

ASSESSMENT OF POLITICAL OFFICEHOLDERS' ATTITUDES TOWARDS EDUCATIONAL PLANNING IN FEDERAL CAPITAL TERRITORY, ABUJA, NIGERIA.

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ABSTRACT

Introduction: The attitudes of political officeholder towards educational planning in Nigeria is not encouraging and this is affecting the entire educational system.

Purpose: This purpose of this paper is to assess the political officeholder attitudes towards planning of education in FCT.

Methodology: The survey design was used for the study. Random sampling technique was employed to select the respondents while questionnaire was adopted for data collection, test re-test method was used to determine the reliability of the instrument. This study used SPSS (Statistical Package of Social Sciences) soft for data analysis. The data collected was cleansed by the researchers who removed the unwanted data. The results were analyzed using percentage, mean and standard deviation and chi-square method.

Result: The results revealed that there was significant relationship between the attitudes of political officeholders and poor planning of education in FCT.

Finding: The finding revealed that the majorities of the respondents disagreed that political officeholders have positive attitude toward educational planning, majorities of the respondents disagreed that adequately funding are provided for educational planning. It was also discovered that majorities of the respondents disagreed that political officeholders are support the capacity development of educational planners and 100% of the respondents disagreed that political officeholders are providing necessary planning tools for educational planner to plan education.

Recommendation: The government should appoint people with passion for educational development and political officeholders should develop positive attitude toward educational planning in FCT by allocating adequate funds for educational planning.

Keywords: Attitude, Educational Planning, Political officeholder



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PUBLIC INTEREST STATEMENT

The beneficiaries of this study are: students, lecturers, educational planners, government institutions, ministries, agencies and department in charge of educational planning, political officeholders and policy makers. Lecturers should use the findings of this study as a guide to develop interest in educational planning especially when conducting academic research Government should benefit by the use of the findings of this study, in order to improve the planning education by providing required facilities and equipment. Political officeholders should benefit by from this study through identifying the challenges facing the educational planners or challenges militating against the effective planning of education in Nigeria.

INTRODUCTION

The Nigerian educational system is the largest in Africa. The Nigerian educational system includes the pre-basic school education, basic school education, junior school education, senior school education and the higher education. According to Federal Ministry of Education Federal Ministry of Education (FME)(2004), the basic education is for nine years of compulsory education for both basic and junior secondary schools. The senior secondary school is for three years, and 4 years for higher education. The tertiary sector as a whole offers opportunities for undergraduate, graduate, and vocational and technical education (WENR 2017). In Nigeria, the Federal Ministry of Education is in charge of coordinating education for the entire country. The president appointed the minister of education that heads the ministry of education. The functions of the Federal Ministry of Education include making and formulating national policies for the education, collecting and managing data for planning of education and financing, ensuring uniform standards of education throughout the country, controlling quality of education and supervising education through its agencies. The Federal Ministry of Education harmonizes educational policies and procedures of all the states of the federation through the instrumentality of the National Council on Education. It also effects cooperation in educational matters on an international scale. The FME coordinates the activities of a number of parastatals under it such as the National Universities Commission (NUC), the National Commission for Colleges of Education (NCCE), the National Board for Technical Education (NBTE) and the Universal Basic Education Commission (UBEC).

The administration of education in Nigeria is done by the three tiers of government, the federal, states and local government. The Nigerian constitution enlisted education in the concurrent list, this makes the federal government the highest decision making in educational administration and management. The concurrent list also gives the power to the federal government to regulate and makes policies for the entire educational sector in

Nigeria. The federal government also is saddled with the responsibilities of ensuring quality control in the country. In Nigeria, the constitution allows each tier of government to administer and manage its education. The federal government handles all the federal universities, polytechnics, colleges of education, monotechnics and federal unity schools that spread across the country, while the states government also oversees the entire educational system within the states. The secondary schools are under the administration and management of the state governments and the local governments coordinate the basic education at the local government levels. Despite this arrangement, the Federal Government is expected to support the state and local governments in counterpart funding to enhance the quality of education in the country (Needs Assessment in the Nigerian education sector,2014).

Administration of education in Nigeria is a shared responsibility by the three tiers of ministries of education, that is, the federal, states and local government and other statutory bodies established by the three tiers of government for the administration and management of education at the various levels. These commissions assist the various ministries of education at the Federal, states and local government levels to achieve the objectives of education. The Federal Ministry of Education is saddled with the functions of coordinating the national policy and procedures and for ensuring that the states' policies operate within the parameters of the national policy as adapted for local needs (Moja, 2000). Coordination of policy at the political level is handled by the National Council of Education, the highest policymaking body chaired by the Federal Minister of Education and includes all the State Commissioners of Education. This body is advised by the Joint Consultative Committee on Education, which consists of all the Federal and State Directors of Education, Chief Executives of education statutory bodies, and Directors of University Institutes of Education (Needs Assessment in the Nigerian education sector, 2014).

The planning of education is handled by various government officials. Some are career staffers while others are

appointed to chair or head the various agencies and ministries of government both at the federal, states and the local government. The president appoints the minister of education, the states governors appoints commission of education while the chairman appoints the education secretary at the local government level to oversee and coordinate all programmes and activities regarding education at the various level of government. Other heads of agencies, board chairman and commissions are also appointed for effective education administration and management in the country. These groups of people appointed to by the governments are regarded as political officeholder. Political officeholders are referred to as those people elected or appointed to work in public institutions whether in local government, state and at federal levels. Political officeholder is also known as public officeholder. He is any person elected or appointed to oversee public administration. The political officeholder can be at the executive level, parliamentary level and at the local government levels. The political officeholders are classified into two: the elected and the appointed. The elected political officeholders are duly elected by the democratic principles while the appointed are appointed into offices by the elected. The political officeholders enjoys tenure system that is within four to five years. The political officeholders are elected or appointed to provide public services to the people

In Nigeria, the president is elected into office and the constitutions empowers him/her to appoint aids and assistants that will help him to deliver the mandate of his/her political party agenda. Also, the respective elected governors constitutionally are permitted to appoint aids and assistants. This same also goes of the local government chairmen. The political officeholders are elected or appointed to head public institutions like the ministry of agriculture, ministry of aviation, ministry of power, ministry of education at both the Federal and States while at the local government will have special assistants. At the Federal and State government, Ministers and commissioners are respectively appointed to head ministry of education while at the local government

level, education secretaries are appointed to head the Local Education Authority. These political officeholders are elected or appointed to support the provision of quality service to the people. They are to come up with policies, formulate programmes and ensure full implementation of the policies and programmes to improve the quality of lives of the citizens. One of the crucial functions of these political officeholders is budget preparation and allocation of funds for programmes and project implementation in their various ministries, agencies and departments. Ministry of education is one of the ministry in Nigeria that have not been given maximum political attention since the return of democracy in 1999. Research has it that budgetary allocation for the ministry of education for the past two decades have not exceeded 15% which is below the UNESCO 20% requirement for education in developing country like Nigeria.

The attitudes of political officeholders in Nigeria towards funding of education especially planning of education have not been encouraging. The effects of underfunding of the ministry of education in Nigeria is manifesting in all the sub-component of education which include the educational planning. The poor funding of education is responsible for poor funding of planning of education and the poor planning of education is responsible for poor performance of the entire educational system. According to Ogunode (2020), the educational system of Nigeria lacks sound educational planning. It is obvious that all the forms of education in Nigeria are characterized by one issue and the other. The problem of inadequate manpower in the Nigerian educational sector is a result of a lack of effective manpower planning. The inadequate infrastructural facilities in the primary, secondary and higher education in Nigeria is due to lack of comprehensive infrastructural facilities planning, while the problem of inadequate funding can also be traced to the lack of financial educational planning for the entire educational sector. The educational qualifications, experiences, knowledge and attitude of the groups of people appointed to head and coordinate educational programme at various level of government matter. Their attitude towards planning

education, making policies, implementing educational programme and supervising educational projects is of important to the development of education in Nigeria. According to the Federal Ministry of Education FME (2004), the success of the entire educational system depend on proper planning, efficient administration and adequate funding. Planning is vital to achieving the educational objectives. Without educational planning, not much can be achieved in the entire educational sector. Planning is the first phase of every programme, projects and policies. Planning is the act of drawing out the future activities and outlining the means of achieving them within a set time. Planning involves a systematic working out means to realized tomorrow's works.

According to Noun (2009), planning is a process of identifying our goals and objectives and working out aims and means of achieving them. We can explain that educational planning involves the process of identifying educational needs, the direction which education should take and how to implement the decisions taken. Comb cited in Akpan (2000) defines educational planning as the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society. This means that educational planning should take into account the needs of the pupils/students in terms of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In meeting the needs of the society. Educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes (Akpan, 2000). There are many factors that determine the effectiveness of educational planning and some of the factors include: the attitude of the political office holder toward educational planning, the funds available for planning of education, the planning tools available, the number of educational professional planners, the level of capacity development for educational planners and political stability. Educational planning covers

planning of the early child education, basic education, junior secondary education, senior secondary education and the higher education. Education planning also include plan for special education, gender education, mass education, adult education and science education and so on. Educational planning covers the sub-component of the educational system like manpower planning, school plant planning, infrastructural facilities planning, academic planning, lesson planning, financial planning for schools and so on. Educational planning in Nigeria have not been much attention to by the governments, this is why the educational planning system is engulfed with many challenges. The Nigerian educational planning system is ineffective due to lack of support by the governments. The attitude of the Nigerian government to educational planning is not encouraging.

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

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

role of the Ghana Education Service headquarters and the district directorates where final authority will reside at the District Assembly. Decentralized educational planning means empowerment to plan and take decision at the local or district level of educational delivery. The study also found that School Management Council /Parent Teachers Association members participate in the decentralized educational planning process but that their level of involvement is very low. The study also notes that there is weak capacity development for planners and other stakeholders in a system of decentralized education planning. The study suggests that a number of challenges should be addressed to ensure effective decentralized education planning. There is a research gap on the attitude of political officeholders towards planning of education in Nigeria and in FCT in particular. But on this research gap, this study is aimed to assess the attitude of political officeholders towards planning of education in Nigeria and in FCT.

STATEMENT OF THE PROBLEM

Educational planning is vital to the development of education and the realization of the general objectives. Effective educational planning depends on the support provided by the various agencies of government in charge of planning of education and the ministries and agencies of government depend on the attitude of the head of the institutions. The political officeholders have not actually encouraged the development of educational planning in Nigeria and in FCT and, this is affecting the development of education in Nigeria and in FCT. This study seeks to answer what is the perception of teachers on the attitudes of political officeholders towards educational planning in FCT?

PURPOSE OF THE STUDY

The purpose of the study is to assess the perception of secondary school teachers on the attitudes of political officeholders towards planning of education

in Nigeria and in FCT. The specific objectives are:

1. to find if political officeholders have positive attitudes toward educational planning in FCT;
2. to find if political officeholders adequately fund educational planning;
3. to find if political officeholders support the capacity development of educational planners in FCT;
4. to find if political officeholders provide necessary planning tools for planners;
5. to find if political officeholders provide conducive working environment for planning of education;
6. to find if political officeholders ensure the implementation of action plans for education;
7. to find if political officeholders are ensuring that educational planner have access to reliable and creditable data for planning and;
8. to find if political officeholders are ensure that adequate educational planners are employed for effective planning of education.

RESEARCH QUESTIONS

1. What are the attitudes of political officeholders toward educational planning in FCT?

HYPOTHESIS

1. There is no significant mean difference between the attitudes of political officeholders and poor planning of education in FCT.

METHODOLOGY **Research Design**

This study was to assess the perception of secondary school teachers on the attitudes of political officeholders towards planning of education in FCT. Survey design was used for the study and the study was carried this out in Federal Capital Territory, Abuja, Nigeria.

Population and Sample

The study employed the use of random sampling technique to select one hundred and fifty respondents from the entire population of teachers in FCT for the

study. The simple random sampling (lottery) method was used to select 150 respondents on the basis of proportional representation. The process was as follows: the sampling frame of each school was obtained from the relevant authorities. On the basis of the sampling frame, stratification of the workers was done.

Instruments for Data Collection

Eight-item questionnaire tagged "Perception of Secondary School Teacher on The Attitude of Political Officeholders towards Planning of Education Questionnaire" (PSSTAPPE) was developed by the researchers to collect data. "Questionnaire for the Assessment of Teaching Quality, PSSTAPPEQ was formulated by the researchers to collect data for the study. PSSTAPPEQ had two sections. Section A solicited for bio-data information of the respondents while the section B collected information on the subject matter. One research question was used for the study. A four point rating scale was adopted and is shown as follows: Strongly Agree (SA) = (4 points) Agree (A) = (3 points) Disagree (D) = (2 points) Strongly Disagree (SD) = (1 point). The PSSTAPPEQ was checked by three experts in education from a public university who vetted it. The experts went through the PSSTAPPEQ and confirmed the content validity of the research instrument with little adjustment. The adjustment advised was done as instructed before the final production. The reliability of the PSSTAPPEQ was determined. The researchers decided to employ the recommendation of Bora and Gall in Anadi, (2006) on using the Cronback Alpha for instruments likely to yield dichotomous responses and having different sections that require section by section reliability.

The researchers used test-retest method to determine the reliability of the instrument. The test-retest was done with twenty teachers in Kogi state and the result obtained were analysed using the Cronback alpha. The reliability coefficients obtained was 0.83 for PSSTAPPEQ. These value was considered sufficiently high to confirm the reliability of the instrument.

Procedure for Data Collection

The researchers used some teachers to administer the instrument on the respondents. The respondents were educated on how to fill and responded to the questionnaire. One hundred and fifty questionnaire was distributed and one hundred and one hundred and fifty collected. The data collected were grouped and organized for easy sorting and cleansing.

Method of Data Analysis

This study used SPSS (Statistical Package of Social Sciences) software for data analysis. The data collected was cleansed by the researchers who removed the unwanted data. The results were analyzed using percentage, mean and standard deviation and *t*-test method. The cut-off point for decision was 2.50 based on a four point rating scale. The decision rule therefore was that any item with mean score of 2.50 and above were considered high responses while items whose mean score were below 2.50 were regarded as having attracted low responses.

RESULTS

Research Question: What are the attitudes of political officeholders towards planning education in FCT?

Table 1: Responses on the attitudes of political officeholder towards planning education in FCT.

S/N	ITEMS	SA	D	A	SD	X	SD	DECISION
1.	Political Officeholders have positive attitudes towards educational Planning in FCT	11 (6.7%)	29 (19.4%)	63 (42%)	47 (31.4%)	2.24	0.62	Low
2.	Political Officeholders adequately fund educational planning in FCT	-	-	96 (64%)	54 (36%)	2.32	0.84	Low
3.	Political Officeholders supports Capacity development programme of educational planners in FCT	12 (8%)	8 (5.34%)	52 (33.64%)	78 (53%)	2.42	1.50	Low
4.	Political Officeholders provides necessary planning tools for educational planners in FCT	-	-	81 (54%)	69 (46%)	2.23	0.82	Low
5.	Political Officeholders provides conducive working environment for educational planning to take place in FCT	4 (2.66%)	12 (8%)	49 (32.44%)	85 (57.66%)	2.48	0.95	Low
6.	Political Officeholders ensures implementation of action plans on education in FCT	4 (3.66%)	12 (8%)	49 (32.44%)	85 (57.44%)	2.39	0.91	Low
7.	Political Officeholders are ensuring that educational planners have access to reliable and creditable data for planning in FCT	-	-	28 (18.66%)	122 (81.39%)	2.12	0.63	Low
8.	Political Officeholders are ensuring that adequate educational planners are employed for effective planning of education in FCT	13 (8%)	16 (10.66%)	45 (31%)	76 (50.66%)	2.35	0.98	Low

Item one from table 1 had a mean scores of 2.24 which is below the cut-off mean of 2.50. The statistics of item one showed that 74% of the respondents strongly disagreed that political officeholders have positive attitudes towards educational planning in FCT, while 26% of the sampled respondents strongly agreed that political officeholders have positive attitudes toward educational planning in FCT. Item two mean scores was 2.32 which is below the cut-off mean

of 2.50. The statistic for item two revealed that 100% disagreed that political actors adequately fund educational planning in FCT. Item three mean scores obtained was 2.24 which is below the cut-off mean of 2.50. The percentage figure for item three showed that 13.34% ticked agreed that political officeholders support the capacity development of educational planners in FCT while 86.66% ticked disagreed that political officeholders support the capacity

development of educational planners in FCT.

Result from item four revealed that 2.23 mean scores was obtained for item four which is below the cut-off mean of 2.50. The statistics for item four revealed 100% of the respondents disagreed that political officeholders are providing necessary planning tools for educational planners to plan education in FCT. The item five result indicated that 2.48 was obtained as the mean scores for item five which is below the cut-off mean of 2.50. The statistics of item five disclosed that 18% of the respondents agreed that political officeholders are providing conducive working environment for planning of education to take place in FCT while 82% of the respondents disagreed that political officeholders are providing conducive working environment for planning of education to take place in FCT.

Item six mean scores obtained was 2.39 which is below the cut-off mean of 2.50 and the statistics for item six disclosed that 11.66% of the respondents agreed that political officeholders in FCT are ensuring that the implementation of action plans for education is done without delay

while 88.44% of the respondents ticked disagreed that political officeholders in FCT are ensuring that the implementation of action plans for education is done without delay. Item seven had a mean score of 2.12 which is below the cut-off mean of 2.50. The statistics of item seven revealed that 100% of the respondents disagreed that political officeholders are ensuring that educational planners have access to reliable and creditable data for planning. Item eight mean score obtained was 2.35 and it below the cut-off mean of 2.50. The statistics for item eight revealed that 18.66% of the respondents ticked agreed that political officeholders are ensure that adequate educational planners are employed for effective planning of education, while 81.44% ticked disagreed that political officeholders are ensure that adequate educational planners are employed for effective planning of education.

HYPOTHESIS 1: There is no significant means difference between the attitudes of political officeholders and poor planning of education in FCT.

Table 2: Means difference of the attitudes of political officeholders and poor planning

N	X	SD	r-cal	t-table
75	116.02	6.34		
75	92.21	5.57	0-357	0.195
Significant				

Table 2 shows that the Calculated Value of 0.357 is greater than the Table Value of 0.195. Therefore, the null hypothesis (Ho) was rejected meaning that there is mean significant different between the attitudes of political officeholders and poor planning of education in FCT.

DISCUSSION

Findings of the research as contained on table 1 showed that the majorities of the respondents disagreed that political officeholders have positive attitude toward educational planning in

FCT. The attitudes of the various political officeholders at the local, states and the federal government towards the planning of education are not encouraging. The Nigerian politicians do not consider educational planning as an important sub-component of the education that must be given maximum attention like other sectors. Result also disclosed that respondents all disagreed that political officeholders are adequately funding educational planning in FCT. This means that all the respondents disagreed that political officeholders adequately fund

educational planning in FCT. Adequate funding is very important and is the key to the realization of the objectives of educational planning in the country. Educational planning is very expensive venture to execute. It requires a lot of personnel and data collection. This finding collaborates with Ololube (2013) who observed that the budgetary allocations that are available for educational planning in Nigeria is nothing to write home about. Funds provided for education planning is too small for proper planning to take place. The condition of the sector remains a thing of concern. Under-funding and systemic corruption makes the matter worse. The insufficient funding of the education planning sector stands as one of the major factors working against effective planning and implementation of education programmes. Ogunode (2020) also supported the above submission when he observed that the educational system of Nigeria lacks sound educational planning. It is obvious that all the forms of education in Nigeria are characterized by one issue and the other. The problem of inadequate manpower in the Nigerian educational sector is a result of a lack of effective manpower planning. The inadequate infrastructural facilities in the primary, secondary and higher education in Nigeria are due to lack of comprehensive infrastructural facilities planning while the problem of inadequate funding can also be traced to the lack of financial educational planning for the entire educational sector.

Findings obtained indicated that all the respondents disagreed that political officeholders are supporting the capacity development of educational planners in FCT. Capacity development programme is aimed to improve the skills and knowledge of employee in the organization. It is unfortunate that many educational planners working in the ministries and agencies of education are not given the opportunities to go for training. This result confirmed the submission of Ogunode (2020), who opines that poor capacity development of educational planners in various ministries and department of education is also responsible for the poor planning of the of early childhood care education in Nigeria. Many educational planning in the ministries are using old method of planning to plan

because they lack the skills and knowledge of the new methods suitable for planning of early childhood care education for effective implementation. Result also revealed that all the respondents disagreed that political officeholders are providing necessary planning tools for educational planner to plan education in FCT. This means that the majorities disagreed that political officeholders are providing necessary planning tools for educational planners to plan education in FCT. Planning tools like calculators, computers, laptops, software planning and so on. Planning tools are very important for planners to use for planning of education. Many educational planners in government offices are not been provided with these tools to work. This result is in agreement with the observation of Noun (2009) who submits that another important constraint of educational planning in Nigeria has to do with inadequate planning tools. Such as calculating machines, computers and other materials and facilities that are essential for effective planning. It is equally important to note that educational planners in the country are not adequately consulted before policies that are related to education are formulated.

Findings showed that majorities of the respondents disagreed that political officeholders are providing conducive working environment for planning of education to take place in FCT. This result confirms the submission of Ololube (2013) who observed in Nigeria, educational system is encountering many significant impediments in time of implementation and the educational system quality assurance in the last decades due to lack of effective planning. He identified shortage of accurate data, financial, qualified planners, poor national economic performance, unsuitable governing structure, interference and instability as responsible for low quality in educational planning. Findings showed that majorities of the respondents disagreed that political officeholders in FCT are ensuring that implementation of action plans for education is done without delay. Noun (2009) observed that in addition most of the planners are not given enough freedom to implement their plans. In most cases, the process of plan implementation is carried out by people who did not participate in planning the programmes.

Consequently it becomes extremely difficult for the planners to successfully evaluate the progress made in the implementation of the plans in order to determine areas that require modification. This is one of the crucial reasons why some educational programmes in the country are not successfully or fully implemented.

Result also revealed that the respondents sampled disagreed that 100% of the respondents disagreed that political officeholders are ensuring that educational planners have access to reliable and credible data for planning. Data availability is very crucial for planning of education. Educational planners cannot do anything meaningful without adequate data and reliable data. This result is in line with the submission of Noun (2009) that the process of educational planning in Nigeria is also hampered by the critical problem of inadequate statistical and demographic data. For any meaningful planning to be carried out, statistics is very crucial. This discovered is also in line with the submission of Moja (2000) who concluded that one of the challenges facing planning of education in Nigeria is inadequate data to plan. Moreover, findings disclosed that majorities of the respondents disagreed that political officeholders are ensuring that adequate educational planners are employed for effective planning of education in FCT ministries and department of education. This result is in agreement with (Ogunode,2020) findings that showed that political influence, political instability, inadequate data, inadequate fund to plan, pressure group, inadequate planning and poor capacity of planner are the challenges facing the planning of higher institutions. Noun (2009) opines that lack of sufficiently well trained personnel in the planning units of the Ministries of Education is another problem. This unit requires people with the ability to carry out project development in the educational service, so as to realize the goals set by the planners. The units in the Ministries therefore lack specialists such as educational planners, statisticians, programmers, and analyst, who could effectively develop and ensure successful execution of plans. This is partly as a result of the rigidity of the educational system which is not responding adequately to the need to place people who are trained in the

area of educational planning in the appropriate position.

CONCLUSION

Planning is very important to the development of education. The quality of planning given to education determines the output of the educational system. There are many factors that determines the development of educational planning and the effectiveness of educational planning and some of the factors include: the attitudes of the political officeholders toward educational planning, the funds available for planning of education, the planning tools available, the number of educational professional planners, the level of capacity development for educational planners and political stability. The attitudes of political officeholders in Nigeria towards funding of education especially planning of education have not been encouraging. The effects of underfunding of the ministry of education in Nigeria is manifesting in all the sub-component of education which include the educational planning. The objective of this study was to assess the attitude of political officeholders in FCT towards planning of education. The result collected, computed and analyzed led to the following conclusion that there was significant relationship between the attitudes of political officeholders and poor planning of education in FCT. This result also revealed that political officeholders do not fund planning of education adequately, capacity development programme have not been constantly organized for planners, and planning tools have not been adequately provided. This result also disclosed that conducive working environment have not be provided for educational planners, planned documents have not been fully implemented as planned, reliable data are not generated adequately for education planning and adequate professional planners have not been employed in FCT for effective planning of education.

RECOMMENDATIONS

From the above discussion and result obtained in this study, the following were respectfully recommended:

1. The government should appoint people with passion for the

- development of education and political officeholders should have positive attitudes toward educational planning in FCT.
2. The various appointees of government heads should ensure that adequate funds are provided for planning of education in FCT.
 3. The FCT minister should ensure that educational planners working in FCT are provided with the opportunities of constant capacity development programme.
 4. The political officeholders in FCT should ensure necessary planning tools are provided for educational planners to plan education in FCT.
 5. The Minister of FCT should ensure that conducive working environment is provided for planning of education in FCT.
 6. The Minister of FCT should ensure that educational planning documents are implemented as planned in FCT.
 7. The government should ensure that reliable and creditable data are provided for educational planners to plan education in FCT.
 8. More professional educational planners should be employed and deployed to offices where planning of education takes place in FCT, Nigeria.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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DISCLAIMER STATEMENT

This research work is the original work carried out by Ogunode Niyi Jacob, Deborah Gregory and Abubakar Musa and it is not for any institutions of learning.

AUTHORS' BIONOTE

Ogunode Niyi Jacob, a professional educational planner and an administrator. Ogunode Niyi Jacob have written many articles and papers on educational planning in Nigeria. Ogunode Niyi Jacob is currently a staff with Federal University Wukari, Taraba State, Nigeria. He graduated from the famous University of Abuja and a Master Degree holder in educational administration and planning.

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AUTHORSHIP AND LEVEL OF CONTRIBUTION

Ogunode Niyi Jacob is the leading author while Deborah Gregory and Abubakar Musa only provided research support and contributed in the completion of the research work. Deborah Gregory assisted in gathering materials used for the research while Abubakar Musa ensured that all the resources collected for the study were organized properly used for the study. Both Deborah Gregory and Abubakar Musa provided technical support for the completion of the study.

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