success and wellbeing of members of the academic community. In a similar vein, Dauda (2010) asserted that institutions of higher learning, including universities are predominantly for business of molding people into useful skills and capacities for improvement at individual, organizational and national levels. Consequently, the process of managing higher institutions like university remains the input (admission and recruitment), Process or transformation (teaching, learning and research) and output (graduates, enterprise). Through proper coordination, all the various units and departments work as a team, each performing its specified functions according to set standard.

Concept of Digitalization and Digitalization in Education

Digitalization according to Longman dictionary of Contemporary English (2007) is a process of converting something to digital form. By digital form, it implies working by the principles of electronics and computerized technology. Hence, technology plays an important role in digitalization. In fact, information and communication technology (ICT) is the tool for digitalization. Therefore, to digitalize is to put information into a digital form. In a similar vein, digitalization refers to adaptation of a system, process, etc. to be operated with the use of computers and the internet. It allows organizations to carry out different work-related activities without physical presence. For instance, in an educational institution, different management activities can take place without being physically present. Such activities like virtual meetings, exchange of information through telephones, computers, etc. Therefore, digitalization can be said to: be a process, involves use of technologies (ICT), effect change(s), be value-oriented, and provide opportunities for innovation.

According to Wikipedia, digitalization is defined as digital transformation, the adoption of digital tools to create new or modify existing products, services and operations. Therefore, digitalization is transformative and the basic goal is to improve the existing system. Therefore, digitalization cannot occur without involvement of Information Communication Technology (ICT) facilities. Now, the question is; what is ICT? Information Communication Technology (ICT) as described by Anashie, Offem and Ania (2022) is the processing and sharing of information among electronic devices which deals with technologies for information manipulation and communication. ICT is the emergence of tools of microelectronic and telecommunications that are used in the automatic acquisition, analysis storage, movement, display, transmission, reception, and interchange of quantitative and qualitative data (Boritz, 2000; Cheta, 2003). Therefore, digitalization implies ways of employing the use of ICT in information manipulation in an organization to achieve desired change and improvement.

In educational institution, ICT is very important and applicable in many areas. Haddad (2002) divided ICT in education into three categories: instruments (TV, DVD, Computer), instructional (video and multimedia modules) and dissemination (TV Broadcast, CD or Web); but emphasized that the choice of technology and the way it is used is partially determined by what is expected in terms of education, learning and teaching objectives. Klecum (2008) highlights the fact that the skills necessary to make efficient use of ICTs include not only technical skills but also context-specific, literacy and numeracy skills. In other words, individuals need to develop other ICT-related skills to make use of new technologies in genuinely beneficial ways. Johnson and Webber (2016) take this view further and propose that (ICT focused) information literacy should be seen as a soft applied discipline that individuals should master to be able to take part in the information society.

Nigeria emphasized the crucial need of ICT in the early 2000. The policy framework document that delineated the need for a national ICT policy recognized that Nigeria would need to embrace the goal of lifelong education for all. One of the recommendations that were made early in 2006 resulted into the proposed establishment of Ministry of ICT to address the convergence of ICT and to provide coordination of policy development (ICT Task Force Working Group, 2006). However, by 2015, Ministry for Communication and Digital Economy was established. Consequently, in the present context of digitalization in the management of education system in Nigeria, ICT is considered to be potential tool in the hands of education managers to navigate effectively the enormous task of managing higher institutions because of increase in globalization. Hence, in educational institutions today, digitalization is fast taking the centre stage. Most of the management activities in universities are ICT driven.



Politics of Digitalization in the Management of Educational System

It is a known fact that education and politics are intertwined; while digitalization in educational management explores the use of ICT in education delivery. Consequently, politics of digitalization in the management of educational system hereby explores the relationship among the three variables – Politics, Digitalization and Educational management. Therefore, politics significantly influences the digitalization of educational systems. This influence can manifest in various ways, shaping the pace, direction, and effectiveness of digital transformation in education. Hence, politics of digitalization manifest in education institutions in such areas as follows: availability of resources (funding, infrastructure, ICT facilities (hardware and software)) and resource accessibility, among others.

- i. Resource availability: In Nigeria, and indeed many other nations, education is capital intensive. Funding in education remains an issue that politics of who gets what, how, where and when becomes inevitable because of the limited means. Thus, the politics of availability is reflected in both external and internal administration of educational system, which in turn cut across within the institution management set up that share the limited ICT facilities. Obviously, there is shortage of available resources.
- ii. Accessibility of resources: Due to inadequate school working materials (ICT facilities inclusive), digitalization of management of education at implementation level is difficult because education managers could not have access to needed facilities due to inadequate supply from the government. Instead, they only make use of few ones at their disposal. However, there is digital divide regarding access and equity. Political decisions affect efforts to bridge the digital divide.
- iii. Capacity building: At higher institutions in Nigeria, the politics of who undergoes training or skills acquisition programmes manifests in the appropriate personnel selection process. The politics at this point could result in bias selection of appropriate personnel while the organization goal suffers; because training based on bias selection of staff may not produce the needed skills.
- iv. Payments: Technology plays a crucial role in digitalization of payments. E-payments favours the leaders of educational institutions as he/she has total control over the institution finance.
- v. Online Security: Also online security requires knowledge of necessary technology to contain it. Hence, the university management is faced with the politics of who (capable hands) manage the information system and what information goes out to public and by whom.
- vi. Information exchange: In this new digital age, computers and internet are part of our everyday lives. Education managers cannot perform effectively without information exchange. Hence, collaboration becomes imminent, and various ICT facilities are required.

However, an analysis of management of education in the era of digitalization is considered in retrospect to be able to appreciate the progress made and undeniable needs and demand of the society which calls for ICT/ E-learning for the global fit. Therefore, the brief analysis deals with issues such as: politics of management of education in the past 2 or 3 decades in Nigeria, politics of management of educational system in the current dispensation in Nigeria as well as implications of politics of digitalization in educational management in Nigeria in this 21st century and beyond.

In Nigeria, the management of education particularly higher education is largely political. It cuts across every aspect of education system, from formulation of policies to establishment of universities, appointments, admission policies, funding as well as management. Fafunwa (1998) remarked that considerations which decide the character of higher education are largely political. Over the years, about 3 decades ago, higher education was so politicized that it is almost impossible to implement any government policy on education that does not reflect political or religious undertone. In corroboration Tonwe, Ojogho and Ogeleka (2015) pointed out that the succession of military and democratic governments has produced policies that are not always compatible with each other's regime. All that matters to the Nigerian politicians is to seek recognition and boost their ego. Such undue changes in policy could be seen in the educational system of 6-3-3-4 of 1980s and 1990's changed to 9-3-4 system in the year 2000's and without proper planning with regards to facilities, teachers, administrators etc left the school system, particularly at the implementation level in confusion and frustration. Secondary schools have started shifting sections (morning and evening sections for junior and senior level) due to accommodation problems; junior secondary separated and moved out of the same environment with senior level and in no time (few years) returned back to the former system of 6-3-3-4 (6 years of primary, 3 years of junior secondary, 3 years of senior secondary and 4 years of university) in the



same 2000's. The junior and the senior secondary levels are together in the same school environment up till today, 2024, but the operating nomenclature now is 9-3-4 system (9 years of basic education, 3 years of secondary and 4 years of tertiary education). Meanwhile, during this period (last 3 decades), digitalization in the management of education in Nigeria was barely in practice. It was in the early 2000 that the need for Information and Communication Technology (ICT) as a tool for economic development was introduced in Nigeria by the Obasanjo regime. The policy framework was initiated at that period of early 2000s. Every facet of the economy including education needs digitalization as a priority agenda but the process was slow. By the year 2015, the Buhari regime created the Ministry for Communication and Digitalization Economy. Hence, digitalization in the management of education system to create knowledge economy at present is considered a priority agenda. Therefore, efforts are being made by the government and education managers to move away from analog way of management to digitalization where internet connectivity using ICT facilities is in practice in everyday activities for a global fit.

However, politics of digitalization in the management of education in Nigeria at present (21st century) is not encouraging. Nigeria still practices the politics of selfish quest for power and authority to share, allocate and control resources and determine public policies irrespective of its negative influence on the masses. Okonkwo (2022) opined, that premature changes in policies, and lack of due process regarding some pronouncements of change in education system by government in power poses challenges to the management of education system. She further attributed some undue changes in education to political instability that led to inadequate plan for education programme. Such undue interference in education system no doubt generated tension among the stakeholders - students, staff, management, etc. Consequently, the management at the implementation level faces the challenges of stress, time constraints and confusion. This explains why Nigeria's educational reform policies are often criticized for their ad-hoc approach to issues by addressing one issue at a time without any organic link with related problems and often times without carrying the stakeholders along.

Despite the myriad of political interference in Nigeria's education system, the dynamics of the global events has plunged every nation (Nigeria inclusive) to a paradigm shift to digitalization and technology. Therefore, practical application of knowledge is needed more than anything else in the management of higher education system. ICT is currently the gadget employed for effective and efficient management of education in the global world. Meanwhile, ICT operates at varying degrees in different countries. Nigeria could be considered to be at early stage of ICT implementation in every area of her daily life activities. It is therefore imperative to engage in this discourse in the direction of expected reform; meanwhile implications are considered.

Implications of the 21st Century Politics of Digitalization in the Management of Educational System

The 21st Century has presented itself with problems that do not actually need a fixed rule in solving them (Nwosu, Ebenebe and Unachukwu, 2015). Obviously, the educational managers at higher education are at the dilemma of professional development of self/teachers and a paradigm shift in the way classroom environment should present instructions to students. Digitalization has brought into focus the compulsory impact of information and communication technology as well as technological changes on the education process of different countries of the world. Internet has made the world apparently smaller than it is. It has reduced the world to a global village, that what is happening in America is watched and discussed about at the instance in Nigeria. The interconnectivity and exchange of information and knowledge is at high speed. Hence, the educational managers are multitasked by not only equipping themselves with the skills of digitalization (or technical know-how) to run the affairs of the institution effectively and efficiently but managing teachers and students who may be better equipped technologically. No wonder, Nwadiana (2015) described that, it is a known fact that all the children in primary and secondary and most at the tertiary levels of education in Nigeria are 'ICT Natives' while most of the teachers are 'ICT Immigrants'. Consequently, teachers and managers are faced with the danger of teaching and managing students who are more knowledgeable than they are in ICT.

However, politics of digitalization in the management of education in Nigeria are operational in such areas but not limited to, as follows:

- Providing the resources (facilities) including ICT gadgets that constitute the major challenges in the universities to actualize the global competitiveness in modern technology in education.



- Finance: inadequate finance poses a threat to digitalization of education system. The budgetary allocation to education system in Nigeria is usually not enough. The 26% allocation to education as prescribed by UNESCO is hardly met; and digitalization of education system requires adequate financial support.
- Political instability disrupt or delay digitalization efforts. In fact, stable political environments are more conducive to sustainable investments in digital education initiatives.
- Governance and leadership effectiveness is imperative to drive comprehensive and coherent digitalization strategies; ensuring alignment across various stakeholders in the education sector.
- Appointment: Politics of ethno-religious affiliation is affecting appointments in education system in Nigeria. More so, appointment of the highest ranking officer in position of leadership with little or no consideration for specialty that is needed to achieve maximum result is usually politically motivated; and mostly non ICT compliant.
- Selection of Staff for training: The issue of ethnicity, state of origin, nepotism etc. may result in poor selection of staff. University management should design modality to train staff in ICT irrespective of their state of origin, but as need arises.
- Inaccurate data: When accurate data is lacking, planning and projections are badly affected. Politics of inflating data to attract more resources by institution and or state governments affects proper allocation of resources to the right place for effective digitalization. Therefore, university management as well as state governments should provide and work with accurate data so as to ensure adequate and accurate distribution of education resources.
- Research and Publication: At the university level, the concern of the faculties towards research are that of mere exercise to qualify and obtain needed promotions, as well as obtain sponsorship funds if possible. The politics at this level leads to nonchalant attitude towards effective participation in digitalization process by the lecturers (faculties). Meanwhile, political support for innovation and research in educational technology can spur the development of new digital tools and methodologies, as well as encourage public-private partnerships between educational institutions and technology companies that can facilitate the adoption of cutting-edge digital solutions. More so, undue politics results in bias in providing tertiary education Trust fund (TETFund) support to the needed individuals and sections of the education system.

Digitalization is an indispensable Tool in 21st Century management of Education

Matters of Reform

- a. Curriculum reform: it is evident that this is the information age. Therefore, the rapid advances in information and communications technology globally, which significantly impacting on Nigeria education system necessitates the introduction of Digitalization/ computer appreciation general studies course in the curriculum for all students in tertiary institutions. Political influence shapes curriculum reforms that integrate digital literacy and competencies, preparing students for a technology-driven world. Though, in Nigeria, various computer related courses (Computer science, Computer Mathematics, Computer Engineering etc) were introduced in the early 2000 in the academic programmes of universities, yet more technologies to match new needs of digitalization are imminent. In fact, the most recent curriculum modification is the 2022 National Universities Commission (NUC) 70% - 30% course content creation prescribed by the new official academic document, Core Curriculum Minimum Academic Standard (CCMAS). The 70% - 30% implies that individual universities are allowed to develop 30% of the courses peculiar to the university environment while the National Universities Commission (NUC) develop 70% of the curriculum to make a total of 100% university curriculum. This is to ensure that Nigeria education system is functional to meet the needs of immediate environment in terms of producing graduates with appropriate skills in that society. However, this curriculum modification did not sit well with some academic institutions and stakeholders that some universities are still using the old curriculum of Bench Mark for Academic Standard (BMAS) till date, instead of the new CCMAS.
- b. Pedagogic training reform: Curriculum development at higher education requires pedagogical training of the academics so as to achieve the desired development to manage quality curricula. New technologies require new skills. Therefore, training of the students and instructor is important. Actually, in this 21st Century, there have been suggestions on paradigm shift in the way classroom



environment should present instruction to students. The present demands in society needs is 'developing expert decision-making and metacognitive strategies that indicate how to proceed when no standard approach seems applicable, building capacities in group interpretations, negotiation of shared meaning, or construction of problem resolutions, the capacity to engage in richly structured interactions that articulate perceptive unfamiliar to the audience' (Dede, 2010). Therefore, policies driven by political agendas can mandate or support professional development for teachers in using digital tools and technologies effectively in the classroom.

c. Reform efforts made by university management in 21st Century: Adedipe (2014) stated that the National Universities Commission (NUC) which is the apex leadership that control the university system in Nigeria; arranged for Vice Chancellors to visit true centers of excellence, particularly in the USA, with the choice of Harvard and Massachusetts Institute of Technology (MIT), among others. The purpose of such tours being to gain a new experience to improve Nigerian Universities. He reiterates that the lessons of experience 'take home' are summarized as follows:

1. Lean student enrollment in tune with the principle of carrying capacity, since the biggest is not necessarily the best; indeed, small is, and can be, outstandingly beautiful.
2. Heavy dependence on proprietor (government) funding is getting out of fashion.
3. Alumni relation is key to university development.
4. Decentralized employment and wage structure; remuneration based on productivity.
5. Decentralized staff unions, no nationwide strike, Adedipe (2014).

However, the implication is, how far has the foregoing issues or lessons been addressed as part of reform agenda in Nigeria and follow up made for compliance.

Conclusion

Politics of digitalization in the management of educational system in Nigeria as academic discourse has x-rayed the challenges and undue interference of politics in education. The importance of ICT and the dire need to build knowledge economy cannot be over emphasized. Actually, ICT migration is in progress. Thus, educational managers, especially at the implementation level should avail themselves of opportunities to improve and use technological skills in their day-to-day management of education so as to achieve the education goal of knowledge economy through digitalization. Ideally, the main objective is to produce graduates that will be fit for global competitiveness. Therefore, to be productive at higher education system, both management and lecturers should be ICT literate to navigate the affairs of the system towards goal attainment.

The Way Forward

1. Policy and regulation reflecting national and regional policies on digital education to provide the framework for standards, curricula, and guidelines for digital learning; as well as on data privacy and security regulations should be established.
2. Curriculum reform: School curriculum to reflect adequate ICT soft applied discipline focusing on information literacy for citizenship, economic and employability.
3. Classroom reform to incorporate modern ICT gadgets; virtual libraries needed in the universities, and as well e-learning is non-negotiable to meet global competitiveness.
4. Political encouragement for partnerships between educational institutions and technology companies needed. Meanwhile, politics in Nigeria needs a total overhaul to minimize the deadly scenario of 'do or die' affair it portrays. There is need to review the huge allowances that is being paid to Nigerian politicians that attract even the unqualified individuals to fight for the positions of authority.
5. Funding should be a shared responsibility by the individual university and government. Enough allocation to education is crucial. And ensuring that the funds are utilized judiciously.
6. Appointment of staff at higher education system should be based on merit and not by any political affiliation so as to avoid compromising quality in the management of education.
7. Global and National Cooperation: International political cooperation and alignment on best practices can enhance the effectiveness of digitalization efforts in education worldwide. On the other hand, compliance by Universities regarding changes or innovations as introduced by NUC is necessary. Penalties could be prescribed for offending institution(s) as the case maybe.



8. Training: Nigeria education system in as much as advocate for strategic plans to equip the young people with new skills and competencies, should ensure proportionate pedagogical training strategy of the academics in the new skills of digitalization to be able to train the students.
9. Digitalization of the management system by providing adequate ICT facilities by both Government and University is imminent. This will encourage accurate and quality data storage, processing, retrieval, etc as quickly as possible when needed for planning and projections. In addition, digitalization requires dependable power supply. Therefore, Nigeria power supply needs total overhaul and improvement.
10. Quality research by academics is necessary; Innovation and research to develop new digital tools. In Nigeria, efforts should be made to reduce the publications for purpose of only promotion assessments while quality is compromised. Invention and patenting should be encouraged through merit awards and other support system by government and or individual university.
11. Personal effort to improve one's technical skills in a specific ICT context area is necessary. Managers of various departments should encourage their subordinates to go for further training. That is, individual university lecturers should develop ICT related skills to be able to make use of new technologies in the most beneficial ways.

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