The degree of educational planning in public schools in Nigeria: A case study of Edo State

Osemwegie R. Osazee

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CHAPTER I
INTRODUCTION

Education is widely accepted as a major instrument for promoting social and national development. In Nigeria, like other former colonized nations in Africa, education is considered as a major tool for achieving economic growth and self-reliance. The Federal Government of Nigeria (1970) states:

...not only is education the greatest force that can be used to bring about redress, it is the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources.¹

In pursuance of these objectives, both federal and state governments in the past two decades, have implemented a number of educational policies, i.e., take-over of private schools from the missions,² universal free primary education,³


and two-tier secondary school system.\textsuperscript{4} Up to the present time, these policies have fallen short of the intended goals because, very often, important educational programs are either implemented in a haphazard manner or terminated in premature stages during implementation.

As a result, it is not uncommon to find uncompleted public school buildings, functioning schools without instructional materials, and large scale inefficiencies within the school systems. To understand the lacking effects of policy failure on the development of education in Nigeria, a brief review of some of the policies implemented since the Nigerian independence in 1960 will now be presented.

\textbf{Take-Over of Private Schools}

Following the Nigeria Curriculum Conference of 1969, the Nationalists called for the take-over of mission schools by the government. The push for the take-over in education emanated from the belief that the delivery system of education was inadequate, and could be greatly improved if government assumed full control. In particular, the Nationalists contended that take-over would enable the easy control of curriculum, ensure teacher quality, centralize provision of instructional resources, minimize inequalities

among geographical regions in the country, and provide a dynamic center of leadership for educational innovation.

Consequently the Public Education Edict of 1970 was enacted. All private and Mission schools were transferred to the government. School boards were established to manage primary and secondary schools in the country. As noted by Ezeocha:

> While the nation was busy generating philosophies of life and education—the national policies aimed at launching the nation into the modern era of science and technology, it did not also take into consideration the importance of Education and its management, but without much deviation from the colonial type it was used to.

The take-over of schools by the government resulted in a high centralization of authority and a monopoly of decision making power by the school boards. The situation compelled all school heads to seek formal authority from "above" before acting even in an emergency situation. The upwards-looking posture to which school heads and teachers were subjected, led to frustrating delays in attending to the urgent needs of schools.

Further, government take-over of schools was also accompanied by an unprecedented explosion in pupil enrollment

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in schools. The explosion resulted from the abolition of tuition fees. The increased enrollment was not matched with increase in trained teachers and physical facilities in schools. The shortage of trained teachers and facilities, therefore, resulted in a decline in the standard of education, and high rate of school drop-outs. In view of the deplorable conditions in public schools, many Nigerians, including senior government officials, are presently calling for the return of schools to the Missions.7

Nigerian National Policy on Education

In an effort to guide the development of education in Nigeria, a panel of educational experts under the chairmanship of Chief S. O. Adebo (former Nigerian Permanent Representative at the United Nations) was set up by the federal government. The purpose was to study all aspects of Nigerian policy on education, and to make recommendations for changes, where necessary, to the government. After a series of meetings and consultation, the commission submitted a draft report which was accepted by the Nigerian government on September 28, 1976. The revised edition of the report eventually became the new Nigerian policy on education in 1977.8


The document titled, "The National Policy on Education," contained 100 government policies and statements and 560 guidelines on how Nigeria's educational system could be developed. The most intriguing problem in the document, at the moment, is the implementation of its contents which had been unimaginably politicized. In fact, some states are opting out of its implementation while others are requesting funds for implementation since 1977.

**Universal Primary Education in Nigeria**

The Universal Primary Education scheme was first announced in January 1974, at Sokoto, by General Yakubu Gowon, then Nigeria's Head of State. This indicated that the country would soon embark on a program of Universal primary education on a national scale. Universal primary education is by no means an innovation of the 1970s. Within Nigeria, it began in the old Western region in 1955, and the scheme has been consistently advocated at the series of United Nations Educational, Scientific and Cultural Organization (UNESCO) conferences of educational Ministers of Asian, African, and Latin American countries. The decision by the federal military government to start Universal Primary education in September 1976, and make it compulsory in 1979,

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was not only consistent with the educational development plan which UNESCO had advocated for its less developed members, but it was also a demonstration of good intention and international prestige.

The objectives of the scheme were to create equal access to education for all Nigerians, and to eliminate the educational imbalance between geographical regions in the country. Chief A. Y. Eke, then Federal Commissioner of Education made this remark in 1972:

> So wide is the gap that, roughly speaking, for every child in primary school in the Northern States, there are four in the Southern States; for every boy or girl in secondary school in the North, there are five in the South.10

In the implementation phase, the scheme encountered a number of technical difficulties. The projected enrollment for the scheme was based on an inaccurate and unreliable statistical data. The number of children who turned up for registration far exceeded the anticipated enrollment. As a result, a serious strain was put on the existing facilities. Urwick made this comment about the implementation of the universal primary education scheme in Northern Nigeria in 1977:

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Thousand of classes were being held under all sorts of makeshift arrangements, such as in garages, in churches and haphazard structures. In most of the northern States, the percentage of under-qualified teachers ranged from 70 to 92 percent.\textsuperscript{11}

The government was unable to meet the target and deadlines for the accumulation of teachers, and classroom (in the inadequate time allowed). Furthermore, the capital and recurrent costs of the scheme were erroneously underestimated. In view of these problems, the scheme was prematurely abandoned after two academic sessions in the country.

As stated above, the scheme started in 1977 with an expected graduating date of 1982 for its first graduates. The government did not take into account occupational outlets for the UPE graduates at the policy formulation stages. The absence of adequate occupational outlets in both private and public sectors resulted in disillusioned and redundant educated youths or underemployed members of the Nigerian society.\textsuperscript{12}


New Secondary School System

In an effort to reduce the rate of unemployment among secondary school graduates in Nigeria, the federal government introduced a new secondary school system in 1982. The new system comprised two stages, a junior secondary school and a senior secondary school, each of three-year duration. This replaced the five year pattern inherited from colonial administration. The junior secondary school is both pre-vocational and academic. Students who leave school at the junior secondary school, may then go to an apprenticeship system or some other scheme for out-of-school vocational training. The senior secondary schools were for those able and willing to have a complete six year secondary education.

A decade after the adoption of the new secondary school system, its implementation is faced with a number of problems. Among these are: (i) the apathy of the state governments on what the new secondary school system is all about; (ii) inadequate information on the new system; (iii) lack of funds for its execution arising from the fact that the program surfaced during a period of serious financial crisis; (iv) lack of teachers, particularly in the areas of technical and vocational education; (v) ignorance of the general public on the scheme; (vi) lack of teaching equipment.

which is crucial to actual implementation; and (vii) absence of adequate occupational outlets, both in private and public sectors, for the products of the scheme at the secondary level. As a result, in many states of the federation, the new system is yet to take off. This is another indication of the poor outcome that has characterized the various educational reforms implemented since Nigerian independence in 1960.14

The failure of educational reforms, coupled with the declining standard of education, have made the need for this scientific study a significant one. The aim of the study is to investigate the degree to which educational planning is conducted in Edo State in Nigeria.

Statement of the Problem

In the past decades, several research studies have been designed to investigate the factors undermining the successful implementation of educational reforms in Nigeria. While several studies have been conducted, there remains a void concerning the processes in which policies are formulated and implemented in the public schools in Nigeria. Hence, the need to study the degree to which educational planning is conducted in Edo State in Nigeria.

The thesis of this study is that the existing educational planning practice could constitute a constraint on the successful implementation of educational programs in the country. Hence this dissertation,

- discusses the need for effective educational planning (particularly strategic planning) in the management of public school systems in Nigeria.
- traces the historical development of the existing educational planning practice in public school systems in Nigeria.
- explains methods and tools in strategic planning that could be used to improve the efficiency of planning in Edo state and other parts of Nigeria.

**Purpose of the Study**

The purpose of this study is to investigate the degree to which educational planning is conducted in Nigeria. The scope involves an investigation and analysis of the historical development of the existing planning systems. Further, the study will include an assessment of the existing educational planning system using strategic planning principles. The study has the following objectives:

i) To determine the extent to which the government collects and uses information for educational planning.
ii) To investigate the extent to which the government takes into account planning principles during educational planning.

iii) To identify the constraints that limit educational planning.

iv) To advance recommendations to guide educational planning in Edo State and other parts of Nigeria.

**Significance of the Study**

Congruent with the tradition of any scientific study, this research is significant, not only to the federal government of Nigeria, but also to the development of education and school management in the country. It is significant to the government because the study attempts to provide an alternative as well as efficient system of educational planning to the colonial educational planning system inherited at the beginning of the era of self-rule in 1960.

Further, it is significant to the development of education and school management because it would guide program planners and politicians in the area of education in Nigeria. It should also be useful for students in Nigerian and foreign universities who are studying the problem of educational reconstruction in developing nations.
The Contribution of the Study

The study contributes to the on-going efforts of the government to improve the quality of education through effective educational planning in Nigeria. The information contained in the study can be used by the policy-makers to guide policy formulation in public schools in the country. Further, this study aimed at bringing about an effective educational planning system which would enhance efficiency in the use of scarce human and financial resources; present more precisely national needs and aspiration; and eliminate the unacceptable legacy of colonial education. Finally, this study may encourage the furtherance of other research on educational planning in Nigeria.

Theoretical Framework

Theories that relate to educational planning in the largest sense, can be classified into two broad categories: rational and interactive models.¹⁵

Rational Models. Rational models are expert-driven, assume linear process of decision-making. They involve a series of procedures in which policy makers and planners attempt to identify and define problems, needs and goals; translate major goals into objectives and targets; describe

alternative courses of action to achieve targets; specify the costs and benefits of each alternative; select the optimal plan; implement and evaluate each program against the original goal.16 Rational models of planning assume agreement on goals, availability of data and reflect a faith on the available techniques or technology to translate targets into programs of action.

Interactive Models

In contrast to the rational models, interactive models depict the planning process in a much less structured or less predetermined way.17 In the planning literature, interactive models are classified into political and consensual models.18

**Political Model.** This Model views educational planning as a process of bargaining, negotiating and exercising power. It rejects the process of treating political obstacles and supports as mere input in rational decision-making. It sees success in decision-making as a function of an on-going

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negotiation and trade-offs, and not of prior planning specification as in rational models.

Consensual Model. Like the political model, the consensual model recognizes education as an open human system, located in a social environment too complex to allow easy generalization. Consequently, the decision to bring about a change in educational system is dependent on the relevance of such policy to the community and the people directly involved in the planning process. In this sense the initial goals are not permanent benchmarks. They only suggest the issues to be discussed, modified or replaced. This model assumes communication, not expert knowledge, that is fundamental to keeping the planning process moving.¹⁹

Strategic Planning Model

In the past decades, rational and interactive models have spawned a plethora of literature critical of results, intentions and knowledge base in the ever changing school system environment. Much of the debate has concentrated on methodological approaches which lack the "ideal vision" to deal with fundamental issues affecting the school system today. For instance, the rational models interpret the concept "rational" more broadly and give a partial recognition of the "softness" of educational systems.

¹⁹Ibid., pp. 15-16.
Like the rational models, interactive models are not without limitations. One of the limitations is that politics permeates all aspects of the planning process. In most cases, the planner with sound objectives may need to compromise in favor of more parochial objectives to keep the planning process moving.

In view of the growing criticism of rational and interactive models, this study applies a strategic planning model as its theoretical framework of analysis. Strategic planning is concerned with the process of (1) analyzing the current status of an organization and forecasting future trends and needs, (2) setting goals and objectives to meet operational needs, interest and expectation of the organization, (3) designing and implementing short-term and long-term actions for achieving goals and objectives and (4) addressing the needs of such programs as facilities, personnel and financial resources permit.20 It presents a holistic approach to planning by linking both internal system elements with the external environment. It incorporates a built-in mechanism to change, to adapt, as well as to respond to the increasing complexities and uncertainties in the environment. Above all, it is an on-going process whereby

the plan is not an end, but the beginning in an interactive process of planning system change.

A well established paradigm of strategic planning can be divided into nine planning processes or variables as shown in figure 1.

Figure 1. Adapted Strategic Planning Model

Research Questions

Several research questions were raised with respect to the selected variables of the study. The study attempted to answer the following questions:

1) For educational planning purposes, does the government collect and use information on the following items in Edo State?
   A) Parent opinion
   B) Community values
   C) Community needs
   D) The state of local and national economy
   E) Teachers opinion
   F) School age population
   G) Views of students who drop-out of school
   H) The cost of running schools.

2) Does the government take into account the selected planning principles during educational planning in Edo State?
   A) Identifying the actual problems facing schools in local districts.
   B) Analyzing the problems of local school districts.
   C) Consulting teachers about family background of students.
D) Forecasting the future trends and needs of schools.
E) Setting strategic goals according to value and needs of the community.
F) Designing and implementing short-term actions for achieving goals.
G) Designing and implementing long-term actions for achieving goals.
H) Setting guidelines for planning in local school districts in the State.
I) Specifying where, the financial resources are coming from.
J) Planning for school facilities i.e., chairs, classrooms, tables, and others.
K) Identifying the required human resources for policy implementation.
M) Specifying tasks and responsibilities during planning.
N) Specifying priorities and schedule for policy implementation.
O) Projecting for future rate of inflation during program planning.
P) Ensuring financial resources are made available, when required for implementation.
Q) Specifying procedures for evaluation.
R) Developing a written plan-of-action.
Designating coordinator/director of planning.

Budgeting for planning in the State.

What are the perceived constraints: (1) inadequacy of government commitment to planning; (2) short of expertise in planning in the State; (3) scarcity of reliable data; (4) shortage of funds for planning in public school systems; and (5) inadequate planning system on educational planning in Edo State?

**Null Hypotheses**

1) There is no significant difference among teachers, principals, parents and administrators in the perception of the extent to which the government collects and uses information for educational planning purposes.

2) There is no significant difference among teachers, principals, parents and administrators in the perception of the extent to which the government takes into account planning principles during educational planning.

3) There is no significant difference among teachers, principals, parents and administrators in the perception of the impact of inadequacy of government commitment to planning on educational planning.

4) There is no significant difference among teachers, principals, parents and administrators in the
perception of the impact of shortage of expertise in planning on educational planning.

5) There is no significant difference among teachers, principals, parents and administrators in the perception of the impact of scarcity of reliable data on educational planning.

6) There is no significant difference among teachers, principals, parents and administrators in the perception of the impact of shortage of funds for educational planning.

7) There is no significant difference among teachers, principal, parents, and administrators in the perception of the impact of the inadequacy of the planning system on educational planning.

Definition of Terms

Definitions of the terms used in this study are:

External and Internal Data Collection

These are groups of activities designed to provide the school system, the needed information to make decisions about its present and future existence. The information includes the review of the state of local and national economy, school age population, social, political and the prevailing trends in educational development that, can be measured over a certain period.
**Issue Analysis**

This is the process of analyzing conditions or pressure on Local Government School districts that attract fundamental questions about its performance, cost, and management.

**Mission Clarification**

This is the process of establishing mission statements for the Local Government school districts. The mission statement however, establishes the values and guidelines for the way in which the local school districts conduct themselves and determine their relationship with the communities.

**Budget and Resources**

It is impossible to discuss planning without discussing budgeting. A budget is an expression of the plan in fiscal terms. A good budget presents the accurate expenditure necessary to support the proposed plan. With this process, the required human resources for the plan are defined.

**Operational Objectives and Procedures**

This is the process by which the administrator ensures that budgeted resources are obtained and used effectively to achieve the strategic objectives.

**Performance Objectives and Tasks**

This is the process of deriving specific performance objectives from the stated mission and goals. In other
words, operational goals are framed to match the broad strategic goals.

**Specification of Priorities and Schedule**

This involves the establishment of the specific targets for a specific time period as well as specifying the management process during the target period of the plan.

**Specification of Tasks and Delegations**

This is the process of matching strategy with structure and people with specific tasks. This may necessitate the creation of a new structure to carry out specific tasks and the recruitment and/or retraining of individuals to carry out these activities.

**Monitoring and Evaluation**

This requires the organization to develop built-in feedback measures that will indicate how strategic implementation is proceeding. It organizes the auditing of the objectives in a measurable manner to evaluate the outcomes.

**Colonial System of Education**

A colonial system of education was the educational policy in the pre-independent Nigeria. This system of education was centralized, and tended to produce children who
could read and write to qualify themselves for employment only as clerks.  

Voluntary Agency/Mission School

This refers to schools operated by missionary bodies that were usually subsidized by grants-in-aid from the government.

School Administrators

They are educational officers in either state ministry of education or in local government school authorities, who are responsible for the routine inspection of public schools in the state.

Principals

They are the headmasters and secondary school heads charged with the responsibility of carrying out the daily operation of the schools in the state.

Organization of the Study

The final report of the study is presented in seven chapters, including the background to the problem in Chapter I. Chapter II presents the review of related literature on educational planning. Chapter III discusses educational planning in Nigeria with particular reference to

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Edo State. Chapter IV discusses the research methodology and the steps followed in carrying out the study. Chapter V presents data analysis, interpretation and explanation. Chapter VI discusses summary, findings, and implications. And lastly, Chapter VII presents conclusions and recommendations.
CHAPTER II
REVIEW OF LITERATURE

Educational planning is a relatively recent phenomenon in the history of education. It is only recently that emphasis has been placed on descriptive studies of educational planning. One reason for the delay was lack of adequate theory to guide practice. Consequently, it has been malpracticed or simply paid lip service to in many countries, especially in the developing ones. Despite this, there is widespread agreement today in academic and governmental circles that public decisions regarding education should be planned rather than be ad hoc.

In the literature, educational planning has been defined in many ways. Tanner, for instance, defines educational planning as an intellectual system that involves the

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development of a well-defined design, system analysis (often called operational analysis) and technology. In this regard, educational planning is viewed as a means of setting intelligent direction, cooperation and adjustment in efforts to achieve organizational goals. Adesina (1982), in a rather general context, defines educational planning as a process of applying rational procedures to the process of educational growth and development so as to ensure efficiency and effectiveness of the educational system.

Ivancevich, Donelly, and Gibson (1980) equated planning with a management function for dealing with rapid change. In other words, planning helps administrators to assess current resources, future trends, organizational missions and define activities for bringing about organizational improvement.

Banfield and Edward (1959) focused on attainment of ends and defined planning as "the process by which the administrator selects a course of action and sets the means for the attainment of the ends or to maximize the chances of their attainment." For the purpose of this study educational

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planning is viewed as the process of adapting to a new innovation, resolving conflicts, improving old approaches, upgrading existing quality, improving communication and achieving many other desirable outcomes. In the light of this broad definition, therefore, a brief review of the needs for educational planning in the development of education will follow.

**The Need for Educational Planning**

Psacharopoulos proclaimed that the primary reason for educational planning is to enable the provision and financing of education by the State. In this sense, educational planning is a concerted action on how best to spend the public resources on education to obtain optimal results.

Lewis focused on the linkage between effective planning and achievement of goals. He believed that planning does make a difference and an effective planning process should accomplish four things:

1. improve decision making ability of planning unit administrators;
2. enhance planning units administrators' ability to function;
3. affect all major key result areas of the school districts positively; and,
4. increase student learning and growth.

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Huntsman viewed educational planning as a tool for bringing about a change and argued that "a planned change is an orderly approach to foreseen and assured improvement in a system through the use of the best knowledge, tools and people available." Pfeiffer, Goldstein and Nolan believe that organizations need planning, because the world is constantly changing and changes often give rise to problems that confront administrators. By anticipating the future, administrators can prepare for the needed changes and mitigate some outcomes that might be considered undesirable. In this sense, planning enabled organizations to shape their own future rather than to simply prepare for the future.

To make a desirable educational change happen, Morphet, Jesser and Kudla (1972) suggested the need to anticipate problems so that administrators can prepare to facilitate needed changes and avoid some that might be harmful.

Lastly, educational planning is a management tool that compels administrators to visualize the whole operation, gain a full understanding of tasks and activities, prepare for

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needed activities, make needed adjustments, and appreciate the basis upon which organizational activities are supported.

**Studies on Planning in Nigeria**

Several studies have been carried out on planning and the development of education in Nigeria. Fanfunwa studied the history of education in Nigeria and focused on the traditional education in pre-colonial era and the development of Western education in Nigeria.\(^{11}\)

In a study to determine the problems inhibiting effective educational planning in Nigeria, Adesina observed inaccurate statistics, lack of finances, lack of trained personnel to ensure effectiveness of plan, and political constraints. Based on these findings, he recommended that operational efficiency should be improved in the area of education in the country.\(^ {12}\)

Bude traced the historical development of education in Nigeria and blamed the British colonial masters who gave the people little consideration in operational and program planning.\(^ {13}\) In a similar vein, Luke added that the post colonial Africa, including Nigeria, inherited the apparatus

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\(^{12}\)Adesina, p. 191.

of administration with nominal commitment to the promotion of rapid and fundamental change. In other words, public officials are pre-occupied with control rather than service or fostering educational change.\textsuperscript{14}

Dogonyaro examined planning and administration of Universal Primary Education (U.P.E.) in Nigeria as an agent of achieving national unity and a literate nation. He revealed that the planning of the universal primary education was based on assumptions because there were no accurate figures to work with. He therefore recommended that all states in the country should maintain a data-bank.\textsuperscript{15}

Agu looked at the problems of implementation of universal primary education at the State and school levels. He concluded that, unless the schools as a functioning social system are the focus of social change, effective educational reforms such as the Universal Primary Education will always remain a mirage.\textsuperscript{16}


Akushie gave a historical analysis of the problems in the development of public education in Nigeria during the post-independence era from 1960-1985. The study examined how geographical and disparities in educational opportunity have influenced the development of Nigerian public education. In his findings, he recommended that, the educational system be restructured so as to improve educational opportunity for all Nigerians.  

Naibe studied the implementation of Universal free Primary Education program (UPE) between 1976 and 1984. He identified the obstacles and problems that impeded the successful implementation of the program as economic, cultural and religious factors.  

In terms of policy implementation, Craig observed unrealistic assumptions or projections concerning financial resources or the likely drain on these resources. In addition, he identified two types of resource constraints: the foreseen and those that are unpredictable. In the former category, resource difficulties arise from reasons relating to mistakes at the design stages, because important causes


were ignored or seriously underestimated at the policy formulation stages. In a similar vein, Adeniyi notes the idea of planning ahead on funds likely to be available and failing to take adequately into account the recurrent cost of programs in Nigeria.20

Adetoro focused on school age population and proclaimed grade repetition or actual increase in school age population and of changing rates of attrition as also having a negative impact on effective educational planning in Nigeria.21

Findings from Spence's 1982 study on educational reforms in third world revealed major problems of communication and coordination among the people involved in the planning and implementation of the program.22

The fusion of technical decisions and the nature of political leadership can affect educational planning. Frequently, basic professional issues and the concerns inherent in planning, are ignored at the expense of short

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term calculation of political advantage. Dudley added that politics in Nigeria is not about alternative policies, but about control over men and resources.

The impact of political constraint on educational planning is also observed in unsettled political conditions and premature or forceful termination of governments in Nigeria. In most cases, important reforms are not continued whenever there is a change of government in the country.

This study differs from the above and other studies on education in Nigeria in that it analyzes the degree to which educational planning is strategically conducted, which has not attracted the attention of scholars in and outside Nigeria in the past decades.

Strategic Planning

The type of educational planning that relates to the study is strategic planning. Strategic planning has been popular in the business community for many years, but is relatively new to the educational field. Cook focused on varied definitions and describe strategic planning as:


an effective combination of both a process and discipline which, if faithfully adhered to, produces a plan characterized by originality, vision, and realism. The discipline includes the vital ingredients of the plan itself, the process is the organizational dynamic through which the vital ingredients are derived. Both the discipline and the process are aimed at total concentration of the organization's resources on mutually predetermined measurable outcomes.25

Mark Meredith defined strategic planning and management as:

(1) Setting goals which match institutional activities, competencies, and resources with the external environment's present and future opportunities, demands and risks;

(2) Formulating alternative sources of short-term action for achieving the goals

(3) Selecting and implementing a given (best) course of action, and directing and coordinating resources and activities to help assure successful performance; and

(4) Evaluating results to insure that goals are met and to monitor the appropriateness of the course of action and necessity for modifications.26

Arthur Anderson and company stated:

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Strategic planning helps management to determine where the organization ought to be in three to ten years, to identify the resources it needs to get there and to preview the mix of products or services at the end of the planning horizon.27

McCune added that, "a primary value of strategic planning is that it forces people and institutions to reexamine, to refocus, and to seek out or create a new means for accomplishing their purposes".28 In other words, it creates an opportunity for organizations to meet the challenges of both today and tomorrow.

Ansoff proclaimed that strategic planning is characterized by a long term survival, development of future success, future resources; system-wide inspired change; high risk and anticipation, and creative ideas to meet future challenges.29

**Strategic Plan**

A comprehensive strategic plan is a document that covers at least five years of planning. It contains the mission statement of the school district and the specific strategies

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to be accomplished in terms of the stated goals and objectives. It specifies which unit within the organization is responsible for carrying out each strategy, and indicates the time in which each task is to be accomplished. Missions, goals, objectives, strategies for implementation, accountability and time frame are all components of a strategic plan. Some of the crucial questions usually addressed in the strategic planning process are shown in Table 1. All the components are interrelated.

**TABLE 1**

COMPONENTS OF A STRATEGIC PLAN

<table>
<thead>
<tr>
<th>Components</th>
<th>Questions to be addressed by Administrators</th>
</tr>
</thead>
</table>
| 1) Stating the organization's mission          | What are the underlying philosophies?  
                                                | What is the purpose of existing?  
                                                | Where are we now?  
                                                | What major changes are taking place that will affect us?  
                                                | Why are we the way we are?  
                                                | What are our strengths and weaknesses?  
                                                | What opportunities or threats exist that we should take advantage of or avoid?  
                                                | What are our present key factors of success?  
| 2) Conducting an assessment of the environment  |                                                                                                             |
| 3) Performing a situational analysis of the organization |                                                                                                             |
| 4) Listing goals and objectives                | Are our goals and objectives in balance?  
                                                | How do we plan to get there?  
                                                | When will we arrive?  
                                                | Who will be responsible for what?  
                                                | What resource are needed for each step?  
                                                | How do we know we have arrived there?  
                                                | What were our key factors of success?  
| 5) Developing strategies                       |                                                                                                             |
| 6) Indicating a realistic time frame           |                                                                                                             |
| 7) Assigning the division of the organization accountable for strategic implementation |                                                                                                             |
| 8) Implementing the plan and monitoring process |                                                                                                             |
| 9) Conducting an evaluation                    |                                                                                                             |

The strategic plan provides answers to questions proposed by management, and addresses critical issues identified by members of the planning team and school administrators.

**Strategic Planning Process**

The first step in the strategic planning process is the formation of a strategic planning team. This is an interdependent group of people with specific talents and skills, brought together for the purpose of assisting administrators in the planning process. As noted by Roger Kaufman and Jerry Herman: "strategic planners must have the courage to imagine the world they want their children to live in, then find practical ways to achieve their vision."\(^{30}\) The primary role of the team is to assist the administrators and the school board in reaching the school district's goals more effectively and efficiently.

In this concern, the first responsibility of the team members is to make a personal and organizational commitment to the planning process. Second, to provide planning services to top management for the development of strategic goals and objectives. Third, to coordinate the system's planning efforts and develop the system's strategic plan. And lastly, to maintain an awareness of interactions between

the system and its internal and external environment, as well as to identify evolving trends that may influence the decision making process.  

Strategic planning teams are usually selected with care. The team members must have a broad knowledge of all the organizations' activities, analysis, fiscal and technical facilities. Furthermore, they must represent the interests of all the groups and organizations in the community, because several factors determine the nature of education that is provided in any society. Such factors may be political, social, economic, cultural and religious. The participation of the people with background in these disciplines usually help to enrich the ideas and innovations in the processes of educational planning.

In figure 2, directly below the school administrator is the team leader. The team leader is responsible for delegating duties, assigning priorities and motivating others to get the job done. Further, the task of ensuring that the team functions smoothly and efficiently is a major responsibility of the leader.

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The next step in strategic planning approach is environmental scanning. Mecca and Adams acknowledged the importance of the environment in strategic planning, when they stated that, "an environment's future is dynamic in its
evolution over time, sometimes, rich in possible opportunities and possible threats to the organization."32 Therefore, to establish a background for a change, the department's strategic planning must carry out an essential phase called environmental scanning. Environmental scanning as defined by Harrison is a group of activities, designed to provide information needed by the department to make decisions about its present and future existence.33 Perelman added that:

....putting a lot of effort into studying the organization's internal and/or external environment can be very entertaining but it's pretty much a waste of time and resources unless the knowledge gained is applied directly to decisions and actions.34

Poole distinguished between environmental scanning and traditional data gathering in four ways. First, it is more concerned with anticipating the future than with describing the present. Second, environmental scanning is wider in scope than the traditional data collection because, it is

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based on the assumption that major impacts on the school system may come from unsuspected sources. To move from traditional data collection to environmental scanning, the search must be expanded to social, economic, political and technological indicators not previously considered. The intent is not to amass statistics, but to watch for signals of changes which may present opportunities or pose threats for the school system.

Third, environmental scanning focuses on the interaction of events and trends. As data are collected, consideration must be given to how trends in one area may affect trends in another. For example, in a federal system, as in Nigeria and in the United States, one of the most important issues in any school district is federal, state and local financial allocations for education. In order to predict and influence future budgets, we can learn to anticipate competition for public funds.

Finally, unlike the traditional approach, environmental scanning is not a once-a-year report. Information on external events and trends is collected continuously and considered at each step in the planning process.\(^{35}\) Furthermore, environmental scanning can be divided into both internal and external parts as indicated in figure 3.

The Internal Environment. The history of each school system must be examined in order to best assess its internal environment. A system for developing a historical profile of the internal environment could be the review of minutes of the school board's meetings for the last five years to identify significant actions relating to students, personnel, fiscal matters, program and governance.
External Environment. An examination of the external environment is conducted to identify the opportunities and threats facing the organization. Opportunities and threats can be identified by monitoring a variety of economic, demographic, social, and political technological, international influences and trends. For example, a school might begin with improvement in curriculum, but then realize that curriculum depends on staff development programs which require budget considerations. This leads to the question of who decides the budget. The school quietly finds itself at the policy level. For this reason, external environmental scanning is very important in strategic planning in any school system.

Upon the establishment of this information, the school administrators must look at every facet of the school system, assess the present status of the system, and determine which factors may be expected to influence the system in the future. An honest assessment of the school system's strength and weakness usually result in a balance between the desired direction for the school system and the necessary steps to be taken to reach the goals.36

The growth of the accountability movement in the United States in mid-1960s opened the door to an important component

of strategic planning called needs assessment. A needs assessment helps to establish priorities of needs by focusing on the strengths as well as weaknesses of an educational program, especially in time of rapid social change and heavy competition for resources. Failure to incorporate needs assessment as an integral part of the overall planning process can affect the outcome of the plan.

Following a well established needs assessment is goal setting. Without specific and well defined goals, it is impossible to develop well coordinated and consistent operational objectives. A goal is a broadly defined achievement to be attained within the school system at some future date. At the strategic level, goals should be few, broad and measurable. Effective system-wide goals should satisfy basic human needs. Locke and friends believe that goal setting is one of the most consistent and successful models of educational planning. It leads to higher levels of performance, if properly defined. Craig attributed the failure of universal primary education (UPE) in late 1970, to

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the unrealistic definition of goals at the formulation stage.39

The next phase is Operational planning. In short, the strategic planning process serves as guidance for operational planning. It is the process by which administrators ensure that resources are obtained and used effectively and efficiently in the accomplishment of strategic objectives. Operational planning focuses on present resources, operational problems and stability. It is concerned with measurable and verifiable objectives such as program, project, staff-oriented and internal validity. Witkin proclaimed that operational planning is probably the most commonly used approach in school system planning. It provides narrowly focused planning efforts which provide the potential of success over a short period of time.40 It includes budgeting and resource planning. Generally, it estimates the anticipated revenue to cover the cost of implementation of the proposed plan.

No matter how well conceived a particular strategy is, its implementation depends on the allocation of sufficient


resources to cover essential costs. Accurate estimates must be included in the organization of the current or upcoming budget. If a strategic plan is not supported by budget, the linkage between operational and strategic planning will not develop. Further, the budget helps to refine the broad strategic plan into the exact specification required, in terms of the quality and quantity of programs suggested by a strategic plan.

Implementation is the application and execution of the plan. The world's best plan is useless if not implemented properly. Lewis stated that the way a planning program is implemented within an organization, depends upon the knowledge, training and experience acquired by those involved in the process. He further stated that if the planning process is to be implemented successfully, the individuals involved must be properly trained in addition to the introductory orientation.

The values and attitude of the implementor in judging the need, and practical feasibility of the policy prior to implementation is also important. If implementors are not


42 Ibid., p. 25.

43 Mazmanian and Sabatier noted, in their work in the California Coastal Commission, that the predisposition of those directly involved with the policy was an important factor in the evaluation of the success of the policy.
in congruence with policy makers on the needs and feasibility, successful implementation will require great effort to ensure even minimum compliance. Conversely, if there is agreement, the probability for success even with notable constraints, goes up significantly.

The implementation of a strategic plan also requires that the organization matches the plan with structure, and people with specific tasks. As Dressel stated: "...no such thing as an ideal organizational structure independent of mission and people". Adesina added that, as in other fields of human activity, including educational planning, good intentions are of little value unless they are supported by resources (men committed to the plan and materials) to make the plan work. In this sense, staff members should be made aware of the role they have in strategic implementation. Through this process, strategic thinking becomes part of everyone's job.

Another important ingredient of strategic planning is communication. In the implementation of long-range plan in 1988-89 school year in Tacoma, Washington, Nebgen found communication to be the key to successful strategic planning. "Communication of the work of the planning team to the

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community was probably the strongest point in the process," Nebgen pointed out.\(^4^5\)

Strategic planning has a powerful effect on the community. To build the necessary consensus and support for the plan, school administrators must anticipate the need for extensive communication with all segments of the community at every stage of the strategic planning process.

Gorton stressed the importance of leadership in successful strategic planning.\(^4^6\) According to him, it requires leadership styles that involve an analytical understanding of the whole organization and its environment, skills in identifying strategic issues, coordinating the strategic decision process and implementing plans. Furthermore, employee attitudes, job satisfaction, organizational climate and ultimately individual performance can pose a problem to effective strategic planning in an organization. It is therefore the responsibility of the leader to develop organizational conditions that most effectively meet both the needs of the plan and the needs of the employees.\(^4^7\)


\(^{4^7}\)Ibid., p. 73.
Once implementation has begun, the next crucial step is monitoring the strategic plan. The purpose of monitoring is to determine whether staff members are performing their tasks, to offset potential problems, and to provide feedback to the school administrator. It involves the use of specific guidelines to see how well the facets of the plan, such as program and projects, are progressing.

Evaluation is an integral part of strategic planning. Edem defines evaluation as a value-judgment about a given situation in accordance with the established criteria. The evaluator in this sense, (1) determines the purposes of the evaluation; (2) defines the frame of reference (3) establishes the basis of judgment; and (4) proceeds to measure the defined goals of the project.48

Evaluation is not a punitive instrument but rather, is used for diagnosis, for remedial purposes and for the prediction of future results. It helps to answer requests for information about programs and assists staff in program development and improvement.49 Evaluation helps the organization to develop built-in feedback measures, that will indicate how strategic implementation is proceeding.

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A well coordinated strategic evaluation can provide early warning when something is about to go wrong, and suggest how the situation should be remedied. However, it is also advisable to evaluate policies where short-run benefits can be claimed. Program benefits are likely to be realized in a relatively brief period of time and much easier as well as less expensive to evaluate.

**Strategic Planning Tools**

To coordinate successfully the stages in strategic planning, a variety of planning tools have been devised by practitioners. Among these are: management by objectives, planned programming and budgeting systems, Gantt Charts, program evaluation and review technique, brainstorming, scenario construction, and Delphi technique.

**Management By Objectives (MBO)**

Setting goals and objectives is an important part of strategic planning. One of the most important techniques for setting strategic goals is MBO. Cunningham explains that the technique is the process by which the manager or supervisor spells-out the objectives, including the expected performance of each managerial unit.50 It emphasizes the

decentralization of functions, whereby responsibilities are placed at the operating levels. The strength of the model is that, once the framework objective has been worked out, there is less danger of misdirected efforts.

This model has been used in many places including school districts in the United States. In 1973, the model was successfully implemented in the Bloomingfield Hills, Michigan Public Schools. The strategic objective for the local school system was the State's standard of quality. Well established performance criteria were used in the supervision to provide for self-measurement and self-improvement of performance.51

Planned Programming and Budgeting System (PPBS)

It is impossible to coordinate the stages in strategic planning without budgeting and planning with emphasis on outputs, program activities and accomplishments. The PPBS model emphasizes a careful definition of educational objectives based on the available resources rather than line items.52 It encourages rational decisions and allocation of resources according to strict priority, rather than the use of intuition, influence and political sentiments.


52Ibid., p. 81.
As the name denotes, the technique involves the following:

a) Planning. This is a process of selecting objectives from among alternatives based on need. In fact, needs assessment is considered a vital component of planning.

b) Programming. This is the process of selecting alternative methods to meet specific objectives. At this stage, the cost for implementing each alternative in a given time frame is estimated and choice is usually made according to cost effectiveness.

c) Budgeting. This is the process of securing resources: time, money, personnel and materials for the program. At this stage, nothing is taken for granted. All factors/costs required to implement the program are considered.

d) System. This is the process of making inter-locking decisions about Planning, Programming and Budgeting Systems (PPBS), so that objectives are chosen according to need.53

Over the past years, this technique has made significant impact on the state and the local school districts' budgeting plans. According to a study conducted in 1971 by the Association of School Business Officials, 387 of the 1,377 school districts responding to their questionnaire claimed to be installing PPBS or were actively considering its

implementation. Knezevich identified about 500 school districts in the United States claiming to have operated in the PPBS mode.

**Gantt Chart**

In the implementation of strategic goals, the time frame in which the program must be carried-out and completed, is crucial to the success of any educational project. One of the most popular techniques of project planning scheduling reporting is the Gantt or Bar Charts. This technique, introduced as a production tool at the beginning of this century by Henry L. Gantt, a scientific management pioneer, graphically represents the progress of a project versus the time-frame in which, it must be completed.

Gantt Charts are excellent graphical representations for scheduling the execution of various project activities. They can be used as a simple and easily understood model to communicate information to all levels of project management and supervision.54

In Gantt Charts, the horizontal axis represents the time scale for completing the project. The unit of time scale used can be days, weeks or months, depending upon the total length of the project. The listing of the project tasks or

activities is shown in the first left column. The schedule of each activity, graphically showing its starting, duration and completion times, is rendered by horizontal bars drawn on the row representing that activity. For this reason, Gantt Charts are also called bar charts or bar diagrams. The bars are drawn according to a time scale laid out across the top of the chart, the length of each bar represents the estimated time needed for carrying out the corresponding activity.55

The advantage of Gantt Charts is that, actual progress of a project is graphically recorded on a single sheet of paper. It is used in school districts and big management organizations to schedule the estimated time for project activities.

Program Evaluation and Review Technique

Evaluation is an important part of strategic planning. It helps to strengthen plans or increase efficiency of educational program. One of the tools used in the evaluation of educational programs is Program Evaluation and Review Technique (PERT). This technique is designed to provide continuous evaluation of progress toward the accomplishment of pre-conceived objectives. It is directed at the evaluation of specific program changes and the effect these

55Ibid., pp. 151-153.
changes have on the proposed plans for accomplishing the stated objectives.56

Preparation of the PERT network is carried out in four steps: 1) Identification of activities and milestone; 2) Preparation of the project graphical model; 3) Introducing the time element; and 4) calculating event times critical path and slacks.

The following formulas are used to obtain the average expected time (te), and the deviation (r) for each activity.

\[
te = a + 4M + b
\]

\[
6
\]

\[
r = b - a
\]

\[
6
\]

One of the distinctive values of PERT to strategic planners is that, it forces identification of events, while forcing speculation on the amount of time required to accomplish future activities.

Critical Path Method

The critical path method (CPM) is a technique designed to determine project completion time, the critical activities and the project slack time. CPM is a PERT technique but

56Ibid., p. 154.
without the probability statement, calculations of various time estimates per activity. Only a simple time estimate per activity is required for critical path method.57

Because PERT was developed for monitoring and controlling the progress of projects, emphasis is on accomplishment of events or milestones which contrasts the CPM network in which the major emphasis is on the status of activities.

Another important difference between CPM and PERT is in the way each considers uncertainty in estimating the activity duration and project completion date. CPM assumes only one time estimate for each activity duration, while PERT uses three time elements for each activity duration.

The critical path method however, provides a systematic approach to the development of information for decision-making. In short, it is essentially a "graphic plan of action." It illustrates the inter-relationship of the sub-objectives of a project. This technique also provides a critical route to follow in order to satisfy the project’s objectives.

PERT and CPM can also be applied to problems pertaining to resource allocation, scheduling and planning, and

57Ibid., p. 162.
simulating alternatives and control activities in research and development. 58

Brainstorming Technique

Brainstorming is a technique used to create a climate in the organization where the manager and his subordinates can get together, assemble facts, ideas and suggestions within a short time through group discussion. It seeks alternative solutions to the problems at large through full discussion and mutual understanding. The main objectives of the technique are to:

A) provide a working atmosphere in which every employee feels that personal development, self-satisfaction and self-enrichment are guaranteed in every possible manner

B) build and maintain a high level of morale among employees to enable the administrator to obtain an overall impression of morale with reflections of the main influencing courses

C) provide a structural approach to creative thinking by integrating individuals into a group for rating and solving problems, and

D) generate as many ideas and suggestions as possible within a short time.\textsuperscript{59}

Technique

Listening to the other points of view and ideas of others is perhaps the single most important aspect of brainstorming. This requires that a subsequent speaker, before addressing the problem under discussion, must first state the position of the previous speaker to his satisfaction, identify something positive about the previous speaker's suggestion before offering constructive criticism or an idea of his own bearing on the problem at hand. The following are the important elements of the brainstorming approach:

A. The problem as given: A brief description of the given problem,

B. The spectrum policy: How people view an idea, i.e., analyzing first the positive aspects of a new idea before verbalizing the negative,

C. Goals as understood: Re-defining the problem as seen by each individual or a statement of a goal a member believes would be desirable,

D. Immediate suggestions: Immediate solutions offered by group member-non-evaluative first,

E. **Comparison**: A direct comparison of parallel facts, knowledge or technology, and,

F. **Possible solution**: A possible new approach to a problem which is not proven until it works.

Brainstorming has the potential for vastly improving communication in the typical academic organization, and for liberating the inherent creative potential of its members. Through brainstorming techniques, the subliminal aggression in planning sessions can be redirected against a problem solving, being the only justification for calling meeting.60

**Delphi Technique**

The Delphi technique is a method of assessing group opinion by individuals through responses to a series of successive questionnaires rather than through a series of organizational or group meetings. This approach provides an educational organization with a more objective means to:

(A) assess the range of ideas about goals and objectives,

(B) give priority ranking to these goals and objectives, and

(C) establish a degree of consensus about the goals and objectives.

60Ibid., pp. 5-6.
In the implementation of the Delphi technique, there is a collection of responses to questionnaire items. From this set of responses, information is fed back to the group in a controlled fashion, usually a number of times. Finally, there is a completed product which is a statistical group response weighing the responses of all individuals but, with an indication of normative outcomes such as might be desired in a needs assessment.61

The Delphi technique eliminates group and open debate activities by substituting a precise and carefully designed series of questions supported with information. A representative group is selected and solicited for their participation and a commitment for cooperation is obtained. The process involves four general ideas: (1) anonymity, (2) iteration, (3) controlled feedback, and (4) statistical group response. The method therefore achieves a true consensus without sacrifice of important opinion and background information and avoids the difficulties in small group discussion and the impracticalities of large group discussions.

Delphi technique also helps to avoid some of the biases normally introduced in other group methods of obtaining information from various groups in organization concerning

the future conditions of the organization. This technique provides managers with a means of setting authoritative goals and objectives.

In the field of education, the technique has a lot of practical uses. It can be used for forecasting future curricula development, which can have a profound effect upon teacher training programs, educational purchases, building constructions and a host of related effects. Administrators can use the Delphi technique for such purposes as determining in a sophisticated way, what the faculty believes the administration should really be doing, forecasting future enrollments and for setting educational goals and objectives.

Teachers can use the technique in such imaginative ways as having their students assess certain conditions of life in times past, followed by research as to what was the actual case. Counselors can use the method as an aid in improving counseling services by having students and teachers serve on Delphi panels which ask of them "what is" and "what should be" in regards to counseling services. Above all, the technique is good in managing conflicts and time in most organization planning activities.

Having discussed the strategic planning techniques and tools, the question posed is to what extent has the government established the linkages between intentions and practice based on the established strategic planning previously discussed?
CHAPTER III
EDUCATIONAL PLANNING IN NIGERIA

The idea of educational planning in Nigeria is not new. It dates back to the British Colonial administration in Nigeria. However, before tracing the historical development of educational planning in Nigeria, a brief discussion of the spread of western education in the country will be presented.

Prior to the coming of the Europeans, various communities that were later united and named Nigeria had their own educational systems. The traditional educational systems then, served as a mean of survival for the people and the communities throughout a number of generations. In the middle of the Nineteenth Century, a new system of education emerged as a result of large-scale exploratory activities in West Africa. One factor among others for the exploratory activities was the Industrial Revolution in Europe in the Eighteenth Century. It resulted in a search for markets to sell the products of their growing industries and sources to buy raw materials. For this reason, Europeans made serious

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efforts to know the social and commercial situation in Africa including territories that are known as Nigeria.\textsuperscript{2}

In the process, the European industrialists discovered that the then existing slave trade mitigated against effective production of raw materials, and to encourage the production of raw materials, the slave trade therefore ought to be stopped. The only way of ending the trade was to introduce into West Africa, especially in the interior districts, alternative forms of activities to replace the slave trade. The Christian Missionaries started evangelization and the spread of Western education.\textsuperscript{3}

The first Christian Mission, during this period, was established in 1842 by the Wesleyan Methodist Society. In the following year, the society started its first school in Badagry in Lagos State. Starting from the coastal areas, the Mission, and later others, moved inland along the Coastal rivers and land routes in places British administrators had yet to appear.\textsuperscript{4} The motive of education then, was not to encourage social and economic development of the communities, but to facilitate missionary and commercial activities. The


\textsuperscript{3}Ibid., p. 47.

goals of Missions' education, as Rev. T. J. Bowen, pioneer of the American Baptist Mission, noted in his book published in 1857 were:

.... to establish the gospel in the hearts, mind and social life of the people. To establish the gospel among the people so they must have Bibles and therefore must have the art to make them the money to buy them. They must read the Bible and that implies instruction.5

For many years, the control of education was carried out almost entirely by the missionary effort, with the primary aim of satisfying commercial, administrative and missionary needs such as shop assistants, interpreters, religious teachers, and preachers.6 The non-involvement of the government in the control of education, therefore, resulted in the establishment of schools wherever and whenever space, and some converts were available. This condition started the planlessness that characterized education in Nigeria.

The Origin of Educational Planning in Nigeria

The formulation of education plans in Nigeria during the colonial period began with Lord Lugard, the then governor of northern Nigeria. In real terms, there was no Nigeria before 1914. The pacification of the northern and southern


protectorates into one unified country occurred in 1914. It was then that the educational plan was formulated and applied to the entire composite geographical unit now called Nigeria. Much of the educational policies were as a result of the governor's initiatives. Lord Lugard's career ended in 1919, and in defining the direction that educational development in the colonies should take, the British government was influenced by the reports of the two commissions which the Phelps-Stoke Fund sent to visit West Africa in 1920-21 and East and Central Africa in 1924. The commissions criticized the type of western education that the missions were giving the Africans and concluded that such education might have worked well in Europe but could not be expected to be functional in Africa.7

Following the Phelps-Stoke report on education in West Africa, the colonial administration appointed an Advisory Committee on native education in November 1923. The purpose of the committee was to advise the secretary of state for colonies on any matter of native education and to assist him in advancing the progress of education in British tropical Africa. Under the name of Advisory Committee on Education

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7Education in Africa, Phelps-Stoke Fund, New York, 1932, p. 145.
for the colonies, a memorandum was produced in March 1925, to guide educational development in Africa including Nigeria. These two efforts, the Phelps-Stoke Report and the 1925 memorandum, prepared the way for the 1926 education ordinance in Nigeria. It was this ordinance that truly laid the foundation for the Nigeria educational system until the era of political independence in 1960.

In 1944, the Ten-Years Education Plan was conceived as a long range plan for the development and improvement of education in Nigeria. The plan was composed of small, interrelated proposals with vaguely defined goals. As a result, its implementation was not only hampered by the crucial question of finance, but was also half-spirited. Its revised version was integrated into the 1946 development and welfare plan.

In the period after 1950, a number of changes occurred in the control of education in Nigeria. The Richards constitution which came into effect on January 1, 1947, divided the country into three regions: North, East, and West. Education became a regional matter. A ministry of

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education was established in each of the three regions under a Minister, who was responsible for making policies within the general provisions. The office of the Director-General was appointed to see that Regional Authorities conformed to the provisions in the Code of Education.¹¹

In the period 1955-1960, the international bank of reconstruction and development, at the request of the two governments of Nigeria and the United Kingdom, put forth a design for the development of Education in Nigeria.¹² Its primary aim was to appraise the economic development prospects of Nigeria as well as to recommend practical measures for their realization. The Mission's task was:

To assess the resources available for future development, to study the possibilities for development in the major sectors of the economy and to make recommendations for practical steps to be taken including the timing and coordination of development activities.¹³

The mission, consisting of ten full-time members and five part-time consultants drawn from Western countries, put forth a 700 page report on education in Nigeria. The educational

¹¹Ifemeje, p. 75.


programs outlined in the 700 page mission's report were regarded by the Nigerian government as a basis of planning and development of education during the five years immediately preceding the attainment of Nigeria's political independence in 1960. At this point, the limitation in the Mission's report deserved to be mentioned. The diverse international composition of the Mission precluded it from dealing with political realities that Nigeria was going through at that time, and the implication of these realities on the development of education in Nigeria.

In addition to the World Bank Report, the Nigerian Government set up a new commission in April, 1959. The task of the commission was to conduct an investigation into Nigeria's needs in the field of Secondary and Postsecondary Education over the next twenty years (1960-80). The commission, which is commonly referred to as the Ashby Commission, reviewed the pre- and post-secondary educational facilities in Nigeria. In the Commission's report, it specifically pointed out the lack of balance between primary and secondary levels, and between secondary and post-secondary education. The Commission therefore emphasized a new direction for technical education without detailed plan on how to achieve the intended goals.

In addition to the Ashby Commission, the services of Professor Frederick Harbison, Industrial Relation Section, Princeton University, were secured to study the high-level
manpower needs for Nigeria's future. This was perhaps the best known and the most serious of Nigeria's education planning efforts and was titled "Investment in Education."^14 The tasks were to draw a rough sketch of Nigeria's requirement for high-level manpower over a period of ten years, and to outline the problems which are likely to be faced in the generation of that manpower.

Harbison estimated that Nigeria would need professional engineers and technicians. They should be produced at the rate of 2,500 per annum. The commission's recommendation subsequently led to a massive unplanned investment in higher education after independence in 1960.^15

Having reviewed the educational planning activities before independence in 1960, the earliest forms of educational planning in Nigeria were confronted with a number of general problems. First, with no central school laws to guide planning each mission and voluntary organizations planned its own schools in its own style. Second, when the colonial government became involved in the control of education, educational plans were presented as broad policy

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statement emanating from colonial office and handed down to the colonies as guidelines for educational development. Very often, these policies were based on the recommendations of educational conferences and commissions which were either sponsored by the British Government or by international organization. Above all, the formulation of educational policies was not backed by a steady supply of funds for implementation.

On attainment of political independence in 1960, with little or no modification, the colonial system of centralized bureaucracy, including the use of Commissions as educational planners, was inherited by the indigenous Nigeria government. Although educational planning divisions were created at both the state and federal levels of the government, educational planning in Nigeria continues to be a remnant of British colonial system.

**Educational Planning Process**

In post-independent Nigeria, the educational planning process can be divided into five steps. The first involves the issuing of directives by a high political authority such as the National Economic Council. These directives are passed to the senior civil servants in forms of a small

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proportion of the national economic development plan relating to education, reports on education by ad hoc commissions, and political statements or manifestoes of a ruling political party.

The second stage consists of the preparation of plans by the senior civil servants in the Ministries of Education during which the general aims, as stated in the directives, are expressed in less political terms and the resources to be made available to carry out the stated objectives are agreed on.

In the third stage, approval is given to the plan either by the government or by a body designated for that purpose. Once the plans are approved, they are passed on to the fourth stage for processing and implementation. It is during this stage that the plan may be plagued with many problems such as conditions different from those anticipated. This results from the fact that basic professional issues and concerns inherent in effective program planning were not adequately considered at the policy formulation stages.

The final stage involves a review of the progress achieved and problems encountered in striving to fulfill the goals of the plan. Evaluation of plans, however, is not without problems. It is sometimes characterized by distortions and inadequate documentations for short-term economic and political gains.
In the past decades, the military regimes in Nigeria have altered some aspects of the internal development and constitutional provisions for education. One of the remarkable developments in education is the organization of a national system of education in which the federal government is taking increasing responsibility, much more than was the case before the military took control. Presently, the federal government is responsible for formulating the national educational policy to guide the state governments. It directs as well as coordinates the general planning activities for educational development. It also coordinates external aids in education, collects national statistics, and formulates and implements policies on education on a national scale.

The federal government also renders national services in education such as compilation of national educational statistics in education, research and planning, coordination of external aid for education and general provisions for equalization of educational opportunity in the country.

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18 Ibid., p. 310.
In pursuit of the organization of a national system of, and the strengthening of the Federal authority in education, some national organizations for education were enhanced, and new ones were created to share the responsibilities of the Federal Government. A brief examination of the most important agencies that deal with education at the federal level in Nigeria follows.

**The Federal Ministry of Education**

The Federal Ministry of Education is an executive arm of the Government in charge of education. The function is to advise the Federal Government on all matters affecting the national educational policy, as a guide to the state governments. It directs and coordinates the general planning activities for educational development.

Generally, the ministry of education is headed by a political leader whose nomenclature keeps changing with time. Up until 1966, he was known as the "Minister of Education." Thereafter, he became the "commissioner." Before 1966, however, he was a politician and a leading member of the ruling political party with or without professional interest in education. After 1966, he was appointed with no particular consideration for either past political involvement or professional competence.¹⁹

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The administrative division of the Ministry is headed by a Permanent Secretary who is expected to have no party loyalty or political interests. He may or may not be a professional educator. The major function of the permanent secretary is to advise the commissioner of education.

Each Ministry of Education also has a professional division headed by a Chief Inspector of Education or a Chief Education Officer. In theory, the entire division is made of professionally trained officers, however, in practice, this is not always the case. The professional division is made of administrative staff without skills in educational planning and general research.

Figure 4 indicates the institutions that relate to educational planning at the national level. Among these are The National Council of Education, Joint Consultative Committee, National Education Research Council, Inspectorate and Advisory Services and the West African Examination Council.

National Council of Education (NCE)

At the federal level, the highest organ for the formulation of policies on education is the National Council of Education. It is a council of the ministers and the state commissioners of education. It formulates and advises the

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20Ibid., p. 315.
federal government on national educational policy and general planning for educational development. Through the respective state representatives, the national plan and policy on education are carried back to each state and the educational needs and problems of the state are brought to the national focus.\textsuperscript{21}

Fig. 4. Organizational Structure of Education in Nigeria


Joint Consultative Committee (JCC)

The JCC is a committee of the professional educators of the federal and the state ministries of education, representatives of the university faculties or institutes of education, the Nigeria Union of Teachers, the National Manpower Board and other agencies engaged in the promotion of education in the country. Its duties are to provide professional advice on educational matters through its expert members, to serve as a national forum for the exchange of educational ideas, and to make suggestions through their appropriate sub-committees. The Chief Federal Adviser on Education is the Chairman of the Committee. In short, it covers all needed grounds in educational policy formulation below the cabinet level, which includes deliberation on all professional aspects of education such as educational quality, mobility of teachers and the welfare of pupils.

National Educational Research Council (NERC)

The National Education Research Council is made up of the Federal Chief Adviser on Education as the chairman, a representative from state ministry of education, association of secondary school principals, West African Examination Councils, the Institute of Social and Economic Research and the National Manpower Board. Its responsibilities include

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22 Ibid., p. 317.
the development of pupil and teacher texts, organization of in-service courses for teachers and general research programs on education.23

Inspectorate and Advisory Services (IAS)

The Federal Inspectorate Services for education was created in 1972. Its functions include inspection services, evaluation of all aspects of education input and output, advice on curriculum, and coordination of educational activities among the various state inspectorates of education.

The Role of the State Government

At the State level, the pattern of administration of education is similar to that in the federal government. The creation of states in 1967 shifted the administration of education from the regional governments to the state levels. The federal government maps out the general strategy, while the state government controls and manages education at the primary and secondary levels by co-ordinating the activities of school boards and/or local educational authorities.

The responsibilities of the state therefore include the making of educational laws, formulation of educational policy, planning for general educational development, and

financing of State education. In these concerns, each state has education planning department, and educational development plan developed according to the local needs and conditions of the State.\textsuperscript{24}

\textbf{Local Government Authority}

With the introduction of the local government reforms Edict of 1976, every state in the federation was divided into local government areas. In the realm of education, the constitution vested the power to administer primary education on the local government authorities so as to involve the local people in the education of their children. According to section 2 of the 4th Schedule of the constitution:

\begin{quote}
....the function of a local government council shall include participation of such council in the government of a State as respects the following matters, namely, (a) the provision and the maintenance of primary education; (b) such other functions as may be conferred on a local government council by the House of Assembly of the State.\textsuperscript{25}
\end{quote}

In this concern, local governments exercise concurrently with the state governments, the responsibility for, and the making of by-laws for nursery, primary and adult education.


Generally, the functions and organization of the local government authorities regarding education vary from State to state. In the northern states, they (i) prepare and submit to the ministries of education estimates of the amount of money required to run the schools; (ii) maintain schools according to the directives and policies of the state ministries of education, and (iii) secure the establishment of staff including their terms and conditions. The ministries of education, through their chief education officers responsible for primary education, continue to regulate the professional conduct of staff, provide expertise in curriculum development, and supervise the schools.

In the southern states, the administrative functions of the local schools include the appointment, transfer, discipline, promotion, and general welfare of the primary school teachers. The State school boards perform the same functions with respect to teachers in all public secondary schools and teacher-training colleges. In order to determine the extent to which educational planning is carried out in Nigeria, this study investigates Edo State of Nigeria as a case study.

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A Case Study of Edo State

In search for an appropriate place for the study, Edo State was chosen because this study, to some extent, has political dimension, and with the diversities in Nigeria, e.g. ethnic groups, religion and cultural values, etc., much cooperation may not be received when conducted outside Edo State, which is the researcher's place of origin. In other words, it will be easier for the researcher to get access to the people in Edo State than other states in Nigeria.

Edo State was created on August 17, 1991 and it has a population of about 2.1 million. The state was excised from Bendel State and occupies the northern part of the territory. Bendel State had itself undergone name changes from the Mid-West Region and Mid-west State. The Mid-West region was created on August 9, 1963 through a referendum. From August 1963 to August 1991, repeated acts of state creation in the country eluded Bendel.

The national basis for the sharing of posts as well as siting of projects has been the need to ensure federal character. Bendel State, by remaining intact, became disadvantaged in these regards while new centers of growth and development were being engineered in other parts of the country through state creation exercises, consequently, the territory of Bendel remained static.
The territorial imbalance formed a basis for the rethinking by the erstwhile Babangida administration, which led to the splitting of the former Bendel State into Edo and Delta states. Edo State has an area of about 19,794 square kilometers divided into fourteen local government areas. The state is bounded on the north by Kogi State, on the west by Ondo State, and on the South by Delta and Anambra states.27

The political pattern and behavior are a blend of traditional monarchical and modern systems, which flourished not merely side by side but in an integrated manner. The state has a governor normally elected through a democratic election or nominated by the heads of state under a military regime. The governor of the state is charged with the responsibility of choosing the ministers to head the state ministries such as Education, Finance, Justice, Information, Health and Social Development, Works and Transportation. Directly under the ministers are director-generals, who are responsible for the daily administrative functions in the respective ministries.

Though the name of the state has changed continuously over the years, the institutions, political and administrative system have remained essentially unchanged. The existence of these institutions provided the study with a

wide range of information to assess the degree of educational planning in the state. The map of Nigeria showing the location of Edo State is located in Appendix B.

**Educational Planning in Public Schools in Edo State**

Following the constitutional mandate of 1979, the management of the schools, theoretically, is placed in the hands of local government authorities in the state. In practice, the management of schools, including educational planning for both primary and secondary schools in Edo State, is a function of the State Ministry of Education in Benin City. The primary role of the local school authorities therefore, is relegated to limited functions stipulated by the authorities at the headquarter in Benin City.

The contending debates on the current practice in the State are ambivalent. Some scholars believe that the political leaders are reluctant to relinquish power to the local authorities for political and financial gains. On the other hand, scholars including Ajayi believe that most of the councils are devoid of competent, inspiring, informed and active leadership, and qualified manpower who could translate education policies into meaningful reality at

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the local levels. In other words, well-qualified, competent, and seasoned personnel adept in the planning of education including the necessary planning equipment are not easy to come-by at the local level.

In light of the situation previously described, educational planning in Edo State continues to be a function of the State Ministry of Education at the headquarter (Benin). It is responsible for the formulation of policies, curricula matters as well as examinations and certification within the ambit of the State government. It also organizes in-service training for teachers and other personnel in the educational services, and administers the State's scholarship scheme.

The Ministry is headed by the State Commissioner for education. Directly under the commissioner is the Director-General as the executive head of administration. In theory, there are eight departments in the Ministry including Department of Planning, Research and Statistics. Since this study is on educational planning, an examination of the functions of the planning department in the State Ministry of Education will now be presented.

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The Department of Planning, Research and Statistics

The Department of Planning, Research and Statistics collects, analyzes and stores data on the activities of the Ministry as well as education in Edo State. The overall goal of the planning department is to articulate short and long-term planned activities and establish a reliable center where all data and necessary information for planning activities for educational development can be obtained. It organizes the laying of infrastructural facilities in an organized and efficient form, both in the drawing up of estimates and execution of planned programs to ensure maximum achievement using limited resources.

According to Figure 5, there are two divisions in the Planning Research and Statistics Department in the state ministry for education. The divisions are Research and Statistics, and the Planning divisions.

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30Edo State Government, Job Description and Performance Objectives (Benin: State Ministry of Education, Department of Planning, Research and Statistics, October 1992), p. 1
Research and Statistics Division

This department is responsible for designing appropriate proforma for the collection and analyzing of data on pre-primary, primary and post-primary institutions in the state. It also retrieves national school census proforma from Federal Ministry of Education in Lagos for distribution to all primary and post-primary institutions in the state (usually in March of every year). The Branch also disseminates statistical information to Ministry of Finance and Economic Planning upon request. In addition, it helps to determine researchable topics in education, as well as the strategy and methodology to be adopted for such study.

Planning Division. This division is responsible for all matters concerning educational planning and the establishment of private/public schools in Edo State. This includes site inspection and determination of necessary infrastructural facilities with the view to recommending it to the Honorable Commissioner of Education for approval. In addition, the division is responsible for the monitoring of on-going academic and capital projects in terms of (i) standard (ii) progress (iii) inspection and supervision and (iv) maintenance of up-to-date records and information on general purpose committee.
Local Government School Board

The Local Government School Board is responsible for direct control and management of secondary and primary schools in their respective district. It also consults with, and advises the State Ministry of Education on all matters of policy, theory and practice of education. The local government school board also coordinates the activities of the divisional school boards, pays teachers' salaries, reallocates funds and other resources made available by the State Government. The planning at this level naturally addresses these matters within the policies already decided at the headquarters.

According to the Federal Government guidelines, the control of education is decentralized to encourage the participation at the grassroot in the management of the schools. In practice, educational planning is centralized in Edo State. The policies are formulated at the headquarters while, the local government school districts are charged with the responsibility of enforcing the policies at the local levels. The role of local school authority in educational planning is more of consultation rather than involvement in the planning process.

At this juncture, the question raised therefore is to what degree is planning carried out by the State Ministry of Education in Benin?
CHAPTER IV
RESEARCH METHODOLOGY AND DESIGN

This chapter presents the research methodology employed in the study. It includes a research design, the description of the sampled population, the instruments, their validity and reliability, the research procedures, and method of statistical analysis. The purpose of the study is to determine the extent to which educational planning is carried out in Nigeria, with special reference to Edo State. The research methodology is systematically presented to guide the research process, as well as to seek specific information and solutions as the research questions demand.

Research Design

The research design in this study involves elements of historical and descriptive analysis approaches. The study examines documents relating to the development of Western education and the role of the government in school management in pre- and post-colonial era in Nigeria. The study also describes the problems associating with educational reforms in the public school system in Nigeria.

The descriptive survey method of research was used in the study because it assumes a prior knowledge of the
problems of the research. Further, it permits a careful planning procedure so that complete information about the research questions can be obtained.

**Sample Procedure**

This study was designed to determine the degree of educational planning in Edo State. The sample for the study was taken from seven local government areas out of fourteen local government areas in the State. In this sense, 50 percent of all local government areas in Edo State was studied. The sample groups were drawn from teachers, principals, parents and administrators, who are either involved in or affected by the development of education in the state. The groups were considered important in the study because they are better placed in the society to assess the activities of the government in the area of educational planning. The sampled administrators were stratified and randomly selected according to the personnel status in the Ministry of Education and in the Local Government School Board. The same approach was also applied to teachers, principals and parents in the local government areas studied.

In all, 770 individuals drawn from seven Local Government Areas participated in this study. The individuals included 140 administrators, 140 principals, 140 parents and 350 teachers currently employed by Edo State Government. An average of 110 respondents (50 teachers, 20 principals, 20
parents and 20 administrators were sampled in each local government area in Edo State).

The local government areas studied include Etsako-West, Oredo, Esan-West, Esan-Central, Uhunmwode, Orhionmwon, and Ovia North-East in Edo State. Samples were taken from these local government areas based on their geographical locations within the State. In the north were Etsako-West, Esan-West and Esan-Central local government areas. In the East was Ovia North-East local government area. In the South were Oredo and Uhunmwode local government areas and in the West was Orhionmwon local government area. This method of sampling used ensured equal representation of all the communities in the state. The provisional map of Edo State showing the local government areas studied is displayed in Appendix C.

Instrumentation

The main research instrument used for primary data collection was questionnaires. The questionnaires did not only illuminate the degree to which educational planning is conducted in the state, but also indicated the differences in the perception of planning among the groups and the groups with the most favorable views towards planning in the state. In order to obtain accurate answers to the survey questions from administrators, parents, principal and teachers, two types of questionnaires, consisting of thirty-three questions, were designed to secure answers to the research questions.
The first questionnaire was administered to randomly selected administrators in the State Ministry of Education and in the Local Government School Boards in seven local government areas. The second questionnaires were randomly administered to principals, teachers and parents in seven local government school districts in Edo State.

Before the questionnaire was administered, it was reviewed for validity and reliability by the Nigerian professors and graduate students who are familiar with the Nigeria situation, to assess the suitability of the questionnaire to the issues it was designed to measure. Through this process, useful suggestions were integrated in the reconstruction of the questionnaire.

During the study, respondents were not required to identify themselves by name, however, they were required to identify themselves in terms of the research groups identified, namely, teachers, administrators, parents and principals.

**Secondary Data Collection**

Secondary data collection was employed in the study. It involve the use of periodicals, journals, and bulletins as well as publications from federal and state ministries of education, and the Nigerian universities. The secondary data collection also included speeches made by state leaders and educators in radio, television and Nigerian newspapers such as Daily Mirror, Guardian, Tribune and West Africa.
Method of Data Analysis

This study was designed to investigate the degree to which educational planning is conducted in Edo State. The primary data collected were used to test the seven null hypotheses proposed in the study. The most appropriate techniques used for computing the data were descriptive statistics, analysis of variance (ANOVA) and the Scheffe method.

Descriptive statistics were used to answer all the research questions. The analysis of variance (ANOVA) and the Scheffe method were used to test the seven null hypotheses in the study.

To facilitate further the statistical treatment of the primary data and easy interpretation of data, the items in the questionnaire were grouped into three independent variables:

(1) The extent to which the government collects and uses information for educational planning,

(2) The extent to which planning principles are utilized in educational planning,

(3) The extent to which the following constraints: shortage of funds, shortage of expertise in planning, scarcity of reliable data, inadequacy of government commitment to planning and inadequacy of planning system limit educational planning in Edo State.
Limitations of the Study

This study examines the degree to which educational planning is conducted in Nigeria. The limitation is that the study focuses on a single State, "Edo," in Nigeria because its educational planning system shares a great deal of similarities with the other states within the country.

The main instrument employed in this study was a set of questionnaires written in English. The questionnaires were randomly administered in seven local government areas in Edo State. To involve the non-English speaking villagers, a skillful interpretation of the questions was carried out by the researcher when necessary to ensure the validity of the study.

Finally, this study is narrowly focused on educational planning in the public school systems in Nigeria. The study does not include educational planning at the tertiary levels of education in Nigeria. The primary reason for restricting to the public school system stemmed from the fact that, primary and secondary education are most profitable forms of investment in the developing countries of which Nigeria is no exception.\footnote{The World Bank: Financing Education in Developing Countries: An Exploration of Policy Options, 1986, p. 8.}
CHAPTER V
PRESENTATION, ANALYSIS OF DATA, INTERPRETATION
AND EXPLANATION

This chapter presents the findings of the study along with the various analyses of these findings. The purpose of the study was to determine the degree of educational planning in Nigeria—a case study of Edo State. The study has three main research questions.

1. For educational planning purposes, does the government collect and use information on the following items in Edo State?
   A. Parent opinion
   B. Community values
   C. Community needs
   D. The state of local and national economy
   E. Teachers opinion
   F. School age population
   G. Views of students who drop-out of school
   H. The cost of running schools.

2. Does the government take into account the selected planning principles during educational planning in Edo State?
A. Identifying the actual problems facing schools in your local districts.

B. Analyzing the problems of local school districts.

C. Consulting teachers about family background of students.

D. Forecasting the future trends and needs of schools.

E. Setting strategic goals according to value and needs of the community.

F. Designing and implementing short-term actions for achieving goals.

G. Designing and implementing long-term actions for achieving goals.

H. Setting guidelines for planning in local school districts in the State.

I. Specifying where the financial resources are coming from.

J. Planning for school facilities, i.e. chairs, classrooms, tables, and others.

K. Identifying the required human resources for policy implementation.

L. Specifying tasks and responsibilities during planning.

M. Specifying priorities and schedule for policy implementation.
N. Projecting for future rate of inflation during program planning.
O. Ensuring financial resources are made available, when required for implementation.
P. Specifying procedures for evaluation.
Q. Developing a written plan-of-action.
R. Designating of coordinator/director of planning.
S. Budgeting for planning in the State.

3. What are the perceived constraints: inadequacy of government commitment to planning; shortage of expertise in planning in the State; scarcity of reliable data; shortage of funds for planning in public school system and inadequate planning system on educational planning in Edo State.

This chapter has been organized to systematically present the information compiled from the survey instrument and the statistical analyses to answer the research questions. A total of 770 respondents participated in the study in Edo State. Descriptive statistics were used to answer the three research questions. Analysis of variance (ANOVA) and the Scheffe's method were used to test the seven null hypotheses in the study.

Testing of Research Questions

Research Question One: For educational planning purposes, does the government collect and use information on the following variables?
A group of teachers, principals, parents and school administrators was asked to determine the extent to which they believe the government collects and uses information for educational planning. Of the 770 respondents who participated in the study only 46 respondents or 6 percent or less than one-tenth responded positively, while 455 or 59 percent expressed disagreement with the statement that government collects and uses information on the selected variables for educational planning purposes in Edo State. When the respondents were broken down into the different groups in the study, 62 percent of the teachers, 67.4 percent of the principals, 71.9 percent of the parents and 71.4 percent of the administrators who participated in the study disagreed with the statement that government collects and uses adequate information for educational planning purposes. Only 3.7 percent of the teachers, 1.4 percent of the principals, 1.4 percent of the parents and 2.1 percent of the administrators gave positive response in favor of the
government on collecting and using information for educational planning purposes.

**TABLE 2**

THE LEVELS OF AGREEMENT AMONG RESPONDENTS ON THE EXTENT GOVERNMENT COLLECTS AND USES INFORMATION FOR EDUCATIONAL PLANNING IN EDO STATE (N = 770) PERCENTAGE FREQUENCY

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly disagree</th>
<th>disagree</th>
<th>uncertain</th>
<th>agree</th>
<th>strongly agree</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational planning purposes, the government collects and uses information on the following variables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Parent opinion</td>
<td>19.2</td>
<td>41.0</td>
<td>3.8</td>
<td>30.6</td>
<td>5.3</td>
<td>99.9</td>
</tr>
<tr>
<td>2. Teachers opinion</td>
<td>16.0</td>
<td>38.7</td>
<td>0</td>
<td>36.6</td>
<td>8.6</td>
<td>99.9</td>
</tr>
<tr>
<td>3. Drop-out students</td>
<td>33.4</td>
<td>56.8</td>
<td>.1</td>
<td>7.7</td>
<td>2.1</td>
<td>100.1</td>
</tr>
<tr>
<td>4. Community values</td>
<td>11.0</td>
<td>42.1</td>
<td>1.8</td>
<td>33.1</td>
<td>11.9</td>
<td>99.9</td>
</tr>
<tr>
<td>5. Community needs</td>
<td>12.1</td>
<td>39.9</td>
<td>1.5</td>
<td>37.2</td>
<td>9.0</td>
<td>99.7</td>
</tr>
<tr>
<td>6. Local &amp; national economy</td>
<td>3.5</td>
<td>12.9</td>
<td>.4</td>
<td>69.4</td>
<td>13.8</td>
<td>100</td>
</tr>
<tr>
<td>7. School age population</td>
<td>20.9</td>
<td>39.3</td>
<td>.3</td>
<td>28.7</td>
<td>10.8</td>
<td>100</td>
</tr>
<tr>
<td>8. Cost of running schools</td>
<td>12.1</td>
<td>35.4</td>
<td>.3</td>
<td>39.1</td>
<td>12.9</td>
<td>99.8</td>
</tr>
</tbody>
</table>

* Note: Total may not add up to 100 due to rounding.

Among the established items as pertinent information for educational planning in the study, the highest level of disagreement was found on the views of students who drop out of schools. According to Table 2, 90.2 percent of all respondents expressed disagreement with the statement that the government collects and uses information on views of...
students who drop out of schools. Only 9.8 percent or less than one-tenth expressed agreement on the item.

The table also shows that the government collects and uses more information on the state of local and national economy for educational planning purposes than other items considered in the study. Only 16.4 percent of the respondents expressed disagreement while 83.2 percent expressed agreement with the statement that government collects and uses information on the state of local and national economy for educational planning purposes.

Research Question Two: Does the government take into account the following planning principles during educational planning in Edo State:

9. Identifying the actual problems facing schools in your local districts
10. Analysing school problems in your local districts
11. Consulting teachers about family background of students
12. Forecasting the future trends and needs of schools
13. Setting strategic goals according to the values of the community
14. Setting strategic goals according to the needs of the community
15. Designing and implementing short-term actions to achieving goals
16. Designing and implementing long-term actions to achieving goals
17. Setting guidelines for planning in local school districts
18. Planning for school facilities, i.e. chairs, classrooms, tables and others
19. Identifying the required human resources for policy implementation
20. Specifying tasks and responsibilities during planning
21. Specifying steps and schedules for policy implementation
22. Specifying where financial resources are coming from
23. Projecting for future rate of inflation during planning
24. Ensuring that financial resources are made available when required for implementation
25. Specifying procedures for program evaluation
26. Developing "written" plans of action
27. Designating coordinator/director of planning in the state
28. Budgeting for planning in the state
29. Inadequacy of government commitment to planning
30. Shortage of expertise in planning
31. Scarcity of reliable data in Edo State
32. Shortage of funds for planning in public school system
33. Inadequacy of planning system

In the study, a group of teachers, principals, parents and school administrators were asked the extent to which they believe government takes into account planning principles during educational planning in Edo State. Among the 770 people who took part in the study, only 15 or 2 percent responded positively while 631 or 82 percent, more
than half, expressed disagreement with the statement that government takes into account planning principles during educational planning in Edo State.

A break-down of the respondents into the different groups in the study reveals that 77.7 percent of the teachers, 87.2 percent of the principals, 85.6 percent of the parents and 84.3 percent of the administrators who participated in the study, expressed disagreement with the statement that government takes into account planning principles during educational planning. Only 1.9 percent of teachers, 1.4 percent of principals, less than 1 percent of parents and school administrator responded positively to the statement.

Table 3 presents the percentage frequency on the extent to which the government takes into account planning principles during educational planning. On the established items in the literature review, the majority of the respondents expressed high level of agreement with the statement that government does identify the problems facing schools in the state. Of the 770 respondents, 77.4 percent agreed with the statement while 22.3 percent disagreed with the statement that the government identifies the problems facing schools in the State.

According to Table 3, the least observed planning principle during educational planning is consulting teachers about the family background of students in the public schools.
systems. The 770 respondents, 89.7 expressed disagreement while 10.1 percent believed that teachers are consulted about family background of students during planning in Edo State.

**TABLE 3**

**THE LEVELS OF AGREEMENT AMONG RESPONDENTS ON THE EXTENT GOVERNMENT TAKES INTO ACCOUNT PLANNING PRINCIPLES DURING EDUCATIONAL PLANNING IN EDO STATE**

(*N = 770*) **PERCENTAGE FREQUENCY**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational planning purposes, the government collects and uses information on the following variables</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>9. Identifying the actual problems facing schools in your local districts</td>
<td>4.5</td>
</tr>
<tr>
<td>10. Analyzing school problems in your local districts</td>
<td>15.1</td>
</tr>
<tr>
<td>11. Consulting teachers about family background of students</td>
<td>19.6</td>
</tr>
<tr>
<td>12. Forecasting the future trends and needs of schools</td>
<td>16.2</td>
</tr>
<tr>
<td>13. Setting strategic goals according to values of community</td>
<td>12.6</td>
</tr>
<tr>
<td>14. Setting strategic goals according to needs of community</td>
<td>15.6</td>
</tr>
<tr>
<td>15. Designing and implementing short term actions to achieving goals</td>
<td>15.5</td>
</tr>
<tr>
<td>16. Designing and implementing long-term actions to achieving goals</td>
<td>14.2</td>
</tr>
</tbody>
</table>
Table 3 (continued)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational planning purposes, the government collects and uses information on the following variables</td>
<td>strongly disagree %</td>
</tr>
<tr>
<td>17. Setting guidelines for planning in local school districts</td>
<td>12.4</td>
</tr>
<tr>
<td>18. Planning for school facilities, i.e. chairs, classrooms, tables and others</td>
<td>14.7</td>
</tr>
<tr>
<td>19. Identifying the required human resources for policy implementation</td>
<td>11.6</td>
</tr>
<tr>
<td>20. Specifying tasks and responsibilities during planning</td>
<td>12.8</td>
</tr>
<tr>
<td>21. Specifying stages and schedules for policy implementation</td>
<td>12.5</td>
</tr>
<tr>
<td>22. Specifying where financial resources are coming from</td>
<td>13.2</td>
</tr>
<tr>
<td>23. Projecting for future rate of inflation during planning</td>
<td>16.8</td>
</tr>
<tr>
<td>24. Ensuring that financial resources are made available when required for implementation</td>
<td>16.8</td>
</tr>
<tr>
<td>25. Specifying procedures for program evaluation</td>
<td>16.5</td>
</tr>
<tr>
<td>26. Developing &quot;written&quot; plans of action</td>
<td>15.4</td>
</tr>
<tr>
<td>27. Designating coordinator/director of planning in the state</td>
<td>14.5</td>
</tr>
<tr>
<td>28. Budgeting for planning in the state</td>
<td>9.3</td>
</tr>
</tbody>
</table>

* Note: Total may not add up to 100 due to rounding.
Research Question Three: What are the perceived constraints on educational planning in Edo State:

29. Inadequacy of government commitment to planning
30. Shortage of expertise in planning
31. Scarcity of reliable data
32. Shortage of funds for planning in public school system
33. Inadequacy of planning system

According to Table 4, 70 percent of the school administrators, followed by parents with 68 percent, teachers with 67 percent and principals with 64 percent, believed that inadequacy of government commitment to planning is a constraint on educational planning in Edo State.

<table>
<thead>
<tr>
<th>Groups of Respondents</th>
<th>Strongly Disagree %</th>
<th>Disagree %</th>
<th>Uncertain %</th>
<th>Agree %</th>
<th>Strongly Agree %</th>
<th>Total Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>11</td>
<td>21</td>
<td>0.3</td>
<td>45</td>
<td>22</td>
<td>99.8</td>
</tr>
<tr>
<td>N = 350</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>8</td>
<td>29</td>
<td>0</td>
<td>47</td>
<td>17</td>
<td>100</td>
</tr>
<tr>
<td>N = 140</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>10</td>
<td>21</td>
<td>0</td>
<td>41</td>
<td>27</td>
<td>99</td>
</tr>
<tr>
<td>N = 140</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Administrators</td>
<td>9</td>
<td>20</td>
<td>1.4</td>
<td>39</td>
<td>31</td>
<td>100</td>
</tr>
<tr>
<td>N = 140</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Note: Total may not add up to 100 due to rounding.
Table 5 illustrates the levels of agreement on shortage of expertise in planning in the State. Among all the groups that participated in the study, parents showed the highest level of agreement with 79 percent followed by the principals with 72.3 percent, school administrators with 69 percent and lastly teachers with 66 percent.

**TABLE 5**

THE LEVELS OF AGREEMENT ON SHORTAGE OF EXPERTISE IN PLANNING - PERCENTAGE FREQUENCY

<table>
<thead>
<tr>
<th>Groups of Respondents</th>
<th>Strongly Disagree %</th>
<th>Disagree %</th>
<th>Uncertain %</th>
<th>Agree %</th>
<th>Strongly Agree %</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers N = 350</td>
<td>7</td>
<td>26</td>
<td>.6</td>
<td>43</td>
<td>23</td>
<td>99.8</td>
</tr>
<tr>
<td>Principals N = 140</td>
<td>4</td>
<td>23</td>
<td>.7</td>
<td>50</td>
<td>22.3</td>
<td>100</td>
</tr>
<tr>
<td>Parents N = 140</td>
<td>7.9</td>
<td>11</td>
<td>1.4</td>
<td>44</td>
<td>35</td>
<td>99</td>
</tr>
<tr>
<td>School Administrators N = 140</td>
<td>6</td>
<td>21</td>
<td>.7</td>
<td>44</td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

* Note: Total may not add up to 100 due to rounding.

Table 6 indicates that most of the respondents believed that scarcity of reliable data is a constraint on educational planning in Edo State. The level of agreement observed among the teachers was 81 percent followed by parents with 77 percent, school administrators with 76 percent, and finally the principals with 74 percent.
According to Table 7, the shortage of funds for planning in the public school system is a constraint on effective educational planning in Edo State. The level of agreement among the principals was 86 percent, followed by teachers with 82 percent, parents with 77 percent, and the school administrators with 76 percent.
### TABLE 7

THE LEVELS OF AGREEMENT ON SHORTAGE OF FUNDS FOR PLANNING IN PUBLIC SCHOOL SYSTEM

<table>
<thead>
<tr>
<th>Groups of Respondents</th>
<th>Strongly Disagree %</th>
<th>Disagree %</th>
<th>Uncertain %</th>
<th>Agree %</th>
<th>Strongly Agree %</th>
<th>Total Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers N = 350</td>
<td>7</td>
<td>10</td>
<td>.3</td>
<td>46</td>
<td>36</td>
<td>99.3</td>
</tr>
<tr>
<td>Principals N = 140</td>
<td>3.6</td>
<td>11</td>
<td>0.7</td>
<td>41</td>
<td>45</td>
<td>101</td>
</tr>
<tr>
<td>Parents N = 140</td>
<td>12</td>
<td>9</td>
<td>0.7</td>
<td>42</td>
<td>35</td>
<td>98.9</td>
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<tr>
<td>School Administrators N = 140</td>
<td>9</td>
<td>13</td>
<td>1.4</td>
<td>36</td>
<td>40</td>
<td>99.4</td>
</tr>
</tbody>
</table>

* Note: Total may not add up to 100 due to rounding.

Table 8 presents the percentage frequency on inadequacy of the planning system, indicating the level of agreement by teachers, principals, parents and administrators. For example, 87 percent of the parents in the study agree with the statement, followed by the school administrators with 86 percent, principals with 84 percent, and teachers with 83 percent.
TABLE 8
THE LEVELS OF AGREEMENT ON INADEQUACY OF PLANNING SYSTEM IN EDO STATE - PERCENTAGE FREQUENCY

<table>
<thead>
<tr>
<th>Groups of Respondents</th>
<th>Strongly Disagree %</th>
<th>Disagree %</th>
<th>Uncertain %</th>
<th>Agree %</th>
<th>Strongly Agree %</th>
<th>Total Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers N = 350</td>
<td>3.1</td>
<td>11</td>
<td>2</td>
<td>34</td>
<td>49</td>
<td>99</td>
</tr>
<tr>
<td>Principals N = 140</td>
<td>0.7</td>
<td>13</td>
<td>2.9</td>
<td>33</td>
<td>51</td>
<td>100</td>
</tr>
<tr>
<td>Parents N = 140</td>
<td>6</td>
<td>3.6</td>
<td>2.9</td>
<td>29</td>
<td>58</td>
<td>99.5</td>
</tr>
<tr>
<td>School Administrators N = 140</td>
<td>2.1</td>
<td>11</td>
<td>1.4</td>
<td>31</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

* Note: Total may not add up to 100 due to rounding.

According to Table 9, there is a consensus among the 770 respondents that took part in the study, that inadequacy of planning system is the greatest threat to educational planning in Edo State with 84.9 percent, followed by shortage of funds for planning in the public school systems with 81 percent, scarcity of reliable data with 78.7 percent, shortage of expertise in planning 70.6 percent, and lastly, inadequacy of government commitment to planning with 67.8 percent level of agreement.
<table>
<thead>
<tr>
<th>Groups of Respondents</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequacy of Government Commitment to Planning</td>
<td>9.6</td>
<td>22.3</td>
<td>.4</td>
<td>43.9</td>
<td>23.9</td>
<td>100</td>
</tr>
<tr>
<td>Shortage of Expertise in Planning</td>
<td>6.5</td>
<td>22.8</td>
<td>.8</td>
<td>44.5</td>
<td>26.1</td>
<td>100</td>
</tr>
<tr>
<td>Scarcity of Reliable Data</td>
<td>7.2</td>
<td>13.2</td>
<td>.9</td>
<td>48.2</td>
<td>30.5</td>
<td>100</td>
</tr>
<tr>
<td>Shortage of Funds for Planning in Public Schools</td>
<td>7.8</td>
<td>10.5</td>
<td>.7</td>
<td>42.7</td>
<td>38.3</td>
<td>100</td>
</tr>
<tr>
<td>Inadequacy of Planning System</td>
<td>3.0</td>
<td>9.9</td>
<td>2.2</td>
<td>32.5</td>
<td>52.4</td>
<td>100</td>
</tr>
</tbody>
</table>

* Note: Total may not add up to 100 due to rounding.
Testing of the Hypotheses

In testing the null hypotheses with the objective of accepting or rejecting them, analysis of variance (ANOVA) was used as one of the statistical instruments. The 0.05 level of significance was selected.

Hypothesis One

There is no significant difference among teachers, principals, parents and administrators in the perception of the extent to which government collects and uses information for educational planning purposes in Edo State.

Table 10 shows the results of the analysis of variance on the extent the government collects and uses information for educational planning by teachers, principals, parents and administrators. It indicates a significant level of .017 is less than 0.05. This suggests that there are significant differences among teachers, principals, parents and administrators in the perception of the extent to which government collects and uses information for educational planning. Hypothesis One is therefore rejected.
### TABLE 10
**ANALYSIS OF VARIANCE**

PERCEPTION OF THE EXTENT GOVERNMENT COLLECTS AND USES INFORMATION FOR EDUCATIONAL PLANNING

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Sources of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Squares</th>
<th>F</th>
<th>Signif of F</th>
<th>S</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>2.90</td>
<td>Main Eff</td>
<td>4.181</td>
<td>3</td>
<td>1.394</td>
<td>3.434</td>
<td>.017</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>2.80</td>
<td>Explained</td>
<td>4.181</td>
<td>3</td>
<td>1.394</td>
<td>3.434</td>
<td>.017</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>2.71</td>
<td>Explained</td>
<td>4.181</td>
<td>3</td>
<td>1.394</td>
<td>3.434</td>
<td>.017</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>School Administrators</td>
<td>2.85</td>
<td>Residual</td>
<td>310.895</td>
<td>766</td>
<td>.406</td>
<td>3.434</td>
<td>.017</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>315.077</td>
<td>769</td>
<td>.410</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:** Significance Level of $= .05$

- **S** = Significant
- **N** = Not Significant

**Hypothesis Two**

There is no significant difference among teachers, principals, parents and administrators in the perception of the extent to which government takes into account planning principles during planning.

According to the data in Table 11 there are significant differences among teachers, principals, parents and school administrators in the perception of the extent to which government takes into account planning principles since .002 is less than .05 level of significance. Hypothesis Two is therefore rejected.
### TABLE 11

**ANALYSIS OF VARIANCE**

**PERCEPTION OF THE EXTENT GOVERNMENT TAKES INTO ACCOUNT PLANNING PRINCIPLES DURING EDUCATIONAL PLANNING**

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Sources of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Squares</th>
<th>F</th>
<th>Signif of F</th>
<th>S</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>2.68</td>
<td>Mean Eff Resp</td>
<td>4.315</td>
<td>3</td>
<td>1.438</td>
<td>4.928</td>
<td>.002</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>2.54</td>
<td>Explained</td>
<td>4.315</td>
<td>3</td>
<td>1.438</td>
<td>4.928</td>
<td>.002</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>2.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Administrators</td>
<td>2.60</td>
<td>Residual</td>
<td>223.546</td>
<td>766</td>
<td>.292</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>227.860</td>
<td>769</td>
<td>.296</td>
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</tr>
</tbody>
</table>

Key: Significance Level of $= .05$

$S = $ Significant

$N = $ Not Significant

**Hypothesis Three**

There is no significant difference among teachers, principals, parents and administrators in the perception of the impact of inadequacy of government commitment to planning.

Table 12 shows the results of analysis of variance on inadequacy of government commitment to planning by groups of respondents. It indicates a significant level of .468 is greater than .05. This suggests that there is no significant difference among the groups of respondents in the perception of inadequacy of government commitment to planning. Hypothesis Three is therefore accepted.
TABLE 12
ANALYSIS OF VARIANCE
PERCEPTION OF INADEQUACY OF GOVERNMENT COMMITMENT TO PLANNING

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Sources of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Squares</th>
<th>F</th>
<th>Signif of F</th>
<th>S</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>3.49</td>
<td>Main Eff Resp</td>
<td>4.458</td>
<td>3</td>
<td>1.486</td>
<td>.847</td>
<td>.468</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>3.37</td>
<td>Explained</td>
<td>4.458</td>
<td>3</td>
<td>1.486</td>
<td>.847</td>
<td>.468</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>3.54</td>
<td>Explained</td>
<td>4.458</td>
<td>3</td>
<td>1.486</td>
<td>.847</td>
<td>.468</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>School Admin-</td>
<td>3.61</td>
<td>Residual</td>
<td>1323.030</td>
<td>754</td>
<td>1.755</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>3.61</td>
<td></td>
<td>1327.488</td>
<td>757</td>
<td>1.754</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: Significance Level of $= .05$

$S = $ Significant

$N = $ Not Significant

Hypothesis Four

There is no significant difference among teachers principals, parents and administrators in the perception of the impact of shortage of expertise in planning on educational planning.

According to the data in Table 13 there are significant differences among the groups in the perception of shortage of expertise in planning since .032 is less than .05 level of significance. The hypothesis is therefore rejected.
TABLE 13
ANALYSIS OF VARIANCE
PERCEPTION OF SHORTAGE OF EXPERTISE IN PLANNING IN EDO STATE

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Sources of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Squares</th>
<th>F</th>
<th>Signif of F</th>
<th>S</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>3.49</td>
<td>Main Eff, Resp</td>
<td>13.861</td>
<td>3</td>
<td>4.620</td>
<td>2.947</td>
<td>.032</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>3.64</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>3.86</td>
<td>Explained</td>
<td>13.861</td>
<td>3</td>
<td>4.620</td>
<td>2.947</td>
<td>.032</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>School Administrators</td>
<td>3.69</td>
<td>Residual</td>
<td>1182.228</td>
<td>754</td>
<td>1.568</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>1196.090</td>
<td>757</td>
<td>1.580</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: Significance Level of $= .05$
S = Significant
N = Not Significant

Hypothesis Five

There is no significant difference among teachers, principals, parents and administrators in the perception of the impact of scarcity of reliable data on educational planning.

Table 14 reveals that there is no significant difference among the groups on the perception of scarcity of reliable data for planning since .416 is greater than .05 level of significance. Hypothesis Five is therefore accepted.
TABLE 14
ANALYSIS OF VARIANCE
PERCEPTION OF SCARCITY OF RELIABLE DATA FOR
PLANNING BETWEEN THE GROUPS

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Sources of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Squares</th>
<th>F</th>
<th>Signif of F</th>
<th>S</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>3.88</td>
<td>Main Eff</td>
<td>4.166</td>
<td>3</td>
<td>1.389</td>
<td>.949</td>
<td>.416</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>3.68</td>
<td>Explained</td>
<td>4.166</td>
<td>3</td>
<td>1.389</td>
<td>.949</td>
<td>.416</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>3.81</td>
<td>Explained</td>
<td>4.166</td>
<td>3</td>
<td>1.389</td>
<td>.949</td>
<td>.416</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>School Administrators</td>
<td>3.76</td>
<td>Residual</td>
<td>1103.097</td>
<td>754</td>
<td>1.463</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>1107.263</td>
<td>757</td>
<td>1.463</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: Significance Level of $S = .05$
N = Not Significant

Hypothesis Six

There is no significant differences among teachers, principals, parents and school administrators in the perception of shortage of funds for planning in the public school system.

Table 15 shows the result of analysis of variance on shortage of funds for planning in public school system by the groups. It indicates that .112 is greater than .05 level of significance. This suggests that there is no significant difference among the groups in the perception of shortage of
funds for planning in public school systems. Hypothesis Six is therefore accepted.

**TABLE 15**

**ANALYSIS OF VARIANCE**

**PERCEPTION OF SHORTAGE OF FUNDS FOR PLANNING IN PUBLIC SCHOOL SYSTEM**

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Sources of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Squares</th>
<th>F</th>
<th>Signif of F</th>
<th>S</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>3.94</td>
<td>Main Eff Resp.</td>
<td>8.972</td>
<td>3</td>
<td>2.991</td>
<td>2.003</td>
<td>.112</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>4.13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>3.78</td>
<td>Explained</td>
<td>8.972</td>
<td>3</td>
<td>2.991</td>
<td>2.003</td>
<td>.112</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>School Administrators</td>
<td>3.88</td>
<td>Residual</td>
<td>1125.988</td>
<td>754</td>
<td>1.493</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>1134.960</td>
<td>757</td>
<td>1.499</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: Significance Level of _α_ = .05

S = Significant

N = Not Significant

**Hypothesis Seven**

There is no significant difference among teachers, principals, parents and school administrators in the perception of the impact of inadequacy of planning system in education planning.

Table 16 presents the analysis of variance on inadequacy of planning system by the groups of respondents. The results reveals that there is no significant difference among the groups of respondents in their perception of inadequacy of
planning system since 0.605 is greater than .05 level of significance. Hypothesis Seven is therefore accepted.

TABLE 16
ANALYSIS OF VARIANCE
PERCEPTION OF INADEQUACY OF PLANNING SYSTEM IN PUBLIC SCHOOL

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Sources of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Squares</th>
<th>F</th>
<th>Signif of F</th>
<th>S</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>4.17</td>
<td>Mean Eff Resp</td>
<td>2.134</td>
<td>3</td>
<td>.711</td>
<td>.616</td>
<td>.605</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>4.22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>4.30</td>
<td>Explained</td>
<td>2.134</td>
<td>3</td>
<td>.711</td>
<td>.616</td>
<td>.605</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>School Administrators</td>
<td>4.27</td>
<td>Residual</td>
<td>870.631</td>
<td>754</td>
<td>1.155</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>872.765</td>
<td>757</td>
<td>1.153</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key: Significance Level of = .05
S = Significant
N = Not Significant

Scheffe Method

Scheffe method was applied on the ANOVA analyses to determine where among the groups the significant differences lay. The Scheffe method was applied on the perception of the extent government collects and uses information for planning by teachers, principals, parents and administrators. According to Figure 6, a significant difference was found between the teachers and parents in the study.
Figure 6.

Scheffe Method

Perception of the Extent Government Collects And Uses Information For Educational Planning

SCHEFFE PROCEDURE
RANGES FOR THE 0.050 LEVEL -

3.96 3.96 3.96

THE RANGES ABOVE ARE TABLE RANGES.
THE VALUE ACTUALLY COMPARED WITH MEAN(J) - MEAN(I) IS

0.4505 * RANGE * DSQURT(1/N(I) + 1/N(J))

(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>parent</td>
<td>2.7059</td>
</tr>
<tr>
<td>principa</td>
<td>2.7971</td>
</tr>
<tr>
<td>administ</td>
<td>2.8523</td>
</tr>
<tr>
<td>teacher</td>
<td>2.9033</td>
</tr>
</tbody>
</table>

at
Figure 7 shows the results of the Scheffe method on the means of the perception of the extent government takes into account planning principles during educational planning among teachers, principals, parents and administrators. The results indicate significant differences between the teachers and parents as well as between teachers and principals who participated in the study.

![Scheffe Method](image)

**SCHEFFE PROCEDURE**

**RANGES FOR THE 0.050 LEVEL -**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.96</td>
<td>3.96</td>
<td>3.96</td>
</tr>
</tbody>
</table>

The ranges above are table ranges. The value actually compared with mean(J) - mean(I) is

\[
0.3820 \times \text{RANGE} \times \sqrt{1/N(I) + 1/N(J)}
\]

(*) Denotes pairs of groups significantly different at the 0.050 level

<table>
<thead>
<tr>
<th>Mean Group</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4204</td>
<td>parent</td>
<td></td>
</tr>
<tr>
<td>2.4412</td>
<td>principal</td>
<td></td>
</tr>
<tr>
<td>2.4979</td>
<td>administrator</td>
<td></td>
</tr>
<tr>
<td>2.5955</td>
<td>teacher * *</td>
<td></td>
</tr>
</tbody>
</table>
The results in Figure 8 reveal that there is a significant difference between parents and teachers in the perception of the impact of shortage of expertise in planning on educational planning in Edo State. Since a significant difference was found between parents and teachers in the study at the 0.050 level.

Figure 8.

Scheffe Method

Perception of the Impact of Lack of Expertise in Planning on Educational Planning

SCHEFFE PROCEDURE
RANGES FOR THE 0.050 LEVEL -

3.96  3.96  3.96

THE RANGES ABOVE ARE TABLE RANGES.
THE VALUE ACTUALLY COMPARED WITH MEAN(J) - MEAN(I) IS

0.8878 * RANGE * DSQURT(1/N(I) + 1/N(J))

(*) DENOTES PAIRS OF GROUPS SIGNIFICANTLY DIFFERENT AT THE 0.050 LEVEL

<table>
<thead>
<tr>
<th>Mean</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4842</td>
<td>teacher</td>
</tr>
<tr>
<td>2.6383</td>
<td>principa</td>
</tr>
<tr>
<td>2.6929</td>
<td>administ</td>
</tr>
<tr>
<td>2.8633</td>
<td>parent</td>
</tr>
</tbody>
</table>
In analyzing the data, statistical techniques were employed, namely, descriptive statistics, analysis of variance (ANOVA) and the Scheffe Method. For clarification purposes, the interpretation of the data was based on the mean values of the items on the questionnaire which were ranked in an ordinal scale of measurement.

The scale was used to determine the following:

1. The extent to which government collects and uses information for educational planning purposes,
2. The extent to which government takes into account planning principles during educational planning, and
3. The constraints on educational planning in Edo State.

On the extent to which government collects and uses information on educational planning, 46 respondents or 6 percent, less than one-tenth of 770 respondents, believes the government collects and uses information for educational planning. Four hundred and fifty-five or 59 percent of the respondents expressed disagreement with the statement. The highest level of disagreement with the statement was found among the parents with 71.9 percent, followed by administrators with 71.4 percent, principals with 67.4 percent and teachers with 62 percent. On the statement that the government collects and uses information on views of students who drop out of school, 90.2 percent expressed disagreement, while only 7.8 percent less than one-tenth,
expressed agreement with the statement. The most favorable response was found on the item no. 6 that the government collects and uses information on the state of local and national economy for educational planning. Only 16.4 percent expressed disagreement, while 83.2 percent expressed agreement with the statement.

On the extent to which the government takes into account planning principles during educational planning, only 15 or 2 percent responded positively. Six hundred thirty-one or 82 percent, more than half, expressed disagreement with the statement that the government takes into account planning principles during educational planning.

Among the items established as planning principles in the study, a high level of agreement was expressed on item no. 9 that the government does identify the problems facing schools in the state. According to Table 3, 77.4 percent expressed agreement while 22.3 percent of the respondents expressed disagreement on the item.

The least observed planning principle in the study is item no. 11, which is consulting the teachers about the family background of students in the public school in the state. Among the respondents, 89.7 percent expressed disagreement while only 10.1 percent believes that teachers are consulted about family background of students during educational planning.
Among the perceived constraints on educational planning, the study found inadequacy of planning system to be the greatest threat to educational planning with 84.9 percent level of agreement. This was followed by shortage of funds for planning in the public school system with 81 percent, scarcity of reliable data with 78.7 percent, shortage of expertise in planning with 70.6 percent, and lastly, inadequacy of government commitment to planning with 67.8 percent level of agreement.

Analysis of variance (ANOVA) was used to test if there was any significant difference among teachers, principals, parents and administrators. At 0.05 level, the study revealed significant differences among the groups on the perception of the extent to which government collects and uses information for educational planning. Hypothesis one was therefore rejected.

The study also revealed significant differences on the perception of the extent to which the government takes into account planning principles during educational planning. Hypothesis two was therefore rejected.

Data relative to the following perceived constraints on educational planning, inadequacy of government commitment to planning, scarcity of reliable data, shortage of funds for planning, and inadequacy of planning system did not reveal any significant difference among the groups in this study. In terms of shortage of expertise in planning, the study
indicated significant differences among these groups. Hypothesis four was therefore rejected.

Scheffe method was applied to those analyses of variance (ANOVA) which revealed significant differences to determine which group or groups are significantly different from the others. The first analysis of variance (ANOVA) indicated significant differences among the groups on the perception of the extent to which the government collects and uses information for educational planning. According to figure 6, a significant difference was found between teachers and parents.

Analysis of variance (ANOVA) was also calculated on responses pertaining to the perception of the extent to which government takes into account planning principles during educational planning. The result in figure 7 revealed significant differences between teachers and parents as well as between teachers and principals.

The last application of Scheffe method was on the analysis of variance (ANOVA) on the perception of the impact of shortage of expertise in planning. According to figure 8, a significant difference was found between teachers and parents.

On the whole, the finding is that educational planning is inadequately carried out in Edo State because basic professional issues and concerns inherent in planning are ignored or brushed aside during planning. Unless the
problems are addressed, inadequate educational planning will continue to pose high threats to the efficiency and effectiveness of public school systems in Edo State and other states in Nigeria.
CHAPTER VI
SUMMARY, FINDINGS, DISCUSSION, AND IMPLICATIONS

Summary

The purpose of this study was to determine the degree of educational planning in Nigeria, with particular reference to Edo State. The study set out to achieve the following objectives:

(1) to determine the extent to which government collects and uses pertinent information for educational planning.

(2) to investigate the extent to which government takes into account planning principles during educational planning.

(3) to identify the constraints that limit educational planning in Edo State.

(4) to put forward recommendations to guide educational planning in Edo State and other parts of the country.

From the review of literature, the following factors were noted as constraints on effective educational planning in Nigeria.
(1) Cultural and religious factors such as high birth rate
(2) Lack of funds for planning
(3) Lack of trained personnel to ensure the effectiveness of plan
(4) Colonial legacy and its impact on operational and program planning
(5) Lack of planning equipments such as computer, calculators and others
(6) The nature of political leadership and technical decisions in Nigeria
(7) Premature or forceful termination of governments in Nigeria
(8) Lack of data bank
   (i) inaccurate statistics
   (ii) unrealistic assumptions concerning financial resources
   (iii) poor projections on the rate of inflation
   (iv) underestimation and overestimation
   (v) lack of accurate population census

In the study, the following research questions were posed with regard to the factors noted above:

(1) For educational planning purposes, does the government collect and use information on the following items in Edo State.
   (a) parent opinion
(b) community values
(c) community needs
(d) the state of local and national economy
(e) teachers opinion
(f) school age population
(g) views of students who drop out of school
(h) the cost of running schools

(2) Does the government take into account the selected planning principles during educational planning in Edo State?

(a) identifying the actual problems facing schools in the local school districts
(b) analyzing the problems of local school districts
(c) consulting teachers about family background of students
(d) forecasting the future trends and needs of schools
(e) setting strategic goals according to values and needs of the community
(f) designing and implementing short-term actions for achieving goals
(g) designing and implementing long-term actions for achieving goals
(h) setting guidelines for planning in local school districts in the state
(i) specifying where the financial resources are coming from

(j) planning for school facilities, i.e., chairs, classrooms, tables, and others

(k) identifying the required human resources for policy implementation

(m) specifying tasks and responsibilities during planning

(n) specifying priorities and schedule for policy implementation

(o) projecting for future rate of inflation during program planning

(p) ensuring financial resources are made available when required for implementation

(q) specifying procedures for evaluation

(r) developing a written plan-of-action

(s) designating coordinating/director of planning

(t) budgeting for planning in the state

(3) What are the perceived constraints: (i) inadequacy of government commitment to planning; (ii) shortage of expertise in planning; (iii) scarcity of reliable data; (iv) shortage of funds for planning; (v) inadequate planning system on educational planning in Edo State.

To ascertain the answers to the research questions and analyze the means of the perceptions among the groups in the
study, the following null hypotheses were formulated and tested:

**Ho1:** There is no significant difference among teachers, principals, parents and administrators in the perception of the extent to which the government collects and uses information for educational planning purposes.

**Ho2:** There is no significant difference among teachers, principals, parents and administrators in the perception of the extent to which the government takes into account planning principles during educational planning.

**Ho3:** There is no significant difference among teachers, principals, parents and administrators in the perception of the impact of inadequacy of government commitment to planning on educational planning.

**Ho4:** There is no significant difference among teachers, principals, parents and administrators in the perception of the impact of shortage of expertise in planning on educational planning.

**Ho5:** There is no significant difference among teachers, principals, parents and administrators in the perception of the impact of scarcity of reliable data on educational planning.

**Ho6:** There is no significant difference among teachers, principals, parents and administrators in the perception of the impact of shortage of funds for educational planning.
Ho7: There is no significant difference among teachers, principals, parents and administrators in the perception of the impact of inadequacy of planning system on educational planning.

The dependent variable of the study was effective educational planning. The study employed the strategic planning model as its theoretical framework of analysis. The study incorporated elements of historical and descriptive analysis which included both secondary and primary data. The secondary data were collected from federal and state ministries of education and library sources. The primary data were collected through a questionnaire. The study involved 770 individuals (350 teachers, 140 parents, 140 principals and 140 administrators) randomly selected from seven local government areas in Edo State. The primary data gathered in the study were analyzed, using the following statistical tools:

(1) Descriptive statistics
(2) Analysis of Variance (ANOVA)
(3) Scheffe's Method

Findings

The following findings emerged as a result of the testing of seven hypotheses of this study. The findings were made through the Analysis of Variance (ANOVA):
1. There were significant differences among teachers, principals, parents, and administrators in the perception of the extent to which government collects and uses information for educational planning.

2. There were significant differences among teachers, principals, parents and administrators in the perception of the extent to which government takes into account planning principles during educational planning.

3. There was no significant difference among teachers, principals, parents and administrators in the perception of the impact of inadequacy of government commitment to planning on educational planning.

4. There were significant differences among teachers, principals, parents and administrators in the perception of shortage of expertise in planning on educational planning.

5. There was no significant difference among teachers, principals, parents and administrators in the perception of scarcity of reliable data on educational planning.

6. There was no significant difference among teachers, principals, parents and administrators in the perception of shortage of funds for planning in public schools.

7. There was no significant difference among teachers, principals, parents and administrators in the perception of inadequacy of planning system.
To facilitate further interpretation, the Scheffe method was applied on the ANOVA analyses, which indicated significant differences among the groups, to determine where the significant differences lay. The findings that emerged from the Scheffe technique were:

1. A significant difference was found between the teachers and parents in the perception of the extent to which government collects and uses information for educational planning.

2. There were significant differences between the teachers and parents as well as between teachers and principals in the perception of the extent to which government takes into account planning principles during educational planning.

3. A significant difference was found between the teachers and parents in the perception of the impact of shortage of expertise in planning on educational planning.

**Discussion**

From the frequency tables in Chapter V, it was revealed that 46 respondents or 6 percent, less than one-tenth of 770 individuals who participated in the study, expressed agreement with the statement that the government collects and uses adequate information for educational planning while 455 respondents or 59 percent expressed disagreement with the statement.
Among the items selected from the literature review in Chapter II, as being vital sources of information pertinent to effective educational planning, the views of students who drop-out of schools showed a high level of disagreement. According to Table 2, 90.2 percent expressed disagreement, while only 7.8 percent, less than one-tenth of the respondents expressed agreement on the item. The most favorable response was found on item no. 6 in Table 2, that the government collects and uses information on the state of national and local economy for educational planning. Only 16.4 percent expressed disagreement on the item, while 83.2 percent expressed agreement, because the government usually requests estimates of the amount of money required to run the schools from the local authority. Furthermore, the introduction of structural adjustment program in the country in the mid 1980s is having an impact on the financial allocation to education in the country. Based on these reasons, the highest level of agreement was shown on this item. Generally, a high level of disagreement was expressed on the selected items among the respondents which is an indication of the fact that the government does not collect adequate and necessary information for educational planning in Edo State.

On the extent to which the government takes into account planning principles during educational planning, only 15 respondents or 2 percent responded positively. Six hundred
thirty-one respondents or 82 percent, more than half of the individuals who participate in the study expressed disagreement with the statement that the government takes into account planning principles during educational planning. However, a high level of agreement was expressed on item no. 1 in Table 3, that the government does identify the actual problems facing schools in the state. More than half of the respondents, or 77.4 percent, expressed agreement while 22.2 percent expressed disagreement on the item. Based on this result, it can be inferred, therefore, that the persistency of the problems facing schools in Edo State in the past years is an indication of the fact that the government lacks systematic approaches to addressing the problems which are inherent in comprehensive strategic and operational planning.

This inference was further supported by the findings of item no. 11, which showed that the government does not consult the teachers about the family background of students in the public schools. Eighty-nine percent of the respondents expressed disagreement, while only 10.1 percent believed that teachers are consulted about family background of students during educational planning in Edo State.

On the perceived constraints on effective educational planning in the state, the study found the following results. According to Table 9, the highest level of agreement was expressed on inadequacy of planning system with 84.9 percent, followed by shortage of funds for planning with 81 percent,
The study also found significant differences among teachers, principals, parents and administrators in the perception of the extent to which government collects and uses information for educational planning. The result implies that all groups in the study differ from one another in the level of disagreement on the extent to which the government collects and uses information for educational planning.

To determine which group or groups are significantly different from the other, the Scheffe method was applied to the analysis of variance. According to figure 6, a significant was found between teachers and parents. The highest level of disagreement was found among the teachers. This result confirmed the most expressed concerns of the teachers during the study that they are seldom involved or consulted during educational planning in Edo State.

The study also found significant differences among teachers, principals, parents and administrators on the extent to which the government takes into account planning principles during educational planning in Edo State. When Scheffe method was applied to the ANOVA analysis, significant differences were found between teachers and parents as well as between teachers and principles on the perception of the
extent to which the government takes into account planning principles in Edo State. The parents in the study showed the least level of disagreement while the teachers expressed the highest level of disagreement with the statement that the government takes into account planning principles during educational planning in Edo State. This suggests that the more detached the group is from the educational planning unit, the more favorable the viewpoint towards planning in the state.

According to Table 12, there was no significant difference among teachers, principals, parents and administrators in the perception of the impact of inadequacy of government commitment to planning in Edo State. This suggests that there was a consensus among the groups that inadequacy of government commitment to planning is a constraint on effective educational planning in Edo State. In terms of shortage of expertise in planning in the state, the study found significant differences among teachers, principals, parents and administrators. According to Figure 8, a significant difference was found between parents and teachers. The parents expressed the highest level of disagreement. This implies that the parents believe shortage of expertise in planning is a constraint on effective planning because they are farther away from the school systems and may not be well informed about the politics of planning. Such political factors may include the
non-involvement of the pool of experts among teachers, principals and university faculties in the state.

According to Table 14, no significant difference was found among the teachers, principals, parents and administrators in the perception of scarcity of reliable data for planning in the state. It implies that all groups in the study believe that scarcity of reliable data for planning is a constraint on effective planning in the state.

The study also found no significant difference among teachers, principals, parents and administrators in the perception of shortage of funds for planning. It suggests that there was a general agreement among the groups that shortage of funds for planning is a constraint on effective planning in the state.

According to Table 16, there was no significant difference among the teachers, principals, parents and administrators in the perception of inadequacy of planning system in the public schools in the state. This suggests that the groups in the study believed that the government lacks adequate planning systems in the management of schools in Edo State.

Implications

The findings warrant the following implications:
(1) Poor Data Base: The availability of reliable statistical description of the prevailing trends is essential for a successful educational planning. Every organization
including educational institutions operate in an environment that presents threat and opportunities to the organization. To be able to decide on which opportunities to seize or threats to avoid, educational planners need to gather and assess information on a number of areas: community needs, values, cost of running schools, parent opinion, school age population and the likely political development in the State. In the study, it was revealed that vital information pertinent to effective educational planning and implementation are seldomly collected and used during educational planning in Edo State. As noted by one of the teachers who participated in the study,

"You know they don't do it."

which is an indication of a lack of commitment to the development of data banks for educational planning in Edo State.

This finding, however, compliments several studies on educational planning in Nigeria. Adesina, for instance, traced the failure of educational reforms to policy decisions that are based on incorrect statistical figures. In a similar vein, Dogonyaro focused specifically on planning and

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administration of universal primary education in 1991. He discovered that the planning of the universal primary education was based on assumptions because there were no accurate figures to work with.

In the former Eastern Region, as a result of the failure of the 1973 census in the country, Ezeocha discovered that the projections for the universal primary education enrollment in Imo State were based on the 1963 census figures.

A good example was the universal primary education scheme implemented in 1977. The projection for the number of enrollment in the primary schools was wrong throughout the federation. For instance, 0.9 million was projected for Anambra State in 1976. The true figure that was duly registered in the scheme was 2.05 million children.

In addition to the poor population projection is inflation. The soaring rate of inflation is seldom taken into consideration during educational planning. When considered, the projected rates are usually wrong. For

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instance, in 1974, a classroom with a capacity for 30 children was estimated to cost N900 (nine hundred Nigerian naira) but during implementation in 1976-77 academic year, the actual price was N3,500 (three thousand five hundred naira). An increase of almost 300 percent, even before the devaluation of the Nigerian currency in the 1980s.5

It is not uncommon to find gross underestimation or overestimation in crucial areas such as: school age population, the number of trained teachers, classrooms and recurrent cost of educational programs which are pertinent to the successful implementation of educational reforms in the state. The implication is that the anticipated quantitative and qualitative targets are never reached due to unrealistic projections upon which policy decisions are based in Edo State and other parts of the country.

Lack of Community Involvement in Policy Development

The adoption of collective involvement in policy formulation is essential for successful educational planning. It helps to win the cooperation and commitment necessary for policy implementation, attracts vital resources from the private sector, and also helps to promote the democratic norms of an egalitarian society. In Edo State, the participation of the community leaders, parents, teachers, and students in policy determination in the area of education

5Ibid., p. 873.
is a voluntary practice, if and where it exists. In addition, the results of this involvement are not necessarily binding on the Commissioners of Education in both federal and state levels of the government.

The determination of educational policy is left to the administrators in the ministries of education while the teachers are only involved towards the last stage of implementation merely as a tool to centralization and transmission of policies to which they were not party to the formulation. The hierarchical nature of policy formulation and execution in Nigeria can be traced to the neo-colonial origin of the educational system. In the colonial period, the theoretical framework for the control of education was broad policy statement, emanating from imperial office in London. In post independent Nigeria, the system magnified into the principle of separation between policy formation and execution. The implications are that this system of formulation often leads to very low morale among the people charged with implementation of the policies in the classrooms. Consequently, successful policy implementation is not often times achieved.

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Inadequacy of Government Commitment to Planning Principles

The purpose of planning principles is to establish the fixed points of reference upon which all other dynamic elements of administrative process can be found. In Edo State, the study reveals that government does not take into account planning principles during educational planning. This finding supports phrases such as "pork-barrel politics" and the "spoil system" revealed by Urwick in the study of universal primary education in Nigeria.

Political leaders, through management of the educational system, are able to distribute a variety of benefits, both material and symbolic, to selected clients and to vocal groups of potential supporters.⁷ These benefits are in the form of appointments and contracts, community prestige, the hope of personal advancement for staff or exchange for short-term gain in political influences. In the process, basic professional issues and concerns inherent in the planning and social context are ignored.

A case in point was the universal primary education in Nigeria. In 1969 Gowon's government appointed a commission headed by chief H.M.B. Somade, charged with the task of examining the structure of the national educational system and the feasibility of introducing free universal primary education.

education (UPE). The commission recommended that UPE should begin in 1979, instead of 1971, with 1990 as a target date for universal enrollment. It also emphasized that a scheme for UPE would require:

> careful planning and guidance to avoid negative and disastrous consequences on the economy of the country. The commission's recommendations were ignored and remained unpublished.⁸

Instead, Gowon's government went ahead and embarked on a massive and unplanned UPE scheme in 1977. This is a typical example of how education is managed in Nigeria. The implications are that policy implementations are seldom carried out, and wastage of financial resources on contracts in many uncompleted projects. As noted by a principal of a grammar school in one of the local government areas studied:

> The government does not set targets and schedules. When targets are set, they are never met, the allocated funds are never dispatched on time, and no provisions are made for maintenance of schools.

Consequently, educational reforms and the entire school system have failed to provide a decent environment for education of the citizens in the state.

**Shortage of Expertise in Planning**

The task of policy-making and planning is a function of administrators in the ministries of education who are not necessarily trained in educational planning. In theory, the

---

entire planning divisions in the ministries of education are made up of professionally trained officers. In practice, this is not always the case. There is gross understaffing, particularly among skilled professionals, in educational planning. At the moment, most of the divisions in the department of planning in the state ministry of education have no directors. The divisions are being run by lower ranked officers with little or no knowledge of planning, as in the case of the Teacher and Records Branches of the Ministry of Education in Benin City, the capital of Edo State. This situation slows down the efficiency of planning activities in the State.

**Shortage of Funds for Planning**

For educational planning to take place, there should be funds and the necessary facilities. In Edo State, special funds are not set aside for planning purposes at the state and local levels. Table 17 shows the list of itemized expenditures on education in Bendel State, now renamed Edo State in 1991. No financial allocation was made for planning in the state, and even now, this remains a common practice of the state government.

The educational planning division at the state ministry of education is run like any other division in the ministry. This division competes for funds from the general budget for administration with the other divisions in the ministry. In recent years, the growing economic crisis has reinforced the
shortage of funds for educational planning division in the state. There are no facilities for planning in the state. For instance, there are no utility vehicles, no computers, and vital office materials such as stencils, duplicating papers, and typing sheets, and even when requested, they are not regularly supplied. In most cases, officers have to resort to going about begging and borrowing these items to do their work. In some cases, they have to buy items with their personal money to carry out their duties.9

<table>
<thead>
<tr>
<th>STATE: BENDEL</th>
<th>1991</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTUAL EXPENDITURE ON EDUCATION</td>
<td>RECURRENT</td>
<td></td>
</tr>
<tr>
<td>General Administration</td>
<td>7,996,181.05</td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>--</td>
<td>138,565.00</td>
</tr>
<tr>
<td>Vocational Training</td>
<td>--</td>
<td>1,096,450.00</td>
</tr>
<tr>
<td>Secondary</td>
<td>--</td>
<td>1,096,122.00</td>
</tr>
<tr>
<td>State College of Educ.</td>
<td>--</td>
<td>1,817,723.60</td>
</tr>
<tr>
<td>State Polytechnics</td>
<td>--</td>
<td>2,297,443.80</td>
</tr>
<tr>
<td>State University</td>
<td>--</td>
<td>11,130,631.97</td>
</tr>
<tr>
<td>Private School</td>
<td>--</td>
<td>34,955.00</td>
</tr>
<tr>
<td>Scholarship</td>
<td>11,130,631.97</td>
<td>--</td>
</tr>
<tr>
<td>Literacy and Adult Educ.</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Others (Please Specify)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Women Education</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Religious Education</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>TOTAL</td>
<td>47,376,024.34</td>
<td>28,193,276.32</td>
</tr>
</tbody>
</table>

At present, the research branch is not in operation. Apparently, there is no research work in the entire Ministry. The proposed computer unit of the Records Branch is yet to be equipped for keeping records. The absence of funds, planning facilities, and computers mitigate against data gathering and effective educational planning in the state.

Inadequacy of Planning System

In the study, inadequacy of planning system was found to be the greatest threat to the development of education in Nigeria. The prevailing system of educational planning in Edo State is a remnant of colonial bureaucracy. It is centralized and hierarchical. In other words, planning is usually initiated from above without regard to the economic, social and cultural values of the people.

Under the present system, the minister of education is the political leader responsible for policy formulation throughout the state. He determines the program strategies, allocates funds, and sets criteria for evaluation. These instructions are passed from the headquarters through the state offices, and down to the local government boards for dissemination to principals and teachers in the classroom.

As stated by Urwick, the system has survived a number of years because, on one hand, the "masses" are seldom well enough informed to influence closely the planning of a public service such as education. On the other hand, the "elite" distinguished by great superiority of wealth, education and
status, are consumed by internal political struggles in which public resources are manipulated in any available way.

Within Nigeria, senior personnel of education ministries and some university faculty members are likely to press for greater professionalism in the present system of educational planning. From observation by this researcher and by listening to comments during the study, these specialists are excluded from the making of certain key decisions for fear of professional opposition. The implication is that both state and federal governments since 1960, have failed to adjust education in Nigeria to social and cultural needs of the country. Unless the planning system is improved, the country may not be able to compete with the newly industrializing nations by the year 2000 and beyond.
CHAPTER VII
CONCLUSION

Educational planning is an important management tool, and investment in education should be preceded by careful planning if the government is to derive maximum benefits from such investment. In this regard, educational planners must have a broad knowledge of internal and external factors, i.e., economic, community, social, political philosophy and aspiration of the nation. It is then that planners can meaningfully establish the priorities and achieve objectives.

In the examination of the existing educational planning practice in Edo State, the study shows that adequate information is never gathered and used for educational planning in Edo State. Furthermore, the government does not take into account planning principles during educational planning.

The study also revealed the factors undermining the effectiveness of educational planning in the State. Among these are: poor data base, lack of community involvement in policy development, inadequacy of government commitment to planning, shortage of expertise in planning, shortage of funds for planning and lastly inadequacy of planning system.
Based on these findings, the study concludes that basic professional issues and concerns inherent in effective educational planning are not adequately observed in Edo State.

**Recommendation**

The following recommendations are made to the state and the federal government in Nigeria to address the deficiencies in existing educational planning systems in the country.

1. The study recommends a comprehensive strategic planning model (See Fig. 9) to guide educational planning practice in Edo State and other states in the country. The model will provide the means to ensure detailed planning and accountability for all major school functions in the state. Further, it will set the guidelines for improving the planning process as well as ensuring complete and effective participation of teachers and the community in the planning process.

   The model consists of eleven planning principles, established to address document-based planning, production improvements, monitoring and evaluation. The first phase is the development of a mission statement by the state school authority. The mission statement, however, should establish the values, beliefs and guidelines for the local school authorities, address the concerns of the community, as well as other stakeholders in a manner they should be served as noted by Peterson.
Mission statements should involve the subtle development of "institutional vision" that is, "of the business" the organization wishes to be in, so that members of that organization can retain sense of importance of their organization and have reason for making a personal and professional commitment to it.¹

The mission statement should set clear operational priorities and the funding levels for the various activities.

¹M. W. Peterson, "In a Decade of Decline: The Seven R's of Planning," Change, no. 16, vol. 3 (1984), p. 42.
Figure 9.

Educational Planning Model

Proposed Educational Planning Model Designed by the Author.
This phase in the strategic model also involves the formation of a planning committee. The committee should be composed of the teachers, the staff, the community and business leaders. Input from the various segments of the community insures responsiveness of the school system to the needs and values of the community. The activities of the planning committee should include the gathering and analyzing of data, formulating strategy and presenting reports to the state ministry of education. Should the information desired by the planning committee require technical assistance, a consultant could be employed to assist the planning committee.

Phase two of the model is the critical trend analysis. It is designed to review and consolidate information from the previous plans, state goals and objectives that can be measured over a period of time. Through this process, a demographic profile of students, staff, relevant statistics and future projections including the availability for the proposed plans are obtained. Having identified these issues the planning committee will have to carry out the internal judgment on the various issues to identify the issues that need urgent attention and the consequences of not addressing them.

Phase three is the development of long-range plans. This involves the process of deciding on the long-term
survival, future resources, future potential, flexibility and adaptability to changing conditions. Long-range plans will help the state government and the local authorities in the management of education.

Phase four is the identification of strategies to accomplish the intended objectives. The strategic model permits the development of logical steps to achieve the goals of the plans. The development of strategies may include written objectives for each goal and the specific time for the realization of the goal. In addition, the financial impact on the government for each goal should be accurately estimated. The goals accompanied by the planning strategies and the financial impact statement will be submitted to the commissioner of education for critical review and possible adjustment and approval.

Phase five is the setting of guidelines and manuals for operational planning in the local government school districts. With the guidelines and manuals, the state ministry of education can regulate, advise and enforce proper implementation of educational programs.

In Phase six, the established guidelines and manuals should be used to train staff, teachers and other personnel from implementing agencies at the local school districts, so as to avoid wrongful interpretation of the proposed plan.
Phase seven is operational planning. This involves the development of annual objectives within the established long-term goals of the government. At this stage, the local government school administrators should ensure that resources are obtained and used efficiently in the accomplishment of the strategic objectives. Operational planning is probably the most commonly used approach in local school or school systems planning in the United States. It is a narrowly focused planning effort which provides a greater potential of success and control over a short period of time. It breaks down strategic plans into manageable parts.

At this stage, the use of planning tools such as management by objectives (MBO), Planning, Programming and Budgeting Systems (PPBS), program evaluation and review techniques (PERT), and Gantt Charts are highly recommended. They were chosen based on the level of technological development in Nigeria. Their application will not require complex computation and it is easy to train staff on how to apply the models for educational planning.

Phase eight of the strategic planning model is the specification of priorities and schedule for program implementation. This process helps to define the priorities and the time span in which a particular activity should be accomplished as well as to eliminate
the existing practice of formulating policies without adequate arrangement for implementation.

Phase nine is also an important part of the planning model. It indicates the specific tasks and delegations. This is the process of delegating a specific team or person to a particular task in the implementation process. One of the significances of delegation of tasks is to create room for collective efforts towards the achievement of the intended goals.

Phase ten is the process of establishing specific performance standards from the stated missions for evaluating the outcomes of the program.

Phase eleven, the last stage in the strategic planning model, is the evaluation of the program. Based on the established performance standards, the program is evaluated and transmitted to the state ministry of education, which makes educational planning in the state a continuous process. The critical questions usually raised at the various stage in strategic planning are displayed in the Appendix.

2. In addition to the strategic model, there should be legal provisions for adequate involvement of interest groups, individuals, community and business leaders in policy making in education in the state. The participation by other groups outside the government is imperative if the government really wants to solve the problems facing
education in Nigeria. Further, the current practice of leaving the determination to the administration in the ministries of education, while the teachers are only called upon to implement the policies in the classroom, constitute a major constraint on effective policy implementation. Policies should evolve from the classrooms to the staff rooms and on to educational offices. In this sense, the consultation with and participation by teachers should be based on mutual concerns rather than imposition as it is practiced in the country. The rationale for this position is derived from the fact that several factors determine the nature of education provided in any society. These may be political, social, economic, cultural and religious. As a result, experts in these disciplines should be allowed to contribute to the definition of policies as they affect educational programs.

3. To alleviate the shortage of skilled manpower, the government should put emphasis on training the existing body of staff in the department. The training exercise can be easily managed by hiring an expert to train the staff in program planning. Through staff training, the efficiency and professional capability of the staff could be improved in the area of planning at both the local and state levels.
4. Lastly, to alleviate the persistent shortage of funds and the necessary facilities for planning, the government should involve the local business leaders and interest groups in policy development in the area of education. The involvement of business leaders and interest groups could help to furnish vital resources and utilities such as vehicles, computers, stencils and other facilities for planning.

It is hoped the Nigerian government will review and consider the findings and recommendations of this research with a view to implementing a new strategic planning model for education. This will, no doubt, help the government to meaningfully establish priorities and how best objectives can be achieved. The end result is that wastage of human and financial resources in the country will be avoided.
Worksheet #1

Strategic Plan 19__ to 2000

___________ Local Government Area

Goal: ____________________________________________

Objective:

1. ________________________________________________

2. ________________________________________________

3. ________________________________________________

<table>
<thead>
<tr>
<th>Objective #1</th>
<th>Strategies for Reaching Objective</th>
<th>Accountable Division or Selected Persons</th>
<th>Time Frame</th>
<th>Needed Resources</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>Implemented date</td>
<td>Completion date</td>
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<td>Objective #2</td>
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<td>Objective #3</td>
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</table>
In assessing the internal and external environments of the school system, top-level administrators must first identify and correctly analyze factors that can affect the operation of the system positively and negatively. Decisions can then be made as to which areas management wants to address and/or change.

List below those environmental factors that influence the school system and describe how they affect the system, positively or negatively.

<table>
<thead>
<tr>
<th>INTERNAL ENVIRONMENTAL FACTORS</th>
<th>POSITIVE IMPACT</th>
<th>NEGATIVE IMPACT</th>
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<tbody>
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<tr>
<th>INTERNAL ENVIRONMENTAL FACTORS</th>
<th>POSITIVE IMPACT</th>
<th>NEGATIVE IMPACT</th>
</tr>
</thead>
<tbody>
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<td>8.</td>
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</table>
Worksheet #3

Assessing the Internal Environment

Profile: School System

1. Give a brief profile of the school system:
   
   A. Population
      
      Number of students____
      Number of teachers____
      Number of administrators:
         Central office____
         Principals:  Elementary____
                  Secondary____
         Assistant Principals:  Elementary____
                  Secondary____

   B. Programs
      
      Approximately what percentage of the student body
      is in each of the following types of programs?
      
      ____ Vocational
      ____ Special education
      ____ Agricultural
      ____ Business
      ____ Other (Specify)__________________

   C. Does the system have a systematic formal planning
      process?
      
      Yes__________________ (Explain briefly.)
      No__________________

   D. Is the school systems' mission
      
      Implied ____?
      Written ____? (Where found: ________________)

   E. How are long-term goals determined?
      
      ____________________________
Worksheet #4

External Environment

Fill in the grid using the scoring system below to indicate the extent of involvement of the groups below in determining school policies in each of the areas listed. Fill in every square.

1 = Extensive involvement
2 = Average involvement
3 = Minimum involvement
4 = No involvement

<table>
<thead>
<tr>
<th>POLICY AREAS</th>
<th>Instructional processes</th>
<th>Fiscal</th>
<th>Curriculum development</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School board</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Civic organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Business/industry community</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>State ministry of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
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</tbody>
</table>
Worksheet #5

Conducting a Situational Analysis

Answer all questions and/or statements honestly and objectively.

1. What words best describe the school system at the present time?

2. Why is the school system the way it is? Give 5 possibilities.

3. The strengths of the school system are:

4. What are the school system's major areas for improvement?

5. What strengths do top-level administrators have (collectively) that can contribute to the strategic planning process? List knowledge, skills, attitudes, motivations.

6. What strengths do other school system personnel have that can contribute to the strategic planning process? List knowledge, skills, attitudes, motivations.
Worksheet #5

7. What weaknesses do top-level administrators have (collectively) that can hinder the strategic process? List knowledge, skills, attitudes, motivations.

8. What weaknesses do other school system personnel have that can hinder the strategic planning process? List knowledge, skills, attitudes, motivations.

9. What opportunities does the school system have for accomplishing the system's mission?

10. What environmental factors may hinder the accomplishment of the system's mission?

11. What are our present key factors of success?

12. What resources will the school system need in order to accomplish strategic planning?

13. In what operational areas is the school system currently devoting extra resources to major improvements?
Worksheet #5

14. What must be accomplished before these improvements can be effected?

15. What must top-level administrators of the school system do to accomplish strategic planning successfully?

16. What conditions are necessary for strategic planning to be conducted successfully by top-level administrators in the school system?

17. What resources and actions are required before the strategic planning process can be adapted to the school system?

18. Is it possible for the school system to undertake these actions realistically and politically?

19. How should planning occur in the school system?

20. What data needed for planning are not currently available?
Worksheet #5

21. How does the planning cycle work in the school system?

22. What problems arise when the system attempts long-range planning? How does the system cope with these problems?

23. Is long-range planning effective in the school system? Why or why not?

24. Are most major plans designed to fit the existing organizational structure?

25. Other questions and statements pertaining to the school system. 
(Specify)
Worksheet #6

Strengths and Weaknesses #1

Using the chart below, list the strengths and weaknesses of the school system regarding the first area in which changes need to occur.

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet #7

Identifying Strengths and Weaknesses

Indicate the extent to which the school system carries out each of the following functions.

1 = Very well
2 = Moderately well
3 = Poorly

PROGRAMMATIC

1 2 3 Program development
1 2 3 Program evaluation
1 2 3 Long-term organizational planning
1 2 3 Long-term projections/forecast studies
1 2 3 Budget requests
1 2 3 Budget planning
1 2 3 Community relations
1 2 3 Public information program
1 2 3 Other (specify) ______________________

PERSONNEL

1 2 3 Recruitment and selection
1 2 3 Staff development
1 2 3 Teacher evaluation
1 2 3 Administrative evaluation
1 2 3 Central office staff evaluation
1 2 3 Other employee evaluation
1 2 3 Other (specify) ______________________

MANAGEMENT

1 2 3 Organizing activities within the school system
1 2 3 Planning activities within the school system
1 2 3 Controlling activities within the school system
1 2 3 Directing activities within the school system
1 2 3 Identifying administrator's managerial competencies
1 2 3 Other (specify) ______________________
Worksheet #8

Efficiency of Operational Areas

How efficient is the school system in each of the areas listed below? Efficiency, as used here, refers to the ability of the school system to obtain a maximum return for dollars spent.

1 = Highly cost-efficient  
2 = Moderately cost-efficient  
3 = Inefficient

<table>
<thead>
<tr>
<th>Operational Areas</th>
<th>Efficiency Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Cost of:</td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
</tr>
<tr>
<td>Building and maintenance</td>
<td></td>
</tr>
<tr>
<td>Instructional equipment and supplies</td>
<td></td>
</tr>
<tr>
<td>Program development</td>
<td></td>
</tr>
<tr>
<td>Staff development</td>
<td></td>
</tr>
<tr>
<td>Public relations</td>
<td></td>
</tr>
<tr>
<td>Administrative functions</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet #9

Conditions and Barriers

Using the chart below, list the activities/conditions that will help to make the desired change, and list the barriers that may prevent the school system from accomplishing that change.

<table>
<thead>
<tr>
<th>ACTIVITIES/CONDITIONS THAT WILL ASSIST IN MAKING CHANGE</th>
<th>BARRIERS THAT MAY PREVENT THE SYSTEM FROM ACCOMPLISHING THE CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
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</tbody>
</table>
Worksheet #10

Developing a Mission Statement

Write complete answers to the following questions. Answers should reflect the areas in which change is desirable. It is not necessary to answer all questions at once.

1. What are the school system's underlying philosophies?

2. What is the school system's purpose for existing?

3. What is different about the system now from what it was three years ago?

4. How should the system be different five years from now?

5. What should the school system be?

6. What are some unique features that will help to reach the goals?
Worksheet #11

Statement of Purpose
(Time Frame)

Place an (X) in the box indicating how often the school system reviews its statements of purpose for each of the areas listed.

<table>
<thead>
<tr>
<th>AREAS</th>
<th>1-2 Years</th>
<th>3-5 Years</th>
<th>6-10 Years</th>
<th>More Than 10 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>School system</td>
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<tr>
<td>Personnel</td>
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<tr>
<td>Building/construction/maintenance plan</td>
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<tr>
<td>Staff development</td>
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<tr>
<td>Program priority</td>
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<tr>
<td>Fiscal requirements</td>
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<tr>
<td>Management</td>
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<tr>
<td>Community support</td>
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<tr>
<td>Other (specify)</td>
<td></td>
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</tbody>
</table>
Worksheet #12

Establishing Procedures

1. Describe the procedures involved in the development of policies for the school system.

2. How are school system expectations defined and communicated within the school system?

3. What criteria are used to determine the allocation of resources on an annual basis?

4. What processes provide for feedback from the school system's constituencies to bring about policy change?
Worksheet #13

Priority of Objectives

Circle 1, 2, 3, or 4 to indicate the extent to which each of the following is a current priority of the school system.

1 = Status presently satisfactory (no improvement needed)
2 = Objective is a current priority
3 = Desirable objective but not a priority
4 = Not a desirable objective

A. Improving the quality of:
   1 2 3 4 Instruction
   1 2 3 4 Teachers
   1 2 3 4 Student services
   1 2 3 4 Administration
   1 2 3 4 Graduates
   1 2 3 4 Curriculum
   1 2 3 4 Public relations
   1 2 3 4 Physical facilities
   1 2 3 4 Instructional objectives

B. Increase the number of:
   1 2 3 4 Graduates
   1 2 3 4 Teachers
   1 2 3 4 Teacher aides
   1 2 3 4 Guidance counselors
   1 2 3 4 Books in libraries
   1 2 3 4 Public functions
   1 2 3 4 Parents involved

C. Increase the amount of:
   1 2 3 4 Teachers' salaries
   1 2 3 4 Support by community
   1 2 3 4 Staff development activities

D. Encourage:
   1 2 3 4 Creative/innovative teaching
   1 2 3 4 More time on task to improve teaching
   1 2 3 4 Decreased absenteeism for teachers
   1 2 3 4 Decreased absenteeism for students
   1 2 3 4 Reading for pleasure
   1 2 3 4 Practicing considerate behavior for students
Worksheet #14

Objectives

1. How would the current planning objectives change the school system?

2. How does the school system generate internal support for its objectives?

3. How does the school system generate external support for its objectives?

4. Other (please specify)
Worksheet #15

Goals and Objectives

List below the goal to reach in order to address the first area of change within the school system.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Now list the objectives that need to be carried out in order to reach the above goal (first area).

1. ______________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. ______________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. ______________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Use this same format for determining goals and objectives for other areas of the school system that need to be changed.
Worksheet #16

Developing Alternative Strategies (A)

1. Which of the processes listed below are used in the school system to develop strategies? (Check one or more.)

- [ ] Needs assessments
- [ ] Task force
- [ ] Study committees
- [ ] Program evaluations
- [ ] Other (specify)

2. What sources of data are used in the planning process for the school system? (Check as many as are appropriate.)

- [ ] West African Examination Council Report
- [ ] School system population figures
- [ ] Urban/rural migration data
- [ ] State guidelines or parameters on education
- [ ] Public media
- [ ] Data generated specifically for planning
- [ ] Assessment of strengths and weaknesses
- [ ] Manifestoes for ruling political party
- [ ] Board of education reports
- [ ] Observation processes
- [ ] Advocacy group information
- [ ] Other (specify)

3. When implementing planned procedures, are any of the following provided? (Select as many as are appropriate.)

- [ ] Contingency plans
- [ ] Projected outcomes
- [ ] Anticipation of unplanned occurrences
- [ ] Forecast mechanisms
- [ ] Staff development needs
- [ ] Other (specify)
Worksheet #17

Developing Alternative Strategies (B)

Restate first area needing change: ______________________
List below all possible strategies for achieving system-
wide goals and objectives for that area. (Example: "What
can we do to achieve our goals and objectives?") Use
the brainstorming technique. Do not evaluate the ideas,
just list them.

1. ______________________
   ______________________
   ______________________
   ______________________

2. ______________________
   ______________________
   ______________________
   ______________________

3. ______________________
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5. ______________________
   ______________________
   ______________________
   ______________________

6. ______________________
   ______________________
   ______________________
   ______________________
Worksheet #18

Determining Costs and Benefits

To determine the costs and benefits of strategies necessary for achieving system-wide goals and objectives, first think in terms of the cost of each strategy and the pros and cons of the costs. Also determine whether strategies selected will be beneficial.

To help you in this process, list below each alternative strategy. Opposite each strategy, list the cost for achieving the strategy. Then state the pros and cons of the costs. Last, list the reasons the strategy should be beneficial to the school system.

<table>
<thead>
<tr>
<th>ALTERNATIVE STRATEGIES</th>
<th>COST OF STRATEGY</th>
<th>PROS AND CONS OF COST</th>
<th>BENEFIT OF STRATEGY TO SCHOOL SYSTEM</th>
</tr>
</thead>
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</table>
Worksheet #19

Considering Trade-Offs Among Alternatives

Review the cost and benefit analysis for each strategy. Eliminate those alternatives that are too costly or are not beneficial for the school system at this time.

List below the alternative strategies that appear most cost-effective and beneficial to the school system.

1. 

2. 

3. 

4. 

5.
Worksheet #20

Monitoring Review

To start the monitoring process, school administrators and ministry of education personnel should seek answers to the following questions and statements.

Level One

1. Was the need for change within the school system clearly defined? If the answer is no, restate and discuss the need for change in order to ensure clarity.

2. Was there consensus among the school administrators and ministry of education personnel concerning the need to plan? If yes, proceed; if no, reexamine the reasons for lack of consensus. Take the time to evaluate the process as a group. There may be a need to deal with resistance and decide whether or not to proceed.

3. Was there clear evidence that the school administrator has made or has not made a commitment to the planning process? List the evidence.

4. What procedure was used to develop and ensure ministry of education personnel's commitment to the planning process?
Worksheet #21

5. How were other participants in the planning process identified?


6. What procedure was used to develop and ensure other participants' commitment to the planning process?


7. What procedure was used to determine what will be needed in a planning format?


Level Two

1. What important factors were revealed concerning the school system as the environment was assessed?

   Internal

   

   External


Worksheet #22

2. Restate the strengths and weaknesses of each area where change is needed in the school system.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. Is the school system's mission statement clearly defined? If there is any doubt, restate and discuss the mission statement in order to ensure clarity.

4. What are the opportunities or threats in the environment that will help or hinder the superintendent in carrying out the mission of the school system?

   **Opportunities**
   
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

   **Threats**
   
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

5. Have written policies been distributed throughout the school system? What evidence is there that all constituents are aware of policies that affect the school system?

   List the evidence.
   
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
Worksheet #23

6. Have specific goals for the school system been identified?

7. Are objectives written in measurable terms?

8. List the criteria for reaching system-wide goals and objectives?

Level Three

1. Is the selection of preferred strategies attainable?

2. Have the selected strategies been listed in order of priority?

Level Four

1. Have the proper resources been allocated for each strategy selected?

2. What additional resources are needed?
Worksheet #24

List the actions taken/to be taken for implementation.

1. Develop readiness/commitment to plan.

2. Select planning team and identify meeting structures, places, times, etc.

3. Assess the environments and the existing situation.

4. Establish mission, goals, objectives.

5. Select preferred strategies.

6. Identify and secure resources.
Worksheet #25

Evaluation Procedures

1. What is the primary procedure used by administrators in the school system to evaluate the effectiveness of plans that have been accepted? (Select as many as are appropriate.)

   ___ Management by Objectives (MBO)
   ___ Program Planning and Budgeting System (PPBS)
   ___ Project Evaluation and Review Technique (PERT)
   ___ Other (specify) _____________________

2. Check the items below that represent ways in which management evaluates school system effectiveness.

   ___ Survey questionnaire
   ___ Formal observation/monitoring procedures
   ___ Public hearings
   ___ Review by county/city council
   ___ Paid consultants
   ___ Measures of personnel performance
   ___ Measures of student performance
   ___ Cost efficiency studies and analysis
   ___ Other (specify) _____________________
Worksheet #26

Evaluation

Review the mission statement and goals and objectives listed in Level Two. List goals and objectives that have been met and ones that have not been met. Then, state the actions to be taken for goals and objectives not yet met. (Use a separate sheet for each goal stated.)

Goals met:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Objectives met:
1. _______________________________________________________________________
________________________________________________________________________
2. _______________________________________________________________________
________________________________________________________________________
3. _______________________________________________________________________
<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES NOT MET</th>
<th>ACTIONS TO BE TAKEN FOR GOALS AND OBJECTIVES NOT YET MET</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1.</td>
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</tbody>
</table>
APPENDIX B

MAP SHOWING THE LOCATION OF EDO STATE IN NIGERIA

KEY: EDO STATE

Source: Federal Ministry of Information, Lagos, Nigeria.
APPENDIX C

PROVISIONAL MAP OF EDO STATE

EDO STATE

PROVISIONAL MAP

KEY:

- Local government areas
- Studied in Edo State
July 16, 1993

To Whom It May Concern:

This is to certify that Osemwegie R. Osazee is a student in good standing in the Department of International Affairs, Clark Atlanta University. He is currently engaged in research for his doctoral dissertation. The topic that he is proposing to investigate has to do with educational planning in Edo State, Nigeria.

We would appreciate it if you could use your good office to facilitate his research in this area. Mr. Osazee is mature and responsible as a graduate student and can be depended on to treat any sensitive information confidentially.

Signed:  
Trevor A. Turner  
Associate Professor and  
Dean, School of Education  

Date:  
July 16, 1993
APPENDIX E

SURVEY

1) Please, kindly state the extent to which you agree or disagree with the statement by marking an X in the box under answer choice like this: 

2) Respondent: Administrator

Section A

For educational planning purposes, the government collects and uses information on the following factors.

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parent opinion.</td>
<td></td>
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<tr>
<td>2. Community values.</td>
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<tr>
<td>3. Community needs.</td>
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<tr>
<td>4. The state of local and national economy.</td>
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<tr>
<td>5. Teachers' opinion.</td>
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<tr>
<td>6. School age population.</td>
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<tr>
<td>7. Views of students who drop-out of school.</td>
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</tbody>
</table>
Section B.

Do you think the government takes into account the following during educational planning in your local govt area?

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Uncertain</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Identifying the actual problems facing schools in your local districts.</td>
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<tr>
<td>10. Analyzing school problems in your local district.</td>
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<tr>
<td>11. Consulting teachers about family background of students.</td>
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<tr>
<td>12. Forecasting the future trends and needs of schools.</td>
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<tr>
<td>13. Setting strategic goals according to the values of community.</td>
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<tr>
<td>14. Setting strategic goals according to the needs of community.</td>
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<tr>
<td>15. Designing and implementing short-term actions to achieving goals.</td>
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<tr>
<td>16. Designing and implementing long-term actions to achieving goals.</td>
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<tr>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Uncertain</td>
<td>Agree</td>
<td>Strongly agree</td>
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<tr>
<td>17. Setting guidelines for planning in local school district in the State.</td>
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</tr>
<tr>
<td>18. Planning for school facilities i.e. chairs, classrooms, tables, and others.</td>
<td>[ ]</td>
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<tr>
<td>19. Identifying the required human resources for policy implementation.</td>
<td>[ ]</td>
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</tr>
<tr>
<td>20. Specifying tasks and responsibilities during planning.</td>
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</tr>
<tr>
<td>21. Specifying stages and schedules for policy implementation.</td>
<td>[ ]</td>
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</tr>
<tr>
<td>22. Specifying where the financial resources are coming from.</td>
<td>[ ]</td>
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</tr>
<tr>
<td>23. Projecting for future rate of inflation during program planning.</td>
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</tr>
<tr>
<td>24. Ensuring that financial resources are made available when required for implementation.</td>
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<tr>
<td>25. Specifying procedures for program evaluation.</td>
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</tbody>
</table>
Section C

To what extent do you think the following constraints limit educational planning in your local school district?

   - Strongly disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly agree

27. Designating coordinator/director of planning in local district.
   - Strongly disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly agree

28. Budgeting for planning in the State.
   - Strongly disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly agree

29. Inadequacy of government commitment to planning.
   - Strongly disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly agree

30. Shortage of expertise in planning.
   - Strongly disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly agree

31. Scarcity of reliable data in school district.
   - Strongly disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly agree

32. Shortage of funds for planning in public school system.
   - Strongly disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly agree

33. Inadequacy of planning system.
   - Strongly disagree
   - Disagree
   - Uncertain
   - Agree
   - Strongly agree

THANK YOU FOR YOUR ASSISTANCE WITH THIS VERY IMPORTANT SURVEY.
1) Please, kindly state the extent to which you agree or disagree with the statement by marking an X in the box under answer choice like this: [X]

2) Respondent: Teacher □ Principal □ Parent □

Section A

For educational planning purposes, the government collects and uses information on the following factors.

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>1. Parent opinion.</td>
<td>□</td>
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<td>2. Community values.</td>
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<td>3. Community needs.</td>
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<td>4. The state of local and national economy.</td>
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<td>5. Teachers’ opinion.</td>
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<td>18. Planning for school facilities i.e chairs classrooms, tables, and others.</td>
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<td>19. Identifying the required human resources for policy implementation.</td>
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<td>20. Specifying tasks and responsibilities during planning.</td>
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<td>21. Specifying stages and schedules for policy implementation.</td>
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<td>22. Specifying where the financial resources are coming from.</td>
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<td>23. Projecting for future rate of inflation during program planning.</td>
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<td>24. Ensuring that financial resources are made available when required for implementation.</td>
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<td>25. Specifying procedures for program evaluation.</td>
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Section C

To what extent do you think the following constraints limit educational planning in your local school district?

29. Inadequacy of government commitment to planning.

30. Shortage of expertise in planning.

31. Scarcity of reliable data in school district.

32. Shortage of funds for planning in public school system.

33. Inadequacy of planning system.

THANK YOU FOR YOUR ASSISTANCE WITH THIS VERY IMPORTANT SURVEY.


