



EDUCATIONAL PLANNING AND THE CHALLENGES OF DEVELOPMENT IN DEVELOPING NATIONS

Okechukwu John Ndubueze¹ & Joseph, Ayodele Abiodun³

Department of Educational Management and Policy,

Nnamdi Azikiwe University, P.M.B 5025, Awka, Anambra State

E-mail: oj.ndubueze@unizik.edu.ng ; Email: aj.ayodele@unizik.edu.ng³

Phone Numbers: 08060266141, 08022992411; Phone Number: 08035670947³

Rev. Fr. Ironkwe Athanasius C.²

Department of Educational Foundations,

Chukwuemeka Odumegwu University, P.M.B 6059, Igbariam, Anambra State

Email: athanchis@yahoo.com; Phone Number: 08034639382

ABSTRACT

Education is the bedrock of societal development. It is the key that unlocks the door of development, modernization, civilization and industrialization of any nation. Through education, nation can harness her numerous resources, develop her manpower and improve the quality of life of her citizens. It is effective educational planning that will bring about sustainable development in all sectors of the economy in developing nations like Nigeria, to improve the quality of life of the people. The productive capacities of a nation's human resources must therefore be adequately developed to enable them effectively organize, coordinate and exploit the capital and natural resources available to actualize the anticipated development. This is why the education sector is charged with the responsibility of producing the needed manpower for itself and other sectors of the economy. This paper examined educational planning and the challenges of development in developing nations. The concepts of education and planning; types, categories, principles, steps and stages of planning; concept of educational planning; characteristics and approaches to educational planning and concept of development are discussed. The paper in addition critically investigated forces/challenges against development and the constraints of educational planning in developing nations. The ways of remedying the constraints are also discussed. The paper concluded that through effective planning, the educational system is in a better position to respond passively to the needs and aspirations of the learners; the society and the nation at large for growth and development. Finally, the paper recommended that educational planners should intensify effort to plan education to bridge the existing gaps at all levels of education as well adopt strategic planning which will lead to the formulation of policies that will reflect the needs of the society. It was also recommended that governments should partner with individuals and private organizations (NGOs) in funding of education to enhance effectiveness in education.

Keywords: Education, Planning, Educational Planning, Development, Constraints

Introduction

All over the world, education has been regarded as a magic staff for national development. The Importance of education in the growth and development of any nation is not contestable anywhere in the world. It is equally a known fact

that education determines the very quality of human life. This is because the socio-political and economic development of any nation is in many ways determined by the quality and level of education attainment of the population, the best part of which is through adequate planning

and policy formulation. Buttressing this view, Ajayi (2004) posited that the quality of any education system depends on availability and competence of education planners and policy formulators. This means that education is to provide well behave individuals in the society and persons who have the ability to analyze and organize ideas to be able to contribute meaningfully towards the development of the society in which they live; provided its programmes are well planned and formulated. Education and development are two concepts that are relevant to the advancement of any nation. It is imperative that any nation must commit a substantial amount of its resources to the provision of education if development of the various sectors of the economy is desired. Societies whether primitive or modern have craved for the improvement of the quality of human existence. In the last few centuries, events have clearly shown that this yearning had resounded like a drumbeat with increasing tempo crystallizing in a crescendo, which has settled in the minds of people, leaders, governments and nations culminating in an undying desire to effectively harness the available resources to enhance development. It is evidential that to avoid stagnation, the rich and developed countries desire an ever-increasing spate of development while the poor and developing nations are making concerted efforts to accelerate the track of development by effecting development policies.

This genuine desire, awareness and concern for development is however faced with a myriad of problems and challenges particularly in developing nations like Nigeria as a result of scarce resources; poor managerial skills and expertise; and societal and institutional complexities. Planning is therefore a tool of necessity employed by nations to ensure that the scarce resources available are deliberately harnessed in the most cost effective manner to avoid waste, duplication and misuse of systematically charting appropriate causes of

action, with goals, means, ends and processes that are flexible and dynamic. The general domain of planning which educational planning derived its knowledge from has evolved from a simplistic activity to solve problems in the past to include well-articulated activities by experts for solving problems, by streamlining choices amongst alternatives in recourse to management in the last few centuries. Simply put, planning involves conscious decisions on intended actions to solve imagined or anticipated problems before they occur or to solve existing problems before they get worse. Robust planning efforts usually incorporates elements of technical expertise and team work using scientific steps of observation, problem identification, hypothesis, analysis of data, reporting, judgment, decision and cycling of decisions. Planning is therefore deliberate, purposive, and futuristic programming of actions directed at attaining projected goals and objectives at optimal means (Nwadiani, 2011).

Concept of Education

The word education originated from three Latin words “EDUCERE” meaning to draw out or to lead out; “EDUCARE” meaning to bring up or to raise and “EDUCATUM” meaning the act of teaching or training an individual or group of individuals (Wikipedia, n.d). These three meanings depict that education involves the process of training a person to develop in him/her the good qualities and bring out the best in the person. It is the act of training or teaching an individual to learn and acquire desirable skills, attitude, knowledge, values and understanding that will enable the person to think critically about the various issues in life. Education involves the process of teaching and learning. The learner is taught to understand the deeper things of life, the need for good human relation and the cause and effect relationship in life. Education can also be viewed as any act or experience that has a formative effect on the mind, character or physical ability of an individual. It is the process by which a society

deliberately transmits its accumulated knowledge, skills and values from one generation to another.

These definitions reveal that education is not only limited to formal education but also involves informal and adult education. Education is an enlightening experience that illuminates the mind and enables the individual to make informed decisions about himself or herself and to constructively contribute to the development of the society (Akpan, 2012). Therefore, it is the process of training an individual to develop his intellectual and mental potentials so that the person can make mature and useful decisions in various situations he finds himself. According to Froebel cited in Peerzada (2016), education is the unfolding of what is already enfolded in the man. This implies that education is a process through which a person is trained to develop his innate potentials so that it can be fully expressed externally. This means that education is the gradual or progressive development of a person's innate powers or potentials. It is development from within the individual until the person becomes conscious of his unique existence and begins to seek his own place in the society (Peerzada, 2016). Education deals with the development of the total man or the whole man. This means that education is an act that trains man in the cognitive (knowledge), affective (feelings, attitude, behavior) and psychomotor domains. Education deals with the all-round development of the person. It therefore, develops an individual into a well-educated, cultured, disciplined, employable and productive person. Education leads, guides and directs the learner to the acquisition of desirable knowledge, attitude, and healthy behavior (Akpan, 2000). In this period of continuous technological development and globalization, education should train man to acquire knowledge and skills that will enable the person to compete favourably globally and

to successfully adjust to changes in his/her environment.

Concept of Planning

Planning is regarded as the most vital management function for the survival of every organization. It involves courses of action to be carried out or undertaken. It involves activities that go on at various levels of an organization. Planning: Includes defining goals, establishing strategy, and development plans to coordinate activities. In education, it ensures the survival and existence of an institution. According to Udeozor (2004), planning would involve the administrator in anticipating or predicting the future as well as preparing for it. In practical terms, it deals with the analysis of relevant information from present and the past in anticipation of future developments in relation to stated objectives and the probable course of action for achieving the objectives. Planning is a rational and systematic way of forecasting the future of an organization. It is a process of preparing for change by formulating future course of action. According of Warren cited in Uzoechina (2016), planning is a decision-making activity requiring the process of ascertaining objectives and deciding on activities to attain these objectives? Through planning process the manager aims at managing organization efficiently and effectively. According to Nkwoh (2011), planning is defined as studying the future and arranging the plan of preparations. Educational Leadership (2016) noted that planning is the most basic of all management functions, and it involves selecting missions and objectives and the actions to achieve them. It requires choosing from among alternative future courses of action. Planning in essence is meant to provide a rational approach to achieving pre-selected objectives. In educational organizations, every school manager plans ahead the steps to be taken in order to achieve the school's objectives. The school management prepares a plan that will embraces

the subjects in the school curriculum, the number of students, the number of classes, the number and qualifications of teachers to teach the subjects, and the instructional materials that will be required for effective teaching. The manager also plans for assigning staff to duties and make alternative choices in a situation where there is shortage. He/she ensures that the time-table for instructions is prepared in such a way that clashes are avoided.

Likewise, UNESCO (2003) describes planning as a process that makes it possible to work out a systematic outline of activities to be undertaken in order to meet the developmental objectives of a country within that country's possibilities and aspirations. These definitions depict that planning is both futuristic and goal-oriented. It is intelligent preparation for actions that will lead to the achievement of predetermined goals and objectives (Akpan, 2000). It involves a conscious, careful and systematic process of arranging a future course of action directed at goal accomplishment. Planning therefore, provides the direction in relation to objectives, activities, procedures, strategies, and cost implications, sources of fund, responsibilities and duration or time frame for attainment of set objectives. It spells out what is to be done, who to do it, when it should be done and how it should be done in order to reach set target. Planning is a careful analysis of relevant information from the present and the past and using such information to predict future development so that a course of action can be determined that may enable attainment of stated objectives. Planning is concerned with the future and involves predicting the effect of future events so that hindrance of the presence could be minimized or eliminated in order to meet the future with more confidence and success. Therefore planning gives direction; enhances continuity of actions and reduces

overlapping of responsibilities, waste of time, energy and resources (Akpan, 2000).

Types of Planning

Planning can be categorized into three major types.

1. The Reactive Planning,
2. The Negotiated and
3. The Systematic Planning,

1. Reactive Planning

Reactive Planning occurs when the planner or the administrator wants events to occur before preparations are made to tackle them. Crises are therefore resolved as they occur in the institution. The planner who adopts this type of planning relies heavily on information and activities that deviate from the norm. Therefore, under the reactive planning, abnormal events tend to form the basis for scheduling the programmes of the institution. As a result of this, the administrator tends to be confused since the trend of events is unpredictable. The logical outcome of this type of planning is frustration among the members of the institution, coupled with a loss of confidence on their leader, leading to ineffectiveness and lack of a sense of direction.

2. Negotiated Planning

Negotiated type of planning is based on bargains to arrive at a common position. With this type of planning, less emphasis is placed on a rational examination of the issues to be resolved or the programme to be implemented. Instead, final decision is heavily influenced by the bargaining position of the various parties involve in the planning process. Sometimes, the relative authorities of the parties as well as the associated possibility of controlling the available resources also influence the final plans that emerge. The result of this type of planning is that educational programmes are introduced without adequate consideration given to their desirability. This often leads to haphazard or even non-

implementation of some of the related programme, with the associated waste of valuable resources.

3. The Systematic Planning

Systematic Planning involves a process by which the planner identifies the need of the institution. The problems affecting the institution are therefore clearly stated and the alternative requirement for problem solution identified. On this basis, the solution that could enhance the resolution of the problem is chosen, from the alternative measures already identified. Systematic approach to educational planning therefore requires a carefully determined method and means of resolving educational issues and a proper evaluation of the result of the implemented plans. As a result the systematic method of planning represents a logical problem-solving process for the identification and resolution of important educational problems.

Categories of Planning

There are three categories of Planning usually referred to as Long-Range Planning, Medium-Range Planning and Short-Range Planning. Each of these categories will be discussed.

1. Long - Range Planning

In terms of time span, Long-Range Planning has been considered by various authors to represent periods in excess of ten to twenty years. However, Candoli cited in Salawu (2011) has observed that the main problem associated with long-range planning is the tendency to consider the related plans as rigid parameters beyond which the affairs of an organization cannot be operated. This implies that to base the activities of Education on such long-term plans may not produce the desired results, since our society is dynamic and the educational programmes are expected to reflect societal changes. For this Salawu (2011), considers long-range planning as the application of new alternatives and

approaches to the affairs of education within a period of three to five years. It is important to observe that long range plans are not entirely rigid. Provisions are often made for flexibility so that essential changes within an organization can be accommodated from time to time. For this reasons long-term plans are further broken into medium-range plans and short-range plans. Therefore long-range planning could be considered as the process of systematically projecting the activities of the organization for at least ten years in order to achieve intended goals (Okechukwu, 2019). With long-range planning, the management of an institution tries to decide on what is to be done, when it should be done, how it is to be done, and who should be responsible for the execution of the various aspects of the plan. However, long-range planning is sometimes considered to cater for the structure plans.

2. Medium-Range Planning

This is the process through which specific functional plans related to a given number of years are made. Through this process, details of how strategies are to be carried out to attain long-range objectives are provided. The institution therefore prepares manuals of procedures that should guide the various units or departments in preparing their medium-range programmes and plans. Medium-range planning is usually for five years. In most institutions, the functional plans are translated into financial terms in the form of profit and loss statements.

3. Short-Range Planning

This is done on the basis of the medium-range plans. As a result, the first year of the medium-range plan is used for the short-range yearly operational planning. Short-range planning is intended to make the long-range plans more realistic or operational. Short-range plans such as annual budgets are more detailed than medium-range plans.

Steps and Stages in Planning

According to Uzoechina (2016), managers use the following series of steps in preparing a plan:

- ❖ **Situation Analysis:** This step involves analysis of past events, current situation and attempts to forecast into future trends.
- ❖ **Identification of Needs:** Needs assessment is a process of delineating “what is” and “what should be”. It further involves placing priorities of the two activities.
- ❖ **Derivation of Goals and Objectives:** One derives goals and objectives from the identified needs.
- ❖ **Delineating of Alternatives:** As alternatives are usually many, it is necessary to rank them so that those which need immediate attention can be acted on.
- ❖ **Choices of Strategies and Tactics:** It is necessary to select the most convincing alternative while considering the other alternatives that may not be a priority.
- ❖ **Implementation:** After approval of the plan, it is split or handled as a whole to determine the activities that should be undertaken.
- ❖ **Controlling and Evaluation:** Implementation of plans must be continuously monitored. Planners must monitor the actual performance of various work units according to unit goals and plans. This stage helps identify deviation of actual performance from expected performance. Correction actions should be taken when there is a discrepancy.
- ❖ **Keep Aims Crystallized:** The aims and objectives should be attainable, reasonable, solid and clear.
- ❖ **Develop Accurate Forecasts:** Accurate data and events are crucial to any planning process. Where possible quantitative methods should be used apart from intuitional judgment.
- ❖ **Involve Subordinates in the Planning Process:** This will help in ensuring ownership and acceptance of the plans by implementers.
- ❖ **The Plan must be a Sound One:** An effective plan must be based on correct information and proper assumptions.
- ❖ **Do not be Over-Optimistic:** It is important to be objective in planning. Being over ambitious will not lead to an effective plan.
- ❖ **Criteria for Abandoning a Project:** The criteria for abandoning a project should be established at the beginning.
- ❖ **Keep the Plans Flexible:** The progress of the plan should be under constant review so that it can be revised if and when the situation requires modification.
- ❖ **Review Long-Range Plans on a Short-Term Basis:** Long-range plans need to be reviewed regularly. This will ensure that changes that occur over time during implementation are incorporated in the plan.
- ❖ **Fit the Plan to the Environment:** Where environment is comparatively stable, a plan can be rigidly adhered to. In case the environment is volatile, the plan must be highly flexible to accommodate necessary changes occasioned by changes in environment.

Principles of Planning

In order to be effective and efficient, the following principles should be followed. These principles are based on Gary Desslers’ work and cited in Kimani (2005).

Concept of Educational Planning

Educational planning is a rational and systematic process of preparing a set of decisions for future action in an organized manner directed at realizing educational objectives by optimal

means. The essence of planning is the appraisal of as many operational alternatives as possible and arriving at best choices to direct implementation. Educational planning is aimed at quantitative and qualitative improvement of the education system. It is generally acknowledged that the planning process asks some basic questions such as: what is to be done? What are the requirements? What are the barriers? Why should it be done? Where should it be done? Who is to do what? How can the barriers be overcome and what alternative actions should be selected to achieve objectives? Consciously, Aghenta (2001) defined educational planning as an attempt to foresee the future of educational requirements with the view of providing for them. Educational planning is therefore directed as solving educational development challenges with the aim of overcoming them in the future to ensure efficiency and effectiveness of the educational sector to meet the needs and aspiration of the people it is meant to serve. It is in this context that Coombs cited in Akpan (2000) defined educational planning as the application of rational, systematic analysis to the process of educational development with the aim of making the system more effective and efficient in responding to the needs and goals of the students and society. The concept of educational planning therefore encompasses deliberate, conscious, systematic and rational processes with the aim of achieving efficiency and effectiveness of the system while the beneficiaries are the students and the larger society.

Apparently, because government is the major financiers of the education sector, education planning emphasizes the realistic appraisal of a country's financial resources, human resources, institutional structures and other factors of production required to fast track success. Educational planning also examines the problems involved in educational change, taking into cognizance factors such as socio-cultural,

socio-economic and political dynamics that bear on the education production function. Beebyin Nwadiani (2011) therefore defined educational planning as the:

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

This implies that educational planning utilizes refined and premeditated processes at both the macro and micro levels; emphasizing priorities, cost, socio-economics, and political realities; and the educational needs and interests of the students. The Article Central (2009) summarized the definition of educational planning as follows:

- ❖ Describing or determining events, conditions or needs of some future point in time, e.g., forecasting number and types of students and facilities needed;
- ❖ A preparation phase in the decision making process through deliberate and conscious efforts. It helps to determine the optimal decision.
- ❖ A means of generating relevant present or future goals and objectives for the organization. It has element of prediction and uncertainty;
- ❖ Is perceived as operation optimization or performance improvement of existing conditions rather than those in the uncertain future; and
- ❖ As a problem prevention mechanism, i.e, minimizes the magnitude of educational problems likely to be encountered at some future point in time, spelling out

procedures to be followed if some crises arise.

Educational planning is an old concept, as efforts towards planning for education were seen in ancient kingdoms such as Sparta and Athens reflecting their cultures, but in modern history, the Soviet Union produced its first official educational development plan in 1923 (Nwadiani 1998, 1999, 2008). According to Article Central (2009), the science of educational planning has grown tremendously during the past few decades with new and more sophisticated techniques and strategies. Nwadiani (1998;1999;2004,2008) conceptualized educational planning as the wholistic and organic process of analyzing the educational system to ensure appropriately designed steps for action in the future for the realization of the assessed needs of the clientele of such education for societal harmony and change in the context of emerging ecological realities. Good planning therefore, avoid decision random for all decisions are carefully related into a coordinated whole. 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 (Adepoju, 2000). The impact of information and communication technology which has turn the entire world into a global village calls for the restricting and effective planning of education in order to equip learners with current scientific and technological development all over the world. This will make our graduates to acquire scientific and technological knowledge that can make them to be global citizens that can complete globally. The desire to develop quality and adequate manpower to man the various sectors of the country's economy necessitates the need for effective educational planning. The desire to attain political, socio-economic and cultural progress of a country calls for educational

planning. When there are existing contradiction ambiguities as well as inequalities in educational practices in a nation, educational planning becomes necessary to address these problems. Educational planning is done to reform the educational system of a country in terms of duration of education cycles, the curriculum, quality of education and system structure. In this way, educational planning improves effectiveness, efficiency and productivity.

Characteristic of Educational Planning

A good and effective educational planning should have the following features:

- ❖ Planning is a logical, systematic and scientific process. In view of the well taught out objectives, several alternatives may be specified and the best chosen and implemented based on various considerations. As a process, it is continuous and an ongoing activity.
- ❖ Planning is the responsibility of all people (stakeholders) concerned with the desired changes. It is democratic and participatory including experts, responsible persons, and implementers.
- ❖ Educational planning goals are related with the welfare and the progress of all people, e.g. good of the society needs of children in schools and colleges.
- ❖ Educational planning anticipates probable developments and needed changes in future hence it carters for forward planning.
- ❖ Planning of education should be a continuous process that takes into consideration current changes in the society.
- ❖ Educational planning is a deliberate action It does not happen by accident.
- ❖ Educational planning is a formal activity. It has a structured plan and some procedures in a written form to follow.
- ❖ Planning is remedial and guidance oriented involving identification of

causes of educational problems and suggesting solutions (Article Central, 2009).

An educational plan is to the educationist as the building plan is to the architect because it communicates what is to be done in the educational sector. Aghenta (2001) presented the domain of educational planning to include the following:

- ❖ the entire formal educational system made up of the primary, secondary and tertiary sub-systems.
- ❖ the non-formal and informal education sectors, which include extra moral classes, adult education and literacy classes, continuing education centres, extension services, training units, etc
- ❖ the special branches of education including teacher education, science education, curriculum planning, and special education;
- ❖ manpower planning with emphasis on the analysis and projections of labour market needs and human resources planning; and
- ❖ the collection, analysis interpretation and application of educational statistics to ensure that the system is suitable enough to serve the interests of the society.

It is the duty of planning to review the education system or sub-systems in specified areas with a view to detecting defects and making provisions for remedying them, be it students, staff, curriculum, physical facilities, equipment and finance to be in accord with educational purposes, structures, functions and processes. Educational planning transcends collection of educational statistics about students, teachers and infrastructure but a cohesive force that co-ordinates and directs the many component parts of the education system to ensure that goals are approached in the most systematic and objective manner. The effective planner uses the existing

statistics to show previous trends, interpret present realities and forecast future needs.

Approaches to Educational Planning

Different approaches are often adopted in planning education in both developed and developing nations. The application of any approach is a function of the stage of development of the country, her social, political and economic maturity. Whatever approach is used to plan education, the issue of availability and adequacy of resources must not be overlooked in order not to commit the error of 'the cart before the horse'. Generally, there are three main approaches to planning education. These include:

1. Social Demand Approach (SDA)
2. Manpower Requirement Approach (MRA)
3. Cost Benefit Analysis (CBA) or Rate of Return Approach (RRA)

Nwadiani (2011) identified the fourth approach as the synthetic approach which is not very popular in developing economies like Nigeria. According to him all the approaches are neither competing nor alternating but rather complimentary. This is also the view of Aghenta (2001) that a community is known to use more than one approach depending upon the needs of the community.

Social Demand Approach

This approach is also known as popular demand approach to education. The approach takes education as a social good and the right of every child. It identifies the social goals of a society and provides education in that direction. Such social goals as universal literacy and universal basic education are taken care of in the social demand approach. Education is planned in such a way that all those who desire to have education can have access to it. Akangbou cited in Nwadiani (2011) opined that social demand approach is adopted whenever a government decides that education should be provided to all

those who wish to attend school and are likely to benefit from it and have the ability to do so. This approach has been so popularized in developing nations eager to reduce the rate of illiteracy; thus governments and politicians see it as a vote catching tool in their campaigns to garner acceptability.

Okpotu (2003) listed the advantages of the social demand approach to include: it helps to achieve increased literacy and particularly in the less developed countries of Africa, and this can contribute enormously to the overall socio-economic benefits of the continent; it helps to achieve equality of educational opportunities; it also helps to achieve income re-distribution and ensures elimination of social inequality; and it is often seen as a simple and easy approach to planning education particularly in the primary and secondary levels of education. The social demand approach to educational planning also has some disadvantages. The approach is very costly because the demand often outstrips the supply and consequently the resources available are never enough. The quality of education provided is questionable and the approach is insensitive to manpower demand of the country. In a developing country like Nigeria, this approach lacks the data required for proper planning, thereby leading to shortages of school resources. The approach often leads to over production of manpower leading to unemployment in under-developed economies and it does not ensure that resources expended are economically allotted.

Manpower Requirement Approach

The manpower requirement approach to educational planning is the continuous analysis of skilled manpower required in the various sectors of the economy with a view to providing them. It is based on the premise that economic development and education are related in the sense that it is the education sector that produces the skilled manpower needed in the productive

sector. This approach takes into consideration the overall development of the economy and hence takes every input needed for economic growth as vital. It therefore focuses on adequacy of educational output with specific reference to skills, talents, aptitudes which the education system provides its recipients. According to Philips cited in Okwori (2011), this approach is based on the fact that the main link between education and the economic development of a nation is the knowledge and skills it produces for the labour force. It is expected that the education system is technically planned to produce the required manpower in the various cadres and specialties to carry forward national development. In this approach, national development plans put emphasis on the production and development of skilled human resources to act as managers, architects, engineers, doctors, scientists, educationalists, administrators, clerks, factory workers and others. It is important to determine the manpower needs of a society to plan for education particularly at the tertiary level for product functionality and national development. When the government sets desirable economic development targets during a plan period, experts can now determine the types of skilled manpower in terms of quality required to execute the plan and related activities (Ayanniyi, 2011). For manpower planning to be effective there has to be careful examination of the countries goals, supply and composition of labour, economic conditions, political and legal environment, socio-cultural values and norms.

The manpower requirement approach is credited with the following advantages: it gives attention to the extreme gaps and imbalances in the education output pattern that needs remedy; it gives educators useful guidance on estimating educational qualification in the labour market that ought to be developed in the future; the relative proportion of those that would transit from primary, secondary to tertiary education in

various specialties is estimated; the problems of unemployment and underemployment usually created by the social demand approach are minimized. However, the manpower requirement approach is criticized because it suffers from theoretical limitations as forecasts are in most cases not accurate. Many times, manpower requirement changes as a result of technological progress and occupational changes rendering forecasts useless. The approach says little or nothing about primary education because it is not work connected. By implication, this approach seems to curb the expansion of primary education until a country is rich enough to do so. Usually developing countries used borrowed employment ratios of professionals based on what is operational in industrialized nations and this is not realistic.

Cost benefit Analysis Approach

This approach is an attempt to plan education applying the Human Capital Theory and hence it relies on choosing investment projects with regards to their benefits per unit of cost. The approach sees the money spent on education as an investment that is capable of yielding dividend or benefits. It therefore examines alternatives if the cost of education would be higher than the income profile of the recipient or will not be beneficial economically. Blaug cited in Salawu (2011) considered this approach to planning education as an attempt by the education sector to do explicitly what the prize mechanism does implicitly. According to Aghenta (2001), the approach is cost and earnings oriented as well as laying emphasis on weighing alternatives and the corresponding satisfaction or benefits. This approach sees investments in education that will not be economically profitable as an investment in frustration. The approach is somehow useful because by looking at the age earning structure of the educated person, it is possible to measure or quantify the increase in his/her productivity over the years. This approach can show or

suggest the direction in which education system in a society should expand so as to maximize the earning capacity of their products. It could show the relationship between the cost of gaining additional education and the increase in income. This approach is often criticized because the cost and benefit of education are very difficult to measure. Comparing the worth of investing in education to only economic benefits is very unrealistic because of the many non-economic benefits to education such as equity, equality, social status upliftment, confidence, awareness, information processing services to family, society church etc. Lastly, the cost of education is difficult to measure because of the inputs made by various stakeholders such as parents, voluntary organisations, and even the time-cost forgone.

Concept of Development

The concept of development addresses issues such as economic growth, structural and technological advancement and social-political changes. Scholars have shown great interest in development discourse over the years because they feel that the present level of poverty, low standards of living, misery, and injustice are unacceptable and are desirous of providing concrete recommendations for actions. In the light of this, Aghenta (2006) opined that people talk of national development with excitement and anxiety, coming from hopes and aspirations that if one's nation is developed, there would be socio-cultural reconstruction, economic development and political stability, while fears arise as to whether our nations can ever develop. As a widely discussed concept, the term development has many interpretations. The technocrats focus on policies, instruments and projects; the politicians regard it as freedom from colonial rules, democratization and radically effecting dramatic changes; the economist interprets it as economic growth, rapid and sustained rise in real output per head, and the resultant shift in the technological,

economic and demographic characteristics, particularly in developing nations; the sociologist sees it as a process of differentiation that characterizes modern societies; while political scientists focus on problems of nation building as modernization occurs (Maddison, 2001).

The term development is also associated with economic growth and change, modernization and substantial freedom. In most instances, the term development is given the notion that some nations are extremely poor while others are prosperous economically. In this sense, development is only referred to as economic growth or growth in national per capital income. It has been argued that even in economic terms, economic development is much more than economic growth. According to Kuznets cited in National Open University of Nigeria (NOUN, 2012), economic development refers to growth accompanied by quantitative changes in the structure of production and employment leading to structural changes. In effect, economic growth can take place without economic development. For instance some oil producing countries such as Nigeria with substantial increases in national income have not improved significantly in their economic structure or technological advancement. Seers cited in Nwadiani (2011) suggested that the term economic development should include the following:

- ❖ economic growth and change in economic structures;
- ❖ a decrease in poverty and malnutrition;
- ❖ decline in income inequality; and
- ❖ improvement of the employment situation.

Sen (1999) reiterated that focusing on economic dimensions alone is not enough and that a country can even grow rapidly economically yet not developed because they can still do so badly in terms of literacy, health, life expectancy and nutrition. For instance, it is seen that in Sri Lanka

or Indian state of Kerala, economic growth was not very rapid but welfare facilities and level of education were improving while a country like Brazil had rapid economic growth but this has affected poverty level. However, it is generally agreed that, particularly in poor nations, growth is a prerequisite for development, which is viewed in economic terms as well as changes in family structures, attitudes and mentalities, cultures, demographic development, political changes, nation building, the transformation of rural societies and processes of urbanization. The Swedish Nobel prize winner, Gunnar Myrdal acknowledged that discussions in development are to be concentrated on a series of modernization ideals. Though opinions differ on how these ideals should be pursued the broad concept of development involves changes in the entire society towards modernization ideals. The modernization ideals compiled by Myrdal cited in Nwadiani (2011) are still very relevant. They are:

- ❖ rationality—in policy, applications of the technological knowledge in structural and social relations and in thinking objectives and means;
- ❖ planning for development, searching of a coherent system of policy measures in order to change undesirable situations;
- ❖ increase in production per capital and production per worker through industrialization and increased capital production;
- ❖ improvements in the standards of living;
- ❖ decline in social and economic inequality;
- ❖ more efficient institutions and attitudes which are conducive to increase in productivity and development in general (e.g. institutions that allow for mobility, initiative, entrepreneurship, effective competition and equal opportunities; attitudes like efficiency, diligence, functionality, economy, honesty,

- ❖ rationality, openness to change, solidarity and future-orientedness);
- ❖ consolidation of the state and national integration;
- ❖ national independence, and political democratization; and
- ❖ increased social discipline.

Even arguing on a broader sense, Sen (1999) viewed the concept of development as an integrated processes of the expansion of substantive freedoms, in this sense, economic growth, technological advancement and political change should all be judged by their contributions to expansion of human freedom such as freedom from poverty, famine, malnutrition, premature mortality and access to health. All freedoms are strongly interconnected and they reinforce each other. It is clear that a single objective definition of development is difficult because of the differences in opinion, including the very goal of freedom which may not be the ultimate goal of various religious perspectives but using the concept of freedom as yardstick for measuring development is insightful. In summary:

- ❖ Development is unavoidably, a normative concept involving basic choice thus; our assumptions should be made explicit at this level.
- ❖ Although there are wide variations in practice, most authors come up with a set of similar development goals including reduction of poverty, increased economic welfare, improved health and education, and increased political and social freedom.
- ❖ An increase in both productivity and productions per head in poor countries.
- ❖ Finally, the fact that there are modernization ideals and development goals does not mean that all societies ought to develop in the same manner or that they converge to some common standard.

It is uncontested that the aspirations of developing countries is to attain modernizations, materials advancement, industrialization, scientific and technological progress, the emergence of nuclear energy, electronic and biological revolution, new knowledge about man and the universe, urbanization, socio-cultural transformation, mass literacy, vertical and horizontal mobility, employment opportunities, the emergence of specialize and independent occupational roles, good health, nutrition and the like. These aspirations definitely cover the areas of national economic growth, modernization and substantial freedoms the nation and the people desires.

Human Resources Planning and Development

Human resources planning is concerned not only with the values of education, but also with the broader social and economic objectives of a nation. Here, education is used as an instrument for the actualization of the human resources need. In the context of national planning or development planning, human resources planning is considered as a hub on which the various sectors of the economy depend for the supply of the needed human resource. According to Harbison cited in Okechukwu (2019), human resources constitute the ultimate basis for the wealth of nations.

Capital and natural resources are passive factors of production, human resources are active agents of production who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national

development; clearly a country which is unable to develop the skills and knowledge of its people, utilize them effectively in the national economy will be unable to develop anything else.

Human resources planning emphasize the creation or development of institutions for the training and mobilization of a pool of human capital crucial to national development. Human resources planning are crucial to national development in the sense that it can assist government in population planning and control as well as keep check on the number of human beings so that they are enough to carry out developmental assignments in the various sectors of the economy. Capacity is the essential lubricant of national development, even more important than finance. The UN Development Programme has defined “capacity” as “the ability of individuals, institutions and societies to perform functions, solve problems and set and achieve objectives in a sustainable manner”. The term “capacity building” or capacity development” describe the task of establishing human and institutional capacity. Whatever the terminology, capital building remains one of the most challenging functions of global development and this cannot be achieved without proper human resources planning. Human resource development is crucial to capacity building of any nation. The process uses the formal, non-formal as well as the informal means of education in the process of this development.

Forces/Challenges against Development in Developing Nations

The aspiration of any nation is to attain overall national development, be it in economic, social, political, cultural, scientific, and technological

towards growth and change, modernization and substantial freedoms of her people. This desire is far from being achieved because of the several unresolved forces and challenges confronting national development. The forces and challenges against development in developing nations are deeply rooted in the processes employed to steer national development. They range from various policy statements to structural and institutional dynamics that direct our national life. The under listed are some of the forces militating against development in developing nations.

Policy: Poor policy options that are not sustainable militate against national development. According to Myintcited in Omolewa (2006) the fight against underdevelopment usually focuses on two policy approaches which include short term fight against poverty and the long term economic and social development dimensions.

The Short Term Approach: This policy approach focuses on the fight against poverty, hunger, poor infrastructure, misery etc. This approach is mostly used by developing nations like Nigeria and is bathed with endless ideas and slogan such as: large-scale injection of capital as the key; the small is beautiful movement; self-reliance and delinking from world economy; new international economic order; market orientation and deregulation; promotion of the informal sector, structural adjustment policies, etc. Nigeria has employed most of these short term “quick fix” policies to no avail. Elias cited in Akpan(2012) had opined that these fashionable recipes have not produced desired results because they are short-lived as they merely evoke a brief surge of enthusiasm in the world of politics, policy and development sciences. Sooner than later, the ideas disappear and more appealing solutions and catchy phrases emerge resulting in a cycle of failures.

The long-term economic and social development policy approach: The lack of use of this approach is a force against development in Nigeria and other developing nations. The approach concentrates on comparing developments in different countries, regions and historical periods in order to gain better understanding of the factors that have long-term effects and the dynamics of socio-economic development.

The forces against development in developing nations and the differences observed in the development status amongst nations are much more than policy to include:

- ❖ low accumulation of production factors and capital formation;
- ❖ lack of efficiency with which these factors of production are being used;
- ❖ slow pace of technological changes that aid development;
- ❖ lack of external political and economic influences;
- ❖ poor emphasis on historical factors; and
- ❖ the presence of institutional and cultural differences amongst nations.

Other forces include lack of strong ideological and philosophical base, bad governance and inappropriate education. The non-actualization of the forces that could positively influence development in developing nations has resulted in various challenges to development. These are summarized as follows:

- ❖ the challenge of becoming a producer nation of both primary/secondary products;
- ❖ the challenge of providing adequate education;
- ❖ the challenge of tapping her mineral resources sufficiently by her citizens using scientific and technological methods of processing;
- ❖ the challenge of good governance;

- ❖ improving her labour productivity and reducing the production cost;
- ❖ the challenge of capital accumulation to increase investments in the much needed capital goods;
- ❖ increasing per capita income to wipe out poverty, misery and injustice;
- ❖ the challenge of becoming a lending nation and not a borrowing country; and
- ❖ improving the productive sector to reduce unemployment.

It is these challenges that have resulted in the slow pace of modernization, scientific and technological progress, material advancement, industrialization, urbanization, economic development and political stability. Most developing nations are therefore plagued with: socio-cultural problems including a high degree of illiteracy and hence the prevalence of ignorance, fear, superstition; poor education, health and social facilities; multiplicity of ethnic and tribal groupings whose members differ in language, religion and occupational characteristics; worsening and threatening divisions between various religious and ethnic groups leading to unwarranted killings and destruction of property, as well as resistance to change and a truly integrated country; huge urban and rural divisions with different levels of living resulting in different attitudes and understanding levels in all aspects of the cultural revival efforts, social transformation goals, economic development and political growth.

Developing nations are also bedeviled by lack of national commitment, patriotism, discipline, but are deeply engulfed in greed, materialism, bribery, corruption despite the efforts to the fight against corruption, tribalism, parochialism in reasoning, armed robbery, kidnapping, assassinations, financial fraud such as 419 and the like. Politically, most developing nations are ruled by leaders who have no respect for the constitution, are disloyal, dishonorable persons,

people that do not feel the pulse of the masses they are supposed to be representing; the country is generally unstable, disunited as various ethnic groups owe allegiance to their groups and not the nation; constitutional experiments are many but short-lived; politicians, judicial officials and even the agencies are infiltrated by dishonest and selfish persons who are corrupt and have no national feelings.

Constraints of Educational Planning in Developing Nations

Educational planning in developing nations is faced with a lot of constraints. Salawu (2011) identified the following as constraints to educational planning.

❖ Political Constraints of Educational Planning

The process of educational planning in developing nations 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 countries sometimes influences the amount of money allocated to education. Furthermore there has been the tendency for some leaders in the countries to consider education as weapon that could be used to wield political influence. For example, during the Second Republic between 1979 and 1983 the government introduces a policy whose provision included qualitative and quantitative education. Educational planners who operated under such a

setting normally found it difficult to develop realistic or operational plans.

Political instability in most developing nations also disrupts the process of planning and the implementation of educational programmes. For instance, the constitutional crisis of 1953, the military coup d'etat of 1966, 1976, 1983 and 1985, coupled with the protracted Civil War of 1967-70, have all disrupted the process of planning and the continuity of educational plans in Nigeria. As a result of such political crisis, some plans that have reached advance stages were abandoned while others were hurriedly introduced. The impact of these unsettled political conditions was felt in three major ways. First a chaotic political situation is a disincentive to foreign donor countries. This can have disastrous results for a country like Nigeria, which count on funding its educational development programmes by foreign aid of 50% of the cost. Second, such political instability can even lead to termination or postponement of existing external assistant contracts until conditions return to normal. For example the discontinuation of USAI sponsored Teacher Education Project in Northern Nigeria, the closure of the UNESCO sponsored Advance Teacher Training Colleges, and all explained the above reasons. Thirdly, as political conditions become increasingly strained they cause significant distortions in the original allocations of Development plans, which generally affect such services as education (Adesina, 2009).

❖ Economic Constraints

Another related problem that is encountered in the process of educational planning in developing nations 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 developing nations, like Nigeria, 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.

For example a School Administrator, who has planned very beautiful programmes for his/her school, might not be able to make it materialize if the problem of finance comes in. Some activities like the speech and prize giving day, or inter-house competition could be affected by such constraints. In higher institutions the introduction of new programmes in a university could also be delayed or sometimes might not take off at all for reasons of economic constraints.

❖ Constraints of Skilled Personnel

Lack of sufficiently well trained personnel in the planning units of the Ministries of Education is another problem. These units require people with the ability to carry out project development in the educational service. 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 Nigeria is a big challenge to adequate 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.

❖ Constraints of Inadequate Statistical and Demographic Data

The process of educational planning in developing nations 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. For instance in Nigeria, no 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. Thus the pre-independence census resulted in under counting of the population. However, since the post-independence period, families and communities have the tendency of inflating their size as a result of the fear of ethnic or political domination. This was the situation during the 1963 census and especially that of 1973 when the population was highly inflated to about 80 million. In recognition of the unrealistic nature of that exercise, the 1973 census was not accepted for purposes of planning. Death and Birth rates were not properly kept hence it was difficult for planners to have the basic statistical materials for planning, for example, the number of children in a state in Nigeria. How many of them are of school going age? How many of the school going age are likely to be in school in a

particular year? The number and kind of job available in a particular year, in each state and in the country as a whole! The actual growth rate of industry, commerce and government employment! How many will be made available each year of the planning period? All these are not easy to attain and it tend to implicate the process of educational planning in Nigeria since they were based on mere estimates.

❖ Constraints of Inadequate Planning Tools

Another important constraint of educational planning in most developing nations 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.

❖ Constraints of Implementation

In addition most of the planners are not given enough freedom to implement their plans. In most cases, the process of plan implementation is carried out by people who did not participate in planning the programmes. Consequently it becomes extremely difficult for the planner to successfully evaluate the progress made in the implementation of the plans in order to determine are as that require modification. This is one of the crucial reasons why some educational programmes in the countries are not successfully or fully implemented.

Apart from the problems discussed, educational planning in developing nations is also obstructed by lack of goodwill of the people and inadequate support given by the government to educational plans. Generally, the citizens of these countries

considered educational programmes as mainly government responsibilities. As a result they show little interest or no attention later even after a lot of resources have been spent on them. A typical example if the Universal Primary Education (UPE) programme that was launched in 1976 in Nigeria.

❖ Suggestions on Ways of Remedying the Constraints of Educational Planning

To minimize the problems that are associated with the process of educational planning in developing nations, the following measures must as enumerated by Okechukwu (2019) be taken:

- ❖ A careful consideration should be given to the political setting under which educational plans are made, and political stability should be encouraged in developing nations, for instance through adequate enlightenment programmes. Efforts should be made by all and sundry to allow democracy to survive in these countries/nations.
- ❖ Educational Planners should establish a close relationship and hold regular consultation with the policy makers. As much as possible the educational planners in the Ministry of Education should be involved in the formulation and implementation of policies that are related to education.
- ❖ The formation of educational policies and the related plans should as much as possible reflect the available resources. In addition, adequate funds should be made available for the implementation of educational programmes.
- ❖ Educational Planning should be left in the hands of trained and skilled personnel. Moreover, more educational planners, statisticians, demographers, and analyst should be trained and better conditions of service offered them to attract them to

remain the Planning Division of the Ministry of Education.

- ❖ 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.
- ❖ Reliable population census should be conducted regularly in the countries.
- ❖ The public should be adequately enlightened about educational programmes to secure their operation.

Summary & Conclusion

Varied reasons necessitate the process of educational planning in developing nations and some of these reasons include the increasing cost of education, technological development, unemployment, the impact of globalization on national economy, poverty, social changes, increasing demand for and access to education, inflationary trends and economic uncertainties. These factors have made educational plans to be renewed from time to time and replaced with new ones in an attempt to solve increasing national problems. Educational planning is not without challenges. In developing nations these constraints include among others political problems, lack of qualified planning personnel, inadequate statistical and demographic data, inadequate planning tools, poor implementation and economic or financial problems. Effective and successful educational planning in development nations call for team work. Planning should involve the technical experts, the polity and the implementers. Governments should provide adequate fund for planning and implementation of education plans. Participation of non-governmental organizations and other stakeholders should be enlisted in the educational planning process. Strategic or corporate planning should be adopted in educational planning because it is systematic

rational and scientific in achieving set educational goals and objectives.

However, there is no doubt that educational planning occupies a prominent position in the development of educational systems of a nation. Generally, planning compels educational administrators to visualize the overall programmes of their institutions. It enables members to have a better understanding of their tasks or responsibilities and be better prepared for future events. Through planning, the educational system is in a better position to respond positively to the needs and aspirations of the students, the society, and the nation at large, for growth and development. In light of the discussions on approaches and reasons for educational planning, it could be concluded that the approach to educational planning adopted by a nation is determined by the polity. The polity is the representative body of the government in power at the time of educational planning. It is the government that identifies the overall goals and objectives of education and the direction of future educational development.

Recommendations

Premise on the limitations of educational planning identified and discussed, it is recommended that:

- i. educational planners should intensify effort to plan education to bridge the existing gaps at all levels of education in developing nations;
- ii. education should be planned in such a way that interested citizens would have access to available educational opportunity;
- iii. educational planning should be carried out in such a way that it relates to the world of work, the demand for education and educational opportunities;
- iv. governments should continue to partner strongly with individuals and private organizations (NGOs) in funding of education;



- v. education should be clearly separated from politics;
- vi. poor forecasting and wrong projection of students/ learners enrolment should be reduced to the barest minimum; and
- vii. there should be effective communication of information between planners and implementers of the plan.



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