Higher Education Administrators' Perceived Politics of Education Control on Educational Development of Tertiary Institutions in Bauchi State, Nigeria

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Abstract
This paper focused on higher education administrators' perceived impact of politics of control of education on educational development of tertiary institutions in Bauchi state, Nigeria. The study adopted qualitative research approach using case study design. Three specific objectives and three research questions were formulated to guide the study. The population consisted of senior higher education administrators from all the state's tertiary institutions in the three geo-political zones of Bauchi state. The study had a sample of respondents drawn from the population using purposive sampling technique. The numbers that constituted the sample size were five and drawn from College of Education Azare, College for Legal and Islamic Studies Misau and College of Education Kangere within the three educational zone of Bauchi state. Area of the study is Bauchi state. Semi-structured interview, observation and document analysis were used for data collection. Data collected were analyzed using content and thematic analyses to answer the research questions of this study. Based on the findings, it was concluded that politics affects tertiary institutions positively via impact of control of education in Bauchi state. It was recommended among others that politics of education control should be done bearing in mind that, it should be intended to improved tertiary institution for sustainable development and not the other way round. It is hoped that the recommendations would serves as solutions towards the politics of education control on tertiary institutions for sustainable development in Bauchi state.
Keywords: Politics, Education Control, Tertiary Institution, Educational Development

Introduction

Education in Nigeria is the shared responsibility of the Federal, State and Local governments. The Federal ministry of education plays a dominant role in regulating the educational sector, engaging in policy formation and ensuring quality control. However, the Federal government is more directly involved with tertiary education than it is with school education, which is largely the responsibility of a state (secondary) and local (primary) governments (Nwadiani, 2015). At one time the control of state-owned tertiary institutions and primary education was entirely the business of state government, at another time it was the duty of local government or a shared responsibility with federal government. The dynamism that characterized the control of education carries

with many of allocation of values to the stakeholders of education (Hamza, 1992; Okeke, 2017; Undie, 2017; Nwadiani, 2015). Control of education is not a strange phenomenon in the Nigeria public life particularly in access to tertiary education, admission and appointment to leadership position in tertiary institutions. It dates back to 1950s but become more prominent in the advent of Nigeria in 1960. Nevertheless, it negates the principles of excellence and merit. In practice, it illustrates vividly the concept of 'positive discrimination'. Positive discrimination is a device or practical approach to the problems of providing for equality of opportunity. The problems of the demand for equal opportunity in education border more on the way education runs through the administrative measures and not

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necessarily on the use of power. Educational facilities are scarce resources of high value. Control of institutions of different areas may be a matter for bitter political dispute (Okeke, 2017; Undie, 2018; Nwadiani, 2015).

The education sector is divided into three sub-sectors: basic (nine years), post-basic/senior secondary (three years) and tertiary (four to seven years, depending on the major course of study). Education in Nigeria is provided by public and private institutions (Hamza, 2012; Nwadiani, 2019). In contemporary Nigeria and in this era of democratic governance, politics is one of the most popular terms freely used in everyday interaction among the people (Undie, 2017). Virtually, everything in Nigeria is politicized including control of education (Akangbou, 2015; Nwadiani, 2015). Politics is the authoritative allocation of values (tangible and intangible) in a manner acceptable to various interest groups aimed at improving the wellbeing of the society. In other words, politics is an activity directed at who gets what, why, how and when within a group or among groups of people and the limits of resources available or anticipated (Ngwu, 2014; Nwadiani, 2015). Therefore, any government in power pounces on education promising support and control. It is a vote catching weapon with unrealistic promises. Because education is a public good, governments across time in Nigeria see it as a gift to the people rather than an outgrowth from their needs and values (Chinelo, 2011; Okebukoa, 2012; Nwadiani, 2015). To the general public, tertiary education has become too important not to be left solely for educators. Influence and politics are both in separate twins which have permitted the control of education in a state. The increased demand for tertiary education focused public and political attention on a national policy for education (Igbuzor, 2010; Macukoww & Witkowski, 2012; Yusuf, 2019).

The main focus of this study is therefore on the higher education administrators' perceived politics of control of education on tertiary institutions for sustainable development in Bauchi state as observed over time. However, curriculum content, methods of teaching, programmes of study and classes are not the primary focus of this study. Rather, the interest was in tracing areas of politics of education control which tend to improve tertiary institutions for sustainable development in Bauchi state.

Statement of the Problem

There is little or no research completed and focused on perceived impact of politics of education control on tertiary institutions for sustainable development in Bauchi state. This study therefore aims to unpack the perceived impact of politics of education control and its influences on tertiary institutions for sustainable development in Bauchi state. Over the years, politics of education control has been interfering with development of tertiary institutions in Bauchi state. It has been noted in the literature (Osuji, 2011; Nwadiani, 2015) that, politics of education control is the topmost issue behind the development in tertiary institutions of a state (Robin, 2010). According to Osuji (2011), politics of control of education in the context of Nigerian educational system is a situation where political consideration is given preference rather than due process in which case, the control of education is influenced by the wishes of those in power and authority rather than by established guidelines. Therefore, it may be necessary to find out the areas in which politics of control of education tends to improve development of tertiary institutions for sustainable in Bauchi state. Preliminary investigation shows that politics of control of education for sustainable development in Bauchi State has not kept pace with societal expectations; this is, as a result of political interference in planning and administration of tertiary institutions. For instance, appointments in leadership position, problems of student's retention, equity, and unequal representation within the Nigerian federal, state and employability problems associated with educational opportunities, performance and enrolment of students (Habila, 2016). The educational industry of the state has been greatly influenced by some political forces that determined what should be done in the tertiary education sector (Habila, 2016). These are the problems emanating from politics of control of education which in turn affects higher educational development in Bauchi state.

Objectives of the Study

The aim of the study was to explore the perceived impact of politics of education control on tertiary institution for sustainable development in Bauchi state. Specifically, the study strives to achieve the following objectives;

i. To explore the perception of higher educational administrators on impact of politics of education control and its impact on educational development of tertiary institutions in Bauchi state.

ii. To explore the perception of higher educational administrators on impact of politics of education control as a factor to be considered in establishing higher institutions in Bauchi state.

iii. To explore the perception of higher educational administrators on politics of geo-political zoning and its impact on the control of higher education in Bauchi state.

Research Questions

Based on the objectives identified above, the following research questions were guide the study;

i. How does the politics of education control as perceived by higher educational administrators impacted the development of tertiary institutions in Bauchi state?

ii. How does the politics of education control as perceived by higher educational administrators as a factor to be considered in establishing tertiary institutions in Bauchi state?

iii. How does the politics of education control as perceived by higher educational administrators impacted the geo-political zoning of tertiary education in Bauchi state?

Methodology

Qualitative research method was purely employed for this study using case study design. Qualitative research is a method of inquiry employed in many different academic disciplines, including social sciences, education and natural sciences (Ogunbameru, 2010). Qualitative methods examine the why and how of decision making, not just what, where, when, or who (Awotunde & Ugodulunwa, 2014). In this study, exploratory study approach was employed.

In consideration of the nature of the research and the research questions, the semi structured interview, observation and documents were adopted for the study. The methods were deemed appropriate as it involved the collection of extensive and cross-sectional data for the purpose of investigating and interpreting an existing situation under study (Sambo, 2004; Auwal, 2010; Enaohwo & Eferakaya, 2017; Aderonunmu & Ehiametalor, 2014).

The study in terms of content was restricted to Education Administrators' Perceived Political Influence on Curriculum Development in Tertiary Institutions of Bauchi State, Nigeria. In terms of geographical locale, the study covered all the Bauchi State's owned tertiary institutions. This study focuses Bauchi state located in the North-eastern geo-political zone of Nigeria. The study was conducted in State own tertiary institutions of Bauchi State. The population consisted of senior educational administrators from all state tertiary institutions in Bauchi state. The number that constituted the population were nine (9) and constituted the heads of the state tertiary institutions. The study had a sample of respondents drawn from the population using purposive sampling technique selected. The numbers that constituted the sample size were five (5) participants/interviewees. The sample was agreed with the idea of Guetterman (2015) and Creswell (2013). These authors maintained that in case study design, the sample size is no more than four to five participants for indepth of the case phenomenon. And this was also agreed with the idea of Nastasi (2015), rules of thumb based on approach and data collection method using case study design. According to this author, a researcher can use only one participant/interviewee in qualitative case study design for indepth of the phenomenon. The researcher chose the five participants to give detailed and greater insights into areas of politics of curriculum development that impacted tertiary institutions development in Bauchi state. These five participants comprised the final participants for the study. The researcher adopted the purposive sampling technique for the selection of

sample that appears to him as being the one that would provide much indepth data to answer research questions for the study. Due to the area covered in this study, interview protocol was used for data collection. The instrument used for collection of data for the study was developed by the researcher. The instrument was made to collect data for the study. Therefore, before the interview was administered, it was given to trained researchers for observation and vetting. It was scrutinized by two experts in the field of measurement and evaluation to ensure its suitability and otherwise, after they made the necessary corrections and offered suggestions in the questions that were used in the final interview, then it was administered to the respondents.

Data collection was taken in one phases: the phase one was data collection through interviews. The researcher used smart phone (Tecno LA7) to interview the participants and triangulated with the findings from literature as method of data collection for the study. Data collected were analysed using thematic analysis to answer the research questions of this study.

Results

The following tables describe the result of the research findings for the study. These findings were related to the research questions that initially guided the study. Data analysed were used to identify and described the level of perceived impact of politics of education control on development of tertiary institutions in Bauchi state. Data were obtained from administered interview protocol, observation and document analysis. Furthermore, it describes how the data collected for this study were analyzed in two stages and discusses how the data were interpreted.

Table 1 presents the summary of participant A responses according to the construct that form the basis of the research questions for the study. **RQ:** How does the politics of education control as perceived by higher educational administrators impacted the development of tertiary institutions in Bauchi state?

Table 1: Summary of participant A response on the research questions of the study
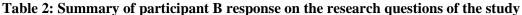
Constructs	Commentary
Control of education	the impact of politics of control of education in Bauchi State is not much on the institutions. It is a good factor to be considered, of course when establishing institution. The location and control of the institutions is supposed to be revisited because the management of the institution mostly come from the community where the institution is located and is not proper. However, control of education is done by two ways (internal and external controls). And because of it, people always depend on who you know. When it comes to control, some zones controlled the other zones. PCE has to do with the location of the institution and make some people to lose confidence or develop confidence for politics in order to motivate and encourage people who have not gone to school to come and read. The implication of PCE on tertiary institutions is that, when there is politics in education definitely the education would be at the backward level.

Looking at the construct, participant A opined that control of education was highly satisfied in relation to development of education in Bauchi state. However, there are mixed opinions in relation to control of education in Bauchi state. Drawing from this analysis, participant A indicated satisfactory perception on the construct: control of education. This is evident in the utterances as indicated in Table 1 above.

Table 2 presents the summary of participant B responses according to the construct that form the basis of the research questions for the study. **RQ:** How does the politics of education control as perceived by higher educational administrators impacted the geopolitical zoning of tertiary education in Bauchi state?

Table 2: Summary of participant B response on the research questions of the study

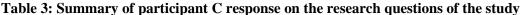| Constructs	Commentary
Control of education	Due to the number of institutions that were established in each zone, control of education has to do with the influence of politicians of that zone. In fact, there is a little bit of influence of politics in the control of education in Bauchi State but it has only 10%. The ministry of education is mainly the one that controls the education in the State. When you look at education globally, the institutions are being controlled by the government along with a strong law that gives the mandate of the institutions to operate within the limits they were given. It has to be considered really when is comes to the establishment of the higher institutions. What body is responsible to control the tertiary institutions? Because of the fact that, they are State institutions, so, the control comes from the State government and that of the regulatory bodies, e.g. NUC, NCCE, etc.
	It has positively influenced the tertiary education in Bauchi State, since it is controlled by the government. That was why, there are so many higher institutions in Gombe State e.g. BSUG, COEs, State polytechnic, CoA, CLIS and so on and so forth. Therefore, the control of education is very effective.
	The major reason for the establishment of Bauchi State University was to be able to bridge the gap in terms of the University education and create chance or access to University education for the youth in the State. Before it was established, one has to go to ABU Zaria, BUK, or University of Maiduguri and so on.
	It was really commendable because politics has played a significant role that most of the people appointed in the institutional leadership position deserve the appointments.
	There is no negative implication only the positive. Because, the control of education is a global issue. So, most of the advanced countries control their education system do not allow it in the hands of people even if it is a private school. They do follow the same mode of administration without disparity in them.

Looking at the constructs, participant B opined that politics of control of education was highly satisfied in relation to development of education in Bauchi state. Moreover, politics of control of education indicate element of dissatisfaction in relation to the involvement of politicians in the affairs of education in Bauchi state. In addition, there are mixed opinion with facility provisions in schools and school planning in relation to development of education in Bauchi state. Drawing from this analysis, participant B indicated satisfactory perception on the construct: control of education. This is evident in the utterances as indicated in Table 2. Furthermore, on the construct: control of education in terms of facility provisions in schools, participant B indicated dissatisfactory perception and also participant B indicated mixed opinions on the control of education. This is evident in the utterances as indicated in Table 2 above.

Table 3 presents the summary of participant C responses according to the construct that form the basis of the research questions for the study. **RQ:** How does the politics of education control as perceived by higher educational administrators as a factor to be considered in establishing tertiary institutions in Bauchi state?

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Table 3: Summary of participant C response on the research questions of the study

Constructs	Commentary
Control of education	Since politics is something that you cannot do with. It brought a number of interruptive factors for us to make our educational institutions very much fairable and accessible. Because of it, politicians or people in authority may influence the establishment of educational institutions so as to gain political influence in their constituencies.
	Honestly, politics of control of education in Bauchi State is not given way to fast educational development in the State because there are certain positions which have to be considered in order to run tertiary education institutions effectively. Due to this politics, a person that is competent to handle that position of authority may not be given that chance because he might not come from certain geo-political zone. The control of education is being influenced by politics of geo-political zoning and it is not assisting education in the State because certain key positions made for proper control of tertiary institutions were wrongly run by wrong persons. This is a very important factor that need to be considered. To have a proper control, there is need to employ the right people at the right position in order to have a good measure of assessing who and who is not who.
	Positively, it affects the development of tertiary education in Bauchi State as a result of strong control mechanisms that lead to the development of the institutions e.g. 100% of the available courses in the institutions were accredited. In Bauchi State, in terms of merit consideration, it is 50%. But, there is a kind of bias as far as appointment on the key position in the institution is concern. Sometime, the right person may be chosen, some other time a wrong person may be chosen which in rare cases lead to negative experience.
	It is like two way approaches depending on how you use it. Therefore, there could be a welcome implication and there could be implication that is not welcome. The only thing is on how government and other agencies responsible for handling this kind of thing.

Looking at the constructs, participant C opined that control of education indicate satisfaction in relation to development of education in Bauchi state. In addition, there are mixed opinions in relation to control of education in Bauchi state. Drawing from this analysis, participant C indicated satisfactory perception on the construct: control of education. This is evident in the utterances as indicated in Table 3. Furthermore, on the one construct too: control of education, participant C indicated dissatisfactory perception and also participant C indicated mixed opinions on construct: educational development. This is evident in the utterances as indicated in Table 3 above.

Based on the summary of the constructs and level of satisfaction by the participants, the researcher identified emerging themes as the result findings of this research study.

Discussion of Findings
Based on the findings from interview for this study, it showed that there was positive response on the influence of control of education on educational development in Bauchi state. This finding asserted that politics of control of education spread into all phases of educational sector in Bauchi state. However, it has effects on higher educational development in Bauchi state. Control of education in Bauchi state has straight and smooth the running and affairs of educational activities. It is only the government that decides who would be employed and also decides where and when institutions of learning should be established. The visitor may decide to say I wish to or wish not to see those persons. That may or may not be positive development to the education of the state.

It was observed that there were two ways of control of education (internal and external control) in Bauchi state. There are external bodies such as National Commission Colleges of Education (NCCE), National Universities Commission (NUC) and National Board Technical Education (NBTE)

that regulate the activities of educational sector of the state and they are affecting the system of education of the state very negative. Moreover, the control of education in Bauchi is normally done by politicians of the state. It was obviously observed that all higher institutions of learning were established to cater for the needs of the people of Bauchi state.

This result agreed with the findings of Undie and Okeke (2007) that the dynamism that characterized the control of education carries with lot of allocation values to the stakeholders of education. Development of higher institutions and control of education in Bauchi state is the work done by the interest groups and as such it affects the educational sector of the state very negative.

Clearly, Nigerian government has a pathological hatred for knowledge and education. The government of Nigeria is not willing or ready nor capable of resolving the crisis in the educational sector. Education has not been given adequate attention in the budget every year. Generally, educational sector has not been receiving the desired budgetary allocation in Nigeria annually. Educational sector should be accorded greater attention as obtained in less privileged African countries (Academic Staff Union of Universities (ASUU, 2016). How can we tackle the thorny problem of fraudulent research? On this, we can all agree that selection is bad for our schools. Education and politics are separate domains. The reality is that education has always been subjected to political interventions. That may one reason why history is no longer taught in our schools. The lesson one knows of the past, the lesson likely it would be to decipher the ways in which education is manipulated to advance political interests. Some political interventions can be considered incidental to education. The impact of education as a sector remains marginal. Whoever controls what students believe and how they think controls the future (Anjum, 2016).

Quite different types of political intervention have to do with influencing the purpose of education itself. All kinds of political interventions are of interest but it produces cohorts of decision makers who by virtue of their orientation rule out the very possibility of certain types of policy reversals. The most important resource of a nation is its students who would graduate to become the future generation of decision makers. The importance of education to human beings cannot be over emphasized. Globally, education is considered as a human right that should be accorded to all human beings. In fact, it was the reason why a lot of international human right bodies consider education as a fundamental human right. The first and perhaps the greatest challenge facing Nigeria and making it difficult for quality education that is capable of bringing about sustainable development is inadequate funding by Federal, State and Local governments to the extent that funding has been in response to conditionality imposed by international financial institutions (IFTs). The problem of educational development in the world not only in Nigeria is that of responsibility and control. The conflict between the Federal, State and Local governments in the management of education at various levels, is one of the prominent problem of educational development in Nigeria. Take for example, the control management of primary education is neither fully in the hand of Federal government nor State government or Local government. This is a great barrier for educational development in Nigeria (Mahmood, 2013).

Conclusion

The study concludes that politics of control of education influenced the development of tertiary institutions in Bauchi state. In addition, the established standards of control of education which makes it necessary for educational planners and administrators to prudently manage the educational resources effectively and efficiently so as to avoid unnecessary involvement of external candidates such as politicians, interest groups on education and the likes. This is because the politics of control of education has created high adequate facilities, and renovated structures, among others which have contributed positively to educational development of tertiary institutions in Bauchi state via TETFUND interventions. Therefore, the need for control of education becomes necessary and only way to sustains educational development at this political era of politicization of education.

Recommendations

Based on the discussion on the research questions and the interpreted data, as well as the findings of this research study, the following recommendations were made by this research study:

1. There is need for proper control of education to avoid wastage in education. The political influence in the planning and administration of education should be discouraged so as to allow education administrators manage the educational system as good as they can with the use of established principles of management and administration.
2. Educational administrators should be given a free hand to control educational institutions properly and professionally.
3. Politics of control of education should be done bearing in mind rationale economic calculus for educational development and it should be intended to improved educational development of tertiary institutions and not the other way round.

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