



Educational Administrators' Perception on the Impact of Political Interference on Educational Development of Tertiary Institutions in Bauchi State, Nigeria

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ABSTRACT

The study examined the Educational Administrators' Perception on the impact of political interference on development of tertiary institutions in Bauchi State, Nigeria. The study adopted qualitative research method using case study design. Six specific objectives and six research questions guided the study. The population consisted of thirty six (36) administrators from all the state's tertiary institutions in the three geo-political zones of Bauchi state. The study had a sample of three respondents drawn from the population using purposive sampling technique. Interview protocol, observation and documents were used for data collection. Data collected were analysed using constant comparative analysis, content analysis and thematic analysis. Based on the findings, it was concluded that political interference influenced educational development in Bauchi state with low satisfaction. Politics of geo-political balancing, politics of control of education, politics of inequality in education, politics of curriculum development, politics of educational planning and politics of sacrificing merit for mediocre influenced educational development in Bauchi state. It is recommended among others that political interference should be intended to improved educational development and not the other way round.

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INTRODUCTION

In Nigeria, education is an investment for stimulating and sustaining overall national development (Nwadiani, 2015). Education therefore has an intimate relationship with politics. Education is an instrument for creating the conditions for national progress (Okeke, 2007). For this reason, education in contemporary times still has a very powerful influence on policy making with political flavour. What has

become of interest to everybody in most countries is educational policy planning with the consequent implementation strategies (Aghenta, 1995). If educational policy planning is carried out in a free state with honesty of purpose in concert with ecological dynamics and realities of any society, such educational policy would represent the totality of the life of the people. Their aspirations, vision and mission there in, would be useless if policy packages

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are not delivered or are poorly implemented. Various interest groups exert pressure on policy planners as they battle with conflicting yet diverse values and demands. The political orientations of governance (whether bad or noble), their agents (whether officials or lobbyists) exert so much pressure to influence the goals (Aghenta, 1995; Nwadiani, 2015).

The focus of this study is therefore on the perceived political interference and educational development in Bauchi State as observed over time. However, the teachers, methods of teaching, programmes of study and classes are not the primary focus of this study. Rather, the interest was in tracing areas of political interference which tend to inhibit or improve educational development in Bauchi state. The empirical focus of this study was specifically focus on politics of geo-political balancing, politics of control of education, politics of inequality in education, politics of curriculum development and implementation, politics of sacrificing/ignoring merit for mediocre and politics of neglecting principles of educational planning in Bauchi state.

Despite the roles played by education, many developing countries educational systems are being threatened by political interference of various sorts. For this reason, no agreed definition of what precisely political interference is. However, the general agreement that Political interference is linked to any behaviour, action, or idea which prevents or alters provision of public services. It can also be seen as any form of involvement of politicians, political decisions and interests in public sector administration. On the other hand, educational development involves the organization and management of staff and students, providing friendly teaching and learning environment and maximization of educational outcomes. The synergy between political interference and educational development that one cannot

be separated from the other (Malawi, 2015). Educational development is a product of educational development planning which is the comprehensive process of determining in its entirety the goals that education should pursue, the changes that must be developed and the speed of the educational development process, this covers the entire educational system from access, equity, federal character and quality (Fafunwa, 1983; Habila, 2016).

Furthermore, educational development refers to a qualitative improvement within the educational system; this is characterized by high levels literacy and numeracy. Education is one sector of the entire macroeconomic variables or growth parameters of an economy (Undie, 2008). Economic development is a government policy to increase the economic, social welfare and ensuring a stable political environment. Economic development is also defined as an increase in living conditions, improvement of the citizen's self-esteem needs and free and a just society. In addition, economic growth is the general increase in the country products and services (Todaro, 1998; Yusuf, 2009; Bibalola, Akpa & Adedeji, 2007). In the following paragraphs, the key variables of this study are discussed;

Geo-political balancing has evoked controversy and serious disagreements. It is not a strange phenomenon in the Nigeria public life particularly in the award of scholarships and appointment to civil service. 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 necessarily on the use of power. Educational facilities are scarce resources of high value. Allocation of schools to the different areas may be a matter for bitter political dispute (Okeke, 2007; Undie, 2008; Nwadiani, 2015).

Control of education in Nigeria has been replete with lot of political undertone (Okeke, 2008). The greatest challenges facing this country (Nigeria) is the challenge of the people that have lost sight of the importance of merit. The only way to remember a man is based on what he did, (Fafunwa, 1983; Aghanta, 2002). Inequality in educational development has often been attributed to the differences in political interests and will. It is viewed that political factor alone may not be responsible for the levels of disparities in educational development in various nationalists in Nigeria. It is the combination of the forces of culture, ethnicity, history of development of education and political factor that are responsible for the levels of disparities in educational development of nations including Nigeria. Inequality in educational development is often a major factor militating against the emergence of a united and strong nation and even distribution of public offices. This happens, because, education plays a major role in the power sharing or allocation process (Hinchliffe, 1989; Aguele, Raymond, Aluede, Lawrence & Oyaziwo, 2003).

Education is seen as an opportunity to control and direct the thought and destiny of the people within the community. The political economic and cultural significance of education explain the continuing competition for power, influence and authority in the educational enterprise between the educationalists, administrators, planners, economists, politicians, parents, the civil education interest groups, political parties and other

organizations and the government. Each group has opinions, disasters and suspicious about the educational practices and reforms as well as the society (Idumange, 2002; Hamza, 1992; Undie, 2007; Nina, 2014).

Over the years, educational system in Bauchi state has witnessed political interference of various sorts. With this, therefore, it is the topmost factor behind the destruction of educational development in a State (Robin, 2010). According to Osuji (2011), politics in the context of Nigerian educational system is a situation where political consideration is given preference rather than due process in which case, the running 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 political interference tends to inhibit or improve educational development in Bauchi state. Preliminary investigation shows that educational development in Bauchi State has not kept pace with societal expectations; this is, as a result of political interference in educational opportunities, increasing lack of or inadequate access to tertiary education, political appointments in violation of merit and checking unbridled corruption in the affairs of educational sector, 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). Political interference in educational system also interferes with laid down educational planning models in Bauchi State.

The researcher observed that lack of political will and dedication to work are the major impediment to the development of education in Bauchi State. The various challenges facing the educational sector of the state are not encouraging. Bauchi State



has also failed to address its educational problems despite having the needed potentials, as a result of massive work negligence bedeviling the sector. The state despite being among the best in the North East zone in term of education is still lagging behind when compared to other parts of the country due to years of neglect. The backwardness of Bauchi State in terms of education is its inability to utilize the talent of its educational sector towards genuine development which left Bauchi state behind even among its earlier contemporaries (Education for All (EFA), 2009). The educational industry of the state has been greatly influenced by some political forces that determined what should be done in the educational sector in Bauchi state (Habila, 2016). This and many more are the problems emanating from political interference and which in turn affects educational development of tertiary institutions in Bauchi state. The problem of the study is to establish impact of political interference in educational development of tertiary institutions in Bauchi state and has impacted the educational development in the state. Osuji (2011), argued that to understand the depth of issues that improve or inhibit educational development is to focus on political interference in the administration of higher education in a state. Hence, the focus of this study is to explore the perceived political interference on educational development by the key stakeholders in the administration of higher institutions in Bauchi state.

Objectives of the Study

The main objective of the study was to examine the educational administrators' perception of impact of political interference on development of tertiary education in Bauchi state. Specifically, the study was sought to examine the perception of higher educational administrators on the impact of

political interference on educational development of tertiary institutions in Bauchi state. The study sought to achieve the following objectives;

1. To find out the perception of higher educational administrators on politics of geo-political balancing and its impact to development of tertiary institutions in Bauchi state.
2. To find out the perception of higher educational administrators on the impact of politics of control of education and its impact to development of tertiary institutions in Bauchi state.
3. To find out the perception of higher educational administrators on politics of inequality and its impact to development of tertiary institutions in Bauchi state.
4. To find out the perception of higher educational administrators on politics of curriculum development and its impact to development of tertiary institutions in Bauchi state.
5. To find out the perception of higher educational administrators on politics of sacrificing merit for mediocrity and its impact to development of tertiary institutions in Bauchi state.
6. To find out the perception of higher educational administrators on politics of neglecting principles of educational planning and its impact to development of tertiary institutions in Bauchi state.

Research Questions

Based on the aforementioned objectives identified above, the following research questions were formulated to guide the conduct of this study;

1. How does the impact of politics of geo-political balancing as perceived by higher educational administrators influenced educational development in Bauchi state?



2. How does the impact of politics of control of education as perceived by higher educational administrators influenced educational development in Bauchi state?
3. How does the impact of politics of inequality in education as perceived by higher educational administrators influenced educational development in Bauchi state?
4. How does the impact of politics of curriculum development as perceived by higher educational administrators influenced educational development in Bauchi state?
5. How does the impact of politics of sacrificing merit for mediocre as perceived by higher educational administrators influenced educational development in Bauchi state?
6. How does the impact of politics of neglecting principles of educational planning as perceived by higher educational administrators influenced educational development 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 in the 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, 2004). 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;

Enaohwo & Eferakaya, 2007; Auwal, 2010; Aderonunmu & Ehiamentor, 2014).

This study focussed on Bauchi state of Nigeria, Bauchi state is located in the North-eastern geo-political zone of Nigeria. The study was conducted in tertiary institutions. The population consisted of 49 senior educational administrators from all state tertiary institutions in the three geo-political zones of Bauchi state. The study had a sample of participants drawn from the population using purposive sampling technique. The numbers that constituted the sample size were five participants/interviewees. The sample was agreed with the idea of Guetterman (2015) and Cresswell (2013). These authors maintained that in case study approach, the sample size is no more than three to five cases/participants for in-depth of the case phenomenon. The core method of data collection was interview and triangulated with observation and document analysis. The data collected was analysed using thematic and content methods of analyses for qualitative study.

The researcher also adopted the purposive sampling technique for the selection of sample. Purposive sampling as judgemental sampling is a non-probability sampling technique in which the researcher attempts to select a sample that appears to him as being the one that would provide much indepth data to answer the research questions for the study. Hence, the five (5) participants were selected and constituted the sample for the study (Awotunde & Ugodulunwa, 2004). In view of the above and in this study, the technique of purposive sampling was used to discover, understand and gain insight into the research problem and case study sites from which the most can be learnt (Merriam, 1998).

Before the interview protocol was administered, it was being given to specialists in the field of educational



administration and planning and it was also given to some experts in the field of measurement and evaluation from Departments of Educational Foundations in the Faculty of Technology Education, Abubakar Tafawa Balewa University Bauchi, for observation and vetting. The submission of the instrument to the validators was 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. Interview member checking and peer review were used in the study to ascertain the reliability of the instruments. This means that, the instrument was highly consistent. However, all the data collected were subjected to appropriate qualitative analyses. In this study, data collected through interviews and observation was analysed using constant comparative method of analysis and thematic analysis. While, data collected through Documents was analysed using content analysis. Indeed, constant comparative, thematic and content methods of data analyses were used in the study.

RESULTS AND DISCUSSION

The findings of the study were related to the research questions that initially guided this study. The result is presented according to the individual survey case-study participants' utterances to the interview questions. A summary table is presented; this is followed with a commentary of the findings for each participant. The findings are presented according to individual case study participants. In the presentation of the findings, first a brief background of the participants is presented. In specific terms, the following three points are used for this interpretation. These are satisfied, not-satisfied and mixed opinion; Satisfied: this refers to the participants' utterances that indicate personal interest based on the evidences of self-satisfaction by the respondents. Non-satisfied: this refers to utterances of the participants based on evidences of lack of satisfaction by the respondents. Mixed opinion: this refers to participants' utterances that indicate evidences of both self-satisfaction and self-dissatisfaction or lack of satisfaction.

Table 1 presents the summary of participant A responses according to the six (6) constructs that form the basis of the research questions for the study.

Table 1: Summary of participant A response

Constructs	Commentary
Geo-political balancing	It brings about a lot of achievements in the state and caused the neighbouring states like Gombe, Adamawa and Plateau are coming here to study.
Control of education	Control of education is done by two ways (internal and external controls). And because of it, people always depend on who you know.
Inequality in education	There is no any benefit of inequality to less privileged people and one of the causal agents for the downfall of educational system in Bauchi state.
Curriculum development	It is very important and good factor to be considered and it does not consider cultural peculiarities.
Ignoring merit based for mediocre	It is a mistake. It kills institutions of learning.
Principles of educational planning	It is well implemented and updated time to time.



Looking at the six constructs, participant A opined that geo-political balancing, curriculum development and principles of educational planning were highly satisfied in relation to development of education in Bauchi state, while, control of education, inequality in education and mediocrity indicate dissatisfaction in relation to development of education in Bauchi state. However, there are mixed opinions in relation to development of education in Bauchi state.

Drawing from this analysis, participant A indicated satisfactory perception on three

constructs: geo-political balancing, curriculum development and principle of educational planning. This is evident in the utterances as indicated in Table 5. Furthermore, on the three constructs: control of education, inequality in education and mediocrity, participant A indicated dissatisfactory perception and also participant A indicated mixed opinions on one construct: curriculum development. This is evident in the utterances as indicated in Table 2.

Table 2: Level of satisfaction by Participant A in the six constructs

Level of satisfaction	Constructs
Satisfied	Bauchi state in terms of geo-political balancing is good. It brings about a lot of achievements in the state. Curriculum is very important and good factor to be considered. Principle of educational planning is well implemented.
Not-satisfied	Politics of control of education make people always depend on who you know. Inequality caused downfall of education in Bauchi state. Mediocrity causes low quality of education in Bauchi state.
Mixed opinion	Curriculum is very important and good factor to be considered in Bauchi state but it does not consider cultural peculiarities.

There are more elements of satisfaction and dissatisfaction across the six constructs by participant A. Below, a more detail discussion of each of the participant A level of perceived political interference is presented.

Table 3 presents the summary of participant B responses according to the six (6) constructs that form the basis of the research questions for the study.

Table 3: Summary of participant B response

Constructs	Commentary
Geo-political balancing	Actually, the influence of geo-political balancing is prominent (wide spread) and all geo-political zones in Bauchi state have institutions that will cater for their educational needs.
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.
Inequality in education	Inequality do influence to some extent thereby some politicians sponsored students from their constituencies. It encourages some school drop outs



	to go back to schools.
Curriculum development	Curriculum used is very relevant in the development of education in Bauchi state.
Ignoring merit for mediocre	It affects the establishment of higher educational institutions negatively.
Principles of educational planning	The strategic plan was developed and it is followed but the problem with the strategic plan was not reviewed to capture the present day situation.

Looking at the six constructs, participant B opined that politics of geo-political balancing, control of education, inequality in education and curriculum development were highly satisfied in relation to development of education in Bauchi state. While, politics of ignoring merit for mediocre indicate dissatisfaction in relation to development of education in Bauchi state. In addition, there are mixed opinion with inequality in education, control of education, geo-political balancing, curriculum development and principles of educational planning in

relation to development of education in Bauchi state. Drawing from this analysis, participant A indicated satisfactory perception on two constructs: geo-political balancing and control of education. This is evident in the utterances as indicated in Table 4. Furthermore, on the one construct: mediocrity, participant B indicated dissatisfactory perception and also participant B indicated mixed opinions on four constructs: curriculum development, geo-political balancing, control of education and inequality in education. This is evident in the utterances as indicated in Table 4.

Table 4: Level of satisfaction by Participant B in the six constructs

Level of satisfaction	Constructs
Satisfied	The influence of geo-political balancing in Bauchi state is prominent (wide spread) and all geo-political zones in Bauchi state have institutions that will cater for their educational needs. Due to the number of institutions that were established in each zone, control of education is done with the influence of politicians in that zone. Curriculum used is very relevant.
Not satisfied	Ignoring merit for mediocre affects the establishment of higher educational institutions negatively. Because, some of these institutions are established where they are not much needed.
Mixed opinion	To some extent, politics of geo-political balancing affects the educational system negatively because; areas that are developed and urban are skipped the opportunity to have institutions. Control of education influenced the development of higher education in Bauchi state and some of the institutions are established where the beneficiaries are not even available. Inequality detrimental the institutions because of the attitude and behaviour of some students who feel that they have the backing of these politicians and to some extent; it encourages some school drop outs to go back to



school. As mentioned, the curriculum is very relevant in the development of education in Bauchi state but it is somehow weak because some of these curriculums are poorly plan and implemented. The strategic plan was developed but the problem with the strategic plan was not reviewed to capture the present day situation.

There are more elements of mixed opinion across the six constructs by participant B. Below; a more detail discussion of each of the participant B level

of perceived political interference is presented. Table 5 presents the summary of participant C responses according to the six (6) constructs that form the basis of the research questions for the study.

Table 5: Summary of participant C response

Constructs	Commentary
Geo-political balancing	In terms of education, obviously it is not well banned. The distribution is not much fairly done.
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.
Inequality in education	There is gross inequality in the educational sector in Bauchi state. The development of higher education or institutions is low because of the inequality that exists.
Curriculum development	Curriculum is changes within 2 to 3 years that has affected the education very poor and it brought about even the teachers cannot conceptualise the objectives of the curriculum. Before you know it, another one is brought. Obviously, it affects the quality of education negatively.
Ignoring merit for mediocre	This type of politics obviously affects the educational system very negative. That is why, sometimes, setting principles that are put in place to ensure quality is been relax to accommodate some external strangers from the community.
Principles of educational planning	The strategic plan is usually updated in three years to see how far we have gone. Where we need to improve, we improved. The National Commission for Colleges of Education (NCCE) is doing possible to ensure that we have to be follow in the provisions of minimum standard.

Looking at the six constructs, participant C opined that control of education and principles of educational

planning were highly satisfied in relation to development of education in Bauchi state, while geo-political balancing, inequality and



curriculum development indicate dissatisfaction in relation to development of education in Bauchi state. In addition, there are mixed opinions in relation to development of education in Bauchi state. Drawing from this analysis, participant A indicated satisfactory perception on one construct: principle of educational planning.

This is evident in the utterances as indicated in Table 9. Furthermore, on the one construct too: geo-political balancing, participant A indicated dissatisfactory perception and also participant A indicated mixed opinions on two constructs: control of education and mediocrity. This is evident in the utterances as indicated in Table 15.

Table 6: Level of satisfaction by Participant C in the six constructs

Level of satisfaction	Constructs
Satisfied	The strategic plan is usually updated and always reviewed either annually or in three years.
Not satisfied	Geo-political balancing is not well banned and the distribution is not much fairly done.
Mixed opinion	Control of education to some extent, is well influenced educational development in Bauchi state, but; politically it doesn't takes care of merit. The issue of mediocre is always negative because it goes against the formal process of doing things. However, mediocrity can influence the development of higher educational system very sparsely and mediocre have an influence on the government.

There are more elements of dissatisfaction across the six constructs by participant C. Below; a more detail discussion of each of the participant C level of perceived political interference is presented. Based on the summary of the six constructs and level of satisfaction by the participants, the researcher identified emerging themes as findings of this research study.

4. Politics of curriculum development impacted educational development in Bauchi state.
5. Politics of educational planning impacted educational development in Bauchi state.
6. Politics of mediocrity impacted educational development in Bauchi state.

SUMMARY OF FINDINGS

Based on the results from interviews, the following are the key findings of this research:

1. Politics of geo-political balancing impacted educational development in Bauchi state.
2. Politics of control of education impacted educational development in Bauchi state.
3. Politics of Inequality influence educational development in Bauchi state.

DISCUSSION OF FINDINGS

This section discusses the findings made from data analysis. Each theme identified is discussed as a heading in this chapter. Discussion on each theme is supported with findings from literature review and triangulated with findings from observation and documents. Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources (Creswell, 2013). In particular, it refers to the application and combination of several research methods in the study of the same phenomenon.

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Triangulation also crosschecks information to produce accurate results for certainty in data collection. It involves using multiple data sources in an investigation to produce understanding. Some (as Denzin, Patton & Creswell) see triangulation as a method for corroborating findings and as a test for validity (Donoghue & Punch, 2003; Altrichter & Posch, 2008; Erina, 2013).

Based on the findings from interview for this study, it showed that geo-political balancing influence educational development in Bauchi state on the ground that each tertiary institution is well advanced with good looking academic structure of which includes good learning environment, qualified teachers, enough classrooms and reading materials. Even though, it has short comings to the development of higher education in the state. Therefore, political discrimination, sentiment and dispute on education were the critical problems among others that affected the three educational zones of the state. However, geo-political balancing facilitates tertiary institutions in Bauchi state in the sense that each educational zone has some established higher institutions of learning to cater for the needs and desire of people of Bauchi state on education. Geo-political balancing has brought to Bauchi state an easy accessibility to educational facilities, employments, and admissions and even the institutional buildings serve as source of socialization to the state. However, educational development in Bauchi state is influenced by state politicians and interest groups on education. There is an equal distribution of developmental programmes in the state such as institutions of learning across three educational zones of the state. Due to politics, Bauchi state is able to establish a lot of educational developments because institutional heads have connections with the visitor of the state institutions brought

about a lot of educational institutions to the state.

This result agreed with the findings of Okeke (2007), that it is intended for balanced development and national unity and to ensure equality of educational opportunity for students irrespective of their economic and social backgrounds and seeing to it that the state educational institutions draw their clientele from all over the state. Nevertheless, it negates the principles of excellence and merit. Allocation of schools to different areas has evoked controversy and serious disagreement in Bauchi state. However, it has not taken care of the inherent social bias of the academic system which tilts in favour of children whose parents are educated. Interest groups used influence to ensure that the best educational facilities are made available for their constituencies.

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 impact 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.

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.

Based on the findings from interview, it was discovered that inequality in education influence educational development in Bauchi state. This finding has strong effects and implications to educational development in Bauchi state. There is gross inequality in educational sector in Bauchi state. It is prominent in the sense that some students are unfairly treated or not given the same level fair ground to participate into students' activities in the school. It affected the development of higher institutions through teaching and offer of provisional admissions. Moreover, some courses are given more considerations than others. It caused downfall of educational sector in Bauchi state.

This result is in agreement with the work done by Agabi (2003), inequality is entrenched in the structure and organization of Nigeria educational system. Particularly, Bauchi state is the main source of inequality in education. The structure and general provisions of educational system in Bauchi state reinforce inequality. For example, state special schools provide generous education for the privilege few while government provides minimal education facilities in the public schools amidst increasing demands and unprecedented students enrolment. Inadequate access to higher education in the state resulted in emerged of private institutions of higher education that augmented the state government efforts. By implications, parents and guardians are compelled by the realities of the situations and resorted to alternative education for their children to obviate educational inefficiencies.

Based on the findings from interview for this study, it was discovered

that, curriculum development influence educational development in Bauchi state. This finding obviously gave birth to impact of curriculum development and educational development in Bauchi state. It has shortcomings as a result of new curriculum development. It is a good practice in Bauchi state. It is the structure and guide on how programmes of the study are taking place. However, it affects the quality of education very negative. It does not consider cultural peculiarities because the curriculum itself is poorly planned and implemented in Bauchi state.

This result agreed with the findings of Okeke (1998) and Lavin (2007), the fundamental purpose of curriculum development is to ensure that students received integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. Educational system of Bauchi state is more complex and as Bauchi state government has attempted to make large-scale changes, curriculum development has become less of an activity in its own right and renewal has become part of a broader strategy for development in education. The findings clearly show that a matter of basic problem does not hinge on institutional management, but is the political issues as to what should be taught and read in our tertiary institutions; the curriculum content and methods; who should teach what? These issues beg for socio-political solution in Bauchi state. This finding also agreed with the findings of Oluwuo (2003); there are depressants that stand against the political skills of the schoolmen in the execution of teaching, learning and curriculum functions. The depressants include religious bodies, conservative politicians, localism and competing demands at given time and place. These depressants affect and condition of the policy many process.



Based on the findings from interview for this study, it was discovered that educational planning influenced educational development in Bauchi state. This finding obviously gave birth to impact of planning on administration and management of tertiary institutions in Bauchi state.

It was observed that there is communication gap between sections and departments of education which results in lack of or improper management and sometimes schedule of duties and responsibilities of management staff are overlapping. Proper channels of communication are big problems which result in lack of proper co-ordinations between various departments and sections of tertiary institutions of the state.

This finding agreed with work by Okeke and Duverger, (1997). It is a firm conviction that with politics, educational planning would be avoided, not only for their meanings, but also as their power as instruments of officials change and economic development in Bauchi state. It is considered dangerous to deal with politics, even on the verbal level, as a subject of study. Interest groups in educational sector, teachers' organisations, and religious groups, traditional and conservative elements play vital role in educational planning and implementation in Bauchi state. Generally, some educational policy goals are directed by neither the administrator nor the planners. Major discussions about educational sector in the state are daily made by the State Assembly Members. Educational planning must therefore reflect the societal and individual problems needs in Bauchi state. However, all planning is future oriented; it must draw information from past events and set a target period of attainment.

Based on findings from interviews in this study, it showed that politics of mediocrity influence educational

development in Bauchi state, this result strongly agreed with the findings of Michael (2014), merit should be a primary consideration during evaluation. Higher education in Bauchi state is an imperfect meritocratic screening for various reasons, including lack of uniform standards, scope and access. It was observed that appointments of educational administrators were not based on merits. There is lack of capability of duty performance within educational administrators in Bauchi state. It was also observed that students were given qualitative education. Students are now given level play ground to access to education.

The term zoning or rotation is often used in the politics of the country. Owing to the palpable fear of one set of people dominating the rest, our politicians introduced zoning into our political lexicon. Zoning connotes everything that is unwholesome. It speaks of tribalism, ethnicity, religion, sectionalism, discrimination and segregation. Some people will be quick to justify it by speaking about equity and fairness. The next point is that sometimes, those who push the ethnic and religious cards do so for selfish reasons. It is all deceit as some people have argued that most times when people are talking of zoning, they have someone in mind that will benefit from that arrangement. In some cases, once they have achieved their purpose, they tend to abandon the concept or at best be indifferent. It is more of opium than anything else. Because a lot of our people are still gullible with limited education, it is easy to sell such garbage to them (Einstein, 2016).

CONCLUSION

The results of this study helped to throw light on the perceived political interference on educational development in Bauchi state. Findings of this research indicated that geo-political balancing



influence educational development in Bauchi state. Based on the findings of this research, it could be concluded that there was a very close relationship between politics of control in the educational sector and educational development in Bauchi state. It was also discovered that curriculum development influence educational development in Bauchi state. It was observed that based on the findings of this research that there is no close relationship between politics of in-equality in education and educational development in Bauchi state. However, it was evidently discovered from this study that there is a very close relationship between politics of educational planning and educational development in Bauchi state. It was also discovered that politics of sacrificing/ignoring merit for mediocre influenced educational development in Bauchi state.

RECOMMENDATIONS

Based on the findings of this research study, the following recommendations were made by this research study to improved and increase educational development in Bauchi state.

1. There is need for balance in the allocation of educational institutions geo-politically to allow easy access to education to all communities irrespective of political affiliations for proper educational development of Bauchi state. That is to say, government should adhere to geo-political balancing and ensure fair distribution of educational development in Bauchi state across the three geo-political zones.
2. There is need for proper control of education to enhance quality of education for educational development of Bauchi state. Government should also consider the need and educational aspiration of the host community when

- planning to establish educational institutions. That is to say, the community, professionals, planners and beneficiaries should be considered.
3. Government and non-government organizations should device a means for proper inclusive education to address inequality in education for educational development of Bauchi state.
4. There is need for proper and effective harmonization of curriculum to enable uniformity of contents for educational development of Bauchi state.
5. There is need for total reduction of mediocrity in educational practice to pave way for meriteous application for excellence for educational development of Bauchi state.
6. There is need for proper planning of the implementation of educational policies for the educational development of Bauchi state and the influence of politicians in the establishment and administration of educational institutions should be discouraged by Bauchi state government. In addition, educational administrators should be given a free hand to manage educational institutions properly and professionally. Lastly, politics of education should be intended to improved educational development and not the other way round.

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