

Strategic planning in the education sector in Nigeria: An appraisal

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ABSTRACT

The study investigates strategic planning in public sector in Nigeria with reference to education sector. Specifically, education is the bedrock of nation-building, because it provides the platform or pivot on which other sectors revolve. Perhaps, one of the fundamental challenges of educational sector is poor and defective strategic planning. The inadequacy or lack of strategic planning is the focus of this study. Methodologically, data were generated from secondary sources of recorded documents, while relevant literature were reviewed with based theory adopted as theoretical underpinning. Content analyses were employed to analyze data via documentary approach. The study found out that lack of strategic planning poses a problem to the educational development. It recommended holistic strategic planning involving environmental analysis, resources analysis, decision-making and control framework as a desideratum for the pivotal strengthening of the educational goals and objectives.

Keywords: Strategic planning, education sector, nation-building, developmental goal, environmental analysis.

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INTRODUCTION

Historically, planning in the public domain consists mainly in budgeting plans. The budget embodies a plan articulated in financial terms or allocation of funds for execution of projects and programs of government within a given time frame in order to achieve pre-determined programme objectives. The budget can, and often is formulated to become a useful tool for planning. It may however serve other purposes such as providing for rigidity, control, limiting spending, or contributing to change as it enables policy formulation, implementation and evaluation. Many of the government programme and projects have not realized its objectives due to improper planning and policy somersault (Akinyele, 1983).

Equally, as documented by Onah (2012:127) technical expertise, instability, uncommitted leadership, mismanagement of funds, lack of proper communication among the federal, state and local government is due to poor planning. Collaborating with the views of scholars on poor planning, Usoro (1983), in his work development planning and Economic growth in Nigeria, copiously

asserted that strategic planning and effective co-ordination are key success factors which can guarantee the growth and survival of any public sector poor strategic planning in public sector in Nigeria has adversely brought employee low performance and unproductivity, inefficient service delivery, high level of corruption and administrative lopsidedness.

Adeleke et al. (2008) posited that organizations adapt to these environmental forces as they plan and carry out strategic activities. It is through strategic planning that an organization can predict changes in the environment and act pro-actively. Furthermore, it has been observed that most organizations are more concerned with the formulation of strategic plan and not how to implement them (Douglas, 2003). He went further to conclude that "Plan without effective and measurable implementation is no plan at all.

St-Hilaire (2011) believes that the usage of strategic plan is very important to organization's ability to achieve and maintain competitive advantage over other

organizations.

Ostensibly speaking, it was observed that most researches on strategic planning and performance relationship focused on organization's profitability, market share, earnings per share, net asset, working capital expansion, etc as the performance measurement. Equally, approaches to planning recognize that though multiple models for planning exists, those involved in the process will adapt them to their needs. These approaches have not favoured optimally in development of the education sector in particular, as it has failed to establish priorities, enhanced balanced decision-making, clarifying future directions and improving organizational performance.

This may be attributed to the lack of understanding of the concept of strategic planning by the sector internal stakeholders, especially the employees. In fact, the 6-3-3-4 system of education came into being in Nigeria in 1983 with the primary focus of meeting the educational needs of its citizenry and equipping the youths with sellable skills that make them self-reliant.

However, after many years of operations government came up with Universal Basic Education (UBE) know as 9-3-4, system of education was introduced in 1999 with the goal of providing free universal and compulsory basic education for every Nigerian child age between 15 years and was expected to meet the millennium development goal target. Apparently, the education system today is plagued with numerous inadequacies which has negatively affected the service delivery and hindered the developmental strides in the nation-building.

This paper therefore seek to address the gap of strategic planning in education sector, has been divided into seven sections. Following the Introduction is Statement of Problem, and Conceptual Clarification. Section three is methodology, while four examines Theoretical Framework and Strategic Planning in Education Sector. Section five discusses Empirical Review, while section six explores the Synthesis of the Discourse on Strategic Planning. Section seven is the Conclusion and Recommendations.

Statement of problem

In a 7 Point Agenda document presented at a retreat by Late Former President Musa Yar'Adua, it was observed that education is a critical social welfare and a pedestal for sustainable development in any society. The document further posited that the main problem of education sector is first to ensure minimum accountable standard of education for all and second is to develop a strategic plan to ensure excellence in both teaching and learning of skills in science and technology by students as future innovators and industrialists in Nigeria. The President's view were that what should be done for the education sector should encapsulate skills, expertise and

capacity to contribute to the development and drive of the economy. This assertion was corroborated by the United Nations Sustainable Development Goals Four (4) which makes references to quality education by the year 2020. The UNO stressed that all girls and boys have access to free, equitable, quality primary and secondary education, affordable and quality technical, vocational and tertiary education including university and substantial increase in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship (UNO, 2012).

Sadly, as a result of defective and poor strategic planning, public education at the primary, secondary and tertiary level is national disgrace. The facilities are grossly inadequate, the workers are ill motivated and poorly remunerated, students study under such pitifully and unwholesome environment that they sometimes consider themselves as folks in concentration camps and lecturers are often ill-equipped and poorly motivated (Nebo, 2010). This is the most undesirable picture and can never lead to any meaningful improvement if there is no strategic planning. The extent to which strategic planning is lacking in education sector is the problem under this investigation.

Objectives of the study

The main objective of the study is to examine how strategic planning could address efficiency in service delivery of the education sector in Nigeria. The specific objectives are:

1. To ascertain the positive effects of strategic planning in the education sector in Nigeria.
2. To identify the steps in strategic planning in the education sector in Nigeria.
3. To explore the strategies for improving strategic planning in the education sector in Nigeria.

Conceptual clarifications

Strategy

Onah (2014) sees strategy of an organization as a master plan that states how an organization achieves its aim and objectives. Put differently, Boyne and Walker (2010) opines strategy as a broad term used in public sector to define how organization relate to their environment and progress purposely into the future by improving services and performance. While, Wheelen and Hunger (2012) views strategy as that which maximizes competitive advantage and minimizes competitive disadvantages.

In their perception, Wechsler and Backoff (1987) observes strategy from two perspective process and

content, process refers to tools as well as analysis used by public managers to make decisions about the direction of the organization, while content refer to long term orientation of an organization to internal and external influences. As documented by Onah (2014). Several other typologies of strategic content in public organizations exist in public sector research (Stevens and McGowan, 1983); Wechsler and Backoff, 1987; Rubin, 1988; Nutt and Backoff, 1995; Osborne and Plastrik, 1997).

Therefore, strategic stances refer to an organization's enduring relationship with their environment. The strategic stance of public organization can be characterized as prospector, defender or reactor, prospectors are entrepreneurial organizations that tend to try new approaches and management strategies before other organizations (Edwards, 2012). Defenders are most interested in maintaining core operations. Reactors strategize when they are forced to by their environment.

Planning

Persuasively argued, Onah (2012: 218-219), planning refers to the process of deciding what to do and how to do it. It is a process of accomplishing purposes and a blueprint of business growth. It can equally be seen as a road map for development. It helps in deciding objectives both in quantitative and qualitative terms (Lorange, 1980).

As corollary, Starling (2011) succinctly put planning as reasoning about how an organization will get where it wants to go. Its essence is to see opportunities and threats in the future and to exploit or combat them by making decisions in the present.

Equally, Conyers and Hills (1984) sees planning as a continuous process which involves decisions or chooses about alternative ways of using available particular goals at sometimes in the future. Analyzing this Conyer's definition, Onah (2014) stimulatively endorsed it because it contains elements of:- to plan means to choose, planning as a means of achieving goals and planning for the future; all provides the logical and orderly manner in which this work is to address.

Understanding strategic planning

It is a dynamic process that establishes where an organization is going and how it will get there; is sensitive to changing internal and external environments and the decisions required to maintain strategic fit within this context; set in motion a plan of action that provides direction for the organization and, through a common understanding of the mission, vision, values, and broad strategic goals, provides a congruent framework of objectives and actions that move the organization toward its envisioned; creates a strategic plan that bridges the

gap between institutional mission and vision (Carron, 2010; Hilton, 2012; Kotler and Murphy, 1981; Wilkinson et al., 2007).

More precisely, strategic planning assumes that a system must be responsive to a dynamic and changing environment. The term "Strategic Planning" is meant to capture strategic (comprehensive, holistic, thoughtful of fundamental) nature of planning. It is done with higher levels of management while operational planning is done of lower levels. Thus, strategic planning encapsulates the following variables, achieving goal, planning the best course of action, effectiveness impact, future opportunities and finds new ways and alternatives (Chang, 2008). Furthermore, strategic plan in the education sector is the physical product of the strategic planning process and embodies the guiding orientation on how to manage an education system within a larger national development perspective which is evolving by nature and often involves constraints (Aremu, 2000; Armstrong, 2010; Baum and Coenenberg, 2004).

Education

Education is seen as all efforts, conscious and otherwise incidental and direct, made by a given society to accomplish laid down objectives, considered desirable along the needs of the individual as well as that of the society where the education is taking place (Ojeleye, 2020). Also, education towers over and above schooling. Schooling however, helps in the attainment of the purpose of education (Igbuzor, 2006). The benefits of education to a society and nation at large are overwhelming. Thus, no nation can afford totally with the education of its young ones. It is the mainframe of any form of development, economy, political and social. Indeed, the realization of this fact made the federal government to adopt education as an instrument for national development (Ajeyalemi, 2009).

Nigeria education policy

Nigeria education policy published in 1977 and revised in 1981 and 2004 states that realizing that part of the national goals can be achieved with the use of education as a tool policy should be based on the philosophy and goals of a nation. The goals of Nigeria education is to build: a free and democratic society, a just and egalitarian society, a United, strong and self-reliant nation, a great and dynamic economy and a land full of opportunities, for all citizens; and the Nigerian's philosophy of education therefore, is based on: the development of the individual into sound and effective citizen, the full integration of the individual into community and the provision of equal access to educational opportunities for all citizens of the country at primary, secondary and tertiary levels both inside and outside the formal school system (Cowburn,

2005).

METHODOLOGY

The methodology for this study is descriptive research design and content analysis of qualitative data obtained from secondary sources. In this regard, conference papers, periodicals, internet materials, journals, newspapers, seminar papers, monographs, books, unpublished research works, documents and policy pronouncements constitute source of data and information for the study. These data were collated over the years 1983 to 2017 and was used for the work. Equally, rigorous method of content analysis was adopted in our analysis of the data. Kerlinger (1973:536) and Eme (2009) were of the view that content analysis is a research techniques for the objective, systematic and qualitative analysis.

The central objective of content analysis is to convert data or information into data which can be treated in a scientific manner so that a body of knowledge may be built up. The justification behind the use of content analysis of documents and other secondary data is that it allows research on areas where the researcher cannot have physical access to the respondents and thus, cannot by any other method. Therefore, content analysis was used in this study to examine the operations of Strategic Planning in Education sector in Nigeria: An Appraisal.

Tools and approaches of strategic planning

Contemporary views have it that strategic planning has become more sophisticated with the growing and dynamic nature of the education sector. Although, the stepwise linear approaches, such as issue-based approaches (Mcnamara, 2010; Mastrodonato, 2007) and goals or vision-based approaches (e.g.s, Carron 2010; Hilton, 2012), remain the dominant strategic planning tools in educational settings. Mintzberg (1994), Keller (1999) and Baer et al. (2008), suggest that the road-map models are not well-suited for the rapidly changing environment in which education operate today. Instead, they suggested modified approaches that embrace broader understanding of change and embody creativity, iteration, responsiveness, flexibility and inclusiveness, Chance (2010), suggest that models incorporating decision-making spirals, design thinking, interactive learning, and improvisation are more applicable for contemporary strategic planning efforts.

Comparatively, studies have shown significant progress has been achieved in the quality of teaching, learning spaces, knowledge skills, proactive allocation of resources, fostering of stakeholder participation as important indicators of improved institutional performance

in educational institutions of countries that have adopted strategic planning processes. They include: strategic planning efforts at Pennsylvania State University (Dooris, 2002), Eastern University (Aleong 2007), the University of Minnesota (Baer et al., 2008), and the University of British Columbia (University of British Columbia, 1998). Indeed, the aboved offered insight into the positive impact, that strategic planning has had in the education sectors of America and Britain and other developed nations.

Analytically speaking, Mintzberg and Quinn (1996) developed tools and approaches of strategic planning in public sector; these are:

- i. PEST analysis, which covers the remote external environment elements such as political, economic, social and technological (PESTLE adds legal/regulatory and ecological/environment).
- ii. Scenario planning, which was originally used in the military and recently used by large corporations to analyze future scenarios.
- iii. SWOT analysis, which addresses internal strengths and weakness relative to the external opportunities and threats;
- iv. Balanced scorecards and strategy maps, which creates a systematic framework for measuring and controlling strategy.
- v. Finally, SMART which implies specific, measurable, achievable, result oriented and time.

Strategic planning models

The earliest stages of a strategic approach in the public sector were based around strategic planning. A useful definition is that of Olsen and Eadie (1982) in which strategic planning is a disciplined effort to produce fundamental decisions shaping the nature and direction of governmental activities, within constitutional bounds. This definition stresses three points.

First, strategic decisions are fundamental decisions; not low-level ones, as the latter can presumably be performed by normal bureaucratic means. Second, strategic decisions are specified as decisions which affect the whole future of the organization. Third, there are limits to the scope of strategic planning of a political and constitutional kind, which is an immediate difference from a private sector context. Ideally, strategic planning does not subvert normal political or bureaucratic approaches but takes place within them (Bryson and Yang, 2010).

In the early 1980's, Olsen and Eadie (1982) were among the pioneers who argued that strategic planning had a place in the public sector, which could learn much from the private sector about planning.

A more comprehensive account of strategic planning is that provided by Bryson and Yang (2010). Bryson outline ten steps in strategic planning. The Bryson model is

clearly a strategic planning model derived from the private sector, but with some variations to allow for the public sector context.

Application stages of Bryson model of strategic planning

i) Initiate and agree on strategic planning process: Basically, planners and operators must observe this first stage in development planning. The essence of it is to ensure the type of strategic planning to be adopted in the education system.

ii) Identify organizational mandates: The identification of organizational mandate help to guide decision and future actions in the educational development. Thus, effective organizational mandate enhances efficiency and effectiveness of the input, processes, and output of the system.

iii) Clarify organizational missions and values: Organizational missions and values are fundamental for planners and managers to carefully examine both internal and external aspects of the educational system. In fact, the formulation of a good policy for education is predicated on the action plans of organizational mission and values.

iv) Assess the external and internal environments to identify, strengths, weaknesses, opportunities and threats (SWOT): Good planning policy in the education sector will capture both the internal and external environment in relation to strength, weakness, opportunities and threats (SWOT). In planning for the education sector, critical variables like micro-economic and socio-demographic frameworks, quality and relevance of education, cost and financing of the education, managerial and institutional aspect are imperative in the planning process.

v) Identify the strategic issues facing the organizational vision: A vision is a clear, comprehensive "photograph" of an organization at some point in the future. It provides direction because it describes what the organization needs to like, to be successful within the future. Also, a vision describes the what, the desired future, purposes, goals and values. Therefore, planners and managers must take cognizance of the vision both in the medium and long term with a few quantitative and qualitative indicators in their planning process.

vi) Develop effective implementation process: A strategic planning policy should establish a framework for its implementation by giving the main goals and priorities as well as strategies to achieve them. The

implementation process is very fundamental in the sense that it establishes the timing, indicating the necessary resources, functioning capacities, distributing institutional and administrative responsibilities. Therefore, implementation policy in education sector is a good tool for measuring the viability of strategic planning.

vii) Reassess the strategies and strategic planning process: In this process the need for accountability and feedback should be addressed when preparing education plans or programmes. Critical issues surfaces on this, these includes: (a) What can enable us judge and measure whether an objective or expected result is achieved and an activity implementation? (b) How can we assess the achievement of an activity, an output or an objective? (c) What level of result are we going to assess? Thus, key data and information sources for evaluation, review reports, consultants reports, national and international statistics, that is, UNESCO, UNICEF, WORLD BANK and Impact Assessment Report among others.

In totality, Bryson model of strategic planning guarantees assurances that the educational policy could be achieved successfully, if appropriately utilized.

Strategic planning in Nigerian education sector

Strategic planning is a potentially valuable activity as the process can help communicate the units value to institutions, establish priorities, clarify future directions, emphasis on inclusive processes that involve multiple stakeholders and promote coherent between planning and implementation (Albon et al., 2016; Shah, 2013).

Strategic planning in the education sector is the physical product of strategic planning process and embodies the guiding orientation on how to run an education system with a larger national development perspective, which is evolving by nature and often involves constraints. In other words, it describes what the education sector want to achieve in the future and now it plans to get there. The plan for the sector, staff, students and the values embedded in the plan. Furthermore, strategic planning in education provides the vision, values, goals and objectives. These variables help to build community support and subsequently create efficiency and saves resources (Hill and Jones, 2001).

While contributing to the relevance of strategic planning in education, Rufai (2013) observed that in other to meet the ideals of human capital development the federal ministry of education had prepared a roadmap for the development of Nigeria education sector in 2009. She further stated that these strategy plans in education have engender an investment for economic, social and political development; an effective means of developing the full capacities and potentials of human resource, as well as

the development of competent work force through the acquisition of practical life skills relevant to the world of work as a veritable means of developing sound intelligent learning societies, fit and relevant to the 21st century. All these can be achieved through strategic and collaborative partnerships with key stakeholders.

However, Nigerian philosophy of education is based on the following set of beliefs:

- a. Education is an instrument for national development and social change.
- b. Education is vital for the promotion of a progressive and united Nigeria.
- c. Education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society.
- d. Education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, colour, ethnic background and any peculiar individual challenges; and
- e. Education is to be qualitative, comprehensive functional and relevant to the needs of the society.

Pursuant to the commitment of this philosophy, Nigerian education system is structured into:

- Early child care and development aged 0-4 years;
- Basic education aged 5-15 years it encompasses pre-primary 1 year, 6 years primary education and 3 years of junior secondary education;
- Post-basic education of 3 years in senior secondary schools and technical colleges, and
- Tertiary education provided in Colleges of Education, Monotechnics, polytechnics, and the Universities.

To leverage this expectation, the three tiers of government, development partners as much as possible, accommodated and infused in the educational system.

Richardson and Thompson (1999) reiterated that strategic planning is all about enabling environment to achieve and sustain superior overall performance and returns.

According to Starling (2011) strategic planning includes defining the organization's mission, setting its objectives, and developing strategies to enable it to operate successfully in its environment. The basic components of the strategic management process include not only strategic planning but also the implementation and evaluation phases.

Simply put, the processes of strategic planning takes into account the entire decision making process and the issues that an organization faces. Uvah (2005), posited that strategic planning process is as important as the actual plan and its implementation. He further suggested a strategic planning process which includes - plan Design which deals with design stage of a strategic planning exercise and should resolve questions such as who should be responsible for what?

THEORETICAL FRAMEWORK

This study adopted the resource based theory of the firm. Resource Theory is a managerial framework used to determine the strategic resource a firm can exploit to achieve sustainable competitive advantage. Barney (1991) is widely cited as pivotal work in the emergency of resource based theory. In this theory, the competitive advantage and superior performance of an organization is explained by the distinctiveness of its capabilities (Richardson and Thompson, 1999).

The theory further suggest that resources that are valuable, rare difficult to imitate and non-substitutable best position to firm for long term success. These strategic resources can provide firm capacities that can lead to superior performance over time.

Application of the theory

Applying the theory to education sector, it posited that adequate financial resources, natural resources, technology and economics of scale can be fully utilized to create value and performance. Furthermore, the resource based argument is that these resources are increasingly accessible and easy to imitate can contribute immensely in improving the organizational performance of a firm. Thus, with the availability, accessibility of resources via-technology, finance, infrastructure, capacity, assiduously invested in the education sector, optimal result could be achieved.

Also, the theory helps us to understand the education system functions (internal dynamics) and the various contextual factors the environment of the system. The theory in broader senses, specify the relevant of objectives, output strategies, responsibilities and timelines (what, what for, how, who and when) that were usually planning process of the education sector.

Therefore, this theory becomes more relevant because strategic planning has become more complex especially in developing countries involving much diversified and specialized skills and competences in which the education administration are required to acquire the necessary capacities for effective service delivery.

EMPIRICAL REVIEW

Pitfalls of public sector planning arising due to non-compliance of strategic planning were reported by Starling (2011) in his work managing the public sector.

The broad objective of the study was to determine the challenges likely to affect public administrators for not observing strategic planning in their operation.

The paper adopted descriptive survey as a design and content model for its analysis. The findings indicated that organizations that fail to adopt strategic planning in their approach suffer critical setbacks; the paper further

highlighted as the setbacks from non-observance, expecting continuance of the status quo, trying to do too much, getting emotionally involved, overplanning, underplanning, underestimating the importance of organizational structure, discounting details, ignoring unintended consequences. The implications of the study were that public sector that failed to adopt strategic planning suffers the above difficulties in actualizing their objectives. This situation is currently in line with the public sectors in Nigeria particularly the education sector.

In a similar view, Haden (2010) identified that lack of leadership, lack of momentum in the short term are also the challenges facing strategic planning in Nigeria.

Edward III (1980) observed that communication is an essential ingredient for effective implementation of public policy and programmes. Through communication, orders to implement policies and programmes are expected to be transmitted to the appropriate personnel in a clear manner while such orders must be accurate and consistent. Makinde (2005), as documented by Onah (2012) little attention is paid to the subject of programme implementation by the decision makers while it is often taken for granted that once a policy or programme is adopted by the government, it must be implemented and the desired goals achieved.

Commenting on the challenges of strategic planning in public sector, Ogunna (1996) posits that given the increasing reliance on multiple bureaucracies, information and feedback is essential to gauge the degree of interagency and intergovernmental co-operation and conflict. Success planning and programmes implementation requires a great deal of accurate information.

Furthermore, Makinde (2005) identified that stakeholders that are involved in policy making most times fail to take cognizance of some environmental variables which include social, political, economic and administrative variables when analyzing and planning policy and programme formulation and implementation. Failure to take these variables into consideration may also spell doom to policy implementation. In addition to the problems highlighted above, there are other challenges that negatively influence programme implementation. Among them are: over-ambitious policy/programme goals, choice of inappropriate organizational structure in implementation of programmes, bribery and corruption, favoritism, ethnic influence, terrorism in some parts of the country, inadequacy of funds, unqualified staff personnel, lack of appropriate technology for implementation, inadequate data, absence of full community involvement, conflicts of pressure groups (Sheridan, 1998, Purcell, 2011).

These problems contribute to lack of effective planning and implementation of programmes at the local government level. Nebo (2010) analyzing the challenges of the education sector in Nigeria observed that from June (2004-2009), that the frequent change of ministers

of education has tenaciously affected the educational goal of the country. The cause of these frequent changes is due to non-observance of strategic planning in the system, while the implication is crisis ridden, policy somersault in the education sector.

Collaborating on the challenges of education, Kwesili (2004) observed that lack of strategic planning in the education sector has brought danger in producing miscreants, the disaffected and rejected, the misdirected, the unlearned, the angry, the wronged, agitated and hopeless products

CRITIQUE ON THE DISCOURSE

The position views and ideas of the scholars on strategic planning in public sector in Nigeria, problems, challenges and benefits were dutifully reviewed in the literature of this study. Some of the scholars and researchers whose works and studies were reviewed include Onah (2012, 2014) which evaluated the impact of planning at the local government level.

Nebo (2010) whose work reviewed the challenges of collapsed education system in Nigeria, observed that the output of our educational system are lamentable and they are pervasive that public education sector at the primary, secondary and tertiary is pitiful, ill-equipped and poorly motivated due to non-observance of strategic planning. Others are Ogunna (1996), whose work talk of lack of information intelligence affects strategic planning in organization.

Khosa (2003) and Makinde (2005) all emphasized that organization suffers a lot from the absence of a people with strategic planning and delivering process.

Kwesili (2004) lamented that the crumbling infrastructure, inadequate capital investment, cultism, exam malpractice, student abuse, system abuse, brain drain and other social upheavals affecting the education sector was as a result of poor strategic planning.

Other typologies includes the works of Usoro (1983), Boyne and Walker (2010), Wheenlen and Hunger (1995), Wechsler and Backoff (1987), Stevens and McGowan (1983), Starling (2011), Conyers and Hills (1984); Richardson and Thompson (1999) and Haden (2010). Indeed, a synthesis of the above reviewed related literature shows that the scholars acknowledged the superlative and remarkable benefit and challenges accruable from strategic planning in public sector organization.

As documented in this work on which this study is anchored is base resource theory; considering the stimulating and captivating analysis of this theory, especially for the fact that it underscores the competitive advantages and superior performance of public sector organization adopting strategic planning. The position of the base theory confirmed the conclusion of Nebo (2010) that strategic planning is an indispensable framework for

educational sector success in Nigeria.

Equally, Kwesili (2004) on 7 point agenda of Late Yar'adua collaborated that there is need to constitute a committee on education to review the education challenges, benefits and prospects in Nigeria using a strategic planning approach. Analyzing the relevance of the same theory on education sector, Uvah (2005) posited that strategic planning can help institution to clearly define their purpose in a mission statement, provide a framework for decision making throughout the institution, revale and clarify future opportunities and trait, provide a base for measuring performance and increase productivity from increased efficiency and effectiveness.

Although, critics of this theory have postulated that the core position of this theory sees resources as strategically valuable, rare, inimitable and organizational embedded as sources of competitive advantage is not scientifically proved (Sanchez, 2008). This theoretical argument did not prevent the operational benefit of strategic planning in organization.

DISCUSSION

A comprehensive synthesis of the discourse shows the fundamental issues. First, strategic planning in education sector provides a significant impact towards its growth and development. This findings is in line with the views of Chang (2008) who posited that strategic planning in education helps in not only changing the expected results and ultimate goals but ensure balanced decision-making process and prudent utilization of resources. Also, the finding shows that successful strategic planning in the education sector administration relates to "upstream" which consist of: system analysis; policy formulation and action plan.

Equally, it is observed that through strategic planning policy direction are translated into executable measurable and accountable action. This is corroborated with the work of (Chang, 2008) who posited that in the education, the management operations. Further analysis reveals that poor strategic planning in education sector affects efficiency and effectiveness particularly students' performance, teaching and learning, research and development and capacity building. It was also observed that poor strategic planning occurs when the key performance indicators are lacking, incompetence with fragile information technology, weak performance appraisal and poor financial support among others. These views were in line with the studies of Pella et al. (2013), whose research studies were based on poor strategy implementation.

Conclusion

The study utilized secondary data to address the stated objectives and succeeded in establishing a relationship

between strategic planning and educational sector performance in Nigeria. Reinstating the explanation of the study, findings averred that strategic planning would enhance and strengthen efficiency and effectiveness in the development of the education sector. It upheld that the failure associated with sector today is as a result of defective or lack of strategic planning which has given negative implications to the overall growth and development of education in the country.

RECOMMENDATIONS

From the result of the data analysis and subsequent findings by the researchers, the paper recommends that:

1. It is very important for the educational sector to take strategic planning as a very vital tool for efficiency and effectiveness with component of straight forwardness, balanced decision-making, establishing priorities, clarifying, future direction and improving organizational performance.
2. Congruence between planning and implementation is important in contemporary approaches to strategic planning in the education sector, thus, the study recommends a measurable short-time and long term performance indicators as a central component of planning process.
3. The application of strategic planning processes such as sector analysis, policy analysis, action planning and monitoring and evaluation should be reinvigorated to create efficiency and stability in organization.

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