



Perceived Politics of Inequality in Education on Educational Development of Tertiary Institutions in Bauchi State

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ABSTRACT

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

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INTRODUCTION

In almost every part of the world, tertiary education institutions exist to provide trilogy functions toward educational development in a State. This

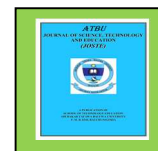
has been the primary mission of various institutions of learning, such as; Universities, Polytechnics, Colleges and other higher institutions (Zalinger, et al., 2019). This development can further be

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understood from the mission and vision statement of almost all tertiary education institutions particularly in Nigeria. However, to achieve this mission, all educational programmes must play a statutory role. Political interference on inequality in education among others has been a major concern to stakeholders in education especially educational administrators (Okeke, 2018).

In addition, inequality in educational development has often been attributed to the differences in political interests and will. It is viewed that political factor alone may not be responsible for the levels of disparities in educational development in various nationalists in Nigeria. It is the combination of the forces of culture, ethnicity, history of development of education and political factor that are responsible for the levels of disparities in educational development of nations including Nigeria (Nwadiani, 2015). Inequality in educational development is often a major factor militating against the emergence of a united and strong nation and even distribution of public offices (Okeke, 2018). This happens, because, education plays a major role in the power sharing or allocation process (Hinchliffe, 2015; Aguele, Raymond, Aluede, Lawrence & Oyaziwo, 2013).

Any government in power pounces on education promising support and control. It is a vote catching weapon with unrealistic promises, because education is a public good, governments across time in Nigeria see it as a gift to the people rather than an outgrowth from their needs and values. Due to the distorted direction of education policy and the attendant unintended consequences, people

strongly feel that education should not be depoliticized. Educational sector depends largely on governmental authorities for its supply, and maintenance by way of fiscal support. It cannot generate enough funds for itself. Any attempt to do so through payment of fees and other charges will penalize the economically disadvantaged group of people. At the end, inequality will increase. With this, education therefore is political (Okebuko, 2012; Chinelo, 2011; Nwadiani, 2015).

However, when the people in charge of the affairs concerning educational policies and programme planning are rational, equity oriented with fair mind and humane, they keep to the promises made and the rule of the management of education. In this scenario, things work well thereby discouraging the phenomenon of lobbying. It must be noted that the peculiar characteristics of educational policy and programme planning that usually pave way for the interactions and influence of politics, is described as politicisation of education (Omoregim, 2017; Okeke, 2017; Nwadiani, 2015). Therefore, interference in education by politicians has been the order of the day.

The main focus of this study is therefore on the higher education administrators' perceived politics of inequality in education on educational development for tertiary institutions in Bauchi state as observed over time.

Statement of the Problem

For decades and up to date, tertiary institutions in Nigeria have acknowledged and developed policy papers that give a clear understanding of the impact of political interference on educational development such as;

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politics of in-equality in education among other questions. Yet, to the best of the researcher knowledge, no known existing research study in the literature that provide sufficient information about the impact of political interference on educational development of tertiary institutions in Bauchi State. This has prompted the researcher to raised question that reveals the highlight of the existing literature gap pertaining to this study as; how do educational administrators' perceived the impact of political interference on educational development of tertiary institutions in Bauchi State.

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 (Habila, 2016). These are the problems emanating from politics of inequality in education which in turn affects educational development for tertiary institutions in Bauchi State.

Aim and Objectives of the Study

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

- i. To explore the perception of higher educational administrators on the impact of political interference on in-equality in education in Bauchi State.
- ii. To explore the perception of higher educational administrators on the impact of politics of in-equality in education in Bauchi State for the benefit to the less privileged.

- iii. To explore the perception of higher educational administrators on the impact of politics of in-equality in education as affects the development of tertiary institutions in Bauchi State.

Research Questions

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

- i. What is your opinion about the impact of political interference on in-equality in education in Bauchi State?
- ii. Is the politics of in-equality in education in Bauchi State has any benefit to the less privileged? If yes or no, How?
- iii. How does politics of in-equality in education affects the development of tertiary institutions in Bauchi state?

METHODOLOGY

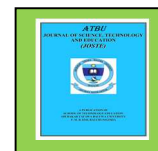
Qualitative research approach was purely employed for this study using case study design. Qualitative research is a method of inquiry employed in many different academic disciplines, including social sciences, education and natural sciences (Ogunbameru, 2010). Qualitative methods examine the why and how of decision making, not just what, where, when, or who (Awotunde & Ugodulunwa, 2014). A case study explores the richness of the phenomenon in the context of real life (Yin, 2012) and does so through an indepth exploration of a bounded system (Creswell, 2012). The case is often looked at indepth, its context

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scrutinized, its ordinary activities detailed and because it helps the researcher to pursue the external interest. The case may or may not be seen as typical of other cases (Stake, 2015). The technique used for data collection was the semi structured interview protocol, made to collect data for the study and it was developed by the researcher. The technique was deemed appropriate as it involved the collection of extensive and cross-sectional data for the purpose of exploring and interpreting an existing situation under study (Sambo, 2004; Auwal, 2010; Enaohwo & Eferakaya, 2017; Aderonunmu & Ehiometalor, 2014).

In terms of geographical locale, the study covered all the Bauchi State's owned tertiary institutions. The present study used six (6) interview participants as sample size for the study. This is because the saturation level has been attained. No more new data was coming up from the participants as suggested (Guest, et al., 2016; Bappah, 2019).. The sample was agreed with the idea of Guetterman (2015) and Creswell (2013). These authors maintained that in case study design, the sample size is no more than four to five participants for indepth of the case phenomenon. And this was also agreed with the idea of Nastasi (2015), rules of thumb based on approach and data collection procedure using case study design. According to this author, a researcher can use only one participant/interviewee in qualitative case study design for indepth information of the phenomenon. The researcher chose the six participants to give detailed and greater insights into areas of politics of inequality in education that impact on

educational development for tertiary institutions in Bauchi State.

The researcher adopted the purposive sampling technique for the selection of sample that appears to him as being the one that would provide much indepth data to answer research questions for the study. Therefore, before the interview was administered, it was given to trained researchers in the field of educational administration and planning for observation and vetting. Also, it was scrutinized by three experts in the field of measurement and evaluation to ensure its suitability and otherwise, after they made the necessary corrections and offered suggestions in the questions that were used in the final interview, then it was administered to the respondents. The study was trustworthy using member checking and peer reviews. The researcher used smart phone (Tecno LA7) as procedure for data collection to interview the participants and triangulated with the findings from literature as procedure of data analysis for the study using thematic analysis to answer the research questions of this study.

RESULTS

The following describe the result of the research findings for the study. These findings were related to the research questions that initially guided the study. Data analysed were used to identify and described the level of perceived impact of politics of inequality in education on educational development for tertiary institutions in Bauchi State. Data were obtained from administered interview protocol. Moreover, it describes how the data collected for this study were analysed in

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the stages and discusses how the data were interpreted.

THEME: Political Interference as regards to Inequality in Education in Bauchi State

This section deals with the research question three: How do tertiary educational administrators perceived the impact of politics of inequality in education on educational development of tertiary institutions in Bauchi State? Equality refers to a situation where citizens have equal conditions for realizing their full human rights and potentials; are able to contribute equally to national, political, economic, social and cultural development and benefit equally from the results. Furthermore, it entails that the underlying politics of inequality are systematically identified. Also, this section presents the information on politics of inequality in providing benefit to less privileged people in accessing tertiary education using the following interview questions:

1. What is your opinion about the impact of political interference

based on in-equality in education in Bauchi State?

2. Is the politics of in-equality in education in Bauchi State has any benefit to the less privileged? How?
3. How does politics of in-equality in education affects the development of tertiary institutions in Bauchi state?

This theme attempts to address the above questions by analysing the utterances of the interviews which led to the emergence of the following subthemes under inequality in education:

- i. In-equality not accepted in education
- ii. Benefit to less privileged
- iii. Development

Figure 1 below shows the categories and sub categories as generated from the participants' utterances on politics of inequality based on the content of relevant information being identified.

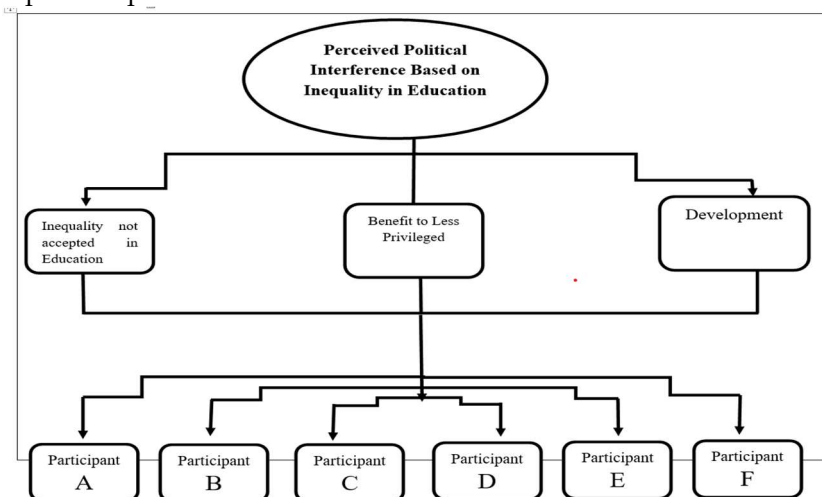


Figure 1: Perceived Political Interference as regards to Inequality in Education

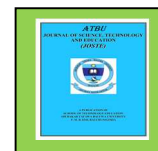
Source: NVivo 11 output generated from the interviews

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Inequality in Education in Bauchi State

In-equality not accepted in Education

Satisfaction concerning the issue of in-equality not accepted in education which emerged as one of the most prominent subthemes identified by participants. When the participants were asked to explained how they feel about the in-equality of education in Bauchi State as regards to the tertiary institution and the reasons for the in-equality in education in Bauchi State, it was common for them to express their feelings about the in-equality in tertiary institution that brought about learnt persons with high experience due to the syndrome of educational development of tertiary institutions in Bauchi State. Interview with participants A, B, C, D, E and F in the following passages reveals politics of inequality is not accepted in education with the view that everybody has equal right to have opportunity for education and knowledge because knowledge is power. But, inequality is really exist in Nigeria and Bauchi State in particular and it is not assisting the education in term of development among other things.

Politics of inequality is not accepted in education with the view that everybody has equal right to have opportunity for education and knowledge because knowledge is power. With knowledge you can go back to your community and disseminate that knowledge to the community (interview with participant A).

In Bauchi State, there is no inequality in education because most of the people are given equal treatment. For instance, in case of access to tertiary

institutions, one can go round all the institutions and see both the sexes are there in the institutions. As educationist, there is no way inequality would possibly have an impact on the life of the people in terms of education. Any issue on inequality has negative impact (interview with participant B).

Inequality really exists in Nigeria and Bauchi State in particular. And, it is not assisting the education in term of development and other things. The government has to do something to address it (interview with participant C). It is prominent in the sense that some students based on so many factors are unfairly treated and not given the same level fair ground to participate into students activities in the school (interview with participant D).

Well, as it is for instance, if you go to the rural areas, most things start from there, the ratio of males and females in the school, the gap is very negative. It is merely of the disadvantage from the other hand. We also have areas in terms of education, the ratio there is negative. Few schools are in the rural areas. If you ask to accounts the schools here in Bauchi town, you may finish the day without finishing accounting the schools. That has shown that, there is gross inequality in the educational system or sector (interview with participant E).

There is no basis for one to say that there is in-equality in tertiary education in the State. There is no division among the local governments as far as the quota system of how many to admit into schools or you shouldn't not admit. Ours is indigenes visus non indigene, there is no inequality. Whoever come, he is given equal opportunity. It is just a matter of how

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conscious a person is and his readiness toward leaning that makes him to have an age above the other and that's not an inequality. So, all institutions owned by the State are free to all indigenes without discrimination. So, the matter of inequality in the provision of access doesn't arise in Bauchi State. It more of a kind of personal issue whether you choose to, or you are enlighten and there is a system in your place for children to get access and other community is not doing it (interview with participant F).

The above interviews revealed that, in Bauchi State, there is no inequality in education because most of the people are given equal treatment. inequality is not accepted in education with the view that everybody has equal right to have opportunity for education and knowledge. Because, knowledge is power and with knowledge one can go back to his community and disseminate that knowledge to the community. Also, there is no way inequality would possibly have an impact on the life of the people in terms of education. Any issue on inequality has negative impact. Even if it exists in Bauchi State, it is not assisting the education in term of development and the government has to do something to address it so that some students based on so many factors could be fairly treated and given the same level fair ground to participate into students activities in the school.

Benefit of Inequality to less Privileged

Satisfaction concerning the issue of benefit of inequality to less privileged people which emerged as one of the most prominent subthemes identified by participants. When the participants were asked to explained how they feel

about the politics of inequality in education in Bauchi State as regards to its benefits to less privileged and the reasons for the benefit to less privileged to tertiary education, it was common for them to express their feelings about the benefit of inequality in education that brought about learnt persons with high experience due to the syndrome of educational development in Bauchi State. Interview with participants A, B, C, D, E and F in the following passages in a table reveals that, its benefit less privileged as one of the impact of politics of inequality in education in Bauchi State, in the sense that the State government is tried to see how it could assist the less privilege in term of education especially the downtrodden. To some extent, there is positive result not to the level that is really expected.

It does not have any benefit to less privileged (interview with participant A). Those that are less privileged may not have opportunity to get access to the University system or even other tertiary institutions and so on and so forth (interview with participant B). Yes, in the sense that the State government is trying to see how it could assist the less privilege in term of education especially the downtrodden. To some extent, there is positive result, but not to the level that is really expected (interview with participant C). To some extent, there are instances where politicians sponsored students from their constituencies (interview with participant D).

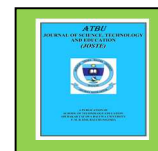
Obviously, it does not benefit the less privileged people. Because, less privileged peoples have been with the politics of irregularities in education. . So, that means politics of inequality in education affected them negatively.

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They have not enough schools that will cater for their educational needs for their children (interview with participant E).

All state indigenes are treated equally both by government and by the institutions. So, the other one is community self-help. This is where the variant come in. If you are a Bauchi State indigene admitted into any of the institutions in the State, you are entitled to a scholarship. Equal opportunity, the moment is just what they are after is just to see your admission and to see your payment received to show that you are a student. But, based on community self-help and awareness; some communities have an establish system of motivating and ensuring they help their children to get access to tertiary education by the provision of buying forms for them, pay school fees for them and sometimes pocket money for them, this is where the variance comes in/the differences (interview with participant F).

The participants D and F revealed that, of course, politics of inequality in education has benefits to less privileged people in the sense that the State government is trying to see how it could assist the less privilege in term of education especially the downtrodden. To some extent, there is positive result to that, but not to the level that is really expected. There are instances where politicians sponsored students from their constituencies. Also, there is community self-help. Based on the community self-help and awareness; some communities have an establish system of motivating and ensuring they help their children to get access to tertiary education by the provision of buying forms for them, pay school fees for them and sometimes pocket money

for them. This is where the variance comes in/the differences (see appendix G).

Development

Satisfaction concerning the issue of development which emerged as one of the most prominent subthemes identified by participants. When the participants were asked to explained how they feel about the inequality in education in Bauchi State as regards to development and the reasons for the educational development in the tertiary institutions, it was common for them to express their feelings about the development brought by politics of inequality that brought about learnt persons with high experience due to the syndrome of educational development of tertiary institutions in Bauchi State. Interview with participants A, B, C, D, E and F in the following passages in a table reveals that, development as one of the impact of politics of inequality in education in Bauchi State. The following indicates the participants' views on inequality in education in Bauchi State.

The politics of inequality is subjected to only those you know who might have admission in the institution. Actually, it is a negative perception and it affect the development of education in that area (interview with participant A).

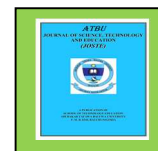
Really, it affects and it only centres on one aspect of the students because most of the very intelligent (not all), they are from the poor families. And, when we don't have such participation in most of the tertiary institutions, definitely it would negatively affect the development of higher education in Bauchi State. Therefore, if there is any inequality, it

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has to be addressed (interview with participant B).

In terms of enrolment, a policy was established to ensure that students are given equal opportunity and finance the downtrodden. This has increased the enrolment in tertiary institutions in the State (interview with participant C).

It is greatly affects the development of higher educational institutions both negatively and positively. It encourages some school dropouts to go back to school. Negatively, it is detrimental to the schools or institutions. Because of the attitudes and behaviours of some of the students who felt that they have supported by these politicians (interview with participant D).

It is well affected the development of higher institutions through teaching and admissions. Some courses are given more considerations than the others. So, there are courses that need women. That is why; the development of higher education or institutions is low because of the inequality that exists in terms of the area that people come as well as gender disparity that exists (interview with participant E).

You found that, one community is more conscious and educated than others. Therefore, their children may get privileges which others doesn't have. It is learnt that one has endorsement for all across the 20 LGs of the State. If there are others who could do the same thing that could have made life easier for the students. There is advantage of those living in Urban centres e.g. Bauchi, Azare, Misau, where these institutions are located by the fact that those institutions doesn't have available hostels or accommodation facilities.

And, anybody who able to have registered domiciles in his personal home in those areas where those institutions are located, they have more easy access in terms of going and come back home to sleep (interview with participant F).

The above interviews revealed that, in terms of enrolment, a policy was established to ensure that students are given equal opportunity and finance the downtrodden. This has increased the enrolment in tertiary institutions in the State. That has greatly affects the development of higher educational institutions both negatively and positively. Positively, it encourages some school dropouts to go back to school. Negatively, it is detrimental to the schools or institutions because of the attitudes and behaviours of some of the students who felt that they have supported by these politicians. Some courses are given more considerations than the others. So, there are courses that need women. That is why; the development of higher education or institutions is low because of the inequality that exists in terms of the area that people come as well as gender disparity that exists. It is learnt that, one community is more conscious and educated than others. Therefore, their children may get privileges which others doesn't have.

MAJOR FINDINGS OF THE STUDY

Based on the results obtained from the analysis of the interview data collected and presented, the following key findings as emerging themes of this qualitative research study were made;

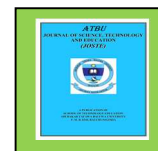
1. The participants believed that politics of Politics of inequality is not accepted in education with the

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- view that everybody has equal right to have opportunity for education and knowledge because knowledge is power. With knowledge you can go back to your community and disseminate that knowledge to the community.
2. The participants believed that no inequality in education in Bauchi State, because most of the people are given equal treatment. For instance, in case of access to tertiary institutions, one can go round all the institutions and see both the sexes are there in the institutions.
 3. The participants believed that there is no way inequality would possibly have an impact on the life of the people in terms of education. Any issue on inequality has negative impact. The government has to do something to address it, in the sense that some students based on so many factors are unfairly treated and not given the same level fair ground to participate into students activities in the school.
 4. The participants believed that there is no division among the local governments as far as the quota system of how many to admit into schools or you shouldn't not admit. Ours is indigenes visus non indigene, there is no inequality. Whoever come, he is given equal opportunity. It is just a matter of how conscious a person is and his readiness toward leaning that makes him to have an age above the other and that's not an inequality.
 5. The participants believed that the matter of inequality in the provision of access doesn't arise in Bauchi State. It is more of a kind of personal issue whether you choose

to, or you are enlighten and there is a system in your place for children to get access and other community is not doing it, among others.

DISCUSSION OF FINDINGS

Based on the findings from interview for this study, it was found out that inequality in education have impact on educational development in Bauchi state. This finding has strong impacts and implications to educational development in Bauchi state. To some extent, it exists in the sense that some students are unfairly treated or not given the same level fair ground to participate in the students' activities in the school. It affected the development of higher institutions through teaching and offer of provisional admissions. Moreover, some courses are given more considerations than others. It caused downfall of educational sector in Bauchi state.

It was observed that some students have backed of politicians in the state and no any benefit of inequality in education to less privileged people. Less privileged people were affected with politics of irregularities in education. Moreover, some schools were established to cater for the need of the children of the people in authority not for all the people of the State.

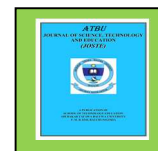
This result agreed with the work done by Agabi (2013), inequality is entrenched in the structure and organization of Nigeria educational system. The structure and general provisions of educational system in Nigeria reinforce inequality. For example, special schools provide generous education for the privilege few while government provides minimal

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education facilities in the public schools amidst increasing demands and unprecedented students enrolment. Inadequate access to higher education in the state resulted in emergence of private institutions of higher education that augmented the state government's efforts. By implications, parents and guardians are compelled by the realities of the situations and resorted to alternative education for their children to obviate educational inefficiencies.

Human rights advocates have long observed the close link between discrimination, inequality and poverty which suggests that more than two thirds of extremely poor people in low income countries and lower-middle income countries live in households where the head of household is from an ethnic minority group. It also tells us that more than three quarters of extremely poor people live in rural areas. Furthermore, human rights law prohibits discrimination on the basis of a wide range of prohibited grounds. Children are to be protected against discrimination and inequality on the basis of the status, access to education, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

In one of the most comprehensive statements of the meaning of discrimination and inequality also include incitement to discriminate and harassment." Both direct and indirect forms discrimination are prohibited. Direct discrimination occurs when an individual is treated less favourably than another person in a similar situation for a reason related to a prohibited ground. Indirect discrimination refers to laws, policies or practices which appear neutral at face

value, but have a disproportionate impact on the exercise of human rights as distinguished by prohibited grounds of discrimination.

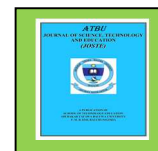
2012 was the year when the problem of inequality of educational achievement finally attracted the attention of politicians, policy makers and public commentators alike, although it has been a topic of major concern to teachers and academics for some time. Sadly, this sudden interest is laced with a considerable amount of ignorance, bad thinking and overt ideology such that any good which might emerge from the public debate has been overwhelmed by the search for a quick fix to a complex problem. The problem of inequality itself is not a simple matter. With respect to learning, children do not start school on equal terms. They arrive with differences of many sorts: some can run faster than others, some can swim better than others; some can ride bicycles less wobbly than others. There are other differences: some can read better than others, some can think with numbers better than others, and some have a better understanding of their world than others. These differences can be attributed to differences in, for example, neural processing of information, family experiences, social activity and the like. Given all that happens to them in the five years before they begin school, such differences amongst children are to be expected. What turns learning differences into inequality is the manner in which the differences are distributed across social criteria such as gender, ethnicity and social class. If learning and its achievement, as captured by such measures as NCEA, PIRLS and PISA, was spread across different groups in a

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fair and equitable way, then there might be less cause for concern, but it is not. Unfortunately, there is a marked tendency for some groups of children to perform disproportionately well and for other groups of children to perform disproportionately poorly (John, 2012).

Why is it that some students do very well, while other students perform poorly?; it must be due to something far more complex in nature that only a careful unravelling of an intricate set of causes can reveal. However, this need for a sophisticated theoretical explanation of the inequality of school achievement has not deterred policy makers and their political masters from embarking on a programme of action to remedy the situation. Indeed, there were five very significant events which in 2012 did much to shape or perhaps re-shape the road to equality: economic status, political interventions, government and politics of education (Clark, 2012).

CONCLUSION

The study concludes that politics of inequality is subjected to only those you know who might have admission in the institution. Actually, it is a negative perception and it affect the development of education in that area. It only centres on one aspect of the students because most of the very intelligent (not all), they are from the poor families. And, when we don't have such participation in most of the tertiary institutions, definitely it would negatively affect the development of higher education in Bauchi State. Therefore, if there is any inequality, it has to be addressed.

It is revealed that, in terms of enrolment, a policy was established to ensure that students are given equal

opportunity and finance the downtrodden. This has increased the enrolment in tertiary institutions in the State. Positively, it encourages some school dropouts to go back to school while negatively, it is detrimental to the schools or institutions. Because of the attitudes and behaviours of some of the students who felt that they have supported by these politicians.

Again, some courses are given more considerations than the others. That is why; the development of higher education or institutions is low because of the inequality that exists in terms of the area that people come as well as gender disparity that exists.

RECOMMENDATIONS

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

1. Government and non-government organizations should device a means for proper inclusive education to address inequality in education for educational development of tertiary institutions in Bauchi State.
2. Politics of inequality in education should be done bearing in mind rationale economic calculus for educational development and it should be intended to improved educational development of tertiary institutions and not the other way round.
3. Those that are less privileged should have opportunity to get access to the tertiary institutions and so on and so forth.

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4. The State government should keep trying to see how it could assist the less privilege in term of education especially the downtrodden.
5. For positive result, the wealthy politicians should continue sponsored less privilege students from their constituencies for mass education.

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