

NAVIGATING ON NIGERIAN EDUCATIONAL PLANS BETWEEN 1990 AND 2020: EDUCATOR'S VIEW OF SIGNIFICANT CHALLENGES IN NIGERIAN EDUCATION SYSTEM

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ABSTRACT

This paper is navigating on Nigerian educational plans since Between 1990 and 2020: Educators views on significant challenges in Nigerian Education System. Abia State University Uturu and University of Port Harcourt River State are among public tertiary education institutions in Nigeria. Therefore, the two universities are chosen for extraction of population and sample of this study. The population of this study is 16,000 which comprised 9,000 males and 7,000 female students from Michael Okpara University of Agriculture and University of Port Harcourt River state respectively. Stratified random sampling technique was used to obtain 26 male respondents in three departments from Abia State University Uturu and 28 female students in three departments from University of Port Harcourt River State. This gave a sample size of 162. Descriptive survey research design was used for this study. One research question and one hypothesis guided this study. Instrument used for data collection was researcher developed questionnaire "titled, navigating on Nigerian educational plans since Between 1990 and 2020: Educator's views of significant challenges in Nigerian Education System" was used, with four rating scale of strongly agree, agree, disagree and strongly disagree. The instrument was validated by two specialists. Cronbach alpha statistics was used to determine the reliability coefficient of this study at 0.78 and 0.97, which shows that the instrument is reliable to be used for this study. Mean and standard deviation were used to analyze the data while t- test of independent was used to test the hypothesis. The finding from this study reveals that there are varied challenges of educational planning in Nigeria. These challenges include: Inadequate funding, lack of accurate statistical data on the needs of education in Nigeria, insecurity among others. It was recommended for this study that government should fund educational planning and policy making bodies in Nigeria. This will reduce financial bottlenecks in educational planning in Nigeria. Accurate data should be generated from dilapidated educational institutions and damaged equipment in Nigeria education institutions. This would reduce off hand estimation s used in calculation of the needs and problems of education institutions in Nigeria among others.

Keywords: Educational Planning, Scarcity of Educational Resources, Poor Demographical Statistics, Yawning Gap Between Educational Policy and Implementation, Challenges of Clear

and Purposeful Educational Policy, Political Instability, Pressure Groups, Personnel, Constraints of Planning Tools, Implementation.

1.0 INTRODUCTION

Education is the strongest asset a nation can use to boast about her citizens. Education is used for effective administration of countries diversified economy. Unprecedented demand for education have given rise to decreasing resources for education in Nigeria. Date back in the 90s to this 21st century, Nigerian Education System was truncated into economic trajectories in which many blamed the government on poor leadership that was concomitant to inequitable distribution of social and economic amenities in Nigeria. Social and economic trajectories had in no small measure, caused significant drawbacks in Nigerian education system.

1.1 Educational Planning

Planning in education, is the process of deciding now on what is to be done for the sake of the future (Anyagu 2021). Educational Planning is the process of surveying what the future will be and drawing out plans to keep the objectives of education realized in a country (Ajani, 2021). Planning is of utmost importance, because, economic resources that are not easy to come by, have to be procured and harnessed into judicious use. Education Plans are effective, when resources put into education are used to achieve the set objectives of educational plans (Olulobe, 2021). Planning is necessary because of competing scarce resources. Educational planning provides guidelines that enables policy makers and educational managers to achieve goals in education. The way planning is used to facilitate production of goods and services in manufacturing and service organizations, educational planning also helps in fixing the wrongs in education and facilitating the production quality graduates in education industries in Nigeria. Educational planning facilitates desirable educational operations to actualize or realize predetermined goals in education. Educational planning is the process of determining the future course of actions in education through mapping out of programmes, classification of goals, enactment of policies, campaigns and determining of procedures and fixing of day-to-day schedules (Newman, 1993). Educational planning is of paramount importance because, limited economic resources such as money, time, human and other resources in education, have to be put into effective use for realization of goals. Educational planning is future oriented (Uwazuruike, 2021). Educational planning enables educational planners to map out educational needs in broad and specific outlines thus, determining methods or procedures to actualize those needs. Effective educational planning creates a literate society. Quality educational plans are means of involving the growing youths into different occupational skills that warrants the use of human intellect. Educational planning is the process of correcting deviations and analysis of facts in education. It is the exercise of foresight in the determination of policy, priorities and cost of educational system for economic growth, development the wellbeing of the existing and coming generations of citizens in a country. It is the process of making effective preparations in the present based on empirical evidences that tackles issues and problems in education for the sake of the future. Inadequate educational planning is like a vehicle without tyre. Education planning is an open secret which designated members of the society can contribute to, while experts in educational planning takes the final decision. It is of no doubt that some of the challenges in education sector are majorly caused by bad governance and frequent change of government.

1.2 Concept of Planning

Planning comes before doing. It is the process of determining where to go and means of getting there in the most efficient and effective manner (Kaufman, 1972). Planning is important for optimizing the use of resources.

1.3 Challenges of Educational Planning in Nigeria

One of the challenges of educational planning are political instability, inadequate financing, inadequate statistical data among others. Lots of these challenges puts educational planning in disarray. Challenges of educational are explained below.

1.4 Scarcity of Educational Resources

Some resource like money, time and personnel for administration of education are very scarce. Every sector of Nigerian economy competes together with education. When educational resources are plundered or channeled to other sectors other than education, it affects educational planning and management in Nigeria. Educational resources should be provided and equitably distributed for realization of education goals. Any clamp down to this economic injunction, would endanger the realization of goals in education.

1.5 Poor Demographical Statistics

Poor demographical statistical is a serious problems bedeviling educational planning in Nigeria (Nwankwoala, 2019). It is very saddening that some records kept as demographic statistical result of people who enrolled for education pursuits in Nigeria are fragmented with errors due to poor statistical data. From all indications, the problems of faulty demographic records in education are caused by educational planners who with selfish reasons, prepare demographic records in a bid to carve niches for the advantage of particular state or ethnic group. This has caused to poor educational planning in Nigeria because figures needed for educational planning in Nigeria are compromised by educational planners in Nigeria.

1.6 Gap Between Educational Policy and Implementation

Issues and problems in education require policy making to forestall their occurrence. Sometimes, those issues and problems are not attended to, teachers, students and other educators who supposed to benefit from those policies suffers from lack of policy implementation from the head of ministries of education. Education policies are made on yearly basis, some issues and problems that crop up on daily or monthly basis require policy making. Policy is the enactment of rules or procedures. It is the process of mapping out in details the rules or cause of actions to be followed and abided by educators and educational managers (Miller, 1981).

1.7 Challenges of Clear and Purposeful Educational Policy

Carriage of numerous polices for implementation at a given time yields to poor achievement of those policies. Lack of clear and concrete policy that would affect positive change to Nigerian' education system causes draw backs of effective policy making in Nigerian education

system. It is of no doubt that policies that are not attended to, are caused by speedy change of government in power either through military interregnum or through the ruling of Nigerian judicial system (Court). However, some policies implemented in education have not yielded any positive or tangible results to educators and masses of people. For example, the school feeding implemented for primary schools students in Nigeria did not spread to all primary schools students in the East part of Nigeria. Only students in the North and west part of Nigeria benefitted from it. However, Bad attitudes of office holders be it civil, public or political, can affects Nigerian educational plans (Ogunode, Gregory & Abubakar 2020). It is also, emphatic to understand that some of the educational objectives in Nigeria are vague and give no distinct and firm direction for the achievement of major goals in education (Akinpelu, 1977). Some policy in education are not clear cut and purposeful policy because, the issue and problems of dilapidated primary and secondary school buildings in the East and West part of Nigeria are serious issues or problems that should be tackled for comfortable stay of students in the school. The National Policy on Education has not presented clear directives that would enable educational managers in Nigeria to comprehend and measure in specific terms the major education objectives education would achieve in Nigeria owing to dilapidated school buildings, inadequate teaching and learning facilities in Nigerian education system (Ogunsaju, 1983).

1.8 Political Instability

It is very clear that governors and president emerge during democratic elections. However, some elections held in democratic elections in Nigeria are wrought with rigging or accuses of vote buying which results to court cases. Some Nigerian elections conducted for electing governors and president of Nigeria are greeted with protest, human maiming, destruction of properties because of allegation of rigging they possessed. In Nigeria, some elected governors, senators and members of House of Representatives who become winners through dubious election results are removed through court judgment and order of court. Instabilities in Nigeria elections, which resulted in removal of people at the whims of power causes education plans during that governors regime, to wallow into waste baskets (Gbenu, 2012). Some of those criticized elected governors and presidents eventually succeeds and goes into governance without forgetting what people say about him. This makes elected governors and president of Nigeria to undermine some of their political objectives that would have addressed the problems of education in Nigeria. After sixty years of Nigeria's independence, Nigeria is still lagging behind from working out peaceful and acceptable policies for changing its leaders in positions of power. Political instability in Nigeria disrupts the process of educational planning. For example, the constitutional crisis of 1963, the military coup d' e tate of 1966, 1976, 1983 and 1985 coupled with protracted civil war of 1967, have all disrupted the process of educational planning in Nigeria. As a result of that political crisis, educational plans that would have beneficial to education were jeopardized especially; those plans that have reached advanced stage were abandoned. This has thus, caused chaotic political situation in Nigeria (Adesina, 1981).

1.9 Pressure Groups

Pressure groups are bodies that could challenge some ideologies of government in education and other sectors of Nigerian economy (Ovwhigo, 1991). Sometimes, their agitations of pressure groups are for the good of the whole Nigerians. Sometimes, selected groups purport

few reasons why government should divert the resources to their use. Pressure groups are pressures by themselves. Pressure groups had at various times, subjected educational policy makers to undue pressures. They go a long way, forcing educational planners and policy makers to dance to the tunes of their selfish desires. It has now become a common practice to ignore plans that came from the masses that are not politically acceptable inspect of their technical merits (Adesina, 1981). Educational planners have used these means to relieve themselves of some problems that comes from the masses in order to get focused on their pressing office demands without having believing that they are the actual cause of the problems of poor service delivery in Nigerian education system. Free education at all levels and establishment of educational institutions are brandished as part of the electoral promises. It is of no doubt the state ministries of education in the state back up these strategies without commensurate plans to mitigate problems that would crop up during the course of establishment of more educational institutions in Nigeria.

1.10 Poor Financing

Trajectories educational planners have in education are caused as a result of poor or inadequate financing to education sector. Inadequate financing have caused some of the projects and policies educational policy makers into frictions (Okafor, 1981). The bad tempo of Nigerian economy coupled with fund diversion and plundering of funds for personal enrichments is among the problems that retards implementation of educational plans. Nigeria is guilty of marginalizing her earnings and gross exploitation of the incomes generated from education both foreign and local grants, which would have been used for adequate educational planning and development. By extension, mismanagement and embezzlement of funds by those in public offices causes more harm in educational development. Inability of government to enforce a rational balance on tangible expenditures causes lack of funds for educational planning and implementation to be glared. On the other hand, the devaluation of Nigerian naira and its retarded purchasing power causes more bottlenecks in procuring most educational needs as survey studies to purchase some educational equipment and initiation of classroom building projects are called in billons which at times, protracts government and educational planners to embark on those facilities and equipment procurements to educational institutions.

1.11 Personnel

Nepotism, favouritism existing among educational planners are canker warms that could takes longer times to be addressed. Some people who occupies the pillars of governance in Nigeria tends to place people who are ill equipped in strategic planning and implementation positions. They therefore, put square pegs in round holes. This has in no small measure, caused backsliding effects to educational planning and implementation in Nigeria. At the wee hours of getting the inefficiencies of those erring educational planners, their apparent incapability's, incompetence are greeted with excuses by their political godfathers and mentors of those inept educational planners. Educational planning in Nigeria suffers from lack of skilled personnel and under employment of skilled personnel. Lack of sufficient skilled personnel in ministries of education is a problem to educational planning. State and federal ministries of education lack specialists such as educational planners, statisticians, programmers, and analysts, who could develop and ensure successful execution of plans in education. On the other hand, A cursory examination of most of our educational policies in Nigeria indicates lack of necessary

knowledge on the part of planners and absence of educational ideas on the part of policy makers in education (Ukeje, 1990). On the other hand, under employment of personnel who are equipped with technical knowledge, skills have appeared as culture in Nigeria. This has thus, caused job dissatisfaction among underpaid skilled workers in the offices of educational planning and implementation in Nigeria.

1.12 Frequent Voluntary Retirement of personnel

In primary, secondary and state ministries of education in Nigeria, teachers and other civil servants in state ministries of education use to retire frequently due to poor salary, poor earning and heavy pile up of official responsibilities on their table. It is saddening that those in the helm of affairs in the government have observed some of those cogent reasons why personnel that are under paid and poorly placed retire voluntarily as a result of lack of job satisfaction. Government and heads of education institutions have not provided plans to succor the plight of those personnel. This dimension calls for serious concern. It is believed that those who leave or intends to leave some of those educational institutions are those competent and knowledgeable with both skills and knowledge (Nwankwo, 1981). It is also, a known fact that those who idle away in their offices watching time appears so satisfied with the dictums or status quo of those educational planning and policy making institutions.

1.13 Constraints of Planning Tools

In state and federal ministries of education, modern machines such as computers, lap tops, palm tops and calculators are inadequately provided. Some that were provided have worn out and kept as scraps. On the other hand, educational planners are not adequately consulted before educational policies are formulated (Musaazi, 1991). Consequently, this brings issues on policies that are unclear and unjustifiable in education.

1.14 Implementation

Educational planners are not given enough grounds to show their responsibilities for implementing educational plans in Nigeria (Oyedemi, 1981). On the other hand, the masses regard educational programs as government venture, therefore, they show little interest in most of the plans. Educational planning is necessary but implementation is ideal. Many educational programs that are implemented during the regimes of previous military and democratic leaders in Nigeria are kept unused thus, educational plans get accumulated overtime, given room for their ineffectiveness in education (Agabi, 2019).

2.0 STATEMENT OF THE PROBLEM

Effective education planning is the pivot for realization of the set goals of education in Nigeria. It is surprising that some education plans in Nigeria, did not reflect on security of lives and properties of many primary, secondary and tertiary education institutions in Nigeria. No data on number of dilapidated classroom buildings, lecture halls, laboratory equipment, there are no functional libraries in primary and secondary schools in Nigeria. Public tertiary education institutions suffer for lack of quality books in their libraries, while some primary and secondary schools in Nigeria, do not have library at all. Lap tops, desk tops for both students and lecturers use are not provided in public primary and secondary schools in Nigeria. In Nigerian primary,

secondary and tertiary education institutions, there are inadequate teachers and lecturers. Instructional materials are in short supply. Students engage in theoretical studies without practical teaching. In public primary and secondary schools in Nigeria, Inadequate classrooms, lecture halls and teaching and learning equipment in public secondary schools in Nigeria have caused poor delivery of instructions to students. Constraint of inadequate data is a strong issue in educational planning. Death and birth rate, were not properly kept to determine the number of those that will benefit from education services in Nigeria. it was difficult for educational planners to have the basic statistical materials for planning. For example, the number of school age children in Nigeria, the number and kind of job available in a particular year in each state and the country as a whole, the growth rate of industries, commerce and government employment all constitutes problems of poor educational planning.

3.0 METHODS

This paper is navigating on Nigerian educational plans Between 1990 and 2020: Educator's view of significant challenges in Nigerian Education System. Abia State University Uturu and University of Port Harcourt River State are among public tertiary education institutions in Nigeria. Therefore, the two universities are chosen for extraction of population and sample of this study. The population of this study is 16,000 which comprised 9,000 males and 7,000 female students from Michael Okpara University of Agriculture and University of Port Harcourt River state respectively. Stratified random sampling technique was used to obtain 26 male respondents in three departments from Abia State University Uturu and 28 female students in three departments from University of Port Harcourt River State. This gave a sample size of 162. Descriptive survey research design was used for this study. One research question and one hypothesis guided this study. Instrument used for data collection was researcher developed questionnaire "titled, navigating on Nigerian educational plans Between 1990 and 2020: Educator's view of significant challenges in Nigerian education System", was used, with four rating scale of strongly agree, agree, dis agree and strongly disagree. The instrument was validated by two specialists. Cronbach alpha statistics was used to determine the reliability coefficient of this study at 0.78 and 0.97, which shows that the instrument is reliable to be used for this study. Mean and standard deviation were used to analyze the data while t- test of independent was used to test the hypothesis.

4.0 RESULTS

Research question one

What are the Challenges of educational planning in Nigeria?

Table 1: Shows details of challenges of educational planning in Nigeria?

Respondents:	Males 78		Females 84			
	X	S.D		X	S.D	Decision
S/NO						
1. Inadequate data for educational Planning in Nigeria	3.06	0.10	Agree	3.00	0.01	Agree

2. Political instability in Nigeria	3.60	0.10	Agree	3.60	0.10	Agree
3. Challenges of skilled personnel	3.00	0.10	Agree	3.10	0.01	Agree
4. Challenges of finance	2.50	0.20	Agree	2.50	0.50	Agree
5. Challenges of adequate working Tools	3.01	0.00	Agree	2.50	0.50	Agree
6. Challenges of non- involvement of Teachers and other educational planners in educational policy making	3.00	0.10	Agree	2.60	0.40	Agree
7. Challenges of clear policies	3.00	0.50	Agree	3.00	0.01	Agree
8. Voluntary retirement of educational planners.	3.01	0.40	Agree	3.01	0.00	Agree
9. Negative attitudes of pressure Groups on educational planners.	2.60	0.10	Agree	2.50	0.10	Agree
10. Challenges of implementation of educational plans.	2.50	0.10	Agree	3.10	0.10	Agree
Total	28.74	1.60	Agree	28.91	1.78	Agree

Test of Hypothesis

Table 2: Shows test of hypothesis on the various challenges of educational planning in Nigeria.

X	S.D	t-cal	t-crt	Decision
28.74	1.60	28.83	2.089	reject
28.91	1.78			

The analysis above mean x is 28.74 with standard deviation of 1.60. in the same vein, mean for males students is 28.91, with standard deviation of 1.78. The analysis of t-cal at 0.05 alpha level is 28.83 while t-crit at 0.05 alpha level is 2.089. From the analysis, t- calculated (t-cal) is greater than t-critical (t-crit). Therefore, the hypothesis is rejected. This implies that there is no significant difference in the opinion of male and female students on various challenges of educational planning in Nigeria.

5.0 DISCUSSION OF FINDINGS

The findings from this study revealed various challenges that constrain effective educational planning in Nigeria. The challenges include: Inadequate statistical and demographic data, political instability, inadequate allocation of financial resources to education, lack of implementation of policies the masses could benefit greatly from, inadequate tools, inadequate man power and bad attitudes of pressure groups among others. Planning is necessary because, limited economic resources such as money, time, human and other resources have to be put into effective use for realization of goals. Planning is future oriented (Uwazuruike, 2021).

The findings revealed that poor demographic and other statistical data are among the problems that retards educational planning. Effective provision of data from the masses that would benefit from education deliveries are panacea for achievement of the goals of educational plans in Nigeria. No plan can be achieved with bare hands. Tools for effective planning must be assembled together to achieve results. Inadequate planning tools are among the problems that retard effective educational planning in Nigeria. In the same vein, poor demographical statistical data is a serious problems bedeviling educational planning in Nigeria (Nwankwoala, 2019).

It is saddening that vagaries of promises given by politicians during campaigns are not fulfilled when they got worn. This is a bad attitude against the masses that elected those politicians to the pogroms of power. The masses regrets for electing them to power when they observe poor provision of social amenities, such as roads, hospitals and education as being fallowed without maintenance in Nigeria. This negative trend is evident in Nigeria. Bad attitude of political office holders truncates effective educational planning and policy making in Nigeria education system (Ogunode, Gregory & Abubakar 2020).

Political instability is a canker worm bedeviling Nigerian educational system. Many leaders come and go; some educational plans they have sponsored remains stagnated or unimplemented. On the other hand, military interregnum bridged some educational plans that would have been beneficial to the masses. At the wee hours of rejecting or abandoning these plans, the vision and mission of educational planning in Nigeria is jeopardized. Many educational programs that are implemented during the regimes of military and democratic leaders in Nigeria are kept unused thus, they get accumulated overtime, given room for their ineffectiveness in education (Agabi, 2019). On the other hand, instabilities in Nigeria elections, which resulted in removal of people at the whims of power causes education plans during those governor's regime, to wallow into waste baskets (Gbenu, 2012).

A cursory examination of most of our educational policies in Nigeria indicates lack of necessary knowledge on the part of planners and absence of educational development on the part of political and democratic leaders to major needs of education in Nigeria. (Ukeje, 1990).

5.1 Recommendations

The following recommendations guided this study

1. Educational plans should be implemented after they are refined. This will enable educational planners and policy makers to bring more policies that would be beneficial for the development of education to the greater height.
2. There should be continuity in planning and implementation of educational plans even when a government that headed the plans is changed.
3. Corruption should be expunged in educational planning so that the masses whom the plans were made for, will benefit from the plans.
4. Financial resources should be adequately allocated to education; this will enable educational planners and policy makers to think out better strategies for development of education in Nigeria.

6.0 CONCLUSION

Effective educational plans manifest through clear and purposeful educational policy. However, educational planning backed up with effective policy, aid realization of educational objectives. It is saddening that some of educational policies in Nigeria do not assist for realization of objectives education industries are expected to achieve. It is imperative to understand that part of the objectives of the National policy on Education spelt out that the nations objectives will be achieved in part. Since then, Nigerian educational plans were achieved in part while other policies are left to fallow at the detriment of students, teachers, lecturers and other staff in education industries in Nigeria. Detailed analysis of educational policies and their effective use in the provision of financial and non- financial needs in education are imperative for sustainability of education industries in Nigeria. Educational planners are bound to carry out detailed survey of educational issues and problems in Nigerian education system. This would enable educational planners and policy makers to solve numerous problems of education through provision of needed facilities and equipment in education and provision of education law. On the other hand, persistent change of government through court action or by re- election, retards the use of earlier made plans in education by some governors that are leaving office for another. Any successive government that obtained their mandate through court should allow already established policies to be test run before bring in a new policy. This would help the new government to stop carrying a new cost on planning and implementation of new policies. It is very clear that educational facilities and equipment are in short supply, while some facilities required maintenance and there is no maintenance culture on them. Educational planners and policy makers should device plans for adequate supply of educational facilities as their utmost priority.

Many schools in Nigeria from primary to secondary schools have dilapidated; still government claims the all and all in provision of education facilities and equipment. Primary, secondary school libraries, laboratories and examination halls have dilapidated. The worst is that students that would write senior school certificate examinations do not know the names of reagents and symbols given to chemicals and equipment used in the secondary school laboratories in Nigeria. This is as a result of absence of effective secondary school laboratories where students can practice chemical reactions and other explorative studies in sciences. In Nigerian primary and secondary schools, shortage of teachers have caused parents to send their children to private primary, secondary and tertiary education institutions in Nigeria. There are quality graduates roaming the streets of Nigeria. Inability of government to carry out recruitment of teachers and lecturers, have caused chronic unemployment of graduates in Nigeria.

Monitoring and supervision are imperative for quality delivery of instructions in educational industries in Nigeria. It is painful that supervision of primary and secondary schools in Nigeria takes a long period of time. Even when supervisions of schools and tertiary education institutions are carried out, complains about inadequate classrooms, lecture halls, shortage of teachers, lack of library facilities and equipment are not taken cognizance of, and are not provided. Many primary and secondary schools in Nigeria are unsecured with fences. Many primary and secondary schools in Nigeria have no day and night securities. These have caused unsecured lives and properties in public primary and secondary schools in Nigeria.

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