

The Effect of Educational Planning on the Growth of Selected Private Universities in Eastern Nigeria

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ABSTRACT

This paper studied the need for educational planning for the growth of private universities in Nigeria, taking a critical look at its benefits to the Nigerian university's system. The study adopted a survey design and also an interpretive research methodology, taking advantage of questionnaire as tool for data collection from sample of 297 staff of randomly selected three private universities (Renaissance University, Ugbawka, Enugu State; Evangel University, Akaeze, Ebonyi State & Hezekiah University, Umudi, Imo State) in Eastern, Nigeria. After a very careful examination, the results indicated that educational planning in terms of academic and administration positively affected the growth of private universities in Nigeria. The study advocates that the managements of private universities should be resolute in conforming to best international standard practices when making educational plan. This will enable private universities to compete globally and achieve international recognition.

Keywords: Educational Planning, University Management, Private Universities, Academic Plans.

1.1 INTRODUCTION

Educational planning involves a systematic and scientific set of decisions for future action with the aim of achieving set out educational goals and objectives through optimal use of scarce resources. This implies that educational planning provides the tool for coordinating and controlling the direction of the different components of an educational enterprise so that educational objectives can be achieved (Adepoju, 2010).

All over the world, education is regarded as the key to the development of any nation. It is the tool for a country's political, economic, social, technological, and educational development (Akpan, 2012). For education to play its key role in the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize the development of a nation for decades. Planning means deciding in advance what is to be done, when to do it, where to do it, how to do it and who is to do it in order to achieve predetermined goals and objectives (Akpan, 2012).

The process of the university education planning and evaluation became a necessity in the current societies because of the development that it brings to them. Planning is a continuous progressively process in all educational institution to cope with the huge technological development. Planning became the focal point to face all internal and external challenges that the educational institutions most adapt to, implying that all educational programs must be compatible with internal and external environments. The academic accreditation decides the

quality of the higher education institutions, consequently, laying a significant role in the growth of universities in Nigeria (Hopewell, 2012).

In the context of global competition, which is increasing day after day, it is universally acknowledged that private universities must be able to tackle the challenges facing them, by reviewing the policies, regulations, laws, legislation, plans, programs and curricula, as well as adopting a scientific methodology in planning, monitoring and control. This is believed to enable private universities to fulfill their obligations towards future generations by providing them with competencies and skills required by the plans of social and economic development within the educational programs of the universities (Hopewell, 2012). One of the most important aspects of the knowledge revolution and information, in which we live currently, is the transformation of modern society from the industrial society to a knowledge society, and the emergence of what is known as knowledge economy. There is therefore the need for higher educational institutions, particularly the private universities to regularly review the quality of their academic programs and curricula, and check the quality of their output, manifest in their graduates. Quality output of academic programs is considered a pointer to the achievement of economic and social development of any advanced country or even developing country, and this is the motivation behind the need for change and development (Wilkinson and Taylor, 2007).

In order to achieve reliability in higher education, a set of standards must be available in educational institutions so that they can reach the level of quality that enables them to achieve competitive advantages with their counterparts (Hopewell, 2012). In furtherance to this, Taylor and Cleland (2015) assert that, planning, being the starting function of management should be given serious consideration in managing the affairs of the institutions of higher learning so as to seamlessly achieve the purpose for which the higher institutions of learning were established.

Private universities in Nigeria are charged with the responsibility of providing higher education to all in the country, on a competitive yet balanced basis, accounting for a substantial percentage of the total university students' enrolment in the country. The universities were established under National Universities Commission Act 1974 and Education (National Minimum Standards and Establishment of Institutions) Act of 1993 (as amended). All private universities in Nigeria operate under the oversight of National University Commission, to which they are accredited, with the aim of promoting, regulating, monitoring and dealing with all matters related to university education. Currently, there are 98 fully accredited private universities in Nigeria. The private universities are in different geographical locations in the country, and are autonomous in matters of management of their human resources. All private universities are funded primarily by their own endowment funds and students' tuition fees, research and consultancy services. Being private establishments, private universities are also affected by legislations and government directives that are deemed to be of national interest and best human resource practices (Nguata, 2013).

Whatever the change that occurs in any national development efforts, educational enterprise/system is affected directly or indirectly. Thus, for the educational system to remain in a state of equilibrium in an ever-changing society like ours there is need for educational planning in order to forecast the future and plan for it. Proper planning saves time, energy

and resources and enhances successful implementation of education plan and attainment of educational goals and objectives. However, Nigerian educational system is faced with scarce human and material resources. Optimal utilization of these scarce resources calls for effective planning of our educational system. It is believed in some quarters that the little or no education planning in Nigeria, necessitated the absence of scientific and technological knowledge and skills in our graduates; rapidly increasing poverty level; unemployment rate; high level of inflation; lack of man power to man various sectors of the economy; social, economic, political and cultural retrogression or stagnancy, etc. Regrettably, practical efforts towards reverting this unfortunate narrative/scenario seem elusive. Again, literature that would have served as reference point for empirical evidence appears scarce and not substantial, particularly from the Nigerian perspective.

1.2. OBJECTIVES OF THE STUDY

This study mainly seeks to determine the effects of educational planning on growth of private universities in Nigeria, focusing on three private universities in south-east, Nigeria, which include: Renaissance University; Evangel University; and Hezekiah University; in Enugu state, Ebonyi state, and Imo state respectively. The study specifically investigates the effects of academic planning on private universities ranking in south-east, Nigeria; and examines the effect of administrative planning on private university development in south-east, Nigeria.

2.0 REVIEW OF LITERATURE

2.1 CONCEPTUAL FRAMEWORK

Education

The literature on the concept of education reveals that the word “education” is derived from three Latin words namely: -Educatum – the act of teaching or training of an individual or group of individuals. -Educare – to bring up or to raise. -Educere – to lead forth or to come out (Wikipedia, n.d). All these three meanings depict that education involves the process of training a person to develop in him/her the good qualities and bring out the best in the person. It is the act of training or teaching an individual to learn and acquire desirable skills, attitude, knowledge, values and understanding that will enable the person to think critically about the various issues in life (Akpan, 2011). Education involves the process of teaching and learning. The learner is taught to understand the deeper things of life, the need for good human relation and the cause and effect relationship in life (FGN, 2014). Education can also be viewed as any act or experience that has a formative effect on the mind, character or physical ability of an individual. It is the process by which a society deliberately transmits its accumulated knowledge, skills and values from one generation to another (Hoy and Miskel, 2005). These definitions reveal that education is not only limited to formal learning but also involves informal and adult education. Education is an enlightening experience that illuminates the mind and enables the individual to make informed decisions about himself or herself and to constructively contribute to the development of the society. Therefore, it is the process of training an individual to develop his intellectual and mental potentials so that the person can make mature and useful decisions in various situations (Nguata, 2013).

According to Froebel cited in Peerzada (2016), education is the unfolding of what is already enfolded in the man. This implies that education is a process through which a person is trained to develop his innate potentials so that it can be fully expressed externally. This means that education is the gradual or progressive development of a person's innate powers or potentials. It is development from within the individual until the person becomes conscious of his unique existence and begins to seek his own place in the society (Peerzada, 2016). Education deals with the development of the total man or the whole man. This means that education is an act that trains man in the cognitive (knowledge), affective (feelings, attitude, behavior) and psychomotor domains (Qowi, 2008).

Education involves all-round development of the person. It therefore, develops an individual into a well-educated, cultured, disciplined, employable and productive person. Education leads, guides and directs the learner to the acquisition of desirable knowledge, attitude, and healthy behaviour (Akpan, 2010). In this period of continuous technological development and globalization, education should train man to acquire knowledge and skills that will enable the person to compete favourably globally and to successfully adjust to changes in the environment (Omolewa, 2006).

Education is the key that opens the doors for development, modernization, civilization and industrialization of any nation. It is the means, through which a nation can harness its numerous resources, develop manpower and improve the quality of the life of the citizens. In any country of the world, education is the backbone of scientific and technological development. It enhances self-reliance for an individual and the nation. A nation that is self-reliant does not depend on foreign goods/services for survival and self-reliant people do not depend on government for the provision of employment. The individual can gainfully employ himself/herself and be able to attend to his/her critical needs. In this way education reduces the level of poverty in a nation (UNESCO, 2003). Qualitative and functional education contributes to national development. Quality education liberates the people from ignorance, promotes socio-economic and political development of a nation. It is on the basis of this that Nigeria adopts education as an instrument par-excellence for national development (FGN, 2014). Education is very vital in every human existence and societal development. It facilitates the rate of development and improves the standard of living of the people. A well educated person acquires knowledge for critical thinking and can use the knowledge and skills acquired through education to create wealth especially now that we are living in a knowledge driven-economy (Peerzada, 2016). Education helps a person to understand the society better and contribute positively to its development and become more useful to the society. It is through education that the task of processing human resources into well trained human capital needed in any country of the world can be achieved. Thus, education is an investment in human capital development (Peerzada, 2016).

Planning

Planning is fundamental to the achievement of set out goals. Planning is a deliberate effort to determine the future course of action for accomplishing predetermined goals and objectives (Adepoju, 2010). Akpan (2011) conceptualizes planning as the process of examining the future and drawing up or mapping out a course of action for achieving specified goals and objectives. It involves working out in broad outline the things to be done and procedures for

doing them in order to accomplish set purpose. It is a process of making rational and technical choice. Planning, according to Sandacock, (2008), is a systematic, conscious and deliberate process of deciding ahead of time, the future course of action that a person wishes to pursue in order to reach set goals. This definition suggests that planning is part and parcel of every man's endeavor, politically, socially, economically and academically.

Similarly, UNESCO (2003) describes planning as a process that makes it possible to work out a systematic outline of activities to be undertaken in order to meet the developmental objectives of a country within that country's possibilities and aspirations. This definition depicts that planning is both futuristic and goal-oriented. It is intelligent preparation for actions that will lead to the achievement of predetermined goals and objectives (Akpan, 2010). It involves a conscious, careful and systematic process of arranging a future course of action directed at goal accomplishment. Planning therefore, provides the direction in relation to objectives, activities, procedures, strategies, and cost implications, sources of fund, responsibilities and duration or time frame for attainment of set objectives. It spells out what is to be done, who to do it, when it should be done and how it should be done in order to reach set target.

Planning is a careful analysis of relevant information from the present and the past and using such information to predict future development so that a course of action can be determined that may enable attainment of stated objectives. Planning is concerned with the future and involves predicting the effect of future events so that hindrance of the present could be minimized or eliminated in order to meet the future with more confidence and success. Therefore, planning gives direction; enhances continuity of actions and reduces overlapping of responsibilities, waste of time, energy and resources (Akpan, 2010).

Educational Planning

Educational planning involves a systematic and scientific set of decisions for future action with the aim of achieving set out educational goals and objectives through effective use of scarce resources. It provides the tool for coordinating and controlling the direction of the educational system so that educational objectives can be realized. It is a process of identifying and classifying educational needs of a nation and the direction education should take and the strategies for implementing decisions concerning educational development (Akpan, 2010). Akpan (2010) maintains that educational planning should reflect the state of development of a nation including the needs and readiness to execute the planned objectives. Thus, educational planning must take into consideration the population growth of children of school age in relation to access to education, educational opportunities and the demand for education.

Educational planning 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 the learners and the society. This means that educational planning should take into account the needs of the pupils/students in terms of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In meeting the needs of the society, educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes (Akpan, 2010).

Educational planning as a blue-print gives direction for future development of a nation's educational system and prescribes courses of actions for achieving defined goals and objectives. It involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives, developing action plans for implementation and periodic appraisal of progress and achievement (Adepoju, 2010).

The political, social, economic and technological needs of a nation must be considered in educational planning. In support of this fact, Okwori (2011) states that educational planning is the exercise of foresight in determining the policy, priorities and cost of educational system having due regards for economic and political realities for the system potentials, for growth and for the needs of the country and of the pupils served by the system. This implies that educational planning is a scientific study of the future with regard to a nation's educational development.

The future development of a nation is the focus of educational planning. It involves studying the future educational needs of a country and putting in place relevant policies and priorities, actions, and programmes that will enhance achievement of set out educational goals (Okwori, 2011). Educational planning does not just happen by chance. It is an organized social practice involving studying the present and using available information concerning the educational challenges of a country to plan for future educational needs and development. The outcome of educational planning is the education plan which contains educational policies, goals and objectives, activities and programmes to be carried out, implementation strategies, method of monitoring and evaluation of achievement and progress and the time frame for implementation (Okwori, 2011).

We live and operate in a dynamic and changing society, so are our educational institutions. In some cases, these changes may be rapid or gradual. In whatever rate the changes occur, the educational enterprise is affected directly or indirectly. Thus, for the educational system to remain in a state of equilibrium in an ever-changing society like ours there is need for educational planning in order to forecast the future and plan for it. Our educational system is faced with scarce human and materials resources. Optimal utilization of these scarce resources calls for effective planning. Proper planning saves time, energy and resources and enhances successful implementation of education plan and attainment of educational goals and objectives. It brings about effectiveness in the execution of educational activities, actions and programmes as well as promotes high productivity of educational personnel.

According to Akpan (2010), careful planning reduces the number of emergencies as these are anticipated in time and taken care of. Good planning therefore, avoids decision random, for all decisions are carefully related into a coordinated whole. Educational planning specifies the goals, values, practices and gives the direction for future educational development of a country. It also specifies and sets a limit to a course of action related to education in a country (Adepoju, 2010).

The impact of information and communication technology which has turned the entire world into a global village calls for the restructuring and effective planning of education in order to equip learners with current scientific and technological development all over the world. These will make our graduates to acquire scientific and technological knowledge that can make them global citizens that can compete globally (Adepoju, 2010). Similarly, the need to

tackle the galloping rate of unemployment and poverty in Nigeria calls for effective planning of our educational system. The poverty level is increasing rapidly, so is the rate of unemployment. In order to tackle this menace in our society, we need the type of educational system that can equip learners with skills and knowledge that will help them to create jobs for themselves so as to reduce or eliminate poverty (Adepoju, 2010). The high level of inflation and the ever increasing cost of education in Nigeria have led to students' dropout from schools. Many of them do not have access to education especially those from poor socio-economic background. They cannot pay their fees because of high cost of education. Therefore, there is need to have a rethinking of our educational system. Hence, the need for proper educational planning that can take care of the less privilege and the vulnerable. The desire to develop quality and adequate manpower to man the various sectors of the country's economy necessitates the need for effective educational planning. The desire to attain political, socio-economic and cultural progress of a country calls for educational planning. When there are existing contradictions, ambiguities as well as inequalities in educational practices in a nation, educational planning becomes necessary to address these problems. Perhaps this is why Hoy and Miskel (2005) believe that "policies are not only formulated but also programmed, communicated, monitored and evaluated". There are many forms of educational planning. However, within the context of this study, the academic planning and administrative planning will be examined.

Academic Planning

This type of educational planning refers to planning for smooth academic transaction of the syllabus for any course at any level of education. It encompasses planning on education in relation to needs and demands of the individual and society.

Administrative Planning

Generally speaking administrative planning refers to planning in administrative perspective. In the field of education, administrative planning relates to distribution of responsibilities and powers for different levels of education. In administrative educational planning, the administrative responsibilities and powers are phase-wise planned in relation to the level of different educational administrators.

2.2 Theoretical Framework

This work is mainly anchored on *rational planning model* which is the process of understanding a problem by establishing and evaluating planning criteria, formulation of alternatives and implementing them and finally monitoring the progress of the chosen alternatives. The rational planning model is central in the development of educational planning & modern planning. In addition, rational decision-making model is also used. This model is the process of making decisions which are logically sound. This multi-step model aims to be logical and follow the orderly path from problem identification through solution. The RCM (Rational Comprehensive Model) for planning owes its origins to enlightenment epistemology (Sandercock, 2008; Allmendinger, 2002), as it is centered on decisions and principles that are based on reason, logic and scientific facts with little or no emphasis on values and emotions. Due to its tendency towards scientific method and its decision-making

process, Faludi has termed it ‘procedural planning theory’. He sees planning as a procedure and declares that “the planning theorist depends on first-hand experience, reflects upon it, and puts it into context” (Faludi, 1978). Therefore, the planner learns from experience and can define the correct method or procedure to follow to get the correct result. Meanwhile, Sandercock (2008) refers to the rational comprehensive model as ‘technocratic planning’ due to its emphasis on technical expertise and skills and its steadfast belief that technology and social science can be used to solve our problems.

3.0 METHODOLOGY

This study adopted a survey design. The choice for survey research design was because it is valuable for assessing opinions, perception and trends for a given phenomenon (Uzochukwu, 2019). The target population of the study includes the academic and non academic staff of three randomly selected universities in eastern Nigeria. These universities are: Renaissance University, Ugbawka, Enugu State; Evangel University, Akaeze, Ebonyi State & Hezekiah University, Umudi, Imo State. These universities were intentionally selected because they have sizeable workforce. The population of staff of these universities was 1252. Sample size of 661 was drawn using Trek statistics formula. Convenience sampling technique was adopted to select the respondents from the population. The rationale for this is that respondents at the universities were reluctant to give time for the researcher when contacted. The instrument for data collection used in this research was a structured questionnaire. The questionnaire has two parts. All the questions in part A provides general information about the respondents while the remaining questions in part B address the research questions. Five-point Likert scale format was used. There were 8 questions in the questionnaire. The educational planning systems were observed in the various universities by the researcher.

4.0 ANALYSIS AND RESULTS

The presentation and interpretation of data were based on questionnaire administered to the staff of the selected universities in eastern Nigeria. A total of six hundred and sixty-one (661) copies of the questionnaire were distributed to the respondents. A total of five hundred and fourth-nine (549) copies were returned while one hundred and twelve copies (112) were not returned.

Items	SA(5) No. (%)	A(4) No. (%)	UD(3) No. (%)	D(2) No. (%)	SD(1) No. (%)	Total
Curriculum development will enhance academic reputation of private universities	141 (25.6%)	247 (44.9%)	14 (2.5%)	84 (15.3%)	63 (11.4%)	549

Educational financing improve Visibility of private universities	260 (47.3%)	99 (18.0%)	43 (7.8%)	93 (16.9%)	50 (9.1%)	549
Academic policy can help to increase citations per faculty in private universities	155 (28.2%)	145 (26.4%)	81 (14.7%)	133 (25.3%)	35 (6.3%)	549
Academic strategy can help a university to have a better international outlook	246 (44.8%)	65 (11.8%)	92 (16.7%)	35 (6.3%)	111 (20.2%)	549

The above Table 1 showed that 141 respondents representing (25.6%) and 247 respondents representing (44.7%) consented to strongly agreed and agreed that, curriculum development can enhance academic reputation of private universities while 14 respondents representing (2.5%) were undecided, 86 respondents representing (15.3%) and 63 respondents representing (11.4%) disagreed and strongly disagreed.

Two hundred and sixty (260) respondents representing (47.3%) and (99) ninety nine respondents representing (18.0%) of the staff of selected private universities in eastern Nigeria, strongly agreed and agreed that, educational financing can improve visibility of private universities while 43 respondents representing (7.8%) were undecided, 93 respondents representing (16.9%) and 50 respondents representing (9.1%) disagreed and strongly disagreed.

One hundred and fifty five (155) respondents representing (28.2%) and (145) one hundred and forty five respondents representing (26.4%) of the staff of selected private universities in eastern Nigeria strongly agreed and agreed that, academic policy can help to increase citations per faculty in private universities while 81 respondents representing (14.7%) were undecided, 133 respondents representing (25.3%) and 35 respondents representing (6.3%) disagreed and strongly disagreed.

The table also showed that 246 respondents representing (44.8%) and 65 respondents representing (11.8%) consented to strongly agreed and agreed that, academic strategy can help a university to have a better international outlook while 92 respondents representing (16.7%) were undecided, 35 respondents representing (6.3%) and 111 respondents representing (20.2%) disagreed and strongly disagreed.

Test of Hypothesis One

The hypothesis on effect of academic planning on private university ranking in south-east, Nigeria, was tested using ordinal regression and the results shown below:

Model: $PUR = \beta_0 + \beta_1 AP + \mu_1$ (1)

Table 2				
Regression Result on AP and PUR				
Stepwise Regression Analyses of Academic Planning on Outcome Variables				
Dependent Variable: private universities ranking R2 =0 .7082; F = 7.10; Sig = 0.012				
Independent Variable	Beta	t-value	Pearson Correlation(r)	Probability value
Academic Planning	0.66	2.66	0.61892	0.0128
Source: Authors Computation, 2021 (Eview-9.0)				

$PUR = 0.33 + 0.66AP$ 2

$t^* = 0.05$ 2.66

$F^* = 7.10$; Prob (F-statistic) = 0.012

$R^2 = 0.7082$;

From Table 2, the calculated t-value for academic planning is 2.66 and the tabulated value is given as ± 1.96 , under 95% confidence levels. Since the calculated t-value is greater than the tabulated value ($2.66 > 1.96$), therefore, we reject the null hypothesis (H_0). We conclude that academic planning has a positive and significant effect on private universities ranking.

The ANOVA F-statistic

Also, by examining the overall fit and significance of academic planning model, it can be observed that the model does really have relevance, as indicated by the relatively high value of the F-statistic, 7.10 and it is significant at the 5.0 percent level. That is, the F-statistic value of 0.012 is less than 0.05 probability levels.

The R2 (R-square)

R^2 (R-square) value of 0.7082 shows that the model does have a good fit too. It indicates that about 70.82 percent of the variation in private universities ranking is explained by academic planning, while the remaining 29.18 percent is captured by the error term.

The analysis of research question one, was to determine the effect of academic planning on private universities ranking in selected private universities in eastern Nigeria. From Table 2, the Adjusted (R^2) statistic was 0.7082. This showed that 70.8% variance in private universities ranking was explained by the academic planning as an independent variable in the model. Therefore, 29.2% of the variance in private universities ranking was accounted for by other predictors not considered in the model. Taking into record the contribution of the explanatory variable to private universities ranking in selected private universities in eastern Nigeria, the beta value for academic planning was 0.66. The beta value apparently

indicated that the predictor variable of academic planning had a positive effect on private universities ranking in Nigeria.

The analysis of the postulated hypothesis one was to ascertain if academic planning has a significant effect on private universities ranking in Nigeria. The result from Table 2 demonstrated that the regression analysis of variance otherwise referred to as the F-ratio computed of 7.10 was greater than F-critical of 3.00 at 5% alpha ($F=7.10, p<0.05$). This clearly showed that the regression model had a good fit. Therefore, there was a significant relationship between academic planning and private universities ranking. In order to investigate the statistically significant effect of academic planning on private universities ranking in Nigeria, the t-test of significance was used. From the Table, the results indicated that academic planning had positive significant effect and private universities ranking in Nigeria ($t\text{-computed } 2.66 > t\text{-critical } 1.960, t=2.66, p<0.05$). The findings of this study agree with some earlier studies. The results are consistent with previous studies by Farahana, et al, (2019); Anthony, (2018), as they asserted that the academic planning of private universities has significant influence on their ranking.

TABLE 3						
The effect of Administrative Planning on Private University Development In South-East, Nigeria						
Items	SA(5) No. (%)	A(4) No. (%)	UD(3) No. (%)	D(2) No. (%)	SD(1) No. (%)	Total
Educational organization will enhance research excellence of private universities	136 (24.7%)	252 (45.9%)	17 (3.0%)	79 (14.3%)	65 (11.8%)	549
Educational co-ordination improves specialization and expertise in private universities	255 (46.4%)	104 (18.9%)	40 (7.2%)	91 (16.5%)	55 (10.0%)	549
Educational direction will translate into graduate employment	160 (29.1%)	140 (25.5%)	86 (15.6%)	130 (23.6%)	33 (6.1%)	549
Educational evaluation can help a university to identify academic and administrative errors	241 (43.8%)	70 (12.7%)	97 (17.6%)	40 (7.2%)	101 (18.3%)	549

The above Table 3 showed that 136 respondents representing (24.7%) and 252 respondents representing (45.9%) consented to strongly agreed and agreed that, educational organization will enhance research excellence of private universities while 17 respondents

representing (3.0%) were undecided, 79 respondents representing (14.3%) and 65 respondents representing (11.8%) disagreed and strongly disagreed.

Two hundred fifty five(255) respondents representing (46.4%) and (104) one hundred and four respondents representing (18.9%) of the staff of selected private universities in eastern Nigeria strongly agreed and agreed that,educational co-ordination improves specialization and expertise in private universities while 40respondents representing (7.2%) were undecided, 91 respondents representing (16.5%) and 55 respondents representing (10.0%) disagreed and strongly disagreed.

One hundred and sixty (160) respondents representing (28.2%) and (140) one hundred and forty respondents representing (25.5%) of the staff of selected private universities in eastern Nigeria strongly agreed and agreed that,educational direction will translates into graduate employment while 86 respondents representing (15.6%) were undecided, 130 respondents representing (23.6%) and 33 respondents representing (6.1%) disagreed and strongly disagreed.

The table also revealed that 241 respondents representing (43.8%) and 70 respondents representing (12.7%) consented to strongly agreed and agreed that,educational evaluation can help a university to identify academic and administrative errors while 97 respondents representing (17.6%) were undecided, 40 respondents representing (7.2%) and 101 respondents representing (18.3%) disagreed and strongly disagreed.

Test of Hypotheses Two

The hypothesis on the effect of administrative planning on private university development in south-east, Nigeria was tested using ordinal regression and the results shown below:

Model: $PUD = \beta_0 + \beta_1AP + \mu_1$ (1)

<p align="center">Table 4 Regression Result on AP and PUD</p>				
<p align="center">Stepwise Regression Analyses of Administrative Planning on Outcome Variables</p>				
<p align="center">Dependent Variable: private universities development $R^2 = 0.6444$; $F = 6.44$; $Sig = 0.0221$</p>				
Independent Variable	Beta	t-value	Pearson Correlation(r)	Probability value
Administrative Planning	0.71	2.12	0.54811	0.0221
<p>Source: Authors Computation, 2021 (Eview-9.0)</p>				

$PUD = 0.33 + 0.644AP$ 2

$t^* = 0.05$ 2.12

$F^* = 6.44$; Prob (F-statistic) = 0.0221

$R^2 = 0.6444$

From Table 4, the calculated t-value for administrative planning is 2.12 and the tabulated value is given as ± 1.96 , under 95% confidence levels. Since the calculated t-value is greater than the tabulated value ($2.12 > 1.96$), therefore, we reject the null hypothesis (H_0). We conclude that administrative planning has a positive and significant effect on private universities development.

The ANOVA F-statistic

Also, by examining the overall fit and significance of administrative planning model, it can be observed that the model does really have relevance, as indicated by the relatively high value of the F-statistic, 6.44 and it is significant at the 5.0 percent level. That is, the F-statistic value of 0.0221 is less than 0.05 probability levels.

The R² (R-square)

R²(R-square) value of 0.6444 shows that the model does have a good fit too. It indicates that about 64.44 percent of the variation in private universities development is explained by that of administrative planning..

The analysis of research question two was to determine the effect of administrative planning on private universities ranking in selected private universities in the eastern Nigeria. From Table 4, the Adjusted (R²) statistic was 0 .6444. This showed that 64.4% variance in private universities development was explained by the administrative planning as an independent variable in the model. Therefore, 36.6% of the variance in private universities development was accounted for by other predictors not considered in the model. Taking into record the contribution of the explanatory variable to private universities development ineastern Nigeria, the beta value for administrative planning was 0.71. The beta value apparently indicated that the predictor variable of administrative planning had a positive effect on private universities development in Nigeria.

The analysis of the postulated hypothesis two was to ascertain if administrative planning has a significant effect on private universities development in Nigeria. The result from Table 4 demonstrated that the regression analysis of variance otherwise referred to as the F-ratio computed of 6.44 was greater than F-critical of 3.00 at 5% alpha ($F=6.44, p<0.05$). This clearly showed that the regression model had a good fit. Therefore, there was a significant relationship between administrative planning and private universities development. The findings of this study agreed with previous studies. The results are consistent with previous studies of Majaha (2015); Abongo (2015) as they asserted that administrative planning of private universities have a significant influence on the development of these universities, especially in terms of commitments and achievement of set goals.

5.0 CONCLUSION AND RECOMMENDATIONS

The study concluded that educational planning can be employed to achieve growth in private universities in Nigeria. If educational planning is properly done, as were identified in this study the following outcomes will be expected: effective distribution of scarce resources; proper decision making in education; optimal utilization of resources to eliminate waste and imbalance; provision of quality education and enhancement of literacy; and reduction of ignorance among citizens.

In line with the findings, the following recommendations are offered and they will be relevant not only to private universities in Nigerian but also to Public universities in Nigeria. First, the managements of private universities should be resolute in conforming to best international standard practices when making educational plan. This will enable private universities to be able to compete globally and achieve international recognition. Secondly, private universities in Nigeria should also take cognizance of educational planning of old and reputable public universities, as this will also enhance their exponential growth, because those public universities educational plan are exemplary and worthy of emulation. The aforementioned recommendations will surely enhance growth in private universities if properly harnessed because they have been tested over time.

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