

## **MODULE 3      EDUCATIONAL PLANNING IN NIGERIA**

Unit 1	Educational Planning in Perspective
Unit 2	Theories in Educational Planning
Unit 3	Parameters of Educational Planning

### **UNIT 1      EDUCATIONAL PLANNING IN PERSPECTIVE**

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#### **1.0      INTRODUCTION**

Planning is an intelligent preparation for action. The various activities that occur in school demand intelligent planning. Such activities as: curriculum and teaching, funding of schools, management of both human and material resources, all demand conscious and deliberate planning. Planning is a difficult process which involves many variables. It is performed by companies, ministries, parastatals, schools, groups of people and even individuals. The end product of planning is to determine in advance what is to be done taking into consideration relevant information from the past and present and assessing the future so that the stated goals of an organisation are attained. It is against this background that our topic in this unit deals with the concepts of planning.

#### **2.0      OBJECTIVES**

At the end of this unit, you should be able to:

- discuss the concepts of educational planning;
- discuss the relationship between educational and economic planning;
- examine the purposes of educational planning; and

- explain the factors that influence educational planning.

### 3.0 MAIN CONTENT

#### 3.1 Concepts of Educational Planning

Educational planning is an attempt to forecast the future of educational requirements with the intention of making them available. It tries to predict the impact of future events thereby helping the organisation to remove or reduce the difficulties of the present so as to meet the future with appreciable confidence and success. In an attempt to do this, Aghenta (1993) noted that many factors are to be taken into consideration, For instance, policies are formulated, goals set, feasibility study carried out and forecasts made. Educational planning involves governments, individuals and educational institutions in preparing a set of decisions for action. It is on this premise that Dror, cited by Aghenta (1993) regards educational planning as the process of preparing a set of decisions for future action in respect of education. Aghenta went further to state that the definition of educational planning by Combs (1970) appears more explicit thus: *Education planning is the planning of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the students and society.*

According to Aghenta (1993), Comb's definition emphasises three major elements:

- i. the method of educational planning, that is the application of a rational and systematic analysis;
- ii. objective of educational planning – to make education more efficient and effective in responding to needs; and
- iii. the beneficiaries, that is, the students and society.

Adesina, in Agabi (2004:121) appears to agree with Combs when he perceives educational planning as the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficiency and effectiveness of the educational system. On the other hand, Beeby, cited by Aghenta (1993:8) defined educational planning as:

*The exercise of foresight in determining the policy, the priorities and cost of an educational system, having due regard to economic and political realities, for the systems potential for growth and for the needs of the country and of the pupils served by the system.*

This definition, according to Aghenta(1993) is comprehensive for it covers the micro and macro aspects of educational planning with emphasis on priorities, costs, economic and political realities and stresses the needs of the country as well as the interest of the students.

We can synthesise the above definitions to mean that educational planning is a rational and scientific process by which a country deliberately and consciously channels its future actions in the education sector with the aim of maximizing available human and material resources in pursuit of desirable educational goals. Educational planning transcends data collection in respect of students, teachers, teaching and learning facilities. Educational data are only meaningful when they are used to determine educational trends, analyze present events to predict future needs. It is the nerve centre of educational activities. It coordinates and directs other elements in the system to ensure that both long and short term educational goals are handled objectively. The objective in this case will result to a realistic appraisal of the nation's means which include finance, human and material resources.

Aghenta (1993) observed that educational planning is a sort of a systems analysis to the problems of education with a view to resolving the problems in order to make the system efficient and effective. The analysis usually involves the nation's financial means, economic and political realities, employment problems, students' interests and the needs of the society. The discovery of defects in the system helps the educational administrators to formulate a set of alternatives that will solve the current problems, and enhance the future growth of the system.

In educational planning, the collection of educational and related data is of great importance for effective planning. It is these data that assist the policy makers in predicting future development taking into consideration the available human and material resources. It is difficult to predict the future in planning without these data. It is through the analysis of these data that policy makers would be able to know how well the educational system is realising its goals, the cost effectiveness of educational programmes and how to enhance improvement in other areas of deficiency.

Hochleitner cited by Olubor (2004:178-179) discussed in detail the concept of educational planning in the following ways.

- a. Educational planning is the frame of references and point of departure of the interdisciplinary approach in education. It is also the logical response to the universal trend towards planning overall development. Planning is an instrument not a goal or an

end in itself. It is an attitude reflecting the desire for orderly change and the strategy by which this change can be brought about.

- b. Educational planning is a cohesive force that co-ordinates and directs the many different components of an education system and ensures that widely accepted long term goals are approached more objectively. This implies a realistic appraisal of the country's financial means, its human resources and institutional structures and other factors bearing upon the success of an educational plan.
- c. Educational planning is an instrument to channel all knowledge about education and related disciplines into the preparation and implementation of long-term and short-term educational development plans.
- d. Educational planning has the difficult task of ensuring that education fits harmoniously into the pattern of change, that it is sufficiently progressive to produce the kind of social and technical leadership and qualified manpower required while at the same time preserving the continuity and development of a society's cultural identity.

From the foregoing, we have been discussing the concept of educational planning. The question that arises at this point is whether there is a relationship between educational planning and economic planning.

### **SELF ASSESSMENT EXERCISE I**

Explain the concept of educational planning

### **3.2 Educational and Economic Planning**

To say that economic planning, just like educational planning is also a rational decision-making process is to state the obvious. This is because it is designed to direct and control the limited resources towards the production of goods and offering services that will meet the needs of the society. Citing Dickinson, Agabi (2004:121) noted that economic planning represents:

*the making of major economic decisions on what and how such is to be produced, how, when and where it is to be produced, to when it is to be allocated by the conscious decisions of a determinate authority, on the basis of a comprehensive survey of the economic system as a whole.*

One can understand that while economic planning involves all sectors of the economy, educational planning efforts are limited to the education sector alone. However, one important similarity between these two areas is that they are all geared towards attaining growth, development and judicious use of limited resources to meet human needs.

Agabi(2004), however, identified a link between educational and economic planning that is of particular interest to us in this unit. He noted that programmes and activities of economic planning are required to provide the resources (materials, finance and human) needed to implement educational plans. In this regard, even the student's input in education is provided by the national economy. It is through that symbiotic way that educational planning is needed to attune the educational system to the production of the much needed skilled manpower and the inculcation in the citizenry, desirable habits and attitudes needed for the pursuance of the economic planning objectives. As a result of the roles that education plays in the success of economic planning, educational development parameters like enrollment rates, literacy rates, ratio of qualified teachers to mention a few have even become indicators of socio-economic development which economic planning is designed to enhance.

## **SELF ASSESSMENT EXERCISE II**

Relate educational planning to economic planning.

### **3.3 Purpose of Educational Planning**

Various authors writing in various contexts have advanced various reasons why educational planning is necessary. Ukeje, Akabogu and Ndu (1992:168) for instance identified the following as being the purpose of educational planning:

- i. As a result of limited time and resources available to man, planning becomes imperative for optimum utilisation of scarce amenities to realise desired goals within a given period.
- ii. Education deals with human beings who cannot be manipulated like inanimate objects. In order to enlist their cooperation in the system, there is need for careful planning.
- iii. The rapid change in the society demands for careful planning. Changes in the educational environment can be political, sociological, economic or technological and for education to maintain an equilibrium in an ever-changing society, educational leaders must anticipate the future and plan for it.
- iv. Lack of planning leads to loss of energy, time and resources and brings about inefficiency. To optimise the effectiveness of the

- school system, educational leaders must plan adequately.
- v. Education is a very complex function with diffuse goals and numerous means. The difficulties created by its complex nature, as well as the inherent difficulty in translating its goals into action, make planning necessary. This is because the details for action are mapped out and authority is delegated so that each member knows his role in advance. Careful planning also reduces the number of emergencies as these are anticipated in time and taken care of. Planning helps to avoid decision-random for all decisions are carefully related into a coordinated whole. These lead to organisational growth and updatedness.

On the other hand, Olubor (2004:179-180) is of the opinion that the purpose of educational planning is to:

- achieve universal basic education in developing countries like Nigeria where it has not yet been fully achieved and ensuring both entry to school and completion of basic schooling,
- achieve equality of opportunity for groups deprived of the opportunity to enter and complete schooling and,
- achieve quality education that is cost-efficient and cost-effective,

Of all the purposes of education as discussed above, Aghenta (1999:17-18), appears to be more comprehensive in discussing the purposes of educational planning. According to him, educational planning is aimed at providing:

- a. adequate facilities for students at all levels of the education system.
- b. quality and relevant education.
- c. in-service training opportunities.
- d. adequate facilities for non-formal education so as to make the entire society a learning and knowledgeable one..

In addition to the above, it is equally aimed at:

- i. preparing students for the world of work in technologically growing world without abandon, basic and general education in liberal arts and culture and
- ii. widening the scope of educational planning to include all relevant disciplines, to lay emphasis on research in education, economics, technology, sociology, statistics and population as they have a bearing on the success of educational planning.

Aghenta(1999), went further to elaborate that educational planning provides information from empirical basis to reveal the past, focus on the present and project the educational needs of the future and provide alternative courses of action with predicted consequences of each

alternative to assist policy makers in the formulation and administration of educational objectives. Other purposes according to him include: providing, through its scientific approach, basis for examination, re-examination and refinement of educational objectives and programmes by periodic review or rolling of the plan; offering guidelines for monitoring educational activities designed for attaining set goals, and clearly defining criteria of performance to determine the degree of success or failure. In addition, it provides links between the various educational objectives and levels to ensure balance and in that position, it co-ordinates expansion of the different levels to ensure a reasonable educational pyramid and long range goals within long range framework.

Educational planning establishes an inventory of needs and determines educational priorities in respect of the dwindling resources for education. It offers an opportunity to emphasize the aspects of education which can bring more benefits to the individuals and society in a continuously changing world. Priorities can be made from primary and secondary education, between secondary and higher education, formal and non-formal education, boys' and girls' education, science/technology and liberal education, liberal and vocational education to mention a few.

It establishes the logical process for getting, evaluating and projecting information which helps in the analysis of problems and needs with a view to providing necessary solutions and needs fulfillment. For instance, the level of expenditure and ways of reducing it; shortage of teachers, facilities and equipment and ways and means of solving such problems, external problems such as social, economic, political, demographic and administrative which impact heavily on education, are critically examined and necessary remedies prescribed.

### SELF ASSESSMENT EXERCISE III

List the purposes of educational planning

#### 3.4 Factors that Influence Educational Planning

Many factors influence educational planning in diverse ways. Some of these factors are discussed below.

- a. **Political Factors:** It is the political ideology of the government in power that determines the nature of the educational planning of a nation. As we have discussed earlier, when the Action Group led by Chief Obafemi Awolowo won the election in the Western region in 1951, it made education a priority in the region by declaring free primary education. The N.C.N.C. in the Eastern region also gave education a priority and declared free education. The N.P.C. party in the Northern region did not accord education adequate attention because of its political ideology. During the Second Republic, as discussed earlier, President Shehu Shagari did not consider education as top priority. While the UPN in the west accorded education a priority, the N.P.N. that controlled the government at the centre did not pay much priority on education. This explained why education sector during that regime was characterised with strikes.
  
- b. **Economic Factor:** The economy of a nation equally influences educational planning. A buoyant and stable economy will enhance educational planning and policy formulation. This is because adequate fund will be made available to the education sector. With the discovery of petroleum in the mid-70s, the Nigerian economy was buoyant and stable. This led to the declaration of the Universal Primary Education in 1976. During that time, various forms of scholarships and bursary awards were available to students. The implementation of the Universal Basic Education (UBE) could also be traced to the oil boom that provided enough money for the programme. Again, the economic orientation of a nation has also a tremendous influence on educational planning. If the economy is agro-based or industrial based, the emphasis on educational planning will be on vocational and/or technical education. It is against this background that Adamu (2005:45) citing A.Y. Eke noted that the British grammar school system of education transimposed on Nigeria failed because it did not *lay the foundation of economic freedom by providing the manual skills and expertise necessary for successful industrial and agricultural development*. In the same vein, Taiwo (1980:2) noted that it:



*...is the economic factor which determines the supply of schools, attendance of children at school, the quality and quantity of equipment, transportation and road, employment opportunities, and the supply and quality of teachers.*

- c. **Religious Factor:** Educational planning is also influenced by religion especially in the area of curriculum. A country with one religion will not have problems in integrating and incorporating religious concepts in its educational system. This is because of the positive moderating influence that religion has on the youths. The church and the government for instance will have identical religious concepts that are expected to be emphasised by the school. This will enhance national integration in such country. On the other hand, a country with multi-religious background has limited moral instruction to incorporate in the school system. This is to avoid a particular religious group imposing its belief on other religious groups. In this case, students are allowed to practice their own religion and religious knowledge is taught as an academic discipline.
- d. **Personnel Factor:** The focus of personnel administration in the school system as we have studied is to attract, retain and develop personnel in the right quantity and quality. Educational planning takes into cognisance the quality and quantity of personnel needed to implement educational policies. This influences educational planning because it has financial implications. It is the financial disposition of the school system that determines the quality and quantity of personnel to attract, retain and develop.

#### **SELF ASSESSMENT EXERCISE IV**

State the factors that influence educational planning.

#### **4.0 CONCLUSION**

We shall conclude this lecture by noting that educational planning is very important in the realisation of educational objectives. It is a process designed to determine which decisions and actions are to be taken to attain a given goal(s). Its major concern is to conserve and ensure judicious utilisation of scarce resources at the same time resolving problems of waste in terms of human and material resources. Finally, it is a process for target setting and a tool for charting a desired course of action.

#### **5.0 SUMMARY**

In this unit, you have about issues learnt that are associated with concepts of educational planning. We also discussed the relationship between educational and economic planning. You also learnt of the purpose of educational planning. Finally, the factors that influence educational planning were discussed.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Discuss the concept of educational planning.
2. Discuss the relationship between educational and economic planning.
3. What are the purposes of educational planning?
4. Examine the factors that influence educational planning.

## **7.0 REFERENCES/FURTHER READING**

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## UNIT 2 THEORIES OF EDUCATIONAL PLANNING

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### 1.0 INTRODUCTION

In educational planning, theories are important because they offer explanations in response to the nature of tension emanating from unanticipated events. In other words, theories guide the growth and development of education while models provide the systems with the opportunity to analyze, project and predict future educational evolution. The knowledge of theory in educational planning is important because administrators select those theories that they feel would provide adequate explanations to a phenomenon in question as a guide to their actions. Administrators who do not have adequate knowledge of theories depend on the impulse of the moment and experience in managing a complex phenomenon. In *Module 2, Unit 1*, we discussed theories in administration. In this lecture, shall discuss theories with particular reference to educational planning.

### 2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define theory in your own words;
- discuss at least five theories of educational planning;
- state the types of educational planning; and
- explain various processes involved in educational planning.

### 3.0 MAIN CONTENT

#### 3.1 Theories of Educational Planning

There is currently no consensus among scholars in the definition of theory as various scholars define it within their own context. However, in the field of educational management, Hoy and Miskel (1982) argued

that Herbet Feigl's definition of theory is adequate starting point for students. According to them, Feigl (1979) defined theory as a set of assumptions from which a large set of empirical laws can be derived by purely logico-mathematical procedures. They went further to state that Kerlinger's more general definition of theory appears more useful to students of social sciences. Kerlinger (1976) is of the opinion that *a theory is a set of interrelated constructs (concepts), definitions, and propositions that presents a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena*. In the study of educational management, Hoy and Miskel (1982:20) noted that the most useful definition of theory is that: *Theory is a set of interrelated concepts, assumptions, and generalisations that systematically describes and explains regularities in behaviour in educational organisations*. They further remarked that this definition suggests three things:

- i. theory is logically comprised of concepts, assumptions and generalisations.
- ii. its major function is to describe, explain and predict regularities in behaviour.
- iii. theory is heuristic, that is, it stimulates and guides the further development of knowledge.

We can summarize this section by saying that theories are by nature, general and abstract. Theories are said to be useful when they are internally consistent and generate accurate prediction about events. In educational planning, a body of theories has been developed to guide the operators of educational planning. Aghenta (1993:34-35) identified some of the theories in educational planning to include blueprint mode, process mode, rational comprehensive, normative mode, system theories and others. It is the circumstance that dictates their application. These theories are discussed below:

- *Blueprint Mode of Planning*: This theory involves one or more goal statements which are generally reduced to more specific educational policies, programmes and projects all spaced out over a limited period of time. The policies, programmes and projects so enunciated are related to sets of educational priorities, standards, investment needs and financial arrangements. In National Development Plans, for instance, goal statements about education are pronounced. These goal statements are later translated into educational programmes. Such was the case with U.P.E., 6-3-3-4 and U.B.E. structure in Nigeria. In the application of this theory as a basis for planning education, there is need to exercise control to ensure success.
- *Process Mode of Planning*: This theory is the opposite of the blueprint mode of planning. In this approach, the programmes are

adopted during their implementation as and when incoming information dictates for such changes. In the process of planning, the plan document is subjected to changes and modifications as vital information and feedback are received. The advantage of this theory lies in its flexibility. It allows changes to be effected in the original plan in the light of emerging factors in the educational environment.

- *Rational Comprehensive Planning*: The theory advocates a total view or the entire planning at once. It does not limit the scope of planning; for instance, planning the entire educational system of a nation for a period of five or more years. The argument against this theory is that it fails to take into consideration man's limited intellectual capacities. Again, it is not adapted to the closeness or relationship between facts and values in policy formulation.
- *Normative Mode of Planning*: The focus of this theory is on the ends and means of planning. It is a mode whereby the goals and objectives dictate the limit of the action and the space of a planning agency. The goals and objectives are the rational choice and are reviewed whenever the need arises. Changes are accepted as an integral part of planning unlike in the functional mode of planning where changes are unacceptable.
- *Comprehensive Systems Theories*: These are referred to as theories of the *whole*. Their focus is generally on total or whole systems and their obvious component part along with their attributes. The merit of this concept of system is the emphasis on totalities as opposed to selected parts. In planning, the whole system is taken as one; the approach is through the aggregate method. The demerit of this theory is its limited utility as it does not concern itself with certain vital aspects into detailed.
- *Sub-System Theory*: This theory is concerned with the detailed analysis of inputs through the system activity into system output. This theory provides analysis framework for dealing with action stimuli (inputs). The sub-system structures and processes act on inputs and outputs of system action. The approach for analysing a system or its activity is detailed and extensive. The application of this theory to education enables all important details of the educational system to be analyzed and adjusted.
- *Theory of Open System Control*: This theory is based on the thesis that all systems can best be understood through their communication and control activities, life, status and adaptation are all monitored and evaluated by information about the system and its effects, all of which may be generated either within or externally. Through feedback, the system is able to plan and predict future action which essentially is the purpose of educational planning.
- *Output Theory*: The focus of this theory is on the products of the

system action relative to its effect on the system. This theory is based on the hypothesis that the best way to understanding a system is to look at its effects. The outcome of a system is multi-dimensional in that there are internal and external, tangible and intangible, productive and effective results of its actions all of which offers the framework for the analysis of the system. In educational planning, project evaluation or implementation evaluation is a vital aspect of the planning process.

- *General Systems Theory:* The general systems theory is a body of a systematic theoretical construct which explains the general relationship of the empirical world. The theory is a doctrine of wholeness which uses the concept of a system in research for common properties among diverse systems. It lays emphasis on the relationship between the parts, the manner they relate and interact with each other. It possesses an important element which is the interaction of individual of some kind with their environment. An open system interacts with its environment.

In education, the school is an open system. This is because of the interplay between the school and its environment especially the labour market. One of the primary functions of the school is the preparation of the individuals for the labour market. The success with which the school achieves this is measured by the extent to which the products of the school system do not only secure jobs but also meet with the actual requirements for discharging the jobs. Aghenta(1993) argued that since the labour market has limited employment opportunities, there is the need to strike equilibrium in the demand and supply of labour. To actualise this, the school and labour market must fruitfully interact closely, hence planning involves data collection, information, manpower predicting and training in appropriate skills. This theory is a major guide to educational planning.

### **SELF ASSESSMENT EXERCISE I**

Define what you understand by theory.

### 3.2 Types of Educational Planning

There are different types of educational planning as described by various authors. However, the type of planning is dependent on the classificatory approach adopted by the author. Agabi (2004:123-125) noted that the most popular approaches include those by time horizon, scope, time dynamism, level of government involvement and managerial level.

*Time Horizon:* Time horizon in educational planning can either be a short term, medium term or long term planning. Although there is no serious rigidity in the duration between them, it is generally recognised that the implementation of short term planning activities are known to fall between two to five or even ten years. Educational planning of long term perspective falls between 10 and 25 years or even beyond.

*Scope of the Plan:* Educational planning that involves scope of the plan has two level of planning:

- (a) micro-level planning;
- (b) macro-level planning;

A micro-level planning is any planning activity that is carried out at the local government or the institutional level. Such activities as local education authorities, school administration and teachers in the area of curriculum planning, facilities planning and time-tabling, all are classified under this type of planning. Macro-planning on the other hand involves policy formulation and broad target setting at the state, regional, national or even international level.

*Level of Government:* If educational planning is classified by the level of government involvement, the planning includes imperative, incentive, indicative and *laissez-faire*. Imperative planning is the extreme variant that is practised in the socialist states, where government is fully involved from goal setting to implementation or provision of educational services. Incentive planning is where the government sets the targets and provides the incentive to encourage individuals and companies to invest in the socially desirable areas. In the indicative type of planning, the government determines what is desirable neither engages in educational provision nor provides incentives for the private sector. *Laissez-faire* approach can equally be regarded as a situation devoid of planning. In this case, the government does not even set desirable target but leave everything to the market mechanism to regulate.

*Time Dynamism:* By time dynamism, we have fixed time and rolling term plans. A fixed term planning is that where successive fixed time

duration like 3, 4, or 5 years is defined for attaining a specified set of educational objectives. For the rolling term planning, the time span rolls every year to shed each expired year and incorporate one year each time to replace it in terms of task to be accomplished. It is necessary to mention here that while rolling plans are characterised by yearly revision, fixed term plans are rigid within the defined period.

*Management Level:* In some cases, educational planning is identified on the basis of the management level involved in the decision-making process. In this case, educational planning is either strategic or management. Strategic educational planning is the type of planning that involves the setting of broad targets and definition of policies at the executive level (Commissioner, Minister etc.). Management planning on the other hand involves operationalising policy decisions and it takes place at the micro-level (local government and school).

What is apparent in the above discussion is that the categories within each classification are complementary to each other. Moreover, some of the classifications have some similarities. For instance, management planning is similar to micro-level planning, while strategic planning is the same as micro-level planning:

In what appears to be imperative approach to classification of types of educational planning, Aghenta (1993:28-29) classified educational planning into two broad types. They are strategic and operational planning:

*Strategic Planning:* This is the process of deciding on the educational goals for the educational system, on the changes in the goals and the allocation of resources. Strategic objectives are directed towards the long term survival, the future resources, the potential, the flexibility and adaptability to changing conditions in the system. Strategic plan is future directed, client oriented and directed at external needs. The plan determines the character and the direction of the system and is largely based on value system.

Strategic planning is important in the world of today where educational administrators, concerned with the dwindling resources for education are optimising the utilisation of institutional resources. The strategy is to allocate available resources, which in most cases are in short of what is anticipated, in the line with long term objectives. Strategic planning has been in use in business organisation for a long time and it is being adopted now in academic institutions. This is because its long term concern for organisations is vital to their wellbeing. Strategic plan is influenced by general systems theory which had earlier been discussed. Strategic plan focuses on the educational system and its environment as



consisting of many sub-systems interacting between themselves and the environment, the main features being goals and strategies, size, structure, ownership, information and decision process of the educational system and its sub-systems. In actual fact, in strategic planning, tasks, structures, process and people are emphasised.

*Operational Planning:* This is the process which administrators ensure that resources are obtained and utilised effectively and efficiently in the realisation of the strategic objectives set in the strategic plans. Operational planning focuses on the current resources and operational problems to ensure that the goal is realised. It is concerned with measurable and verifiable objectives.

Operational objectives are usually programmes, projects and staff oriented and are directed to required internal activities and outcomes. The plan is designed to obtain the desired ends with minimal use of the systems resources used within the framework of the policy constraints.

Strategic and operational plans are complementary. For instance, while strategic planning ensures that the right timing is done, operational planning is to ensure that the system is doing things right.

Other types of planning as identified by Aghenta(1993) include:

- *Academic Planning:* This is not, in the real sense, the type of planning like strategic and operational planning. Rather it is a new form of planning specifically directed at analysing the problems of higher education as a result of the continuing expansion and growing complexity. Other reasons adduced for academic planning include to checkmate increased students' activism and to ensure effectiveness and efficiency especially in respect of resources management.
- *Adaptative Educational Planning:* This is the type of plan that emanates as a result of externally-induced development. A situation arises where either as a result of what is happening in other parts of the country or across the globe or for specific reasons the government desires a particular programme to be developed for an area. Plans are, therefore, designed to adapt to the new situation.
- *Contingency Educational Planning:* This type of plan aims at creating conditions whose impacts can be absorbed at minimum cost of inconvenience. Everything is done to minimise hardship which could result from a certain step taken in bringing about certain new situations.
- *Compulsive Educational Planning:* The details of what should be done are identified before plan is designed. It is similar to a

systems approach to educational planning.

- *Manipulative Educational Planning:* When situation develops a plan, and all of a sudden, the revenue dries up, various ways are devised to salvage the educational situation. Such ways could include reduction of teacher-pupil ratio, increasing class size, freezing increase in personnel emolument etc. All these are geared towards preventing wastage.
- *Ameliorative Educational Planning:* This is a plan designed to restore a situation which was not considered originally or which was not considered what it could be in the light of the present experience.
- *Normative Educational Planning:* This is a long range plan which could be between 25 and 40 years and because of its inherent nature, guidelines are established to guarantee success. It is usually comprehensive and focuses on total plan.
- *Functional Educational Planning:* The focus of this type of planning is on a particular aspect of the total problem, for instance, provision of physical facilities in free education programme.

It is important to note that the application of any or group of these types of educational plan is dependent on situations. However, when any is accepted, the issue of strategic and operational planning comes in to guarantee strong success. It is also important to note that the types of educational planning discussed above are not exhaustive. What we have so far done is within the limit of this lecture.

### **3.2 The Educational Planning Process**

The basic tasks defined under educational planning can be subdivided into six mutually inter-related and reinforcing stages that constitute educational planning process. According to Agabi (2004:125) these stages include plan survey and deliberation, definition of goals and objectives; programmes design and specification; programme provision, implementation and control, plan evaluation and plan regeneration.

The first task to be determined and accomplished is a survey of the prevailing conditions, potentials and constraints. The desired data and information must be collected and analysed to reveal the prevailing state of educational development and area of needs. Public opinion from different interest groups must be harnessed and properly deliberated upon to arrive at effective and meaningful determination of educational needs.

Immediately the prevailing conditions have been ascertained, the next stage is to define the new educational objectives to be pursued as well as

specify the targets to be realised. Educational objectives that are broadly stated by the political leadership must be made more specific by the technical planners to permit specific task definition.

The next task in the planning process is programme planning and design. At this stage, the technical planner has to reduce the already defined educational objectives to specific task areas to be realised and alternative programmes that can be adopted must be designed. The alternative programmes and/or techniques for realising such educational tasks need to be quantitatively evaluated for efficacy to allow a rational choice among them. For instance, an objective of attaining a desired level of adult literacy can be achieved through either classroom instruction, public television viewing programme or out of class extension programme. Each of these programmes has varying degrees of efficacy.

Once the choice of the most effective and efficient programme and/or technique has been determined, the next stage is to implement. This demands the provision of adequate resources, both human and material resources. At this stage, adequate supervision of the projects or programmes is required. At this implementation stage, commitment of the political leadership is needed to guarantee efficient flow of resources and the efficacy of the administrative machinery to ensure smooth implementation and supervision of educational plans.

The next stage in the educational planning process is the evaluation of educational plan implementation. Evaluation at this level involves ascertaining the extent to which the already specified educational objectives have been realised. The process also serves as a forum for appraising the flows in the plan projections and the problems encountered in the course of the implementation.

The last lap in the educational planning process is plan regeneration. This demands linking subsequent plans with the previous plan in terms of feedback or learning experiences. Plan regeneration or recycling is very essential so that unattained objectives or programmes from previous plans can be accommodated in subsequent ones. It is important to note that for effective implementation of programmes or projects, the necessary resources-human and materials must be adequately provided in terms of both quantity and quality.

#### **4.0 CONCLUSION**

We shall conclude this unit by saying that school administrators need to have a good knowledge of the interrelatedness of theories in educational planning and the types of educational planning and its planning process.

This knowledge will ensure effective and efficient management of school programmes. School administration is a complex task because it deals more with human beings. This explains why this aspect of educational management is very important in our programme.

## **5.0 SUMMARY**

In this unit, you have learnt the definition of theory with particular reference to educational administration. We also discussed the various theories in educational planning. The types of educational planning along with its planning process were discussed.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Define theory with particular reference to educational administration.
2. Discuss at least five theories of educational planning.
3. Examine the types of educational planning as discussed.
4. Discuss the various planning processes involved in educational planning.

## **7.0 REFERENCES/FURTHER READING**

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## **UNIT 3      APPROACHES TO EDUCATIONAL PLANNING**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Approaches to Educational Planning.
  - 3.2 Parameters in Educational Planning.
  - 3.3 Data Collection for Educational Planning.
  - 3.4 Problems Facing Educational Planning in Nigeria
- 4.0 Conclusion
- 5.0 Summary
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### **1.0 INTRODUCTION**

Educational planning is designed to ensure that the production of education is discharged with efficiency and at a minimum cost. Determining the nature and level of education to provide to the citizens is at the centre of educational planning, and who should provide such education when identified, for whom such education should be provided, who should be responsible for financing such education and finally what proportion of the resources available should be allocated to such education. In developing countries such as Nigeria, the resources are limited as there are many competing developmental sectors. As a result of this, it becomes difficult to educate every individual free to the level he/she would wish. In an effort to reach a compromise, various approaches have been designed for educational planning. However, the application of any approach is a function of the stage of development, prevailing social, political and economic conditions of the nation in question.

### **2.0 OBJECTIVES**

At the end of this unit, you should be able to:

- discuss at least three approaches to educational planning;
- state the parameters that are involved in educational planning;
- discuss the areas in education from which data could be collected for planning;
- explain the relevance of data collection in educational planning;
- and
- evaluate the problems facing educational planning.

### 3.0 MAIN CONTENT

#### 3.1 Approaches to Educational Planning

Approaches to Educational Planning will be discussed as follows:

***Social Demand Approach:*** This approach in a nutshell is the sum total of individual demands for education at a given place and time under the prevailing cultural, political and economic circumstances (Coombs in Aghenta 1993). The approach considers educational needs in relation to current demand for education at the various levels. As a result of social and political pressures, more candidates than the facilities available can carry are admitted. In most cases, the social demand exceeds supply for education.

Aghenta (1993) noted that the main objective in the application of this approach is to meet the social goals of the society such as the universal literacy, universal primary education, universal secondary education and higher education for all those who are qualified to undertake it. The emphasis is upon education as a social infrastructure for development purposes.

Agabi (2004) identified the following merits and demerits of social demand approach in educational planning.

##### **Merits**

- i. In addition to its political appeal, it is less complex.
- ii. Its implementation tends to increase the level of literacy.
- iii. It enhances the realisation of equality of educational opportunities.
- iv. It reduces the level of social tension as well as income gaps in societies where education serves as a social ladder.
- v. It also facilitates the process of income redistribution.

##### **Demerits**

- a. Normally, timely, accurate and adequate demographic and educational data to help in the projection of demand for educational areas and facilities are lacking.
- b. The rates on which most projections are based (i.e. progression and transition rates) are hardly constant as usually assumed.
- c. This approach has always resulted in surplus manpower and pent-up demand for education in excess of the available capacity in the planning and provision of all levels of education.
- d. The approach is insensitive to the usual resource constraints for providing all types of education for all who are qualified and are willing to acquire the various types or levels of education.

Nigerian educational system has faced some of these problems as a result of the adoption of this approach in the planning of different levels of education at different times.

### **SELF ASSESSMENT EXERCISE I**

State the merits and demerits of social demand approach in educational planning.

*Manpower Requirement Approach:* The manpower approach to educational planning is concerned with educational output with particular reference to skills, talents, aptitude and attitudes which education offers. This approach was developed in an answer to poor manpower problems usually resulting from the adoption of the social demand approach. It is more useful in the planning of tertiary education and other skill-oriented educational training programmes. The rational basis for this approach is explained by the human capital theory. The protagonists of human capital theory had argued and established that there is a significant positive relationship between the growth of a nation's human resources and the growth of national output.

Agabi (2004:14) identified the following steps that are involved in manpower planning approach.

- i. An estimation of the initial stock of manpower, and national output for a base year within a national economy;
  - ii. A projection of the growth rate in National income or output desired during the prospective plan period.
  - iii. A derivation of the growth in demand for manpower during the plan period to achieve the desired national output, making provision for manpower attrition.
  - iv. A translation of the desired additional manpower required into numerical quantities of educational output in various programmes, making the necessary adjustment for attritions;
  - v. A determination of required future enrollment in different disciplines and programmes in education;
  - vi. A projection into the resource requirements needed to implement the desired and planned manpower training.
- Agabi went further to identify the merits of manpower requirement approach.

### **Merits of Manpower Approach Planning**

- a. it is rational and ensures that the limited education resources are utilised in the training of only desirable manpower resources.
- b. It reduces the mismatch between higher educational training and labour market demands. This helps in reducing the level of educated unemployables.

Aghenta (1993:25-26) expanded these merits by stating that manpower approach to educational planning is important because manpower itself is concerned with:

- locating and recruiting people for training to meet needed skills.
- providing and developing the necessary educational and training institutions.
- developing management and training techniques, labour policy, working conditions and industrial relations.

However, the following demerits of manpower approach to educational planning have been identified by Agabi (2004):

- (a) The approach completely ignores other levels or types of education that are not involved in the training of job-specific skills.
- (b) Some of the models used in projecting manpower requirement are very sophisticated, demanding educational demographic data that are hardly available to most developing countries.

In a nutshell, the manpower requirement approach in educational planning is very necessary in the sense that it is used in determining and providing the quantity and quality of various types of manpower required to attain a specified level of socio-economic growth of a nation.

*Cost-Benefit Approach to Educational Planning:* This approach is also called the rate of return approach. We shall recall that under the social demand approach, education was perceived as a service that should be made available to people so as to improve their standard of living. Under the cost-benefit approach, education is considered to mean the provision of skills and knowledge to individuals so as to increase the national output of the nation. When this view is accepted, it then means that the nation should invest in those identified educational programmes that would substantially increase the economic growth of the nation. In this circumstance, the educational investment ought to be weighed or compared with other investments in various sectors of the nation such as health, industry, communication. This comparison could also be applied when allocating the educational system's total resources among its different sub-sectors. These different sub-sectors are primary education, secondary vocational education, college of education, polytechnic education and university education. Longe (2003:16) stated that the cost-benefit analysis or the rate of return approach to educational planning involves four major steps:

- i. the costs of various educational programmes are determined.
- ii. the expected benefits from the various educational programmes are estimated.



- iii. the costs are compared with the benefits to obtain the rates of return expected from the programmes, and
- iv. those rates are compared with alternative rates from other investments to determine how the magnitude of resources allocated can be shared between the various educational programmes.

The three approaches discussed above could not be said to be perfect. Each of the approaches has its strengths and weaknesses, but they however provide some basis for educational planning. The choice of approach to be adopted depends on the nature of problem educational planning has been requested to solve. It is important to mention that one or two of the approaches or a synthesis of the three may be employed depending on the prevailing situation of the nation's economy. What is of paramount importance is that adequate and reliable data should be made available. This is because it is on the basis of data analysis that projections and predictions can be made.

## **SELF ASSESSMENT EXERCISE II**

What are the merits and demerits of manpower approach to educational planning?

### **3.2 Parameters in Educational Planning**

For effective educational planning to occur, it is important to have all the parameters or indicators which guide or direct the planning. In educational planning, the parameters that are adopted include education law, goals, curriculum, facilities, staffing, student enrollment, financing educational materials, public enlightenment management and evaluation (Aghenta 1993). In case of long-term planning, demographic factors are also important and must be included. These parameters according to Aghenta are discussed below.

- a. **Education Law:** The purpose of education, organisational structure of the educational system, students' enrolment, teacher-pupil ratio, methods of funding and related issues are clearly spelt out in clear legal terms. The Education Law is much more than a document containing Government Policy on Education. Its provision is designed to guide all aspects of the educational enterprise including school buildings, curriculum content and methodology, financing enrolment of students, teacher selection, development, retention and retirement, certification of students and others. Educational planning should take cognizance of an existing education law. If the National Policy on Education exists in a separate document, the two documents can be used to guide the planning.
- b. **Goals:** Educational goals are the expression of a variety of the

society's social, economic and political needs and they are the motivating factors for Government's investments and interest in educational development. They guide educational planning. They could be as broad as education for the development of effective citizens, fostering individuality, providing understanding or as specific as bringing about literacy and so on.

- c. Curriculum: The school buildings, students enrollment, the number and type of teachers and the level of financing as well as the nature of management, all depend upon the nature of the curriculum. Thus, educational planning does not only take into consideration the existing curriculum but also follows logically its planning, development and evaluation as all these stages have considerable impact on educational planning.
- d. Physical Facilities: These must be taken into consideration in the context of proposed curriculum or educational programme and at what level i.e. whether it is primary, secondary or technical/vocational or tertiary institutions. At the primary school level, emphasis is laid on classroom spaces whereas at secondary education level, consideration is given to libraries, laboratories as much as classrooms. At tertiary education level, the building becomes complex as a result of various requirements to meet the diversified curricular activities in such areas as humanities, social sciences, natural sciences, medical sciences, engineering and agriculture.
- e. Staffing: This is an important parameter in educational planning. As soon as the curricula are considered, attention is shifted to selection and training of teachers with relevant skills for the implementation of the planned educational programme. Teachers are recruited and trained for all levels particularly for the first and second levels of education. The number and level of the teachers to be-recruited and/or trained depend on various variables such as the expected enrollment, teacher-pupil ratio as contained in the education law or the work load per teacher per the type of subject to be taught, the methodology to be used, the type of teaching aids etc. The quality of education is a function of the type of teachers recruited. This explains why staffing is an important parameter in educational planning.
- f. Students: These constitute the nerve centre of the educational system because their size determines the size of the staffing, the level of funding and in some cases the size of the building. In the content of social demand approach to educational planning, enrolment is the prime mover of all the other components in the social system. In countries where there is population explosion, students' enrolments are high and resources for education are correspondingly large, in that case, planning helps to determine the level of national resources to be allocated to education if the

- social, political and economic development of such countries are not to be stagnant.
- g. **Funding:** This is very crucial because it determines the quality and quantity of education to be provided. The level of funding determines the quality of building, type of resources for education and the quality of the teaching staff. The success of the implementation of educational planning is dependent on the level of funding of the school system. There are always issues to be resolved in educational funding such as who pays, how much, what subsidies, grants, levies etc. The disbursement of money realised from various sources and the accountability of the money are other important issues to be considered in educational planning. No educational system can function without funds.
  - h. **Manuals:** The supply of educational materials such as books, science equipment, teaching aids such as audio-visual are important in education. The level of supply is dependent on the level of funding. The method of distribution has to be determined so as to ensure equity and also to ensure the materials reach their destination.
  - i. **Information:** In most cases, many people are unaware of Government educational policies and programmes because of lack of information. In order to enlist the support of the public in education sector, public enlightenment is necessary. The public need to be informed in time and adequately for their understanding and support for educational policies.
  - j. **Management:** This is an important parameter in educational planning as it affects the implementation of plans. Poor management of educational system often leads to the collapse of educational programmes. It is, therefore, imperative that the management of educational system be properly spelt out and experienced educational administrators appointed to administer or manage the nation's education. Management in this context encompasses curriculum development, school buildings, students' admissions, financial disbursement, teacher placement and orientation, supply of educational materials and the day to day affairs of the schools. Management, therefore, constitutes an important aspect of educational planning.
  - k. **Evaluation:** This is a parameter in educational planning that deals with the feedback on the performance of planned educational system. It monitors the system's inputs and outputs as specified in the plan. This is aimed at detecting if deviations occur, and if they occur, they should be rectified immediately. The evaluation of plan implementation of education system's performance is necessary for the healthy growth and survival of educational system.

### SELF ASSESSMENT EXERCISE III

Discuss at least five parameters in educational planning.

#### 3.3 Data Collection for Educational Planning

In educational planning process, qualitative and quantitative data are indispensable. This is because, before free educational policy can be implemented, there must be adequate information on the existing resource situation such as facilities, manpower, finance or enrolment. This is in a view to determine the areas of inadequacy that ought to be addressed.

Adeyemi (2004:148) citing Aghenta noted that:

*... the success of educational planning rests on the availability of accurate data with respect to total population by sex and by level and by type of education, and the number of students by level, type and sex. Others that are of vital importance for educational planning include number and type of graduates, school buildings and public expenditures on education.*

Educational planning data, according to Adeyemi are collected on the following areas:

- i. Types of education which could be formal, informal and non-formal.
- ii. Levels of education – primary, secondary and tertiary (college of education, polytechnic, monotechnic and university).
- iii. Government managed, assisted and non-assisted schools.
- iv. Data on institution: These include number and types of school, enrollment by sex, age, number of special students, size of school etc.
- v. Data on teaching and non-teaching staff: This covers the number on roll, their age, sex, marital status, qualifications, area of specialisation, year of first second appointment, salary grade level.
- vi. Data on quality control: this covers the number of school inspectors, the facilities at their disposal, and the ratio of inspector to school.
- vii. Data on students: This covers the number of students, student-classroom ratio, student-teacher ratio, sex distribution as well as course distribution.
- viii. Data on school cover the location, facilities available, number of classrooms, number of buildings, laboratories, workshop etc.
- ix. Finance covers income (if any), current and capital expenditure

- on education.  
x. Head count.

*The Relevance of Data Collection for Educational Planning*

Data collected assist educational planners and policy formulators to:

- make adequate plans for students as regards allocation to schools at different levels of education;
- ensure adequate assessment of teacher demand and supply in the school system;
- direct the flow of students in and out of the school system;
- make arrangement for the sufficient accommodation and equipment and their efficient use;
- provide an acceptable estimate of the necessary finance to execute the plan programmes;
- achieve the aims and objectives of the educational system through efficient and effective control;
- maintain standards; and
- check and monitor the accounting and cost of maintenance of available buildings and facilities (Adeyemi 2004).

Adeyemi went further to note that apart from the above stated quantitative data, qualitative information are also required on the following for effective planning. They include:

- curriculum development and its basic components over-time;
- expansion potentials;
- relevance to political, economic, social and cultural policies and objectives;
- legislation and community participation and assistance;
- the logistics of integrated implementation with other national plans;
- educational policy objectives;
- educational philosophy; and
- quality of education over time.

**SELF ASSESSMENT EXERCISE IV**

State at least five importance/relevance of data collection in educational planning.

Data for educational planning are derived from different sources which include records of National Population Commission and related establishments; school records, records of State/Federal Ministries of Education and Local Education Authorities. Other sources of data collection in educational planning include:

- i. Registration of important events demands a continuous recording of births, deaths and migration.
- ii. The school records such as admission register, attendance register, school account books, salary payment voucher etc.
- iii. The records from the Ministry of Education with reference to strength of personnel in each department/section, such as the Inspectorate, Planning and Research, Administration etc., the financial position of the Ministry, information on the levels of education etc.

Data collection for planning education is hindered in Nigeria. This is because of the absence of reliable data bank. The Management Information System (MIS) is ineffective. In other words, storing and retrieval of information is still poorly managed educational in planning. Also the official secrecy often attached to public official records makes it difficult to obtain information from such records. Respondents are in some cases ignorant of the importance of data and information on policy making.

### 3.4 Problems Facing Educational Planning in Nigeria

Many authors have written and identified various factors that affect educational planning in Nigeria, Aghenta (1993), Alu *et al* (2001), Babalola (2003). These authors have written extensively on the problems of educational planning in Nigeria. However, Nwadiani (163-169) synthesized and articulated these problems and referred to them as recurrent problems of educational planning and implementation. These problems, according to him include *the cart before the horse* syndrome, poor functional differentiation, weak data base, population explosion, inadequate resources, depressing economy, unprogressive administrative tradition, politics and lack of public support.

**The Cart before the Horse Syndrome:** An important feature of educational management in Nigeria is process disorder. For instance, in most cases, educational planning efforts usually commence after implementation. National leaders make public pronouncements about educational policies or programmes without any regard to due process. They do this in order to score political points. In this circumstance, therefore, plans are not made for implementation resources. The consequence in this case is failure. The failure is reflected in three ways – the intended policy was not implemented in the first place; even if an attempt at implementation was made; it failed to be completed or achieved a minimum critical mass so as to leave an impact; although the policy was implemented, it did not have the desired effect.

**Poor Functional Differentiation:** The functional differentiation of educational planning and implementation has been ineffective. Normatively, the broad definition of educational objectives in Nigeria has been very vague. It is never based on systematic needs assessment. As a result of the central feature of its planning strategies, plan implementation resources constraints are not taken into cognisance. In strategic terms, the level of participation in policy translation into programmes is restricted to government personnel. There is poor integration of tiers of government in project planning hence there is ineffective implementation of plans in recent time.

**Weak Data Base:** In Nigeria, the culture of educational planning has been without accurate data. This has hindered the progress made in education. The problem of inadequate, outdated and inaccurate data has been identified by Ashby (1960), Adesina (1981), Patwari (1981), Oguntoye (1987), Ajayi (1990) and Aghenta (1992). Attempts at projection of educational resources have not been efficient as a result of inaccurate data. The quality of educational decisions and their implementation outcomes shows that the weaknesses in methods of data collection are still very routine and unreliable. The establishment of Educational Data Bank will help immensely in redressing the protracted problems of inaccurate and inadequate data in educational management in Nigeria.

**Population Explosion:** The population of Nigeria has been on the increase. The rapid growth of the population is attributed to improvement in the health sector. Structurally, Nigeria's population is more in favour of young people. As a result of the large number of school age population, more education burden is placed on society in terms of providing teaching and learning inputs (human, material and time). The inability to cope with the population explosion in school system has affected implementation of programmes. For instance, urban schools in Nigeria are overcrowded, thereby making teaching-learning very difficult and uninteresting. In the final analysis, the system performance is adversely affected.

**Inadequate Resources:** Resources (human, material, physical, time) in educational planning and implementation are in short supply. There is an acute shortage of professionally trained educational planners. Presently, educational planning divisions of Ministries and Boards of Education in Nigeria are staffed with non-educational planners. This explains why education planning has not been effective. In the school system where educational plans are eventually implemented, teacher are not enough. The existing stock of education personnel at all levels are poorly motivated, hence, the current wave of brain drain. Classrooms,

equipment, furniture and other instructional materials are very inadequate to promote effective teaching and learning. There is over utilisation of available physical facilities, yet they are poorly maintained. At the center of resources constraint is finance. Funds have never been enough for education business. The financial future of education in Nigeria is gloomy because of the dwindling finance. It is a fact that no amount of money will be enough for the education sector but the bane of educational plan implementation is misallocation of financial resources internally. There is a growing culture of financial misappropriation in Nigeria. In most cases, activities that do not promote teaching and learning are given priority attention resulting in educational finance wastage.

**Depressing Economy:** Nigerian economy is in a serious distress. The economy that was once buoyant is now a shadow of itself. The mono-oil based resource has affected the nation's economy coupled with the neglect of other sectors of the economy like agriculture. Nwadiani (1992) noted that *world economy has led to the adoption of harsh economic policies that adversely affected the education sector in general...* With little or no money to fund education, education in Nigeria has remained undeveloped hence the growing mismatch between education and economy.

**Unprogressive Administrative Tradition:** The administrative tradition in education in Nigeria is very rigid. There is a tradition of administrative procedures which the attendant bureaucratisation has led to the inability of the system to respond to changes within and outside education. The vestige of colonial administrative system which leads to operating education as a civil activity distorts the desired advantages of decentralisation of management relations. Education decisions are delayed, conflict of power and authority are common place while managerial ignorance is openly manifested as a result of poor training. The adoption of experience in promoting education sector personnel to administrative positions is unprogressive to educational development. The resultant effect of hierarchical role relationships and accountability restricts the expert freedom of the professionally trained educational planner in the Ministry of Education that is solely responsible for policy issues. In the end, educational planning and implementation are reduced to ordinary administrative *directives*. This is unprogressive in a dynamic society.

**Politics:** If education in Nigeria will remain undeveloped and at variance with the economy tomorrow, it is as a result of politics of educational planning and implementation. This is because in the end, educational planning is a political process of give and take, hence, it is a central polity issue. The objectives of education, the control, production



process variables, financial and accreditation system are tied closely and linked with politics.

Since the attainment of independence, education in Nigeria has been caught in the web of military and partisan politics. Aghenta, cited by Nwadiani (2004:167) noted that

*Military interventions are common but in Nigeria whether it is during civilian or military regime, there is always a marked difference between the Federal and State policies and practices in education.*

Because of politics, educational policies and practices are different in many states of the country. Between 1979 and 1983, UPN controlled states (Western region) operated a free education policy at all levels while the NPN states were fee paying. The same pattern was enacted during the SDP and NRC political period. While the SDP states practiced free education the NRC insisted on fee paying policy. These educational practices are highly political without genuine commitment. This has affected educational planning and implementation.

Lack of Public Support: Education in Nigeria as it is practiced over the years is public imposed. The plan is made on their behalf on the assumption that *they* know the needs of the people. Need assessment is hardly undertaken. According to policy formulators, the public will always support any educational services provided. This has proved otherwise. Those who plan are not the implementers. The people are not involved at the stage of planning hence; there is an alloyed support when it comes to implementation. This is more serious when the values and expectations of the people are not reflected or peripherally incorporated. To enhance public support, all the stakeholders in education should be involved in its management. This collaborative spirit will bring meaning to education delivery.

## **SELF ASSESSMENT EXERCISE V**

What are the problems facing educational planning in Nigeria?

## **4.0 CONCLUSION**

Education is back bone of any nation. It is the catalyst that propels national development. This explains why governments make concerted efforts to provide educational facilities at all levels. In order to meet the needs of the society, educational planning and effective policy implementation are of paramount importance. It is against this background that there is need for collaborative effort by all stakeholders

in education in planning and implementing educational policies.

## 5.0 SUMMARY

In this unit, you have learnt about various approaches to educational planning. Three different approaches were discussed – social demand, manpower requirement and cost-benefit approaches to educational planning. We also discussed the different parameters in educational planning in detail. You learnt of data collection and its relevance in educational planning. Finally, we discussed in detail, the problems facing educational planning in Nigeria. These problems were discussed in detail.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss three approaches to educational planning.
2. What are the parameters that are involved in educational planning?
3. (a) Discuss the areas in education that data could be collected for planning?  
(b) What is the relevance of data collection in educational planning?
4. Discuss at least five problems facing educational planning in Nigeria.

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