

An Investigation on the Problems Facing Planning of Education in Kogi State, Nigeria

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ABSTRACT: The research investigated the problems facing the planning of education in Kogi state, Nigeria. The study was carried out in Kogi state, Nigeria. Survey design was used for the study. The simple random sampling (lottery) method was used to select 90 respondents on the basis of proportional representation. Questionnaire was adopted for data collection. The questionnaire was divided into two section. Section A and section B. A four point rating scale was adopted and is shown as follows: Strongly Agree (SA) = (4points) Agree (A) = (3 points) Disagree (D) = (2 points) Strongly Disagree (SD) = (1 point). Test retest method was used to determine the reliability of the instruments. The study used simple percentage for data analysis. The study produced the following: inadequate funding of planning programme, inadequate data ,inadequate planning tools, shortage of professional educational planners ,lack of political will to support educational planning, lack of effective capacity development programme for educational planners and political influence are the a problems facing educational planning in Kogi State, Nigeria. Based on this finding, the following were recommended: government should increase the funding for educational planning in the state, employ more professional planners, provide adequate planning materials and ensure effective data generation. This will allow for effective planning of education in the state.

KEYWORDS: Education, Problem, Planning, Planners, Ministry, Agencies

1. Introduction

The Kogi state ministry of education is saddled with among other thing the planning of education in the state. The planning of education is very crucial in the attainment of educational goals and objectives. In Kogi State, the ministry of education is responsibility for managing education in the state. The government further provided an edict and a guideline in areas like staff recruitment, promotion, discipline, development and supervision among others.

Public schools in Kogi State characterized by gross inadequate of professional teachers, inadequate infrastructural facilities, shortage of instructional materials and poor supervision. It is certain that the public educational institutions are not living up to expectation in realization of their objectives, hence, the acclaimed fallen quality of education in Kogi State is as result of factors outline by Abdull

(2015) inadequate funding, shortage of professional teachers, inadequate infrastructural facilities, poor supervision, inadequate instructional materials and poor motivation of teachers. Ineffective or poor planning have been identified as one of the major problems facing the educational system of Kogi state. Based on this submission, this research seeks to investigate the problems facing planning of education in Kogi state, Nigeria.

1.2 Objectives of Research

The objectives of this research is to investigate the problems facing the planning of education in Kogi state in Nigeria. The sub-objectives include:

1. To find out if inadequate funding is a problem facing educational planning in Kogi State.
2. To find out if inadequate data is a problem facing educational planning in Kogi State.
Inadequate data is a problem facing educational planning Kogi State.
3. To find out if inadequate data is a problem facing educational planning in Kogi State.
Inadequate planning tool is a problem facing educational planning Kogi State.
4. To find out if shortage of professional educational planners is a problem facing educational planning in Kogi State.
5. To find out if lack of political will to support education planning is a problem facing educational planning in Kogi State.
- 6 To find out if lack of effective capacity development programme for educational planners is a problem facing educational planning in Kogi State.
7. To find out if political influence is a problem facing educational planning in Kogi State.

1.3 Research Question

The following research questions have been developed to address the problems of the study:

1. Is inadequate funding is a problem facing educational planning Kogi State?
2. Is inadequate funding is a problem facing educational planning Kogi State?
3. Is inadequate planning tool is a problem facing educational planning Kogi State?
4. Is shortage of professional educational planners a problem facing educational planning Kogi State?
5. Is lack of political will to support education planning a problem facing educational planning Kogi State?
6. Is lack of effective capacity development programme for educational planners is a problem facing educational planning in Kogi State?
7. Is political influence is a problem facing educational planning Kogi State?

2.0 Literature Review

Educational planning according to Longe (2003) "involves taking of decisions for future action with the view to achieving predetermined objectives through optimum use of scarce resources". Olaniyonu, Adekoya and Gbenu (2004) citing Coombs (1970) see educational planning as "the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs of the students and the society". According to Noun, (2009) planning, is a process of identifying our goals and objectives and working out aims and means of achieving them; we can explain that educational planning involves the process of identifying educational needs, the direction which education should take and how to implement the decisions taken. Ogunode (2020) sees education planning is the process of outlining the various educational aims and goals out and strategically identifying the resources to be deployed for the

realization of the objectives and goals. Educational planning is the act of setting out objectives and goals for the educational programme of a country, states and local government and deciding the various educational resources that will be used to achieve the set objectives within a time frame.

Oguonde (2020) outlined the following as the purpose of planning education: to realize the objectives of education, to meet the manpower requirement of the country, to ensure even development of the country, to reduce educational wastages, to achieve quality education in the country and to meet adjust to any contingency situations in future.

Educational planning covers many areas of education. Ogunode (2020) submitted that educational planning covers the planning of early child education, basic education, junior secondary school education, senior secondary school education, higher education, special education, adult education and any other forms of education.

There are many factors that determines the effectiveness of educational planning and some of the factors include; the attitude of the political office holder toward educational planning, the funds available for planning of education, the planning tools available, the number of educational professional planner, the level of capacity development for educational planners and political stability. Educational planning covers planning of the early child education, basic education, junior secondary education, senior secondary education and the higher education. Education planning also plan for special education, gender education, mass education, adult education and science education etc. Educational planning covers the sub-component of the educational system like manpower planning, school plant planning, infrastructural facilities planning, academic planning, lesson planning, financial planning for schools etc. Educational planning in Nigeria have not been much attention by the government this why the educational planning system is engulfed with many challenges. The Nigerian educational planning system is ineffective due to lack of support by the government (Ogunode, 2020).

According to Ogunode, (2020) the educational system of Nigeria lacks sound educational planning. It is obvious that all the forms of education in Nigeria are characterized by one issue and the other. The problem of inadequate manpower in the Nigerian educational sector is a result of a lack of effective manpower planning. The inadequate infrastructural facilities in the primary, secondary and higher education in Nigeria is due to lack of comprehensive infrastructural facilities planning while the problem of inadequate funding can also be traced to the lack of financial educational planning for the entire educational sector.

There are few investigations on educational planning across the world especially in Africa and in Nigeria in particularly. The few once available include that of Ogunode, Gregory & Abubakar, (2020) who did a study that examined the political officeholder attitudes towards planning of education in FCT. Survey design was used for the study. Random sampling technique was employed to select the respondents while questionnaire was adopted for data collection, test re-test method was used to determine the reliability of the instrument. This study used SPSS (Statistical Package of Social Sciences) soft for data analysis. The data collected was cleansed by the researchers who removed the unwanted data. The results were analyzed using percentage, mean and standard deviation and chi-square method. The results revealed that there was significant relationship between

the attitudes of political officeholders and poor planning of education in FCT. The finding revealed that the majorities of the respondents disagreed that political officeholders have positive attitude toward educational planning, majorities of the respondents disagreed that adequately funding are provided for educational planning. It was also discovered that majorities of the respondents disagreed that political officeholders are support the capacity development of educational planners and 100% of the respondents disagreed that political officeholders are providing necessary planning tools for educational planner to plan education. The government should appoint people with passion for educational development and political officeholders should develop positive attitude toward educational planning in FCT by allocating adequate funds for educational planning.

Ololube (2013) also observed that in Nigeria, educational system is encountering many significant impediments in terms of implementation and the educational system quality assurance in the last decades due to lack of effective planning. He identified shortage of accurate data, finances, qualified planners, poor national economic performance, unsuitable governing structure, interference and instability as responsible for low quality in educational planning.

Abaidoo (2017) in his thesis that investigated Ghana's decentralized educational planning policy by looking at the meaning of decentralization and decentralized educational planning. The result revealed that stakeholders have diverse understandings about the meaning of decentralization, and decentralized educational planning. In general, it was found that decentralization entails empowering the districts/locals to make decision and being accountable for the decisions made. Educational decentralization refers to devolution of educational delivery from Ghana Education

Headquarters to the districts with the regional directorate gradually taking the role of the Ghana Education Service headquarters and the district directorates where final authority will reside at the District Assembly. Decentralized educational planning means empowerment to plan and take decision at the local or district level of educational delivery. The study also found that School Management Council /Parent Teachers Association members participate in the decentralized educational planning process but that their level of involvement is very low. The study also notes that there is weak capacity development for planners and other stakeholders in a system of decentralized education planning. The study suggests that a number of challenges should be addressed to ensure effective decentralized education planning.

Ogunode (2020) conducted a study that investigated the challenges facing the planning of Early Childhood Care, Development and Education [ECCDE] in Gwagwalada area council of FCT, Abuja, Nigeria. Descriptive research survey design was adopted for the study. The population of the study comprised sixty (60) respondents. Simple random technique was used to select the population. Questionnaire was used as data collecting instrument for the study. Test-retest was employed to determine the reliability of the instruments. Data collected were analyzed using simple percentage and Chi-square test. The result collected established that there is significant relationship between challenges and planning of early child education programme in Gwagwalada area council. The result also revealed that the following are the challenges facing the planning of early child education programme in Gwagwalada area council of FCT, Abuja, Nigeria; political influence , inadequate data/information, inadequate funding of planning, inadequate planning tools, political instability, administrative bottleneck and poor capacity development programme for educational planners. The result also showed that the implication of challenges facing the planning of early child education

programme in Gwagwalada are responsible for poor implementation of early child education programme in Nigeria. The paper recommends that the government should increase the funding of early child education programme.etc.

3.0 Methodology

The objectives of this research is to investigate the problems facing the planning of education in Kogi state in Nigeria. Survey design was used for the study and the study was carried this out in Kogi state, Nigeria. We employed the used of random sampling technique to select the ninety respondents from the entire population of educational planners or those engaging in planning of education for the study. The simple random sampling (lottery) method was used to select 90 respondents on the basis of proportional representation. The process was as follows: the sampling from of each of the educational institutions was obtained from the relevant authorities. On the basis of the sampling frame, stratification of the workers was done. Seven-item questionnaire, titled, Questionnaire was adopted for data collection. The questionnaire was tagged” An Investigation on the Problems Facing the Planning of Education Questionnaire” [IPFPEQ] was developed by the researchers to collect data. “Questionnaire for the Assessment of Teaching Quality, IPFPEQ was formulated by the researcher to collect data for the study. IPFPEQ had two section. Section A solicited for bio-data information of the respondents while the section B collected information on the subject matter. Eight research questions were used for the study. A four point rating scale was adopted and is shown as follows: Strongly Agree (SA) = (4points) Agree (A) = (3 points) Disagree (D) = (2 points) Strongly Disagree (SD) = (1 point). The IPFPEQ was checked by three researcher professionals from a public university who vetted it. The Researchers went through the IPFPEQ and confirmed the face and content validity of the research instrument with little adjustment. The adjustment advised was dome as instructed before the final production. The reliability of the IPFPEQ was determined. The researchers used test, retest method to determine the reliability of the instrument. The test, retest was done with twenty teachers in Kogi states and the result obtained were analysed using the Cronback alpha. The reliability coefficients obtained was 0.85 for IPFPEQ as a whole. 0.84 for section A, 0.88 and for section B, 0.82. These values were considered sufficiently high to confirm the reliability of the instrument. The researchers used some teachers to administer on the respondents. Simple percentage was employed for data analysis.

4.1 Data Analysis

Research Question 1: Is inadequate funding is a problem facing educational planning in Kogi State?

Table 1: To find out if inadequate funding is a problem facing educational planning in Kogi State.

Inadequate funding is a problem facing educational planning Kogi State.

Responses	Frequency	Percentage (%)
Strongly Agree	24	30
Agree	56	70
Disagree	0	0.0
Strongly Disagree	00	0.0
Total	80	100

To find out if inadequate funding is a problem facing educational planning in Kogi State. Result collected from research question one revealed that 30% of the respondents strongly agreed that inadequate funding is a problem facing educational planning in Kogi State while 70% agreed that inadequate funding is a problem facing educational planning in Kogi State. This means that 100% of the respondent inadequate funding is a problem facing educational planning in Kogi State.

Research Question 2: Is inadequate funding is a problem facing educational planning Kogi State?

Table 2: To find out if inadequate data is a problem facing educational planning in Kogi State.

Inadequate data is a problem facing educational planning Kogi State.

Responses	Frequency	Percentage (%)
Strongly Agree	44	55
Agree	36	45
Disagree	0	0.0
Strongly Disagree	00	0.0
Total	80	100

To find out if inadequate data is a problem facing educational planning in Kogi State. Result collected from research question two revealed that 55% of the respondents strongly agreed that inadequate data is a problem facing educational planning in Kogi State while 45% agreed that inadequate data is a problem facing educational planning in Kogi State. This means that 100% of the respondent inadequate data is a problem facing educational planning in Kogi State.

Research Question 3: Is inadequate planning tool is a problem facing educational planning Kogi State?

Table 3: To find out if inadequate data is a problem facing educational planning in Kogi State.

Inadequate planning tool is a problem facing educational planning Kogi State.

Responses	Frequency	Percentage (%)
Strongly Agree	63	91
Agree	17	0.9
Disagree	0	0.0
Strongly Disagree	00	0.0
Total	80	100

To find out if inadequate planning tools is a problem facing educational planning in Kogi State. Result collected from research question three revealed that 91% of the respondents strongly agreed that inadequate planning tool is a problem facing educational planning in Kogi State while 9.0% agreed that inadequate data is a problem facing educational planning in Kogi State. This means that 100% of the respondent inadequate planning tools is a problem facing educational planning in Kogi State.

Research Question 4: Is shortage of professional educational planners a problem facing educational planning Kogi State?

Table 4: To find out if shortage of professional educational planners is a problem facing educational planning in Kogi State.

Shortage of professional educational planners is a problem facing educational planning Kogi State.

Responses	Frequency	Percentage (%)
Strongly Agree	58	72
Agree	22	28
Disagree	0	0.0
Strongly Disagree	00	0.0
Total	80	100

To find out if shortage of professional educational planners is a problem facing educational planning in Kogi State. Result collected from research question four revealed that 72% of the respondents strongly agreed that shortage of professional educational planners is a problem facing educational planning in Kogi State while 28% agreed that shortage of professional educational planners is a problem facing educational planning in Kogi State. This means that 100% of the respondent shortage of professional educational planners is a problem facing educational planning in Kogi State.

Research Question 5: Is lack of political will to support education planning a problem facing educational planning Kogi State?

Table 5: To find out if lack of political will to support education planning is a problem facing educational planning in Kogi State.

Lack of political will to support education planning is a problem facing educational planning Kogi State.

Responses	Frequency	Percentage (%)
Strongly Agree	19	23
Agree	61	77
Disagree	0	0.0
Strongly Disagree	00	0.0
Total	80	100

To find out if lack of political will to support education planning is a problem facing educational planning in Kogi State. Result collected from research question five disclosed that 23% of the respondents strongly agreed that lack of political will to support education planning is a problem facing educational planning in Kogi State while 77% agreed that lack of political will to support education planning is a problem facing educational planning in Kogi State. This means that 100% of the respondent lack of political will to support education planning is a problem facing educational planning in Kogi State.

Research Question 6: Is lack of effective capacity development programme for educational planners is a problem facing educational planning Kogi State?

Table 6: To find out if lack of effective capacity development programme for educational planners is a problem facing educational planning in Kogi State.

Lack of effective capacity development programme for educational planners is problem facing educational planning Kogi State.

Responses	Frequency	Percentage (%)
Strongly Agree	73	92
Agree	7.0	0.8
Disagree	00	0.0
Strongly Disagree	00	0.0
Total	80	100

To find out if lack of effective capacity development programme for educational planners is a problem facing educational planning in Kogi State. Result collected from research question six showed that 92% of the respondents strongly agreed that lack of effective capacity development programme for educational planners is a problem facing educational planning in Kogi State while 0.8 % agreed that lack of effective capacity development programme for educational planners is a problem facing educational planning in Kogi State. This means that 100% of the respondent lack of effective capacity development programme for educational planners is a problem facing educational planning in Kogi State.

Research Question 7: Is political influence is a problem facing educational planning Kogi State?

Table 7: To find out if political influence is a problem facing educational planning in Kogi State.

Political influence is a problem facing educational planning Kogi State.

Responses	Frequency	Percentage (%)
Strongly Agree	66	82
Agree	14	18
Disagree	0	0.0
Strongly Disagree	00	0.0
Total	80	100

To find out if political influence is a problem facing educational planning in Kogi State. Result collected from research question seven revealed that 82% of the respondents strongly agreed that political influence is a problem facing educational planning in Kogi State while 18% agreed that political influence is a problem facing educational planning in Kogi State. This means that 100% of the respondent political influence is a problem facing educational planning in Kogi State.

4.2 Discussion

To find out if inadequate funding is a problem facing educational planning in Kogi State is the research one research question. Result collected showed that majorities of the respondents agreed that inadequate funding is a problem facing educational planning in Kogi State. This result is in line with the submission of Ololube, (2013) who submitted that the budgetary allocations that are available for educational planning in Nigeria is nothing to write home about. Funds provide for education planning is too small for proper planning to take place. The condition of the sector remains a thing of concern. Under-funding and systemic corruption makes the matter worse. The insufficient funding of the

education planning sector stands as one of the major factors working against effective planning and implementation of education programmes.

The research question two seek to find out if inadequate data is a problem facing educational planning in Kogi State. Result collected revealed that majorities of the respondents were of the opinion that inadequate data is a problem facing educational planning in Kogi State. This result collaborates the submission of Ogunode, (2020) who discovered inadequate planning data/information, inadequate planning materials, poor educational planner training, political instability. Inadequate funding for planning activities and a shortage of professional educational planners are the challenges facing planning for secondary schools in FCT, Abuja, Nigeria. This submission is also reaffirms by Ololube, (2013) who opines that one of the most difficult challenges that educational planners face is the issues of inaccurate statistical data. The quality of technical planning is in most cases inhibited by statistical deficiencies and inaccurate data. Nigerian education systems has failed to effectively plan because of lack of accurate data, which is because of the use of mediocre to prepare data for use in the planning and forecasting processes.

Research question three want to find out if inadequate planning tool is a problem facing educational planning in Kogi State. Result collected from research question three revealed that all the respondents who are educational planners in Kogi states agreed inadequate planning tools is a problem facing educational planning in Kogi State. This discoverer is in agreement with the findings of Ololube, (2013) who observed that most educational planners in Nigerian do not have complete competence in planning. Qualified planners are the single most significant resource that can lead to greater and efficient planning productivity and performance. In planning, what is needed is the effective utilisation resources by connecting the totality knowledge, skills and talents to achieve planning objectives. The quality of planners should not be nothing less than the basic acceptable standards worldwide.

From research four table, the result collected on if shortage of professional educational planners is a problem facing educational planning in Kogi State showed that majorities of the respondents sampled in Kogi state agreed that shortage of professional educational planners is a problem facing educational planning in Kogi State. This result confirms the result of Ogunode (2020) that showed in his research that poor capacity development programme for educational planner or training, inadequate planning data/ information, inadequate planning materials, political instability. Inadequate funding for planning activities and a shortage of professional educational planners are the challenges facing planning for secondary schools in FCT, Abuja, Nigeria.

To find out if lack of political will to support education planning is a problem facing educational planning in Kogi State is the research question five. Result collected from research question five revealed that all the respondents agreed that lack of political will to support education planning is a problem facing educational planning in Kogi State. This result is line with the submission of Ololube, (2013) who observed that the existing political arrangement has influenced the control over educational planning in Nigeria. Political instability have had its toll on educational programmes. Planning process started by one administration is brutally interrupted by the next and the differences between federal and state government education policies are quite challenging. The inability of the Nigerian political structure does not allow for education planners to be accountable for their wrong doings.

Research six find out if lack of effective capacity development programme for educational planners is a problem facing educational planning in Kogi State. Result collected disclosed that that majorities of the respondents agreed that lack of effective capacity development programme for educational planners is a problem facing educational planning in Kogi State. This result supported the finding of Ogunode (2020) that disclosed in his research that poor capacity development programme for educational planner or training, inadequate planning data/ information, inadequate planning materials, political instability. Inadequate funding for planning activities and a shortage of professional educational planners are the challenges facing planning for secondary schools in FCT, Abuja, Nigeria.

Research seven want to find out if political influence is a problem facing educational planning in Kogi State. Result obtained from the table revealed that educational planners sampled all agreed that political influence is a problem facing educational planning in Kogi State. This result is in line with the Ogunode (2020) who submitted in his study that political influence, inadequate data/information, inadequate funding of planning, inadequate planning tools, political instability, administrative bottleneck and poor capacity development programme for educational planners are the challenges facing the planning of early child education.

Conclusion

Educational planning is vital to the development of education. Education is the key to the realization of the educational objectives. Educational planning is the foundation of educational development. Educational planning is the pillar in education that every other programme depend upon to succeed. In Nigeria, educational planning have not been giving maximum support required from the political officeholders.

Education will not be effective or possible to be plan effectively if there are problems facing the ministries, departments or agencies planning the education. It has been observed by researchers that education planning is facing many challenges in Nigeria. It is based on this that this research seek to investigate the challenges facing the planning of education in Nigeria. The result collected from the study have led to the following conclusion: inadequate funding of planning programme, inadequate data ,inadequate planning tools, shortage of professional educational planners ,lack of political will to support educational planning, lack of effective capacity development programme for educational planners and political influence are the a problems facing educational planning in Kogi State, Nigeria.

Recommendation

Based on this finding, the following have been recommended:

- (a)The government should increase the funding for educational planning in the state. This will allow for effective educational planning.
- (b)The government should strengthen the various agencies generating and managing data of education in the state. Current and reliable data should be generated and made available for the educational planners in the state.

(c)The state government should employ more professional planners and deploy them to the various ministries and agencies that handles educational planning in the state. This will aid effective educational planning in the state.

(d)The government should provide adequate planning tools for the educational planning carrying out the responsibilities of planning education in the state. No planning cannot be done without adequate planning tools.

(e)The government should ensure educational planners working in the ministries, departments and agencies that handles planning are constantly going for training and retraining programme to improve the capacity of planning.

(f)The government should develop the political will to support the activities and programme of planning of education in the state and the political officeholders should stop influencing the educational planners and allow them to their work professionally.

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