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RECENT CHALLENGES TO EDUCATIONAL PLANNING: IMPLICATIONS FOR YOUNG PEOPLE ENTREPRENEURSHIP IN NIGERIA

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ABSTRACT

The Nigerian educational system is full of challenges. The reason is not far-fetched. Since the return to civil rule in 1999, Nigeria has witnessed a lot of sporadic and ad hoc planning without adherence to long term planning. This paper examined some of the peculiar problems militating against effective implementation of educational policies and plans in which have rendered educational planning ineffective. Non-systematic planning frameworks for data and research, good information system, monitoring and evaluation and tracking of results among others have impeded educational planning and implementation in Nigeria. This paper adopted an expository research design based on review of relevant literature and secondary data sourced. This paper also examined the implications and Youth entrepreneurship development that enhances educational Growth in Nigeria. This paper recommended that educational data bank should be established at all level of government, policies to ensure balanced investments in education, increase in funding, integration and diffusion of educational planning services and methods, strict adherence to educational ordinances devoid of politic, favoritism, nepotism and all form of corrupt practices, Professionally trained educational planners and administrators equipped with modern technique of educational management and accountability, collaborative effort by all concerned in Education business toward the planning and implementation with genuine commitment in conducive socio-economic and political setting, introduction of modern technologies into the planning process and approaches, and understanding emerging issues in Nigeria.

Keywords: Challenges, Educational Planning, Young People, Entrepreneurship.

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INTRODUCTION

The Nigerian educational system has undoubtedly encountered a number of significant impediments in the last few decades and it continue to struggle with the implementation and assurance of educational and teaching quality because of lack of effective planning. A shortage of accurate statistical data, financial inadequacy, unqualified planners, poor national economic performance, unsuitable governing structures, political interference, and general instability have all contributed to low quality educational planning. This paper looked at the meaning of educational planning and the challenge facing it. Schools are established for the improvement of society and thus, socio-economic planners and educational planners need to cooperate in planning for the benefit of both the school and society.

Planning is seen as fundamental prerequisite for any successful Endeavour whether in the political or socio-economic environment. For this fact, any individual, institution or country that fails to plan, has planned to fail. In many nations of the world Nigeria inclusive, there has been a continuous effort for improved educational systems which resulted in some kind of shift in educational planning and specific efforts on the part of the governments to develop policies for transforming education (Chukwumah & Ezeugbor, 2015). Chukwumah and Ezeugbor (2015) asserted that over the past three to four decades, different Nigerian governments have shown interest in transforming the education sector and have come up with various educational policies and programmes to ensure that they achieve their goals. Such efforts generally led to the introduction of the universal Primary Education (UPE) in 1976 and 6-3-3-4 system in 1985 (Six years in primary school, three years in Junior, three years in senior secondary school respectively and four years in the university), yet the desired educational goals have not been met as many policies and programmes were poorly implemented (Nwankwoala, 2019). The Federal ministry of education has laid emphasis on the need to promote the effective use of strategic planning and implementation to improve the quality of education provision and service delivery in the Nigeria educational system.

Education is widely accepted by many nations to be one of the most important needs for the well-being of any society. It is seen as a powerful instrument of social progress without which neither an individual nor a nation can attain professional growth, hence the need for meticulous planning and implementation of education for quality service delivery cannot be over emphasized. Following this view, Kansanen (2004) posited that there is need for good schools, good teachers and administrators. Given its importance, the Federal Government of Nigeria adopted education as an instrument par excellence for national development and therein places much emphasis on it, as a necessary condition for realizing the five national goals of education which include a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy and a land of bright and full opportunities for all citizens.

The ultimate goal of education is to develop the individual's mental capacity and character for useful living within the society. No doubt, despite the various planning and implementations of the educational system, the Nigerian education sector is still faced with many challenges. There have been repeated complaints that the education sector in Nigeria has been poorly funded, which has resulted in poor quality performance of our educational products, grapple with large class size, inadequate number of qualified teachers (Agabi, 2019; Ololube, 2021). The state of many schools (especially primary and secondary) in the rural area in particular is a matter of concern for restructuring, has made manifest by dilapidated buildings, insufficient classroom accommodation, lack of essential teaching materials,

inadequate staff welfare, shortage of school furniture for students and teachers, lack of other essential facilities such as water, light, toilet facilities and low levels of teacher productivity.

Concept of Educational Planning

The term, educational planning in the words of Coombs (1972) and Ololube (2013), in its broadest generic sense is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. The principal focus of educational planning in this definition is to make education more result-oriented for the development of the individual and the larger society. As Adesina (1981), Okaforcha (2021), Adinna and Onyekwelu (2021) and Anthony (2019) pointed out that educational planning is the process of applying scientific or rational procedures to the process of educational growth and development so as to ensure the efficiency and effectiveness of the educational system through a planning mechanism. In the planning mechanism, once feasibility of the proposed service had been established a number of specific actions were necessary in order to ensure that an operational service could become a reality (Ololube, 2024).

A plan is described as efficient if the resources put into it are sufficient in meeting the stated objectives. Ololube (2021) opined that it is important for educational production to be both effective and efficient so as to properly guide the internal and external changes in the school as it utilizes the educational resources available. Unfortunately, resources are scarce in a developing country like Nigeria where education has to compete with other sectors for the allocation of funds within limited resources and this makes it imperative for educational planners not to be wasteful hence plan effectively for even unforeseen circumstances that may affect education for all (Nwagwu, 2007). They further observed that the effectiveness of education depends on Strategic planning which deals with macro issues emphasizing what the organization should do. There is no doubt that, the success of any educational system depends on effective planning and implementation. Planning is a term that is applicable in all spheres of life. Planning is the process of examining the future and drawing up appropriate actions for achieving specified goals and objectives (Ajani, 2021). It means working out in broad outline the things to be done and the procedures for doing them to accomplish set purpose.

According to Ajani (2021), educational planning is the application of rational systematic analysis to the process of educational development with the process of making education more effective and efficient in responding to the needs and goals of the students and the society. Ajani (2021) was of the opinion that, educational planning should take into account any future changes that may want to affect existing plans hence the need for flexibility. Nwankwo (2007) explained that educational planning is a process of preparing a set of decisions about educational enterprise in such a way that the goals and purposes of education will be sufficiently realized in future with the available resources. According to Ololube (2013) educational planning is a concise and deliberate attempt, through organized and continuous processes to identify the different elements and aspects of the educational industry. It helps us in determining the present state and interaction, hence projecting them throughout a given period of time. This is done by analyzing, formulating, implementing and controlling the actions that have evolved to attain the desired aims and objectives of education.

Concept of Entrepreneurship

Entrepreneurship is the process of identifying, evaluating, and exploiting opportunities to create value through the development of new products, services, or ventures. It involves

innovative thinking, resource mobilization, and the willingness to take calculated risks in uncertain environments. Entrepreneurs often challenge the status quo and strive to solve real world problems through creative solutions. This dynamic process is considered essential for driving innovation and promoting economic growth (Neck, 2023). Entrepreneurship also plays a vital role in shaping modern economies and societies. Entrepreneurs contribute to job creation, competition, and the introduction of new technologies or services. Their ventures can transform industries and uplift communities, particularly when focused on sustainable or inclusive growth. Policymakers and educators have begun to emphasize entrepreneurial education and support structures to nurture these outcomes (Priyadi & Mulyani, 2024).

Educational Planning Process in Nigeria

According to Okechukwu (2025) educational planning is seen as involving a consideration of unforeseen obstacles and making provision for possible ways of overcoming them. This implies that educational planning calls for a constant evaluation and modification. Ofozoba (2020), Ibe (2019), Anushiem (2017) and Ekwesianya (2025) averred that educational planning focuses on the needs, aspirations and prospects of the students and the society. Onyekwelu and Adinna, (2022), Anthony (2019) and Anushiem and Anushiem (2023) posited that educational planning focuses the mind of educational planner or Administrator on major issues such as those related to the type of Schools required in the society, the level of education that needs to be given priority, courses to be offered, student enrolment and other issues on human, material and financial resources of the educational system.

There are different processes of planning education in different countries across the world. In Nigeria, According to Onyekwelu (2024), Ofozoba and Ofozoba (2023), Abonyi (2022), Osegbue (2021), Enwezor and Chukwunonye (2022), Ekwesianya (2025) and Ezeaku and Okoye (2025), educational planning in Nigeria is undertaken as a part of the overall national planning. This implies that the planning units in the Ministries of Education are expected to work closely with the Ministry of National Planning that is charged with the responsibility of producing overall economic development plans for the country. Therefore, educational planning in Nigeria is done within the framework of the national goals. According to Onyekwelu (2021), Azubuike (2025), Ololube (2024), Okoye (2025), Nwakoby (2025), Nwakoby and Iloka (2025) and Enwezor and Obi (2022) the process of educational planning in the country starts with the formulation of national policies and goals. Such policies that are related to education are initiated by the policy makers or the ruling political body, often in line with the ideology of the government in power.

Directives related to such policies are handed down to the Federal (or State) Ministry of Education for necessary action (Abonyi, 2021). The officials in the Ministry of Education then examine such policies and restructure them so that they can constitute operational objectives within the context of education. In the words of Iloka (2025), Ethelmary et al. (2023), Nwankwo and Aroh (2019) and Ezeaku (2019), once the educational plan is approved by government, the Ministry of Education is confronted with the task of implementation. With long- term plans for instance, the ten-year development plan progress reports are often given periodically.

Ezeamama Ofozoba (2023), Ibe (2022), Okoye and Ezeaku (2025) argued that such reports are expected to reflect the extent to which the targets of the plan have been attained. Nwankwo (2022), Obumse (2022), and Nonyem and Chimaa (2020) averred that the Ministries of Education in the States develop their educational plans as is done in the Federal Ministry of Education. It is then expected that educational planning in the States will reflect the overall

national goals and objectives of education. It is for this reason that the Federal Ministry of Education sometime coordinates the educational plans of the States to arrive at the National Educational Plans (Noun, 2009).

Rationale for Educational Planning and Implementation in Nigeria

Like any human endeavor, education in Nigeria must be efficiently planned, and effectively implemented to achieve the goals, objectives and national aspirations of Nigeria. This is because education is one of the avenues through which national development could be achieved. Taiwo (2004) agreed with this assertion and is shared by many authors in Education. The National policy on education (FRN, 2014) rated education as the most important instrument of change. Most world countries use education as an instrument to plan national development. The potency of education as a change agent is manifested in its effect on socialization, the transmission of culture, acquisition of skills, knowledge and societal norms as well as inculcating moral values and attitudes (Taiwo 2004). This explains why education should be properly planned and effectively implemented. The contemporary countries including Nigeria have confidence in the rewarding benefits of education. This is why educational planning has been seen by Taiwo (2004) as the process of determining in advance what you want to do in the field of education, and how you are going to do it to achieve productive gains such as socialization, the transmission of culture, acquisition of skills, knowledge and societal norms as well as inculcating moral values and attitudes.

The educational planning in Nigeria can be seen in the five main national objectives as stated in the FRN (2014) which was endorsed by the government as the necessary foundation for the National Policy on Education. These objectives include the building of:

- A free and democratic society;
- A just and egalitarian society;
- A united, strong and self-reliant nation;
- A great and dynamic economy;
- A land of bright and full opportunities for all citizens.

If these stated national objectives are strictly pursued, then the quality of instruction at all levels will be oriented towards inculcating values such as freedom for the individuals to make national educational decisions, equal educational opportunities for all citizens at the primary, secondary and tertiary levels of education, respect for the worth and dignity of individual citizens, respect for the dignity of labor, a healthy moral and spiritual development of individuals and a sense of responsibility to work together for the common good of the society. Since Educational planning in Nigeria covers all levels of education primary, secondary and tertiary therefore each level requires different modalities of planning for skillful execution (Edame, 2004). However, in Nigeria educational planning dates back to the missionary and colonial period of Lord Lugard in the early 1950.

PHASES OF EDUCATIONAL PLANNING IN NIGERIA

First phase

The first educational policy in Nigeria was during the former Western Region 1952. The

regional government proposed the introduction of free education to come into effect in January, 1955. To make this proposal succeed, the government proposed a large scale training of teachers, expanded the existing teacher training Colleges and purchased adequate equipment for the proposed schemes. Several planning committees were setup to work out details for effective implementation of the plan. The scheme was implemented as scheduled. The scheme however, ran into unforeseen difficulties. One of these was the inadequacy of teachers which led to poor quality of teaching and falling standards of education. There was an upsurge in the number of pupils since education was free and compulsory. Equipment was inadequate; Schools were not properly monitored because the number of supervisors was few compared to available pupils. After six years of operation, the plan was reviewed with a view to detecting errors in planning and making necessary corrections. It was indeed clear that the planning was faulty.

Second phase

The second policy was introduced in the former Eastern Region which has been described by Ololube (2017) as hastily prepared. The poor planning at the initial stage led to shortage of teachers, equipment, buildings and other essentials. Like the government of Western Region, the government of Eastern Region set up the Dike committee, which later found out that the government was spending over 30% of its national resources on education, and that most of the budget on education was exhausted on primary education alone. The committees therefore recommended qualitative education rather than quantitative education. A compromise was then reached whereby a three years non-fee paying system and a three years fee paying system based on the estimated local distributions was adopted by the government.

Third phase

The third educational policy was that of Northern Nigeria where educational planning between 1962 and 1968 was guided by Ashby commission's Report which recommended that:

- 10% of all children completing primary education should proceed to secondary education.
- 30% of those completing WASC (West African School Certificate) should be admitted into Institutions of higher learning including university.
- 25% of all children should complete primary education (Ololube, 2017).

The recommendations preceded the introduction of Universal Primary Education (UPE). Again, planning was not effective and this adversely affected the scheme, so by 1967, 11% overall enrolment was attained. The demand for enrolment into secondary school however, exceeded Ashby Commission's estimate by 1967 when 11.4% was recorded instead of the 10% estimated by the commission. From this time to 1976, the six universities that were in existence then (Ibadan, Lagos, Ife, Benin, Ahmadu Bello and Nsukka) could not even cope with the number of candidates aspiring to gain admission into the university (Nwankwoala, 2019).

Fourth phase

The fourth phase of educational planning was the Universal Primary Education (UPE) schemes launched in September 1976 by the Federal Government. According to the announcement by the Federal Government, the UPE became compulsory in 1979. Barely one year after the scheme had become operative, it became clear that the planning was faulty. Some of the major difficulties included the shortage of teachers, classroom space, equipment, funds to purchase the essential materials. While some of the schools were over-enrolled, others were under-enrolled. The whole nation was dotted with primary schools that were poorly maintained, some abandoned. The Federal Government started shifting some of the financial burden onto the state and local governments, and even to the communities in which these schools were situated. It was again clear that the planning was faulty and short-sighted. It was not based on adequate statistics and demographic data, and was not backed up with enough teachers, enough teaching materials, buildings and funds to pay staff salaries.

Fifth phase

The fifth educational planning and policy in Nigeria was the introduction of the 6-3-3-4 system of education in 1982. This coded numeric observation means that children will spend six years at the primary education level. Six years at the secondary, but the secondary years will be divided into three years of junior secondary and three years of senior secondary. The last four years are expected to be spent in the university (a tertiary level of education). The 6-3-3-4 system of education in theory, places a central emphasis on pre-vocational education and academic in order to provide the needed technical manpower. It also aims at providing avenue for those not academically inclined to branch off into a vocational school where they are more likely to implement their talent (FRN, 2014). Little preparation was made regarding the provision of the

6-3-3-4 system into the most appropriate educational programmes and consequently the most appropriate occupations ultimately. How teachers for the primary schools will be trained was not specified in the 6-3-3-4 system, if the teacher grade two institutions would be phased out or not. It is likely that the drop-out rate will exceed the educational provision made to cater for them (Edame, 2004).

Sixth phase

The sixth educational planning in Nigeria is based on a 9-3-4 system which involves three levels of institutional learning processes: at the primary school level, at the secondary school level, and at the tertiary level. The first two stages are known as Universal Basic Education in Nigeria. Actually, nursery education forms the first stage of the learning process in Nigeria. Unfortunately, a lot of families still cannot afford to send their toddlers to nursery schools.

The 9-3-4 system of education does not embrace education at this stage. The 9-3-4 system of education was designed in conformity with MDGs and Education for All, EFA (Kayode, 2006). The UBE involves 6 years of primary school education and 3 years of junior secondary school education, culminating in 9 years of uninterrupted schooling. Transition from one class to another is automatic but determined through continuous assessment. This

scheme is monitored by the Universal Basic Education Commission, UBEC, and has made it free, compulsory and a right of every child.

In Nigeria, children start attending primary schools when they are 6 years old and spend the next six years there, graduating at the age of 12. However, most children who attended nursery schools prior to primary schools have an edge over those children who did not have the privilege to do so. Therefore, they usually finish earlier. At graduation, primary school pupils are awarded the First School Leaving Certificate (FSLC), which, in combination with the common entrance examination, fulfills the formal requirements for secondary school education. Primary education in Nigeria is compulsory, but free under the Universal Basic Education (UBE) program introduced by President Olusegun Obasanjo on September 30, 1999.

However, it may be an exaggeration to speak of free primary education here because in reality parents still have to pay school levies imposed on pupils, buy school uniforms and so on (Alabekee 2009). Admit that education at this level is mainly financed by the government. But after the primary school education, parents and guardians are made to bear the full costs of sending their children/wards to secondary schools or tertiary institutions.

Purpose of Educational Planning

Nwabachili et al. (2022) and Abonyi (2020), broadly puts the educational planning into two, they are to:

- Ensure that the educational system is effectively and efficiently planned and operated.
- Ensure that education serves the needs and aspirations of the society in general and the students in particular. Noun (2012) specifically, listed the following as the reasons for education planning:

Educational planning enables the education managers gain economic insights in the use of resources, which are in most cases limited, educational planning ensures rational allocation of resources to various education programs, projects and among the levels of education.

- Because educational planning processes data and information on education through in-depth analysis, it ensures rational and adequate facilities and equipment provision and distribution in the educational institution.
- Education is planned to ensure internal efficiency of the school system. That is, to reduce or eliminate wastage in the system.
- Educational planning ensures the harmonization of the interests of the various stakeholders in education business. That is, the interests of the students, parents and the society.
- Education planning gives direction to actions and facilitates the control of education resources, and provides basis for monitoring and evaluation of the standards, benchmarks and guidelines.
- Educational planning integrates various knowledge areas, such as mathematics, statistics, computer science, economics, sociology etc., to operationalize the planning of education.
- Education is planned to ensure relevance to societal values and aspirations.

Implications of Educational Planning For Young People Entrepreneurship in Nigeria

Entrepreneurial business can be started with little or no training. People do not need special degrees to start, though they may need to spend some time learning about intricacies of the business. Top innovative business ideas which educational planners can integrate into the school curriculum for young people entrepreneurial development are:

- People can start their own flour milling business and start converting grains like wheat, corns, millet and cassava into flour. Wheat flour is a product that is in high demand in the banking industry. Flour milling is something people can do from the convenience of your home if you have a small space and that people can mark out for it. One can easily get wheat, corns, millet or cassava from local farmers;
- As young entrepreneur you can start making your own fruit juice or jam and supply them to supermarkets and food stores around you. There is a huge demand for natural fruit juice now as more people are learning how to eat healthy and avoid artificial and overly preserved foods and drinks. Fruits are also available from local farmers. One can make his /her own natural healthy fruit juice at home;
- Groundnut is a popular snack that is loved by many people. Take trip to a nearby supermarket and you will see bottled groundnuts branded and packaged in a fanciful way. It can also be done from the comfort of one's home.
- Cashew nut processing and packaging is similar to groundnut processing;
- A lot of people are going into livestock farming, pig farming, poultry farming. As a young investor you can start producing feed for their animals. To start this business one will need a grinding machine, mixing machine, weighing machine customized packing bags and raw materials for production;
- Recently a lot of people have come to discover the amazing health benefits of quail egg and a lot of people are now going into quail egg farming;
- Mushroom farming is similar to quail farming and many people know that this business can bring about 500% profit. Mushrooms can be sold to hotels, exporters and pharmaceutical companies in the next 21 days;
- Snail farming meat is a healthy alternative for meat. People who are on diet or suffering from a healthy condition, that prevents consumption of too much cholesterol usually turn to snail meat instead of meat;
- Soya bean milk is a healthy and nutritious drink that is in high demand by health-conscious people. Agricultural Equipment Leasing With the increase in people going into the agricultural business. Money can be made from hiring out equipment like tractors, ploughs, sprayers, harvesters, and irrigation machine to farmer;
- Spices used to make food like curry, thyme, cayenne pepper to mention a few, are usually in high demand at food stores and supermarkets;
- You can start making your own dairy products like milk, cheese, and butter for sale;
- There is the general belief that manually packaged meat or poultry are not too hygienic because of the way they might have been handled. A lot of people are now making good money from machine processed and packaged meat;
- Medicinal plants and herbs are in great demand both locally and for export;
- Vegetables are one of the highly consumed food items in the world. Starting a vegetable farm is one of the simplest and easiest businesses in the world with a high profit of about 500%;

- You can also make money from packaging and exporting agricultural produce such as cassava, millet and maize for sale;
- Tilapia farming and crayfish farming are very good businesses for young people who are interested in agriculture;
- You can start business in agricultural brokerage by linking sellers of agricultural produce with buyers and get commission for it. You can also become a consultant and offer expert advice or organize trainings and seminars;
- Another good business for young entrepreneurs is starting hatchery for eggs and selling day-old chicks to poultry farmers;
- Fresh flowers are generally used for home decorations or event decorations and you can make money from growing flowers for sale.

Effect of Entrepreneurship Skill Acquisition on Sustainable Development

By connecting human capital formation to inclusive economic growth, innovation, and community resilience, entrepreneurship skill acquisition through formal courses, apprenticeships, incubators, and practical training plays a critical role in advancing sustainable development if incorporated in Nigeria educational system. According to Apostu (2023), entrepreneurship and sustainable development are mutually reinforcing: well-designed entrepreneurship programmes increase livelihoods while creating opportunities for environmentally and socially responsible enterprises. Training that goes beyond basic business know-how to include digital, financial and sustainability competencies is particularly potent in aligning new ventures with Sustainable Development Goals (Apostu, 2023). The creation of jobs and the decrease of poverty are two main ways that skills impact sustainable development. According to empirical research, individuals who receive entrepreneurship training are more likely to launch micro businesses or enhance already existing small businesses which increases household incomes and lessens vulnerability.

As explained by Adeyanju (2023), entrepreneurship interventions that combine practical skill training with mentorship and market linkages increase the probability of sustained income gains among youth in low-income settings. However, the author notes that short, classroom only interventions without follow-up support often produce limited and short-lived results (Adeyanju, 2023).

Innovation for localized problem solving and resource efficiency is a second mechanism. Trainees are more likely to create companies with smaller environmental footprints when entrepreneurship curricula specifically include environmental understanding, such as resource- efficient production, circular economy concepts, or green product design. Rauf (2021) argued that entrepreneurship education which integrates environmental awareness results in ventures that pursue both profit and ecological stewardship; this orientation helps reconcile economic growth with environmental objectives central to sustainable development (Rauf, 2021).

Recent Challenges to Educational Planning In Nigeria

On the problems of educational planning in Nigeria, it's good to note that in every organization and sectors, there are different challenges and problem from one thing or the other facing them. No sector body has ever gotten to the peak of their dream or destination they are meant to be without picking up challenges that come their way as a stepping stone. Likewise, in Nigeria, just like we have challenges in every ministry, parastatals of the government, the

educational system which deals with planning and other related matters are faced with challenges too. We will be looking at all these changes one after the other and we will be discussing the possible way out of these challenges. Some of the challenges include:

Inaccurate statistical Data

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.

Poor funding

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. Ololube (2024) and Obumse and Egenti (2021) argued that many and other financial support are focused on other sectors in Nigeria, some good feed with financial aid so as to see the sector thrives and strike well for the purpose of the ministry or sector. But in the case of education, the reverse is the case. This can be clearly seen in the national budgets that are been passed through the national assembly every year, the amount of money and percent allocated to the educational sector is not what is actually encouraging. As an arm of the education that sees to the technocratic developments of her citizens, the fund diverted to this sector is very poor.

Politicization of Education

This is another cankerworm in the body, instead of putting a round peg in a round hole, some government officials put a round peg in a square hole. This illustration is applicable where the head of the minister of education should be someone who is vast in the area of education and has a technocratic idea about the profession, but due to politics most people play, they can put someone who studied agricultural science in ministry of education which is a no to no idea in national development. According to Ololube (2024), Onyekwelu (2024) Osegbue, and Nnubia (2020) the existing political arrangement has influenced the control over educational planning in Nigeria. Political instability has 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.

Corruption

Just as this act is witnessed in every arm of the government, likewise it is experienced in the educational sector. In case of boycotting normal standards just to see little stipend as a form of settling their pocket in the course of discharging their duties. Take for instance, after a regulation has been given that no secondary school should absorb teachers who are not certified

in the subject they are to take, and in course of monitoring and supervision by the government bodies to see if this is being complied with, and they caught a school especially private schools that still err to this order, instead of sanctioning and giving appropriate fine to the deafening school, they collect bribe for personal self and let the school go scot free. Also, some schools are not even penalized at all because they are owned by top government officials even one of the supervising body, all these contribute to the problem of educational planning.

Poor Governance

Not just poor governance but the poor governing body also. Governance here can be in two directions, in the first direction is the government of the nation or state while the second one is the one that dealt with the educational sector in the nation. Abonyi (2022), Onyekwelu (2024) and Obumse and Chinwe (2021) observed that due to lack of technical know-how and importance of education to economic development, the most government never take a look at what is happening at the educational sector neither do they give orders that can help the arm grow to achieve the implementation and planning body. And in terms of the educational governance, most of the officials did not know their responsibilities and some that do know never put it into practice.

Inadequate Skilled Personnel

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 utilization 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.

Technological Problem

Another serious problem in the planning of education in Nigeria is the lack of attention paid to emerging technological innovations planning mechanisms. Okaforcha and Iloka (2025), Nwankwo and Okoye (2022) and Osegbue (2022) averred that the success of Nigerian education planners depends upon their ability to identify and respond to technological changes in other to elevate their planning output. Over the years, a number of technological changes have taken place that involves the introduction of modern advancements into the planning process and approaches, and understanding emerging issues related to educational planning and development.

Inadequate Planning

There is a popular saying that –he or she who has failed to plan has planned to fail. Education planning in Nigeria has always been inadequate in line with the enormous problems facing our educational system. The lack of effective planning poses a significant obstacle to the advancement of education across the country. The success of any educational system hinges on proper planning. Planning of human and material resources has evolved to guide the allocation and utilisation of educational resources in the school systems. Such planning is required to arrest areas of wasted resources and to make educational production more successful.

Consequently, for any educational system to truly develop effective planning is indispensable as education and planning are essential characteristics for effective education (Ololube, 2013).

Lack of Responsibility and Control

Another problem besieging this sector is, the body that is assigned to take responsibilities of the planning, implementation and see to the total operations of the plans lack control some did not even take responsibilities rather they resolve to look into matters that matter to personal life and not to the sector they are paid to be committed to.

Lack of Infrastructure

This is predominant in Nigeria; most schools lack the materials and infrastructure that is needed to see to full planning and implementation of educational plans.

Poor Capacity Development Programme

Poor capacity development programme of educational planners in the various ministries and department of education is another major factor slowing down the planning of education in Nigeria. Majorities of educational planners are working in the ministries and agencies of government in in charge of planning are not constantly been expose to training and retraining programme. Okaforcha and Okeke (2020) and Nwankwo and Ezeibe (2021) did a study with the purpose of assessing the political officeholder attitudes towards planning of education in FCT.

Ethnicity

This issue tends to affect the implementation of educational plan/policy as a result of the government considering those in their own geographical areas by allocating money resources to them neglecting other areas (Mishra, 2008). 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. Okechukwu (2025), Enwezor and Obi (2022), Ezeaku (2025) 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.

CONCLUSION

Conclusively, after a critical exploration of the Nigerian educational planning and implementation obstacles; this study is of the opinion that it is essential that educational planners in Nigeria should begin to initiate educational plans/policies that will promote and sustain unity, equity and development of educational sector in Nigeria. Since education

brings a positive change in the life of the students and the society at large. It should not be taken for granted. Its policies and programmes should be strictly adhered to and all efforts should be made by the teachers, administrators, students, government and the society at large to ensure the goal of educational planning are achieved. Also, based on the challenges encountered in implementing these educational plans/policies/programs that can salvage our collective dilemma should be deliberated on instead of the fruitless disposition of lamentation. This way we can redeem and salvage what is left from our endangered education system.

Recommendations

For education to be able to meet the need of the society, its planning and policy implementation are imperative. Unfortunately, these educational management activities are constrained hence the limited success in education service delivery.

- Educational data bank should be established at all level of government to void the traditional practice of educational planning and implementation without data in Nigeria.
- At the management level in education, this study calls for policies to ensure balanced investments in, and increased funding for, education planning that will allow for the effective use, integration and diffusion of educational planning services and methods in the teaching and learning processes.
- There should be strict adherence to educational ordinances devoid of politic.
- To void crisis, there should be collaborative effort by all concerned in education business toward the planning and implementation with genuine commitment in conducive socio-economic and political setting.
- There is the need for introduction of modern technologies into the planning process and approaches, and understanding emerging issues related to educational planning and development.
- Institutions, particularly those offering Business Education, should continuously review and strengthen their entrepreneurship curricula to include more practical and experiential learning opportunities in order to help in immense contribution to sustainable development of Nigeria.
- Strong partnerships between schools and industries should be promoted to expose students to modern business practices. Such collaborations can provide internship opportunities, training workshops, and mentorship programs that link theory with practical entrepreneurial experiences.

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