

## Educational Planning and Administration Dynamics during Economic Decline in Bauchi State: A Comprehensive Analysis of Political Impact

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### ABSTRACT

The paper aims to examine the impact of the politics of planning and administration of education in an era of economic decline. The study employs a qualitative research design using the case study method, with three specific objectives and three research questions guiding the research. The study's population comprises 37 senior educational administrators from all tertiary institutions in the three geo-political zones of Bauchi State. A purposive sampling technique is utilized to select a sample of six participants. Data collection involves semi-structured interviews, observation, and document analysis. Content and thematic analyses are applied to the collected data to address the research questions. The study's results are extensively discussed, drawing insights from interviews and triangulating them with observations and document findings. Based on the findings, the study concludes that politics can either positively or negatively impact educational planning and administration. Recommendations include emphasizing that the politics of planning and administration of education should consider the rationale and economic considerations for educational development. It is suggested that such political processes should be geared towards enhancing educational development. However, the challenging economic conditions in Nigeria have hampered the effective planning and administration of educational policies and management. This has adversely affected aspects such as enrollments, federal character policies, education control, curriculum development and implementation, school facilities, and the recruitment and management of teaching and non-teaching personnel, among other factors.

### ARTICLE INFO

#### Article History

Received: July, 2023

Received in revised form: July, 2023

Accepted: October, 2023

Published online: December, 2023

### KEYWORDS

Politics, Planning, Administration,  
Education, Economic Decline.

### INTRODUCTION

Educational Planning and Administration is very germane to the realisation of the school's objectives and goals. Indeed, the success of any school system as an organisation is largely dependent on the administration services available. In Nigeria, education is an investment for stimulating and sustaining overall national development. Education therefore has an intimate relationship with politics. Education is an instrument in creating the conditions for national progress. For this reason, education in contemporary times still has a very powerful influence on policymaking with political flavour. What has become of interest to everybody in most

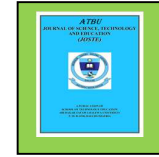
countries is educational policy planning with the consequent implementation strategies. If educational policy planning is carried out in a free state with the honesty of purpose in concert with the ecological dynamics and realities of any society, such educational policy would represent the totality of the life of the people. Their aspirations, vision and mission therein would be useless if policy packages were not delivered or were 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), and their agents (whether officials or lobbyists) exert so much pressure to influence

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the goals (Aghenta, 2015; Hinchliff, 2010; Nwadiana, 2015).

In contemporary Nigeria and this era of economic decline, politics is one of the most popular terms freely used in everyday interaction among the people (Undie, 2007). Interestingly, it is the most abused, misused and misinterpreted. Its meaning is very fluid. To the godfathers, actors, agents, thugs or area boys, lobbyists, spectators, victims and consumers of its outcomes, politics means different things. For this reason, virtually everything in Nigeria is politicized including education (Nwadiana, 2015). 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 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 (Undie, 2016; Nwadiana & Karl, 2015).

Education is seen as an opportunity to control and direct the thoughts and destiny of the people within the community. The political economic and cultural significance of education explains the continuing competition for power, influence and authority in the educational enterprise between the educationalists, administrators, planners, economists, politicians, parents, civil education interest groups, political parties and other organizations and the government. Each group has opinions, disasters and suspicions about the educational practices and reforms as well as the society (Nwagwu, 1991; Undie, 2007; Hinchliff, 2010). Thus, education has become an area for the struggle among actors pursuing conflicting desires on public issues. There are thrusts and counter-thrusts in the education governance.

The educational system has witnessed augmented roles of the federal and state governments, the public and agencies. There are thrusts towards increased national influence on the one hand, and the resultant counter thrusts of the resurgence of state and local influence on the other hand, through a great measure of autonomy prevailing at the local level (Duverger, 2007; Okeke, 2007; Undie, 2016).

The establishment and activities of education commissions enabled one to sense the aspirations, thrusts and frustrations at the

state and Federal levels. With time, the social and economic circumstances altered and diverged the administrative views on education planning programmes and educational development. To the general public, education has become too important not to be left solely to educators in this era of a dwindling economy (Nwadiani, 2015). Conflict and politics are both in separate twins which have permitted the governance of education in a state. The increased demand for education focused public and political attention on a national policy for education (Undie, 2007, Okeke, 2007; Aghengbou, 2015; Nwadiani, 2015).

Educational planning processes involve both learning and teaching. Teaching has been conceptualized as an 'attempt to help some acquire or change some skills, attitude, language, ideas or appreciation' (Nacico, 1982); the promotion of learning and understanding; habit-training or habit-breaking; training in skills for recall and transfer, explaining the promoting of understanding. The type, objective and control of the school to a large extent, determine the structure and content of the curriculum for facility provisions in schools (Okeke, 1998; Okwori, 2011; Undie, 2015).

Planning is the process of anticipating future events and conditions and determining courses of action for achieving organizational objectives. Planning is very much needed in the field of education which is a major requirement in contemporary society (Kurtz, 2011). Like planning in any field, educational planning has to explore the best possible means of making the greatest use of available resources leading to the maximum realization of the educational aims and objectives, both individual and social. So educational planning is a systematic design of action for the realization of educational aims and objectives for individual and social development through maximum utilization of available resources (Philips, & Jackson, 1992; Okunamiri, Ibiom, 2009; Nwogbo, 2014).

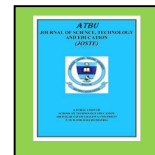
The research findings will also serve as a reference for further studies for interested researchers and or other Nigerians who have an interest in similar topics of research. Educational Planners/Curriculum Planners are therefore to ensure qualitative improvements in the planning of education to maximize productivity. The research findings will also serve as a reference to the government to stop

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any political interference in educational planning and educational management. It is useful to administrators to ensure merit in selecting educational personnel, promotion, employment and admissions into schools. It is useful to people and community in understanding the effects of politics on educational planning programmes and educational management and therefore, take adequate caution in controlling the effects. The research finding will also serve as a reference to the state ministry of education to stop any political interference in educational planning programmes and educational management and ensure qualitative improvement of education in a state.

For decades and up to date, scholars of education in Nigeria have acknowledged and developed policy papers that give a clear understanding of the impact of politics of planning and administration of education in an era of economic decline such as; politics of geopolitical balancing, politics of control of education and politics of facility provisions in education among other questions. Yet, to the best of the researcher's knowledge, no known existing research study in the literature provides sufficient information about the impact of politics of planning and administration of education in an era of economic decline. This has prompted the researchers to raise question that reveals the highlight of the existing literature gap about this study as; how does perceived the impact of politics of planning and administration of education in an era of economic decline.

Again, 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. These are the problems emanating from politics of politics of planning and administration of education in an era of economic decline which in turn affects the educational development of tertiary institutions.

### **Objectives of the Study**

The main objective of the study was to examine the perceived politics of planning and administration of education in the era of a dwindling economy for educational development in Bauchi state. Specifically, the study sought to determine;

1. Effect of economic decline on politics of geo-political balancing of education.
2. Effect of economic decline on politics of control of education.
3. Effect of economic decline on politics of facility provisions in schools.

### **Research Questions**

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

1. How does economic decline affect the politics of geo-political balancing of education?
2. How does the economic decline affect the politics of control of education?
3. How does the economic decline affect the politics of facility provisions in schools?

### **RESEARCH METHODOLOGY**

The qualitative research method was employed for this study using a case study design. Qualitative research is a method of inquiry employed in many different academic disciplines, including 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). However, there are different types of qualitative research designs such as case studies, focus group or group discussions, interviews, observation, storytelling, ethnography, narrative, phenomenology, action research studies, historical studies and grounded theory among others (Jennifer, 2002). In this study, a case 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.

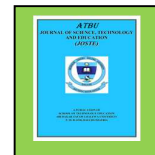
The methods were deemed appropriate as they involved the collection of extensive and cross-sectional data to investigate and interpret an existing situation under study (Sambo, 2004; Enahwo & Eferakaya, 2007; Auwal, 2010; Aderonunmu & Ehiametalor, 2014). This study focuses on the Bauchi state of Nigeria, Bauchi state is located in the Northeastern geo-political zone of Nigeria. The study was conducted in higher institutions. The population consisted of 49

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senior educational administrators from all state tertiary institutions in the three geo-political zones of Bauchi state. The study had a sample of respondents drawn from the population using a purposive sampling technique. The numbers that constituted the sample size were three (3). The researcher adopted the purposive sampling technique for the selection of a sample that appeared to him as one that would provide much in-depth data to answer research questions for the study. Due to the area covered in this study, interview protocol, observation and documentation are used for data collection.

The instruments used for the collection of data for the study were developed by the researcher. The instruments (interview, observation and documentation) were made to collect data for the study. The core data for the study is collected through interviews. 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 are used in the final interview, it was administered to the respondents. Data Collection was taken in three phases: phase one was data collection through interviews; phase two was data collection through observation; and phase three was data collection through documents. The researchers used a voice mini recorder/smartphone (Redmi Note 11) to interview the respondents and also used observational notes as the method of data collection for observation and literature as a method of data collection for documents. Data collected was analysed using content and

thematic analyses to answer the research questions of this study.

## RESULTS

The results of the study were discussed in detail from interviews and triangulated with the findings made from observations and documents. 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. The result is presented according to the individual case-study participants' utterances to the interview questions.

The following tables describe the results 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 describe the level of perceived politics of planning and administration of education in an era of a dwindling economy. Data were obtained from administered interview protocol, observation and document analysis. Furthermore, it describes how the data collected for this study were analysed in two stages and discusses how the data were interpreted. Table 1 presents the summary of participant A responses according to the five (5) constructs that form the basis of the research questions for the study.

**Table 1:** Summary of Participant A response to five research questions of the study

Constructs	Commentary
Geo-political balancing	It brought about a lot of achievements in the state and caused the neighbouring states like Gombe, Adamawa and Plateau are come here to study.
Control of education	Control of education is done in two ways (internal and external controls). And because of it, people always depend on who you know.
Facility provisions in schools/ planning in schools	It is well implemented and updated from time to time.

Looking at the five constructs, participant A opined that geo-political balancing, curriculum development and facility provisions

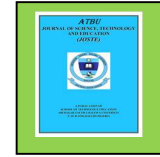
in schools were highly satisfied concerning the development of education in Bauchi state, while, control of education and inequality in

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education indicate dissatisfaction about the development of education in Bauchi state. However, there are mixed opinions concerning the development of education in Bauchi state.

Drawing from this analysis, participant A indicated satisfactory perception on three constructs: geo-political balancing, curriculum development and facility provisions. This is evident in the utterances as indicated in Table 1. Furthermore, on the two constructs: control of

education and inequality in education, participant A indicated dissatisfactory perception and participant A indicated mixed opinion on one construct: curriculum development. This is evident in the utterances as indicated in Table 1.

Table 2 presents the summary of Participant B's responses according to the five (5) constructs that form the basis of the research questions for the study.

**Table 2:** Summary of Participant B's response to the five research questions of the study

Constructs	Commentary
Geo-political balancing	The influence of geo-political balancing is prominent (widespread) 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.
facility provisions in schools/ planning in schools	The strategic plan was developed and it was followed but the problem with the strategic plan was not reviewed to capture the present-day situation.

Looking at the five constructs, participant B opined that politics of geo-political balancing, control of education, inequality in education and curriculum development were highly satisfied with the development of education in Bauchi state. While politics of geo-political balancing indicates an element of dissatisfaction with the development of education in Bauchi state. In addition, there are mixed opinions on inequality in education, control of education, geo-political balancing, curriculum development and facility provisions in schools/ school planning concerning the development of education in Bauchi state. Drawing from this analysis, participant B indicated a satisfactory perception of two

constructs: geo-political balancing and control of education. This is evident in the utterances as indicated in Table 2. Furthermore, on the one construct: facility provisions in schools or school planning, participant B indicated dissatisfactory perception and 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 2.

Table 3 presents the summary of Participant C's responses according to the five (5) constructs that form the basis of the research questions for the study.

**Table 3:** Summary of Participant C's response to the five research questions of the study

Constructs	Commentary
Geo-political balancing	In terms of education, it is not well-planned. The distribution is not very fairly done.
Control of education	Since politics is something that you cannot do with. It brought several interruptive factors for us to make our educational institutions very much fair and accessible. Because of this, politicians or people in authority may influence the establishment of educational institutions to gain political influence in their constituencies.

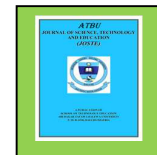
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Constructs	Commentary
facility provisions in schools/ planning in schools	The strategic plan is usually updated in three years to see how far we have gone. Where we need to improve, we improved. The National Commission for Colleges of Education (NCCE) is doing possible to ensure that we have to follow the provisions of minimum standards.

Looking at the five constructs, participant C opined that control of education and principles of educational planning were highly satisfied with the development of education in Bauchi state, while geo-political balancing, inequality and curriculum development indicate dissatisfaction with the development of education in Bauchi state. In addition, there are mixed opinions concerning the development of education in Bauchi state. Drawing from this analysis, participant C indicated a satisfactory perception of one construct: the principle of educational planning. This is evident in the utterances as indicated in Table 2. Furthermore, on the one construct too: geo-political balancing, participant C indicated dissatisfactory perception and Participant C indicated mixed opinions on the construct: of control of education. Based on the summary of the five constructs and the level of satisfaction by the participants, the researcher identified emerging themes as the result findings of this research study.

#### FINDINGS OF THE STUDY

Based on the findings from interviews, the following findings were made in the study;

1. The dwindling economy affects the geo-political balancing of education.
2. The dwindling economy affects the control of education.
3. The dwindling economy affects facility provisions in schools.

#### DISCUSSION OF FINDINGS

Discussion on each theme is supported by findings from the literature review and triangulated with findings from observation and documents.

#### ***Economy decline that affects geo-political balancing of Education:***

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 (Enaohwo & Eferakaya, 2007; Aderonunmu & Ehiametalor, 2014; Nwadiana, 2015).

#### ***Economy decline affects control of education:***

This result agreed with the findings of Undie and Okeke (2007), Aghengbou (2015) and Nwadiana (2015) 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 negatively.

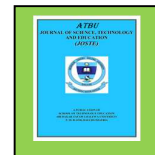
Control of education is done in two ways (internal and external controls). And because of it, people always depend on who you know. Due to the number of institutions that were established in each zone, control of education has to do with the influence of politicians of that zone. Since politics is something that you cannot do with. It brought many interruptive factors for us to make our educational institutions very much fair and accessible. Because of this, politicians or people in authority may influence the establishment of educational institutions to gain political influence in their constituencies. It was observed that there were two ways of control of education (internal and external control) in Bauchi state.

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There are external bodies such as the National Commission Colleges of Education (NCCE), National Universities Commission (NUC) and National Board of Technical Education (NBTE) that regulate the activities of the 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 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 negatively. The Nigerian government has a pathological hatred for knowledge and education. The government of Nigeria is not willing ready or capable of resolving the crisis in the educational sector. Education has not been given adequate attention in the budget every year.

Generally, the educational sector has not been receiving the desired budgetary allocation in Nigeria annually. The 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 be one reason why history is no longer taught in our schools. The lesson one knows of the past, the lesson likely would be to decipher how 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 they produce

cohorts of decision-makers who under their orientation rule out the very possibility of certain types of policy reversals. The most important resource of a nation is its students who will graduate to become the future generation of decision makers. The importance of education to human beings cannot be overemphasised. Globally, education is considered a human right that should be accorded to all human beings. It is the reason why a lot of international human rights 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 conditionalities 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 problems of educational development in Nigeria. Take, for example, the control management of primary education is neither fully in the hands of the Federal government nor the State government or Local government. This is a great barrier to educational development in Nigeria (Mahmood, 2013).

#### **Economy decline affects facility provisions in schools/ planning in schools:**

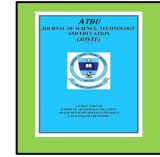
It was observed that there is a communication gap between sections and departments of education which results in a lack of or improper management and sometimes schedule of duties and responsibilities of management staff are overlapping. For instance, PAR and Deputy Registrar, duties and responsibilities are always overlapping each other. Proper channels of communication are big problems which result in a lack of proper coordination between various departments and sections of tertiary institutions of the state. This finding was agreed with work done 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 because of their power as instruments of official change and economic development. It is

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considered dangerous to deal with politics, even on the verbal level, as a subject of study. Interest groups in the educational sector, teachers' organisations, and religious groups, traditional and conservative elements play vital roles in educational planning and implementation.

Generally, some educational policy goals are directed by neither the administrator nor the planners. Major discussions about the educational sector in the state are daily made by the State Assembly Members. So, political and economic considerations rather than a rational and scientific analysis of the educational system are given greater weight. There is a lack of interaction links or effective communication between the design planners and implementation planners. It is relevant to note that success in educational planning and administration hinges on the successful plan implementation. Educational planning and administration must therefore reflect societal and individual problem needs. However, all planning is future-oriented; it must draw information from past events and set a target period of attainment (Nwagwu, 1991; Ige, 2011).

## CONCLUSION

The results of this study helped to throw light on the implications and influences of political interference on educational development in Bauchi state. The findings of this research indicated that geo-political balancing influences 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 influences educational development in Bauchi state. It was observed that based on the findings of this research there is no close relationship between politics of inequality in education and educational development in Bauchi state. However, it was discovered from this study that there is a very close relationship between the politics of educational planning and educational development in Bauchi state. It was also discovered that the politics of sacrificing/ignoring merit for mediocrity

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 improve and increase educational development in Bauchi state;

1. There is a 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, the 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 a need for proper control of education to enhance the quality of education for the educational development of Bauchi state.
3. The politics of planning and administration of education should be intended to improve educational development and not the other way around. Despite these, the declining state of Nigeria's economy has made it difficult to properly plan and administer educational policies and management which has affected the enrolments, federal character policies, control of education, curriculum development and implementation, school facilities, teaching and non-teaching personnel.
4. The government should also consider the needs and educational aspirations of the host community when planning to establish educational institutions.
5. There is a 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, planning and administration of educational institutions should be discouraged by the Bauchi state government.
6. In addition, educational administrators should be given a free hand to manage

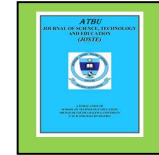
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educational institutions properly and professionally. Lastly, the politics of education should be intended to improve educational development and not the other way around.

#### Acknowledgement

The researchers appreciated and acknowledged the Tefund and Management of Adamu Tafawa Balewa College of Education for financially supporting the journal.

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