

## Impact of Poor Planning of Public Secondary Schools in Nigeria and the ways Forward

Yahaya Danjuma M.<sup>1</sup>, Ogunode Niyi Jacob<sup>2</sup>

<sup>1</sup>dajumayahaya@gmail.com, <sup>2</sup>Ogunodejacob@gmail.com

**Abstract:** Planning is vital to the realization of secondary school education. Educational planning is the foundation that sets the direction for implementation of educational programme. It is unfortunate that public secondary schools are poorly planned in Nigeria. This paper intends to discuss the impact of poor planning of public secondary school in Nigeria. Secondary data was used in the paper. This paper identified inadequate funding of public secondary schools, shortage of professional teachers, inadequate infrastructural facilities and over-population of students as the impact of poor planning of public secondary school education in Nigeria. To address the problem of poor planning of secondary schools, the paper hereby recommended; effective financial planning, effective manpower planning, effective infrastructural facilities and proper forecasting of students and facilities as the ways to improve the planning and implementation of public secondary school education programme in Nigeria.

**Key words:** Education, Impact, planning, Funding

### 1. Introduction

The National Policy on Education (2013) defines Post-Basic Education and Career Development (PBECD) as the Education children receive after a successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes: (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship life.

According to the National Policy on Education (2013), the objectives of Post-Basic Education and Career Development (PBECD) are to:

- a. Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
- b. Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- c. Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- d. Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;
- e. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;

- f. Inspire students with a desire for self-improvement and achievement of excellence;
- g. Foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
- h. raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

The National Policy on Education (2013) submitted that the success of any system of education is hinged on proper planning framework, efficient administration and adequate financing. Educational at every level must be planned for easy implementation.

Education that is have been describes Akpan (undated) as the key that unlocks the door for the development of any nation. It is the instrument that facilitates political, economic, social and technological development of a country. For education to play its key role on the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize a country's development for decades. Therefore the importance of educational planning cannot be over-emphasized.

Planning is also one of the challenges facing educational system in Nigeria. For effective administration of education at primary, secondary and tertiary level, there's need for effective planning of the system in order to achieve educational goals. The achievement of the educational goals is possible through manpower planning to ensure availability of teaching and non-teaching staff, mobilization of financial and materials resources to provide teaching and learning facilities.

Poor planning has resulted to shortage of teachers in schools, inadequate classrooms, inadequate teaching and learning facilities in public schools in Nigeria. In many primary schools in Nigeria especially in rural area, there are inadequate teachers, poor infrastructures and on the other hand, at the same time there are over staffing in urban areas, this is so as a result of poor planning. In many secondary schools today, morning and afternoon sessions are being organized due to inadequate classrooms which resulted from poor planning. This paper intends to discuss the impact of poor planning of public secondary schools in Nigeria and suggest the ways forward.

## **2. Concept of Education Planning**

Before defining educational planning, we want to first look at the definition of education and planning then educational planning. Education on the other hand according to Froebel cited in Peerzada (2016), is the unfolding of what is already enfolded in the man. This implies that education is a process through which a person is trained to develop his innate potentials so that it can be fully expressed externally. This means that education is the gradual or progressive development of a person's innate powers or potentials. It is development from within the individual until the person becomes conscious of his unique existence and begins to seek his own place in the society (Akpan, 2014, Peerzada, 2016).

Education deals with the development of the total man or the whole man. This means that education is an act that trains man in the cognitive (knowledge), affective (feelings, attitude, behavior) and psychomotor domains. Education deals with the all-round development of the person. It therefore, develops an individual into a well educated, cultured, disciplined, employable and productive person. Education leads, guides and directs the learner to the acquisition of desirable knowledge, attitude, and healthy behavior (Akpan, undated, Akpan, 2000)

On the other hand, Akpan (2011) views planning as the process of examining the future and drawing up or mapping out a course of action for achieving specified goals and objectives. It involves working out in broad outline the things to be done and procedures for doing them in order

to accomplish set purpose. It is a process of making rational and technical choice. Planning is a systematic, conscious and deliberate process of deciding ahead of time, the future course of action that a person wishes to pursue in order to reach set goals. This definition suggests that planning is part and parcel of every man's endeavour politically, socially, economically and academically (Akpan undated). Planning is the formal process of making decisions for the future of individuals and organizations. Planning involves dealing on aims and objectives, selecting to correct strategies and program to achieve the aims, determining and allocating the resources required and ensuring that plans are communicated to all concerned. Plans are statement of things to be done and the sequence and timing in which they should be done in order to achieve a given end.

Akpan (undated) cited UNESCO (2003) who defines planning as a process that makes it possible to work out a systematic outline of activities to be undertaken in order to meet the developmental objectives of a country within that country's possibilities and aspirations. These definitions depict that planning is both futuristic and goal-oriented. It is intelligent preparation for actions that will lead to the achievement of predetermined goals and objectives ( Akpan, undated, Akpan, 2000).

Akpan, (undated) sees planning as involving a conscious, careful and systematic process of arranging a future course of action directed at goal accomplishment. Planning therefore, provides the direction in relation to objectives, activities, procedures, strategies, and cost implications, sources of fund, responsibilities and duration or time frame for attainment of set objectives. It spells out what is to be done, who to do it, when it should be done and how it should be done in order to reach set target.

Educational planning according to Akpan (undated) is a blue-print that gives direction for future development of a nation's educational system and prescribes courses of actions for achieving defined goals and objectives. Educational planning involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives developing action plans for implementation and periodic appraisal of progress and achievement. The political, social, economic and technological needs of a nation must be considered in educational planning. Agwara, (undated) cited Eze (1983) who viewed educational planning as the application to education itself of rational scientific analysis to examining one's alternatives, choosing wisely among them, then proceeding systematically to implement the process made.

Okwori (2011) sees educational planning is the exercise of foresight in determining the policy, priorities and cost of educational system having due regards for economic and political realities for the system potentials, for growth and for the needs of the country and of the pupils served by the system. Agwara, (undated) cited Uwazurike, (1991) that defined educational planning as the "process of preparing a set of decisions for future action pertaining to education". According to him, it is the application of rational and 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 importance of Educational Planning according to Akpan (undated) include the following

- a. It helps in identifying educational goals and objectives.
- b. It helps in even or effective distribution of scarce resources.
- c. It aids decision making in education.
- d. It is necessary for administrative decision making in education.

- e. It enables a nation to make her choices clear in terms of educational needs.
- f. It enhances optional utilization of resources and so eliminates imbalance and waste.
- g. Effective planning makes provision for quality education, sustainable national economy.
- h. Effective educational planning enhances investment in human capital which leads to rapid national economic growth.
- i. Educational planning reduces exigencies in the educational sector. Problems are anticipated in time and dealt with appropriately.
- j. It enables stakeholders in education to gain economic insight in the use of scarce educational resources. Since education is a social good that provides benefits to the people and the nation, it is important that education should be well planned.
- k. Well planned education enhances literacy and reduces ignorance among citizens.
- l. Planning gives direction and guidelines for a country's educational system.

Reasons for Planning Education according to Akpan (undated) include:

A plethora of environmental and situational variables impact greatly on our educational system; the effect of these variables make educational planning imperative. These factors include but not limited to

1. The increasing cost of education in Nigeria.
2. The impact of technological development all over the world.
3. The impact of globalization on national development.
4. Unemployment.
5. Social changes.
6. Global citizenship and competitiveness.
7. Inflationary trend.
8. Poverty.
9. Increasing demand for and access to education.
10. The growing need for professionalization of the education enterprise.

### **2.1. Concept of Poor Educational Planning**

Poor educational planning is the educational system that is not achieving its objective of planning it. Poor educational planning occurs when the educational system is facing a problem of implementation as a result of faulty designing and planning. Poor educational planning is when the educational system is not properly planned and is affecting the implementation of the programme.

Poor educational planning is a major problem facing the Nigerian educational system. The early child education, basic education, senior secondary school education and higher education are faced with the planning problems. The problem of shortage of professional teachers, inadequate infrastructural facilities, over-population, shortage of instructional materials and inadequate funding of basic education, secondary school education and tertiary education is caused by poor planning. Moja (2000) submitted that planning, supervision and monitoring mechanisms for the entire education system have been very weak. Thompson (1981) lamented that poor planning of education in Nigeria is traced to the colonial masters' educational system passed to us. Ozigi &

Canhan, (1979) condemned Nigerian educational system for unable to meet the needs and aspirations of the country as a result of its non-functionality, irrelevant curriculum, unrelatedness of the learning experiences etc.. Mgbekem, Ntukidem, Etor, (2004) opined that the education process has been found to be faulty, inadequate and inefficient for Nigerian purposes e.g. non-achievement of national goal of technological transformation.

### **3. Impact of Poor Planning of Public Secondary Schools in Nigeria**

The poor planning of public secondary school in Nigeria is affecting the general performance of secondary school education. Some of the impact of poor planning of secondary school include; inadequate funding of public secondary schools, shortage of professional teachers, inadequate infrastructural facilities, over-population of students, Non-availability of instructional facilities.

#### **3.1. Inadequate Funding**

The poor planning of public secondary schools in Nigeria is among the factors responsible for shortage of funds for the administration and management of public secondary schools. Adequate funding is vital for the realization of secondary school objectives. Ige (2013) observed that the importance of adequate funding in educational development cannot be overemphasized. No organization can carry out its function effectively without adequate financial resources at its disposal. According to Ige (2013) cited Obe (2009), who submitted that without adequate funding, standards of education at any level shall be tantamount to a mirage, that is, building castles in the air. Money is important in a school because it is used to construct buildings, purchase needed equipment, pay staff salaries and allowances, maintain the plants and keep the services going. Njideka, Esther & Confidence (2015) opined that one of the benefits of funding is that it serves as a means of motivating staff in the work environment. According to Hertzberg (1966) salary is one of the hygiene factors that motivate staff to work. When this is not forthcoming, it reduces the level of commitment of workers in the organization. The timely and adequate payment of staff salaries and other welfare package is a factor that stimulates workers willingness to work. Funding is therefore necessary in order to arouse the commitment of workers in the work place. The absence of this benefit will result to a poor level of commitment to work. Ige (2013) observed that in Nigeria, secondary education derives its major fund from the annual allocation to the education sector. Unfortunately, allocation to the education sector on which secondary education depends has been consistently low in spite of the strategic role of the sector in the training of manpower for the development of the economy. Keller (2012) posits that insufficient funds to maintain schools and pay teachers' salaries are among other factors that militate against the smooth administration of secondary schools. Ogba and Igu (2014), one of the biggest challenges of secondary school management and administration is poor funding. They stress further that the extent to which adequate educational programmes are achieved depends largely on the economic provisions supporting the programme. Insufficient funds often leads to large classes for teachers, skimpy libraries, very limited instructional materials, low-priced building construction and poorly trained teachers. The lack of adequate funds puts enormous pressure on school administrators, because as Anderson and Lamby (2005) point out that there is a high degree of pressure on school heads to raise funds so that their schools are fully efficient. Keller (2012) writes that for a country with a large population [such as Nigeria], and a failing economy, the challenge of financing public education is huge. To address the above problem of inadequate funding, the government should develop an effective financial plan for secondary schools. This will lead to effective implementation of secondary school education. Effective planning of secondary school education is very important in the provision of school infrastructures. Effective planning will help the school management in providing more facilities such as classrooms, laboratories, libraries and instructional materials. Available facilities will also be provided based on modern development

while obsolete facilities will be discarded (Njideka, Esther & Confidence 2015). Mgbekem, Ntukidem, Etor, (2004) submitted that funding of education, should be handled by the Federal Government throughout the country because education is a single instrument to change Nigeria technologically. That is why education should be funded by Federal Government and make sufficient budgetary allocation to educational planning to ease planning, which results in achieving educational objectives and national goals.

### **3.2. Inadequate Professional Teachers**

Poor planning of public secondary schools in Nigeria is responsible for shortage of professional teachers. Many public secondary school across the country are understaffed as a result of poor manpower planning. Teachers are the fulcrum on which the lever of educational system rests (Ige 2013, Achimugu, 2005). Ige (2013) and Fadipe, (2003) observed that apart from students, they are the largest and most crucial inputs of educational system who influence to a great extent the quality of educational output. The teachers plans the lesson, delivers the lessons, evaluates the students, prepares the report sheet for the students and provides feedback on students' progress to their parents. In the National Policy on Education (2004), it is stated that no educational system can rise above the quality of the teachers. In spite of the role of teachers in educational development, Ogunode (2021) opined that another problem facing the administration of secondary school education in Nigeria is inadequate professional teachers. There are shortage of professional teachers in majorities of the secondary schools across the country and this is affecting the administration of the sector. Moja, (2000); Omorege, (2005); Federal Ministry of Education, (2003); and CBN, (2010) all agreed that inadequacy and low quality teachers in secondary schools in Nigeria are prevalent. Ogunode (2021) submitted that the inadequate professional teachers in the Nigerian educational institutions is leading to the overcrowding of classes where teachers teaches higher number of students that is more the normal standard. In Nigeria, FRN (2013) therefore prescribes a student-teacher ratio of 1:25 for pre-primary classes; 1:35 for primary and 1:40 for secondary schools. The negative effective of teaching large classes is the poor quality of education we are now experiencing in the educational institutions. To solve the problem of shortage of professional teachers, the government should ensure effective manpower planning of the secondary school education. This will help to identify the teachers need in term of qualifications, skills, ability, quality and quantities. Effective manpower planning will help to produce adequate manpower for the educational institutions.

### **3.3. Inadequate Infrastructural Facilities**

Inadequate infrastructural facilities in many public secondary schools across the country is also caused by poor infrastructural facilities planning. Njideka , Esther & Confidence (2015) cited Sullivan and Sheffrin (2003) who observed that infrastructure is a term used to refer to products, services and facilities that are needed for an institution to function. It therefore means that the ability of the school system to achieve her objectives depends on the availability of these products. Infrastructures are very important for learning to take place in any educational institution. Njideka, Esther & Confidence (2015) and Eseyin, Okafor and Uchendu (2014) concluded that "Infrastructures play a significant role in the provision of quality education in any nation". They aid in the dissemination, assimilation and transmission of knowledge. Ogunode (2021) submitted that inadequate infrastructural facilities is also another challenge to effective secondary school administration in Nigeria. Many secondary schools in the country do not have adequate infrastructural facilities to deliver effective teaching and learning programme in their schools. Mercy & Anselm (2018) did a study to examine the crucial issue in the implementation of educational policies and programmes and placed emphasis on the school buildings and the equipment used in the process of teaching and learning. School facilities require careful planning in

its provision, utilization, and maintenance to meet the increasing demand for education and enhance the maximum realization of the target set in the National Policy on Education. The findings revealed that most of the schools did not have adequate school buildings to support the educational programme projected. It was recommended, among others, that emphasis be placed on the provision of functional buildings, laboratories, and studios for the teaching of science subjects, introductory technology and other practical subjects like music, fine art, among others. School facilities when provided aid teaching and learning and subsequently improve the academic achievement of students, but the criteria guiding their provision to schools take different forms, for instance, it can be either through rational bureaucratic or political model and whichever is adopted, there is always a common feature of inconsistent allocation of facilities to schools. Researches abound on the poor and inadequate state of physical facilities in secondary schools; (Ogunode, 2021, Yadar, 2007; Yara & Otieno, 2010; Owwoye & Yara, 2011). To solve the problem of infrastructural facilities, the government should develop infrastructural facilities strategic plan for secondary schools in the country as a whole. This will help to systematically address the challenge of inadequate infrastructural facilities in public secondary schools.

### 3.4. Over-Population of Students

Another problem facing public secondary schools in Nigeria is over-population which is also linked to the poor planning of secondary school. Njideka, Esther & Confidence (2015) observed that forecasting is important in determining the number of students in the school and the amount of resources that will be enough to cater for their educational needs. The ability to keep records and trend analysis is a factor that has made it difficult to carry out adequate forecasting of needed resources and programmes for the improvement of secondary education in Nigeria. Njideka , Esther & Confidence (2015) and Adeleye, Adu and Olatunde (2012) opined that the problem of record keeping has been a challenge in the computerization of schools data. This has limited the ability to make appropriate plan for schools in the country(Njideka, Esther & Confidence 2015). Ikgbusi, & Iheanacho, (2016) and Etuk (2007) observed that there has been expansion in the school system and students' population now in Nigeria without corresponding growth in the number of essential facilities to match the change. This perchance meant that as a result of over-population, school children could not be accommodated in the classroom, but study outside classroom location. In Nigeria, free primary education is indicated in the universal primary education review of 1985 (Ikgbusi, & Iheanacho, 2016, Amaghionyeodiwe & Osinubi, 2006). Oni (2009) observes that the appalling state of over-population through the experience of a one-time federal minister of education in Nigeria thus: *In one state capital, I witnessed an appalling situation, where three classes made up of a total of 200 children were sitting in the sun facing one blackboard.* Ikgbusi, & Iheanacho, (2016) and Ogba and Igu (2014) concluded that when facilities are in short supply in schools, increase in students' enrolment will be futile and disadvantageous. Increase in population has therefore been a limitation to adequate planning for the delivery of quality education among secondary school students. Secondary schools enrollment rate in the last four decades has increased above the level of resources provided for this level of education. Population explosion as a result of various religious, social and cultural beliefs has therefore made it difficult for proper funding of secondary education (Njideka, Esther & Confidence 2015). To address this problem, Akpan (undated) recommended that efforts should be made by planner to avoid poor forecasting in terms of over estimation and underestimation of educational resources such as human, material, financial and physical resources. Wrong projection of students/pupils enrolment should be reduced to the barest minimum. Moja (2000) submitted institutional and system planning is critical for the restoration of quality in the system. The plans developed must be linked to realistic budget plans. Through planning, issues of uncontrolled growth in the number of students, programs, and

institutions, could be addressed. Regional and national development needs could be met through regional collaboration as well as by improvement of efficiency of the system.

### 3.5. Non availability of Instructional Material

This are the materials that case and enable teaching and learning to take place efficiently effectively without any hindrance. Saleh (2017) noted that without proper teaching and learning will take place instructional materials is a bases for the success. Instructional materials such as chalks, marker, blackboard, flyers duster, cardboard paper and textbook to be use as instructional aid are not available render teaching and learning in secondary school ineffective.

## 4. Conclusion

In conclusion, planning is very critical to the realization of secondary school education objectives. The government should ensure that every human and materials resources needed for effective planning of secondary school education should be provided adequately. This paper identified inadequate funding of public secondary schools, shortage of professional teachers, inadequate infrastructural facilities and over-population of students as the impact of poor planning of public secondary school education in Nigeria. The paper also suggested effective financial planning, effective manpower planning, effective infrastructural facilities and proper forecasting of students and facilities as the ways to improve the planning and implementation of public secondary school education programme in Nigeria.

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