

# Constraints to Implementation of Educational Planning and Its Implications for the Management of Educational Institutions in Kogi State, Nigeria

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**Abstract:** The paper examined constraints to implementation of educational planning and its implications for the management of educational institutions in Kogi state, Nigeria. Two research questions and two research hypotheses guided the study. The study adopted descriptive survey design. 794 staff comprised of principals and other staffers from various state educational agencies served as the population of the study. 318 (40%) staffers were purposefully sampled for the study. Educational Agencies Implementation Predictor (EAIP) served as instrument for data collection. The research questions were analyzed with the aid of mean and standard deviation while the null hypotheses were analyzed with t- test statistic. From the analysis of data collected, mean and standard deviation for RQ<sub>1</sub> shows 3.34 and 0.72 for principals while 3.30 and 0.94 for other educational agencies. These show the existence of significant relationship in their opinions. RQ<sub>2</sub> shows 3.36 and 0.68 for principals while 3.19 and 1.13 for other educational agencies showing the existence of significant relationship in their opinions. It was revealed by hypothesis 1 that the t-cal values of 3.32 yielded 0.0001 at 0.05 level of significance indicating that significant relationship existed between the opinions of principals and other educational agencies on factors responsible for non implementation of educational plans. (2) The t-cal values of 3.04 yielded 0.0004 at 0.05 level of significance indicating that significant relationship existed between the opinions of principals and other educational agencies on the strategies to be taken in actualization of educational plans in Kogi east education zone, Nigeria. It was concluded that funding, political, statistical, implementation factors and the use mediocre in education planning are factors responsible for non implementation of educational plans in Kogi East Education Zone. While provision of adequate funds, implements stable administration, timing implementation of educational policies amongst others are recommended as measures to be taken for the actualization of educational plans in Kogi East Education Zone.

**Keywords:** - Constraint, Implementation, Educational planning, Management, Educational institution

## I. INTRODUCTION

Planning in this context means selecting the aims and objectives of education and carefully choosing the actions or strategies to achieve them. Yawe (2010) sees planning as the process of determining in advance, what is to be done, including classification of goals, establishment of policies, mapping out of program and campaign and determining specific method or procedures and fixing day to day

schedules. Planning is indispensable in the actualization of educational objectives. Okwori, (2011) sees Educational planning is the planning in the educational sector of the economy aimed at achieving educational goals. It is the rationale and systematic preparation for actions, means, and strategies defined to achieve educational goals. Okwori, (2011) adds that careful educational planning reduces emergencies and ensures that limited educational resources of a society are rationally allocated. Akpan (2002) views educational planning as application of rational systematic analysis to process of educational development with the aim of making education more effective and efficient in responding to the needs in the area of learning facilities and equipment. Adepoju (2002) maintains that educational planning is the process of identifying educational needs and the direction it will take and how to implement decision. The educational needs take into consideration the national philosophy of education. That is, the type of education that would be problem solving and functional in nature.

Anderson and Bowman, in Mbogodile (2007) define educational planning as the process of preparing a set of decision for action in the future. The set of decision has to do with curriculum planning and implementation based on societal needs. Maduwe, (2005) looks at educational planning as veritable instrument for national goals. Achufusi, Ezenduka and Ume (2009) equally see educational planning as the first step leg of a relay race. In a relay race, every step is important but most crucial is the first leg and if the first leg is faulty, it would alter the remaining part of the race (P8) so also is educational planning. A nation without sound education planning will definitely rubbish all other aspect its national life. No nation will develop with well-planned and tailored educational system. All other sectors of the national economy to a large extent depend on the educated citizens. Without proper and efficient educational system the nation will not grow. However, the most widely accepted definition of educational planning is that given by the United Nations Educational Scientific and Cultural Organization (UNESCO) as reported in Combs (1974) “as The application to education of what real educators seek to instill in students – a rational, specific approach to problems, such an approach involved identifying objectives and available resources, examining the implications of alternative courses of an actions

and choosing wisely among them, deciding on specific targets should be met within specific time limit and finally developing the best means of systematically implementing the choice thus made.”

The importance of educational planning to the actualization of educational objectives in Nigeria cannot be over emphasized. Mgbodile (2007) amplifies the importance of education when he states that it develops the appropriate man power skills and techniques designed to improve human competence and direct economic impact on the quality and quantity of occupational skill. In the area of human resources development, education helps in bringing about literacy which accelerates the process of general enlightenment in the society and the process of social change.

As an important determinant of human existence education needed to be planned for the following reasons:

1. To ensure adequate and effective planning for educational services.
2. To provide efficient administrative and management control for the maintenance and movement of the system.
3. To ensure quality control through regular inspection and continuous supervision of instruction.
4. To provide adequate and balanced financial support for all educational services. Federal Ministry of Education (FME, 2009)

Constraints to educational development refer to difficulties or bottleneck in the implementation of educational planning in Nigeria. Though, there are numerous constraints to educational planning, attention will be focused on some principal factors which include the funding factors, political factor, the statistical factor, implementation as well as the use of non-professional in education planning.

#### *Funding Factor*

Long Man (2009) defines funds as money provided by an organization for a particular purpose. Targets (2003) states that funds is one of the improve factors for the realization of educational objectives. Ogbonnaya (2000) defines fund as money set aside for a particular project. Funds are important not only in formulating plans but also and more importantly, in executing or implementing plans. In Nigeria, well-made educational plans often face the difficulty of adequate funding to realize the purpose of its planning. The funds allocated to education generally from the national budget are usually not enough to service the various arms of education as expected. By 2017, the national budget for Education fell between 5%. This is against the UNESCO recommendation that the minimum allocation to education in developing countries should not be less than 25% of its annual budget. Nigeria’s education sector has been allocated much lower than the 26 percent of national budget seeing the proposal presented to the National Assembly, President Muhammadu Buhari allocated only 7.04% of the 8.6 trillion 2018 budget to the education.

The total sum allocated to the sector is N605.8 billion, with N435.1 billion for recurrent expenditure, N61.73 billion for capital expenditure and N109.06 billion for the Universal Basic Education Commission. The allocation is lower than the 7.4 percent the government gave the education sector in the N7.4 trillion 2017 budget. The breakdown of the N550 billion allocated in 2017 was N398 billion for recurrent expenditure, N56 billion for capital expenditure and N95 billion to UBEC. Although the N605 billion allocated to the sector as 2018 is higher in naira terms than the N550 billion allocated in 2017, there is a decrease in percentage terms.

Ogbonnaya (2009) states that the UPE of 1976 failed principally because of lack of funds. The 6,3,3,4 has equally been suffering from poor funding and is not attaining the plan objective, so also the national language policy. Our schools, from primary to tertiary levels lack adequate financial support and facilities for effective learning. Education as a social service competes with other social services like security, health and power for survival. However, the mono economy nature of Nigeria who depends on crude oil as a source of revenue makes adequate funding of education difficult. The present study will reveal whether funding of education sector affects the implementation of educational planning in Kogi East Education Zone, Kogi State, Nigeria.

#### *The Political Factor*

Politics as defined by Okeke (2007) is “the science and act of securing and advancing the temporal welfare of the community organized as a state. The business of politics therefore, involves both the laying down of general principles and their application to concrete problems. The scope of politics is the temporal wellbeing of the community as a whole. Politics and governance in Nigeria have had a great influence on educational planning in Nigeria. It has been instrumental for initiating educational policies and plans and has also acted as a wedge to the effective implementation of educational plans directly or indirectly.

Political instability in Nigeria has been a great factor affecting educational plan. The instability may be as a result of military intervention or change of government from one political party to another. Educational plans, like other plans in the economy, require stability in governance to flourish. They require continuity in leadership that will sustain its long gestation periods. Some educational plans take up to fifteen years and above to mature especially, establishment of tertiary institutions like polytechnics, colleges of education and universities. Plans have to pass through many government administrations. If there is disruption or instability in governance, the plan may either be stalled, abrogated or receive less attention from the successive government. This tendency has affected the implementation of many educational plans in this country. For instance, the 1962-1968 national development plans was disrupted by the crisis in western Nigeria election of 1964 and 1965 which led to the military take over. Political instability also led to the termination of existing external assistance. For instance, there was a

discontinuation of the USAID Sponsored teacher education project in Northern Nigeria, the closure of the University of Nigeria and the withdraw of the technical assistance from the Michigan University following the outbreak of the civil war in Nigeria. Adesina, (1981) stated that the UNESCO sponsored advanced teacher training colleges in the 60s were terminated as the result of government instability. However, this study may reveal the extent of effect political instability has on the implementation of educational planning in Kogi East Education Zone of Kogi State, Nigeria.

#### *The Statistical Factor*

Mgbodile (2007) defined statistic as descriptive or quantitative information about people, animals, things and events represented in words, figures, pictures or in graphic forms. Statistics are vital tools for educational training. There are needed in determining the present number of teachers in schools, the number of students and their sex distribution, the dropout rate, the aggregate cost of providing needed teaching facilities, the provision of class rooms spaces, payment of teacher salaries, allowances and retiring benefit. Statistics are vital especially in long range and strategic planning in education. They help in forecasting and projecting the anticipated cost of running education in future. Statistic will help in the detailed accounting of annual expenditure as a way of budget control for monitoring the activities and progress of both pupils and teachers by the ministry of education.

Adesina (1981) stated that statistics is needed for keeping a check on the cost and maintenance of school plants. Nelson (2012) stated that despite the importance of statistics in educational planning, poor and inadequate statistics have been responsible for why many beautiful educational policies had failed especially the (UPE) Universal Primary Education Programme of 1976, the universal basic education of 1999 or 6,3,3,4 systems especially the introductory technology aspect of it. The present study will reveal whether statistical factors affect the implementation of educational planning in Kogi East Education Zone of Kogi State, Nigeria.

#### *Implementation Factor*

Implementation is the act of carrying out the plans made so as to achieve the intended objectives of the plans. Implementation is the crucial stage in planning. It is a stage of implementation where plans are put into effect. It is at this stage that one will actually know whether those beautiful plans are good or useless. It is at the implementation stages that some unforeseen circumstances come up either to weaken or strengthen the plans. What makes an educational manager to be what he or she is the ability to handle these unforeseen circumstances

Many Laudable educational programs came to a halt at the implementation stage. For instance, the Universal Primary Education, the 6,3,3,4 system. The introductory technology for our secondary schools, the national language policy all can be said to have failed at the implementation stage. They have failed because the country has not reaped the benefit which

the plans were meant to achieve. Graduates of secondary schools from 1982 when the program were expected to take off till date have not acquired the technical or vocational skill through the intro-tech programs. The language programs also failed because not all Nigerian students can neither read nor write in the three major Nigeria languages (Hausa, Ibo and the Yoruba).

Some factors are however, responsible for these failures of educational programs at implementation stage. These are either due to poor funding, lack of political will on the part of the government, poor attitude to work or dishonest as well as the lack of technical knowhow. The present study will reveal whether implementation bequeathed with bureaucratic procedure affects the implementation of educational planning in Kogi East Education Zone, Kogi State, Nigeria.

## II. THE USE OF NON-PROFESSIONAL EXPERTS IN EDUCATIONAL PLANNING

Effective educational planning should be best undertaken by trained educational planning expert who by their background trained in educational administration and planning and have developed the necessary professional knowledge and skills for undertaking education plan. The federal ministry of education through the National Policy on Education (2009) stated thus “To enable the federal and State Ministries of Education carry out effective function of educational planning, each ministry of education as the matter of necessity has to be adequately staffed and headed by a well train educational planner.

However, revise is the case as educational planning in Nigeria is largely undertaken by people who are not professionally trained in educational planning, as a result of politics in education (Ololube, 2013). A close look at the profile of those handling the education ministries in Nigeria in the recent years are not educational administrators. These people were usually engaged by the government to set up educational plans, and they do so without consulting with educational planning experts. The resultant effect of these is that, plans made by non-professionals makes implementation difficult. What is most worrisome in this study are the impediments to educational planning in Kogi East Education Zone that are yet to be known.

#### *Measures to be Taken for Implementation of Educational Planning in Kogi East Education Zone*

Education has been seen as the greatest force that can be used to bring about changes in any country'. For effective educational planning in Nigeria, the following suggestions could be proffered for improvement.

1. *Usefulness of Accurate Data Bank:* The Nigerian ministries and institutions have to be conscientized on the usefulness of accurate data bank and can be required under compulsion to make annual returns to establish information centers for security and conservation purposes.

2. *Promotion of Effective Information Management System:* Effective information management system should be made in the country. There is need for modern information technology facilities like the computers; fax machines internet services etc for effective educational planning.
3. *Provision Adequate Funds to Education Sector by the Government:* For any successful programme, there must be enough fund to serve as an important tool. Fund should be provided by the government for the provision of all necessary facilities to ensure effective educational planning in Nigeria.
4. *Promotion of Stable Education Policies by the Government:* Nigerian education policy should be allowed to crystallize and takes longer period before the introduction of a new policy. Constant changes of educational policy according to Sanda (2006) are causing a lot of havoc to educational planning in this country.
5. The educational planning process of the country must be future-oriented and goal- directed, based on the facts and not mere assumption.
6. *Storing of Accurate Data:* Officers in the planning units should be made to change their altitude towards collecting and storing of information. They should be oriented on the value of information.
7. *Adoption of Management by objectives:* Management by objectives should be adopted by Nigerian educational planners. This means that the educational planners should place the educational policies based on objectives and guide for full implementation by the policy implementers. The presence study will reveal more some of the measures to be taken for prompt actualization of educational plans in Nigeria.

#### *Statement of the Problem*

Educational planning over the years in Nigeria and Kogi state in particular has been bedeviled by some constraints attributed to either educational agencies or government without any palpable evidence to substantiate the claim.

It has been observed by the researcher that most of the educational planning in Nigeria are only heard in theory and not seen in the practical situation of the beneficiaries. Studies elsewhere shows some of the inhibitions which leads to futility of the educational plans implementation to be inaccurate data, inadequate skilled personnel, technological problem, political arrangement, economic arrangement, inadequate planning which are yet to be empirically confirmed as factors responsible for non implementation of educational plans in Kogi East Education Zone.

Literature evidence somewhere tends to suggest some measures such as social demand approach, the human resources requirement approach, the cost benefit analysis, thorough supervision, trained personnel, adequate policy amongst others to overcome the impediments to educational

planning in Nigeria. The doubt is whether these measures will work in Kogi East Education Zone because of variation in location and sample size calls for investigation. However, the problem of this study put in question form is, what are the constraints to the implementation of educational planning in Kogi East Education Zone like?

#### *Purpose of the Study*

The general purpose of the study was to investigate constraints to implementation of educational planning and its implications for the management of educational institutions in Kogi East Education Zone of Kogi State, Nigeria. Specifically, the study sought to:

1. Find out the observable factors responsible non implementation of educational plans in Kogi East Education Zone of Kogi state.
2. Determine the measures to be taken for the actualization of educational planning in Kogi East Education Zone of Kogi state.

#### *Research Questions*

The following research questions guided the study:

1. What are the factors responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state?
2. What are the measures to be taken for the actualization of educational plans in Kogi East Education Zone of Kogi state?

#### *Research Hypotheses*

The following null hypotheses guided the study:

*H<sub>01</sub>:* There is no significant relationship between the opinions of principals and staffers from state educational agencies such as MOE, TSC, STEB, SUBEB on factors observed to be responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state.

*H<sub>02</sub>:* There is no significant relationship between the opinions of principals and staffers from state educational agencies such as MOE, TSC, STEB, SUBEB on measures to be taken for the actualization of educational plans in Kogi East Education Zone of Kogi state.

### III. METHODS

The study employed a descriptive survey design. This type of research gathers data from a large number of subjects. It is justifiable because it is in line with the purpose of the study which is to investigate constraints to implementation of educational planning and its implications for the management of educational institutions in Kogi East Education Zone of Kogi State, Nigeria. The design according to Emaikwu (2013) is appropriate where it is not possible for the researcher to directly manipulate the independent variable.

The study was carried out in Kogi East Education Zone of Kogi State. This Zone is made up of nine local governments

namely: Ankpa, Omala, Olamaboro, Dekina, Ofu, Igalamela, Idah, Ibaji and Bassa respectively. Kogi East Education Zone of Kogi State is chosen for this research in the sense that, education seems to be the major industry in the area, as the zone has 208 public secondary schools (State Ministry of Education Office, Lokoja, 2018). But this important industry is under a serious threat due to poor actualization of educational plans in the area. Something has to be done urgently to arrest the situation. There is therefore a felt need to investigate constraints to implementation of educational planning and its implications for the management of educational institutions in Kogi East Education Zone of Kogi State, Nigeria.

The population of this study consisted of 794 staff comprised of 208 principals of secondary schools in Kogi east education zone, 301 staff from Ministry of Education (MOE), 103 staff from Teaching Service Commission (TSC), 124 staff from SUBEB and 58 staff from Science Teachers’ Education Board (Kogi State Ministry of Education Office Lokoja, 2018). The choice of these staff was based on the fact that these staffers are in the best position to supply the data needed for the study.

The sample for the study is made up of 318 staffers representing 40% each from the entire population of 794 staff. 83 principals of public secondary schools representing 40% of the 208, 120 staff of MOE representing 40% of the 301staff, 41 staff of TSC representing 40% of the 103, 50 staff of SUBEB representing 40% of 124 and 23 staff of STEB representing 40% of 58 in Kogi East Education Zone were purposively sampled. Emaikwu (2013) who opined that 20 to 40 percent representative sample of a population of below 1,000 is considered ideal. 318 staffers of various educational agencies (representing 40%) were sampled out of the 794 staffers within the area under study.

Educational Agencies Implementation Predictor (EAIP) served as instrument for data collection. It was face validated by 3 experts from Educational Foundations and Measurement and Evaluation, Departments of Educational Foundations, Kogi State University, Anyigba. The instrument had two sections. Section A, contains demographic data of the respondents while Section B, was clustered into A and B. Cluster A deals with items on factors observed to be responsible for non implementation of educational plans in Kogi east education zone while Cluster B deals with items on measures to be taken for proper implementation of educational plans in Kogi East Education Zone. The instrument was trial-tested using twenty (20) secondary school teachers (15 males and 15 females) in Kogi East Education Zone of Kogi state. This sample was taken from the population of same characteristics but in the same Kogi State which was not part of the sample for the study and contained 10 items. The respondents were guided by the modified four point likert scale with a response mode to be Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

Cronbach’s Alpha was used to calculate the index, which gave reliability co-efficient of 0.84. This indicates high internal consistency and reliability of the instrument for usage (Ali, 2006). According to Emaikwu (2013) Cronbach Alpha is used to establish a more generalized way of estimating internal consistency. The instrument was therefore considered to possess high reliability and could be administered on the sample of the study.

The researcher personally administered and collected the questionnaire within one week with the help of two research assistants. For the data analysis, mean and standard deviation were used to answer the research questions that guided the study with the bench mark of 2.5 while chi-square test of independence was used to analyze the null hypotheses that guided the study with the bench mark of 0.05 level of significance.

IV. RESULTS AND DISCUSSION

This section deals with data presentation, analysis, interpretation in line with research questions and discussion of findings on constraints to implementation of educational planning and its implications for the management of educational institutions in Kogi East Education Zone of Kogi State, Nigeria..

Research question 1

What are the factors responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state?

Table 1: Mean Responses of Principals and other educational agencies on factors responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state

| S/ N | Items on factors responsible for non   | Principals = (83) |      |        | Educational Agencies= (234) |      |        |
|------|--|-------------------|------|--------|-----------------------------|------|--------|
|      |  | Mean              | Std  | Remark | Mean                        | Std  | Remark |
|      | Implementation of educational plans    |                   |      |        |                             |      |        |
| 1.   | Funding factor                         | 3.72              | 0.57 | SA     | 3.49                        | 1.03 | SA     |
| 2.   | Political factor                       | 2.61              | 0.85 | A      | 3.21                        | 1.25 | A      |
| 3.   | Statistical factor                     | 3.39              | 0.78 | A      | 3.27                        | 0.12 | A      |
| 4.   | Implementation factor                  | 3.56              | 0.62 | SA     | 3.35                        | 1.11 | A      |
| 5.   | The use mediocre in education planning | 3.44              | 0.78 | A      | 3.18                        | 1.21 | A      |
|      | Total Mean                             | 3.34              | 0.72 | A      | 3.30                        | 0.94 | A      |

Key: A= Agree; SA= Strongly Agree

Table 1 above show the mean responses of Principals and other educational agencies on factors responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state Items 2, 3 and 5 with means and standard deviation of 2.61 and 0.85; 3.39 and 0.78; 3.44 and 0.78

agreed by principals that political factor, statistical factor and the use mediocre in education planning to be factors responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state. While items 1 and 4 with mean and standard deviation of 3.72 and 0.57; 3.56 and 0.62 on funding and implementation factors were strongly agreed by principals to be factors responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state. The overall means for both principals and other educational agencies are 3.34 and 3.30 showing significant relationship between the two respondents.

Items 2, 3, 4 and 5 with means and standard deviation of 3.21 and 1.25; 3.27 and 0.12; 3.35 and 1.11; 3.35 and 1.11; 3.18 and 1.21 agreed in totality by other educational agencies that political factor, statistical factor, implementation factor and the use mediocre in education planning are factors responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state. Item 1 with mean and standard deviation of 3.49 and 1.03 was strongly agreed by other educational agencies that funding factor greatly caused non implementation of educational plans in Kogi East Education Zone of Kogi state. The overall means for both principals and other educational agencies are 3.34 and 3.30 showing significant relationship existing between the two respondents.

**Research Question 2**

What are the measures to be taken for the actualization of educational plans in Kogi East Education Zone of Kogi state?

Table 2: Mean responses of Principals and other educational agencies on measures to be taken for the actualization of educational plans in Kogi East Education Zone

| S/N | Items on factors responsible for non   | Principals = (83) |      |        | Educational Agencies=(234) |      |        |
|-----|--|-------------------|------|--------|----------------------------|------|--------|
|     |  | Mean              | Std  | Remark | Mean                       | Std  | Remark |
| 1.  | Funding factor                         | 3.39              | 0.61 | A      | 3.26                       | 1.23 | A      |
| 2.  | Political factor                       | 3.05              | 0.80 | A      | 2.91                       | 0.90 | A      |
| 3.  | Statistical factor                     | 3.44              | 0.78 | A      | 3.18                       | 1.21 | A      |
| 4.  | Implementation factor                  | 3.56              | 0.62 | SA     | 3.35                       | 1.11 | A      |
| 5.  | The use mediocre in education planning | 3.39              | 0.61 | A      | 3.26                       | 1.23 | A      |
|     | Total Mean                             | 3.36              | 0.68 | A      | 3.19                       | 1.13 | A      |

Key: A= Agree; SA= Strongly Agree

Table 2 above show the mean responses of Principals and other educational agencies on measures to be taken for the actualization of educational plans in Kogi East Education Zone. Items 1, 2, 3 and 5 with means and standard deviation of 3.39 and 0.61; 3.05 and 0.80; 3.44 and 0.78; 3.39 and 0.61 agreed by principals that provision of adequate fund,

implementation of stable administration, provision of accurate statistical records and the use of professionals in educational planning to be the measures to be taken for the actualization of educational plans in Kogi East Education Zone. Only item 4 with mean and standard deviation of 3.56 and 0.62 which emphasized on timing implementation of educational policies was strongly agreed by principals to be the measures to be taken for the actualization of educational plans in Kogi East Education Zone.

Items 1,2,3,4 and 5 with means and standard deviation of 3.26 and 1.23; 2.91 and 0.90; 3.18 and 1.21; 3.35 and 1.11; 3.26 and 1.23 agreed in totality by other educational agencies that provision of adequate fund, implement stable administration, provision of accurate statistical records, timing implementation of educational policies and the use of professionals in educational planning to be the measures to be taken for the actualization of educational plans in Kogi East Education Zone. The overall means for both principals and other educational agencies are 3.36 and 3.19 showing significant relationship existing between the two respondents.

*H<sub>01</sub>* : There is no significant relationship between the opinions of principals and staffers from state educational agencies such as MOE, TSC, STEB, SUBEB on factors observed to be responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state.

Table 3: Two tailed t-test result in respect of Principals and other educational agencies on factors responsible for non implementation of educational plans in Kogi East Education Zone

| Respondents        | N   | X    | Std  | Df  | Mean Diff | t-value | std Error | Sig    | Decision |
|--------------------|-----|------|------|-----|-----------|---------|-----------|--------|----------|
| Principals         | 83  | 3.30 | 0.72 | 151 | 0.04      | 3.32    | 1.0011    | 0.0001 | Reject   |
| Other Edu Agencies | 234 | 3.34 | 0.94 |     |           |         |           |        |          |

F. 0.05 level of significance

Table 3 above indicates that the mean scores for principals is 3.30 slightly lesser than that of other educational agencies which is 3.34 with the difference of 0.04. When the analysis was subjected to t-test analysis with t value 3.32 the significant becomes 0.0001 which is less than the critical table value of 0.05. Thus, the hypothesis one was rejected indicating that significant relationship existed between the opinions of principals and that of other educational agencies as regards the factors responsible for non implementation of educational plans in Kogi East Education Zone. This finding is in line with Sandra (2006) who discovered economic circumstances and inadequate planning as factors inhibiting educational planning in Nigeria. The finding was corroborated by Ololube (2013) when found out that political arrangement, inaccurate statistical data and the use of non professional in education planning to be factors responsible for non implementation of educational plans in Nigeria. These

findings are possible considering the political influence in the appointment of mediocrity personnel into the key positions in educational sectors in Nigeria.

$H_{02}$ : There is no significant relationship between the opinions of principals and staffers from state educational agencies such as MOE, TSC, STEB, SUBEB on measures to be taken for the actualization of educational plans in Kogi East Education Zone of Kogi state.

Table 4: Two tailed t-test result in respect of Principals and other staffers from other educational agencies on measures to be taken for the actualization educational plans in Kogi East Education Zone

| Respondents                | N   | X    | Std  | Df  | Mean Dif | t-value | std Error | Sig    | Decision |
|----------------------------|-----|------|------|-----|----------|---------|-----------|--------|----------|
| Principals                 | 83  | 3.36 | 0.68 | 151 | 0.45     | 3.04    | 1.0014    | 0.0004 | Reject   |
| Other Educational Agencies | 234 | 3.19 | 1.13 |     |          |         |           |        |          |

F. 0.05 level of significance

Table 4 above indicates that the mean scores for principals is 3.36 greater than that of other educational agencies which is 3.19 with the difference of 0.45. When the analysis was subjected to t-test analysis with t value 3.04 the significant becomes 0.0004 which is less than the critical table value of 0.05. Thus, the hypothesis two was rejected indicating that significant relationship existed between the opinions of principals and that of other educational agencies as regards the measures to be taken for the actualization of educational plans in Kogi East Education Zone. This finding is in consonance with Udemé (2017) who proposed that sufficient orientation, functional security, thorough supervision, adequate policy and the use of professionals as measures to be taken in educational planning in Nigeria.

#### IV. IMPLICATIONS OF FINDINGS TO THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

The findings of this study have far reaching implications in the management of educational institutions at all levels ranging from primary, secondary to tertiary stages in Kogi East Education Zone. The finding of this study indicated that principals and other educational agencies agreed that political, statistical, funding and implementation factors and the use of mediocre in educational planning to be factors responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state. Thus, the hypothesis one indicated that significant relationship existed between the opinions of principals and that of other educational agencies as regards the factors responsible for non implementation of educational plans in Kogi East Education Zone. The implications of these findings to educational institutions is that there cannot be actualization of educational objectives and quality output of education at all levels where political, statistical, funding factors and the appointment of mediocre into key positions in educational sectors affects the

implementation of educational plans.

The finding of this study also indicated that principals and other educational agencies agreed that provision of adequate fund, implementation of stable administration, provision of accurate statistical records, timing implementation of educational policies and the use of professionals in educational planning are measures to be taken for the actualization of educational plans in Kogi East Education Zone. Thus, the hypothesis two indicated that significant relationship existed between the opinions of principals and that of other educational agencies as regards the measures to be taken for the actualization of educational plans in Kogi East Education Zone. The implications of these findings to educational institutions are that there will be smooth running of educational programmes and ease actualization of educational objectives where these measures are strictly adhere to which will lead to quality output and overall growth and development.

#### V. CONCLUSION

Based on the findings of the study, the researcher concludes that funding, political, statistical, implementation factors and the use mediocre in education planning are factors responsible for non implementation of educational plans in Kogi East Education Zone of Kogi state. While provision of adequate funds, accurate statistical records, implements stable administration, timing implementation of educational policies and the use of professionals in educational planning are measures to be taken for the actualization of educational plans in Kogi East Education Zone.

#### VI. RECOMMENDATIONS

The following recommendations are made based on the conclusion of the study:

1. Government should increase annual budgetary allocation to education sector in Nigeria. This will enable the sector to overcome some of its financial limitations in the actualization of educational objectives.
2. The issue of stable administration should be given top priority by our political leaders in Nigeria. This will assist Nigerians to overcome the instability of educational policies in Nigeria.
3. Efforts should be geared toward utilization of professionals in educational planning in Nigeria. This will go a long way in curbing the falsification of figures needed for educational planning in Nigeria.

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