



Educational Planning in Nigeria: Importance, Problems and way Forward

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Abstract:

Planning is key to the realization of education objective and programme. Education must be planned for it to realize its objectives. Planning is the foundation and pillar of educational development. It is unfortunate that as important as educational planning to the development of education that educational planning in Nigeria is not given adequate priority leading to numerous problems. This paper examined the importance, problems of educational planning. The paper identified inadequate funding, shortage of professional planners, inadequate data, corruption, political influence, inadequate planning materials, political instability, poor capacity development programme, policies instability and insecurity. To address these problems identified, the government should increase the funding of education, employ more professional planners, ensure effective data generation and distribution, fight all forms of corruption in the ministry of education, stop political influence of planners, provision of adequate planning materials, ensure political stability in the country and effective capacity development programme for planners and ensure sustainable security in the country

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1. Introduction

Nigeria is the giant of Africa. Wenr (2017) observed that almost one in four Sub-saharan people reside in Nigeria, making it Africa's most populous country. It's also the seventh most populous country in the world, one with ongoing growth. From an estimated 42.5 million people at the time of independence in 1960, Nigeria's population has more than quadrupled to over 200 million people in 2021 (UN projection). The United Nations anticipates that Nigeria will become the third largest

country in the world by 2050 with 399 million people.

Education have been adopted as instrument to aid the social development and technological development of the country. The Nigerian educational system is the largest in Africa and it comprises the Basic education, secondary school education and tertiary education. Basic Education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or creches, fully in the hands of the private sector and social development services, whilst ages 5-6 are within the formal education sector. The goals of Basic Education are to:

- a. Provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement;
- b. develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities;
- c. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour;
- d. inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio-economic background; and
- e. provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capability (NPE,2013).

Post-Basic Education and Career Development (PBECD) is the education children receive after a successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes: (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship (Federal Republic of Nigeria, 2013). The objectives of Post-Basic Education and Career Development (PBECD) are to:

- a. Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
- b. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- c. provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- d. provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
- e. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
- f. inspire students with a desire for self-improvement and achievement of excellence;

- g. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
- h. raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (NPE,2013).

Tertiary Education is the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and National Teachers' Institutes (NTI). The goals of Tertiary Education shall be to: (a) contribute to national development through high level relevant manpower training. (b) provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; (c) provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; (d) reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market (e) promote and encourage scholarship, entrepreneurship and community service; (f) forge and cement national unity; and (g) promote national and international understanding and interaction (NPE,2013).

Ogunode (2021) submitted that the Nigerian educational system is plagued with many challenges which include; underfunding, inadequate infrastructural facilities, inadequate teachers, overcrowdness of classes, weak supervision, weak leadership, corruption, insecurity, unstable educational policies political influence and lack of effective planning. The present state of education in Nigeria is regrettably one that does not cheer anybody up nor inspire one with confidence. From the primary education to the higher it is a tale of woe. The primary school is characterized with insufficient classrooms or no classroom for pupils, no desks, no instructional materials, no learning resources such as playgrounds, limited teachers, many of them are unqualified. The secondary school is also faced with the problem of shortage of teachers, inadequate infrastructural facilities, underfunding, overcrowdness, weak supervision and shortage of ICT facilities. The higher institutions is plagued with shortage of lecturers, inadequate infrastructural facilities, overcrowdness, underfunding, strike actions and The secondary school is also faced with the problem of shortage of teachers, inadequate infrastructural facilities, underfunding, overcrowdness, weak supervision and shortage of ICT facilities. The higher institutions is plagued with shortage of lecturers, inadequate infrastructural facilities, overcrowdness, underfunding, strike actions and poor researching. These problem are as a result of poor planning of education. Ogunode, Gregory & Abubakar, (2020) observed that the problem of inadequate manpower in the Nigerian educational sector is a result of a lack of effective manpower planning. The inadequate infrastructural facilities in the primary, secondary and higher education in Nigeria is due to lack of comprehensive infrastructural facilities planning while the problem of inadequate funding can also be traced to the lack of financial educational planning for the entire educational sector.

Educational system problems in Nigeria is linked to poor planning of education Moja 2000, Ogunode (2021). It is imperative to critically examine the problems facing educational planning in Nigeria.

2. Concept of Educational Planning

Educational planning is viewed by different people in different ways. According Longe (2003) educational planning involves taking of decisions for future action with the view to achieving predetermined objectives through optimum use of scarce resources". Diksha, (Undated) observed that planning is essential in the field of education entitled as "Educational Planning" which is a major requirement in the contemporary society. The complexities of the present scientifically developed and technologically advanced society have given special position to the need for planning in education. Like planning in any field, educational planning has to explore the best possible means of making the greatest use of available resources leading to the maximum realization of the educational aims and objectives, both individual and social. Educational planning may be defined as a systematic design of action for realization of educational aims and objectives for individual and social development through maximum utilization of available resources. In practical perspective, educational planning is defined as a process utilized by an administrator while performing the role of a leader, decision-maker, change agent and so on.. Noun (2009) observed that generally, educational planning focuses on the needs, aspirations and prospects of the students and the society. Specifically educational planning focuses the mind of educational planner or Administrator on major issues such as those related to the type of Schools required in the society, the level of education that needs to be given priority, courses to be offered, student enrolment and other issues on human, material and financial resources of the educational system. Beeby cited in Ogunode et al (2021) submitted that Educational planning is the act of outlining the future objectives, programme and activities of education and identifying the means to achieving them. Educational planning is the process of drawing out the vision, goals and programme of education and defining the various ways of realizing them within the set time. Okwori (2011) states that educational planning exercises foresight in determining the policy, priorities and cost of educational system having due regards for economic and political realities for the system potentials, for growth and for the needs of the country and of the pupils served by the system. Noun (2012) sees educational planning is an integral part of the overall national planning. It focuses on the formulation of system-wise philosophy, goals, and objectives for the educational system. Educational planning covers the organization of relevant data and information; the determination of personnel; space and materials. It also covers the examination of alternatives to establish priorities. It provides for communication and information retrieval, resources analysis, assessment and evaluation of education objectives.

Ogunode, Eyiolorunse-Aiyedun, & Olatunde-Aiyedun, (2021) observes that Educational planning is one of the component that is very important to educational development and implementation. Educational planning is the key to the realization of educational objectives. Educational planning is the foundation of the educational system. The success of education depend on the effective planning. Educational planning is a continuous programme that ensures that educational policies and programmes are designed to meet up with the various changes occurring in the educational system.

2.1 Educational Planning Processes in Nigeria

Educational Planning in Nigeria is undertaken as a part of the overall national planning. This implies that the planning units in the Ministries of Education are expected to work closely with the Ministry of National Planning that is charged with the responsibility of producing overall economic development plans for the country. Therefore educational planning in Nigeria is done within the framework of the national goals. As a result, the process of educational planning in the country starts with the formulation of national policies and goals. Such policies that are related to education are initiated by

the policy makers or the ruling political body, often in line with the ideology of the government in power. For instance the President, or a State House of

Assembly might decide, as a matter of policy, that agricultural education should be given priority in the country or a given state respectively.

Directives related to such policies are handed down to the Federal (or State) Ministry of Education for necessary action. The officials in the Ministry of Education then examine such policies and restructure them so that they can constitute operational objectives within the context of education. Plans are programmes that could help to attain these policies are then worked out essentially in the planning units of the Ministries of Education. The implications of such plans in terms of the required resources for their implementation are also stated. The proposals drawn up in the Ministry of Education are then sent back to the appropriate body such as the National or the State's Executive Council for their consideration and approval. This means that the plans are finally approved by the government and an appropriate legislation is passed on them in terms of edicts or decrees.

Once the educational plan is approved by government, the Ministry of Education is confronted with the task of implementation. With long-term plans for instance, the ten-year development plan progress reports are often given periodically. Such reports are expected to reflect the extent to which the targets of the plan have been attained. The Ministries of Education in the States develop their educational plans as is done in the Federal Ministry of Education. It is then expected that educational planning in the States will reflect the overall national goals and objectives of education. It is for this reason that the Federal Ministry of Education sometime coordinates the educational plans of the States to arrive at the National Educational Plans (Noun, 2007).

According Gbenu (2012) and Longe (2003) the main phases in the planning process are policy making, plan formulation and plan implementation and evaluation. Policy making is often performed by the 'government of the day' or the 'polity' through the legislature and the executive. A plan is initiated with broad objectives, the details of which are prepared in the next phase. Plan formulation is a technical function involving statistical analysis to back up the plan. This phase is also referred to as plan technology. At this stage, direction is given to the policy maker as to whether or not it is feasible to undertake a particular educational project. Recommendation is also afforded the policy maker as to the areas in the education system mostly needing educational facilities. Plan implementation is an administrative function. This involves the use of the annual budget and the setting up of an organization for the several types of educational projects, and allocation of resources needed for every project. This phase may also include a fourth and essential function of 'plan evaluation'. Plan evaluation may continue throughout the planning circle and it may be performed as the final attestation of a finished project. The different phases in the planning process are not independent of each other but are interlinked. The planning process reflects a cycle with one phase rolling into the next phase. The plan reflecting the aspiration of the nation is initiated through the political function, the technical planner interprets the plan and the plan is implemented through administrative machinery. The evaluation function completes the cycle, the feedback of which forms an input in the new plan.

2.2 Importance of Educational planning

Effective educational planning is the key to the transformation of Nigerian educational system. Educational planning in Nigeria will help to reduce educational wastage in the administration of early

child education, primary school education, secondary school education and higher education. Effective educational planning in Nigeria will help to prevent shortage of professional teachers in the early child education, Basic education, secondary school education and higher education as observed by NEEDS, (2014), and Ogunode (2021). Educational planning in Nigeria will also help to reduce the problem of inadequate infrastructural facilities in the Nigerian educational institutions. The problem of shortage of instructional materials in the Basic education, Secondary school education and the higher institutions will be solved by effective educational planning. Educational planning will help to handle the problem of overcrowdness that have plagued the Nigerian educational institutions from Basic education to higher education through proper forecasting and projection. The problems facing the Basic education, secondary school education and higher education in term of poor quality can be solved through effective educational planning. Noun (2012) outlined the following as benefits of educational planning:

- a) Educational planning enables the education managers gain economic insights in the use of resources, which are in most cases limited, educational planning ensures rational allocation of resources to various education programme, projects and among the levels of education.
- b) Because educational planning processes data and information on education through in-depth analysis, it ensures rational and adequate facilities and equipment provision and distribution in the educational institution.
- c) Education is planned to ensure internal efficiency of the school system. That is, to reduce or eliminate wastage in the system.
- d) Educational planning ensures the harmonization of the interests of the various stakeholders in education business. That is, the interests of the students, parents and the society.
- e) Education planning gives direction to actions and facilitates the control of education resources, and provides basis for monitoring and evaluation of the standards, benchmarks and guidelines.
- f) Educational planning integrates various knowledge areas, such as mathematics, statistics, computer science, economics, sociology etc to operationalize the planning of education.
- g) Education is planned to ensure relevance to societal values and aspirations while the importance of educational planning according to Akpan (2014) are as follows:
 - a. It helps in identifying educational goals and objectives.
 - b. It helps in even or effective distribution of scarce resources.
 - c. It aids decision making in education.
 - d. It is necessary for administrative decision making in education.
 - e. It enables a nation to make her choices clear in terms of educational needs.
 - f. It enhances optional utilization of resources and so eliminates imbalance and waste.
 - g. Effective planning makes provision for quality education, sustainable national economy.
 - h. Effective educational planning enhances investment in human capital which leads to rapid national economic growth.
 - i. Educational planning reduces exigencies in the educational sector. Problems are anticipated in time and dealt with appropriately.

j. It enables stakeholders in education to gain economic insight in the use of scarce educational resources. Since education is a social good that provides benefits to the people and the nation, it is important that education should be well planned.

k. Well planned education enhances literacy and reduces ignorance among citizens.

l. Planning gives direction and guidelines for a country's educational system.

Ogunode, Eyiolorunse-Aiyedun, & Olatunde-Aiyedun, (2021) cited Diksha, (Undated) who listed the following as importance of educational planning:

1. To make every programme of an educational institution or organisation grand success.
2. Proper educational planning saves time, effort and money as planning in every field is a time-saving, an effort-saving and a money-saving activity.
3. Educational planning is a sound method of solving educational problems by avoiding the trial and error method of doing things.
4. Educational planning is essential for the best utilization of available resources.
5. Educational planning checks wastage and failure and contributes to the smoothness, ease and efficiency of the administrative process in the field of education.
6. Through proper planning in education, education can be the best means by which society will preserve and develop its future value system, way of life of an individual, knowledge, skills and applications, and culture of the country.
7. Through proper educational planning, the means and ends of the society can be properly interacted through educational system. It implies that the educational system utilizes a large proportion of the country's educated talents and a major part of public expenditure.
8. Educational planning is highly essential for preparing a blueprint or plan of action for every programme of an educational institution or organisation.
9. Planning in education is necessary for making one's educational journey goal-oriented and purposeful.
10. It is essential to maintain, sustain and enhance the thinking process of an individual, institution or organisation.
11. Planning in education is necessary to highlight the universal aims of education required for every nation for its development in every respect.
12. To bring total development of a nation in time, in which educational development is one among its various aspects.
13. To reflect the modern developments like explosion of knowledge, advancement of science and technology, development of research and innovation while reformulating the aims and objectives of education in the light of the particular situation a country is facing.
14. It explores and provides the best possible means of making the wide use of available resources leading to maximum realization of the educational goals.

15. Educational planning facilitates gathering of educational experts, teachers, supervisors and administrators for taking decision in relation to the realization of purposes of educational programme (Diksha, Undated).

2.3 Problems Facing Educational Planning in Nigeria

There are many problems facing planning of education in Nigeria. Some of them include; inadequate funding, shortage of professional planners, inadequate data, corruption, political influence, inadequate planning materials, political instability, poor capacity development programme, policies instability and insecurity.

a. Inadequate funding

Inadequate funding is a very big problem facing the planning of education in Nigeria. Educational planning drives it funding from the ministry of education which have been described as inadequate funding of education generally. Educational funding in Nigeria is poor. The poor funding of education directly affected all other sub-units of the education such as educational planning, supervision and monitoring and evaluation programme. At the primary school education, Josiah, & Ogunode (2021) submitted that inadequate funding is a very big problem facing the planning of primary school education in Nigeria and at the secondary school education, Ogunode (2021) observed shortage of funds as the obstacle to effective planning of secondary school education. At the higher institutions, Ogunode & Ajapa (2021) and Victoria & Owuama (2016). Acknowledged that inadequate funding of planning of higher education. It has been observed that the general budgetary allocation for the administration of primary school in Nigeria is inadequate. It is below the 26% UNESCO recommendation for educational administration for the developing countries like Nigeria. Supervision, monitoring and planning sub-sector of education gets their allocation from the general allocation for the entire educational sector which have been described by Ogunode (2020) as inadequate for implementing primary school programme and policies. The poor funding of education in Nigeria is among the factors responsible for the poor educational planning.

b. Shortage of Professional Planner

Shortage of professional planner is another problem facing the planning of education in Nigeria. The number of educational planners graduating in the Nigerian higher institutions is limited and is affecting the planning of education in the country. Noun (2007) observed that lack of sufficiently well trained personnel in the planning units of the Ministries of Education is another problem. These units require people with the ability to carry out project development in the educational service in order to realize the goals set by the planners. The units in the Ministries therefore lack specialist such as educational planners, statisticians, programmers, and analyst, who could effectively develop and ensure successful execution of plans. This is partly as a result of the rigidity of the educational system which is not responding adequately to the need to place people who are trained in educational planning in the appropriate position. The wrong notion that anyone who has served in the Ministry of Education for a long period could automatically occupy such planning Units in the Ministries where there are directors of planning as people who just rose through the ranks with no cognate experience in the skill of planning. In addition, the few available specialists who are employed in the planning divisions of education sometimes opt for the private sector as a result of the poor conditions of service offered in the Ministry. According to Adeyemi and Oguntimehin (2000), there are not enough experts in Nigeria on educational planning. There are small units in the ministries of education which are responsible for educational planning. These units are often staffed with educational officers who rose from the rank.

Almost all of them have no formal training in educational planning and statistics. They can rarely use the information gathered to interpret the educational situation of the country for proper planning of educational reform to improve educational quality.

c. Inadequate Data

Inadequate data is another major challenge facing the planning of education in Nigeria. Data is very important to educational planning. Without accurate data planners cannot carry out planning. Shortage of creditable data have been observed at the primary school education by Josiah, & Ogunode (2021), at the secondary school education, Ogunode (2021) submitted that inadequate data is a problem facing planning of secondary school education while at the higher education Ogunode & Ajapa (2021) and Victoria & Owuama (2016) concludes that inadequate data is affecting the planning of higher education in Nigeria. Josiah, & Ogunode (2021) and British council (2014) observed that access to reliable and complete information on education in Nigeria has for a long time proved difficult. The development of a national database for education statistics has been slow and various data generating agencies (including the Federal Ministry of Education, Universal Basic Education Commission, National Population Commission and National Bureau of Statistics) often used different sample designs, methods of data collection, analysis and reporting, different modes of disaggregation and definitions of indicators. The absence of rudimentary data at school and local level in many areas is often viewed as a crisis, inhibiting the development of effective education planning, monitoring, programming and policy-making. Educational data for planning education in Nigeria are statistics of schools (number, size, location, available facilities and equipment), staff and teacher statistics (number, sex, age, teaching subject, qualification, position or grade), pupil statistics (number, sex, age, level and grade), finance statistics (income, capital expenditure, recurrent expenditure), (Akinwumiju, 1995; Raji, 2016), stock statistics (enrolment by age and level), flow statistics (promotion rate, repetition rate, drop-out rate, transition rate, admission rate) has as its basic source, school records like the admission/withdrawal register, attendance register, log book, salary/financial records, inspection record, report book, duty roster etc, although it is usually compiled by education authorities like the Ministry of Education for planning. The process of educational planning in Nigeria is also hampered by the critical problem of inadequate statistical data. For any meaningful planning to be carried out, statistic is very crucial. However, so reliable census has been conducted in country (Noun 2009).

d. Corruption

Another problem facing educational planning in Nigeria is the issue of corruption. Ogunode & Ajape (2021) and Ogunode (2021) submitted that corruption has penetrated the ministry of education. Funds made available for planning have been diverted by officers working in the various agencies and department handling planning of education. Corruption is one of the biggest challenges preventing the effective planning of education in Nigeria. Ogunode (2021) and Gbenu, (2012) observed that high level of corruption and wastage of resources in which the limited fund made available is diverted into personal purses and sometimes used for projects not budgeted for. Transparency International says 66 percent of the money Nigerian governments allocate to education is stolen by corrupt officials. According to the report, corruption is commonplace in education systems across the Economic Community of West African States (ECOWAS). "This affects education access, quality, inclusion and learning outcomes with devastating consequences, not only for national economic growth but also for

the life chances of children, their families and communities,” the report said. The report highlighted “Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake qualifications, teacher absenteeism, and corrupt recruitment practices” as the various corruption risks and challenges facing education systems in all the countries (Ogunode & Ajape 2021, Ogunode 2021, Premium times, 2020).

e. Political Influence

Political influence in Nigeria is another major challenges hindering planning of education. Ogunode & Ajape (2021) reaffirmed this when they submitted that political influence is a very serious problem facing the planning of education in Nigeria. Politicians both at the federal and states level especially the at the position of president and state governors influence location of higher institutions to their states and communities to attract development and achieve political gain by altering the national document on siting of educational institutions in the country. Presidents, state governors, ministers and honourable members are found with the habit of influencing the educational planners and administrators of higher institutions to locate higher institutions in their communities. This act has made the sitting of higher institutions not evenly distributed in the country. Some states have many higher institutions than the others. Ogunode & Ajape (2021) and Ololube, (2013) observed that the existing political arrangement has influenced the control over educational planning in Nigeria.

f. Inadequate Planning Materials

One major problem facing planner working in the various departments, agencies and ministries of education in Nigeria is the problem of inadequate planning materials. Ogunode, Gregory & Abubakar, (2020) did a study assessed the political officeholder attitudes towards planning of education in FCT. The results revealed that there was a significant relationship between the attitudes of political officeholders and poor planning of education in FCT. The finding revealed among other thing that 100% of the respondents disagreed that political officeholders are providing necessary planning tools for educational planner to plan education while majorities of the respondents disagreed that political officeholders have positive attitude toward educational planning, majority of the respondents disagreed that adequately funding are provided for educational planning. It was also discovered that majorities of the respondents disagreed that political officeholders are supporting the capacity development of educational planners. Inadequate planning material is another challenge facing planning of education in Nigeria, (Ogunode, 2021, Noun 2009, Akpan, 2014)

g. Political Instability

The nature and types of government adopted in Nigeria is affecting educational planning due to its constant changes in every fours. The political instability associated with the democratic nature of Nigerian government is affecting educational planning. Ogunode, (2021) political instability is another problem preventing effective planning of education in Nigeria. The Nigerian political structure and system are designed for change of government every four years. The changes in government affect planning processes because different political party has their different political agenda and programmes. Political instability has had its toll on educational programmes. Planning process started by one administration is brutally interrupted by the next and the differences between federal and state government education policies are quite challenging. The inability of the Nigerian political structure does not allow for education planners to be accountable for their wrong doings. Ogunode,(2020) carried out a study, and the findings showed that; political instability, inadequate planning information, inadequate planning materials, poor educational planner training, inadequate funding for planning

activities and a shortage of professional educational planners are the challenges facing planning for secondary schools in FCT, Abuja, Nigeria.

h. Poor Capacity Development Programme

Training and retraining programme is vital for the development of educational planner. Planner needs constant training and retraining programme to upgrade their planning skills and knowledge. In Nigeria, training and retraining programme for educational planner are not taking serious by the government. Fabunmi (2004) observed that “most of the planning officers are not trained in educational planning. Most of them studied disciplines in humanities, thus, they are not suitable for the task they are performing. How can a specialist in history be asked to plan education. Also, Josiah,& Ogunode (2021) observed that poor capacity development programme of educational planners presently working in the local education authority departments is affecting the planning of primary school education. Many educational planners since employed in the services of the local education authority as planning officers have attended none capacity development programme to improve their planning knowledge and skills.

i. Insecurity

Insecurity is another problem hindering educational planning in Nigeria. Planning involve many programmes like traveling to collect data, consultation with stakeholders and visitation to different places within the country. The insecurity in the Nigeria especially in the Northern Nigeria affected movement of planners for data collection and consultation. Ogunode, Akinsua-Ajape & Jegede, (2021) observed that many students, teachers, school administrators and supervisors have lost their lives due to insecurity challenges in the Northern part of Nigeria. Insecurity in Northeast part of Nigeria has led to the destruction of lives and properties. The insecurity challenges have led to school closure and suspension of academic calendar in all both early child education centres, basic education, secondary schools and higher institutions. No any meaningful development can take place in any educational institutions amidst insecurity. The insecurity in Northern part of Nigeria is hampering the development of education reducing enrolment rate, retention rate and transition rate within the basic education and other forms of education.

2.4 Way Forward

To address these problems facing educational planning in Nigeria. The following were recommended: government should increase the fund for educational planning, generate current data for planners, employ more professional planners with specialization in higher education, provide educational planners with adequate planning materials, ensure training and retraining programme for educational planners, ensure stable policies and political environment, fight all forms of institutional corruption and stop influencing educational planners.

- a) The federal government should increase the funding of planning of education in the country.
- b) More professional educational planners should be employ in the various agencies, commissions and ministry of education where planning of higher education is taking place;
- c) The government should empower and reform all commissions and agencies charged with responsibilities of data generation and distribution in the country to ensure effective generation and supply of data for planning of higher education in Nigeria;

- d) The government should fight all forms of corruption in the ministries, agencies, commission and department of education to allow funds meant for planning to be used for planning.
- e) The politicians and political actors in the government should allow the educational planners to do their work professionally and should avoid influencing their planning document to favour more allocation to their constituencies.
- f) The government should provide adequate planning tools for all educational planners working in the commissions, agencies and ministry of education;
- g) The government should develop a model that allows participation of all political actors in the country to participant in policy formulation and education planning so that the exit of one political party from office will not stop the implementation of the plan already done.
- h) The government should ensure educational planners working in the ministries, agencies and department of education are constantly going for training to boost their planning capacity. Training on forecasting, projection and planning methods should be emphasized.
- i) The government should ensure security in the country to allow for development of education.

3. Conclusion

Educational planning is the foundation of the educational system. The success of education depend on the effective planning. Educational planning is a continuous programme that ensures that educational policies and programmes are designed to meet up with the various changes occurring in the educational system. Planning is the foundation and pillar of educational development. It is unfortunate that as important as educational planning to the development of education that educational planning in Nigeria is not given adequate priority leading to numerous problems. This paper examined the importance, problems of educational planning. The paper identified inadequate funding, shortage of professional planners, inadequate data, corruption, political influence, inadequate planning materials, political instability, poor capacity development programme, policies instability and insecurity. To address these problems identified, the government should increase the funding of education, employ more professional planners, ensure effective data generation and distribution, fight all forms of corruption in the ministry of education, stop political influence of planners, provision of adequate planning materials, ensure political stability in the country and effective capacity development programme for planners and ensure sustainable security in the country.

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