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ACHIEVING NATIONAL SUSTAINABLE DEVELOPMENT THROUGH EDUCATIONAL PLANNING AND ADMINISTRATION IN NIGERIA: THE HARSH REALITY

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ABSTRACT

It is axiomatic that the difference between setting a goal and achieving it is in having a good plan and working it. Educational planning and administration are critical for any country's growth and development, regardless of its name or form of recognition. It is also a requirement for national sustainable development. Thus, this paper examines the concepts of administration, planning, and education as well as educational administration and planning. While looking at the major concerns of educational planning and administration in Nigeria, the understanding of national development was brought to light. In this paper, the roles of educational planners in planning for national development were x-rayed alongside the human development index and indices for national development without jettisoning the trends in health, poverty rate, and economic growth in Nigeria as measures of national development. Going by the channels through which health translates to poverty reduction and economic growth as expressed in the paper, the possible ways to achieve sustainable development were also examined to note that efforts to make educational planning and administration contribute meaningfully to sustainable development must be gradually and systematically shifted away from a politicised approach and towards a more analytical approach that recognises the complexities of the country.

Keywords*:* Planning, administration, educational planning and administration, national development, national sustainable development

Introduction

It is a truism that educational administration and planning are essential for the growth and development of any organization or country, regardless of its name or form of recognition. In that sense, a country that is committed to the development of appropriate managerial skills, abilities, and competences so that future educational administrators have a better understanding of human behaviour and interrelationships would prioritize educational administration and planning and make it a watchword in theory and practice. Educational management, which is the umbrella of educational administration and planning, in general, is concerned with the effective training of leaders who can shape, manage and adapt to change in educational institutions in the globalised world where rapid development and changes are experienced. Of particular note and interest is educational planning, which is not only foundational to all other areas of development but also germane to the theme of this paper. Also, important to the

discussion is national sustainable development, and an attempt is to be made to juxtapose the two phenomena: educational administration and planning and national sustainable development. However, for a start, this paper proposes that educational administration and planning must be examined from the point of view of applicability and functionality to make it meaningful and achieve the purpose of national development. The main question that the paper then addresses is the presence and availability of the required number of educational administrators and planners so that national sustainable development can be achieved.

Perspectives of Educational Administration and Planning

Similar to a phenomenon of its like, the term educational administration as an integral part of educational management has been variously defined, described, explained, characterized and categorised; ditto for educational planning. For the purpose of brevity and being economical with words, a few of these scholarly expressions on administration, planning, educational administration, and planning will here be presented and summarised. An administration is considered to be the guidance, leadership, and control of the efforts of a group of people towards common goals. Such efforts may be decision-making, programming, communicating relevant information, controlling, and evaluating various actions. Administration is also a conscientious effort directed towards organizing and controlling human activities in order to achieve desired goals. Administration may, therefore, be defined as the organization, direction, and control of people and facilities in order to achieve specified goals. According to Abari and Mohammed (2006), the main variables in all of the definitions of administration revolve around the accomplishment of organizational goals and cooperative effort as a means of goal accomplishment.

With respect to planning, it is an important element in administration as it involves a detailed arrangement of material and human resources needed to achieve a desired goal. Every successful human activity must have had some elements of planning or must have been planned ahead of time (Olaniyonu & Gbenu, 2016). Planning is the process of deciding in advance what to do, how to do it, who to do it for, for whom to do it for, and who should do it. Apparently, planning is an intelligent preparation for future action and which bridges the gap between where we are now and where we intend to go. Thus, education is seen as a continuous process in life that begins right from one's birth to death (Olaniyonu & Gbenu, 2016). Simply put, according to the definition, it's the process of training and developing the knowledge, skills, mind, and character of people. Education is one of the most important aspects of human capital because it gives individuals with the knowledge and skills they need to be responsible and self-sufficient (Akinyemi, Amaechi & Etoh, 2022). It is a key to economic growth and development, enhanced welfare, and economic transformation. In the words of Abari, Mohammed and Gbenu (2008), education is defined as involving organised and sustained communication designed to bring about learning (UNESCO, 1987). Organized is defined to mean planned in a pattern or sequence with explicit or implicit aims. It involves a providing agency (person or persons or body) which sets up the learning

environment and a method of teaching through which the communication is organised. Sustained means the learning experience has the elements of duration and continuity. Communication is a relationship between two or more people involving the transfer of information in the form of messages, ideas, knowledge, strategies, skills, and so forth.

However, educational administration is a service activity or tool through which the major objectives of education can be achieved. It is the activities of educational organizations directed towards the accomplishment of the goals of teaching-learning (Abari & Mohammed, 2006). Educational administration is defined as a process through which school administrators arrange and co-ordinate the resources available to education for the purpose of achieving the goals of the educational system (Adepoju, 2018). According to the author, educational administration is the process of bringing people and materials together for effective and functional teaching and learning in the school. Apparently, the focus of educational administration is the enhancement of teaching and learning. Conversely, educational planning strives to research, develop, implement, and advance policies, programmes, and reforms within educational institutions. With reference to Coombs, Olaniyonu and Adekoya (1997), as quoted in Olaniyonu and Gbenu (2016), educational planning, "in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society". From the description given by these authors, educational planning embraces the planning of the educational institution and school plants as well as the personnel. Educational planning is the activity that allows the public authorities to orient educational development and identify priority intervention (Caillods, 2015).

Historically, educational planning was considered a necessity for newly independent countries like Nigeria to go ahead fast and systematically with their human resource development in the early 1960s. When Ministry of Education planning units were established, however, they were heavily reliant on outside experts (Olaniyonu & Gbenu, 2016). After a serious crisis of confidence in the 1980s, educational planning in Nigeria has progressively progressed and experienced a major transformation: it has become more participative, flexible, less technocratic, and diversified. It has shifted its focus from what it had been for a long time – infrastructure planning, increased access, and increased efficiency – to becoming more strategic and addressing a variety of key issues in the educational system, including quality, inequality, and factors influencing demand for schooling (Caillods, 2015).

Understanding National Development

National development can be defined as a broad, holistic, totalistic, and multidisciplinary concept that is also dynamic, revolutionary, qualitative, and quantitative (Abari, 2019). From the aforementioned characteristics, it is clear that national development is the overall, total, all-around, and balanced change in a nation's growth and development, resulting in societal transformation and transfiguration in all facets, dimensions, and ramifications, such as

social, economic, cultural, political, educational, scientific, technological, and religious, and so on. Meanwhile, development centres on change and growth that is steady and systematic in all aspects of a society. According to the Society for International Development (2021), "development is a process that creates growth, progress, positive change, or the addition of physical, economic, environmental, social, and demographic components". In fact, development is a concept used to measure human comfort and satisfaction (Uriah & Wosu, 2012). As a result, unlike growth, development is about people and how their lives and institutions can get better (Igbafe & Ihonvbere, in Abari, 2019), and also a rise in the level and quality of life of the people, and the creation of employment opportunities, without damaging the resources of a society (SID, 2021). In addition, while Uriah and Wosu (2012) opined that development is thought to be of the people, by the people, and for the people, Nyerere, in Onyenemezu and Okanezi (2013), posits that development is of man, by man, and for man. Abari (2019) also states that development is also a kind of change that is defined in the direction of capacity building towards self-sustenance, growth, and self-fulfillment as it affects individuals or institutions in a society. One would then see that national development is about the quality of life of the citizens and people of a country, and it encapsulates such measures and parameters as:

a) Development through a planned national economy;
b) increase in agricultural production through the application of modern technical know-how;
c) harnessing industrial production;
d) human resource development;
e) application of science and technology in the production sector.
f) The provision of various facilities to meet the needs and aspirations of the disadvantaged, deprived, and poorest segments of the population (Bawa, 2019).

Similarly, while noting that national development is a country's ability to increase its people's social welfare, Sarma (2018) noted that the United Nations Organization (UNO) listed the determinants for national development as follows in 1971:

i. equal living standards for all.
ii. an equal share of all profits;
iii. equal distribution of income and capital;
iv. expansion of facilities regarding education, health, shelter, and social welfare;
v. preservation of the environment.

However, Sarma (2018) separately identifies the factors affecting national development as economic, political, social, increasing population, socio-cultural, modernization, and psychological.

Major Concerns of Educational Planning and Administration in Nigeria

Educational planning is highly concerned about the following, which essentially form its components, according to Olaniyonu and Gbenu (2016). These include:

i. Reliable and up-to-date educational statistics.
ii. Supply and demand for teachers (both in quality and quantity).
iii. Adequate financing of the education system.

iv. School buildings (good designs, construction, equipment and adequate maintenance programmes).
v. Curriculum development (to the taste of the students and society).
vi. Educational materials, in sufficient quantity while not neglecting quality.
vii. An expansion model is to be used in particular for projection.
viii. The system's educational relevance to the country's political, economic, social, and cultural values.
ix. An integrated implementation (requiring public support) and
x. The legal framework for educational planning

The Roles of Educational Planners in Planning the Plan for National Development

Every country's education policy establishes educational goals and objectives. Goals and objectives are used as a starting point by educational planners, who then translate them into actionable tasks over a period of time. They also make a cost estimate for the resources required for implementation. Educational planners are expected to play the following duties in this regard in order to provide a realistic plan for the effective and efficient administration of their economy's educational sector (Emechebe, 2008). They are expected to:

Consider those who need to be involved in the planning process. They are responsible for ensuring that important decision-makers are represented on the planning committee. Education Ministers, Commissioners of Education, Directors in the Ministry of Education, Vice Chancellors of Universities, University Deans, teachers at all levels (primary, secondary, and tertiary), and members of civil society in various sectors of the economy are some of the key decision-makers in education.

Review past educational plans. They should examine why previous educational strategies were successful or unsuccessful. This will assist them in deriving valuable lessons from their previous experiences.

Consider the sequence of planning activities. Planners should make sure that each stage of the planning process has appropriate time.

Diagnosis of the educational system. The educational system will be diagnosed using the following methods:

i. A situational study of the educational system utilizing data from various sources such as annual census data from the educational system, national, state, and regional education reports, financial records, and so on.
ii. Examining trends in enrolment patterns, teacher deployment, and educational funding at various levels.
iii. Forecasting critical input and resource requirements. Educational planners forecast future important input and resource requirements, particularly in the areas of enrolment, teacher, and financial predictions.

Setting the goals and targets. To address the concerns revealed in the diagnostic, goals and targets are developed. The objectives should be in line with national education policies. The goals must be measurable, practical, and attainable within the time limit allotted.

Consideration of the options available to achieve the goals and targets. The planners should analyze the possibilities available to attain the goals and targets after they have been established. In terms of effectiveness and value for money, the solutions must be cost-effective.

Implementation design. Educational planners should emphasize the following in the implementation design: the activities that must be completed, the personnel responsible, the human, physical, and financial resources required, precise costing, the timetable, and the indicators that will aid in progress measurement.

The design of the format for monitoring the implementation of the plan. The format should include the indicators to be used, the reporting timeframe, and the monitoring cost. Appropriate monitoring, according to (PEPP, 1998, cited in, Emechebe, 2008), provides:

i. An immediate signal when the plan implementation is off track.
ii. Aids in maintaining a critical path.
iii. Aids in identifying unforeseen elements and situations.
iv. Records information for evaluation and future planning, and
v. Provides a basis for decision-making.

In addition, a good indication allows you to track how you're doing in relation to your goals. It also identifies situations that are harmful or inappropriate.

Financing the plan. The financial cost should include all educational costs for the plan period. Planners should estimate the total cost of education at all levels for the plan's years of implementation.

The Human Development Index and National Development Indices

The Human Development Index compares life expectancy, literacy, education, and living standards among countries (Wikipedia, 2022). It is a widely used metric for assessing well-being, used to determine if a country is developed, developing, or undeveloped, as well as to assess how economic policies affect people's quality of life.

Table 1 shows the list of selected African countries by Human Development Index classified into four: Very High, High, Medium, and Low Human Development Indices for 2019.

Table 1: Relative Position of Selected African Countries by Human Development Index for 2019

Africa rank	Global rank	Country	HDI value	2022 Population	Status
1	66	Mauritius	0.804	1,274,727	**Very high**
2	67	Seychelles	0.796	99,426	**High**
3	91	Algeria	0.748	45,350,148	**High**
4	95	Tunisia	0.740	12,046,656	**High**
5	100	Botswana	0.735	2,441,162	**High**
6	105	Libya	0.724	7,040,745	**High**
7	114	South Africa	0.709	60,756,135	**High**
8	116	Egypt	0.707	106,156,692	**High**
9	119	Gabon	0.703	2,331,533	**High**
10	121	Morocco	0.686	37,772,756	**Medium**
11	126	Cape Verde	0.665	Not Available	**Medium**
12	130	Namibia	0.646	2,633,874	**Medium**
13	135	São Tomé and Príncipe	0.625	227,679	**Medium**
14	138	Eswatini	0.611	1,184,817	**Medium**
15	138	Ghana	0.611	32,395,450	**Medium**

16	143	Kenya	0.601	56,215,221	**Medium**
17	145	Equatorial Guinea	0.592	1,496,662	**Medium**
18	146	Zambia	0.584	19,470,234	**Medium**
19	148	Angola	0.581	35,027,343	**Medium**
20	149	Republic of the Congo	0.574	5,797,805	**Medium**
21	150	Zimbabwe	0.571	15,331,428	**Medium**
22	153	Cameroon	0.563	27,911,548	**Medium**
23	156	Comoros	0.554	907,419	**Medium**
24	157	Mauritania	0.546	4,901,981	**Low**
25	158	Benin	0.545	12,784,726	**Low**
26	159	Uganda	0.544	48,432,863	**Low**
27	160	Rwanda	0.543	13,600,464	**Low**
28	161	Nigeria	0.539	216,746,934	**Low**

Source: Human Development Index Report (2020); & World Population Review (2022)

The Human Development Index Report 2020 for Nigeria is clearly unfavourable, as seen in Table 1. The problem was made worse by the world ranking in 2013. Indeed, "the United Nations Development Programme (UNDP) has said that Nigeria is not one of the African countries registering notable development in its Human Development Index," according to Paul (2013) in Abari, Mohammed, and Gbenu (2013). According to the agency's 2020 Human Development Index (HDI) Report, Equatorial Guinea, Burkina Faso, Gambia, Guinea-Bissau, Ethiopia, Djibouti, Uganda, Kenya, Eswatini, Morocco, Gabon, Egypt, and the Seychelles were among the African countries that made the most progress in HDI improvement since 2018. Nigeria was ranked 161 out of 189 countries having a low development index in the report.

Nigeria's HDI rating improved by 19.8 percent from 0.450 to 0.539 between 2003 and 2019. Nigeria's life expectancy at birth increased by 7.4 years between 2003 and 2019. The average years of schooling climbed by 1.4 years, and the predicted years of schooling increased by 1.5 years. Between 2003 and 2019, Nigeria's GNI per capita climbed by roughly 47.0 percent, as stated by the UNDP's (2020) Report.

Trends in Health, Poverty Incidence, and Economic Growth in Nigeria as Measures of National Development

Most African countries have undertaken deliberate efforts to achieve long-term development, but these efforts have been hampered by extreme poverty, which remains a significant barrier (Bigsten & Shimeless, 2007 cited in Emechebe, 2008). Africa's poverty has been blamed on conflicts, ineffective policies, a lack of human capital, poor governance, and weak institutions (Emechebe, 2008). The majority of African countries have started large-scale development programs to alleviate poverty and improve everyone's quality of life. The New Partnership for African Development (NEPAD) is an example of such a strategy, in which African countries pool their resources to combat poverty and achieve long-term economic development. As a result, NEPAD is a commitment by African leaders to end poverty and provide a framework for long-term development that will benefit all

African countries (United Nations, 2004). Aside from this collaborative effort, African countries have developed national programmes aimed at achieving long-term economic, social, and environmental development.

However, this paper uses a 10-year average point interval to portray Nigeria's health, poverty rate, and economic growth from 1980 to 2018. From 1980 to 2017, Figure 1 displays the trend in life expectancy in Nigeria, Sub-Saharan Africa, and the world as a whole. When comparing Nigeria's average life expectancy to that of the region and the rest of the world, the indicator shows that the country's health has improved slightly. In 1980, the average life expectancy in Nigeria was 42.9 years, compared to 46.3 and 60.7 years in Sub-Saharan Africa and the rest of the world, respectively. Nigeria, on the other hand, saw a 6.8% rise in life expectancy by 1990, compared to Sub-Saharan Africa (6.3%) and the global average (5.5%). However, the moderate improvement in health is insufficient to eliminate poverty in Nigeria, as poverty levels continue to climb (see Fig. 2), necessitating more improvements in health. As illustrated in Fig. 1, global life expectancy has remained stable, with Sub-Saharan Africa and Nigeria coming in second and third, respectively (Lawanson & Umar, 2021).

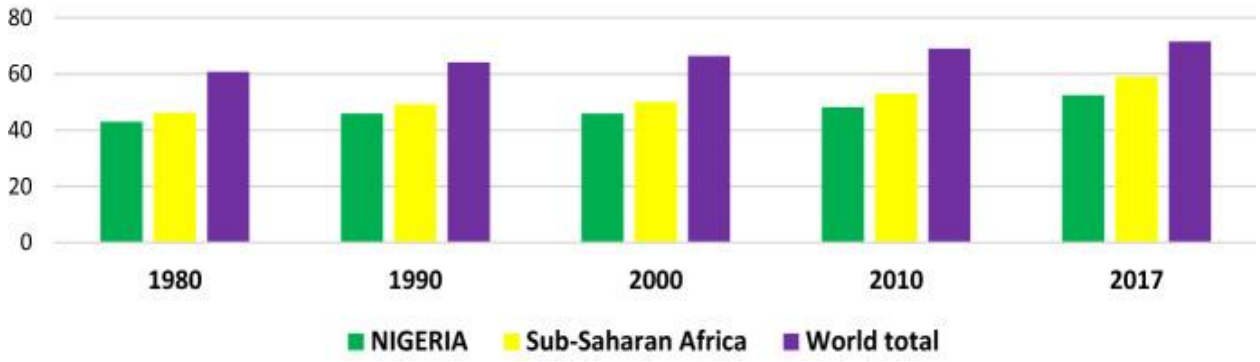


Figure 1: Trend in life expectancy (1980–2017).
Source: Adopted in Lawanson and Umar (2021).

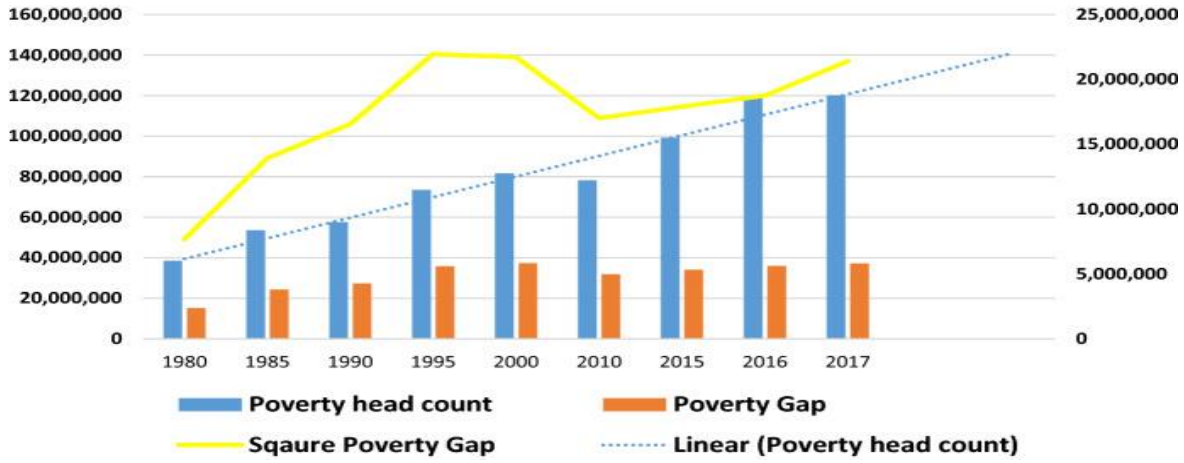


Figure 2: Poverty trend in Nigeria (1980–2017).
Source: Adopted in Lawanson and Umar (2021).

The state of one's health has the potential to influence one's level of poverty. Improvements in health may indicate increased longevity, better employment, and increased savings as a result of increased output per capita, all of which have an impact on people's well-being and economic performance (Weil, 2007 quoted in Lawanson & Umar, 2021). Using a $1.90 per person poverty level based on 2011 Purchasing Power Parity, Fig. 2 depicts the trend in poverty incidence. Nigeria's poor status has deteriorated, as evidenced by the pattern. According to government figures from 1980, 46.18 percent of the population lived in poverty (73 million people). The number of people living in poverty had risen to 92 million (55.81 percent) by 2005. According to recent estimates, Nigeria has a population of over 120 million people (64.61 percent) and is the world's poorest country, with 4/10 people entering and exiting poverty every minute (World Bank, 2018). The recent poor condition in Nigeria may be linked to a drop in human development indicators, which has severe consequences for Nigeria's macroeconomic indicators.

As shown in Figure 2, the trends in poverty indicators in Nigeria demonstrate that the number of people living in poverty is increasing, while the squared poverty gap, which measures inequality, is inverted U-shaped. Poverty, health-care costs, and instability are all on the rise, which could be linked to a declining level of human capital development. "Human capital development is a means to an end, not an end in itself," (Sen, 1999 in Lawanson & Umar, 2021). Development (poverty reduction) is the goal. Poverty reduction may imply that people have more financial means to engage in economic activities that stimulate growth. Other factors include: poor macroeconomic and monetary policies as a result of the Naira's depreciation in relation to foreign currencies, globalization, which entails trade liberalization, bad governance/leadership, corruption, which is a serious problem in the country, high unemployment, inflation, low productive capacity exacerbated by the country's high population, and environmental

degradation (Abari, Mohammed & Gbenu, 2013). The inverted U-shaped square poverty gap for Nigeria illustrates that as a country's per capita income develops, the inequality in income distribution climbs in the early stages of development, then reduces after hitting a high at the middle level. To put it another way, when countries attempt to grow, both per capita income and income inequality rise at first, then begin to drop once they reach their maximum level, even as per capita income rises even higher. This means that income disparity is influenced by the level of national per capita income to some extent.

Meanwhile, improvements in human capital development, among other macroeconomic indicators, may aid in the reduction of poverty and the promotion of economic growth. Figure 3 depicts the pattern of Nigeria's economic growth. Figure 3 depicts average GDP per capita (in constant US dollars) and average GDP growth (in yearly percent) during a 10-year period. Nigeria's GDP growth has been erratic throughout the last few years. By 1980, the economy had a stronger prognosis based on GDP growth of 6.9%, compared to 4.2 and 4.3 percent for Sub-Saharan Africa and global total GDP growth, respectively. Nigeria had a bleak economic outlook in 1990, with a negative economic growth rate of 1.4 percent, while the global total and Sub-Saharan Africa GDP growth rates remained positive at 3.0 and 1.4 percent, respectively. Since 1990, the economy has been on a steady upward trajectory. When the world total and Sub-Saharan Africa growth rates were 2.8 and 5.6 percent, respectively, in 2010, Nigeria's GDP growth rate reached 8.9%. However, since 2010, the global total has remained largely steady, although Nigeria's and Sub-Saharan Africa's growth rates have been declining (Lawanson & Umar, 2021).

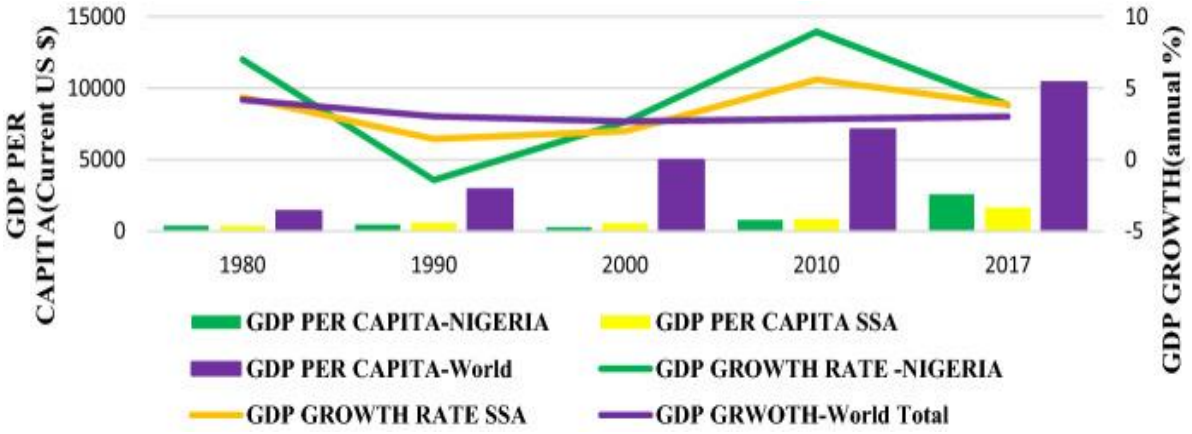


Figure 3: Trend in GDP per capita and GDP growth rate 1980–2017.
Source: Adopted in Lawanson and Umar (2021).

In a similar vein, a comparison of GDP per capita demonstrated a constant upward trend. Above Nigeria and Sub-Saharan Africa, the global total has remained continuously high. Nigeria's per capita GDP is nearly equal to that of Sub-Saharan Africa, with the exception of 2017, when Nigeria overtook Sub-Saharan Africa.

Despite the fact that Nigeria's per capita income has been rising, human development indicators have remained low. Nigeria is classed as a low-human-development country, with a 2018 score of 157 out of 189 countries, according to the human development index (United Nations, 2018). As a result, an increase in health (life expectancy) is a significant component of the human development index, which could have repercussions for Nigeria's poverty reduction and economic growth.

It appears that national development is best achieved through development planning and thus through a "country's policies, plans, programs, and projects, as well as other collection of strategies mapped out by the government" (Lawal & Oluwatoyin, in Abari, 2019) for successful implementation by leaders who are committed and have the good will to avoid corruption. Because education, the mother of all professions and occupations, falls squarely on the shoulders of all other sectors of a country, educational administration and planning is one of these methods and/or programs for achieving national development. Because education is at the heart of everything, educational administration and planning are as critical to national development as breathing is to life.

Channels through which Health Translates to Poverty Reduction and Economic Growth

The connections between improved health, poverty reduction, and economic growth are complex. An increase in health investment has a direct impact on economic growth, as seen in Fig. 4. Given the claim that health is wealth, the key route studied in this study is the flow through poverty reduction. Improvements in health outcomes like as life expectancy, under-5 years' mortality, and maternal mortality, which increase human capital development and poverty reduction, could have an indirect impact on economic growth. Furthermore, better health can lead to longer life, which allows people to work longer hours, earn more money, and aid in appropriate learning and rational thinking, all of which can help people escape poverty. Given that poverty is defined as a range of capabilities deprivation, health improvement is a metric of strengthening human capabilities and poverty reduction (United Nations, 1990 quoted in Lawanson, & Umar, 2021). Because it contributes to poverty alleviation by boosting worker productivity, which translates to the prospect of greater earnings with a positive multiplier effect on well-being, health can be considered an output or growth determining factor. The amount of poverty has a stronger impact on the country's population's ability to be productive.

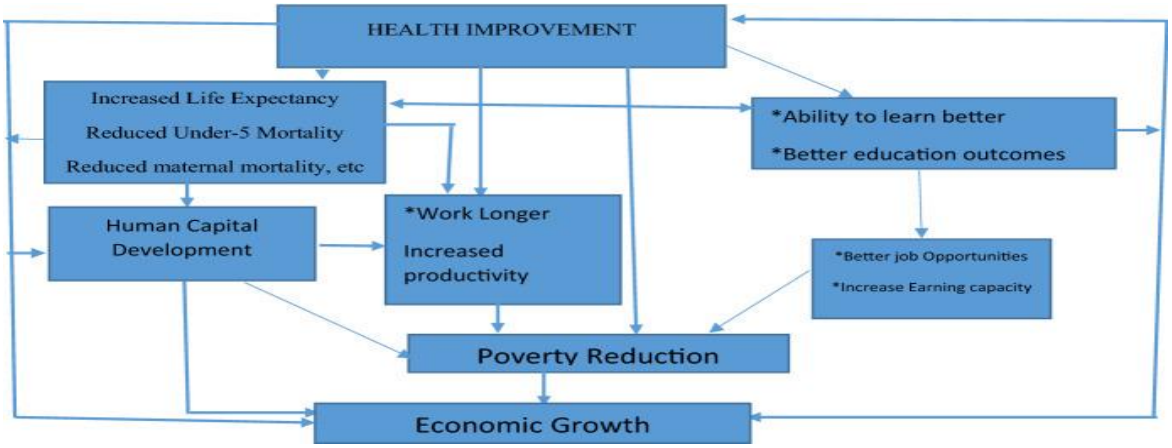


Figure 4: Transmission channels health flows to poverty and economic growth.
Source: Adopted in Lawanson and Umar (2021).

National Sustainable Development through Educational Administration and Planning

The importance of national development cannot be disputed just like national sustainable development is a must. Sustainable development is a broad-based concept that impinges on all sectors and activities of national development. Sustainable development according to Bruntland (1987), as cited by Illo, Lawal and Akinyemi (2020), "is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs". While "sustainability is often thought of as a long-term goal, sustainable development refers to the many processes and pathways to achieve it" (UNESCO, 2013). National sustainable development is a coordinated, participatory and iterative process of thoughts and actions to achieve economic, environmental and social objectives in a balanced and integrative manner (United Nations Department of Economic and Social Affairs, 2002). Sustainable development aims to promote development that minimizes environmental problems and meets the requirements of the current generation without jeopardizing the environment's quality for future generations.

According to Byju (2022), sustainable development can be achieved if the following points are followed:

i. Human capability must be improved through better education and healthcare, which will result in improved quality of life and better environmental judgments.
ii. Consumption and production should be handled appropriately to avoid wastage.
iii. Decarbonize the energy system so that everyone has access to clean, affordable energy.
iv. Ensuring that people have access to safe drinking water and nutritious food.
v. Preventing environmental degradation as a result of human activities.
vi. Developing smart infrastructure to effectively control the population.
vii. Responsible use of information technology to support sustainable development.

However, UNESCO defined sustainable development as having four dimensions: society, environment, culture, and economics, all of which are intertwined and not distinct. Sustainability is a paradigm for thinking about the future in which environmental, societal and economic considerations are balanced in the pursuit of an improved quality of life. For example, a prosperous society relies on a healthy environment to provide food and resources, safe drinking water and clean air for its citizens. Thus, "sustainable development is conceptualized as human progress that meets the needs of the present generation without compromising the ability of future generations to meet their town goals" (Ugwu & Ijah, in Onyenemezu & Okanezi, 2013). The significance of sustainable development appears to be found in the focus on long-term development, although for today and tomorrow. As a result, national sustainable development must be addressed head-on and in a systematic manner, using all of the resources and tactics available. Thus, Abraham, in Abari (2019), "submits that sustainable development mantra enjoins current generations to take a systematic approach to growth and development and to manage natural, produced and social capital for the welfare of their own and future generations in a system that connects space; and a system that connects time". Notable amongst the means, strategies and systems for national sustainable development is education and, hence educational administration and planning.

Educational planning's unique place in long-term national development is based on the observation that it is a fundamental and effective procedure for bringing about positive changes, development, improvement, or refinement in all aspects of man's existence now and in the future. By addressing essential issues, conditions, constraints, and determinants in education, education planning ensures the nation's success. The major goal of education is human capital development, according to Uriah and Wosu (2012), cited in Abari (2019). Indeed, sustainable development resembles and is "fundamentally viewed as an educational concept" (Onyenemezu & Okanezi, 2013). And, Umoh, in Boyi (2013), "refers to education and sustainable development as two sides of the same coin" being "interwoven, intertwined, and interconnected". Thus, in its National Policy on Education, the Federal Republic of Nigeria (2013) states that "education shall continue to be highly prioritized in national development plans because education is the most important instrument of change; any fundamental change in the intellectual and social outlook of any society must be preceded by an education revolution".

At this point, it's critical to note that efforts to make educational planning contribute meaningfully to long-term national development should gradually and systematically shift away from a politicized approach and toward a more analytical approach that recognizes the complexities of educational planning. As a result, educational administration and planning for long-term national development must be both organized, coordinated, and systematic as well as objective, productive, and functional.

Conclusion

Since education is accorded the responsibility of leading nations to sustainable economic development, Nigeria should increase her spending on education so as to produce a

more educated labour force capable of propelling the economy into more sustainable national development. This calls for the development of comprehensive and sustainable educational plans and their effective implementation and monitoring through educational administration and planning. Educational planners should, therefore, integrate into educational plans the quality education that would make the recipients creators of jobs rather than job-seekers. Hence, education, in whatever form, is paramount for the survival of the Nigerian economy; proper management of disease, improved infrastructure, and increased per capita income, among others, which are indices of developed economies, can only be attained and sustained through education.

Recommendations

The following recommendations are put forth based on the points canvassed in this paper.

i. Educational planners and administrators are expected to develop realistic plans that will aid in the successful and efficient management of the educational system at all levels. To accomplish this, a secure environment must be provided to improve the productive capacity of these officials, which has been harmed by the security brouhaha/saga, in order to identify and prioritize issues and, as a result, make critical links between real needs and policy options within the context of larger national development programmes.

ii. Individual learners should be able to act sustainably in complicated situations, which may force them to take new paths and participate in socio-political processes in order to move their societies toward sustainable development.

iii. For long-term national development, educational planning and administration should be viewed as an important aspect of quality education, since it is inherent in the concept of lifelong learning and allows public authorities to direct educational progress as well as entity priority intervention.

iv. It is the obligation of all educational institutions, from pre-school to tertiary education, as well as non-formal and informal education, to deal intensively with issues of sustainable national development and to support the development of sustainability competencies.

v. Educational institutions' content or curriculum should be capable of creating knowledgeable, competent, creative, and globally competitive graduates with the goal of turning the country (Nigeria) around economically and health-wise.

vi. Nigeria needs access to high-quality basic education, as well as general, technical, and vocational education, to break free from the constraints of poverty, disease, and unemployment, as well as low and low-quality productivity. Technical, entrepreneurship, and vocational education should become a requirement in all aspects of the Nigerian educational system in the near future.

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