

Types of Educational Planning/Reasons for Planning Education

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ABSTRACT

Education is the key that unlocks the door for the development of any nation. It is the instrument that facilitates political, economic, social and technological development of a country. For education to play its key role on the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize a country's development for decades. Therefore the importance of educational planning cannot be over-emphasized. This chapter examines the types and reasons for educational planning. The types of planning have been succinctly discussed based on classification and an in-depth discussion of the reasons for educational planning presented. Similarly, the models of educational planning using the interactive and rational models have also been treated. The limitations of educational planning in Nigeria are identified and discussed. Premised on the constraints to educational planning, some remedies are proffered.

Keywords: Education, Planning, Educational Planning, Types of Planning, Reasons for Educational planning, Models of planning, Limitations of planning

INTRODUCTION

All over the world, education is regarded as the key to the development of any nation. It is the tool for a country's political, economic, social and technological development. For education to play its key role in the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize the development of a nation for decades. Planning means deciding in advance what is to be done, when to do it, where to do it, how to do it and who is to do it in order to achieve predetermined goals and objectives. Educational planning on the other hand involves a systematic and scientific set of decisions

for future action with the aim of achieving set educational goals and objectives through optimal use of scarce resources. This implies that educational planning provides the tool for coordinating and controlling the direction of the different components of an educational enterprise so that educational objectives can be achieved.

In any country, educational planning is necessitated by varied reasons which include among others, the desire of government to meet the yearnings, needs and aspirations of the citizenry, the demand for education and access to education, provide quality education to the people, to respond to technological development, to ensure global competitiveness and more importantly to actualize government political philosophy. However, the type of educational planning adopted in a country is not decided by professional planners or technical planners and the democrats but by the polity. The polity is a representative body of the government in power at the time of the educational planning.

Thus, the government is responsible for identifying the overall goal of education and also gives the directives of the plan. The polity or legislature representing the government decides on the time frame as well as takes the final decision on the form of the plan. There are various types of educational planning. The government may decide to adopt short-term, long-term or strategic educational planning provided the type chosen will help the government to actualize her political agenda or ideology. Therefore, the importance of educational planning for the achievement of educational goals cannot be overemphasized. Thus, this chapter is discussed under the following subheadings.

- Clarification of concepts
 - Education
 - Planning
 - Educational planning
- importance of educational planning
- Reasons for planning education
- Types of educational planning based on classification
- Characteristics of a good education plan
- Models of educational planning
- Limitations of educational planning.

Clarification of concepts

Concept of Education

The literature on the concept of education reveals that the word “education” is derived from three Latin words namely:

- *Educatum* – the act of teaching or training of an individual or group of individuals.
- *Educare* – to bring up or to raise.
- *Educere* – to lead forth or to come out (Wikipedia, n.d).

All 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. 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.

Importance of Education

Education is the key that opens the doors for development, modernization, civilization and industrialization of any nation. It is the means, through which a nation can harness her numerous resources, develop her manpower and improve the quality of the life of her citizens. In any country of the world, education is the backbone of scientific and technological development. It enhances self-reliance for an individual and the nation. A nation that is self-reliant does not depend on foreign goods for survival and self-reliant people do not depend on government for the provision of employment. The individual can gainfully employ himself/herself and be able to attend to his/her critical needs. In this way education reduces the level of poverty in a nation. Thus, quality functional education contributes to national development in this direction. Education liberates the people from ignorance and promotes socio-economic and political development of a nation. It is on the basis of this that Nigeria adopts education as an instrument par-excellence for national development.

Education is very vital in every human existence and societal development. It facilitates the rate of development and improves the standard of living of the people. A well educated person acquires knowledge for critical thinking and can use the knowledge and skills acquired through education to create wealth especially now that we are living in a knowledge driven-economy.

Education helps a person to understand the society better and contribute positively to its development and become more useful to the society in which he lives. It is through education that the task of processing human resources into well trained human capital needed in any country of the world can be achieved. Thus, education is an investment in human capital development.

Omolewa (2006) reiterated that the greatest investment a country can make especially for national development is the commitment to the training of its citizens in form of education. This implies that education is the bedrock of a country's growth and progress and a veritable instrument to bring about the desired economic transformation. Education helps the citizens of a country to understand the cultures of various tribes or ethnic groups within the same country. This understanding enhances peaceful co-existence and promotes in them the knowledge of national integration. Education contributes immensely to designing the social structure of a society.

Education is the sure way to sustainable development of a country's economy. The world of today is technology- driven especially information technology. Therefore education in this area is important for the future economic development of developing nations. Similarly, education is a promoter of national interest. A good educational system produces people with critical intelligence and wisdom. These people can work independently and come out with independent results and conclusions from given facts. Such conclusions stand to benefit the nation and the people.

Education helps to produce global citizenship that works for the benefit of humanity. Such educated people exhibit humility, have moral integrity and are wise and tolerant. They work for the common good of man. Thus, the development of all aspect of national economy depends on the manpower development through education. It is on the basis of this that educational planning becomes imperative.

Concept of Planning

Planning is fundamental to the achievement of set goals. Planning is a deliberate effort to determine the future course of action for accomplishing predetermined goals and objectives. Akpan (2011) conceptualizes planning as the process of examining the future and drawing up or mapping out a course of action for achieving specified goals and objectives. It involves working out in broad outline the things to be done and procedures for doing them in order to accomplish set purpose. It is a process of making rational and technical choice. Planning is a systematic, conscious and deliberate process of deciding ahead of time, the future course of action that a person wishes to pursue in order to reach set goals. This definition suggests that planning is part and parcel of every man's endeavour politically, socially, economically and academically.

Similarly, 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 present 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).

Concept of Educational planning

Educational planning involves a systematic and scientific set of decisions for future action with the aim of achieving set educational goals and objectives through effective use of scarce resources. It provides the tool for coordinating and controlling the direction of the educational system so that educational objectives can be realized. It is a process of identifying and classifying educational needs of a nation and the direction education should take and the strategies for implementing decisions concerning educational development. Akpan (2000) maintains that educational planning should reflect the state of development of a nation including the needs and readiness to execute the planned objectives. Thus, educational planning must take into consideration the population growth of children of school age in relation to access to education, educational opportunities and the demand for education.

Comb cited in (Akpan, 2000) described educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society. This means that educational planning should take into account the needs of the pupils/students in terms of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In meeting the needs of the society, educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes (Akpan, 2000). Therefore, educational planning is a blue-print that gives direction for future development of a nation's educational system and prescribes courses of actions for achieving defined goals and objectives. Educational planning involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives developing action plans for implementation and periodic appraisal of progress and

achievement. The political, social, economic and technological needs of a nation must be considered in educational planning.

In support of this fact, Beeby cited in Okwori (2011) states that educational planning is the exercise of foresight in determining the policy, priorities and cost of educational system having due regards for economic and political realities for the system potentials, for growth and for the needs of the country and of the pupils served by the system. This implies that educational planning is a scientific study of the future with regard to a nation's educational development. The future development of a nation is the focus of educational planning. It involves studying the future educational needs of a country and putting in place relevant policies and priorities, actions, and programmes that will enhance achievement of set educational goals. Educational planning does not just happen by chance. It is an organized social practice involving studying the present and using available information concerning the educational challenges of a country to plan for future educational development. The outcome of educational planning is the education plan which contains educational policies, goals and objectives, activities and programmes to be carried out, implementation strategies, method of monitoring and evaluation of achievement and progress and the time frame for implementation.

Importance of Educational Planning

- ❖ It helps in identifying educational goals and objectives.
- ❖ It helps in even or effective distribution of scarce resources.
- ❖ It aids decision making in education.
- ❖ It is necessary for administrative decision making in education.
- ❖ It enables a nation to make her choices clear in terms of educational needs.
- ❖ It enhances optimal utilization of resources and so eliminates imbalance and waste.
- ❖ Effective planning makes provision for quality education, sustainable national economy.
- ❖ Effective educational planning enhances investment in human capital which leads to rapid national economic growth.
- ❖ Educational planning reduces exigencies in the educational sector. Problems are anticipated in time and dealt with appropriately.
- ❖ It enables stakeholders in education to gain economic insight in the use of scarce educational resources. Since education is a social good that provides benefits to the people and the nation, it is important that education should be well planned.
- ❖ Well planned education enhances literacy and reduces ignorance among citizens.

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

Reasons for Planning Education

A plethora of environmental and situational variables impact greatly on our educational system; the effect of these variables make educational planning imperative. These factors include but not limited to

1. The increasing cost of education in Nigeria.
2. The impact of technological development all over the world.
3. The impact of globalization on national development.
4. Unemployment.
5. Social changes.
6. Global citizenship and competitiveness.
7. Inflationary trend.
8. Poverty.
9. Increasing demand for and access to education.
10. The growing need for professionalization of the education enterprise.

Effective and proper educational planning is necessary in order to minimize or completely eliminate the effect of these factors on our educational system. Akpan (2000) points out that our country is plagued with a lot of uncertainties. These include economic and political uncertainties. These problems abound both within and outside the educational system. The purpose of educational planning is to deal realistically with these uncertainties. Mark cited in Akpan (2000) states that dealing sensibly with uncertainty is not a byway on the road to responsible business and government decisions. Thus, with effective forecasting or planning our educational system can be made less uncertain (Akpan, 2000).

We live and operate in a dynamic and changing society, so are our educational institutions. In some cases, these changes may be rapid or gradual. In whatever rate the changes occur, the educational enterprise is affected directly or indirectly. Thus, for the educational system to remain in a state of equilibrium in an ever-changing society like ours there is need for educational planning in order to forecast the future and plan for it.

Our educational system is faced with scarce human and materials resources. Optimal utilization of these scarce resources calls for effective planning. Proper planning saves time, energy and resources and enhances successful implementation of education plan and attainment of educational goals and objectives. It brings about effectiveness in the execution of educational activities, actions and programmes as well as promotes high productivity of educational personnel. According to Ukeje in Akpan (2000), careful planning reduces the

number of emergencies as these are anticipated in time and taken care of. Good planning therefore, avoid decision random for all decisions are carefully related into a coordinated whole.

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 restructuring and effective planning of education in order to equip learners with current scientific and technological development all over the world. These will make our graduates to acquire scientific and technological knowledge that can make them to be global citizens that can compete globally.

Similarly, the need to tackle the galloping rate of unemployment and poverty in Nigeria calls for effective planning of our educational system. The poverty level is increasing rapidly, so is the rate of unemployment. In order to tackle this menace in our society we need the type of educational system that can equip learners with skills and knowledge that will help them to create jobs for themselves so as to reduce or eliminate poverty. This can only be achieved through careful educational planning.

The high level of inflation and the ever increasing cost of education in Nigeria have led to students' dropout from schools. Many of them do not have access to education especially those from poor socio-economic background. They cannot pay their fees because of high cost of education. Therefore there is need to have a rethinking of our educational system. Hence the need for proper educational planning that can take care of the less privilege and the vulnerable.

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 contradictions, 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.

Characteristics of Effective Educational Planning

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

1. **It should be dynamic:** We are living in a society and environment that are not static and changes occur daily. Educational planning should be dynamic in order to keep pace with changes in the society.
2. **It should be comprehensive:** Planning should take the overall view of the entire educational system. If planning is concerned with national educational system, the overall view of the national educational system must be done in order to have adequate information for planning. If the planning is for one level of education, for example, secondary education, an overall assessment of the secondary educational system must be carried out.
3. **Educational planning should be integrated:** This implies that educational planning should aim at maximizing output through the use of limited resources. Efforts should be made to link the various planning operations and the focus should be to improve the outcome of educational services provided.
4. **Educational planning should be iterative:** Planning should require redefining educational goals and objectives because of serendipity and unforeseen obstacles. The planning should be flexible to give room for adjustment.
5. **Planning should provide for exploration of alternatives:** This would enhance choice of possible alternatives, in terms of methods, strategies and approaches for effectiveness and efficiency.
6. **Educational planning should be goal-oriented:** It should focus on achievement of set educational goals and objectives. Planning should be based on clearly defined goals that are simple and easy to understand.
7. **Educational planning should be future-oriented:** It should focus on the improvement of future educational development.
8. **Educational planning should be pragmatic:** This means that the plan should be good and effective. The pragmatic nature of educational planning can be evaluated by how good the plan is and how well it is implemented.
9. Planning of education should be a continuous process that takes into consideration current changes in the society.
10. Educational planning is a deliberate action It does not happen by accident.
11. Educational planning is a formal activity. It has a structured plan and some procedures in a written form to follow.

Types of Planning

Types of planning refer to forms of educational planning adopted by planners in conjunction with the polity to map out the direction of future education of a country within a specified time-frame. Planning is a rational process of decision making aimed at achieving set goals in the future. It is a deliberate action involving prediction of the future and arranging the means and procedures for achieving set target. The various types of planning based on classification include

1. **Planning by time horizon**

Planning under this classification specifies clearly the time - frame for the implementation of the plan. It includes long-term planning, medium - term planning and short-term planning.

- a) Long-term planning: This type of planning is usually carried out by top management of an enterprise or school organization. It covers a period of 5-10 years and above. It is strategic in nature and deals with matters relating to diversification of school curriculum and planning for effective and quality instruction in schools. A typical example of long-term planning in education was the 10-year education plan of 1944 in Nigeria.
- b) Medium-term planning: This type of planning defines the future goals and objectives of education with greater clarity and provides clear-cut strategies and procedures or action plans for achievement of future targets. It covers a period of 2-4 years. Example is the 2016-2019 education plan by the Burhari's administration aimed at repositioning the Nigerian education system to play a central role in the federal governments' philosophy of change.
- c) Short-term planning: This is a type of planning designed to achieve immediate future goals. It covers a time frame of one year or less than one year. It helps the organization to progress gradually to achievement of long-term goals. Examples include planning to make school personnel ICT compliance and planning for inter-house sports competition in school.

2) **Planning by time Dynamism**

- a) Rolling-term planning: This involves extending the time frame of a plan for one year at a time based on the extent of the success of the plan implementation. It involves the continuous revision of the plan target in relation to performance and maintenance of constant plan period (Okwori, 2011). This means a plan that is not accomplished during the specified time frame is rolled over into another period or year. In other words, rolling term planning rolls over a new year and add one year each time to

replace expired one in terms of tasks to be accomplished. The rolling plan tends to eliminate the need for short-term plan.

- b) Fixed term planning: This has a specific duration of years such as 3 years or 5 years and it has fixed targets and objectives to be accomplished within a fixed period of time. Fixed term planning provides for relative stability within the educational system with regards to policy design and implementation.

3) **Planning by management level**

- a) Strategic Planning: This is normally developed by top level management. It sets the direction of education which a country wants to proceed in future. It involves time duration of more than one year and in most cases ranges from 3-5 years. Strategic planning usually involves setting up of future educational goals and objectives by top management or executive level (e.g ministerial level). The future target is on long-term survival of the system, resources, human potentials, flexibility and adaptability to changing conditions in the environment or educational system. Strategic planning provides a set of decision that gives direction for task performance, activities and programmes at the lower level of management. It is result-oriented and involves participatory decision making, accountability and openness to change. It takes into account interactive planning, performance monitoring and flexible plan implementation. Strategic educational planning is therefore a systematic planning of the direction and total resource of an educational system so as to achieve specified objectives over the medium to long-term. It can take place at the top management of a country's educational system as well as at the management level of an educational institution (e.g. University). A typical example of a strategic educational planning was the 4-year strategic plan for the development of education sector in Nigeria, 2011-2015.

- b) Tactical planning

It is a systematic determination and scheduling of the immediate or short-term activities required to achieve the objectives of strategic planning. Tactical planning is done by middle level managers such as Deans of Faculties, Heads of Departments or units and Directors of Institutes in a university. In tactical planning managers outline what the various units or parts will do for the institution to successfully achieve strategic goals and objectives in the future. Tactical planning is a short-term planning. Tactical plan is used to explain and interpret the goals of strategic plan to operational personnel. Examples of tactical planning include planning on how to train

examination officers for collecting examination grades from lecturers after two weeks from date of examination and training of teaching personnel on quality instructional delivery. Tactical plans are narrower in scope than the strategic plans but their objectives must align with the objectives of strategic plans.

- c) **Operational planning:** Operational planning involves planning activities that facilitate the accomplishment of everyday activities of first-level or low level managers in an institution or enterprise. Planning here involves work scheduling, preventive-maintenance scheduling and the design of work methods. Operational planners include vice principals, teachers, school prefects, games masters, guidance counsellors etc. They are the real implementers of the strategic plan.
- d) **Standing planning:** This is a type of planning that produces a plan which seldom changes and is used year after year. Standing plans include policies, procedures, rules and other repetitive-use plans.
- e) **Single-use planning:** This is a type of planning that involves planning one activity or project and is used up once the activity or project is completed. Example is planning to raise fund for the purchase of a school bus.

4. **Planning by scope**

Planning by scope include

- a) Macro-planning
- b) Micro- planning

a, Macro-planning

This is planning at the national and state levels. It is aimed at achieving national success and high productivity in education. It is also aimed at ensuring that the quantity and quality of resource inputs produce high outputs at minimum cost. The components of macro-level planning include policy formulation, financing of education, integration of education into the national development plan, education reform, teacher education and administrative strategies for implementation of the plan. It requires a detailed budgetary plan. Macro planning takes into account national perspective of education.

b) Micro-planning

This is planning at the local government level or institutional level. Micro-level planning of education is aimed at efficiency while macro-planning is aimed at effectiveness. This type of planning focuses on the inputs and processes of educational practice. It deals with educational problems at the institutional level. It tries to ensure appropriate combination

of educational resources with processes so as to obtain high productivity Okwori (2011) states that micro-planning deals with the problems linked to access to the educational system, acquisition and maintenance of teaching facilities and equipment, attitude of parents, pupils and teachers to education. Other areas of concern in micro-planning include planning for recreational services, health and safety, guidance and counseling services, organization of school programmes and curriculum implementation. It also deals with school mapping. Generally, educational planning at the micro-level deals with the problems of education at the institutional level.

5. **Planning by approach**

Under this classification, there are two types of planning

- a) **Proactive planning:** This type of planning involves designing appropriate and suitable course of action in an anticipation of changes in the society or relevant environment that may affect the educational system. This type planning allows decisions to be taken in advance concerning changes.
- b) **Reactive planning:** Reactive planning involves the process whereby future action is dictated as a response to an already occurring event. In other words, educational problem has already erupted or emerged before action plan is put in place for future reoccurrence.

6. **Planning based on degree of formalization**

There are two types of planning under this classification. They are formal planning and informal planning.

- a) **Formal planning:** This is a structured plan that has well documented procedures and strategies to follow in executing the plan. An example is a 5-year development plan of a country. Well planned techniques are used in formal planning.
- b) **Informal planning:** Informal planning is a type of planning without definite attribute or coordination. The planning does not have a defined framework for action and work is done as it occurs. There are no documented procedures to be followed. However, informal planning occurs in the mind of the manager. Innovative tools and techniques are used in informal planning. It is unstructured and no record is maintained for future purpose.

7. **Development planning**

This type of planning involves a systematic ordering of a nation's priorities. It deals with economic, political and social development of a country. It can be classified into two phases that include sectoral planning and sectional planning.

Sectoral planning is the first step in development planning. It focuses on allocating the available resources of a country to the different areas of development that include education, agriculture, health, defense etc. Appropriate formulae need to be used here to allocate the resources because of the competing demands of the various sectors of the economy.

Sectional planning involves planning within each sector of the national development e.g. health, education etc. Educational planning finds its expression in sectional planning.

Other types of planning include

- a) Corporate planning
- b) Functional planning
- c) Participatory planning
- a) **Corporate planning**

Corporate planning is a process used to map out a course of action that will result in revenue growth, increase profits and quality output. Effective corporate planning requires the planners to gather data about the projected growth of an industry or the projected education needs of the country taking into consideration the strengths and weaknesses of the current educational system. Planners start by analyzing these needs and also determine how to create services to meet these needs. The next step is to formulate goals and objectives which may include revenue targets. This step is followed by designing strategies and action plans for implementation. Action plans are specific activities that are to be performed in order to achieve set goals and objectives. Corporate planning determines the long-term objectives of an organization or a system. It generates plans to achieve these objectives. It is really future oriented and well integrated. Corporate planning is based on activities to be covered in the plan. Therefore, it is a systematic approach to clarifying corporate objectives, strategic decision-making and checking progress towards objectives. Corporate planning is sometimes called strategic planning.

- b) **Functional planning**

This is the type of planning undertaken for sub-functions within each major function. It is derived from corporate planning and it is segmental in approach. This form of planning is aimed at ensuring the smooth working of an enterprise, taking into consideration the needs of each unit and department in the organization. It is also focused on ensuring quality management practices for corporate function. It involves functional guidance of managers In

other words; managers must be told what to do in order to properly manage corporate functions in the organization. The goals of functional planning must be set in such a way that they are meaningful, achievable and measurable. Functional assessment method needs to be put on ground. Assessment should compare the goal setting and goal achievement.

c) **Participatory planning**

This form of planning takes into account the functional involvement of every area of a nation's economy. It also involves representatives of education stakeholders such as government, community, pressure groups, students, teachers, employers of labour, interested individuals and corporate organizations in the planning process. Any planning process that calls for inputs in terms of ideas, knowledge and opinions from various sections of the society is participatory planning

Models of Educational Planning

There are various models of planning depending on people understanding and description of the concept of planning. A model is a simplified representation used to explain an event or real world system. It is a conceptual representation of a real event. A model of educational planning is used to explain facts about educational planning approach. A model represents a concise scheme of what specialists within their field holds as explanation for a given phenomenon (Olofu, 2003). This implies that a model serves as a guide and provides explanation for educational planning process. It serves as a framework in handling and solving the problems of educational planning. Adam (2006) came up with the interactive-rational model of planning which have serious implications for educational planning (fig I).

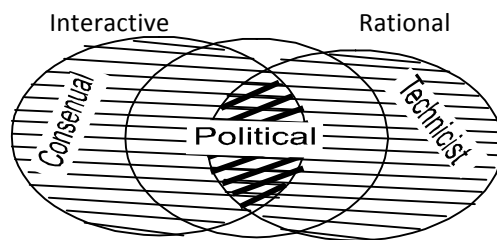


Figure I: Models of educational planning adapted from Adam (2006)

The rational model of planning focuses on the analysis of the means to get to the plan goals or objectives. The propositions of the model include

1. The knowledge needed for planning is objective, cumulative and capable of being expressed in codified, abstract language.

2. Planning provides an algorithm for responsive efficient change.
3. Planning models and methods have universal applicability or at least require little situational adaptation.

The rational model assumptions depict that planning is systematic, less participatory and less adaptive. It is objective-oriented and cost-benefit analysis is imperative. The universal applicability of planning model suggests that planning should be adaptive to reflect the social environment.

The interactive model of planning emphasizes the need for the value of interchange of ideas, opinions and knowledge in the planning process. In other words, it is more participatory, more adaptive and of course, less structured compared with rational model of planning. This model recognizes the importance of information exchange in planning, the dynamism of participation and interaction of individuals and systems with the environment. The interactive model can be applied in corporate or strategic educational planning when heads of units and departments as well as representatives of top management come together to brain storm and develop a strategic plan for the future development of an enterprise.

Within the interactive-rational models are other models that can be applied to educational planning. They are

1. Technicist models
2. Consensual models
3. Political models

The technicist model is a popular model in rational model of educational planning. According to Adam (2006) this model is expert driven, assumes a linear process of decision-making and tends to view the educational system as a black-box. This model describes plan implementation as execution of plan goals and objectives. Success is measured in terms of achievement of plan objectives. Thus, implementation is a linear process of change. The model views evaluation as a stage in planning which provides a feedback either to modify implementation activities or provides information for future planning. In this model, the success of plan implementation is a function of prior planning, information availability and administrative capability. This model can be applied in planning for teacher supply and demand, cost analysis in education, space allocation, school plant construction and students' enrolment forecasting or prediction.

Another important model of educational planning that emerges from the interactive model of Adam (2006) is the consensual model. This model views educational planning as an open human system that is located in a social environment. The main proposition here is that

meaningful interactions and actions presuppose understanding and that every legitimate action comes as a result of consensual agreement.

Friednam cited in Adams (2006) states that consensual model evolves from social interaction and is grounded in practice. The model is characterized by effective communication, pluralistic bargaining and expert knowledge stemming from social interaction. In this model, plan goals are not permanent, but they provide the direction of discussion either to be modified or replaced over time. Consensual model can be applied in structured planning to enhance participation, communication and agreement on particular issues and sets of decision in the educational planning process. This model works very well in a decentralized pattern of educational control and administration as we have in Nigeria. The consensual approach to educational planning requires meaningful involvement of education stakeholders in planning educational change.

Where the technician and the consensual models overlap emerges the political model of educational planning (fig I). The political model views educational planning as a process of bargaining, negotiation and the exercise of power. Education and politics cannot be divorced from each other. Education is used as a tool for political campaigns and to implement political philosophy and ideology. It is important to state that much of educational planning is greatly influenced by political power and ideology. It is a well known fact that the type of educational planning adopted in a country is decided by the polity. The polity decides on the time frame of education plan and gives the directives of the plan.

Bargaining is an important feature in political model of planning. Thus, planning and implementation are adaptive in response to diversity, conflict, and change in planning objective as well as to shifting power relations (Adam, 2006). In the political approach to educational planning implementation is viewed as movement towards evolving objectives. Success therefore, is a function of ongoing negotiation and trade-offs. Educational planning is synonymous with politics. Within this view planned decisions are nothing more than the outcome of bargaining and negotiation..

Limitations of Educational Planning in Nigeria

1. Increasing demand for education: There is continued rapid growth in population, particularly the population of children of school going age. This has given rise to the demand by parents and their children for educational opportunities. This however, affects educational planning in Nigeria. There is no prospect that the rise in the country's population will ever slow down. Hence effective planning of education becomes difficult.

The free and compulsory Universal Basic Education scheme, though aimed at eliminating or reducing illiteracy in the country but it has compounded the problem of increasing demand for education. The scheme provides that all children of school going age should enroll in the basic education programme. But not enough secondary schools are provided for the graduates of this programme. Similarly, a large number of students graduate from secondary schools, but there are not enough tertiary institutions to admit those who want to further their education. Parents want their children to be educated, but not all these children can avail themselves with the available educational opportunities. Thus, there is a gap between the increasing demands for education at all levels. This is a teething problem of educational planning. Despite the large-scale expansion in the education sub-sector of the national economy, the demand for education continues to rise faster than the educational services.

2. **Financial problem:** One of the limitations to effective educational planning in Nigeria is finance. No organization or system can work effectively without adequate provision of funds. Funds are needed to procure, train and maintain personnel. Education in Nigeria has tended to depend greatly on public expenditure as the main source of finance. In the past decades the budgetary allocation to education kept on dwindling. This depicts that there is not enough fund to train educational planners, purchase equipment and tools and move around to gather useful information for effective planning of education.
3. **The dynamic nature of the society:** We are living in a dynamic society in which changes occur nearly every day. The educational planners are unable to plan the future of our education bearing in mind the dynamism of the society.
4. **Political problem:** This is one problem facing the Nigerian educational system. Since independence, the political atmosphere in Nigeria has not been good enough to allow the continuity of government plans, projects and programmes. Every successive leader in government wants to be identified with new plan and programmes and by so doing forcefully terminate educational plans of his predecessor in order to implement his own. In this way educational planners will have to leave the existing plan and take to the new one in an attempt to help the government achieve her political agenda.

5. **Frequent change of educational policies and plans:** It is a common observation in Nigeria that educational policies and plans are changed even by the leaders in power. Our educational plans have not been given enough time as pacified in the plan to mature before they are terminated. The success of any plan or policy cannot be ascertained until its implementation and evaluation. The most serious problem in the Nigerian educational system is premature termination of plans and policies and this affect educational planning.
6. **Faulty planning:** Sometimes educational planners in the country produce faulty educational plans with ambiguous goals and objectives. This makes it difficult for implementers to effectively execute the plan. Sometimes there are deviations from the original plan implementers as a result of faulty planning. This can happen if the implementers did not participate in the planning process.
7. **Ineffective communication:** Educational policies and plans are not effectively and appropriately communicated to those who need the information for implementation of the plans. Information needed for planning and implementation of the plan are not well managed and this gives rise to lapses in planning and implementation. There is ineffective management of information system (MIS) in educational planning process.
8. **Lack of effective monitoring and evaluation system:** The implementation of educational plans and policies in Nigeria are not appropriately monitored, supervised and evaluated. Whenever this is done, it is not pain- staking it is haphazardly carried out. Sometimes no written report is sent to the appropriate authority for study which can help in the review of the plan if necessary. The success of any plan implementation depends on the effectiveness of supervision and evaluation system put in place.
9. **Lack of adequate statistical data for planning:** This is a major problem of educational planning in Nigeria. In this country, no one really knows the exact population of the citizens. The population is based on assumptions. Educational planners do not have accurate demographic data and statistics for educational planning.
10. **Lack of planning tools and facilities:** Both educational planners and implementers do not have adequate tools and facilities to carry out their functions. Some of these tools and facilities may include computers, office space, writing material etc. The lack of these things makes them to be handicapped in the discharge of their duties.

11. **Poor forecasting:** The educational planners in Nigeria sometimes underestimate the cost of education as a result of poor forecasting of students' enrolment. For example the cost of UPE scheme in Eastern Nigeria in 1957 was greatly underestimated. This gave rise to poor implementation of the scheme. The number of pupils enrolled in the scheme was greater than the estimated figure. There were no classrooms for pupils to learn and the new schools established were not enough to accommodate the increase in pupils' enrolment. The government needed more funds for administration of the programme. All these happened because of poor prediction by educational planners. The same thing happened in 1976 when the federal government of Nigeria launched the universal free primary education. When the programme started in 1976, eight million pupils enrolled across the country and by 1980, the figure rose to over fifteen million pupils. The programme experienced serious problems and it was clear that the planning was defective.

12. **Lack of qualified planning personnel:** There is lack of trained educational planners to plan the Nigerian educational system. The technical officers in the planning units of the ministry of education are just civil servants who may not have the requisite skills for planning of education. Education is vast industry that requires vast investment. Therefore qualified personnel with skills, knowledge and capacity for planning should be provided

Recommendations

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

Educational planners should intensify effort to plan education to bridge the existing gaps at all levels of education in Nigeria. Education should be planned in such a way that interested citizens would have access to available educational opportunities. This can be achieved by making use of accurate statistical data such as accurate population figures and other demographic variables and not guess figures. 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.

The federal and state governments should be committed to the implementation of educational plans by adequately funding the education sector. Money is needed for the training of educational planners to acquire new skills and technology in educational planning. Similarly, administration of education requires money to enhance effectiveness. The

government of Nigeria should continue to partner strongly with individuals and private organizations (NGOs) in the funding of education. Education is big business and needs a huge sum of money. Through the public-private partnership, educational services and opportunities can be sufficiently provided for the citizenry. Adeyemi and Oguntimehin (2000) suggested that the Nigerian government should promulgate a standing funding policy on education that will survive any regime in power, civilian or military.

Although, education and politics are like Siamese twins, the federal government should look beyond this horizon and separate education from politics. This will help the educational planners and other experts to evolve an integrated system for national development. This will also enhance consistency in educational policy and check forceful termination of educational plans, policies and programmes by the government in power.

Educational planners should take into account in the planning process changes and technological development, social and cultural needs and aspiration of the society. It is when these things are considered that effective educational planning can be ensured.

Efforts should be made by planner to avoid poor forecasting in terms of over estimation and underestimation of educational resources such as human, material, financial and physical resources. Wrong projection of students/pupils enrolment should be reduced to the barest minimum.

Certified educational planners should be charged with the responsibility of planning education for the country. The planning personnel in the planning units of the ministries of education should be experts in this area. They should be people who have the skills and knowledge of planning. Those who can collect needed data, collate, analyze and interpret them successfully and use them appropriately for educational planning. Periodic workshops conferences and seminars should be organized for them to update their knowledge and technical know-how.

The government should ensure effective monitoring supervision and evaluation of plan implementation. This will help the government to know the extent of success or failure in plan implementation. Supervisory and evaluation reports help educational planners and the government to take remedial measures or to review the plan if necessary. In order to succeed here there is need for effective management of information system. There should be effective communication of information between planners and implementers of the plan.

Educational planners in Nigeria should adopt strategic planning. This is a type of planning in which education stakeholders are given opportunities to contribute their ideas and

knowledge to the development of the education plan. They contribute to the formulation of goals and objectives as well as education policies that will reflect the needs of the society.

Conclusion

In the light of the discussions on types and reasons for educational planning, it could be concluded that the type of educational planning adopted by a nation is determined by the polity. The polity is a representative body of the government in power at the time of the educational planning. It is the government that identifies the overall goals and objectives of education and the direction of future educational development. The polity decides on the time frame and also takes the final decision on the form of the plan. The reason is that every government in power has her political agenda to be fulfilled and it is through education that this can be actualized. However, varied reasons necessitate the process of educational planning in Nigeria 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 reviewed from time to time and replaced with new ones in an attempt to solve teething national problems.

Educational planning is not without limitations. In Nigeria these constraints include among others poor forecasting, political problems, financial problems, lack of qualified planning personnel and lack of adequate statistical data for planning. Effective and successful educational planning in Nigeria calls for team work. Planning should involve the technical experts, the polity and the implementers. Government should provide adequate fund for planning and implementation of education plans. Participation of representatives from federal, state and local governments, 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.

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KEY TERM AND DEFINITIONS

1. **Education:** It is the act of training an individual to learn and acquire desirable skills attitude, behavior, knowledge, values and understanding that will help the person to develop himself and also contribute meaningfully to the development of the society.
2. **Planning:** This is intelligent preparation for actions towards the achievement of set goals and objectives.
3. **Educational Planning:** It is a systematic and rational process that gives direction for future development of a nation's educational system and prescribes courses of action for achieving set goals and objectives.
4. **Types of Planning:** These are forms of educational planning adopted by planners in conjunction with the polity to map out the direction of future educational system of a country within a specified time-frame.

5. **Reasons for Educational planning:** Reasons are the rationales for an action or events. Therefore the reasons for educational planning are rationales for educational planning.
6. **Model of Educational Planning:** A model of educational planning is a conceptual representation used to explain facts about educational planning process.
7. **Limitations of Planning:** These refer to the constraints that inhibit effective planning of education in Nigeria.

ABOUT THE AUTHOR



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