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## THE ROLE OF KEY ELEMENTS IN EDUCATIONAL PLANNING AND DEVELOPMENT IN NIGERIAN WESTERN SCHOOL SYSTEM

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**ABSTRACT:** *To make planning meaningful particularly in the field of educational development comprises a lot of elements. The paper examines key elements that make educational planning sound for educational development of a nation particularly in Nigeria. The elements highlighted were; data, teachers, finance, buildings, curriculum, also articulate more supply and distributions of materials, educational expansion model relevant to society, community participation and support logistic and finally some recommendations were forwarded.*

**Keywords:** Educational Planning, School System, Educational Development, Data and Curriculum

### Introduction

Planning is an essential tool which is use in gaining control of the future through current acts by studying comprehensively the current problems, apply appropriate solutions, anticipating similar events, preparing for contingencies by formulating direction, mapping out activities and providing orderly sequence for achieving stated goal. (Fafunwa 1995). Planning is a process by which the administration visualizes and determines objectives and future actions that will lead to the realization of the desired objectives. Akpa (2002) saw planning as an activity that attempts to forecast future actions and directions of the organization. It is used to develop operating procedures and assist in the decision – making process or the process of preparing a set of decisions of action in the future directed at achieving goals by optional means.

The educational planning is seen as making deliberate preparations and decision in the present, concerning educational enterprises such that the goals of education are realized in most effective and efficient manners, within available resources (Uyanga: 1995). The process of planning educational enterprises to serve as instrument of societal transformation is usually affected by a number of elements. These elements according to Ackoff (1970), in Aghenta (1993), comprises of data, teachers, finance, buildings, curriculum, materials and so on. This paper therefore examines the role of the key elements in the educational planning and development in Nigerian western school system.

### **Data Needed for Good Planning**

Data is information in a processed form that consists of facts and figures which are generated from educational programme (Aghenta: 1993). Data are needed for projection concerning future changes in population structure based on the present population. This will make it easy to project school enrolment to primary school, from primary school to post-primary and lastly to post-secondary schools. It will make it easy to estimate the number of pupils and students by age, sex, class, and levels as well as students flow from one system to the other. This will help in the numbers of schools, classrooms, teachers needed and resources for the smooth running of the schools at various level of education. In Nigeria today inaccurate and inadequate data has given way to unreliable estimates. Where rudimentary data are available, they are deficient in vital detail and sharp discrepancies in the nature of the data are found from state to state. The federal office of statistics which is expected to be the store house of data that will show correct number of students enrollment per year and classes, teachers and facilities needed, has nothing to show comparatively. Hence, we have over populated and overcrowded students at all levels of education as well as shortage of teachers, facilities and financing, the result is confusion in the National Educational System. (Akpa: 2002).

### **Teacher**

The Next element in educational planning is the teacher and his training programme especially supply and demand. It is a well-known fact that the bedrock of adequate foundation and training of needed manpower in a country irrespective of the area of specialization is a function of sound products from the teacher education in the country (Tahir: 1993). This means that the standard of education in any country is largely a function of quality and quantity of teachers in the educational system. In Nigeria educational system, teachers and teacher education are crucial factors according to the reviewed edition of National Policy on Education; Federal Government of Nigeria (2004) that Nigeria must produce highly motivated, conscientious and efficient classroom teachers for all levels of education. To help teachers to fit into the social life of the community and society, they should also be trained to have commitment to national objectives. To produce teachers with the intellectual and professional background, adequate to any changing situation not only in their country but in the wider world. This stated above types of teacher's needed for all levels of education, have not been achieved. According to Bongi (1991) findings, some of the problems of teacher education in Nigeria to include poor quantity and quality of teacher, poor implementation of teacher education programme to match the system of education, inadequate guidance and counseling officers, poor teaching facilities, inadequate commitment to the profession and poor teachers discipline inadequate in service education for teachers. Tahir (1995) added that the teachers that are been trained now are not sufficiently prepare in order to meet the compare demand of the teaching process in Nigerian schools and colleges. For example, projected students target by 2006 will be 27.5 million with teacher 910,000.00 but we have only 420,000 teachers on the ground as the 2005.

### **Financing of Planning**

The cost of educational programmes and project is an essential element in educational planning. The procedure is to obtain statistical information about the present cost of education and the information should cover all aspects of primary, secondary and higher education with particular reference to personnel, facility and equipment (Bonbi, 1991). Facts are also needed by expenditure on administration, instructions, maintenance and supplies. It should be understood that inadequate mobilization of funds from different resources for the programme as well as the failure to priorities the use of the available funds to covers areas that will really make a difference such as teachers, students, infrastructure, equipment, textbooks and wasteful spending will be an obstacles in planning. In this case Aghenta (1993) drew attention by saying that; **the most important, plan of an educational development is not its projection and output target, not even it list of education priorities, it is that part which deals with human and physical resources showing what is required of, to effect the planned expansion and change, and how the government prepare in raising required money, and to recruit the necessary personnel.** We should also not forget that, funds are needed for other social services like health, water resources, agriculture, and security and so on, so planner should take note of in order to plan according to the fund available by prioritizing the areas.

### **Building Facilities**

The other element in planning is the building which involves designing and construction. This has to do with school building with particular references to type of construction, qualitative standards and size. The information needed on the status of the present building, the number, type, size, standard, capacities, and classrooms, special rooms such as laboratories, libraries, handcraft rooms gymnasiums, geography rooms home economic laboratories, and others (Akaezi: 1989) in (Korode: 2005). In other words adequate educational infrastructures are needed in order to march effectively with the teaming population seeking for formal education with class sizes are usually look large for meaningful teaching and learning. Overcrowded conditions, students will not actually pay attention fixed on what is proposed in the classroom but on many distributions that the whole environment provides. The effective and efficient running of school to achieve necessary results can hardly be without adequate educational resources such as libraries, Audio-Visual aids, and classrooms building so that memorization and understanding of facts will not become a permanent feature of learning as it has always been the case especially in primary school being the foundation of education, (Tahir: 1995) in (Akpa: 2002).

### **The Curriculum**

The curriculum development and its components are other elements in the educational planning. The curriculum is the total of whole thing to be taught in the schools in order to make a child to fit into the society by playing a specific roles (Aghenta: 1993) in (Korode: 2005). It is a fact that the products of modern schools in Nigeria cannot effectively participate in their immediate communities and the Nigeria society unless they

learn the ways of acquiring the school skills, relevant to community skills. If this is the case then, is the curriculum we have now meant for Nigeria society? Is it possible for Nigerian elites to participate in the common life of the Nigerian multicultural and ethnic society? The task before us in our community especially the schools, is to teach our young ones the ways of our tradition and cultural norms as part of curriculum content.

### **Supply and Distribution of Learning Materials**

The next point is the supply and distribution of educational materials. The planner may take into consideration the supply and distribution of educational materials like the register of admission and withdrawal which contain details of each child progress of instruction, visitor, the attendance register, the log book, courses of instructions, visitors book, the cash book, and teachers record of all works done, the school scheme of work, and so on. It is also to consider where to keep large quantity of goods purchased or received for use in time of need, making enough spaces in school for storage of various items for consumable and non-consumable ones. The various education laws also should be part of supply to school and colleges. Our planners need to be up and doing to solve our problems of supply and distribution as stated by Bongi (1991) that the few benches that were constructed through direct labour by the Primary Schools Management Board and Ministry of Education and sent to Primary schools, did not take into considerations the ages, sizes and heights of pupils. The type of activities children were likely to be performing and the space available for class size were factors not considered in the construction of the furniture, this view was supported by Nwagwu (1978). That the quality of education that our children received bear direct relevance to the available or lack of physical facilities and overall atmosphere in which this learning takes place. It is clear from the above that planner must take into consideration the condition of facilities, distribution and structure when planning for any educational system at any level of education.

### **The Educational Expansion Model**

The educational expansion model is also part of planning. The focus of the education planning here is on the following areas, particularly, the entire education system from primary, secondary, tertiary education, and the informal sector of educational system such as extra-moral classes, adult education and literacy classes, continuing education centre, extension services, training units etc. others such as special branches of education including teacher education and science education.

The first primary school was established by the missionaries in Badagry in the year 1843. The 1926 ordinances established three system of education. Uyanga (1995), States as follows:-

- i. A six year primary education to replace the form eight year courses.
- ii. A six year secondary school course and vocational post-secondary school courses. This later on, lead to third tier of education which give rise to the

establishment of Yaba higher college in 1932. The Yaba higher college was looked at as producing medical, Agricultural, Forestry assistant who were subordinates to graduates of British Universities. The criticism of this type of education leads to the setting of two commissions namely;

1. The Elliots commission 1943
2. The Ashby commission in 1959.

The Elliots set up to report on the organization and facilities of existing centers of higher education in British West Africa, and to make recommendations regarding future University development. While that of Ashby commission was to consider the principles which should guide the promotion of higher education, learning and research and development of Universities in the Nigeria.

The Elliots reports published in 1945 contained the recommendations for establishment of Universities with its curriculum similar to those of British Universities. As a result of the reports, Yaba Higher College was transferred to Ibadan, in January, 1948, to form the nucleus of the new University College, now University of Ibadan; also recommended "Territorial colleges" to act as feeders for teacher training courses. Further recommendation by inter-University council led to the establishment of "Nigerian Colleges of Arts, Science and Technology" which has its main branches at Enugu, Ibadan and Zaria.

In April, 1959, the federal government appointed a commission called Ashby commission, to conduct an investigation into Nigeria's needs in the field of post-secondary school certificate and higher education for a period of twenty years, starting from 1960 to 1980. Though the commission was specifically required to look into the country's needs in field of post-secondary schools certificate and higher education from 1960-1980, it covered all stages of education.

The commission submitted its report on 2<sup>nd</sup> September, 1960 with the following observation, inadequacies in

- i. Educational facilities
- ii. The curriculum and product from the institutions
- iii. Lack of balance between the various levels of education and that qualified teachers were in short supply. Their report was made under a little "Investment in Education". (Akpa, 2002).

The Recommendations of the Sir Eric Ashby Commission were:

- i. The establishment of more universities which will be national in outlook.
- ii. That the University College of Ibadan should widen its curriculum and develop into a full fledge university.
- iii. A National University Commission (NUC) should be set up to control universities.

- iv. That courses in engineering, medicines, law, commerce, and agriculture should be emphasis.
- v. That all the universities should have B. A. (Education) and in addition have NCE courses in college of education.
- vi. Facility for secondary teacher training college to be greatly increased. In response of Ashby and Elliots reports, the Federal Government established five Universities. These were sited at Ibadan, Ife, Lagos, Nsuka and Zaria. It is clear from the above then that the expansion of education stated from the colonial period to independent and up to now it needs to be modified to suit our need as nation. (Uyanga; 1995).

### **The Relevance of Education to the Society**

The next element is the relevancy of education to the Nigeria needs. The reviewed (2004) National Policy on Education stated clearly how objectives of education will be; particularly that of secondary school is achieved as: -

- a. Prepare for useful living within the society, raise a generation of people who can think for themselves, respect the dignity of labour and appreciate those values specified under our broad national aims, and live as citizens.
- b. Fostering Nigerian unity with an emphasis on common ties that unite us in our diversity. Inspire its students with a desire for achievement and self-improvement both at school and in later life.

As beautiful as stated, is it what is been practiced by our elites in the society? To be prepared for that age we must realize that education has to be utilized to meet the needs and aspiration of a particular age, and society as well as the necessary changes and reforms in the system. Education should aim at reforming the society and make difference in that society in which it operates. In other word, Education should be seen as instruments for social stability as well as social changes.

### **The Community Participation and Support**

The community participation and support is another element in the planning process. Community could mean a group of people bound together by common norms, culture and interest as well as facing common problem. Education is seen as total knowledge one acquired from birth to death. Education could also mean transmission of value, knowledge and skills necessary for effective learning through communication under formal school system and non-formal school as well. Akaezi, (1989) said that. Community education means process of social integration of youngsters and members of the community by inculcating in them respect and loyalty toward community culture and values. This community is the catchments area of the school or the area from which most of its students come. It may be a village or a group of two or more villages, a town

or a combination of the town and surrounding villages. This local community, like the large society has its own history, values, norms, and tradition. According to Aghenta (1993), it is the responsibility of the school to prepare the child for life in his community in particular and the society in general. The school should be concerned with the long-term needs of its local community; care should be taken to ensure that they are in tune with the development needs of the society as a whole. The factors that give rise to this include; the increasing enlightenment of parents, their concern for sound education of their children and their eagerness to see that whatever amount of money they spend on the education of their children is well accounted for. Increased parents and community involvement in school affairs is desirable in our quest to the qualitative development of the educational system. Schools need various inputs from their local communities where learning resources abound in many Nigerian communities in most cases, readily available to school that can identify and use them. It is therefore clear from the above explanation that in order to prevent any possible misplacement of emphasis by either the community members or the school, planning for the educational provision has to be a cooperative effort involving various groups of people who are in one way or the other involved with the education of the child. Such as teachers, parents, employers of labour, workers, religious groups and so forth.

### **Logistic and Integration**

The last element in planning is logistic and integration in the implementation of Education planning with other sectors. Educational planning is a complex activity which requires experts of different specialists in various areas so that all sectors should be integrated to form sound planning. The areas needed to be integrated are education; Economics, sociology, mathematics, statistics, geography etc. Experts from related ministries like ministry of finance, manpower development, labour and productivity, youth and social development, health, agriculture, water and rural development, housing and urban development, works and housing so that each will give experts' advice on effective implementation of the plan policy (Aghenta: 1993).

### **Recommendations**

The following recommendations are forwarded for sound educational planning and development. Government should have accurate and adequate data, sound teachers training programme which will meet the demands and supplies, also enough money for recurrent and capital expenditures, good buildings with beautiful design and structure as well as curriculum based on the societal needs now and in future. Sufficient facilities and materials needed at all levels of schools, balance supply and demand between primary schools, secondary schools and tertiary schools, in terms of admission and vacancies. The programmes must be relevant to the socio-political-culture and economic needs of the community for which education is planned. Parents must be given opportunity to fully participate in the education process of their children and lastly all sectors particularly social services programmes must be integrated for better planning and policy implementation of the educational system of the country.

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