



ABSTRACT

The researchers wrote on school leaders applying educational planning as a panacea to educational problems for achievement of objectives and goals in secondary schools in Gwagwalada Area Council, FCT, Abuja. Two (2) research questions were raised and survey research design was used for the study respectively. The population of the study was eleven (11) principals in senior secondary schools in Gwagwalada Area Council FCT, Abuja. The sample of the study was eleven (11) principals, got from using purposive sampling technique. Questionnaire prepared for the study was "School Leaders Applying

SCHOOL LEADERS APPLYING EDUCATIONAL PLANNING AS A PANACEA TO EDUCATIONAL PROBLEMS FOR ACHIEVEMENT OF OBJECTIVES AND GOALS IN SECONDARY SCHOOLS IN GWAGWALADA AREA COUNCIL, FCT, ABUJA

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Introduction

Educational planning as a veritable tool to control and coordinate the direction of the educational system must be applied rightly for the realization of the educational objectives and goals. With educational planning educational leaders can identify and classify the educational needs of individuals, the schools and the nation at large. It will aid these leaders to propel education in the right direction and proffer right strategies for implementing decisions concerning educational development. Thus, it reflects the state of the educational needs, development and the readiness of the school leaders to execute the planned objectives. It aids school leaders to take into consideration the population of students in relation to access to education, the educational opportunities and the demand for education (Akpan 2000 cited in Ogunode 2022). Akpan postulated that educational planning is the application of rational systematic analysis to the process of educational development with the aim of making education more effective in responding to the goal, stated objectives, needs, the aspirations of the learners and the society. This means that educational planning will aid the school leaders to take into cognizance and account the needs and aspirations of the students.



Educational Planning for Achievement of Objectives and Goals (SLAEPAG)”. The instrument was validated by experts in the Department of Educational Management, University of Abuja, Abuja. The reliability of the instrument was carried out by conducting a pilot study where the instruments were administered to four (4) respondents, data were collated and test-retest method of reliability was used to obtain the internal consistency. The reliability index of 0.75 was obtained. The mean statistics was used to analyse the research questions. The findings obtained were that; school leaders were faced with various types of problems in secondary schools in Gwagwalada Area Council and that they did not apply educational planning techniques to alleviate these problems. Based on the findings of the study the researchers recommended that the school leaders should be trained to apply educational planning to solve secondary schools’ problems.

KEYWORDS: School Leaders, Educational Planning, Educational Problems, Achievement, Objectives AND Goals.

Dubi (2014) decried that most secondary schools’ principals in Nigeria have not been adequately trained or exposed to the tasks they performed. Ogunode (2022) emphasized on capacity building to improve the school leaders’ job performance, to update their knowledge and skills for effective administrative responsibilities. Capacity building or training, the researcher emphasized will expose the school leaders to latest research and innovations in education and in other fields. Akpan (2014) maintained that effective educational planning enhances investments in human capacity building for rapid economic and educational growth. It is therefore incumbent for the school administrators to avail themselves in capacity training to avoid lapses, be competent so as to achieve the set objectives (Ogunode, 2022)

Corruption is one of the biggest challenges that does not allow some schools leaders to achieve their set objectives and goals. Misappropriation of funds, diverting it for personal aggrandizement which they cannot account for when need arise can jeopardize educational standard and progress. Wastage of scarce resources can affect the quality of education negatively. Other problems that face the school heads are inadequate and unfunctional learning facilities, equipment, lack of current textbook, not enough classroom space and unqualified personnel, are really challenging the secondary educational sector. Educational planning can help the school administrators to alleviate these problems in future. Educational planning therefore involves restructuring of the present educational system, forecasting future possibilities, formulating realistic achievable objectives/goals, developing action plan for implementation and involving in periodic appraisal of students/staff progress and achievement (Becby cited in Okwori 2011).

Educational Planning to Alleviate Educational Problems for Achievement of Objectives and Goals of Education

Educational planning will aid the school leaders to detect the problems in the school systems which can be alleviated through the leader’s application of effective and proper educational planning techniques. Educational system is well known to be saddled with diverse challenges/issues: first



and foremost is the leadership problem, education leaders who are not qualified, competent and experts to coordinate educational functions from the apex in the institution will lower the educational standard and not be able to achieve the objectives of education (Ogunode & Ajape 2021). Ogunode (2021) & Premium Times (2020) highlighted these problems to include: staff absenteeism, exchange of sex for grades, examination malpractices, fake qualification etc. these can have devastating consequences to the educational system. Educational planning can help the school leaders to anticipate many of these problems in time and deal with them appropriately. For instance, educational planning will help school leaders to have insight on the efficient use of scarce resources. Akpan 2000 cited in Ogunode et al (2021) posited that educational planning can help to enhance leaders optimal utilization of scarce resources to eliminate imbalance distribution and waste. Other problems include:

Inadequate Data

The problem of inadequate data is challenging secondary schools from the inception to the end. For instance, influx of students after enrolment does not correspond with the number of teachers, infrastructural and educational materials are issues in the educational system. Josiah & Ogunode (2021) submitted that lack of creditable data is one of the problems facing secondary schools. British Council (2014) report revealed that access to reliable and complete information on education in Nigeria has for a long time proved difficult. Akpan 2000 cited in Ogunode et al (2021) maintained that planning is a careful analysis of relevant data, information from the past and present, thereby using this information to predict future development for attainment of stated objectives.

Lack of Infrastructure and Educational Facilities

Lack of infrastructural educational facilities such as school building, classrooms, administrative blocks, libraries, dilapidated school buildings, ill-equipped laboratories, poor library and classroom facilities, lack of reading and writing materials, lack of electricity, internet services make the school administrators not to be efficient and effective in their administration (Ogunde, 2021). Abubakar (2016) maintained that in many secondary schools, students still learn without making use of ICT facilities, that teachers are not also using ICT devices to teach and also that there is very low utilization of ICT by school leaders. Ikegbusi (2014) maintained that in schools where infrastructural amenities are not well provided, the heads of schools' effort to administer schools diligently is also jeopardized. Alagbu 2003 cited in Ogunode (2022) posited that immense deprivation of schools to have facilities that aid teaching and learning will result to ineffectiveness and non-achievement of educational objectives and goals by the teachers and the heads of schools. Akpan 2000 cited in Ogunode (2022) stipulated that educational planning takes into account the need of the students in terms of learning facilities and equipment, infrastructure, classroom space, educational materials and infrastructural facilities. It is therefore incumbent of the school administrators through effective planning to make sure that these amenities are put in place and well taken care of for smooth running of secondary schools.

Shortage of professional teachers, poor supervision and funding are also identified as challenges facing secondary school principals. Ige (2016) averred that teachers in many secondary schools are



unqualified that this has severe adverse effect to quality education. Some secondary schools have inadequate and incompetent subject teachers who are over tasked. Ogunode (20022) posited that the problem of ineffective supervision, monitoring and evaluation are adversely affecting the performance of the school administrators and teachers. Ogunode, Jegede & Abubakar (2020) further identified inadequate funding as one of the challenges preventing effective administration of secondary schools in Nigeria and advised that the government at different levels should look into it to solve the problem.

Insecurity is one of the major threats to effective secondary school administration in Nigeria. Ranging from violence of all kinds, political instability, kidnapping, killings, strikes and assassination. Insecurity has made students, teachers, school administrators, supervisors and other individuals to lose their lives Oke & Ebuk 2019). It has brought stampeding, fiasco and abrupt ending of schools in Nigeria. Akpan (2000) cited in Ogunode et al (2021) affirmed that the purpose of educational planning is to deal realistically with all the uncertainties such as insurgencies, hence leaders in the educational sector have to prepare seriously purchasing, gadgets, security equipment, appropriate resources to tackle insecurity uncertainties before its appearance. Ogunode (2021) submitted that school leaders faced numerous administrative problems which militate against their effective running of schools. They are saddled with certain functions especially that of planning of schools in order to achieve the objectives and the goals of the school, (Dubi 2014, Ikegbusi & Iheanacho (2016), Ezeugwu & Oruyia (2019) viewed that school administrators are expected to be competent in performing administrative tasks so as to attain the objective and goals of the secondary schools. The school leaders, according to the researchers should have the understanding that educational planning does not happen by chance. It is an organized social practice which involves the studying of the past, the present and using the available information to alleviate any envisaged future educational challenges. Okwori (2011) averred that educational planning is a scientific study to forecast educational priorities to attain objectives, goals and guarantees educational development.

Statement of the Problem

Educational planning when effectively carried out by the leaders by studying the past and the present of the educational system, will help them to achieve information that will bring improvement to education in future. This will help them to attain their stated objectives and goals. Educational planning is a blue-print which gives school administrators the direction for future development in the education system. It helps to prescribe course of actions, formulate realistic and achievable objectives and goals. Educational system is encompassed with challenges such that if not alleviated can jeopardize the leader's effort. These challenges are from different areas such as: leadership problem, corruption, inadequate data, lack of infrastructure and educational facilities, shortage of professional teachers, poor supervision, monitoring, evaluation, funding, and insecurity. School administrators have to apply educational planning to alleviate these problems so as to achieve the objectives and goals in the educational system. The educational planning should be as envisaged by the educational planners and should be suitably applied to alleviate the problems in the secondary schools. The onus of the matter is, what type of problems are experienced by school leaders at the secondary school level and have these leaders applied



educational planning to alleviate the problems in order to achieve the objectives and goals of secondary schools? The researchers have to carry out this present research so as to answer these questions.

Research Purpose

The main purpose of this paper was to examine school leaders' application of educational planning as a panacea to educational problems for achievement of objectives and goals in secondary schools. Specifically, the researchers want to:

1. Find out the problems faced by the school leaders in the attainment of objectives and goals in secondary schools in Gwagwalada Area Council.
2. Investigate whether the school leaders have applied educational planning to alleviate problems to attain objectives and goals in secondary schools in Gwagwalada Area Council

Research Questions

1. What are the problems experienced by the school leaders in the attainment of objectives and goals in secondary schools in Gwagwalada Area Council?
2. Do school leaders apply educational planning to alleviate problems to attain objectives and goals in secondary schools in Gwagwalada Area Council?

Methodology

The researchers used survey research design for the study. The population of the study was eleven (11) principals from eleven (11) secondary schools in Gwagwalada Area Council. The sample of the study was eleven (11) principals from public senior secondary schools in Gwagwalada Area Council, Abuja. Questionnaire on School Leaders Application of Educational Planning as a Panacea to Educational Problems (SLAEPPEP)" was prepared by the researchers for the study. The instrument was validated by experts in the Department of Educational Management, University of Abuja. The reliability of the instrument was obtained by conducting a pilot study. The instrument was administered to four (4) respondents. Data were collated, test-retest method of reliability was used to obtain the internal consistency of 0.75 reliability index. Mean statistics was used to analyse the research questions. The mean decision rule to obtain the result was that when the mean was 2.50 and above the mean scores were adjudged as agreed but when it was 2.49 and below it was adjudged as disagreed. The sectional mean score of 2.50 and above were adjudged as accepted whereas 2.49 and below were adjudged as rejected.

Data Analysis

Research Question 1:What are the problems faced by the school leaders in the attainment of objectives and goals in secondary schools in Gwagwalada Area Council?

Table 1: School Problems faced by School Leaders in Attainment of Objectives and Goals

N=11

S/N	Items	SA	A	D	SD	\bar{X}	Decision
	As a school leader you have faced these problems:						
1	Examination malpractice	3	5	1	2	2.82	Agreed
2	Staff absenteeism	5	4	1	1	3.18	Agreed
3	Teachers exchange of sex for scores and grades	1	2	4	4	2.00	Disagreed
4	Lack of enough infrastructural facilities	4	4	0	3	2.82	Agreed



5	Insufficient educational facilities	6	2	1	2	3.09	Agreed
6	Insufficient qualified professional teachers	4	3	2	3	2.91	Agreed
7	Poor external school supervision, monitoring and evaluation	4	5	0	2	3.00	Agreed
8	Inadequate statistical data for student enrolment	1	3	5	2	2.27	Disagreed
9	Poor funding	3	7	0	1	3.09	Agreed
10	Insecurity	6	3	2	0	3.36	Agreed
	Sectional Mean					2.86	Accepted

In table 1, some of the respondents agreed with the mean scores of 2.82, 3.18, 2.82, 3.09, 2.91, 3.00, 3.08 and 3.36 respectively that the school leaders faced the problems of examination malpractice, staff absenteeism, lack of enough infrastructural facilities, insufficient educational facilities, insufficient qualified professional teachers, poor external school supervision, monitoring and evaluation, poor funding and insecurity. While some of the respondents in items 3 and 8 disagreed with the mean scores of 2.00 and 2.27 respectively that the school leaders faced the problems of; teachers' exchange of sex for scores and grades and inadequate statistical data for student enrolment. The respondents accepted that the school leaders experienced different problems for the attainment of objectives and goals in secondary schools in Gwagwalada Area Council with the sectional mean score of 2.86

Research Question 2: Do school leaders apply educational planning to alleviate problems to attain objectives and goals in secondary schools in Gwagwalada Area Council?

Table 2: School Leaders Application of Educational Planning Strategies to Alleviate Problems to Attain Objectives and Goals

N=11

S/N	Items	SA	A	D	SD	\bar{X}	Decision
	As a secondary school leader you have applied educational planning to alleviate these problems:						
1	Human capacity building	1	2	3	5	1.91	Disagreed
2	Having knowledge and insight on how to efficiently and effectively use scarce resources	5	3	1	2	3.00	Agreed
3	Utilizing scarce resources optimally to eliminate imbalance distribution and waste	2	2	3	4	2.18	Disagreed
4	Accessing past education information to correct current/present problems in secondary schools	0	3	5	3	2.00	Disagreed
5	Having the ability to analyse past educational data to avoid future false statistical data in the school system	0	2	6	3	1.91	Disagreed
6	Being able to predict the future to avoid problems in the school	1	1	4	5	1.82	Disagreed



7	Hhaving knowledge and ability to deal with uncertainties	0	4	5	2	2.18	Disagreed
8	Being prepared to handle any insurgencies	1	0	4	6	1.64	Disagreed
9	Hhaving gadgets, equipment and appropriate resources to handle insecurity	0	1	3	7	1.46	Disagreed
10	Not abating corruption of any kinds.	5	3	2	1	3.09	Agreed
	Sectional Mean					2.12	Rejected

In table 2, some of the respondents disagreed with the mean scores of 1.91, 2.18, 2.00, 1.91, 1.82, 2.18, 1.64 and 1.46 respectively that as secondary school leaders they have applied educational planning to alleviate the problems of : human capacity building, utilizing scarce resources optimally to eliminate imbalance distribution and wastage, accessing past education information to correct current/present problems in secondary schools, inability to analyse past educational data to avoid future false statistical data in the school system, being able to predict the future to avoid more problems, having knowledge and ability to deal with uncertainties, being prepared to handle any insurgencies, and lack of gadgets, equipment and appropriate resources to handle insecurity. Some of the respondents agreed with the mean scores of 3.00 and 3.09 that as secondary school leaders they have applied educational planning to alleviate these problems: not having the knowledge and insight on how to efficiently and effectively use scarce resources and not abating corruption of any kinds. All the respondents rejected that school leaders have applied educational planning to alleviate educational problems to attain objectives and goals in secondary schools with the sectional mean score of 2.12

Discussion of Findings

The findings of research question one proved that there are problems which the secondary school leaders faced in the attainment of objectives and goals in secondary schools in Gwagwalada Area Council. The finding of Ogunode (2021) corroborated with the present study finding, the researcher submitted that school leaders in secondary schools are faced with numerous problems which militate against their smooth running of secondary schools. Ige (2016) posited that the problem of unqualified teachers is still prevalent in secondary schools and that it has adverse effect on quality education. Research question two finding revealed that school leaders did not apply educational planning to alleviate problems to attain objectives and goals in secondary schools in Gwagwalada Area Council. Akpan 2000 cited in Ogunode et al (2021) maintained that educational planning can help the school leaders anticipate secondary schools problems on time, thereby deal with them appropriately, that school leaders should ensure that they always apply educational planning techniques in solving school problems.

Conclusion

The researchers concluded from the findings of the study that; school leaders faced various problems in secondary schools in Gwagwalada Area Council, Abuja and that they did not apply educational planning to alleviate these problems.



Recommendations

Based on the findings of the study the researchers recommended that the school leaders should be trained on how to apply educational planning to alleviate secondary schools' problems. Educational planning will help these leaders to forecast these problems on time thereby work on them.

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