The Planning Process for Effective Implementation of Educational Programmes

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Abstract
The significance of education is the reason why governments of various countries including Nigerian government enunciate guidelines, standards, procedures, policies and strategies for effective planning to ensure feasibility in the implementation of educational programmes. Today, emphasis is placed on the implementation of laudable educational programmes in the quest to achieve their goals and objectives. In essence, educational programmes cannot be effectively implemented without a blueprint to guide the implementation. Therefore, successful implementation of educational programmes depends significantly on cognitive process of thinking about the implementation of the programmes. This paper therefore, focuses on the concept of planning, conceptual clarification of planning process, approaches to planning educational programmes, the rationale for educational planning process, factors militating against effective educational planning process, meaning and types of educational programmes, types of educational programmes in Nigeria, implementation of educational programmes, barriers to effective implementation of educational programmes in Nigeria and critical factors for effective implementation of educational programmes. It was recommended that educational planning for effective implementation of educational programmes should be based on the current educational needs and that government at various levels should ensure that every educational planning is effectively implemented under the supervision of Ministry of Education.
Keywords: *educational, programmes, implementation, planning, process*

Introduction

Effective implementation of educational programmes makes the school system to remain relevant at all times. By way of effective implementation of educational programmes, educational institutions at any level are being viewed as being effective. Drawing up a course of action needed for the attainment of educational goals is inevitable in an educational system at all levels of education. The desire to provide knowledge, skills and ensure effective teaching and learning, as well as general school administration is the reason for planning process. Planning process is inevitable, if implementation of various educational programmes is to be in line with global best practices that meet individual needs as well as those of the society. It is one thing to introduce educational programme in an educational system; it is another thing to make it work, by ensuring that goals are set and decision on how to achieve the goals are made.

The concept of planning
Planning entails formulating a programme for what is to be done to achieve set goals. Educational system requires planning for effective operation of the system. Planning is a cardinal function and part and parcel of educational management/administration. Asuquo (2018) defined planning as the process of setting up a direction in terms of activities to be carried out for the purpose of achieving an end. Planning is a deliberate and systematic process of managing a future course of action, directed towards accomplishment of educational goals using available resources at the disposal of educational stakeholders. Planning spells out directions in respect of objectives, activities, costs, sources of funds, responsibilities and time frame for the achievement of goals and objectives in an organization. Planning is pervasive because it takes place during educational policy formulation, policy implementation, pedagogical activities, human resource development, just to mention a few. This is an indication that planning process is a continuous process that occurs at any point in time in the management and administration of educational programmes.

Planning Process: Conceptual clarification
Planning process is the steps taken to accomplish the desired results. It involves all the activities carried out to achieve the pre-determined objective of any programme. It is a continuous process because of prevalent factors such as advent of new technology, organizational culture and climate and the needs to meet the current societal demands. Educational programmes at all levels are designed to achieve specific goals. Achievement of these goals is dependent on effective planning process and methods of implementation. Setting of educational goals is one thing, another is taking of decision on what action should be taken for the implementation of what has been decided upon. Taking of decision on how to accomplish the set objectives or goals is very crucial in the planning process. Implementing what has been decided upon comes into force. Proper implementation of plans is sine qua non to successful goal achievement. After implementation, feedback becomes prevalent in the process. Feedback is the outcome of the methods of implementation or the response or how effective or ineffective educational programmes have been implemented. Feedback informs maintaining the status quo or outright changes, modification and improvement in the methods of implementation. The planning process is continuous and by its nature, the goals are re-visited and the planning process continues.

Based on the universal perspective, educational panning process entails such stages as pre-planning, planning, plan formulation, plan elaboration, plan approval, plan implementation and plan evaluation (Udoh & Akpa, 2010; Akuegwu, 2018). Each of these stages are discussed accordingly:

i. Pre-planning: As the name suggests, pre-planning is the first task in the planning process. It is the preparation towards formulation of a programme for a stipulated course of action for the purpose of achieving educational goals.

ii. Planning: This is the actual act of formulating a programme for a precise action to be taken to achieve set goals. This stage is made up of diagnosis, formulation of policy, costing future needs, priorities and targets as well as feasibility testing**.**

a. Diagnosis means that, as soon as the national objectives has been outlined, educational planners thereafter have the responsibility of carrying out investigation to find out whether the

present educational effort of the country is adequate, relevant, conducive and suitable for the achievement of educational objectives.

b.   Formulation of policy: Diagnosing the current situation of education reveals areas of imperfection, ineffectiveness and inefficiency. The defects and deficiencies in the system inform the reasons for system reformation. Formulation of policy is an instrument of educational reform

c.   Costing future needs: This has to do with predicting educational future needs. In doing this, every area of educational need is being cost with careful thought and consideration to variations in cost/price. To satisfy the policy needs, the aggregate of the funds for disbursement must be made available.

d.   Priorities and target: This means taking stock of available resources for educational development. Priorities and target enable educational planners to be able to make estimate of resources to be distributed based on order of importance and urgency. This informs that available resources need to be distributed to various areas in accordance with their usefulness and the purpose in which the resources can serve in such areas.

e.   Feasibility testing: This step commences after the targets are set based on the needs that have been identified with their corresponding priorities. Feasibility entails examining the targets and the resources to ascertain that they are consistent and feasible.

iii.   Plan formulation: The preparation of statement to ensure such questions as "what is proposed?" "Why it is proposed?" and "How is the proposal going to be implemented?" denote plan formulation (Udoh & Akpa, 2010). Plan proceeds from what was, what is and what should be in the overall interest, progress and development of a nation. It involves making proposals, preparation of a number of integrated projects and indication of future line of action on how they will be implemented (Akuegwu, 2018.).

iv.   Plan elaboration: Elaborating educational plan is for the purpose of ensuring that individual action is clearly stated and each unit clearly identified. This stage is divided into programming and project formulation. Programming entails dividing the plan into broad action areas, each of which aims at accomplishing specific objectives. A programme is made up of all activities which are supervised by the same administrative unit or are so interdependent and complementary that they have to be done at the same scheduled time (sequentially). Project formulation is the next part in the plan elaboration. Every programme is made up of activities or units. Each activity or unit is referred to as a project. For a project to be executed, such a project has to be identified and formulated. Therefore, project formulation involves dividing a programme into groups of activities or units. Udoh and Akpa (2010) emphasized that project formulation is the task of working out the details of cost and time schedule for a project. They also stressed that, if a plan has not been submitted for programming and project formulation, the task of implementation cannot be undertaken.

v.   Plan approval: Plan approval succeeds plan elaboration. This stage of planning process is influenced by all sorts of pressure until the final approval. Before the final proposal receives approval and legislative action, it is subjected to be critically looked and accepted by the Ministry of Education.

vi.   Plan implementation: Educational plan is said to have been implemented when all the projects are taken up for execution. This stage is characterized by such actions as allocation of resources to educational sector. Such resources needed for each project include; human, financial and material resources. Akuegwu (2018) stated that educational plan implementation

is the responsibility vested on divisions or agencies under the Ministry of Education such as the National Universities Commission (NUC), Secondary Education Board (SEB), State Universal Basic Education Board (SUBEB) as well as the Inspectorate Division at the Federal or State level, as it is obtainable in Nigeria. The level entails organizational framework for various projects, human and material resources as well as delegation of authority, lines of communication and consultation, assigning of responsibility, feedback, control and supervision mechanism.

vii.   Plan evaluation: This has to do with ensuring that machinery to appraise or assess the progress of implemented plan is set in motion. Evaluation is a continuous operation of planning process done at the same time with plan implementation. Evaluation takes the forms of weekly, monthly, mid-term, end of term and annual reports. Evaluation serves the purpose of pointing out areas of weaknesses (inadequate resources, poor commitment on the part of plan implementers, poor management and administration) in the plan. These defects result in failure to achieve goals. With plan evaluation, areas where revision is needed and necessary for future years are highlighted. By so doing, the footing or basis for re-planning is provided. Udoh and Akpa (2010) confirmed this by stating that evaluation yields a feedback which may necessitate going through the planning process again and again.

Approaches to planning educational programmes
There are four major approaches to educational planning. These are: the social demand approach, the manpower requirements approach, the rate of return approach otherwise known as the cost-benefit analysis and the synthetic or integrative approach. Each of these approaches is explained briefly:

    a) The social demand approach: As the name implies, this approach has to do with planning education to meet the demand of the students and society for education. In this case, education is regarded as a social service of which every individual who has demand for it should be given the right opportunity to education. This approach to educational planning is directed towards meeting the expectations of people who are qualified to benefit from education. For instance, the planning that brought about Universal Primary Education (UPE), now called Universal Basic Education (UBE), compulsory education, teacher training institutions among other educational programmes are the results of social demand approach to educational planning in Nigeria. Therefore, one can comfortably say that, the social demand approach for educational planning is the reason for the establishment of all educational institutions across all nooks and crannies of the country. Under this approach, planning is such that the government through the Ministry of Education is saddled with the responsibility of establishing schools, providing the necessary teaching and learning materials, as well as human resources to meet the demand of the students who are qualified for education at any level. According to Nkang (2002), social demand approach to educational planning is adopted to improve national unity and equal educational opportunities to all those who are qualified to benefit from educational services at any level.

The benefits of social demand approach include: increase in literacy level of the populace, equality of educational opportunity, elimination of social inequality, and achievement of income redistribution. However, the major limitation of this approach is that, it does not give preference for human capital development for the training and development of those

prerequisite skills that are needed to improve quality service delivery in educational system. This approach is very expensive because the demand always exceeds supply and the resources to implement it are never enough. Again, the approach does not also address the benefits derived as a result of investment in education because it often leads to over production of manpower, thus resulting in unemployment.

b) The manpower requirements approach: This approach is based on the awareness that adequate and skilled human resource is one of the most important prerequisite for technological, socio-cultural, scientific, political, entrepreneurial and the general economic growth and development. The approach focuses on the future manpower development to augment the necessary skills in educational system for effective implementation of educational programmes. As agents of development, human capital must be trained, developed, prepared and equipped because trained personnel should be the people to handle and guide educational decisions of a country. Although this approach assumes that the more the increase in skilled human capital, the more the productivity, it however has such limitation of focusing more on human capital needs, ignoring the social demand for education. It also fails to address the rate of return principles as it does not bother to compare the cost of investing in human capital development with the benefits accrued to such investment.

c) The rate of return approach otherwise known as the cost-benefit analysis: Like investments in other sectors of the economy, this approach stresses that at any point in time, investments in education must be benefit-oriented. This means that investment in education is justified as a worthwhile venture if the benefits (rate-of return) to the students in particular and the society in general is equal or greater than the cost of its competing alternative. This approach stresses that the cost of investing in education and the benefits derived from the investment needs careful calculation and comparison to decide whether it is necessary to invest or not. Where the cost is found to be more than the benefits, investment is withdrawn to avoid wastage of resources. However, if the cost of investment is found to be less than the benefits, investment is encouraged.

The cost benefit analysis has such merits of avoiding wastage and unnecessary risks in investing in education. It stresses a prudent decision-making and a rational thought in investment as opposed to emotion. On the contrary, this approach does not consider the fact that social and private benefits of education are difficult to calculate. The difficulties may be due to inaccurate statistical figures and the time frame for the maturity of educational benefits.

d) The synthetic or integrative approach: Each of the approaches to educational planning has its merits and demerits. It becomes pertinent that educational planners integrate the three approaches in educational planning process. The synthetic approach which was developed by Layard in 1972 advocates for the adoption of a combination of social demand approach, manpower demand approach and rate of return approach for the different levels of education, so as to produce an educational plan that can be relevant to specific needs and circumstances of a nation's educational goal.

The rationale for educational planning process
Reasons for educational planning process abound. It is carried out to ensure purposeful and orderly activities to direct all efforts toward a desired result, to define how best to use and spread the limited resources among other competing needs, to guard against loss of resources,

time, energy and inefficiency, to avoid past errors and facilitates course for improvement in educational system and so that various sub-units in educational system operate as one, in unity, to avoid uncertainty within the educational organization, assures predictability and ensures that people know what will happen for every action taken as well as giving direction, reducing the impact of change, minimizes waste and redundancy (Nkang, 2002; Inyang, 2004).

Factors militating against effective educational planning process

1. Political influence: The influence of the political party in power on education is obvious. In Nigeria, for instance, curriculum modification, introduction and changes in educational system such as from 6-3-3-4 to 9-3-4 system and modification of Universal Primary Education (UPE) into Universal Basic Education (UBE) are the results of political influence on educational system. Edet et al. (2020) affirmed that the change from 6-3-3-4 to 9-3-4 systems of education in Nigeria depicts political influence on education sector. It is always common to see a new government introducing a new programme in education to disrupt or replace the previous plans or programmes introduced by the preceding government. Politicians sometimes make public pronouncements about educational programmes without due process, simply to score cheap political points. With these frequent interventions, planning process in educational system appears to be a mirage.

2. Inadequate experts in educational planning: At the macro level in educational system, planning is different from administration. It is obvious that more administrators are trained to see to the effective day-to-day running of the school, compared to planners that should formulate educational policies and objectives, project enrolment, compile educational statistics and information, forecast educational growth and staffing, and do costing and budgeting (Denga, 2005). Many of the staff in educational planning department of Ministry of Education do not have formal training in educational planning and statistics. Hence, they rarely use data gathered to interpret educational situation in the country for proper planning.

3. Inaccurate information on enrolment and number of teachers: Another serious constraint to educational planning process is misleading information on enrolment and the number of teachers in the school system. Besides, faulty census figures constitute a major setback in educational planning process. This results in inaccurate projection of what will be needed in the future.

4. Increase in educational programmes: The proliferation in the number of educational programmes also militates against planning process. The effect of this on educational planning is that planning effort will be tilted towards manpower requirement approach to train and develop human capital to acquire the needed skills for new educational programmes. Again, the cost-benefit or rate of return will be difficult to ascertain as a long time is required to determine the benefit derived from investing in various educational programmes.

5. Inadequate financial resources: Money is needed to do a whole lot of things, such as feasibility studies, data collection, interpretation and reporting of findings. In a situation where finance is not available, planners of education programmes are seriously constrained.

6. Corruption: As pointed out by Nwadiani (2011), corruption has permeated every aspect of national psyche, thus planning reports are at times unrealistic due to deliberate efforts to produce false reports in collaboration with political allies for selfish interest. Another point is that of diversion of public funds into personal pockets.

Concept of effectiveness

Effectiveness as a concept in education has not been seen to have a specific definition. It has been defined differently by various scholars to suit the context of its usage and the perception of the authors. For instance, Asuquo and Chuktu (2016) define effectiveness as the achievement of educational objective. Mckinney (2011) conceptualized effectiveness as a continuous quality improvement in all aspects associated with the fulfillment of institutional mission. In this context, effectiveness is the fulfillment of the objectives of every educational programme. Accomplishment of educational programmes' objectives at all levels depicts educational programme's effectiveness.

Meaning and types of educational programmes

Educational programmes are all the activities carried out by an institution in order to achieve curricular or extra-curricular objectives. ISCED (2011) defines educational programmes as a "coherent set or sequence of educational activities designed to achieve pre-determined learning objectives or accomplish a specific task over a sustained period". Educational programme also entails a single subject leading to a recognized qualification, a study of a collection of subjects and a collection of educational activities which are organized to accomplish pre-determined objectives (ISCED, n.d). Within this context, educational programmes are those school programmes that are designed in line with national philosophy and the needs and aspirations of the society. Educational programmes are various forms of education designed for the development and empowerment of every individuals into sound, moral, patriotic and effective citizen through the development of mental, physical, and social abilities, acquisition of basic skills and values to live and contribute meaningfully to a nation's economic growth and development.

Every educational programme is designed to reflect the philosophy of education which says that, education is an instrument for national development and social changes, a vital tool for the promotion of a progressive and united Nigeria, a tool that maximizes the creative potential and skills of the individual for self-fulfillment and general development of the society, a right of every Nigerian irrespective of gender, social status, religion, ethnic background, and that education must be qualitative, comprehensive, functional and relevant to the needs of the society (FRN, 2008).

Types of educational programmes in Nigeria

a) Universal Basic Education (UBE) Programme: This encompasses the early childhood education (0-5) and 9 years of formal schooling (FRN, 2008). It is the foundation that determines the strength of individual's knowledge, attitudes, values and literacy, numeracy, reading and employability skills. Among other goals, UBE programme is designed to develop a strong consciousness in the entire citizenry for education and a strong commitment to its vigorous promotion, and reduce the incidence of pupils leaving school early from the formal system, through improved relevance, quality and efficiency.

b) Nomadic Education Programme: Nomads are members of a community that moves with their animals from one place to another in search of grassland for the animals to graze. In Nigeria, Nomadic education is designed for the children of disadvantaged nomadic population,

so as to provide them with functional, basic education and to improve the skills of nomads for income generation (FRN, 2008).

c) Vocational/Technical Education Programme: The demand for workers in such areas as commerce, industries, agriculture has long informed the reason for Vocational Education/Technical Programmes. Specifically, vocational education is designed to teach skills, develop aptitudes, attitudes and competencies that are requisite to succeed in a given occupation (Denga, 2010). Vocational Education is education that prepares people for work in a trade, while Technical Education has to do with engineering aspect of Vocational Education in terms of building, woodwork, electronics, electrical, mechanical, automobile works, among others.

d) Special Education Programme: As the name implies, Special Education is specifically designed for children and youths who have special needs. Special needs people include: visually impaired, hearing impaired, physically and health impaired, intellectually disabled, emotionally imbalanced, speech impaired, learning disabled, multiple handicapped, gifted and talented children (FRN, 2008). Special Education Programme is designed to pursue, among others, inclusiveness by equalizing educational opportunity to enable every learner to contribute their quota to national development.

e) Teacher educational programme: This is an educational programme designed to produce professional and qualified teachers to provide teaching services at various levels of education. It is specifically designed to equip teachers for effective delivery of their duties. This programme is obtainable in Colleges of Education, National Teachers' Institutes, Institutes of Education and Faculties of Education in Universities. Teachers' education programme, according to Ejima (as cited in Osarenren-Osaghae & Irabor, 2018), is the policies and practices designed to equip prospective teachers with the knowledge, attitude and skills they require to perform their tasks effectively in the classroom, school and the wider society. Professionally trained and qualified teachers are with qualifications such as National Certificate in Education (NCE), Bachelor Degree in Education (B.Ed.), Post Graduate Diploma in Education (PGDE), Master's Degree in Education (M.Ed.), and Doctor of Philosophy (Ph.D).

The goals of teacher education programme include:

i. To produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
ii. To encourage the spirit of enquiry and creativity in teachers;
iii. To help teachers fit into the social life at the community and the society at large and enhance their commitment to national goals;
iv. To provide teachers with the intellectual and professional background adequate for their assignment to make them adaptable to changing situation;
v. To enhance teachers' commitment to the teaching profession (FRN, 2008).

f) Entrepreneurship Education Programme: Entrepreneurship education programme is education that exposes students to entrepreneurial opportunities. These opportunities are advantageous openings that exist for offering of goods and services (Bassey, 2014). Asuquo (2016) stated that

> entrepreneurship education is a component of general education which is geared
> towards stimulating undergraduates' and graduates' interest to be creative,

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innovative and showcase their enterprising skills, identify business opportunities, mobilize the necessary resources, take the risk of producing quality, tangible goods, as well as rewarding quality services to members of the public for the main purpose of maximizing profit.

Entrepreneurship programme is geared towards equipping all students irrespective of age, religious affiliation, tribe, socioeconomic background, as well as ensuring that all students who are gifted/talented and those who are handicapped/disabled are empowered through skills acquisition to be self-employed.

Implementation of educational programmes

Implementation is the execution stage for the achievement of the goals of a programme. Implementation of educational programmes is the translation of expectations, prescriptions, standard, requirements and goals of educational programmes at all levels into practice. It is the process of physical demonstration of curriculum contents of educational programmes. It is the effort directed towards execution of academic programmes. Mkpa and Asuquo (2019) stated that implementation of educational programmes has to do with following the details of curriculum (consciously designed educational programmes and activities) to the latest by effectively putting its contents into actual practice. To effectively ensure that these programmes are implemented, the following must be in place: adequate funding and prudent financial management, facilities and equipment/utilization and maintenance culture, current/appropriate curriculum, availability of information and communication technology, conducive teaching and learning environment for learners and teachers, good supervision, political stability, trained/qualified and professional staff, as well as, proper staff motivation.

Barriers to effective implementation of educational programmes in Nigeria

A number of obstacles affect the effective implementation of educational programmes in Nigeria. Some of the factors include the following:

   i.   Inadequate funding: This has always been a major setback in educational sector and it is evident in inadequate annual budgetary allocation to educational sector in Nigeria. The allocation always falls short of the United Nations recommendation of 26% yearly budgetary allocation to education sector. From 2009 to 2018, Ekpoh and Asuquo (2020) stated the budgetary allocation to education sector as follows: 2009-7.25%, 2010-4.83%, 2011-6.16%, 2012-8.20%, 2013-8.55%, 2014-9.94%, 2015-7.74%, 2016-6.10%, 2017-7.38% and 2018-7.03%. This is an indication that funding of education in Nigeria is not adequate to meet the rising needs in the sector whereas money commands the essential purchasing power of all other resources. Without adequate funding, a very laudable educational programme cannot be successfully implemented

   ii.   Inadequate facilities/equipment: This constitutes a serious constraint in the implementation of educational programmes. There is no doubt that availability of teaching and learning facilities enhances achievement of educational goals and objectives but where the reverse becomes the case, the process of implementation of educational programmes suffers.

   iii.   Use of outdated curriculum: This is the result of mismatch in what is taught in schools and what is demanded in the labour market.

iv. Poor teaching and learning environment**:** It is not uncommon to notice that most schools (from nursery to tertiary level) appear not conducive enough due to nearness to economic activities. These activities constitute serious distraction to academic programmes.

v. Low level of ICT literacy among teachers: Non utilization of ICT in teaching school subjects militate against effective programme implementation. Teachers who are not ICT inclined find it difficult to cope with the current way or method of applying ICT in the teaching and learning processes.

vi. Low remuneration for skilled manpower: Teachers at all levels of education, particularly in public educational institutions are given low remuneration. From time to time, teachers demonstrate their dissatisfaction arising specifically from poor salaries and allowances, non-payment of salaries on time and non-implementation of salary increment as and when due, and delayed promotion. These problems always result in strike action, thereby affecting academic calendar.

vii. Frequent industrial action: Educational programme implementation always suffers from strike actions either by students or teachers, and it negatively affects educational academic calendar.

viii. Societal low perception for teaching profession: Teaching profession in Nigeria is observed to have been perceived by members of the society as being a stepping stone and the last resort to some people due to inadequate employment opportunities. A significant number of people are not committed in their teaching service delivery as they are still looking for greener pasture.

ix. Students' negative attitude towards learning: Attitude of many students with respect to punctuality, class attendance, reading and other academic and non-academic related activities appear to be on the negative. It is common to see many students roaming the streets and some outside the school premises when academic activities are going on. Some display poor attitude in the use of social media, devoting more time to attending parties and clubs without a corresponding attitude to their studies.

x. Changes in government of the country: Every government in power has its agenda with respect to educational sector. The changes in governments affect implementation of policies and programmes formulated by the preceding government.

xi. Lack of continuity of educational programmes: Educational programmes need to be continued for teachers to master and be very conversant with it. However, frequent changes in educational programmes make teachers to start re-learning new ideas and concepts, thus negatively affecting the successful implementation of such programmes.

xii. Poor supervision of instruction: To ensure that educational programmes are successfully implemented, supervision becomes inevitable in the school system. However, teachers, non-teaching staff, students and even school heads in some of the educational institutions are observed to exhibit nonchalant attitudes towards achieving educational goals due to poor supervision.

xiii. Inadequate professionally trained teachers: Specifically, this really affects Early Child Care Development Education (ECCDE) programme. It is obvious that teachers employed by private educational institutions at the level of ECCDE are mostly secondary school levers. This is a disadvantage in the implementation of the programme as these crop of human resources are not professionally trained to specifically teach at this level. At the preprimary/primary education, there is serious lack of qualified teachers in relevant subject areas. As a result,

teachers who are not professionally trained are recruited to fill the gap. This category of teachers, as observed by Osim (2018), can hardly understand the curriculum to the extent of implementing the educational programmes effectively.

xiv.   Non-involvement of teachers in designing educational programmes: It is a common feature that teachers who are directly involved in implementation of educational programmes do not partake in drawing up such programmes. This therefore makes it difficult for them to interpret and implement the programmes. Teachers have significant role to play in the success of any educational programme and as such should be involved in the planning and development of such programmes.

Critical factors for effective implementation of educational programmes

The following basic factors are critical for effective planning and implementation of educational programmes:

    1. School personnel: Adequate educational personnel in terms of administrators, teaching and non-teaching staff, supervisors, counsellors are necessary for any successful implementation of educational programme. According to Akpan (2000), planning here involves personnel needs in terms of number, and skills for the present, as well as for the future. Provision should also be made for retraining needs and welfare of staff.

    2. Finance: No educational programme can be successfully implemented without adequate funding. Unfortunately in Nigeria, most laudable programmes have failed without adequate funding. Ekpoh (2018) observed that money is perhaps one of the greatest limiting factors in educational programme implementation. Availability of finance will ensure that all the other resources required such as material, human and physical resources will be made available.

    3. Educational facilities: An important input in the successful implementation of any educational programme is school facilities. School facilities here refer to classroom, laboratories, libraries, instructional materials, and so on. Without school facilities no educational programme can be implemented. Whatever facility is provided should be adequate in quantity and quality, taking cognizance of the population to be served. Plans should be made for repairs and replacement. A noticeable feature in the educational system is that no planning provision is always made for repairs of school facilities. Hence, as observed by Ekpoh (2018), a visit to some educational institutions in Nigeria is greeted with dilapidated buildings, furniture and equipment.

    4. Supervision and evaluation: Effective monitoring and supervision is sine qua non to quality control. Akpan (2000) noted that supervision and monitoring of schools are controlled techniques to ensure that appropriate instructional methods and materials are utilized in classroom teaching. The essence of supervision is to ensure that standards are maintained. Planning provisions should therefore be made for the supervision department to be fully equipped with personnel and equipment to perform its functions. Periodic review of any programme should be planned for. Through programme review, its strength, weaknesses, and loopholes are identified and corrected. As pointed out by Akpan (2000), periodic review can be used to forecast future results which can serve as a guide in defining, restating, modifying the objective of any programme as the need arises.

    5. Data: The importance of adequate and reliable data in planning process cannot be over emphasized. Most educational plans are based on false data. Adequate data, both in quantity

and quality, is required. Data is needed for students' enrolment projection, manpower for teaching and non-teaching personnel, facilities and so on.

6. Curriculum: Curriculum is very important in educational programme implementation. Thus curriculum should be planned for in terms of currency and relevance to meet the needs of the nation. It is obvious that the curricular for teaching in primary and secondary schools are found wanting and cannot serve the needs of individuals and that of the society.

Conclusion

Planning process is a pervasive, inevitable process, as well as a general management function that cuts across every sector of human endeavour. Effective planning process is prerequisite for the attainment of educational goals and objectives at all levels. Effectiveness in the implementation of educational programmes is directed to ensure that every learner at all levels of education has equal access to educational opportunities and is developed morally to be conscious of national unity. Effective implementation of educational programmes is a sure way to ensure that students are empowered with appropriate values, social abilities, competencies, knowledge and skills for self-reliance to be able to contribute meaningfully to the growth and development of the country. Planning process therefore requires educational planners to apply integration of planning approaches (the social demand, the manpower requirements, the rate of return approaches and synthetic approach). Application of integration of planning approaches is informed by the fact that concentrating on one approach to planning is to tackle a particular problem. Integrated approach provides full projection of the demand for education, needed manpower, and the relationship between expected economic benefits and the cost of investing in education. Facilitating and sustaining planning process for effective implementation of educational programmes in an educational system does not require unnecessary changes in educational policies and programmes by the government in power, adequate and professional educational planners, accurate information with respect to enrolment and number of teachers, areas of needs and effective control in the proliferation in the number of educational institutions are however necessary.

Recommendations

1. To ensure effectiveness in the implementation of educational programmes, educational planners at all levels should ensure that there is improvement in educational planning processes. Educational planning for effective implementation of educational programmes should be based on the current educational needs.

2. The Federal, State, and Local Governments should ensure that every educational planning is effectively implemented under the supervision of the Federal Ministry of Education, State Ministry of Education and the Local Government Education Authority respectively.

3. School administrators at all levels should not relent in their effort with respect to implementation of educational programmes.

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