

# **EDUCATIONAL ADMINISTRATION**

**AND**

# **PLANNING**

**Editors**

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## **CHAPTER TWO**

### **INTRODUCTION TO EDUCATIONAL PLANNING**

**By**

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#### **Introduction**

The purpose of this chapter is to identify some of the central issues with which educational planning tends to create an effective and efficient education system. In the last decade there has been a spectacular increase in education in Nigeria. Many more young people are attending school today. Much more money is being spent on education by governments and private sources than ever before. Many factors have contributed to this expansion, among them the explosive increase in population in the country. Along with this quantitative growth, there have also been changes of educational structures and curriculum content. But by and large these internal changes have been overshadowed by the quantitative expansion. In other words, the educational system is still remarkably like it was 13 years ago when the great expansion began with the introduction of Universal Basic Education (UBE) in Nigeria.

Parallel with this educational expansion there has also been economic growth, but often at a slower pace than hoped, and more slowly than educational growth itself. Economic growth in some countries has had trouble keeping pace with population growth. Thus average per capita incomes have not advanced greatly in the last decade, even though the incomes of favoured groups, particularly in the cities, may have increased significantly. Financing of education has experienced difficulties and this has affected implementation of education plans. It is against this backdrop that we look at educational planning. The chapter focuses on the following:



- The Concept of Planning
- Characteristics of Planning
- Benefits of Planning
- Steps in Planning Function
- The Concept and Objectives of Educational Planning
- Types and Duration of educational Planning
- Approaches to Educational Planning
- Steps in Planning Educational Programmes
- Process of Educational Planning
- Problems in Educational Planning
- Barriers to Educational Planning in Nigeria
- Propositions for Educational Planning Framework
- Key Questions in Planning
- Techniques for Planning

### **The Concept of Planning**

The word planning is an essential ingredient or input into the realization of meaningful educational development and growth. Many scholars have attempted to define the concept. Branch and Robinson (1988) believed that planning is a deliberate, organized, continuous process of identifying different elements and aspects of organism, determining their present state and interaction, projecting them in concert through a period of future time and formulating and programming a set of actions to attain desired results. Longe (2003) sees planning as the process of establishing priorities for future actions in an attempt to solve economic problems that stem from the existence of scarce resources. Planning, therefore, involves giving thoughts to the goals, aspirations and priorities of an individual, institution, society and even nation.



Planning is the process of setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. It is the process of thinking about and organizing the activities required to achieve a desired goal. Planning involves the creation and maintenance of a plan. As such, planning is a fundamental property of intelligent behaviour. This thought process is essential to the creation and refinement of a plan, or integration of it with other plans; that is, it combines forecasting of developments with the preparation of scenarios of how to react to them. An important, albeit often ignored aspect of planning, is the relationship it holds with forecasting. Forecasting can be described as predicting what the future will look like, whereas planning predicts what the future should look like

In organizations, planning is a management process, concerned with defining goals for company's future direction and determining on the missions and resources to achieve those targets. To meet the goals, managers may develop plans such as a business plan or a marketing plan. Planning always has a purpose. The purpose may be achievement of certain goals or targets.

Planning is a preparatory step. It is a systematic activity which determines when, how and who is going to perform a specific job. Planning is a detailed programme regarding future courses of action. Therefore planning takes into consideration available and prospective human and physical resources of the organization so as to get effective co-ordination, contribution and perfect adjustment. It is the basic management function which includes formulation of one or more detailed plans to achieve optimum balance of needs or demands with the available resources.



According to Urwick, planning is a mental predisposition to do things in orderly way, to think before acting and to act in the light of facts rather than guesses. Planning is deciding best alternative among others to perform different managerial functions in order to achieve predetermined goals. According to Koontz & O'Donell, planning is deciding in advance what to do, how to do and who is to do it. Planning bridges the gap between where we are, to where we want to go. It makes possible things to occur which would not otherwise occur.

### **Characteristics of Planning**

- a) Orientation to the future: Planning looks at tomorrow which could be years to come.
- b) Orientation to action: Planning ensures that paper work is translated into reality; and this is when stated objectives and goals will be realized
- c) Optimizing use of scarce resources: Planning does not engage in the wasting of resources. It optimizes the use of available resources to achieve the best result.
- d) Orientation to achieving goals: Planning involves setting of goals and ensuring the realization of the set goals. Once the originally set goals are achieved, higher goals are set.

### **Benefits of Planning**

The main characteristics of planning in organizations are:

- a) Planning increases the efficiency of an organization.
- b) It reduces the risks involved in modern business activities.
- c) It facilitates proper coordination within an organization.
- d) It aids in organizing all available resources.
- e) It gives right direction to the organization.
- f) It is important to maintain a good control.



- g) It helps to achieve objectives of the organization.
- h) It motivates the personnel of an organization.
- i) It encourages managers' creativity and innovation.
- j) It also helps in decision making.

The planning helps to achieve these goals or targets by using the available time and resources. The concept of planning is to identify what the organization wants to do by using the four questions which are "where are we today in terms of our business or strategy planning? Where are we going? Where do we want to go? How are we going to get there?"

### **Steps in Planning Function**

Planning function of management involves the following steps:-

#### ***Establishment of objectives:***

Planning requires a systematic approach. Planning starts with the setting of goals and objectives to be achieved. Objectives provide a rationale for undertaking various activities as well as indicate direction of efforts. Moreover objectives focus the attention of managers on the end results to be achieved. As a matter of fact, objectives provide nucleus to the planning process. Therefore, objectives should be stated in a clear, precise and unambiguous language. Otherwise the activities undertaken are bound to be ineffective. As far as possible, objectives should be stated in quantitative terms. For example, number of men working, wages given, units produced, etc. But such an objective cannot be stated in quantitative terms like performance of quality control manager, effectiveness of personnel manager. Such goals should be specified in qualitative terms. Hence objectives should be practical, acceptable, workable and achievable.



### ***Establishment of Planning Premises:***

Planning premises are the assumptions about the likely shape of events in future. They serve as a basis of planning. Establishment of planning premises is concerned with determining where one tends to deviate from the actual plans and causes of such deviations. It is to find out what obstacles are there in the way of business during the course of operations. Establishment of planning premises is concerned to take such steps that avoid these obstacles to a great extent. Planning premises may be internal or external. Internal includes capital investment policy, management labour relations, philosophy of management, etc, whereas external includes socio- economic, political and economic changes. Internal premises are controllable whereas external are non- controllable.

### ***Choice of alternative course of action:***

When forecast are available and premises are established, a number of alternative course of actions have to be considered. For this purpose, each and every alternative will be evaluated by weighing its pros and cons in the light of resources available and requirements of the organization. The merits, demerits as well as the consequences of each alternative must be examined before the choice is being made. After objective and scientific evaluation, the best alternative is chosen. The planners should take help of various quantitative techniques to judge the stability of an alternative.

### ***Formulation of derivative plans:***

Derivative plans are the sub plans or secondary plans which help in the achievement of main plan. Secondary plans will flow from the basic plan. These are meant to support and expedite the achievement of basic plans. These detail plans include policies, procedures, rules, programmes, budgets, schedules, etc. For example, if profit maximization is the main



aim of the enterprise, derivative plans will include sales maximization, production maximization, and cost minimization. Derivative plans indicate time schedule and sequence of accomplishing various tasks.

### ***Securing Co-operation:***

After the plans have been determined, it is necessary rather advisable to take subordinates or those who have to implement these plans into confidence. The purposes behind taking them into confidence are many. Subordinates may feel motivated since they are involved in decision making process. The organization may be able to get valuable suggestions and improvement in formulation as well as implementation of plans. Also the employees will be more interested in the execution of these plans.

### ***Follow up/Appraisal of plans:***

After choosing a particular course of action, it is put into action. After the selected plan is implemented, it is important to appraise its effectiveness. This is done on the basis of feedback or information received from departments or persons concerned. This enables the management to correct deviations or modify the plan. This step establishes a link between planning and controlling function. The follow up must go side by side the implementation of plans so that in the light of observations made, future plans can be made more realistic.

## **The Concept and Objectives of Educational Planning**

Educational planning according to Nwankwo (1981) is a process of preparing a set of decisions about the educational enterprise in such a way that the goals and purpose of education will be sufficiently realized in future with the available resources. Educational planning involves obtaining and analyzing statistics and discussing them to make projections for future educational



development especially of human, physical, and financial resources that are needed to achieve proposed objectives. The *objectives of educational planning* include:

1. Enhancing educational growth and development;
2. Enhancing efficient and effective allocation of human, material, financial, time and other resources in education;
3. Enhancing both internal and external efficiency in the educational system;
4. Ensuring that rational educational decisions are made;
5. Enhancing socio-economic and political growth and development

### **Types and Duration of Educational Planning**

Educational planning takes many forms. Some of the forms or types are

- Comprehensive Educational Plan
- Integrated Educational Plan
- Regional Education Plan

Comprehensive Educational Plan is a type of educational plan that encompasses all the different types of education available within a nation. For example, we have in Nigeria formal, non-formal and informal types of education which should all be planned for.

Integrated Educational Plan addresses, in real terms, the existing societal problems facing a given society in the process of its planning. It takes into cognizance the nation's developmental directions in practical terms. Regional Education Plan is an educational plan originated by the different regions within a given nation. Other types are: Development Planning, Curriculum Planning, Technical Planning; and Manpower Planning.



A Plan usually has expected specified duration. The duration can be short-term, medium term, or long-term.

- Short-term Plan: This spans between a month and a year
- Medium Plan: This spans between one and five years
- Long-term Plan: This spans between 5 years and twenty or more years.

### **Approaches to educational planning**

According to Adesina (1982), there are three rival approaches to educational planning. These are:

1. The social demand approach
2. The manpower requirement approach
3. The cost benefit analysis approach

**The Man-Power Requirement Approach:** This is an approach that is based on forecasting of the manpower needs of the economy in the various skills' areas required by the labour market to produce a certain level of development for a given period. In order to forecast the future manpower requirement, a nation may adopt one of the following methods of estimating manpower needs:

- Employers' Opinion Method
- Density Ratio Method
- International-companion Method
- Incremental Labour Output Ratio Method
- The Parse's Mediterranean Regional Project Method
- Assumptions of the Manpower Requirements Approach

There is direct relationship between increase in skilled manpower and productivity. Potentials, skills and competencies of the people can be transformed through education. Future changes in distribution of educational personnel are associated with growth and changes. Manpower approach stresses output



from the educational system to meet the man-power needs at some future date. The approach focuses on 3 main elements, namely:

1. Specification of the composition of manpower need at some future date e.g. 2015-2020.
2. Specification of man power availabilities e.g. in 2000.
3. Specification which reconciles the former specification with the later.

### ***Advantages of Man-Power Approach***

1. Man-Power could usefully call attention to extreme gaps and imbalances in the education out-put pattern that need remedy. This does not need elaborate statistical studies.
2. It gives educators useful guidance on how roughly proportion of people who would have primary education, secondary education and various amount of post-secondary training.
3. The unemployment and underemployment which may result from some over-emphasis on man-power approach may become a challenge to move towards the right kind of education which may be development-oriented, and thereby creating its own job.

### ***Weaknesses of the Approach***

1. It gives educational planner a limited guidance in the sense that it does not tell what can be actually achieved in every level of education e.g. primary education, secondary education, etc.
2. The approach says nothing about primary education, which is not considered to be work connected. By implication, manpower approach suggests the curbing of the expansion of primary education until the nation is rich enough to expand it. Hence, attention is focused on the cream of education that will contribute to manpower development in the society.
3. Most manpower needs are mostly needed in the urban employment. Thus, the planner who may be called to plan is not given any useful clauses about education requirements to those



people like semi-skilled and unskilled workers in the cities and vast majority of workers that live in rural areas.

4. The employment classifications and manpower ratios such as desirable ratio of engineers to technicians; doctors to nurses etc. and the assumed education qualifications corresponding to each category of job borrowed ideas from industrialized countries or economy. This does not fit into the realities of less developed countries of Africa.

5. It is impossible to make reliable fore-cast of manpower requirements far enough ahead of time because of many economic, technological and other uncertainties which are involved. 03

**The Social Demand Approach:** Social Demand Approach is a conventional technique of planning educational growth and development in developing countries and it is mostly used in an [i] environment where there is free and compulsory education as a tool for egalitarianism and permissiveness and [ii] environment where those who are seeking for political offices use it as a way election

*Assumption of the Social Demand Approach*

1. Education is consumption rather than an investment
2. Education is a fundamental right of the people rather than privilege and therefore should be provided by the government
3. Children of school age will demand for education specifically designed and meant for their age.
4. Continually, demand for education will be greater than the supply

This approach requires the education authorities to provide schools and find facilities for all students who demand



admission and who are qualified to enter. Aghenta (1987) opined that this approach looks on education as service demanded by people just like any other social service. Politicians in developing countries often find the approach expedient to use because of its appealing nature.

#### ***Advantages of the Social Demand Approach***

1. The approach provides the planners with approximate number of places where educational facilities has to be provided.
2. It is a suitable political tool to meet the need to satisfy the demands of the general public.
3. Where resources are acutely limited, and where we are seeking to provide those kinds and quantities of education which will offer the greatest good to the greatest number, such planning techniques are best.

#### ***Limitations of the Approach***

1. The approach has no control over factors such as the price of education
2. The approach has no control over absorptive capacity of the economy for the trained personnel.
3. The approach does not in any way lay claim to whether the resources expended are economically allotted and to that extent, the approach is poor.
4. The approach does not provide guidance we need as to how best to meet the identified needs.

**Cost-Benefits Analysis Approach:** This is also known as the Rate of Returns Approach or the Investment Efficiency Approach. This approach basically views education as an investment good whereby education is taken to imply the provision of skills and knowledge to citizens of a nation, with the expectation of an increased national output of such a society. There are four basic steps involved in the rate of return approach to educational planning and these are:



- Determination of the cost of various educational programmes;
- Estimation of the expected benefits so as to obtain the rates of return expected from the programme;
- Comparison of costs and benefits so as to obtain the rates of return expected from the programme; and
- Comparison of the rates in investment so as to determine the magnitude of resources allocation that can be shared between the various educational programmes

Adesina (1981) noted that cost-benefits approach looks at each level of education as investment in human beings with the purpose that the returns will help to improve the whole economy. Assumptions —the wages/salaries paid to worker reflect differences in their productivity, variations in productivity result from different amount and kind of education people receive. It is a mode of analysis of current relationship between education and income. Education is perceived by the approach from two angles: the social rates of return and private rates of return.

i) *The social rates of return*: This stresses the benefit to be derived by the state of investing in a particular form of education. The cost of Education is usually borne by the society as a whole, and can be calculated by equating the total present value earnings of an average educated person before tax with benefits to be gained from alternative investments, in physical capital.

ii) *The Private Rates of Return*: This is the investment by private individual and the expected benefits for acquiring a particular type of education. This is calculated by equating the direct and out of pocket costs of students plus earnings foregone by them while studying, to the present value of earnings after tax e.g. direct cost + pocket money + foregone earning



### *Advantages of Cost-Benefits Analysis Approach*

1. By looking at the age earnings structure of the educated person, it is possible to measure or quantify the increase in productivity of an educated person.
2. The analysis can show or suggest the directions in which education systems in a society should expand so as to maximize the earning capacity of their products.
3. It shows the relationship between the cost of gaining more education and the increase in payment which results from additional education.

### *Limitations*

1. In African states, it is a wrong assumption to say that salaries reflect productivity.
2. It is difficult to measure the benefits, which derives from investing in any type of education.
3. In developing countries, differentials in earnings of workers cannot be attributed to additional education acquired but to other things such as habits, customers, family background, primordial factor etc.
4. Primary education gives the highest return to society, according to some studies done on the calculation of the social rates of return for all levels of education in Nigeria.
5. The salaries of civil servants are more influenced by economic variables than by productivity considerations.
6. A financial return from education has been inflated in African by past scarcity of people with particular type and level of education.
7. Civil servants salaries owe much to economic context of the country but little to productivity considerations.



## **Process of Educational Planning**

Process of educational planning include pre-planning stage, planning stage, diagnosis, formulation of policy, assessment of future needs, costing of needs, target setting, feasibility testing, plan formulation, plan elaboration, plan implementation, plan evaluation, revision and re-planning

1. Pre-planning stage. Pre-planning precedes the actual planning exercise. During our lives, we plan for many situations: education, weddings, having a family, vacations and retirement. No doubt about it – planning ahead for important events is smart. Besides, it just feels good knowing the details are taken care of in advance. Pre-planning involves thoroughly examining, understanding, and documenting the environment and objectives.

2. Planning Stage. Planning means looking ahead and chalking out future courses of action that should be followed. It is a preparatory step. It is a systematic activity which determines when, how and who is going to perform a specific job. Planning is deciding best alternative among others to perform different managerial functions in order to achieve predetermined goals. Planning is deciding in advance what to do, how to do and who is to do it. Planning bridges the gap between where we are to, where we want to go.

3. Diagnosis. Diagnosis constitutes an unavoidable part of the plan execution process. It is a thorough analysis of facts and problems in order to gain understanding and gain future planning. It is a sort of critical analysis of the nature of something. An opinion is formed by such analysis.

4. Formulation of Policy. Policy formulation is the development of effective and acceptable courses of action for addressing what has been placed on the policy agenda. There are two parts to this



definition of policy formulation. Effective formulation means that the policy proposed is regarded as a valid, efficient, and implementable solution to the issue at hand. If the policy is seen as ineffective or unworkable in practice, there is no legitimate reason to propose it. Policy analysts try to identify effective alternatives. This is the analytical phase of policy formulation. Acceptable formulation means that the proposed course of action is likely to be authorized by the legitimate decision makers, usually through majority-building in a bargaining process. That is, it must be politically feasible. If the policy is likely to be rejected by the decision making body, it may be impractical to suggest it. This is the political phase of policy formulation.

5. Assessment of Future Needs Assessing future needs is not only about projecting the numbers. Policy-makers need also to address the issues of recruiting, educating, distributing, retaining, motivating and managing, which implies improving the knowledge about the expectations and behaviours of health workers.

6. Formulation of Policy. There are, then, two aspects to policy formulation: the analytical and the political. Formulation of Policy First, effective policy alternatives, presumably based on sound analysis, must be conceived and clearly articulated. Second, a political choice among these alternatives must be made: The policy must be authorized through a political process, such as legislation or regulation. Both phases ---analysis and authorization --comprise policy formulation.

7. Costing of Needs. Cost is an important consideration in . . . providing for the equitable distribution of financial burden among interested parties. Costing of needs supports legislation and numerous policy instruments. It provides guidance and practical advice on preparing costing information and is based on a consistent approach. It will support the departmental cost



information needs and will contribute to accountability, transparency, strengthened decision-making and informed risk-taking. Cost analysis is a management process which can be used to provide information useful to effective decision-making.

8. Target Setting. Target setting involves establishing specific, measurable, achievable, realistic and time-targeted goals. It is an effective tool for making progress by ensuring that participants in a group with a common task are clearly aware of what is expected from them. On a personal level, setting targets helps people work towards their own objectives—most commonly with financial or career-based goals. “Target setting provide a sense of direction and purpose”(Goldstein, 1994, p. 96). “Target setting capitalize on the human brains amazing powers: Our brains are problem-solving, goal-achieving machines

9. Feasibility Testing. The feasibility test brings in a series of practical constraints by asking whether the selected alternative can be implemented given time, financial, legal, personal, and social constraints. By focusing the decision-maker on these constraints, the feasibility test helps to integrate ethical considerations with other aspects of a decision.

10. Feasibility Testing Steps in Applying the Feasibility Test

Time: Is there a deadline within which your solution has to be enacted? Is this deadline fixed or is it negotiable?

Financial: Are there cost constraints on your solution? Are these fixed or are they negotiable?

Legal: Does your proposed alternative violate any laws or regulations? Are the legal constraints in line with the results of your ethical evaluation? If not, what can you do to align them?

Personal: Do the personalities of the people involved offer any constraints? For example, would your supervisor be open to



persuasion, negotiation, or compromise? Or is he or she a dogmatic, close-minded, and inflexible person?

Social, Cultural, or Political: Consider where your solution is being implemented. How would its impact be viewed through the social, cultural, and political milieu in which it is being enacted? Think of these issues using the several levels of analysis in the Impacts framework.

11. Plan Formulation Plan formulation is a repetitive, or iterative, process of identifying alternative plans that achieve a set of planning objectives and allows those plans to be modified as more information becomes available. Each subsequent iteration of this process provides an opportunity to refine and sharpen the planning focus.

12. Plan Elaboration Plan elaboration involves the execution of the plan with painstaking attention to numerous parts. It is also termed as plan details written carefully and with richness of detail.

13. Plan Implementation The next stage is of plan implementation. The planners and implementers (communities and their enablers) should decide on how they are going to implement a project, which is the strategy. Agreeing on the strategy involves determining all items (inputs) that are needed to carry out the project, defining the different groups or individuals and their particular roles they are to play in the project. These groups and individuals that undertake particular roles in the project are called "actors."

14. Plan evaluation, revision and re-planning at the end the plan is evaluated and a judgment is made about the overall quality and accomplishment of the plan against the re-defined objectives. In the light of this evaluation the plan is revised and re-planning is done, where and when needed. So this is a sort a cyclical process that goes on.



## **Problems in Educational Planning**

### **a. *Wasteful imbalances within the educational system***

Typically, campaigns for expanding primary, secondary and higher education are not co-ordinated. Moreover, even at any one level the necessary flows of components (teachers, buildings, equipment, textbooks, etc.) are not carefully projected, scheduled and programmed. The inevitable result is a series of self-defeating disparities. In one familiar type-case, school construction received an excessive priority while the expansion of teacher training and textbook supplies is short-changed. The eventual result is that the new pupils turned up in new classrooms only to find themselves with no teacher or textbooks. Sometimes the reverse happened; there are teachers and pupils but no classrooms. Almost invariably there are not enough books. With any one important component missing, the others are seriously handicapped. In another type-case resources are poured into university expansion while secondary education lags behind. The result is that new university places stand idle for lack of enough qualified candidates from secondary schools. Or, conversely, secondary enrolments are sharply expanded and universities are soon overwhelmed by far more entrants than they could cope with. This is the situation in Nigeria.

### **b. *Demand far in excess of capacity***

The setting of bold targets, the making of large promises, and the very expansion of education fire an increase in popular expectations and educational demand that feeds on itself and soon gets out of hand. The widening gap between educational demand and capacity is compounded by a youth population explosion which turns the original expansion targets into moving targets. While children clamouring to go to school are a joyous sight in any land, it can also be an unnerving sight for school



authorities who must turn a large number of them away. There is such a thing as too much of a good thing, coming too soon. This is what happens to popular demand for education.

*c. Costs rising faster than revenues*

There is an enormous popular demand with an effective political pressure to boost education budget, but the budget cannot possibly keep pace with the rising costs and student numbers. In some countries the economic feasibility of the targets had never been tested; they rested on blind faith that somehow the necessary means for achieving them would arrive. Where they had been tested their costs had typically been *under-estimated* and prospective income over-estimated. Thus the targets do prove economically unrealistic. The escape route is to spread available resources thinner over more and more students, but at the expense of quality and effectiveness. This was the main route taken. It permitted the statistics of enrolments to keep rising along the target path, sometimes even above it, but it seemed a dubious kind of progress when one delved behind the gross enrolment statistics and saw the shockingly high dropout and repeater rates, or visited over-crowded classrooms and observed what *was* going on in the name of education.

*d. Non-financial bottlenecks*

Money, however, is not only the bottleneck. At least three other kinds of shortage plague educational development. There is the limited administrative ability of educational systems to plan and to transform plans and money into desired results. There is also the long time required to recruit and develop competent staffs for new schools and universities. These administrative and human bottle-necks become the ultimate determinants of how fast and in what directions an educational system could develop



and how much financial help it could profitably absorb. Some systems find themselves in the awkward position of having large construction credits they cannot spend, equipment they cannot use, attractive and urgently needed schemes they cannot implement. Long delays in achieving firm agreements and then actual deliveries on foreign aid projects do exacerbate these difficulties.

*e. Not enough jobs for the educated*

Whatever educational philosophers may have thought were the aims of education, for most students the aim was clearly to win a good job and a good standing in the community. This is no longer the case as the labour market seems to be saturated to absorb the products from the education system. The economy is not growing fast enough to create many jobs as it should to accommodated these products

*f. The wrong kind of education*

The other face of the problem is that many students are receiving the wrong sort of education for the world of work they would live in. More than a few critics had openly castigated the still dominant 'imported 19th-century education' as being ill-suited to the needs of developing nations trying to modernize themselves. But it is doubtful if even a more 'modern' type of education designed to fit young people for a modern job and city life is the right education for the great majority of youngsters who are destined to live out their lives in rural areas. Attempts are being made to remedy this situation through the introduction of entrepreneurial education but this seems to be mare academic exercise because such programmes in the universities are at best theoretical.



## Barriers to Effective Educational Planning In Nigeria

- Lack of knowledge about the purpose and goal of educational system
- Lack of adequate and reliable data
- Reluctance of the people, experts and government to be committed to the set objectives
- Economic problem
- Political instability

## Propositions for Educational Planning Framework

Discussions among educational leaders and economists in the early 1960s produced easy agreement on five propositions which formed a general framework for later explorations. **First**, educational planning should take a longer range view. It should in fact have a short-range (one or two years), a middle-range (four to five years) and a long-range perspective (ten to fifteen years). Obviously its vision will grow less precise the farther ahead it looks. But considering the long 'lead time' required to increase educational capacity and to alter educational output-to enlarge, for example, the production of doctors or engineers or even of elementary school teachers, it is necessary to plan years ahead.

**Second**, educational planning should be *comprehensive*. It should embrace the whole educational system in a single vision to ensure the harmonious evolution of its various parts. Moreover, it should try to extend its vision to important types of *non-formal* education and training to ensure their effective integration with formal education and with the priority needs and goals of society.

**Third**, educational planning should be *integrated* with the plans or broader economic and social development. If



education is to contribute most effectively to individual and national development, and to make the best use of scarce resources, it cannot go its own way, ignoring the realities of the world around it.

*Fourth*, educational planning should be an *integral part of educational management*. To be effective, the planning process must be closely tied to the processes of decision-making and operations. If isolated in a back room it becomes a purely academic exercise whose chief effect is to frustrate those involved.

*Fifth*, educational planning must be concerned with the *qualitative* aspects of educational development, not merely with quantitative expansion. Only thus can it help to make education more relevant, efficient and effective.

### **Types of Planning**

There are two basic kinds of planning: strategic and operational. Strategic planning, also known as long range, comprehensive, integrated, overall and managerial planning, has three dimensions: the identification and examination of future opportunities, threats and consequences; the process of analyzing an organization's environment and developing compatible objectives along with the appropriate strategies with policies capable of achieving those objectives; and the integration of the various elements of planning into an overall structure of plans so that each unit of the organization knows in advance what must be done when and by whom. Operational planning, also known as divisional planning, is concerned with the implementation of the larger goals and strategies that have been determined by strategic planning; it is also concerned with improving current operations and with the allocation of resources through the operating budget.



- 1 **Macro Planning:** Macro Planning deals with broad entities having such large magnitude, aggregates, and averages as National Income, Per Capita Income, National Expenditure on consumption and income; Balance of Trade and Balance of Payment, National Population, Total Enrolment, Enrolment Ratios, Age Structure etc. Thus, macro-planning deals with broad plans not taking note of breakdowns between skills or scheme implementation at grass root level.
- 2 **Micro-Planning:** Macro Planning analyses consumption and investment of households, prices of particular goods, output, sales and purchase decisions of individual firms and industries. Micro-Planning in education starts from grass root level. For instance, the head of an institution has to plan how best he/she should bring all the children to school in his/her area. Here planning at the village level has to be done. How best individual schools can bring and retain all the children in schools; how schools in individual habitations can be provided; and whether eligible students are getting their scholarships on time.
- 3 **Decentralised Planning:** Decentralization implies distribution of administrative powers and functions among local constituents. Decentralized planning means to confer the authority of planning for the local development. Under the decentralized planning model, all local units prepare their plans after due consultations with their people and analysis of the strengths and weaknesses of the planning area. These local level plans are then coordinated and summated to make the district plan by taking into account the availability of the physical and financial resources. Apart from this, Government do delegate financial and administrative powers to the heads of educational institutions to which budget is also allocated for being spent by them according to their requirements. Such financial delegations are available in the general rules. The administrative powers are



delegated according to the provisions contained in the state Education Code of each state.

- **Rolling Plan:** A long-term plan that is revised regularly and each revision is projected forward again for the same period as the original plan. Thus, a three-year Rolling Plan might be revised each year so that at the end of year one the plan is revised and fresh projections made to the end of the year four.
- **Strategic Planning:** The managerial process of developing and maintaining a viable link between the organization's objectives and resources and its environmental opportunities.
- **Contingency Planning:** A planning technique, which determines actions to be taken by individuals and groups at specific places and times if abnormal threats or opportunities arise.
- **Corporate Planning:** A technique, which aims to integrate all the planning activities of a company and relate them to the best overall objectives for the company.
- **Manpower Planning:** A generic term for those techniques used to arrive at a specification of any aspect of future manpower requirement, deployment or development needs. Manpower planning has been an important feature of centralized planning in socialist countries.
- **Process Planning:** Determining how the product or part should be manufactured by referring to the component and assembly drawings and drafting an operation sequence for each component; deciding the machines or hand tools to be used; drawing up the manufacturing layout for each component and sub-assembly, the departments and type of labour to perform the operations and specifying the tools, fixtures and gauges to be used.



- **Indicative Planning:** Indicative Planning is planning by agreement and indication of desirable targets rather than by compulsion or decree. It is also known as Participative Planning.

### Key Questions in Planning

The central planning questions which every nation faces often get answered by default without ever being explicitly asked. The questions essentially:

1. What should be the priority objectives and functions of the educational system and of each of its sub-systems including each level, each institution, each grade, each course, each class?
2. What are the best of the alternative possible ways of pursuing these various objectives and functions ? This involves a consideration of alternative educational technologies, their relative costs, time requirements, practical feasibility, educational effectiveness, etc.
3. How much of the nation's (or state's) resources should be devoted to education at the expense of other things? What appear to be the limits of feasibility, in terms not only of financial resources but real resources? What is the maximum of resources that education can effectively absorb in the given time period ?
4. Who should pay? How should the burden of educational costs and sacrifices be distributed as between the direct recipients of education and society at large, and among different groups in society? How well adapted is the present public fiscal structure, and other sources of educational revenue, to attaining a socially desirable distribution of the burden and at the same time a sufficient flow of necessary income to education ?



5. How should the total resources available to education (whatever the amount may be) be allocated among different levels, types and components of the system

### **Techniques for Planning**

#### ***Planning, Programming, Budgeting System (PPBS):***

This is an output budgeting wide ranging management technique introduced into the USA in the mid 1960s and based on the industrial management techniques of program budgeting. It involves integrating a number of techniques in a planning and budgeting process for identifying, costing and assigning a complexity of resources for establishing priorities and strategies in a major program and for forecasting costs, expenditure and achievements within the immediate financial year or over a longer period.

#### ***Programs:***

Programs are approved and authorized means, strategies and details of procedures for achieving the targets. The goals are desired ends to be achieved. The Federal Government adopted the UBE in 1999 for achieving the goals mentioned therein; they simultaneously prepared the program of action.

#### ***Program Evaluation and Review Technique (PERT):***

The technique was adopted by industry to plan for system defence program. "PERT: acronym for 'Program Evaluation and Review Technique', is a planning and control process that requires identifying the accomplishment of programs and the time and resources needed to go from one accomplishment to the next. A PERT diagram shows the sequence and inter-relationship of activities from the beginning



of a project to the end and uses probabilities for activity start and completion dates.

***Synergy:***

This involves combining two or more courses of action which is more effective than pursuing them individually.

***School Mapping:***

School mapping is an exercise which is undertaken normally after a survey of all existing facilities, like school building (i.e. availability of classrooms, laboratories, lavatories, drinking water facilities etc.) library, library books, teachers, equipment, consumable stores, availability of schools in habitations/villages, etc. so that the deficiencies are pin-pointed for taking corrective measures.

***Performance Appraisal:***

Performance Appraisal is systematic assessment of an individual's performance in order to assess his training needs, potential for promotion, eligibility for a merit increment as part of pay or salary review or for management succession planning. Methods of appraisal include the controlled report, factor rating, forced choice ranking system, task based appraisal etc.

***Human Resource Development:***

Human Resource Development (HRD) is used by development economists and educational administrators to denote productive investment in human beings (formal and non-formal education, short term and on the job training) that enhances their knowledge, skills and abilities to perform day-to-day tasks.



### ***Human Development Index (HDI):***

HDI measures the overall achievements in a country in three basic dimensions of human development, namely: longevity, knowledge and decent standard of living. It is measured by life expectancy, educational attainment (adult literacy and combined primary, secondary and tertiary enrolment) and adjusted income.

### ***Critical Path Method (CPM):***

CPM is the project network analysis technique for determining the minimum project duration. Critical Path in a set of activities is that subset of activities, which will delay planned completion date for the whole project if any of its activities is subjected to delay.

### ***Forced Choice Appraisal***

Forced Choice Appraisal is a performance appraisal technique in which the freedom of choice in making assessment is restricted.

### ***Scalar Principle***

This is a concept that states that subordinates should communicate with their seniors only through the intermediate superiors following the chain of command.

### ***Estimation:***

Estimation is to assess the magnitude of an already existing quantity. It is concerned with inference about the numerical value of unknown population values from incomplete data such as a sample. If single figure is calculated for each unknown parameter, the process is called point estimation. If an



interval is calculated with which the parameter is likely in some sense, to lie, the process is called interval estimation.

### ***Projection:***

Projection is an estimate of future values based on current trends. This term is used in two connected senses:

- In relation to a time series, it means the forecast value of the series; a value projected forward from current experience;
- More recently, it has been used in probability theory to denote the conditional expectation of a variate. Since a regression equation gives the expected value of the dependent variate based upon the values of the predicted (independent) variates, such equations are used for forecasting or prediction.

### ***Prediction:***

Prediction is defined as 'to tell in advance; to foretell the future; prophesy; to predict the weather; to predict the fall of a civilization'. It is also referred to the process of forecasting the magnitude of statistical variate at some future point of time. In statistical contexts, the word may also occur in slightly different meanings, e.g. in a regression equation expressing a dependent variate  $y$  in terms of independent  $x$ 's; the value given for  $y$  by specified values of  $x$ 's is called the predicted value even when no temporal element is involved. Prediction in the educational context is defined as a probability statement of the degree of the scholastic success likely to be achieved by a student, judgment being based on the case study method with particular emphasis on the result of the scholastic aptitude test scores.



### ***Forecasting:***

Forecasting and Prediction are used synonymously in the customary sense of assessing the magnitude, which a quantity will assume at some future point of time, as distinct from estimation – which attempts to assess the magnitude of an already existing quantity. An estimate of a future trend, event or magnitude on the basis of previous experience. For example, the final yield of a crop is forecast during the growing period but estimated at harvest.

The errors of estimation involved in prediction from a regression equation are sometimes referred to as 'forecasting errors' but this expression is better avoided in such a restricted sense. Likewise, terms such as 'Index Numbers of forecasting efficiency', in the sense of residual error variances in regression analysis are to be avoided.

### ***Critical Incidents Method:***

A method for determining what abilities are needed to do a particular job in order to establish standards of success through actual incidents occurring on the job; used by Flangan to develop charts of the personal and social developments of elementary school children: critical incidents films or tapes are sometimes used in teaching to study the causes and possible solutions of problems encountered in achieving success in the activity illustrated by such an incident.

### ***Random Sampling***

A sampling technique in which each member of the population has an equal probability of being sampled and in which each item sampled is determined by chance

### ***Education Management Information System (EMIS):***



EMIS is a formal method of providing educational managers with accurate and timely information so that decision making, planning, project development and implementation and other management functions and operations can be carried out effectively.

### ***Mass Media:***

Mass media are means of communicating to large numbers of individuals more or less simultaneously. Used in education as a group term for the press and printed text, films, radios, televisions and popular music.

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