

29th Inaugural Lecture

EDUCATION FOR PLANNING: GLORIOUS IDEALS AND HARSH REALITIES

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The Vice – Chancellor,
Deputy Vice – Chancellor,
Other Principal Officers,
Provost and Deans,
Invited Guests,
Distinguished Staff and Students of Lagos State University,
Gentlemen of the Press,
Ladies and Gentlemen.

It is with earnest humility and profound thanks to the Almighty God that I stand before this gathering to deliver this Inaugural Lecture, the penultimate this session, the twenty-ninth in the general series, the seventh from Faculty of Education of this University, but the first from the Department of Educational Management.

Mr. Vice-Chancellor sir, my area of specialization is Educational Planning with special option in school plant planning and maintenance. I want to stress that these Educational Planning areas of academic discipline have the following interrelated academic strands such as educational policy, educational administration, economics of education / education finance, personnel management in education, management information system and data processing in education as well as school mapping, plant planning and maintenance. Over the years, spanning almost two decades, I have worked within these interrelated areas especially school mapping, plant

planning and maintenance, looking at education generally and assessing its planning problems.

Mr. Vice-chancellor sir, I am an educationist and a planner. The title of today's inaugural is Education for Planning: Glorious Ideals and Harsh Realities.

This topic has four broad areas of discussion such as the theoretical framework or ideas, the expected ideal situation, the prevailing circumstances (Stark Realities) and the recommendations.

Preamble

From a religious angle, when God created the heaven and the earth, we were made to believe that everything therein was good. By implication, perhaps before creation, He already had a picture (whether mental or visual) of what He wanted hence the remark "everything was good". Thus, He was able to compare or match what He had in mind as a plan with what He had on ground. This was necessary in order to ascertain the extent of deviation from or conformity with the plan. Indeed, God was (and is still) a good planner. The job of the creation was completed in six days.

The scenario described above is characterized by certain factors or phenomena namely, the emergence of a picture (or a plan), the use of resources (as depicted by the perfect completion of the job), a systematic implementation of the job going by the breaking of the bulk duties into specific tasks and a task for a day (since all assignments were completed in six days with a day for a particular job) and of course the use of evaluation to determine the extent of deviation from the 'planned' and the 'real'.

There is a clear line of demarcation between a good planner and a bad one. This will evidently show in their results. A good planner (like God) is also a good scientist because he is always involved in collection of data, observation of events, analysis of data and situations, systematic approach to issues, review of events at each stage and the grand evaluation. This may not be as easy as being painted. However, the more the adoption of these processes (which make planning scientific), the closer the planner to being perfect or good. Contrariwise, the farther away a planner is from these steps, the worse the results hence the description as a bad planner. Who says then that good planners cannot be regarded as 'gods' since they often predict and work to achieve results with certainty or almost with certainty.

It should be noted that planning is not and can not be an exclusive preserve of the sciences as briefly mentioned, it is found in all human endeavours. For instance, In Politics, Education, the Military circles and so on, to plan for a successful programme is to begin with rigorous thinking and the drawing of a map of what is expected, in a way that envisages even the unforeseen circumstances which may mar the success of the programme. For instance, the road to becoming an elective political office holder is usually smoothened over a period of years preparation and groundworks that pave the way for victory at the polls. Having a functional educational system too, does not just start in a day and end like that. It is a continuous exercise that is subjected to reviews as situations and aspirations demand. Indeed, planning is both science and art. Forecasting, which is the futuristic arm of planning is necessary for education so as to arrest the problems of unnecessary population explosion and prepare for necessary students increase teachers' needs and curriculum planning. This is clearly done by planning through the use of mathematical tool by deducing prediction equation based on past trend of students population and using that to predict with almost all certainty what the population will be in the future and make provisions for that in terms of facilities.

We should note however, that through forecasting, itself is not a guarantee for certainties about the future or an exercise in accurate prediction because it is not, yet, a disciplined, rational and calculated way of estimating what the future is likely to be, including its risks, threats, and incentives and a course of action.

Clarifying and defining planning as a concept

Man plans most of his activities in view of set goals. We often decide to do certain things because we want to achieve specific goals. This type of decision according to Fabunmi (2004) is planning. Dror (1963) explains that planning is the process of preparing a set of decisions for action in the future, directed at achieving goals by optimal means. A plethora of definitions, exist on planning as compiled by Olaniyonu, Adekoya and Gbenu (2004). Some of these definitions are as follows: According to Branch and Robinson (1968), "planning is a deliberate, organized, continuous process of identifying different elements and aspects of an organism, determining their present state and interaction, projecting in concert throughout a period of future time and formulating and programming a set of actions so as to attain some desired results". Longe (2003), posits that "planning is a process of establishing priorities for future actions in an attempt to solve economic problems which stem from the existence of scarce resources. Planning thus implies giving thoughts to the goals, aspirations and priorities of a nation".

In the words of Dror (1968), Simon (1960) planning is a systematic process of making rational/technical choice. The term has also been given a definition by Friedlman (1973) who says it is “an interactive process with decisions reached as a result of dialogue”. Also, Churchman (1971) asserts that it is “a matrix of interdependent and sequential series of systematically related decisions” Finally Olaniyonu (2000) re affirms that planning is the process of making things; happen that would not other wise occur. These are few of the definitions of planning. However, a look at these definitions reveal some characteristics: planning is future oriented; it has specific goals to be realized; it is systematic in nature; it is usually related to policy making; it makes judicious use of scare resources and considers various alternative routes to decision making and resource implementation thereby making such decision and implementation cost-effective and rational.

These planning characteristics enhance basic planning decisions taken by an administrator after carefully studying the planning environment. These decisions are in respect of established objectives to be achieved, procedures for achieving them, programmes to be executed, budgeting money and other resources for the programmes, and scheduling times of completion of each stage of the planned activities.

Perspective planning and annual planning are equally well pronounced in the field. Perspective planning refers to long-term planning in which long range targets are set in advance for a period of 15, 20 or 25 years. The perspective plan is further divided into several short-period plans of four, five or six years. The short-period plan makes for greater precision. It is easier to look ahead over short periods than over very long periods. Moreover, many unpredictable changes can vitiate the long-term data. A five-year plan is also split up into short-term annual plans, so that each annual plan (plan for a year) fits into the broad framework of the five year plan. Plans of either kind are further divided into regional and sectional plans. Regional plans pertain to regions, districts and localities being further split up into sectional plans for agriculture, industry, foreign trade, transportation, education, etc. These sectional plans are divided into further sub-plans for each branch such as a plan for food grains, a plan for iron and steel, a plan for exports, a plan for a level of education and so on. All these plans and sub-plans are related to the perspective plan. A perspective plan reflects long-term targets, while the current plans and sub-plans are the necessary support for the former to achieve those targets. The main purpose of a perspective plan is to provide a background to the shorter plans so that the problems that have to be solved over a very long period can be taken into account in planning over a shorter term. Above all, one can express in a perspective plan those forces, the effects of which can be estimated with reasonable certainty over long

periods. These include growth of population, the influence of education, which is only apparent over long periods, and the growth of general technological factors.

The Need for Planning

Many African citizens today are 'crazy' about going to live in or pay visits to the developed countries because they 'feel' these developed countries are better than their own countries. These African citizens have not taken time to understudy the cause of widespread disparity in the affairs and running of the two classes of economies at any level. Let it be pointed out that even if citizens of both developed and developing countries were to be interchanged, the present state of African countries would be comparable to heaven (if every information we hear about heaven were true) and the present state of developed countries would be likened to 'hell fire' (again if information about hell fire were true). The reason, simply put, is that there are lots and series of resources in Africa (and in particular in Nigeria) which if made available to citizens of developed countries would be used to transform the lives of the citizens. On the other hand, the resources available in developed countries would be destroyed or left to waste as a result of bad leadership, poor maintenance culture and lack of vision and mission which are essential elements in seeing planning through. So a major cause of the wide gap between the developed and developing countries lies in the use, non-use or misuse of planning and its techniques. In line with this, perhaps, it might be necessary to emphasize the need for planning further as strengthened by Jhingan (2000).

There is the need to increase the rate of economic development in Nigeria more so that the rate of capital formation is very low. The rationale for planning arises to remove widespread unemployment. Capital being scarce and labour abundant, the problem of providing gainful employment opportunities to an ever-increasing labour force is a difficult one. The linkage of one sector to another has also been found to be one of the banes of planning. For instance, the agricultural and industrial sectors cannot develop in the absence of economic and social overheads. The building of canals, roads, railways, power stations, etc. as reported by Jhinhan (2000) "is indispensable for agricultural and industrial development. So are the training and educational institutions, public health and housing..." are all interrelated, and must be holistically planned

To remove poverty in developing countries, planning is essential. For raising national and per capita income (income per head), for reducing inequalities in income and wealth, for increasing employment opportunities, for all-round rapid development planning remains the only path open to developing countries.

Olaniyonu (2001), stress the main reason for planning is ensuring “optimalization in the use of resources, which are by definition very scarce. It also facilitates the ordering of priorities against the competing claims of others”.

This is a way of ensuring planning for the development to enhance success or progress which does not happen by chance but by choice.

The bulk of the planning talked about exists at the national, state and individual levels. In other words, planning, as said before, can occur at any level. For instance, Individuals that are known to engage in scientific planning have controlled the future in the desired direction. They have used planning as a mirror through which the future is seen and the extent of deviation from set goals has largely been as a result of uncontrollable factors (especially natural ones). They have used planning to record success in marriage, acquired desired certificates in education, rise to the top in organizations and run such organizations effectively in the midst of scarce resources and turbulent environment, coordinate and combine various activities together. Good examples of such individuals include Gamaliel Onosode the present Pro-Chancellor of great University of Ibadan, Christopher Kolade, Nigeria’s High commissioner to the United Kingdom, Gani Fawehinmi (SAN), human right activist and Adams Oshiomole, President of the Nigerian Labour Congress (NLC), to mention just a few. This is saying indirectly that the principles of planning can be applied to any field. However, the question to be asked is, how do they achieve this? The next submission provides the answer.

Planning Procedures/Steps

In making planning scientific, one of the major routes normally taken as identified by Olaniyonu, Adekoya and Gbenu (2004) are.

- **Choosing of Objectives.** Objectives are goals or end points of planning. They give the direction to follow. Therefore, the various goals and objectives should be realistic, mutually compatible and flexible enough in keeping with the requirements of the economy. Everybody should spend some time carefully charting his or her personal objectives. In a nutshell, objectives are needed in every area where performance and results directly and vitally affect the survival and prosperity of the business.
- **Communication of Objectives.** A fundamental prerequisite for the success of a plan is the unstinted cooperation of the people or participants. Every set objective should be communicated to all the contributing members of the

system. The objective of any system ceases to exist if it is hidden away from participants. The concept of Management By Objective (MBO) is a popular means of ensuring that everyone understands what he is working towards. It is based on the assumption that everyone knows what the objectives are.

- Identifying of Premises. There is need to understand the environment in which the plan will work to avoid early termination. In this area, emphasis needs be given to uncontrollable factors such as the economic situation, political issues and climatic conditions as well as cultural factors among others.
- Survey of Resources. Planning is bound to fail if resources to execute planned programmes are not available, insufficient or not managed appropriately. Proposed recommendations must be considered in the light of the actual situation. The ideal situation should be set aside with available resources. Limitations of staff, money, facilities, time, etc may perhaps necessitate a return to the drawing board.
- Identification of Alternatives. Planning as an independent action considers various routes to achieving stated objectives and rationally picks the best. Planning is not necessary unless there are alternatives. There are usually various alternatives open to every planner in whatever field. The cost-benefit analysis of the existing situation need be considered. However, it should be noted that every alternative cannot be given detailed attention.
- Establishing of Budgets. Budgeting cannot be divorced from planning function. It also has a lot of influence in control. It is through budgeting that 'order' can be given to money as to where to go rather than 'asking' it where it wants to go.
- Establishing of Policies. A policy represents thinking about the right thing to be done. Policies are stated to solve problems and to create an enabling atmosphere for operation. Policies form the basic foundation upon which subsequent decisions relating to the organization would be made. In summary, policy will guide any action or decision and state clearly what to do.
- Choosing a Course of Action. After all the steps stated above have been considered, the final stage is to carry out the execution by taking the best course of action. Although it is desirable to maintain as much flexibility as possible, many decisions are made by default when decision-makers 'decide not to decide'.

PLANNING PROCEDURES

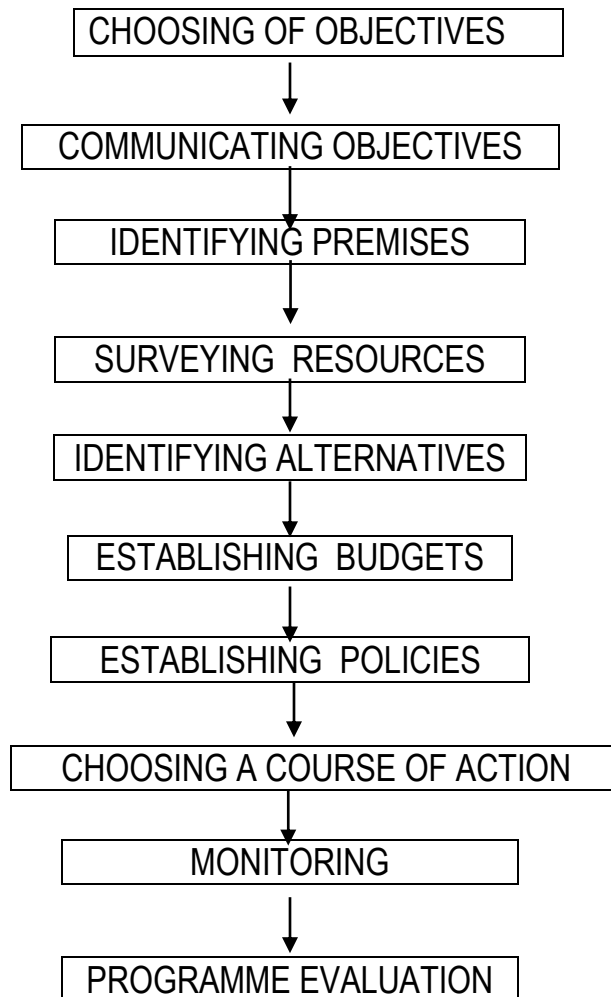


Fig. 1: Steps in Planning Procedure

Any organization or individual that fails to adhere to the steps described is bound to fail. To be frank, some of the effects of not embracing planning in activities are better imagined than experienced. In Nigeria, for instance, some of the major effects of planlessness have been seen in multiple plane crashes in two months in 2005 (between October and November), failure of our country Nigeria to qualify for world cup in Germany 2006, various dimensions of assassinations as a result of political imbroglio, unstable educational policies and programmes, strikes in virtually every sector of the economy, the springing up of ethnic militias, confusion, and generally, anarchy to mention just a few.

The Planning of Education:-

Planning has been applied to education in various countries of the world including Nigeria hence the concept of Educational Planning by Coombs and cited by Olaniyonu (2004) as “the application of rational systematic analysis to the process of educational development with the aim of making education effective and efficient in responding to the needs of the students and society”. Education, by all standards and focus, is meant to solve individual and societal problems, hence its neutrality in nature because aspirations differ from individuals to individuals and from nation to nation. However, with the application of planning to education, whatever maybe the nature of the problem of any country or individual, such problem should be a thing of the past. The roles of education in a country go beyond employment generation alone. In fact, the underlining expression is that it liberates individuals and nations from various bondages. It therefore behooves every society to accord education the respect it deserves if such a country wants to catch up with others in terms of technological development and individual progress.

The Ideal Educational System in Nigeria: - The supposed ideal educational system can be as presented in the reviewed National Policy of Education (2004) which itself emanated from the reviewed policy of 1981 and 1988; the original policy was designed in 1977 following the National curriculum conference of 1969. This conference came into existence in order to have a radical departure from what the British bequeath to Nigeria-the education that only empowered Nigerians to seek for white-collar jobs. The education that still make many hewers of the wood and drawers of water, lacking the utilitarian concept. It was that 1969 conference that produced the aggregate resolution of the cross-section of Nigerian populace

including the farmers, market women, industrialists, teachers and other people in the academia, students who came together for the purpose of recommending a suitable form of education that will satisfy the yearnings of Nigerians, especially with respect to technological education, since it has been found that education is a panacea to both economic and political problems if not to all our social ills. The emerging policy which emphasizes science, technical and vocational education, has been reviewed at various times such as in 1981, 1998 and 2004. From the policy statement, the quality of instruction at all levels of education has to be oriented towards inculcating the following values.

1. Respect for the worth and dignity of the individuals;
2. Faith in man's ability to make rational decisions;
3. Moral and spiritual values in interpersonal and human relations;
4. Shared responsibility for the common good of society;
5. Respect for the dignity of labour; and
6. Promotion of the emotional, physical and psychological health of all children.

The national aims and objectives of education to which the above Philosophy is linked are:

1. The national consciousness and national unity;
2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
3. The training of the mind in the understanding of the world around; and
4. The acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society.

Towards the realization of the stated goals, the Nigerian government intends to take the following measures so as to achieve the stated goals and objectives as spelt out in the Policy as follows:

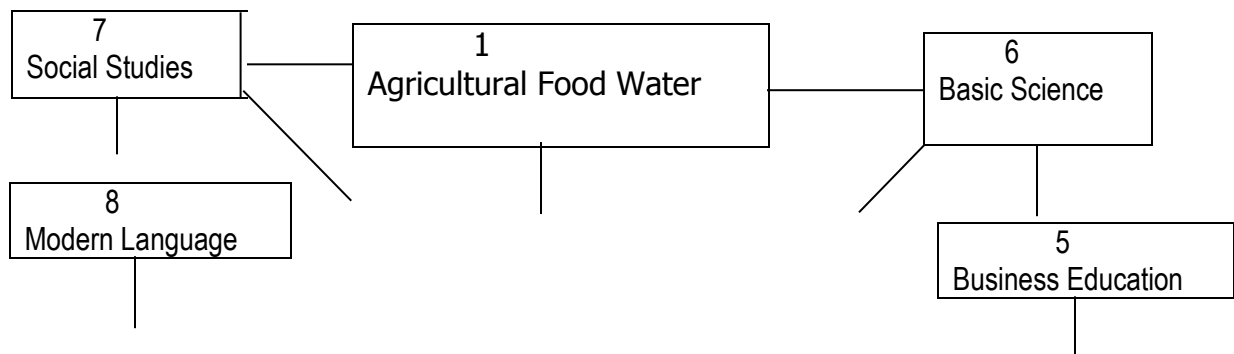
1. Education will continue to be highly rated in the national development plans because education is the most important instrument of change. Any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution.
2. Lifelong education will be the basis for the nation's educational policies.
3. Educational training facilities will be multiplied and made more accessible, to afford the individual a far more diversified and flexible choice.
4. Educational activity will be centred on the learner for maximum self-development and fulfillment.
5. Universal basic education, in a variety of forms, depending on needs and possibilities, will be provided for all citizens.

6. Efforts will be made to relate education to overall community needs.
7. Educational assessment and evaluation will be liberalized by basing them in whole or part on continuous assessment of the progress of the individual.

These aforementioned policies are some of the shape of things to come that would ensure economic and social development of the individual and the nation as well. The scenario painted as revealed Olaniyonu (1986) in my work on Planning Secondary Schools Facilities in Oyo State of Nigeria is to emphasis that with appropriate planning we could ensure a systematic reduction of scientific and technological dependence, which will resultantly ensure an increase in economic self-reliance and at the same time nurture and cultivate a political climate germane to achieving desirable educational goals. Awokoya (1980) states that the recent estimate of the fields of scientific and technological specializations identified not less than 4,000 disciplines, while the volume of knowledge, through research and development, seems to double within every decade. Awokoya further says a political vision of this magnitude should motivate our educational activities. That the formulation of policy objectives is the first and most essential ingredient if we are to reduce our technological dependence and ensure the survival of the present age and attain parity with the more advanced nations of the world. The exponential growth of knowledge makes this particularly difficult, and time is not on our side in the job of telescoping development into a short space of time. He further suggested some overriding considerations such as technolysis that analyses the main frame of elements for development and technogenesis that sets out to create technological development leading to an economic take-off and a philosophy of developmentalism, which can usher in the expected glorious ideals of our education system.

The type of curriculum that can kick-start the phases of development should be for the entire education system, such curriculum needs to ensure innovation, social and economic relevance, scientific and technological orientation such that it will make us as a country participate in the global developmental enterprises.

Awokoya (1980) says a curriculum of the secondary school that will meet such requirements must have no less than ten areas represented diagrammatically.



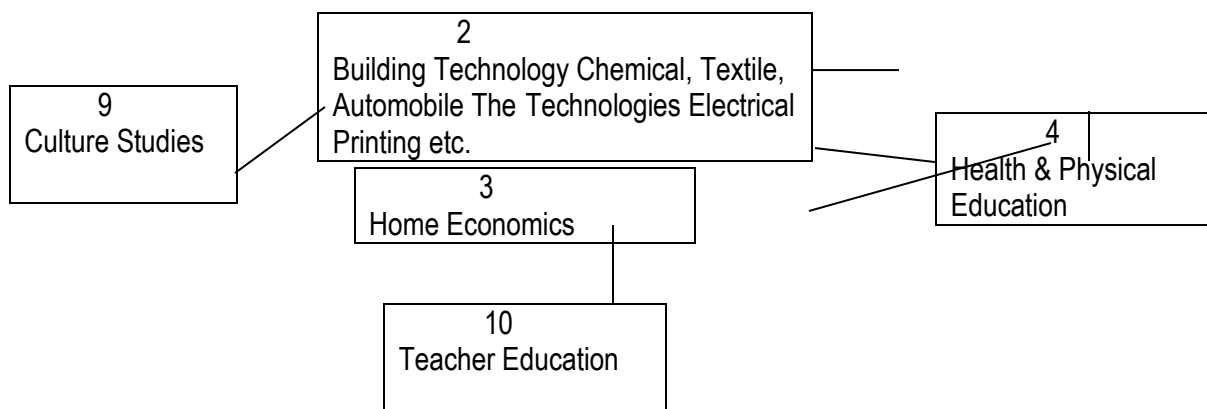


Fig 2: The Diagram Showing Curriculum Offering for a Secondary School.

The core areas will include the following:

- (1) The Technological core planning of the curriculum offering should have strong technical core areas such as Building Technology, Chemical, Textile, Automobile, Electrical, Electronic, Printing, Photographic Computer, Wood/Metal Plastic and Glass Technology, Telecommunication and Technical drawing, with other basic courses
- (2) The Agricultural core - The agricultural core courses should lead to training in Animal production, Food processing Plant production, Cookery and Catering, Home Economics and Management and Rural Technology with other related courses.
- (3) The Commercial Core: The curriculum should have a strong commercial core with the following subjects, Book-keeping and Accountancy, Economics, Secretary ship, Marketing and Distribution, Management, Stock-keeping and Warehousing and Advertisement.
- (4) Others include the Liberal Arts and Social Studies, Arts and Crafts and Basic Sciences. Indeed, the curriculum should include cultural studies like Music, art and drama for the enrichment of leisure and advancement of culture.

Mr. Vice-chancellor sir, distinguished guests, such a broad curriculum is not easy to implement but with proper planning and right-sizing the teaching learning-process could be enriched.

The courage to devolve into this comprehensive curriculum as it was practiced in Comprehensive High School, Aiyetoro, Ogun State in the past, would usher in the glorious ideals, wherein graduates at various levels of the education especially at senior secondary school system would not be job seekers but job creators with utilitarian knowledge of technical know-how in some trades, as shown in the diagram of curriculum offering. Indeed the students transiting from the senior secondary school to the higher institutions like colleges of technology, polytechnics, universities etc. are to emerge as the high-level manpower in every field of human endeavour. They are to specialize in Agriculture and food sciences, Basic and Engineering sciences, the medical and veterinary sciences, the various technologies, the modern languages, the humanities and the social sciences. After these, then the research and development in post graduate schools and specialized research institutions. The education process as described should be subjected to continuous study and planning if relevance to national needs and employment is to be assured at every level and every sector of the educational and training enterprise.

THE STARK REALITIES

There is no gainsaying that schools or better still the education systems have made many significant contributions to the development of this country. Many writers including Olaniyonu (1993), Olatunji (1984) Fagbamiye (1990) note that there seems to be a growing feeling of frustration – which they refer to as a crisis of confidence in public education. The **raison d'être** being the following:

- (a) Some important needs of the society are not being met satisfactorily.
- (b) The inequities and inadequacies were being more clearly recognized than at any previous time.
- (c) That merely continuing to increase expenditures for present provisions or programmes will not resolve basic problems. Indeed, in most states of the federation there seem to be wide differences of opinion concerning what changes should be made in education, how needed changes should be made; and whether some of the changes as proposed would actually result in significant improvements

No wonder, then that Okechukwu (2006) at the stateholders' meeting on the reforms of the Federal Ministry of Education lamented that our education system has failed us. He further said "..... because of the increasing number of those being rejected by tertiary institutions we are breeding illiterates, cyber criminals, prostitutes, drug addicts and peddlers, cultists and dare-devil armed robbers in our society"

The belief is that the plagues on education are many; to the extent that we need to declare an educational state of an emergency to address the issues of inadequate curricula, poor quality of teachers and its inadequate supply to schools, poor funding, obsolete facilities and equipment and unacceptable school mapping because these educational problems require drastic action. We need to take ownership. We need to plan, we need to take decisions and we need to remedy the harsh realities.

Over the years, in my career as a professional teacher and specialist in Educational Planning, I have approached the subject from different angles especially the harsh realities. One of such problems is the issue of population explosion in schools. A study I carried out in 1986 as a contribution to the development of secondary education sector in Oyo State emphasized the glaring increase rate of student population due to the popular free education programme of the then civilian government. The thrust of the study is that the rapid increase in the enrolment of students of both Primary and Secondary schools would have a corresponding impact on the provision of educational facilities, as well as on the school equipment, staffing, funding, quality control and achievement. Indeed the notion of having a manageable class size at all strata of the education system as stated by the National Policy would gradually become a mere wishful thinking or better still a dream and might remain a mirage for a long time to come due to over population or over registration of students. This situation has made teaching difficult for teachers. The more the students in class without provision for proper management on the side of the government, the more difficult the goal realization. Indeed, the issue of population explosion is a major concern to educational planners. For example, Aghenta (1999) notes with keen interest the estimate in terms of enrolment that is likely to be in our educational system in the 21st century. Relying on the UNESCO recommendation of 16, 12 and 7.5 percent for Primary, Secondary and Tertiary Institutions respectively, he came up with the following figures for students' enrolment in Table1

Table 1

Estimated Nigeria Population and Corresponding Schools Age Population for the 21st Century.

Year	Population	Pry. Sch. Age Pop. At 16% of the Pop.	Sec. Sch. Age Pop. At 12% of the Pop.	Higher Edu. Age Pop. At 7.5% of the Pop.
2000	108.8m (3% growth rate)	17.4m	13m	8m
2010	146.2m	23.4M	17.5M	10.9M

2020	196.5M	31.4M	23.4M	14.7M
2030	264M	42.24M	31.7M	19.8M
2040	337.9M (2.5% Growth rate)	54m	40.5m	25.3m
2050	432.5m	69.2m	51.9m	32.4m
2060	553.6m	88.6m	66.4m	41.5m
2070	708.7m	113.4m	85m	53M
2080	907M	145M	108.9M	60M
2090	1161.6M	185.8M	139.3M	87M
2100	1486.6M	237.8M	178M	111.5M

Source: Aghenta (1999), projected from the 1993 population of 88.5 million.

Equally too, Gbenu (2004) Oyeleke (2004) in different studies find out that an average of over one hundred students are found seated in a classroom in some selected secondary schools in Lagos State, the situation is so bad that teachers often find it difficult to walk through the jam-packed row of chairs and desks. Now, if teachers cannot undertake such a mundane task as merely working through a class with ease, how then can there be effective teaching or learning which require a much higher level of concentration? Incidentally, this problem had been with us for well over three decades before the research of Gbenu and Oyeleke. For instance, according to Banjo (1961) and Taiwo (1968) the rapid increase in both Primary and Secondary Schools enrolment without a corresponding increase in the provision of educational facilities contributed to poor performance of students in these levels of our educational system.

This view was buttressed by Adesina's (1980) observation that all educational administrators in Nigeria, right from the colonial period to the present time have always given inadequate attention to the provision of school physical plants. Banjo attributed the fall in quality or standard of education to the deficiency of school physical plants. Taiwo also noted in his report on Western Nigeria educational system that:

The striking advance in numbers in primary schools has been bought at the price of a high wastage rate and fallen standard. Since 1959, for example, wastage in every primary school generation has been running at not less than 52.5%,
Since 1961, the percentage of passes in the primary six school leaving certificate examination has been on

the down grade.

Similar to this is the case of the Universal Primary Education (U.P.E) that as a result of constraints to obtain accurate statistical figures for realistic projections of enrolment the required facilities, the schools had problems of under-estimation. Similarly, there was under-estimation for the required equipment and facilities for the consequent secondary school expansion. There was not enough time for preparation, not enough buildings were ready, and to date one can still find make-shift buildings in virtually all the states of the federation. Even where there were school buildings many of the school buildings were without shutters.

Based on the forecast gloomily made by Aghenta and going by the trend in facility provision in the country today, can the dream of qualitative education be met? Only time will provide the answer.

Status of Schools Facilities: – In a study that I undertook in 1993 and published in the Journal of Educational Perspective Vol.3 Nos 1 and 2. I, emphasized a growing challenge for all stake holders in the Education industry in Nigeria based on my very shocking findings which indicated a consistently negative trend in facilities provision in schools in the developing world. This negative trend may partly explain why facilities are in short supply for schools in our country. For instance, most of the school buildings of today were built some thirty to forty years ago and cannot last for the next fifteen years, because they were not maintained over the years and now very old and weak. Apart from not presenting a conducive environment for teaching and learning, they are like death traps for our children whose lives are put at a high risk. Infact, there have been cases where students lost their lives and some got seriously injured as a result of collapse of school buildings. Equally the seats, benches and tables on which the students are made to sit and write are sometimes weak, rickety and embarrassingly dirty. Other installations are very old and obsolete such as equipment for teaching and learning, empty laboratories and poorly stocked libraries and workshops where they exist at all.

In a similar vein, a study I conducted in 1996 on Improving the Quality of Technical Education in Nigeria: A management Task for Educational Planners and published in the Journal of Research in Teacher Education vol.2 No.2, revealed a gloomy state of technical education, many of the colleges sampled lack essential tools, water, power supply, adequate laboratories and workshops for proper training of the students. The poor state of facilities and other resources in the schools affect student' attendance and results in high rate of drop outs. This type of situation seems to affect all levels of the education system. For instance, the completion rate of both boys and girls in the primary schools stood at 56.3 percent and 43.7 percent respectively as at 1996

(UNDP 1996) In a situation like this, illiteracy may take a longer time to be eradicated in the country.

Another study I carried out on the planning of secondary school facilities in Oyo State of Nigeria revealed that majority of the classrooms were dilapidated, had cracked walls, leaking roofs, falling ceilings, broken windows, smashed cupboards and cracked floors. Some even need urgent repairs to forestall their total collapse. Indeed, classrooms which constitute the most basic of school facilities which every school must have seem to be neglected. The overall effect of this is poor results especially those conducted by the external examining bodies like The West African Examinations Council, (WAEC), The National Examination Council (NECO) and recently the Post – UME conducted by the Universities. The sorry state of performance occasioned by facilities and poor staffing is amplified by a typical WAEC result from 1998-2000 in Table 2.

Table 2

Percentage Performance of Candidates in 20 Popular Subjects in WASCE from 1998 - 2000

% Passes at credit grade (1-6)					% Of failure (F9)		
S/N	Subject	1998	1999	2000	1998	1999	2000
1	English Language	8.47	9.71	10.67	65.33	64.91	64.31
2	Gen. Mathematics	11.14	18.25	32.79	61.50	50.35	36.10
3	Lit-in-English	14.6	9.40	8.14	53.82	64.99	67.64
4	Physics	11.33	30.57	30.14	55.19	36.95	30.97
5	Chemistry	21.39	31.08	32.02	52.28	42.24	41.06
6	Technical Drawing	30.96	38.32	46.25	40.92	36.28	29.96
7	Biology	34.44	27.81	19.19	38.85	41.97	50.84
8	Financial Account	21.57	14.81	21.05	52.48	58.38	51.21
9	Economics	22.09	21.66	35.20	46.83	41.43	29.91
10	Government	23.98	35.79	39.23	44.53	34.43	36.07
11	Agricultural Science	23.37	31.46	19.14	47.23	40.41	54.07
12	Food & Nutrition	41.06	36.89	57.16	16.98	19.26	10.14
13	Geography	16.19	11.75	21.32	59.30	56.79	45.68
14	Commerce	12.57	20.44	21.57	66.03	56.43	57.03
15	Hausa Language	39.90	47.43	34.06	42.50	33.01	38.92
16	Yoruba Language	59.93	52.76	48.58	18.03	24.02	23.72
17	Igbo Language	45.18	44.96	37.96	37.53	36.26	45.87

18	Islamic Studies	41.69	44.96	37.96	37.53	36.26	45.87
19	C.R.K.	25.35	27.12	30.84	45.63	41.14	40.36
20	History	19.78	24.17	24.31	56.40	54.39	57.60

Source: WAEC

The results were not impressive at all especially in English Language, Mathematics and Literature in English. This table presents the picture of performance for both private and public secondary schools and this is a pointer to the fact that something is wrong with the entire education system.

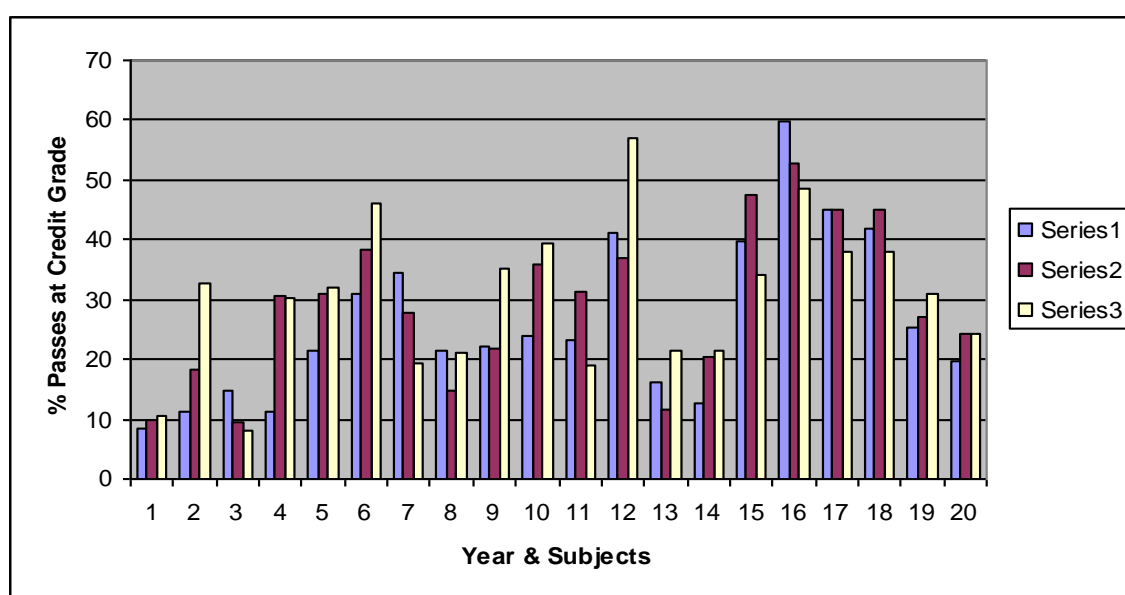


Fig 3: Performance (Passes) of Candidate in 20 Popular Subjects in WASSCE from 1998 - 2000

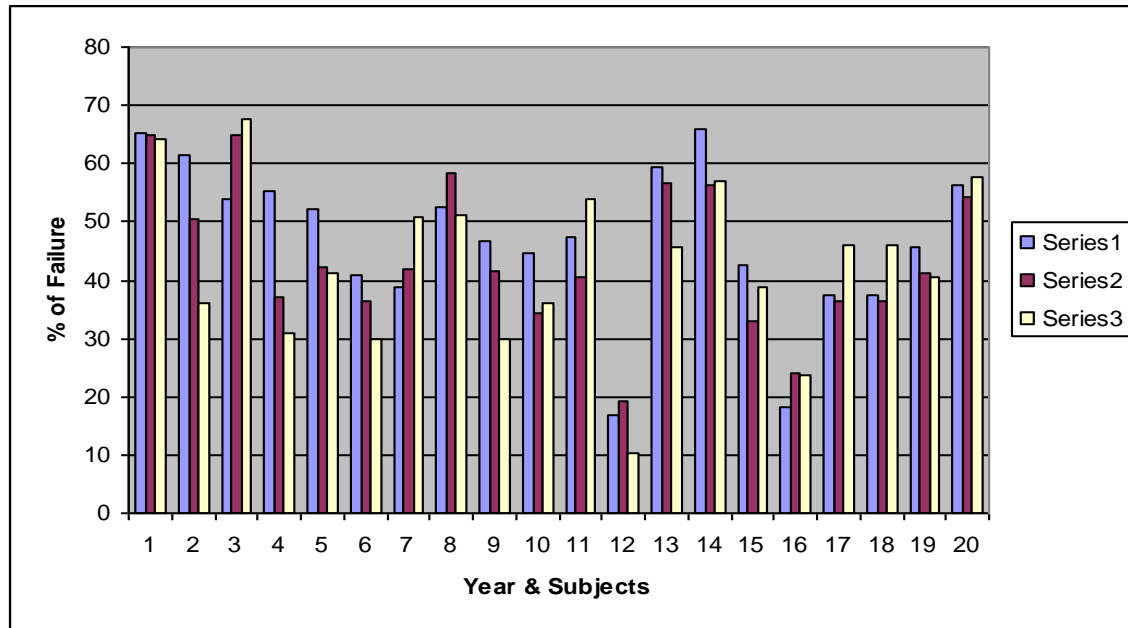


Fig 4: Percentage Performance (Failure) of Candidate in 20 Popular Subjects in WASSCE from 1998 - 2000

Quality of Teachers

Teachers are the salt of the teaching profession; they ensure the direction, purpose, implementation of the goals and add value to the education of the child. I like to cite a study I carried out in 1995 on the Trends of Teachers: Recruitment and it's Implication on Teaching Learning Situation in Lagos and Oyo States of Nigeria, and published in Studies in Education: A Journal of Educational Discussion and Research Vol.6 No 1 and 2. It was revealed that there were no appreciable high qualities of staff in most of the schools sampled. There were however some schools in the urban centers with very high qualified teachers. But the havoc emanating from the less qualified teachers in the schools cannot be over-emphasized as captured in the words of Fagbamiye (1981) when he said that :

..... the question of poor quality is
even more serious at the post
primary level when mediocre teachers
have to build upon the shaky foundations
laid by ill-informed and barely literate
school teachers.

Thus, one can say logically from the afore-mentioned that what we have today as students / products from these teachers reflect their state or quality. Despite the promises from the government to ensure adequate supply of teachers both in quantity and quality, and give adequate professional development and appropriate welfare package to teachers, these are still policy statements yet to be tangibly realized. As a professor of Educational Planning, I find this situation to be most disappointing and utterly frustrating, because it is an incontrovertible fact that we need qualified teachers to make our school system work. This is necessary because the education which the community needs today is wider in scope and more sophisticated than that which Nigeria needed some thirty years ago, in view of the different categories of manpower the country must compulsorily mobilize for her economic growth.

Another related study I co-authored in 2003, which was sponsored by Literary Enhancement Assistance Programme (LEAP) and Research Triangle Institute International (RTI) in Washington DC USA, it was revealed that teachers must be well prepared for the tasks ahead of them, one of which is to transform the lives of pupils or students into the desires of parents and of course the larger society.

The study further revealed that through the teachers, education should be responsive to the needs of the society. This finding conforms to the views of Fafunwa (1992) as follows

the teacher of today faces greater challenges than the teacher of yester years. His task as a classroom manager has become a more complex one. Today's teacher, to be effective has to extend his activities beyond the classroom and the school compound, for the world of the child today has wider and more varied horizons than, for instance, the world of Plato and Aristotle.

The summary is that there is the need to ensure a steady flow of qualified teachers into the school system. Furthermore, a high quality teaching force can be guaranteed by ensuring the recruitment of highly qualified teachers through a thoroughly defined and designed process.

Mr. Vice-Chancellor sir, distinguished guests, other harsh realities and problem areas include the issue of examination malpractice, cultism, and the state of the curricular.

Examination Malpractice – The study we carried out in 2003 on Environmental Influences on Examination Malpractice and published in the Journal of Research in Educational Management Vol. 2 No 1 revealed that Examination Malpractice now occur at all levels of our education system. It is even being fully encouraged and supported by teachers, parents, and governments. There have been cases of some very fraudulent parents who have been known to buy question papers for their wards and at times go to the schools to buy marks for their children. Besides, some teachers have been known to write examinations for students. Also, governments in their failure to provide facilities and encourage equity within the system have given a crop of students especially those in special schools a competitive edge in external examinations, thereby leaving the less privilege ones with limited options other than resulting to “pass by other means” which is a euphemism for examination malpractice. I do not intend to justify examination malpractices in any form because it is a nemesis that must catch-up with its perpetrators. For instance, It is the issue of examination malpractice that has led to the post-UME examination now been conducted by the various Universities since 2005 and which has generated a lot of heated debate as to the relevance of JAMB.

Mr. Vice-Chancellor sir, distinguished guests, in our country today, a lot of noise has been made about the quality of the products of our educational institutions; many have expressed their disturbances as a result of the craze for paper qualifications which now lead to cheating and other forms of examination malpractices. Cases of desiring to acquire paper qualifications by all means have reached such an alarming rate that the government had to enact a law stipulating stiff penalty for examination malpractice. Examination malpractices are dangerous, undesirable acts or behaviour which a good government should not allow to exist or grow. The public, parents religious bodies must make efforts to support the government efforts in curbing and eradicating this malaise, but the government must also look beyond its nose to address the problem of the sudden craze to cheat in schools which to my mind is an integral part of the systemic decay.

Cultism – Cultism crept gradually into our educational system when the pyrates confraternity was formed in 1952 with it is acceptable ideals and ideas to fight against corruption and tribalism. In the words of Mohammed (2005) its objectives are quite explicit, not destructive rather revolutionary. But today cultism has become a cankerworm that has eaten deep into the jocular vein of the educational system nay,

the whole society. The activities of the cultists have threatened the authorities of the institutions. When they strike on the campuses, they leave on their trail, death, injury and agony. Besides the unwarranted destruction and violence, academic activities are disrupted and innocent ones are intimidated. This situation has become magnified and aggravated with this disheartening activities gradually creeping into primary and post primary institutions. This has been reported on Nigerian Newspapers, Abari & Shonubi (2003), Olaniyonu (2006). Society-wide reformation will have a good influence on the elimination of cultism on campuses. Cultic associations are reflections of the society. Reduction or elimination of the societal vices such as corruption, greed, money-laundry, advance fee fraud, armed robbery, ritual killings, injustice and frustration in the wider society will aid significantly in the eradication of cult related activities in the educational institutions in Nigeria. Besides, with adequate provision of classroom / lecture rooms, library with modern facilities and books, as well as sporting facilities among others would make students to adjust to the demand of the prevailing situation and re-orientate appropriately.

The state of the curricula

The state of the curricula at every level of the educational system leaves much to be desired. Indeed, there has been a persistent criticism of the relevance of the entire educational system. The cry has been for innovation and change, social and economic relevance, scientific and technological orientation just as it has been commented in the aspects of glorious ideals in curriculum for development. Presently, if we go by the quality of the outcome of the entire educational system, which are the students, and use this as a barometer for measuring the effectiveness of the teachers, the pedagogy, the subject matter, and then the entire educational system needs serious overhauling. Today some organizations do not want to employ graduates from our Universities. The reasons been past records of poor performance on the job, bad morals and inability to even write or speak simple correct English. In the words of Alele-Williams (2004), "the curriculum appears irrelevant to many teenagers and especially for girls, whose attraction of the city life over-weighs the future hopes of good education" These limitations to curricula offering must be addressed urgently at least to reduce unemployment among the youths and others. Everybody must be involved in the revitalization of the education system.

The School Plant: - Mr. Vice-Chancellor sir, distinguished guests, a study I carried out, titled A survey of the Secondary School As A Learning Environment 1992, and published in A Journal of Nigerian Education Review Vol. 7, No 2 emphasized the importance of learning environment in the development of effective educational programmes. That the learning environment includes the surrounding conditions and

materials, it also involves the school buildings, the human element, as well as facilities and equipment. We observed how the students and the teachers alike interact helplessly with the harsh realities and high percentage of poor infrastructure. Several teaching equipment were virtually non-existing in those schools. Besides, many of the classrooms, laboratories and workshops were below standard in most of the sampled schools. Such deficiencies would naturally make it increasingly very difficult to provide wide range of normal academic programmes. Besides, these inadequacies would hamper the development of talents, interests and skills that the students may possess. In such schools where the facilities are lacking, students are at a disadvantage in exploring various fields of courses before choosing the course that will determine their future career. Sharing this view, Adesina (1980) succinctly puts the relationships between the quality of education and school plant facilities thus:

"the quality of education that
our children receive bears direct
relevance to the availability
or the lack thereof of physical
facilities and overall atmosphere
in which this learning takes place"

Indeed, the inadequate provision of classroom spaces, laboratories and workshops in the school create noisy, chaotic, and stuffy environment as students cluster in every small spaces available. Such a situation is certainly unpleasant for learning and inappropriate for class control. To ensure that appropriate steps are taken in making learning environment conducive, the procurement of relevant and the required quality as well as appropriate facilities should involve a team of professionals such as the architects, engineers, educational planners, consultants, school principals and other relevant practitioners. The team approach of professionals would ensure appropriate guidance on planning and implementation of policies on school plants.

The School Mapping: - Some of the pressing educational problems facing Nigeria in the area of primary, post-primary and tertiary institutions are inappropriate school location and inadequate housing for the increasing enrolment and the expanding school programmes. There was a related paper I presented during the Faculty of Education conference on Educational Development in Lagos State: Policies, Programmes and Practices. The paper published 1989 was titled: Trends and Issues in Schools Mapping and site Location of Secondary Schools in Lagos State. There was also a similar, paper on Survey of Primary School Mapping and Location, presented at the University of Jos which was published 1992 in an edited book titled Towards A Functional Primary Education for Nigeria: The challenges for Educational

Planners and Administrators “The two different papers emphasized poor policy adherence. School mapping aims at ensuring equitable distribution of human, material and financial resources. It is also to ensure access to schooling through spacing of schools in such a manner that distance to school is not a constraint to attendance. Normally the school site should be accessible, free from hazards, ensure proximity to utility facilities such as water, sewage disposal and electricity. It is supposed to be central to the population in the community. The sites need to possess aesthetic appeal, where natural features like trees, shrubs, flowerbeds beautiful sceneries are provided to enhance the image of the school or University. State higher institutions are not completely better off. Lagos State University (LASU) particularly needs to be redesigned and reflect necessary features of School mapping. Other factors to be considered include good topography, soil conditions and space for expansion. It is disheartening that 75 percent and 65 percent of the primary and secondary schools respectively have defaults in the factors for school mapping. Another sector of the school system that has been bastardized is the Nursery / primary school. The location of many of such schools are not appropriate, the sites are inadequate. The structures are mostly ramshackles, and many are operating in uncompleted buildings. In a survey carried out on Nursery / primary schools in Lagos State, it was discovered that 52 percent of such schools have poor accessibility, inadequate size of land and hindered topography. Indeed decision on selection of school site of the Nursery and Primary nay other schools were not based on sound principles of educational planning.

The root of the problem has been tackled by Adesina (1982) who observes that:

‘Technical decision gives way to political ones, educational policies are restated in political terms which ignores specifics and deal in vague and intangible abstraction, i.e. the neglect of major formal goals of the system in favour of effectiveness of the system results on unfulfilled aspirations, frustration, anxiety and disappointment’

Much of the blame in this regard must go to our politicians who usually want to score political points by satisfying what they term as the yawnings of their people thus; it has become their practice to dismiss plan that are considered to be politically unacceptable in spite of their technical merits or to modify them to achieve the desired political results.

To resolve the loopsidedness in school mapping the team of experts without political sentiments must be involved. Mapping and site selection involve a wide range of activities which require proper attention of a complete team of experts. The school site should be large enough to accommodate adequately the necessary buildings and provide space for outdoor instruction and recreation. It must plan for parking and for future expansion of buildings and play areas. The site should be readily accessible to those who will use it and also the general public for community use. The school site should be “attractive”, lending itself readily to land-scaping and provide a pleasant and ‘beautiful’ natural environment.

Financing the Education system: - Among many problems which have bedeviled the Nigerian nation since independence, funding of education rates very high. Given this situation and the crucial role of education in the development efforts of any society, the problems of funding should be a concern to all. In two different studies I carried out which focused on Source of Financing Secondary Education and published in a Book of Reading, Financing The 6-3-3-4 System of Education in Nigeria in 1995, and a commissioned project by Lagos State Government on Financing Secondary Education in Lagos State, ***A study of options***. It was observed that in spite of the supposedly huge financial allocation to the education sector, large disparities exist between the required funds and the released funds. On the average, only about 60 per cent of the amount required to drive the machinery of education is approved, and about three quarters of the approved funds are eventually released. See table 3 and table 4

Table 3 Capital Allocation to Education Lagos State (1990-95)

Table 2.2 Capital Allocation to Education, Lagos State (1990-95)

S/N	YEAR	=N=
1	1990	85,250,000
2	1991	113,700,000
3	1992	100,200,000
4	1993	218,750,000
5	1994	221,700,000
6	1995	116,600,000

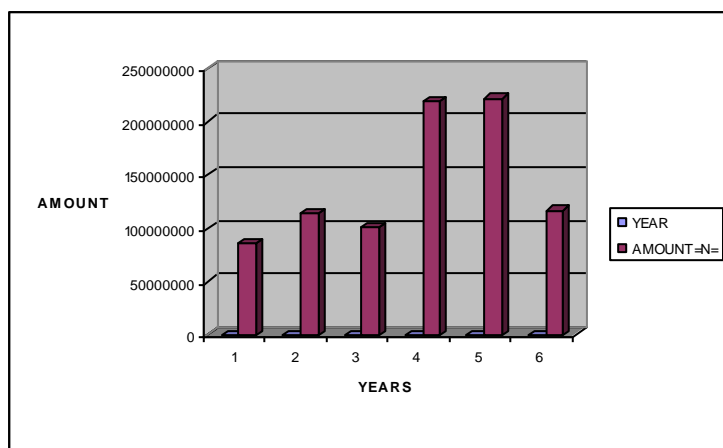


Fig 5: Capital Allocation to Education 1990 to 1995

Table 4 Overhead Costs (PP-TESCOM), 1993-95

	1993	1994	1995
Proposed	84,040,750	124,112,400	130,270,000
Actual	82,351,259	86,672,279	82,474,682

There has been some evidence of increase in the funding of the education system. This has however not ensured a concomitant better performance of the teaching and learning processes in the schools due to lack of adequate facilities and equipment. Same is true of the tertiary institutions. It is therefore suggested that as the burden of financing education increases in leaps and bounds, parents, students and other stakeholders must realize that they are being inevitably drawn into the orbit of fiscal cooperation with the various Institutions and governments in the federation.

Conclusion

We do not have to fold our hands as if nothing has happened or is happening to our educational system. I do not want to sound as an alarmist that the system is on the brink of collapse, God forbid. An urgent attention is highly necessary since we are in an age when technological changes is rapidly occurring, when narrower specialization is in vogue and when greater uncertainties fills the air. The significance of planning stimulates the future and thus gives the administration at any

level probable workable forecasts. It gives the administrators opportunities to see, evaluate, monitor and control, accept or discard a greater number of options.

Recommendations

1. Educational Planning should be recognized and carried out as an integral aspect of the community, state, and national planning.
2. Definite provision for planning must be made in educational agencies in order that planning may proceed satisfactorily and attain tangible results that is functional and realistic.
3. Government should provide adequate facilities to schools for students and teachers alike to use and get them actively involved in rigorous academic activities. This will resultantly curb cult-related activities and examination malpractices.
4. The curricular offerings should be reviewed to be in consonance with the yearnings of the society and the needs of the students. The review must reflect our social moral and cultural values to reduce the decadence in the society.
5. To make the ideas work fast, a number of scientific measures or instruments can be applied as found in educational planning. The concept of Management By Objectives (MBO) can be used whereby everybody in the system will be involved in the solution to the identified problems with the objectives effectively communicated and roles spelt out. Planning Programming and Budgeting System (PPBS) which is one of the modern ways of budget planning is systematic in nature with clear objectives and working within available resources, with alternative programme structure prepared and analyzed and using evaluation at every stage as a form of assessment to ascertain the extent of deviation. If there is confusion (as it is in the country today) and everything seems not to be working again, then Zero-Base-Budgeting- System (ZBB) can be applied whereby the entire programme can be started all over again but using the previous experience as a guide. Sometimes it might not be possible to solve existing problems within the educational sector using quantitative approach. As a way out, Delphi technique can be adopted. This is a qualitative approach towards problems solving by using expert opinions which are aggregated on identified problem. All these approaches may take time to materialize hence the use of Critical Path Method (CPM) will be relevant. This method states the minimum and maximum possible period with which a project can be completed and it is now left for the user to select one. It is a set of graphical techniques employed in

planning and controlling projects with the purpose of serving as an aid to decision makers or administrators in the planning, scheduling and management of complex projects or programmes. There is no way by which data will not be generated in the process of solving many of these problems. To analyze such data might require the use of Operation Research (OR) which is scientific and quantitative approach to decision-making or problem solving with the use of models and computers. It involves gathering and interpretation of data, building and experimenting with mathematical models to predict future activities and then making appropriate recommendations.

The entire economy is not in a good order. The onus rests on everybody in the education industry in general and educational planners in particular to contribute their quota towards implementing and enforcing these suggestions. The educational planners have always noted that proper planning will prevent poor performance, a word in enough for the wise.

ACKNOWLEDGEMENTS:

First, I want to thank the Almighty, Omnipresent, Omniscient and Omnipotent God who has made me what I am today. I reverently say THANK YOU GOD.

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I appreciate the contributions of Dr. Rafiu Okuneye and Segun Ige towards the success of this inaugural lecture.

I cannot but recognize my classmates at the Baptist High School, Shaki that are here today to witness this glorious occasion. Also my seniors at Baptist High School Shaki, Chief Ademola Idowu the Tunwase of Shaki land, Alh. Raimi Akande; Prof. Folorunso Ogundare, Mr. Ogundiya, Dr. Ben Ogundele & Rotimi Oladele, the Managing Director, Megavon (WA). To all of you I say a big thank you.

Now, to my friends in the big LASU family the academic colleagues, the administrator friends, time will not permit me to mention all of you, you have been very supportive and wonderful, I appreciate you all.

I acknowledge with thanks, the significant contribution of the former Acting Vice-Chancellor Prof. Peter Akinsola Okebukola and the immediate past Vice-Chancellor Prof. Abisogun Olubode Leigh, to my professional development, I say thank you for having confidence in me and recommending me for appointments in this University.

I thank the Vice-chancellor, Lagos State University, Prof. Lateef Akanni Hussain and the registrar Mr. Oluwatoyin Oshun for their efforts to ensure an enviable academic environment with acceptable academic culture. May the Almighty God continue to guide and guard you.

Finally, the vice chancellor sir, distinguished guests, I have deliberately saved the best for the last. I express particular appreciation and gratitude to my amiable and loving wife, sister, friend and companion of the past twenty-seven years Mrs. Josephine Olufunmilade Olaniyonu. I thank you for all your spiritual, financial and emotional support to my success in life; especially for standing in the gap each time I am away on my academic adventures. The Almighty God gave us three precious gifts; Oluwaseyitan, Oluwaseun and Oluwasesin. Thank you for being sources of joy to us.

Mr. Vice-chancellor, Sir Distinguished guests I am very grateful to you all for your love, patience and time. May the good Lord be with you all and make your joy to be full. To God be the GLORY. Thank you.

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