

**POLITICS INTERFERENCE AND EFFECTIVE MANAGEMENT OF UNIVERSITIES IN RIVERS STATE, NIGERIA**

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**ABSTRACT**

The study examined politics interference and effective management of universities in Rivers State, Nigeria. Three research objectives, three research questions and three hypotheses were formulated to guide the study. The descriptive survey design was adopted for the study and the population of the study comprised of 4872 academic and senior non-academic staff in the three public universities in Rivers State. The instrument for data collection was the researcher's self-structured questionnaire titled, 'Politics interference and effective management of universities in Questionnaire (PIEAUQ)'. The instruments were validated for face and content validity by the supervisor and two research experts in the department of Educational Management. The overall internal consistency reliability coefficient of 0.91 was obtained. The data were analyzed using mean and standard deviation. The null hypotheses were tested using Z-test at 0.05 level of significance. The study revealed that there is no significant difference between the mean ratings of academic and non-academic staff on the influence of political interference in the appointment of principal officers for effective management of universities in Rivers State, Nigeria ( $Z_{1,922} = -1, p = \pm 1.96$ ), amongst others. The study established that political interference in university funding and management in Rivers State is a pervasive and multifaceted issue, the researcher recommended the distribution of financial resources need to adhere to well-defined standards that prioritise academic and infrastructure requirements above political factors

## INTRODUCTION

### Background to the Study

Education is that which gives its young ones which makes them develop attitudes, abilities, skills and other behaviors which are of positive value in the society in which they find themselves. Education distinguishes man from all types of earthly creation and probably, even from ages. Unfortunately, majority of Nigerian political leaders have not grasped this fundamental fact of life, that is, that we are what we are because of the type, quality, depth and philosophy of education we have received or are receiving. Appropriately the National Policy on Education (2014) accepts that “No policy on education however can be formulated without first identifying the overall philosophy and goals of the nation”. In other words, the goals of the nation are the goals of education and the goals of a nation ought to be the goals of the citizens of the nation. This infers that education and politics share some common characteristics. Both are concerned with social values and both are processes.

The general awareness of the values of education both to the individual and the country has led to the growing demand for all types and levels of education all over the country. However, since Nigeria is multi-ethnic, multi-cultural, multi-religious and multi-linguistic in nature, these various sections have continued to play politics with the various policies that have not really advanced the course of education in the country (Kolma, Etebu, Charles & John, 2011). According to Ogbonnaya (2019) in Usman (2012), the extent to which politics is used to cater for national wellbeing in Nigeria leaves much to be desired. Those in power seem to have abused the good intention of politics for fair representativeness and equitable distribution of resources among the diverse ethnic groups in Nigeria. This misuse of power by political office holders through the use of catchment areas, quota system or federal character in order to control and manage scarce resources leaves much to be desired.

The term politics according to Okunamiri (2015) and Okwori and Ede (2012), consists of the struggle between and among actors pursuing conflicting interest on public issues, interest and values. Okwonkwo (2014) in Yawe, Ivagher and Ijov (2015) defined politics in terms of three interrelated component. These are: activities focused on the acquisition and use of power through control of institutions of government, activities in which public issues are discussed and demands upon governments expressed through political parties, interest groups, mobs or solidarity individuals and activities of the formal institutions of government which make laws, interpret them, allocate resources and carry them out. Okeke (2017) also defined politics as the mechanism used to lasting solutions to social, economic, political and educational problems.

Political leadership determines the educational goals, and philosophies of the educational system. The educational resources - funds, personnel, materials facilities, equipment's and services. The educational production processes - the curricular method administrative, supervision and evaluation. The educational outcomes - the knowledge, attitudes, behavior, impression etc.

According to Okeke (2017), politics play a great role in decision making and controls the management and the management of educational establishments. Okeke further pointed out that politics in education may be seen as the means for resource alsiting to different ethnic groups to achieve their set educational goals. The role of politics is heightened in the educational sector in view of the fact that an educational system has political goals which are essential to justifying the



existence of the system and the political order of society. While education develops an individual to participate effectively in politics, politics in turn initiates quality education at all levels of education within a country.

Tertiary education according to Onwusoanya (2015) occupies strategic position in Nigeria because of the important role it plays in preparing the students for useful living in the society and for higher education. The State government manages and provides funds for tertiary education. To ensure that secondary schools achieved what they are set to achieve, the attainment of high standard should be the strong point of the schools (Olanreweya, 2015). This is due to rapid growth of student enrolment in the 90's and stringent funding allocated for tertiary education institutions. Tertiary education spreads over the ages of 15 and 16, and then to 17 and 18 in the senior secondary grades. These are the years of adolescence, and late adolescence. These are the years of transition; indeed, most crucial years of life. There are steady and fast changes in the body structure transforming to adult form and image of life. At this age, the bodily changes take final shape and stabilize. This is also the stage of emotional transformation and maturity that swings between joy and trauma. Tertiary education essentially has to be the education of the adolescence. Experiences in schooling have to be designed to be responsive to the needs of transition and stabilization. Since large number of students is likely to transit from education to the world of work, it is also the stage of transition to work. Tertiary education must foster skills of transition.

Tertiary education in Nigeria consists of universities, polytechnics, colleges of education, and different post-secondary professional training institutions. The University of Ibadan, which was established in 1948 as a College of the University of London, admitted students from different parts of the country. After independence, the three regional governments established universities to provide a tertiary level of education. They provided adequate funds for facilities and recruitment of staff from all over the globe, thereby developing cosmopolitan and internationally competitive tertiary educational institutions. Sadly, these achievements of the Nigerian universities in the country between 1950 and the early 1980s have been eroded by factors that are internal and external to the system (Alemika, 2010). The Nigerian university system is currently plagued by several problems that hinder it from serving expected roles in promoting national development. One factor that has negatively impacted university education in the country is political influence (Ogunode, 2020).

Aboh (2014) noted that in Nigeria and other corrupt countries of the globe, admissions are sometimes given to students on the grounds that such students are from the same family, religious background or political affiliation with the person in authority. Abu (2015) added that female students do gain admission into institutions where their state of origin has no catchment area; this is basically because of favour either from their loved ones or family friends. This anomaly is attributed to undue involvement of those in power to bend the rules to favour their candidates. It is in relation to the above background that the researchers deemed it necessary to find out the influence of politics interference and effective management of universities in Rivers State, Nigeria.

### **Statement of the Problem**

Politics have become be a vital factor that influences decisions in the management of tertiary institutions in various situations. Since the government has taken over the control and

management of tertiary institutions, political issues, societal interest and environmental influences on the management of tertiary institutions have come to the fore. Tertiary education has a link with society; hence each segment of society tries to interfere with the management of tertiary institutions to suit their roles in the society. The belief that politics influences the Expansion of National universities Commission (NUC) Powers, staff appointment, funding of university, staff remuneration, Siting of Public Universities, provision of basic infrastructure/equipment and school community relation is common among the institutions in Nigeria. Political influences have positive and negative impact on teaching and learning in schools. In the society, it seems that the management of tertiary institutions is a fertile ground for politicking and politicians influence the management of tertiary institutions while the principals, officers and staff of the tertiary institutions obey them to a fault.

Considerable concerns have been expressed by relevant stakeholders over the much preference given to political considerations rather than due process and merit in appointment of principal officers and admission of students into universities in Rivers State and Nigeria at large. Given the sensitive nature of such institutions in the development of skilled manpower that would boost the economy of the nation, it is expected that appointment of principal officers and admission of students into institutions of this magnitude ought to be conducted on merit. However, it is doubtful if the vacancies and chances for the appointment of principal officers of tertiary institutions and admission of students are entirely based on stipulated guidelines. It is against this background that the researchers investigated politics interference and effective management of universities in Rivers State, Nigeria.

### **Aims and Objectives of the Study**

The aims of this study was to investigate politics interference and effective management of universities in Rivers State, Nigeria. Specifically, the study sought to;

1. Determine the influence of political interference in the appointment of principal officers on the effective management of public universities in Rivers State, Nigeria.
2. Determine the influence of political interference in the admission of students on the effective management of public universities in Rivers State, Nigeria.
3. Examine the influence of political interference on staff recruitment and effective management of public universities in Rivers State, Nigeria.

### **Research Questions**

The following research questions were raised to guide the study;

1. To what extent does political interference in appointment of principal officers influence the effective management of public universities in Rivers State, Nigeria?
2. To what extent does political interference in admission of students influence the effective management of public universities in Rivers State, Nigeria?
3. To what extent does political interference in staff recruitments influence the effective management of public universities in Rivers State, Nigeria?

## Hypotheses

The following null hypotheses are formulated to further guide the study:

The following null hypotheses were postulated and statistically tested at 0.05 level of significance.

- Ho<sub>1</sub>:** There is no significant difference in the opinions of teaching and non-teaching staff on the influence of political interference in the appointment of principal officers for effective management of universities in Rivers State, Nigeria.
- Ho<sub>2</sub>:** There is no significant difference in the opinions of teaching and non-teaching staff on the influence of political interference in the admission of students for effective management of universities in Rivers State, Nigeria.
- Ho<sub>3</sub>:** There is no significant difference in the opinions of teaching and non-teaching staff on the influence of political interference on staff recruitments and effective management of universities in Rivers State, Nigeria.

## REVIEW OF RELATED LITERATURE

### Theoretical Framework

#### Systems Theory

Systems theory holds that an organization is a social system of integrated parts. The theory was propounded by biophysicist Ludwig Von Bertalanffy in 1968. Systems theory aims to explicate dynamic relationships and interdependence between components of the system and the organization–environment relationships. A system is established based on the structure and patterns of the relationships emerging from interactions among components. As a result of these emergent patterns and relationships, each system is different from another. In other words, unlike biological systems, components of social organizations have their own wills and intended purposes. In general, systems theory focuses on three levels of observations: the environment, the social organization as a system, and human participants within the organization. This multi-level focus can be traced back to the original pursuit of initiating dialogue among disciplines through systems theory. It is argued that this pursuit can be accomplished through different ways. One of them is to find general phenomena that are observable across many disciplines. For instance, it is common to find in any social systems where aggregations of individuals interact with one another and with the environment and develop interdependent relationships.

This theory is relevant to this study in the sense, that it will help the principal officers, member of the board of governors and even the lecturers to work as a team in controlling and managing the human and material resource available to the university so that the goals of education can be accomplished. The social system theory will help the administrators to understand the complex interrelationships of the modern organization compounded in our case by the variable of under development. It will also help member of the Board of Governors, and the Government that dictates what is happening in the school system to know the relationship between the primary, secondary and tertiary institution and help them to plan along to achieve the aims of education for better development of the economy.

## Conceptual Framework

### Politics

Education is a battle for the National development in Nigeria. The relationships between education, development and politics are complex and the dividing lines less sharp when closely examined (Okeke, 1989). Essentially, the decisions about education management are strongly tied up with wealth and power. Okeke further said that a proper understanding of the policy trends in respect of the provisions and management of education, to illuminate the political and economic issues of the country at any given period. There is no gain-saying the fact that generally, education has tremendous political and economic significance in Nigeria as well as several interests which are focused on it. Nevertheless, the country's educational problems are more political than legal.

In Nigeria, the problem of the national education system provides abundant material for national conflict. Education was planted and was continuously watered with politics (Okeke, 1983). Management of education is not an exception. The national aims of, and positive attempts at massive democratization of secondary education in South-east (Nigeria) readily illustrated the fact that secondary education had remained a necessary function of politics (Awogemi, 1984). The author, said further that the politics of secondary education, the national aims of making secondary education available for every child, the idea of using secondary education to wipe out hunger, illiteracy, ignorance and disease are on the whole less education than political. Secondary education had been a necessary function of politics. The methods that are to be adopted and the likely solutions to problems that may arise from government attempts to regulate the aspirations of the peoples are related to politics which in turn determines the type of secondary education.

### Political Interference in Education

Olayinka (2018) defined political influence on education in the context of this study refers to the success of good educational policies issued by the government on the citizen, as formulation of policies is influenced by the political parties in power which sometimes being criticized by the opposition party. *Political influence* is the ability of private individuals and groups to influence, condition, shape, and there control authoritative decisions and actions. *Political influence* is the power sought for by politically active persons like legislators, ministers, leaders, etc. Political influence is an instrument by the political officers to control resources. Gbenu, (2012) posited that political influence is the use of power, influence, and authority by the government of the day, especially in the alsiting of resources. Nnenne (2011) differentiate between positive and negative political influence, for positive political influence when proper decisions are taken in the distribution of resources, the appointment of principals, board of governors, members of the board, alsiting of funds to schools, the appointment of staff personnel, good relation of the school community and proper welfare of students. The influence is negative where there is discrimination, favourism, and bias in the appointment of principals, promotion of teachers, the selection of the board of governors, appointment of the board of governors, alsiting of funds, and lack of freedom on the parts of the principals, teachers, school-community relation member of the board of governors and board of members to express their opinions on matters affecting them.

Ogunode and Musa, (2020) observed that the activities of these governing councils are affecting the effective management of the public universities in Nigeria. The alarming level of political

interference in the management of public universities in Nigeria is frightening. The visitors of the universities who are the chief executives (president/governor) have reserved powers to appoint the chancellors and constitute the governing council of various universities under them and select their cronies as members. These appointees in turn interfere in the internal management of the university such as the selection of VCs and other principal officers of the universities. This practice is seriously jeopardizing the managements of universities in Nigeria. Ogunode (2020) submitted that another big challenge facing the management of public universities in Nigeria is the political influence. The public universities have been designed to function with political officer holders or politicians in the country. The school administrators of public universities are answerable to the governing council constituted by the government to manage the affair of the public universities in the country. Onyeike and Owuama (2012) revealed among others that inadequacy of funds, planning with inaccurate statistical data, political interferences, misappropriation of funds, and shortage of qualified manpower were major limitations to the development of higher education in Nigeria.

### **Political Interference in the Appointment of Principal Officers and Effective Management of Universities**

The appointment of many public universities are politically influenced in Nigeria. The government of the day uses the council members to influence the choice of their candidate. The act regulating the responsibilities of the governing council empowers the council to appoint the vice-chancellors. The Act stipulates that: "The Governing Council of a university shall be free in the discharge of its functions and exercise of its responsibilities for the good management, growth and development of the university. "Section 3 (4) of the same 2013 Amendment reposes on Council the power to appoint the vice-chancellor of the university. The Minister of Education, Malam Adamu Adamu as reported by Guardian (2021), has accused some state governors of hijacking the process of appointing vice-chancellors for Federal Universities, due to apathy in the selection processes. Adamu described this vested interest as responsible for the unimaginable crises in the selection processes of the vice-chancellors for those particular universities in the country, citing the development as leading to "unnecessary frictions and tension in the institutions". Also, Alemika, (n.d.) noted that politics and emphasis on the appointment of indigenes as vice-chancellors and other principal officers above the criteria of merit, integrity, and teaching excellence is among the problem hindering development of universities in Nigeria. Ekundayo and Ajayi, (2019) observed that universities these days are not totally free from the hand of politics outside the university system. Government of the day, most especially in the state-owned varsities, interfere a lot in terms of selection and choice of the chief executive, deans, departmental heads, directors of programmes and above all the selection of vice-chancellors. A situation whereby the members of the university are not totally free to choose who their head should be, without government intervention would not augur well for the university system. Alemika, (n.d.) observed that many universities in the country serve more as sanctuary for political, ethnic and religious miscreants, many of whom are at the helms of affairs, and whose decisions and conducts threaten national unity, security and development. Omemu (2015) observed that qualification and hard work which are supposed to be the parameters for the appointment of principal officers in higher institutions of learning are hardly adhered to when political forces sets in. Pinga, Ivase, & Nomayu (n.d.) established in their study that politics has significant influence on appointment of principal officers and students' admission process in

higher institutions in Benue State.

### **Political Interference on Staff Recruitment and Effective Management of Universities**

Many politicians in Nigeria are using their political influence to influence employment of their cronies and friends into the public universities. Nnenne (2011) observed that government interference in school management to a large extent has influence the management in different ways. It is observed that in areas of employment within education sector, politics to a large extent determines who is to be taken and who is not to be employed. Ogunode, Ajape & Jegede (2020) opined that politicians have at least a slot in any recruitment processes in the Nigerian higher institutions. Sometimes their candidates may not qualify; they influence their employment against the policies of the institutions. The activities of political officeholders and politicians in the Nigerian higher institutions are threat to the sustainability of higher education policies. Alemika, (2010) submitted that absence of vertical and horizontal oversight and accountability within and across the education sector, resulting in poor oversight of admission policies and capacity as well as admission and employment in flagrant violations of the constitution and federal character policy, thereby turning universities into enclaves of ethnic and religious groups instead of universal and globally competitive centres of learning, research and scholarship. Alemika, (2010) opined that absence of effective oversight of incompetent and unaccountable management officials and organs (principal officers, Senate, A & PC committees, faculty and departments boards and heads) due to weak oversight and primordial considerations. Marcus (2015) corroborates this opinion that in recent years governors have emerged as visible, active policy makers with significant influence on university education especially in area of staff planning and establishment of universities

### **Political Interference in the Admission of Students and Effective Management of Universities**

Admission in some public universities are hacked by political officers. They sent their candidates to various vice chancellors. Ogunode, Ajape & Jegede (2020) opined that politicians in Nigeria influence admissions for their family members and themselves even when they don't meet the standard. Alemika, (n.d.) opined that appointment and promotion of staff as well as admission and assessment of students at the tertiary levels, especially the public universities, are heavily tainted by corruption, nepotism and egregious discrimination in favour of indigenes of states in which universities are located, beyond and in violation of prescribed guidelines. The violation is perpetrated with impunity because JAMB officers are either complicit or ineffective. Discriminations like this create disaffection towards the country by their victims, with implications for national solidarity and security. Another challenge facing the management of higher institutions in Nigeria is the involvement of political forces in admission process. It is evident that much preference has been given to political considerations rather than due process and merit system in students' admission into higher institutions in Nigeria (Pinga, Ivase, & Nomayu, n.d.; Osuji, 2011). Aboh (2014) noted that in Nigeria and other corrupt countries of the globe, admissions are sometimes given to students on the grounds that such students are from the same family, religious background or political affiliation with the person in authority

### **Review of Empirical Studies**

Itedjere (2010) conducted a study on the impact of Western-type education (WTE) on indigenous



education among the Urhobo people of Bendel State. The study is to find out the nature and scope of Urhobo indigenous education before the advent of Western-type education; the growth and development of Western type of education in Urhoboland and its impacts on the indigenous education. The researcher used historical design and a sample of 80 for the study. Questionnaire is the major instrument used in the study. In analyzing the data, the researcher used historical analysis for the data collected. So to determine the authenticity of the primary data, external and internal criticism were used to test the accuracy of the data. The findings of the study revealed that indigenous education which existed before the advent of WTE was comprehensive and adequate to the needs of the individuals and society. The coming of western type of education brought about a lot of positive and negative impacts on Urhoba indigenous education. Another finding is that the pioneer status accorded the missionaries in bringing WTE to Nigeria is not true of Urhobo land. This study is related to the present study in the sense that the western-type of education which urhobo people embrace have a positive or negative impact on the people. Unlike in the present study the introduction of western education makes the government to interfered in the control of education which affected the activities of the management of secondary schools in the south-east zone of Nigeria. The study is an impact study on western-type of education and its impacts on the people, but the present study shows the impact of politics on school management and how its affect the people working in the organization in achieving the organizing goals.

Ugwu, (2010) conducted a study on community involvement practices for facilitating secondary school management in Enugu State. The design of the study was descriptive survey. The researcher used five research questions and two null hypotheses. Questionnaire is the major instrument used and a sample of 60 principals and 240 PTA members were used for the study. t-test and mean scores were used for the analysis. The findings indicate that there is need for appropriate community involvement practices in curriculum and instructional development, annual workshops involving representatives from the community to cooperatively draw recommendations on curriculum implementation. Community involvement practices in pupil personnel management include active PTA involvement in maintenance of discipline and community involvement in assigning extra- curricular activities of students. This study is related to the present study in the areas that external forces are involved in the funding of schools leading to school-community relation. Since the management and control of education is under the government the communities build schools handed it over to government to control. While the present study shows the impact of community in providing funds to schools in order to achieve the stated goals of education.

Ayogu (2012) carried out a research on the influence of politics on management of primary education in Ebonyi State. The study is to investigate the influence of politics on the management of primary education in Ebonyi State. The researcher used descriptive survey and 627 as the sample of the study. Questionnaire is the major instrument for the study. In the analysis of data, the researcher used mean scores to analyze the research questions and t-test to test the null hypothesis. The findings of the study show that politics affect management of primary education, staff personnel management, and maintenance of physical facilities and equipments. This study is related to the present study in the sense that the findings of the study will help the administrators and government officers to know the areas in which politics affect the management of school and developed strategy on how to achieve the goals of education. The



study revealed covered only one state, but the present study covers south-east zones of Nigeria.

Ngoka (1986) conducted a research on the organization and management of technology training programme in Nigerian Universities. Questionnaire is the major instrument used and 232 respondents were used as the sample. The instrument used for data analysis is spearman's rank order correlation co-efficient and t-test. The findings revealed that professors, Deans and head of department were not much satisfied on their jobs than others. Job satisfaction is greater for female than for male lecturers. The teaching staff was not satisfied with their working conditions and teaching growth. This study is related to the present study because when government interference is negative it affects the progress of the school, just like when the organization and management is unfavorable the workers will not be happy, therefore making the environment unconducive for learning. The study is related to the present study in the sense that good working condition is required in an organization in order to achieve the organizational goals

Shegede (2016) conducted a study on the impact of leadership behaviors of principals on organizational climate of secondary schools in Ondo State. The study is intended to identify the leadership style and organizational climate prevalent in the schools and to ascertain whether any relationship exist between and among principals leadership style and organizational climate of secondary schools in Ondo State. The researcher used survey design and 500 secondary school teachers were sampled. Questionnaire is the major instrument used in the study. In the analysis of data, the researcher used mean scores and standard deviation to analyze the data. The t-test statistic is used to test the null hypothesis. The findings of the study revealed that leadership behaviors of principals have great influence on the interrelationship between them and their staff. The finding also showed that the leadership styles of the principals are the major motivational factors as regard to work in secondary schools. Equally the provision of instructional materials to the school has great influence on the performance of the students. The study is related to the present study in the areas that the leadership style of those in power should provide a conducive environment for the staff working in the school to achieve the overall objective of education. The findings show the good relation in any organization leads to progress and development. This study revealed impact of leadership behaviors of administrators on organizational climate of schools which is an aspect of the present study.

Nzeako (2012) investigated the position-power and conflict in the management of secondary schools in Anambra State. The study is to find out whether lack of mutual understanding and cooperative attitude abound among the organs charged with secondary school management in Anambra State. These are evident in recruitment, placement of pupils in schools, transfers/posting of teachers and in general management and management of schools. The researcher used a combination of descriptive and inferential survey design which employed questionnaire and interview techniques. A sample of 469 principals of secondary schools and administrative staff of the various educational origins in charged of management of secondary schools were randomly drawn from a population of 257 principals and 680 administrative staff of the various educational organs. The researcher used five research questions and three null hypotheses were formulated. In analyzing the data, mean and standard deviations were used to answer research question while analysis of variance was used to test the three null hypotheses. The finding of the study revealed that conflict result from one organ perceiving its functions as superior to those of others. Also, the finding suggests that conflicts have made a negative impact on secondary school management in Anambra State. Also the finding implies that there is lack of

co-operation and good organizational management among the educational organ involved in secondary school education. This study is related to the present study in the sense that the study is investigating the position power and conflict in the management of schools and the findings show that negative impact affects the overall objective of teaching and learning. But the present study dealt with government interference on the management process of school in Nigeria. The study revealed again has some lapses since it was not detailed to cover south-east zone of Nigeria.

## METHODOLOGY

The design used by the researcher in this study is the descriptive survey. The population of the study consisted all the teaching and senior non- teaching staff of three public universities in Rivers State. There are 4,946 teaching and senior non-teaching staff in the three public universities in Rivers State which are: University of Port Harcourt (1,462 teaching staff and 1114 senior non-teaching staff), Ignatius Ajuru University of Education (394 teaching staff and 639 senior non-teaching staff), and Rivers State University (424 teaching staff and 737 senior non-teaching staff), summing up to 2,382 teaching staff and 2,490 senior non-teaching staff and a total of (Establishment units of universities). The study's sample comprised 989 staff members, representing 20% of the total population at three public universities in Rivers State. This sample included 491 teaching staff and 498 senior non-teaching staff. To ensure a representative and unbiased selection, a proportionate stratified random sampling technique was employed.

The instrument for data collection was a self-structured questionnaire designed by the researcher titled “**Politics interference and effective management of universities in Questionnaire (PIEMUQ)**”. The instrument was structured using the modified 4-point Likert type rating scale of Very High Extent (VHE) – 4points, High Extent (HE) – 3points, Low Extent (LE) – 2points, Very Low Extent (VLE) - 1 point. In scoring the questionnaire responses, the weighted point was added as  $4+3+2+1=10/4= 2.5$ . Thus 2.5 was the Criterion Mean. The instrument for this study was subjected to face and content validation by the researcher’s supervisor and two lecturers in the Department of Educational Management, Ignatius Ajuru University of Education. Their corrections and comments were highly considered before the final instrument was drafted. A test–retest method was used to ascertain the reliability of the instrument. The researcher administered twenty copies of the instrument to twenty lecturers who were outside the study sample but part of the population. Two weeks later, another set of the same instrument was re-administered to the same respondents and retrieved. The two scores obtained from these exercises were collated, computed and correlated using Pearson Product Moment Correlation Coefficient Formula ( $r$ ) and a reliability coefficient of 0.88 (88%) was obtained.

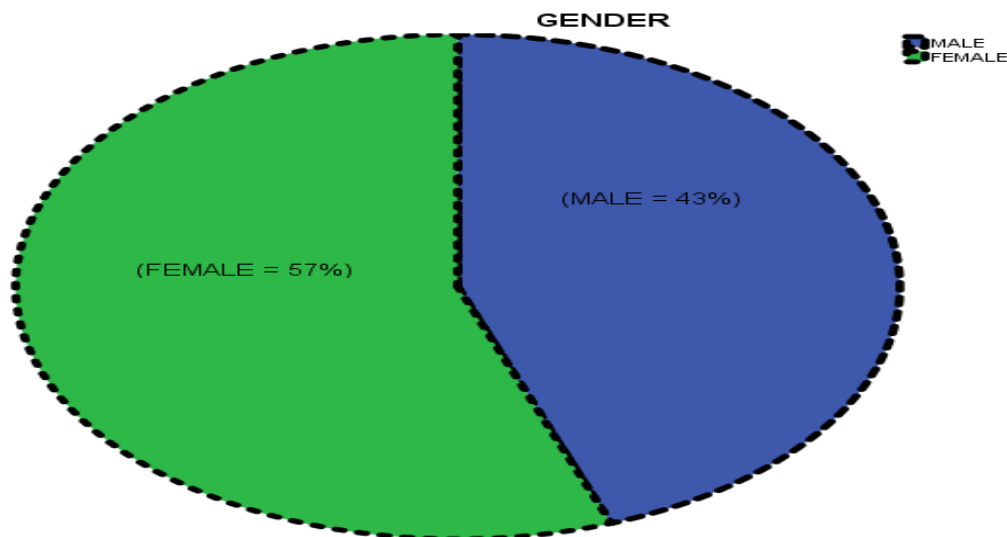
Nine hundred and eighty-nine (989) copies of the instrument were administered to 989teaching and senior non- teaching staff in the three public universities in Rivers State. Copies of the questionnaire were distributed to the teaching and senior non-teaching staff of the three public universities in Rivers State who were selected with the help of two trained research assistants who are not related or known to the respondents. The data collected from the respondents were properly organized in tables, coded and analyzed using Statistical Package for Social Sciences

(SPSS) version 23.0. Mean and standard deviation were used to answer the research questions while, independent sample t-test was used to test the formulated null hypotheses at 0.05 level of significance.

## RESULTS AND DISCUSSION

### 4.1 Demographic Characteristics of the Respondents

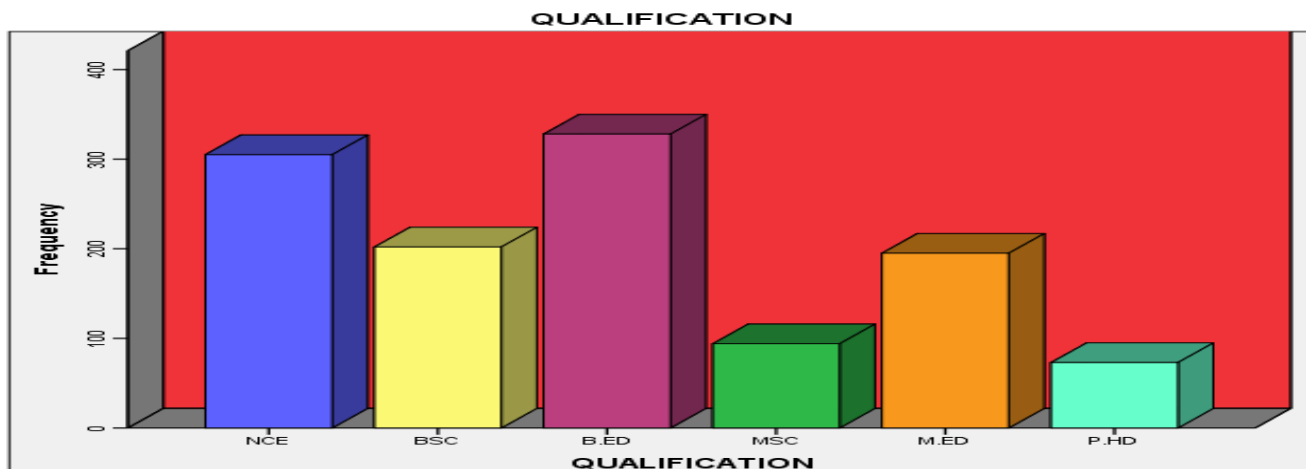
**Figure 4.1: Gender of the Respondents**



**Source: Researcher's Concept, 2023.**

Figure 4.1: indicates that out of 923 respondents, 406 (44%) respondents were male, while 517 (56%) were females. Therefore, females constituted larger population of the respondents of the sampled size.

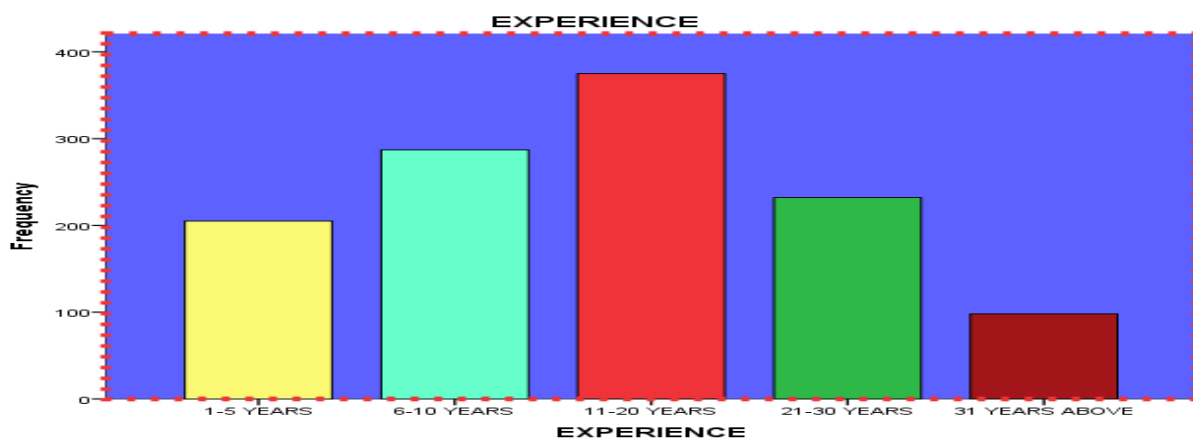
**Figure 4.2: Qualification of the Respondents**



**Source: Researcher’s Concept, 2023.**

In figure 4.2, out of a total of 923 respondents 231 (25%) had NCE, 157 (17%) had BSC, 249 (27%) had B.ED, 73 (7.9%) had MSC, 148 (16%) had M.ED while 65 (7.1%) had terminal degrees. The above figure reveals that B.ED holders were more in number with MSC and Ph.D bringing up the rear.

**Figure 4.3: Years of Experience of the Respondents**



**Source: Researcher’s Concept, 2023.**

Data in figure 4.3 revealed that out of 923 respondents 190 (20.6%) had 1-5 years of experience, 236(25.6%) had 6-10 years of experience, 212(23.0%) had 11-20 years of experience, 194(21.0%) had 21-30 years of experience, while 91 (9.9%) 31 years above experience.



Therefore, more of the respondents as analysed from the table had 11-20 years of experience, while less number of respondents had 31 years and above experience.

## 4.2 Data Analysis

### Answer to Research Questions

**Research One:** To what extent does political interference influence the appointment of principal officers and effective management of public universities in Rivers State, Nigeria?

**Table 4.2: Mean ratings and standard deviation on the extent political interference influence the appointment of principal officers and effective management of public universities in Rivers State, Nigeria**

| Extent political interference influence the appointment of principal officers and effective management |  |                      |             |             |                          |               |                 |                    |  |
|--|--|----------------------|-------------|-------------|--------------------------|---------------|-----------------|--------------------|--|
|  |  | Teaching Staff = 453 |             |             | Non-teaching Staff = 470 |               |                 |                    |  |
| S/N  |  | $\bar{X}_1$          | S.D         | $\bar{X}_2$ | S.D                      | Weighted Mean | Rank Order      | Remark             |  |
| 1  | The politicization of the nomination and appointment of senior officers of the university could affect the quality of management and quality of education provided by the university | 2.57                 | 1.11        | 2.83        | 1.05                     | 2.7           | 4 <sup>th</sup> | High Extent        |  |
| 2  | The nomination of principal officers based on their political party affiliation and loyalty could affect the efficient management of the university detrimentally                    | 2.91                 | 1.04        | 2.97        | 1.03                     | 2.94          | 3 <sup>rd</sup> | High Extent        |  |
| 3  | The appointment of politicians who are not administrators into administrative position in the university can grossly affect the growth of the university over the years              | 2.88                 | 1.03        | 2.9         | 1.02                     | 2.89          | 2 <sup>nd</sup> | High Extent        |  |
| 4  | The appointment process for principal officers have been bias and political and this can affect the effecting running of the university  | 2.89                 | 1.06        | 3.03        | 0.96                     | 2.96          | 1 <sup>st</sup> | High Extent        |  |
| 5  | The growth of the university has been affected due to the meddling of politics into the appointment of principal officers for the university by the government                       | 2.1                  | 1.04        | 2.03        | 1.02                     | 2.06          | 5 <sup>th</sup> | Low Extent         |  |
| <b>Grand mean</b>  |  | <b>2.73</b>          | <b>1.06</b> | <b>2.8</b>  | <b>1.02</b>              | <b>2.77</b>   |                 | <b>High Extent</b> |  |

*Source: Survey Data, 2023*



Data on Table 4.2 show the mean ratings and standard deviation on the extent political interference influence the appointment of principal officers and effective management of public universities in Rivers State, Nigeria. The Table shows that both teaching staff and non-teaching staff agreed that The politicization of the nomination and appointment of senior officers of the university could affect the quality of management and quality of education provided by the university, The nomination of principal officers based on their political party affiliation and loyalty could affect the efficient management of the university detrimentally, The appointment of politicians who are not administrators into administrative position in the university can grossly affect the growth of the university over the years, and The appointment process for principal officers have been bias and political and this can affect the effecting running of the university in public universities in Rivers State, Nigeria to a high extent as they agreed on items, 1, 2, 3, and 4 with the weighted mean scores of 2.7, 2.94, 2.89, 2.96, respectively which were all above the criterion mean scores of 2.50. However, the majority of the respondents agree that The growth of the university has been affected due to the meddling of politics into the appointment of principal officers for the university by the government to a low extent as seen on item 5 with the weighted mean ratings of 2.06.

Again, the overall weighted mean score of 2.77 shows that both teaching staff and non-teaching staff agreed that to a high extent political interference influence the appointment of principal officers and effective management of public universities in Rivers State, Nigeria. From the ranking order, item 4 came highest with the mean score of 2.96, while item 5 came lowest with the mean score of 2.06. More also, the grand mean for teaching staff was 2.73, while the grand mean for non-teaching staff stood at 2.77, which indicated that more of the non-teaching staff agreed on the items raised above than the teaching staff.

**Research Two:** To what extent does political interference influence the admission of students and effective management of public universities in Rivers State, Nigeria?

**Table 4.3: Mean ratings and standard deviation on the extent political interference influence the admission of students and effective management of public universities in Rivers State, Nigeria**

| Extent political interference influence the admission of students and effective management of public universities in Rivers State, Nigeria |   |                      |            |                           |             |               |                 |                    |
|--|---|----------------------|------------|---------------------------|-------------|---------------|-----------------|--------------------|
|  |   | Teaching Staff = 453 |            | Non- Teaching Staff = 470 |             |               |                 |                    |
| S/N  |   | $\bar{X}$            | S.D        | $\bar{X}$                 | S.D         | Weighted Mean | Rank Order      | Remark             |
| 6  | The admission of students based on political connections could have a detrimental effect on the quality of students admitted into the university  | 2.93                 | 1.02       | 2.88                      | 0.95        | 2.9           | 4 <sup>th</sup> | High Extent        |
| 7  | The intake of students based on their tribe and personal connection could affect the quality of graduates the institution produces  | 2.98                 | 1          | 3.24                      | 0.95        | 3.11          | 1 <sup>st</sup> | High Extent        |
| 8  | Giving admission to students who have the recommendation from political leaders over students who performed efficiently in their aptitude test could affect the intellectual growth of the university | 2.98                 | 1.01       | 3.13                      | 0.87        | 3.05          | 2 <sup>nd</sup> | High Extent        |
| 9  | Issuing admission to students based on of man-know-man could affect the standard of the university  | 2.92                 | 1.04       | 3.01                      | 0.95        | 2.97          | 3 <sup>th</sup> | High Extent        |
| 10   | The admission of unintelligent students so as to get a reward in form of promotion of appointment from politicians could affect the quality of graduates the institution produces                     | 2.14                 | 0.94       | 2.1                       | 1           | 2.52          | 5 <sup>th</sup> | High Extent        |
| <b>Grand Mean</b>  |   | <b>2.82</b>          | <b>1.2</b> | <b>2.89</b>               | <b>0.95</b> | <b>2.86</b>   |                 | <b>High Extent</b> |

*Source: Survey Data, 2023*





Data on Table 4.3 show the mean ratings and standard deviation on the extent political interference influence the admission of students and effective management of public universities in Rivers State, Nigeria. The table show that both teaching staff and non-teaching staff agreed to a high extent, the admission of students based on political connections could have a detrimental effect on the quality of students admitted into the university, the intake of students based on their tribe and personal connection could affect the quality of graduates the institution produces, giving admission to students who have the recommendation from political leaders over students who performed efficiently in their aptitude test could affect the intellectual growth of the university, issuing admission to students based on of man-know-man could affect the standard of the university, and the admission of unintelligent students so as to get a reward in form of promotion of appointment from politicians could affect the quality of graduates the institution produces as agreed by majority of the respondents on item 6, 7, 8, 9, and 10 with the weighted mean scores of 2.9, 3.11, 3.05, 2.97, and 2.52 respectively.

From the ranking order, item 7 came 1<sup>st</sup> and item 10 came last, this implies that more of the respondents agreed that political interference influenced the admission of students and effective management of public universities in Rivers State, Nigeria. Further, the overall grand weighted mean of 2.86 shows that to a high extent political interference influenced the admission of students and effective management of public universities in Rivers State, Nigeria.

**Research Three:** To what extent political interference influence staff recruitments and effective management of public universities in Rivers State?

**Table 4.4: Mean ratings and standard deviation on the extent political interference influence staff recruitments and effective management of public universities in Rivers State**

| Extent political interference influence staff recruitments and effective management |   |                      |             |                           |             |               |                 |                    |
|---|---|----------------------|-------------|---------------------------|-------------|---------------|-----------------|--------------------|
|   |   | Teaching Staff = 453 |             | Non- Teaching Staff = 470 |             |               |                 |                    |
| S/N   |   | $\bar{X}$            | S.D         | $\bar{X}$                 | S.D         | Weighted Mean | Rank Order      | Remark             |
| 11  | The politicization of the staff employment into the university could detrimentally affect the quality of education provided by the university                             | 3.22                 | 0.84        | 2.88                      | 1.01        | 3.05          | 2 <sup>nd</sup> | High Extent        |
| 12  | Giving employment to individuals based on their political party affiliation and loyalty could affect the quality of education the institution provides                    | 2.97                 | 1.04        | 2.89                      | 0.98        | 2.93          | 4 <sup>th</sup> | High Extent        |
| 13  | The employment of party loyalists who are not cultured teachers into lecturing positions in the university can grossly affect the growth of the university over the years | 3.16                 | 1.02        | 2.86                      | 0.98        | 3.01          | 3 <sup>rd</sup> | High Extent        |
| 14  | The employment process for teaching and non-teaching staff have been partial and politicized, and this can affect the effecting running of the university                 | 3.24                 | 0.85        | 2.97                      | 1.03        | 3.11          | 1 <sup>st</sup> | High Extent        |
| 15  | The scholarly impact of the university has deteriorated due to the interfering of politicians into the recruitment and employment of university lecturers                 | 2.02                 | 1.04        | 2.02                      | 0.96        | 2.82          | 5 <sup>th</sup> | High Extent        |
| <b>Grand Mean</b>   |   | <b>2.92</b>          | <b>0.96</b> | <b>2.76</b>               | <b>1.00</b> | <b>2.84</b>   |                 | <b>High Extent</b> |

*Source: Survey Data, 2023*

Data on Table 4.4 shows the mean ratings and standard deviation on the extent political interference influence staff recruitments and effective management of public universities in Rivers State. The table show that the respondents jointly agreed to items 11, 12, 13, 14, and 15, with the mean score above the criterion mean of 2.50. This means that The politicization of the staff employment into the university could detrimentally affect the quality of education provided by the university, Giving employment to individuals based on their political party affiliation and



loyalty could affect the quality of education the institution provides, The employment of party loyalists who are not cultured teachers into lecturing positions in the university can grossly affect the growth of the university over the years, The employment process for teaching and non-teaching staff have been partial and politicized, and this can affect the effecting running of the university, and The scholarly impact of the university has deteriorated due to the interfering of politicians into the recruitment and employment of university lecturers to a high extent as agreed by majority of the respondents.

From the ranking border, it becomes clear to state that majority of the respondents agreed to a high extent on item 14 with the weighted mean score of 3.11, and to the least extent on item 15 with the weighted mean score of 2.82. In all, the weighted grand mean value of 2.84 showed that political interference influenced staff recruitments and effective management of public universities in Rivers State to a high extent.

**Test of Hypotheses**

**Hypothesis One:** There is no significant difference in the mean response of teaching and non-teaching staff on the influence of political interference in the appointment of principal officers for effective management of universities in Rivers State, Nigeria.

**Table 4.5: T-test analysis of the mean ratings of teaching staff and non-teaching staff on the influence of political interference in the appointment of principal officers for effective management of universities in Rivers State, Nigeria.**

|                    | N          | $\bar{x}$ | SD   | df  | Calculated t | Critical Table t. | Significant level | Decision        |
|--------------------|------------|-----------|------|-----|--------------|-------------------|-------------------|-----------------|
| Teaching staff     | 453        | 2.73      | 1.06 |     |              |                   |                   |                 |
| Non-teaching staff | 470        | 2.8       | 1.02 | 921 | 0            | 1.96              | 0.05              | Not Significant |
| Teaching staff     | 453        | 2.73      | 1.06 |     |              |                   |                   |                 |
| <b>Total</b>       | <b>923</b> |           |      |     |              |                   |                   |                 |

Not Significant,  $p < 0.05$

Table 4.5 shows that the calculated t-value of 0 is less than the critical table value of 1.96 at a degree of freedom of 921. Since calculated table value (0) is less than the critical table value of 1.96, the null hypothesis is therefore upheld and concludes that there is no significant difference



in the mean response of teaching and non-teaching staff on the influence of political interference in the appointment of principal officers for effective management of universities in Rivers State, Nigeria.

**Hypothesis Two:** There is no significant difference in the opinions of teaching and non-teaching staff on the influence of political interference in the admission of students for effective management of universities in Rivers State, Nigeria.

**Table 4.6: T-test analysis of the mean ratings of teaching staff and non-teaching staff on the influence of political interference in the admission of students for effective management of universities in Rivers State, Nigeria**

|                    | N          | $\bar{X}$ | SD   | df  | Calculated t | Critical Table t. | Significant level | Decision        |
|--------------------|------------|-----------|------|-----|--------------|-------------------|-------------------|-----------------|
| Teaching staff     | 453        | 2.82      | 1.2  |     |              |                   |                   |                 |
| Non-teaching staff | 470        | 2.89      | 0.95 | 921 | 0.9          | 1.96              | 0.05              | Not Significant |
| Teaching staff     | 453        | 2.82      | 1.2  |     |              |                   |                   |                 |
| <b>Total</b>       | <b>923</b> |           |      |     |              |                   |                   |                 |

Not Significant,  $p < 0.05$

Table 4.6 shows that the calculated t-value of 0.09 is less than the critical table value of 1.96 at a degree of freedom of 921. Since calculated table value (0.09) is less than the critical table value of 1.96, the null hypothesis is therefore accepted and concludes that there is no significant difference in the opinions of teaching and non-teaching staff on the influence of political interference in the admission of students for effective management of universities in Rivers State, Nigeria.

**Hypothesis Three:** There is no significant difference in the opinions of teaching and non-teaching staff on the influence of political interference on staff recruitments and effective management of universities in Rivers State, Nigeria.

**Table 4.7: T-test analysis of the mean ratings of teaching and non-teaching staff on the influence of political interference on staff recruitments and effective management of universities in Rivers State, Nigeria**

|                    | N          | $\bar{x}$ | SD   | df  | Calculated t | Critical Table t. | Significant level | Decision    |
|--------------------|------------|-----------|------|-----|--------------|-------------------|-------------------|-------------|
| Teaching staff     | 453        | 2.92      | 0.96 |     |              |                   |                   |             |
| Non-teaching staff | 470        | 2.76      | 1.00 | 921 | 2.01         | 1.96              | 0.05              | Significant |
| Teaching staff     | 453        | 2.92      | 0.96 |     |              |                   |                   |             |
| <b>Total</b>       | <b>923</b> |           |      |     |              |                   |                   |             |

Significant,  $p > 0.05$

Table 4.7 shows that the calculated t-value of 2.01 is greater than the critical table value of 1.96 at a degree of freedom of 921. Since calculated table value (2.01) is greater than the critical table value of 1.96, the null hypothesis is therefore rejected and concludes that there is difference in the opinions of teaching and non-teaching staff on the influence of political interference on staff recruitments and effective management of universities in Rivers State, Nigeria.

## Discussion of Findings

### Political Interference in the Appointment of Principal Officers on the Effective Management of Public Universities

The present study investigates a significant issue within the higher education system of Rivers State, namely, the politicisation of senior officer appointments in universities. The examination of politicisation is receiving more attention, particularly in light of the continuing international discussions around teaching freedom, institutional autonomy, and the endeavour to achieve high standards in higher education.



The data collected offers valuable insights into the viewpoints of both teaching and non-teaching personnel regarding the issue of political involvement in appointments. A prevailing view emerges, suggesting that the choice of principal officers based on political affiliations and loyalties may have a detrimental impact on management quality and, subsequently, the grade of education. Significantly, it is important to note that this phenomenon extends beyond subjective interpretation, since empirical evidence suggests that these practises have become established conventions within the colleges of Rivers State.

The discoveries have substantial ramifications. The presence of political biases in the appointment process increases the likelihood of selecting individuals who lack the requisite expertise, skill set, or visionary qualities necessary for effective leadership. These misalignments have the potential to impede the expansion of the university and gradually damage its reputation. A notable observation was made regarding a disparity in opinion among respondents. While the majority of participants expressed disapproval of the pervasive political intervention, they perceived its influence on the university's overall development to be somewhat less significant. This discrepancy implies the existence of additional factors, potentially beyond the purview of the present study, that exert a more significant influence on the trajectory of a university.

Based on the empirical literature you previously presented, Turner et al. (2015) underscored the significant influence of leadership in shaping the morale and performance of teaching employees. The allocation of leadership responsibilities in Rivers State based on political affiliations, as indicated by your study, raises concerns over the efficacy of such leadership. The sentiment expressed by the user aligns with the findings of Nelson's (2017) study, which emphasised the significance of trust within the realm of teaching leadership. It is plausible that political appointments have the potential to undermine the trust in an organisation, leading to the emergence of scepticism and potentially impacting the morale of the workers.

### **Political Interference in the Admission of Students on the Effective Management of Public Universities**

Within the complex realm of higher education, the process of admission assumes a crucial role as a pivotal gateway, facilitating access for meritorious students and exerting a profound influence on the trajectory of educational institutions. Ideally, the concept of a doorway is constructed



upon the foundational pillars of quality and capability. However, in numerous public institutions worldwide, including those in Rivers State, Nigeria, this access point is frequently hindered by external disruptions, particularly political interventions.

Upon analysing the data supplied in Table 4.3, a clear and discernible story becomes apparent. There exists a significant level of apprehension among both faculty members and non-faculty personnel regarding the potential influence of non-merit-based considerations on student admissions. Whether it be admissions influenced by political affiliations, tribal connections, personal contacts colloquially known as 'man-know-man', or even political recommendations taking precedence over aptitude test scores, the fundamental sentiment stays unchanged. The implementation of admissions practises motivated by immediate political advantages has the potential to gradually erode the teaching standards of the school. Moreover, the enrollment of teaching ally disadvantaged students in response to these external pressures has the potential to compromise the calibre of graduates, so posing a risk to the university's standing and prestige. The prevailing narrative implies that these practises not only subvert the fundamental principles of the university but also diminish confidence among prospective students and the wider society.

By juxtaposing this story with prior empirical reviews, a more comprehensive comprehension is achieved. An example of this may be seen in the study conducted by Turner et al. in 2015, which highlighted the crucial importance of strong leadership within the teaching sphere. From this standpoint, the results provide insight into the crucial role of university administrators in maintaining a fair and impartial admissions procedure. In 2017, Nelson highlighted the significance of trust in the context of leadership. When seen from this perspective, it becomes evident that admissions processes influenced by political factors have the potential to undermine the faith placed in the institution, leading to a series of adverse outcomes. In the year 2020, Martins emphasised the significance of having a diverse leadership team. Upon careful consideration, it becomes evident that implementing a varied admissions strategy based on merit rather than being influenced by political biases is crucial in order to maintain a high standard of teaching achievement. Sánchez and Andrews (2019) conducted a study that examined the misalignment of priorities among teaching leadership. The case of Rivers State exemplifies the misalignment between political interests and true teaching needs, as evidenced by the findings.



## **Political Interference on Staff Recruitment and Effective Management of Public Universities**

In the realm of teaching settings, specifically within the framework of public institutions in Rivers State, Nigeria, it is imperative that the selection and allocation of employees, particularly in the teaching domain, be primarily based on expertise, competence, and merit. The infiltration of political intervention into the recruitment process poses a complex problem. The impact of this issue extends beyond the compromised educational quality, as it also undermines the integrity and reputation that colleges diligently strive to uphold. The aforementioned research indicates that such interference results in observable and harmful consequences.

A thorough analysis of the data, particularly the information presented in Table 4.4, highlights the apprehensions associated with this political interference. The available evidence indicates that a recruiting technique influenced by political factors tends to prioritise the recruitment of individuals based on their political affiliations rather than their teaching qualifications. This may lead to the recruitment of individuals who prioritise party loyalty over teaching and pedagogical qualifications. The presence of such bias has the potential to impede the university's ability to thrive in various aspects, including teaching pursuits and the establishment of a favourable reputation over an extended period of time. Furthermore, the presence of perceived bias and politicisation within the recruitment process has the potential to generate a sense of distrust, resulting in internal conflicts and a diminished level of faith in the administrative protocols of the university. In addition to the aforementioned concerns, it is noteworthy to mention the discernible decrease in the university's intellectual productivity, which has been attributed to the interference of political actors in the recruitment procedures.

By drawing comparisons to previous empirical evaluations, a more complex and detailed depiction emerges. The significance placed by Turner et al. (2015) on the importance of strong leadership within teaching is compromised when the process of recruiting new members is influenced by political factors. The aforementioned meddling undermines the crucial function of leadership in guaranteeing an unbiased and meritocratic recruiting process. In a similar vein, the scholarly work of Nelson (2017) regarding trust is notably applicable in this context. The act of politicising the recruiting process has the potential to undermine the trust that binds the teaching





community together. Similarly, the emphasis placed by Martins (2020) on the importance of diverse leadership becomes greater importance. Maintaining a harmonious blend of experienced teaching s and emerging talent is crucial for fostering dynamism inside an organisation. However, it is important to acknowledge that political involvement has the potential to shatter this delicate equilibrium. Sánchez and Andrews (2019) have raised significant concerns regarding the mismatch of teaching priorities, particularly when external political factors influence the recruiting process. These issues should not be disregarded, since they have far-reaching implications.

### **Conclusion**

This comprehensive study sheds light on the issue of political interference in university funding and management in Rivers State, Nigeria. Through an in-depth analysis of relevant literature, interviews with key stakeholders, and examination of primary data, the study has provided valuable insights into the nature and extent of political interference in this context. The findings of this study indicate that political interference in university funding and management in Rivers State is a pervasive and multifaceted issue. It is evident that political actors exert influence over the allocation of funds, appointment of university administrators, and decision-making processes within these institutions. This interference often leads to a distortion of priorities, compromised teaching standards, and a lack of autonomy for universities. Furthermore, the study highlights the detrimental effects

The significant importance of universities as hubs of education, scholarly inquiry, and social progress cannot be underestimated. The significance of their contributions extends across several sectors, including the stimulation of innovation as well as the promotion of social advancement. In order for universities to effectively serve their complex function, it is crucial to establish an atmosphere that prioritises teaching achievement, impartial research, and efficient governance. The present research offers valuable insights into a significant barrier that hinders the establishment of an ideal teaching environment: political intervention, particularly at the public institutions of Rivers State, Nigeria.



## Recommendations

Based on the insights and results derived from the research, the following suggestions are proposed:

1. **Strengthening Autonomy:** The proposal aims to bolster the autonomy of universities in Rivers State, enabling them to exercise more independence in decision-making processes, particularly in matters pertaining to finance and administration, with the objective of mitigating the impact of external political intervention.
2. **Transparent Budgetary Processes:** Establish and enforce transparent and impartial procedures for budgetary processes. The distribution of financial resources need to adhere to well-defined standards that prioritise teaching and infrastructure requirements above political factors.
3. **Stakeholder Involvement:** Foster the participation of a wider range of stakeholders, including individuals from both teaching and non-teaching staff, students, and the community, in the decision-making procedures pertaining to finance and management. The broad range of participation may serve as a safeguard against judgements driven by political motivations.

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