

1 "Planning as an Instrument for National Development in Nigeria"

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5 **Abstract**

6 Education as an engine for economic, social and political transformation deserve more than
7 casual planning. A carefully planned system of education ultimately proves to be more
8 costeffective, efficient and easier to operate than a haphazardly planned system. Effective
9 planning of education becomes imperative especially in developing nation with limited natural
10 and human resources that cannot be wasted on costly mistakes arising from
11 planlessness. Educational planning is prompted by factors such as population growth in relation
12 to educational opportunities and the demand for education, manpower needs, environmental
13 or ecological considerations, cultural, social and economic changes, as well as communication
14 needs among other factors. This means that educational planning in Nigeria, must take
15 cognizance of the physical, social, economic and developmental priorities of the nation. The
16 success of any system of education is hinged on proper planning and therefore calls for a
17 judicious financial and administrative planning, taking into account other needs of the society.

19
20 **Index terms**— administrative, educational, effective planning, environmental, manpower, social.

21 **1 Introduction**

22 Education as an engine for economic, social and political transformation deserves more than casual planning.
23 A carefully planned system of education ultimately proves to be more cost-effective, efficient and easier to
24 operate than a haphazardly planned system. Effective planning of education becomes imperative especially in
25 developing nations with limited natural and human resources that cannot be wasted on costly mistakes arising
26 from planlessness. Educational planning must reflect the stage of development of a nation including its needs
27 and readiness to execute the planned objectives. Educational planning is prompted by factors such as population
28 growth in relation to educational opportunities and the demand for education, manpower needs, environmental or
29 ecological considerations, cultural, social and economic changes, and communication needs among other factors.
30 This means that educational planning must take cognizance of the physical, social, economic and developmental
31 priorities of the nation. Educational planning therefore, calls for a judicious financial and administrative planning.

32 **2 a) Definition of Educational Planning**

33 Denga (1989:56) has defined educational planning as the formulation of educational policies and objectives,
34 the coordination of various educational proposals, the projection of enrolments, compilation of school statistics,
35 education costing and budgeting, establishment of new schools, and the expansion of the existing ones. It also
36 involves a systematic forecasting of educational growth rates, staffing, financing, directing, and experimentation.

37 Planning in the other hand means a conscious and deliberate use of the resources of the community for
38 achieving pre-determined objectives. Prof. H. D. Dickson, in ??tphen and Osagie (1985:408) stressed that,
39 planning is the making of major economic decisions what and how much is to be produced and to whom it is to
40 be produced and to who it is to be allocated by the conscious decision of determinant authority, on the basis of
41 a comprehensive survey of the economic system as a whole.

42 Educational planning as instrument of development takes cognizance of the close links which must be
43 established between the objectives on the one hand and the means and resources to achieve these objectives

3 B) THE OBJECTIVES AND BASIS OF EDUCATIONAL PLANNING IN NIGERIA

44 on the other. It involves the governments' priorities and options and also indicated the possible financial, social
45 and economic consequences of the plan. A sound should take into account the existing flows in the previous
46 system and should show how the proposed plan will be better than the previous one.

47 Educational planning requires team effort. It is not the sole responsibility of the planning experts. ??enga
48 (1986:57) has indicated that other members of the team whose cooperation is needed include demographers,
49 economists, sociologists, and psychologists. These people according to Denga, together can work out the estimates
50 of how many children will be educated at any particular educational level for a given period of time, the number
51 of teachers required, arrangements for the training of these teachers and their postings, the equipment needed,
52 the most Educational planning in Nigeria covers all levels of education primary, secondary and tertiary -and
53 each level requires different modalities of planning. Long range and short range objectives are planned for skillful
54 execution. An important aspect of educational planning involves directing the quest for fundamental restructuring
55 of learning arrangements.

56 There are specific units in the federal and state Ministries of Education: Such as Educational planning section
57 Federal Inspectorate Vocational and non-formal education; and International education section, all at the federal
58 Ministry of Education. While at the state ministries of education the following functions are performed:

59 Ministry of Education both at state and Federal levels will be responsible for preparing their educational
60 development plan, taking into account economic, social and other needs of the society (National Policy on
61 Education, 1981:45). It must however, be stated that planning activities of the experts are constrained by
62 political decisions of the government in power. Besides, the interference by the political authorities, educational
63 planning is constrained by the shortage of experts in educational research and planning, inaccurate information on
64 involvements and the number of teacher's and the upsurge of educational programmes that characterize developing
65 nations in a great hurry to provide education for their citizens. This constraints to educational planning would
66 be discussed later in details.

67 3 b) The Objectives and Basis of Educational Planning in 68 Nigeria

69 Educational planners must have a basis and direction for their actions. They should know where they are trying
70 to go. Educational planning must also reflect the national philosophy and development objectives. For example,
71 educational planning in Nigeria must reflect the five main national objectives as stated in the second National
72 Development Plan (1970) which was endorsed by the government as the necessary foundation for the National
73 Policy on Education (1981:7). These five main objectives include the building of:

- 74 ? A free and democratic society;
- 75 ? A just and egalitarian society;
- 76 ? A united, strong and self-reliant nation;
- 77 ? A great and dynamic economy;
- 78 ? A land of bright and full opportunities for all citizens.

79 If the above national objectives are used as base for planning educational objectives, then the quality of
80 instruction at all levels will be oriented towards inculcating values such as freedom for the individuals to make
81 national educational decisions, equal educational opportunities for all citizens at the primary, secondary and
82 tertiary levels of educational, respect for the worth and dignity of individual citizens, respect for the dignity of
83 labour, a healthy moral and spiritual development of individuals and a sense of responsibility to work together
84 for the common good of the society.

85 School supervisors, teachers, counselors and administrators will then ensue that children are educated according
86 to their individual capacities, so that they become moral and cultured citizens, with good mental and physical
87 health, and with the necessary guidance and counseling to choose educational programmes and subsequently
88 occupation and trades that will benefit them and the society.

89 Educational planning assumes that the values of the individual and those of the society are catered for in the
90 final implementation of the plan. For example, in order to include some of the salient values of the society, the
91 planned kit should comprise;

- 92 ? Moral Education-ethics and refinement, moral responsibility, and the spirit of service.
- 93 ? Physical ducation-The improvement of good healthy, both mental and physical and a sporting spirit.
- 94 ? Intellectual education-The improvement of thinking, acquisition of knowledge techniques and principles
95 conducive to a useful and happy life. The above values as well as objectives are general and all inclusive. A
96 careful study of these values
- 97 ? Planning, research and development of education at state level;
- 98 ? Policy and control and administration of education at primary and secondary levels at state level;
- 99 ? Education services;
- 100 ? Inspectorate services to improve and maintain standards;
- 101 ? Co-ordination of the activities of school boards and/or local education authorities.
- 102 ? Examinations particularly certification of primary school teachers, testing and evaluation;
- 103 ? Establishment of state registries and teachers;
- 104 and objectives are the basis of educational planning. It is the task of educational planners and administrators to

105 clarify these planned objectives and to implement them. Education planners must take cognizance of the resources
106 of the national or community in which they operate. Furthermore, the success of any system of education hinged
107 on proper planning, efficient administration and adequate financing. The school systems, and consequently their
108 management and day-to-day administration should grow out of the life and social, ideas or belief of the community
109 which they serve. Consequently the administrative machinery for the national education system based on three
110 cardinal principles: i. Effective lines of communication between the local community and the state and national
111 machinery for policy formulation and implementation; ii. intimate and direct participation and involvement at
112 the local levels in the administration and management of the local school management boards; iii. devolution of
113 functions where by:-To accomplish these objectives of educational planning in Nigeria, government has already
114 established a Federal Inspectorate Service and an education planning section in the Federal Ministry of Education.

115 These sections take charge of the following functions: i. To ensure adequate and effective planning for all
116 educational services; ii. To provide efficient and administrative and management control for maintenance and
117 movement of the system; iii. To provide adequate and balanced financial support for all educational services; and
118 iv. To ensure quality control through regular inspection and continuous supervision of instructional and other
119 educational services., Finally, the government of Nigeria has established planning, research and development
120 of education at state levels; responsible for preparing their educational development plan, taking into account
121 economic, social and other needs of the society.

122 4 II.

123 5 Types of Educational Planning in Nigeria

124 Educational planning in Nigeria dates back to the missionary activities through the colonial period when Lord
125 Lugard actually formulated educational plans. The plans by Lord Lugard helped to shape development plans
126 including educational planning which came into full swing in the early 1950s. Educational planning in Nigeria
127 therefore however started from the 1950a.

128 The first example of educational planning in Nigeria, is that by the former Western Region of Nigeria in 1952
129 the regional government proposed the introduction of free education to come into effect in January, 1955. To make
130 this proposal succeed, the government proposed a large-scale training of teachers, expanded the existing teacher
131 training Colleges and purchased adequate equipment for the proposed schemes. Several planning committee were
132 set-up to work out details for effective implementation of the plan. The scheme was implemented as scheduled.

133 The scheme however, ran into unforeseen difficulties. One of these was the inadequacy of teachers led to poor
134 quality of teaching and falling standards of education generally. There was an upsurge in the number of pupils
135 since education was free and compulsory. Equipment were inadequate. Schools were not properly supervised
136 because there were fewer supervisors compared to the number of pupils. The budget for education rose from
137 N4.4m million in 1954 to N5.4 (10.8) million in 1955. Over 87% of the budget for education was spent on primary
138 education alone. Since there was a drop in the price of cocoa in the world market, the government's source of
139 revenue from cocoa dwindled considerably.

140 After six years of operation, the plan was reviewed with a view to detecting errors in planning and making
141 necessary corrections. It was indeed clear that the planning was faulty.

142 Another example is that introduced in the former Eastern Region which has been described by Ozigi and
143 Canham (1979) as "hastily prepared". The poor planning at the initial stage led to shortage of teachers,
144 equipment, buildings and other essentials. Like the government of Western Region, the government of Eastern
145 Region set up the Dike committee, which later found out that the government was spending over 30% of its
146 national resources on education, and that most of the budget on education was exhausted on primary education
147 alone. The committees therefore recommend qualitative rather than quantitative education. A compromise was
148 then reached whereby a three year non-fee paying system and a three year fee paying. The above stages preceded
149 the introduction of Universal Primary Education (UPE).

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151 Here again, planning problems adversely affected the scheme, and by 1967, 11% overall enrolment was attained.

152 The demand for enrolment into secondary school however, exceeded Ashby Commission's estimate by 1967
153 when 11.4% was recorded instead of the 10% estimated by the commission.

154 From this time to 1976, the six universities then in existence (Ibadna, Lagos, Ife, Benin, Ahmadu Bello and
155 Nsukka) could not even cope with the number of candidates aspiring to enter university. By 1977/78 academic
156 session several universities were established in addition to the six other universities that had existed.

157 For planning increasingly evidence where the older universities began to complain of funds, teachers and
158 other resources. The National University Commission not only resorted to overseas training of staff for Nigerian
159 universities but also started legislating against further establishment of new universities. Today, the numerous
160 universities in Nigeria hardly have funds for expansion or even for the maintenance of the existing structure;
161 resulting to crisis in the university system in Nigeria.

162 The fourth examples of poor planning are the universal primary education schemes launched in September
163 1976 by the Federal Government. According to the announcement by the Federal Government, the UPE became
164 compulsory in 1979. apparently, the Federal Government had assumed full financial responsibility for this scheme.

165 Barely one year after the scheme had become operative, it became clear that the planning was faulty. Some
166 of the major difficulties included the shortage of teachers, classroom space, equipment, funds to purchase the
167 essential materials. While some of the schools were overenrolled, others were under-enrolled. The whole nation
168 was dotted with primary schools that were poorly maintained, some abandoned. The Federal Government started
169 shifting some of the financial burden onto the state and local governments, and even to the communities in which
170 these schools were situated. It was again clear that the planning was faulty and short-sighted.

171 It was not based on adequate statistics and demographic data, and was not backed up with enough teachers,
172 enough teaching materials, buildings and funds to pay staff salaries.

173 The fifth example of educational planning and policy in Nigeria is the introduction of the 6-3-3-4 system of
174 education in 1982. This coded numeric observation means that children will spend six years at the primary
175 education level. Six years at the secondary, but the secondary years will be divided into three years of junior
176 secondary and three years of senior secondary. The last four years are expected to be spent in the university (a
177 tertiary level of education).

178 The 6-3-3-4 system of education in theory, places a central emphasis on pre-vocational education and academic
179 in order to provide the needed technical manpower. It also aims at providing avenue for those not academically
180 inclined to branch off into a vocational school where they are more likely to implement their talent (see ??PE,
181 1981; ??7-18).

182 A remark that could be made in terms of the system is that the planners were not fully aware of the demands
183 of this system in terms of equipment, classroom space, technical expertise, technical advice and infrastructural
184 facilities among others essentials. Most of the teaching staff at the initial stage had to be recruited from overseas at
185 a high cost. Little preparation was made regarding the provision of the 6-3-3-4 system into the most appropriate
186 educational programmes and consequently the most appropriate occupations ultimately. Howe teachers for the
187 primary schools will be trained was not specified in the 6-3-3-4 system if the teacher grade two institutions would
188 be phased out or not. It is likely that the drop-out rate will exceed the educational provision made to cater for
189 them.

190 In all the above examples of educational planning in Nigeria, it became evident that sound planning is necessary.
191 Less developed nations lack accurate statistics and demographic data, trained manpower in educational research
192 and planning, and the necessary facilities to implement plans when they are made. ??Denga, 1086; ??0-62). It
193 must be emphasized that there is still room for growth and improvement in education planning in Nigeria.

194 7 III.

195 8 Educational Planning Constraints in Nigeria

196 The job of planning or educational planning in general is to select from among the repertoire of possible
197 arrangements and experimental evidence those educational programmes that seem to be true offer reasonable
198 prospects of helping to transform education in the desirable direction. In the LDCs, nations with scarce resources
199 or with resources that await full exploitation, it is essential to plan effectively and use the resources most
200 parsimoniously. Educational planning in developing countries (Nigeria in particular) is compounded by a number
201 of constraints. These are financial, statistical, and political and planning manpower constraints countries (Nigeria
202 in particular) is compounded by a number of constraints. These are financial, statistical, political and planning
203 manpower constraints.

204 Financial constraints are tied to economic fluctuations of a country. The fiscal resources to buy services and
205 materials needed to execute the plans are essential.

206 Foreign loans are not dependable in financing educational plans or economic projects (A lack of financial
207 resources causes the abortion of planned projects). A good example in Nigeria is the suspension of the National
208 Open University in 1984 under the guise that it was not financially affordable at the time it was being operated.

209 The second constraint is the of inadequate or reliable and valid statistical data to serve as a basic for planning
210 constitutes a serious constraint to educational planning. The statistical ability of many planners is inadequate
211 for accurate projections. Adesina (1981) reports that 1944 Ten years educational plan were both based on faulty
212 and incomplete data of the 1931 census.

213 Political constraints include a forceful or abrupt termination of governments. The effect of this on educational
214 planning is that many plans cannot be fully executed as the change of government usually introduces a new
215 package on educational planning and disrupts the previous plan as a whole.

216 Finally, another constraint to educational planning in Nigeria and the LDCs in general, involves a lack of
217 inadequate planning experts to plan and execute educational projects. The current emphasis on training experts
218 in educational planning and administration is lop sided in the sense that more administrators are trained compared
219 to educational planners. It becomes thus difficult to produce enough experts in educational planning to carry
220 out planning duties. The production of planning experts is further slowed down by a lack of competent trainers
221 to produce planning experts.

222 **9 IV.**

223 **10 Recommendations**

224 Having seen some of the constraints to educational planning in Nigeria and in view of the importance attached
225 to educational planning, it is therefore recommended that educational planners should;a) Place more emphasis
226 on science education and plan for the introduction of inquiry and problem solving methods. b) Plan to relate the
227 world of work to education. c) Identify educational resources that are not now employed for effective utilization
228 in education d) Diversify and create more educational and vocational opportunities for students with varying
229 potentials. e) Revise admission arrangement sot encourage multiple entry into various courses according to the
230 qualification of the entrants. f) Re-define education at all levels and restructure it bearing in mind the needs of
231 the society, the learner, the subject matter, the stage of development, the socio-economic challenge and political
232 influences that impact on educational programmes. g) Educational plans should be revamped from time to
233 time to keep abreast current change according to new demands and needs of the society. h) Strive for accurate
234 demographic and factual data which will make planning realistic and lasting value of education. i) Examine
235 possibilities of harnessing new techniques into learning to make education more pragmatic and functional to the
236 individual and society in general. j) Introduce sufficient democracy into the educational system by planning for
237 participation in educational governance by students, school administrators and teachers in general, where such
238 does not exist.

239 V.

240 **11 Summary and Conclusion**

241 Education as an engine for economic, social and political transformation deserves more than casual planning.
242 Our educational system must be effectively given more attention.

243 Educational planning must be in relation to educational opportunities and the demand for education,
244 manpower needs, environmental or ecological considerations as well as cultural, social, economic changes and
245 communication needs of the society.

246 Educational planning in Nigeria, must therefore take cognizance of the physical, social, economic and
247 developmental priorities of the nation in general. Finally, since the success of any system of education is hinged
248 on proper planning, it therefore calls for judicious financial and administrative planning; taking into account
other needs of the society. ¹

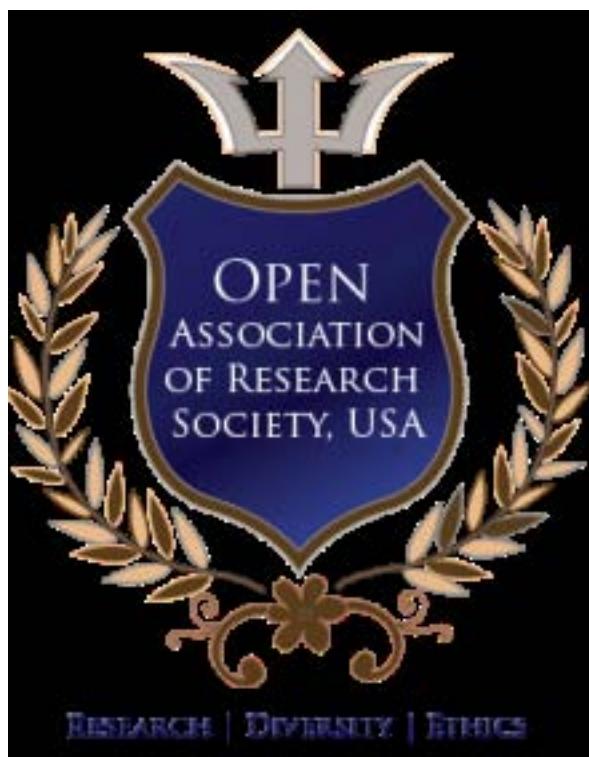


Figure 1: Volume"

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Figure 2: Global”

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