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Challenges Preventing Effective Planning of Education in Nigeria and the Ways Forward

Ogunode Niyi Jacob

Ogunodejacob@gmail.com

Federal University Wukari, Nigeria

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Abstract- *This article discussed the challenges preventing effective planning of education in Nigeria. The article used secondary data which was sorted from print material and online publication. This article identified: inadequate funding of planning, inadequate educational planners, lack of data/information, lack of planning materials, political influence, political instability, policies instability, corruption, poor capacity development of educational planners and lack of Political will to support planning of education as the challenges preventing effective planning of education in Nigeria. To address the challenges preventing effective planning of education in Nigeria, the following were suggested: generation of creditable data/information, adequate funding, provision of planning materials, employment of more professional planners, and corruption control in the ministries of education, constant capacity development programme for educational planners and the government should ensure policy continuity, policies stability and the political officeholders should avoid influencing educational planners in the country.*

Key word: Challenges, Effective, Education, Preventing, Planning

1.0 Introduction

The responsibility for planning the education sector in Nigeria is shared among the federal, state and local governments. Thus, in the country's constitution, education is on the concurrent list, but the Federal Government is empowered to regulate all its sectors, engage in policy formation and ensure quality control. Also, the provisions of the constitution allow each tier of government to focus its responsibilities mainly on a sector of education. The Federal Government is involved directly in tertiary education. The states take care of secondary education, while the local governments handle primary education. Despite this arrangement, the Federal Government is expected to support the state and local governments in counterpart funding to enhance the quality of education in the country.

The planning of the education system is shared mainly among the education ministries at the federal and state levels, as well as statutory bodies referred to as commissions. There are commissions established for different subsectors of the education system and are charged with various responsibilities for the subsectors. The FME is responsible for the coherence of the national policy and procedures and for ensuring that the states' policies operate within the parameters of the national policy as adapted for local needs (Moja, 2000). Coordination of policy at the political level is handled by the National Council of Education, the highest policymaking body chaired by the Federal Minister of Education and includes all the State Commissioners of Education. This body is advised by the Joint Consultative Committee on Education, which consists of all the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education.

The state-level education ministries are responsible for the development and implementation of educational policies, management and supervision of educational institutions in their respective states. Specifically, the responsibilities for maintaining all public elementary and secondary schools are vested in the education ministry. Such responsibilities include: determining the salaries of teachers; recruitment, appointment, promotion and discipline of staff; and provision of guidelines on the establishment of new schools and training and re-training of teaching and non-teaching staff. The oversight functions of the Ministry of Education are carried out through a number of agencies. For instance, the State Universal Basic Education Board (SUBEB) is responsible for the management of basic education, while the Teaching Service Commission takes charge of senior secondary education at the state level (NEEDS,2014).

Tertiary education is under the supervision of commissions set up by law and which operate as parastatals of the FME. For instance, universities are supervised by the NUC, while colleges of education are supervised by the NCCE. The NBTE oversees polytechnic education. These commissions are responsible for policy decisions affecting institutions under their supervision, maintenance of standards through a system of periodic accreditation of courses, distribution and monitoring of government funding, appointment of members of governing councils, and the day-to-day running of the institutions (NEEDS,2014).

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 school buildings are dilapidated where they exist at all. Many children carry their desks and chairs from home to school everyday. The school facilities have decayed to a point that standard has fallen. The population of children in a class is sometimes as high as 100. 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. According to Ogunode, Gregory & Abubakar, (2020) 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. According to (Ogunode, 2020) the educational system of Nigeria lacks sound educational planning. It is obvious that all the forms of education in Nigeria are characterized by one issue and the other. Based on this submission, this article examine the challenges preventing effective planning of education in Nigeria.

2.0 Literature Review

2.3 Educational Planning

Educational planning involves a systematic and scientific set of decisions for future action with the aim of achieving set educational goals and objectives through effective use of scarce resources. It provides the tool for coordinating and controlling the direction of the educational system so that educational objectives can be realized. It is a process of identifying and classifying educational needs of a nation and the direction education should take and the strategies for implementing decisions concerning educational development (Akpan (2014). Noun (2009) defined educational planning involves a consideration of unforeseen obstacles and making provision for possible ways of overcoming them. This implies that educational planning calls for a constant evaluation and modification. If necessary of the related programmes until the anticipated goals are achieved. For example, if you plan to operate a Nursery and Primary School, it is your duty to get it started, and until pupils start graduating from the school, and the school continue to sustain itself and achieve its goals, the process of planning, implementing and evaluation will continue. Olaniyonu, Adekoya and Gbenu (2004) citing Coombs (1970) viewed educational planning as "the application 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 of the students and the society". To Campbell (1999): It is a specialized form of goal setting which entails a set of purposeful and conscious activities believed to be vital for the educational system and involves a controlled sequence of events relating lo growth in the form of increases in quantity and size and development in the form of quality and value of the educational enterprise. Longe (2003) stated that educational planning "involves taking of decisions for future action with the view to achieving predetermined objectives through optimum use of scarce resources". 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.

2.4 Educational Planning Process in Nigeria

Noun (2009) observed that 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. Noun (2009)

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 (2009)

2.5 Importance of Educational Planning

There are many benefits of effective planning of education to the country. Effective educational planning will help to achieve effective implementation of educational programme. Apkan, (2014) submitted that our educational system is faced with scarce human and materials resources. Optimal utilization of these scarce resources calls for effective planning. Proper planning saves time, energy and resources and enhances successful implementation of education plan and attainment of educational goals and objectives. It brings about effectiveness in the execution of educational activities, actions and programmes as well as promotes high productivity of educational personnel. According to Ukeje in Akpan (2000), careful planning reduces the number of emergencies as these are anticipated in time and taken care of. Good planning therefore, avoid decision random for all decisions are carefully related into a coordinated whole.

Effective educational planning will help to give direction to the education for total development. Educational planning specifies the goals, values and practices and gives the direction for future educational development of a country. It also specifies and sets a limit to a course of action related to education in a country (Apkan, 2014, Adepoju, 2000).

Effective educational planning will capture the information and communication technologies into the educational system to help in the delivery of fast, quality and effective educational services in all educational institutions. The impact of information and communication technology which has turn the entire world into a global village calls for the restructuring and effective planning of education in order to equip learners with current scientific and technological development all over the world. These will make our graduates to acquire scientific and technological knowledge that can make them to be global citizens that can compete globally (Apkan, 2014). Noun (2012) outlined the following as reasons for 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 programmes, 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.

2.6 The Coverage of Educational Planning

There are many factors determines the effectiveness of educational planning and some of the factors include; the attitude of the political office holder toward educational planning, the funds available for planning of education, the planning tools available, the number of educational professional planner, the level of capacity development for educational planners and political stability. Educational planning covers planning of the early child education, basic education, junior secondary education, senior secondary education and the higher education. Education planning also plan for special education, gender education, mass education, adult education and science education etc.

Educational planning covers the sub-component of the educational system like manpower planning, school plant planning, infrastructural facilities planning, academic planning, lesson planning, financial planning for schools etc. Noun (2012) observed that the coverage of educational planning includes:

(i) Finance:- Educational planning is interested in the judicious use of funds allocated to education. It plans for revenue, handles costing and budgeting in education.

(ii) Personnel:- The adequacy in quantity and quality, training, the specialization, the trend in growth overtime constitute the part of education planning coverage.

(iii) Physical Resources:- The provision in quantity and quality of facilities, their utilization, their distribution and the general plant planning is within the ambit of educational planning.

(iv) Programmes and Services:- The organization, the patterns of activities and development overtime.

(v) Aims and Objectives:- The formulation, the expectations and aspirations, the expected outputs are parts of educational planning interests.

(vi) Alternative Decisions:- The preparation, which enables policy makers to make rational choices is an integral part of educational planning coverage.

2.0 Challenges Preventing Effective Planning of education in Nigeria

The challenges preventing effective planning of education in Nigeria include: inadequate funding of planning, inadequate educational planners, lack of data/information, lack of planning materials, political influence, political instability, policies instability and corruption as challenges preventing effective planning of education in Nigeria.

3.1 Inadequate Funding for Planning

Inadequate funding of educational planning in Nigeria is a big problem preventing effective planning of education in Nigeria. Funding for educational planning is from the general fund of education. The budgetary allocation for the educational sector is inadequate and this is affecting the programme of other subsector in the Ministry of education. Ololube, (2013) observed that the budgetary allocations that are available for educational planning in Nigeria is nothing to write home about. Funds provide for education planning is too small for proper planning to take place. The condition of the sector remains a thing of concern. Under-funding and systemic corruption makes the matter worse. The insufficient funding of the education planning sector stands as one of the major factors working against effective planning and implementation of education programmes. Noun (2009) pointed out that another related problem that is encountered in the process of educational planning in Nigeria is that of economic constraints. Adequate allocation of resources is necessary for a successful implementation of educational programmes. However, due to political consideration and the high rate of inflation educational programmes in the country have tended to be unrealistic in relation to available resources. The planner tends to underestimate the cost of such programme and continues to overestimate the anticipated revenue with which to execute the plans. This situation had been worsened by the worldwide economic recession. There is also an over reliance on foreign aids and in Nigeria, like many African countries, usually anticipated help from foreign donors to finance some of her development projects including those in education. The problem arises when the anticipated money does not come which automatically means that the programmes planned cannot be carried out.

3.2 Inadequate Educational Planners

Inadequate educational planners is another challenge preventing effective educational planning in Nigeria. There is shortage of professional educational planners in the federal ministry of education, states ministries of education and in the department of education in the various local government in the country. The shortage of professional planners in the various ministries and agencies of government handling planning of education is affecting planning of education in Nigeria. Ololube, (2013) stated that most educational planners in Nigerian do not have complete competence in planning. Qualified planners are the

single most significant resource that can lead to greater and efficient planning productivity as performance. In planning, what is needed is the effective utilisation resources by connecting the totality knowledge, skills and talents to achieve planning objectives. The quality of planners should not be nothing less than the basic acceptable standards worldwide. Noun (2009) acknowledged that the lack of sufficiently well trained personnel in the planning units of the Ministries of Education is another problem. This units require people with the ability to carry out project development in the educational service. So as 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 the area of 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 having their directors of planning as people who just rose through the ranks without any 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.

3.3 Lack of Data/information to Plan

Inadequate data is another problem preventing effective educational planning in Nigeria, There is shortage of educational data on all the forms of educational institutions in the country. There is lack of data on the early child education programme, there is shortage of data on primary school education, there is inadequate data on secondary school education and there is lack of data on the higher education in Nigeria. The inability of the government agencies to generate current and reliable data for all the forms of education in affecting the planning of education in Nigeria. Ololube, (2013) submitted that one of the most difficult challenges that educational planners face is the issues of inaccurate statistical data. The quality of technical planning is in most cases inhibited by statistical deficiencies and inaccurate data. Nigerian education systems has failed to effectively plan because of lack of accurate data, which is because of the use of mediocre to prepare data for use in the planning and forecasting processes. Noun (2009) argued that the process of educational planning in Nigeria is also hampered by the critical problem of inadequate statistical and demographic data. For any meaningful planning to be carried out, statistics is very crucial. However so reliable census has been conducted in country. The census conducted during the pre-independence era, for instance in 1931 and 1952 were confronted with the problem of insufficient funds and lack of trained personnel for any meaningful exercise. There was also the fear of the government using such census for the purpose of taxation with the result that majority of the people did not cooperate with the officials for any reliable population figure to be attained. NEEDS (2014) observed that it was challenging to obtain data with current statistics for the assessment mainly due to the fact that current data on the education sector was generally not available in the public domain. The assessment therefore relied on available data, some of which was more than three years old and had not been updated at the time of the study. The assessment was also limited by the reluctance of government officials to release data or respond to surveys and inquiries despite several follow-up visits, contacts and reminders.

3.4 Lack of Planning Materials

The problem of lack of planning tools is another factor preventing effective planning of education in Nigeria. Many federal, states and local government department of education no not have adequate planning tools in their various offices and agencies for educational planners to use for panning of the education. Noun (2009) submitted that another important constraints of educational planning in Nigeria has to do with inadequate planning tools. Such as calculating machines, computers and other materials and facilities that are essential for effective planning. It is equally important to note that educational planners in the country are not adequately consulted before policies that are related to education are formulated. Consequently, there is the tendency for them to develop programmes on policies that are not clear to them or that may be difficult for them to justify. Ogunode (2020) carried out a study that investigated the challenges facing the planning of Early Childhood Care, Development and Education [ECCDE] in Gwagwalada area council of FCT, Abuja, Nigeria. The result collected established that there is significant relationship between challenges and planning of early child education programme in Gwagwalada area council. The result also revealed that the following are the challenges facing the planning of early child education programme in Gwagwalada area council of FCT, Abuja, Nigeria; inadequate planning tools, inadequate data/information, inadequate funding of planning, political influence, political instability, administrative bottleneck and poor capacity development programme for educational planners.

3.5 Political Influence

Political power or political influence is a major problem preventing effective planning of education in Nigeria. Political officeholders influences the educational planners to sit educational institutions in their states and communities. Educational planners are not allowed to plan education objectives especially in the siting of educational plants across the country. This problem of influencing educational planners is responsible for the concentration of educational institutions in one particular zone while other zones are having less educational institutions in the country. Gbenu (2012) sees political power as the use of power, influence and authority by the government of the day, especially in the allocation of resources. Legislature has a direct influence on the planning processes as the body responsible for policy formulation on educational development. Generally, the legislature is compelled to serve the interest of other special interest groups. There is therefore the possibility of conflicts between legislature and the rational ideas proposed by the technical planners which has been based on statistical analysis of the education system. The legislature represents the government; the technical planner is responsible for analysis of the education system, making available projection for enrolment, physical facilities, funds and personnel required for an educational project. Noun (2009) submitted that the process of educational planning in Nigeria is faced with a lot of constraints. One of such is the political constraints. Educational Planning is based on the ideology and the policies of the government. Sometimes, such policies are made without giving adequate consideration to their implications. As a result, the planner is often requested to plan on the basis of policies, which might be difficult or too expensive to implement under the prevailing circumstances and available resources. To this effect planners often prepare unrealistic plans or face a situation whereby his plans are rejected, by the approving body. In addition, political rivalry among different groups in the country sometimes influences the amount of money allocated to education. Ololube, (2013) submitted that a political interference,

financial, qualified planners, poor national economic performance, unsuitable governing structures, shortage of accurate statistical data, and general instability have all contributed to low quality in educational planning.

3.6 Political Instability

Political instability is another problem preventing effective planning of education in Nigeria. The Nigerian political structure and system is designed for change of government every four years. The changes in government affect planning processes because different political parties have their different agendas and programmes. Ololube, (2013) observed that the existing political arrangement has influenced the control over educational planning in Nigeria. 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. Gbenu (2012) opined that political instability has been a very serious bottleneck to plan implementation in Nigeria where there is often a frequent change of government. Planning of any kind in Nigeria is dated back as beginning in 1946. Since this time, political conditions conducive to smooth implementation of plans have been lacking in the country. On the whole, the trend in the government of most developing countries of the world has been that new governments come in with different styles of decision-making. Plans made by previous governments are either disrupted or discontinued. This is expected to reduce or change now with the advent of democracy if well practised.

3.7 Corruption

Corruption has penetrated the ministry of education. Funds made available for planning purposes have been diverted by officers working in the various agencies and departments handling planning of education. Corruption is one of the biggest challenges preventing the effective planning of education in Nigeria. Gbenu, (2012) observed that a 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 per cent 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 (Premiuntimes, 2020).

3.8 Poor Capacity Development of Educational Planners

Poor capacity development of educational planners working in different agencies and departments of education both at the state and federal level is preventing effective planning of education. Many educational planners since employed have not gone for training and retraining programmes to help them improve on their planning capacities. Training and retraining programmes are vital for educational planners. It helps them acquire new knowledge and skills of modern planning. Educational planners who are exposed to training and retraining programmes perform well than those who are not going for training.

The inability of the government to provide constant training programme for educational planners in the various agencies and departments handling planning of education is affecting educational planning in the Country. Ogunode (2018) did a study investigated the challenges facing the planning of Basic Education in FCT, Abuja, Nigeria. Result collected and analyzed in the study showed that: 100% of the respondent agreed that there are challenges facing the planning of basic Education in FCT, Abuja, Nigeria and the challenges facing the planning of basic education in FCT includes; poor capacity of educational planners, inadequate funding of planning, inadequate planning tools, inadequate educational planners, political influences, political instability and lack of reliable data/information. Based on this finding, the study recommends that the government should increase the funding of education and specifically the funding of educational planning in the country.

3.9 Lack of Political Will to Support Planning of Education

The political officeholders in Nigeria no not support the activities of educational planners with needed resources and political will. This culture is not encouraging the development of educational planning in the country. Planning of education in Nigeria lack political will and this is affecting the effective planning of education in the country. Ogunode, Gregory & Abubakar, (2020) did a study that assess the political officeholder attitudes towards planning of education in FCT. The results revealed that there was significant relationship between the attitudes of political officeholders and poor planning of education in FCT. The finding revealed that the majorities of the respondents disagreed that political officeholders have positive attitude toward educational planning, majorities 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 support the capacity development of educational planners and 100% of the respondents disagreed that political officeholders are providing necessary planning tools for educational planner to plan education. Educational planning in Nigeria have not been much attention by the government this why the educational planning system is engulfed with many challenges. The Nigerian educational planning system is ineffective due to lack of support by the government. The attitude of the Nigerian government to educational planning is not encouraging. Educational planners working in the various ministries and agencies of government are facing many challenges because the planning segment of the educational system is not been funded properly (Ogunode, Gregory & Abubakar, 2020).

3.0 Ways Forward

To address the challenges facing planning of education in Nigeria, the following were suggested: generation of creditable data/information, adequate funding, provision of planning materials, employment of more professional planners, corruption control in the ministries of education, constant capacity development programme for educational planners and the government should ensure policy continuity, policies stability and the political officeholders should avoid influencing educational planners in the country.

- 1) The government should ensure educational data are generated constantly in the country to make planning easy for educational planners.
- 2) The government should increase funding of the entire educational sector and more funds should be allocated to planning agencies and department in the country;

3) The government should ensure educational planners are motivated and their working tools like calculating machines, planning software and computers are provided for them in their offices to aid effective educational planning in the country. Noun (2009) Educational Planner must be provided with necessary equipment tools and materials that are essential for the effective operation. For instance, computers and other gadgets should be provided in the Ministry of Education to enhance the process of planning.

4) The government should employ more professional planners and deploy them to the ministries, departments and agencies that needs more hands in planning activities;

5) The government should monitor funds released for planning programme in all the ministries, department and agencies to avoid been diverted to private hands by officials in the ministries. Anti-corruption strategies in education can make use of (a) transparency-promoting tools, such as ICTs, participatory budgeting, Public Expenditure Tracking Surveys, and social audits, and (b) accountability-promoting tools, such as performance-based contracting, teacher codes of conduct, community monitoring, complaints mechanisms, salary reform, procurement reform, and public financial management reforms;

6) The government should develop a model that allows participation of all political actors in the country to participant in policy formulation and project planning so that the exit of one political party from office will not stop the implementation of the plan already done.

7) The politicians and political actors in the government should allow the educational planners to do their work professionally and should avoid to influence their planning document to favour more allocation to their constituencies.

8) The government should ensure educational planners working in the ministries, agencies and department of education should be constantly trained to boost their planning capacity. Training on forecasting, projection and planning methods should be emphasized.

Conclusion

Effective educational planning is vital to the realization of educational objectives. Effective educational planning is the instrument for realizing delivery of quality education in the country. Educational planning in Nigeria is facing many challenges. This article discussed the challenges preventing effective planning of education in Nigeria. This article identified: inadequate funding of planning, inadequate educational planners, lack of data/information, lack of planning materials, political influence, political instability, policies instability, corruption poor capacity development of educational planners and Lack of Political Will to Support Planning of Education as challenges preventing effective planning of education in Nigeria. To solve the challenges preventing effective education planning in Nigeria, the following were suggested: generation of creditable data/information, adequate funding, provision of planning materials, employment of more professional planners, corruption control in the ministries of education, constant capacity development programme for educational planners and the government should ensure policy continuity, policies stability and the political officeholders should avoid influencing educational planners in the country.

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