

BOOK CHAPTER | VOLUME 3

Peer Reviewed



PERSPECTIVE ON EDUCATION

IN NIGERIA



MULTI-DISCIPLINARY
RESEARCH JOURNALS
INT'L (MDRJI)

Peer Reviewed
BOOK CHAPTER

PERSPECTIVE ON EDUCATION IN NIGERIA

VOL-3

© 2025 MULTI-DISCIPLINARY RESEARCH JOURNALS INT'L (MDRDJI).

This work is licensed under a Creative Commons Attribution (CC BY) License <https://creativecommons.org/licenses/by/4.0/>. This permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. Authors retain the right to use their work for teaching, research, and other non-commercial purposes.



Published By



**MULTI-DISCIPLINARY RESEARCH
JOURNALS INT'L (MDRDJI)**

Available at

<https://mdrdji.org>

EDITORIAL BOARD MEMBERS

EDITOR-IN-CHIEF

Dr. Mariagoretti Ijeoma Obiakor

Department of Educational Management and Policy,
Nnamdi Azikiwe University, Awka, Anambra State,
Nigeria.

EDITORS

Prof. Francis Akubilo

University of Nigeria Nsukka

Rev. Fr. Dr. Stephen Abuchi Ezenwagu

Nnamdi Azikiwe University, Nigeria.

Rev. Sr. Dr. Anthonia Nwabugo A. Ani

Nnamdi Azikiwe University, Nigeria.

Dr. Edwin Ude

Los Angeles Unified School District USA

Mrs Chinene Eucheria Okonkwo

Nnamdi Azikiwe University, Nigeria.

Rev. Sr. Chidumebi Ngozi Oguejiofor

Nnamdi Azikiwe University, Nigeria.

Dr. Chidi Nwandiko

Los Angeles County Of Education

Dr. Ngozi Anthonia Agu

Nnamdi Azikiwe University, Nigeria.

Dr. Ebere Adimorah

University of Nigeria Nsukka

Prof. Florence Orabueze

University of Nigeria Nsukka

Assoc. Prof. John Agah

University of Nigeria Nsukka

Dr. Olachukwu Gloria Eziuzo

Nnamdi Azikiwe University, Nigeria.

Dr. Edna Ogwu

University of Nigeria Nsukka

Dr. Chukwudi Akubuilo

Lynwood Unified School District

Mrs Chiamaka Ogbuanya

Nnamdi Azikiwe University, Nigeria

Dr. Patrick Nwite Nwajioha

Ebonyi State University, Nigeria

Dr. Nwaribeaku Rosita Ogbo

Nnamdi Azikiwe University, Awka

Dr. Oluchi Okugo

University of Nigeria Nsukka

Dr. Nweke Caroline Onyinyechi

Peaceland College of Education

Dr. Chinedu Luke Egbo

St. Gregory University Uturu, Nigeria

Dr. Oby Modester Ogbuka

African Thinkers Community of Inquiry College of Education

Dr. Doris Chidi Malu

Peaceland College of Education

Dr. Patrick Ugwu

Peaceland College of Education

Dr. Chika Nonye Eziamaka

Nnamdi Azikiwe University, Nigeria

Dr. Mbonu Victoria Chimezie.

Nnamdi Azikiwe University, Nigeria

Dr Emmanuel Chika Obizue

*Educational Research and Management Consultant,
Financial Analyst and Digital Facilitator.*

President, Institute of Education, Management and Professional Studies and International Organization For Professional and Proficiency Studies, Owerri Imo State, Nigeria West Africa.

Dr Mirian N. Obizue.

Institute of Arts Management and Professional Studies. (Iamps).

No. 43 Okigwe Road Opposite Nigerian Correctional Center. Owerri Imo State.

EDITORIAL BOARD MEMBERS

CONSULTANTS

Prof. Chiedozie Loyce Onyali
Nnamdi Azikiwe University, Nigeria

Prof. Ndubueze Wenceslaus Ofojebe
Nnamdi Azikiwe University, Nigeria

Prof. Ndidi Patience Egboka
Nnamdi Azikiwe University, Nigeria

Associate Prof. Isaac N. Nwankwo
Nnamdi Azikiwe University, Nigeria

Prof. Vivian Nwogbo
Nnamdi Azikiwe University, Nigeria

Prof. Emenike Febian Obi
Nnamdi Azikiwe University, Nigeria

Prof. B. C. Achilike
Ebonyi State University, Nigeria

Prof. Ugodulunwa Christiana Amaechi
Alex Ekwueme University, Nigeria

Prof. Chinedu Ifedi Okeke
University of The Free State Republic Of South Africa

Prof. Patience Egboka
Nnamdi Azikiwe University, Nigeria

Acknowledgments

The authors gratefully acknowledge the support of our academic institutions and colleagues whose insights and contributions informed the development of this book chapter: Perspective on Education in Nigeria; Volume three. We also extend our appreciation to the editors of this volume for their guidance and for providing a platform to share our collective work.

CONTRIBUTING AUTHORS & CHAPTERS

Chapter One

AKINJOBI, FUNMIOLA, NELLY; (Ph.D).
ofunmilolanelly@gmail.com

Institute of Education, University of Abuja, Nigeria

Chapter Two

ADEOYE OLUWATOYIN TEMITOPE
Toyinadeoye49@gmail.com
Examination administration department
National Examinations Council

HAYATU, SA'ADATU JAURO

hayatusaa@yahoo.com
Bioentrepreneurship and consultancy services
National Biotechnology Development and Research Agency
Orchid id 0009-0007-2043-0891

ZAINAB ABDU MASHI

zainababдумashi@yahoo.com
Agricultural Biotechnology Department, National Biotechnology Research and Development Agency

ISAH ZUWAIRA

zuwairaisah652@gmail.com
Strategic space application
National Space Research and Development Agency
Orchid id 0009-0005-4179-7233

Chapter Three

SA'ADATU HAYATU JAURO

hayatusaa@yahoo.com
Bio-entrepreneurship and consultancy services department, National Biotechnology Development and Research Agency
Orchid id 0009-0007-2043-0891

ABUBAKAR, ZAINAB IBRAHIM

Baniazsnn@yahoo.com
Food and industrial Biotechnology, National Biotechnology Research and Development Agency.

ZAINAB ABDU MASHI

zainababдумashi@yahoo.com
Agricultural Biotechnology Department, National Biotechnology Research and Development Agency

ADEOYE OLUWATOYIN TEMITOPE

Toyinadeoye49@gmail.com
Examination administration department
National Examinations Council

Chapter Four

OWEIKPODOR VERA GBAEPREKUMO; (Ph.D)

Department of Educational Management and Foundations, Faculty of Education, Delta State University, Abraka, Delta State.
oweikpodor.vera@delsu.edu.ng
<https://orcid.org/0000-0003-1216-0565>
08063834453

EDAH HARRY

Department of Educational Management and Foundations Faculty of Education, Delta State University Abraka
johnharryedah@gmail.com

Chapter Five

AKINLADE OLABI SI MONSURAT; (Ph.D)
Olabisiakinlade@gmail.com

Department of Education Management, University of Abuja

Chapter Six

OLOFINKUA VINCENT KAYODE; (Ph.D)

Department of Educational Management, St Augustine College of Education, Akoko, Lagos State, Nigeria.
volofinkua@staugustinecollege.edu.ng
08023020539

ONAFOWOPE MARY ADESOLA; (Ph.D)

Department of Educational Management, St Augustine College of Education, Akoko, Lagos State, Nigeria.
celineosf@yahoo.com 08103315204

Chapter Seven

EMMANUEL WONGEH NGAFI; (Ph.D)

Ngafi.emmanuel@uam.edu.ng
Joseph Sarwuan Tarka University
Makurdi
07033501297

Chapter Eight

OLOFINKUA VINCENT KAYODE; (Ph.D)

Department of Educational Management, St Augustine College of Education, Akoko, Lagos State, Nigeria.
volofinkua@staugustinecollege.edu.ng
08023020539

ONAFOWOPE MARY ADESOLA; (Ph.D)

Department of Educational Management, St Augustine College of Education, Akoko, Lagos State, Nigeria.
celineosf@yahoo.com 08103315204

OWEIKPODOR VERA GBAEPREKUMO; (Ph.D)

Educational Management and Foundations
Delta State University Abraka
gbakumovera@gmail.com
oweikpodor.vera@delsu.edu.ng
08063834453

Chapter Nine

AFOLABI SAMSON ADENIRAN; (Ph.D)
samafolad@gmail.com

JOSEPH SARWUAN TARKA UNIVERSITY
MAKURDI
08036800268

Chapter Ten

OGUNODE NIYI JACOB; (Ph.D.)

Department of Educational Management, Faculty of Education, Federal University Wukari, Taraba State, Nigeria
+234 703 010 8329

AHMED IDRIS

Nassarawa State University, Keffi, Nigeria
Idrisahmedoguraokalla@gmail.com

OKORO, TESSIANA ONYINYECHI

Department: Educational Administration and Planning
Faculty of Education, University of Abuja
okorotessiana@gmail.com

Chapter Eleven

OLAMOYEGUN, STEPHANIA OLABI SI; (Ph.D)

Faculty of Education, University of Abuja
oduyemolabisi09@gmail.com

BLESSING EDINOH

Federal University of Technology, Minna, Niger state
Blessingedinoh@gmail.com
08062916563

Chapter Twelve

SUNDAY SIMEON ADAKA; (Ph.D.)

Department of Sociology, Federal University of Lafia, Nigeria
Sunnidaka14@gmail.com
08037134706

CHAPTER SIX

MANAGING BASIC EDUCATION AMIDST ECONOMIC HARDSHIP AND INSECURITY CHALLENGES IN NIGERIA

BY

OLOFINKUA VINCENT KAYODE; (Ph.D)

Department of Educational Management,
St Augustine College of Education, Akoko, Lagos State, Nigeria.

volofinkua@staugustinecollege.edu.ng

ORCID: 0009-0001-8327-7341
08023020539

ONAFOWOPE MARY ADESOLA; (Ph.D)

Department of Educational Management,
St Augustine College of Education, Akoko, Lagos State, Nigeria.

ORCID: 0009-0001-3408-4164
conafowope@staugustinecollege.edu.ng
08103315204

1.0 Introduction

Basic education serves as the foundation for national development, equipping children with the essential knowledge, skills, and values required for personal growth and societal progress. In Nigeria, the management of basic education has continued to face serious challenges, particularly in the context of persistent economic hardships and widespread insecurity. The Nigerian economy has experienced fluctuations characterized by inflation, unemployment, declining government revenue, and inadequate funding of the education sector. These economic constraints have resulted in poor infrastructure, insufficient learning materials, irregular payment of teachers' salaries, and declining quality of instruction in many public schools.

In addition, insecurity—manifested in insurgency, banditry, kidnapping, communal conflicts, and farmer-herder crises—has further aggravated the situation. Many schools, especially in the northern regions, have been attacked or shut down, displacing teachers and learners, and disrupting the continuity of educational programmes. Consequently, school enrollment, attendance, and retention rates have declined, undermining the goals of the Universal Basic Education (UBE) programme (Ogunode, Ahaotu & Obi-Ezenekwe 2021)

Managing basic education amidst these economic and security challenges therefore requires innovative policies, strategic planning, and effective utilization of available resources. It also demands collaboration among government agencies, communities, and development partners to ensure that every Nigerian child has access to safe, equitable, and quality basic education despite the prevailing adversities (Ogunode, & Abashi, 2020; Ogunode, Johnson, & Olatunde-Aiyedun, 2022). Thus, this chapter is discussed under the following subheadings.

1. Concept of Basic education
2. Concept of Economic hardship
3. Concept of Insecurity
4. Strategies to Manage Basic Education Amidst Economic Hardships and Insecurity in Nigeria

2.0 Literature Review

2.1 Concept of Basic Education

Universal Basic education (UBE) is a programme which higher education is founded. It is compulsory for all citizens to enable to function effectively in society (Ikoya & Onoyase, 2008). Alabi (2022) submit that the UBE is an act that includes compulsory and free for all school-aged children to complete nine years of basic education, six years of primary schooling and automatic transition into three years junior secondary school, which supposedly makes provision for Early Childhood Care Development and Education (ECCDE). The introduction of Universal Basic Education (UBE) in Nigeria that replaced the Universal Primary Education (UPE) of 1976, with a 9 year programme which was launched on September 21, 1999, has the objectives of providing free and compulsory UBE for every Nigerian child of school going age. Basic education is fundamental to human and national development as it is the foundation upon which other levels of education is built as a necessity. It is axiomatic that no nation ever developed technologically, economically and socially without first investing its resources in basic education. The UBE is a continuous nine-year education scheme that seeks to eradicate illiteracy, ignorance and poverty

with the general goal of stimulating and accelerating national development, political consciousness and national integration (FGN-UBE Guidline, 1999; Ogunode, & Adanna, 2022)).

On September 30, 1999, the then president of Nigeria, President Olusegun Obasanjo, launched UBE. The following were the goals of the UBE as stated in the implementation guidelines: provision of free UBE for every Nigerian child of school going age; developing in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion; cater for dropouts and out of school children and adolescents through various forms of complementary approaches to promotion of basic education; ensure the acquisition of the appropriate levels of literacy, manipulative and life skill as well as the ethical moral and civic values needed for laying the foundation for lifelong learning. Universal Basic education is expected to give basic education that will be completed by the end of the 9 years. It is not only for school-aged children, it is also intended to meet the educational needs of young people and adults who have not had access to sufficient and proper schooling, including nomadic education, adult education, migratory, fishermen's education, adult's education, out of school children and dropouts (Ogunode, Chijindu, & Jegede, 2022).

2.3 Concept of Economic Hardship

Economic hardship and economic activities decrease substantially, and the decline affects wide portions of the economy and it has some permanence (Sabitu, 2023). “Economic hardship in this paper is an economic situation whereby there are difficulties faced by individuals, institutions and organizations due to income loss, unemployment, job instability, and economic insecurity. Economic hardship can also be seen as an economic condition that is characterized by inflation, high unemployment, high debt rate, low income and reduced standard of living of the people. Economic hardship is a condition of economic meltdown where citizens of a country cannot afford their basic needs due to inflation and a high rate of unemployment that is caused by bad leadership, corruption and unstable economic policies” (Ogunode, Afolabi, & Adi 2024).

Economic hardship according to Ogunode, Olofinkua, & Sunmonu, (2024) is an economic activities that is constantly decrease and the decline affects wide economic activities which leads to inflation, unemployment and high standard of living among the citizens. Economic hardship also implies an economic situation that whereby citizens of a country cannot afford to meet up with their economic need as a result of inflation unemployment, high debt burden, low direct investment and high poverty.

Economic hardship can be seen as economic challenge people, firms and institutions faced because of high inflation, income instability, unemployment and economic insecurity. Economic hardship also known as financial burden, financial distress, financial hardship, financial stress, and financial

toxicity is an economic era whereby high inflation, high unemployment rate and high exchange against international currencies affects the economic and the people and institutions negatively. The example of economic hardship include; instability economic policies. Inflation, high national debt, high exchange rates against dollars, unstable financial loss incurred by the families and loss of job (Ogunode, Solomon, & Idonigie,2024).

2.4 Concept of Insecurity

Insecurity as a breach of peace and security whether historical, ethnic, religious, civil, political or psychological that has contributed to prevalent conflicts the country has witnessed over the years, resulting in war and destruction and loss of lives and properties, in which the education sector has not been left untouched (Eme, in Ogunode, 2025). Ogunode & Adanna, (2022) defined insecurity as the state or event that put an individual or institutions into fear and threat and makes the individual or institutions unable to carry out any meaningful work. Insecurity is the existence of environmental force that denies one peace of mind, preventing one of effective functioning in the society or school and danger or threat to life (Omoyibo and Akpomera 2013). Insecurity in Nigeria has been very often attributed to Corruption, Bad Leadership, Poverty, Gross Discrimination /marginalization, Lack of Good will, Porous Borders, Ethnic/boundary dispute, Massive Unemployment and Religious Wars against other faiths.

Eric (2021) insecurity is a common feeling that nearly most people will experience at some point, and it can stem from numerous sources. Generally, it presents a lack of confidence, anxiety, and uncertainty. By working to accurately identify and address insecurity, a person can minimize its unwanted impact, find renewed security, stability, and a sense of worth that propels them towards happiness and improved well-being (Umar, 2022). Olamosu in Ogunode, (2025), also viewed insecurity as a state or condition in the life of a social unit, system, organization or society in which the existence of a; problem assumes critical dimension to the extent that the survival or existence of the social system or structure is threatened. Best (2006), defined insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc.. Insecurity globally affected tertiary institutions administration by causing unstable academic programme (Wale, & Temitope, 2019).

3.0 strategies to Manage Basic Education Amidst Economic Hardships and Insecurity in Nigeria

The management of basic education in Nigeria amidst economic and security challenges requires innovative, practical, and context-specific strategies. The following are some of the strategies that

can help strengthen the resilience and effectiveness of the basic education system despite the prevailing adversities.

Strengthening Education Financing and Resource Mobilization

Adequate funding remains central to the effective management of basic education. Given the fiscal constraints facing Nigeria, education managers should diversify sources of funding beyond government allocations. This can be achieved through public-private partnerships (PPPs), community participation, donor support, and corporate social responsibility initiatives. Local communities can contribute through school-based management committees (SBMCs) and parent-teacher associations (PTAs), while NGOs and international agencies can provide infrastructural and material support. According to Olaniyan and Okemakinde (2020), efficient financial management and accountability mechanisms help ensure that available resources are judiciously used to improve learning outcomes. Strengthening Education Financing and Resource Mobilization is a crucial strategy in managing basic education amidst economic hardships and insecurity in Nigeria. By allocating more resources towards education and effectively mobilizing those resources, this approach aims to improve the overall quality and accessibility of basic education in the country (Ogunode, Yahaya & Musa, 2022). With proper funding and management, schools and educational institutions can be equipped with necessary resources and facilities such as textbooks, technology, and well-trained teachers. This will not only improve the learning experience for students but also attract more students to enroll in school. Additionally, Ogunode, & Adanna, (2022), an increase in education funding can lead to the creation of new schools and educational programs, providing more opportunities for students to receive a quality education. This strategy also aims to address the issue of insecurity by promoting education as a means to improve economic stability and reduce poverty. As more individuals are educated and equipped with the skills and knowledge needed for employment, they are less likely to turn to criminal activities due to a lack of opportunities. Overall, by prioritizing education financing and resource mobilization, Nigeria can effectively manage basic education amidst economic hardships and insecurity, leading to a brighter future for its citizens.

Integrating Technology and Digital Learning Solutions

The adoption of digital technology in teaching and learning can mitigate the effects of economic and security challenges by enabling remote learning in unsafe or under-resourced areas. E-learning platforms, radio and television lessons, and mobile-based education have proven effective in reaching displaced or rural learners (UNESCO, 2021). The Nigerian government's *Alternative School Programme (ASP)* and digital education initiatives supported by UNICEF and the World Bank are examples of such interventions. As Afolabi and Izuagba (2022) observed, integrating ICT

into basic education promotes continuity of learning during crises and enhances access to quality instruction. Integrating technology and digital learning solutions, Ogunode, Olofinkua, and Sunmonu, (2024) and UNESCO (2021) noted that can be an effective strategy for managing basic education amidst economic hardships and insecurity in Nigeria. By utilizing technology, students and teachers can have access to a wide range of educational materials, resources, and tools that can enhance the learning experience. Digital learning solutions according to Ogunode, Solomon, and Idonigie, (2024) and UNICEF and EU. (2021) can also offer flexibility and convenience for students, allowing them to learn at their own pace and in their own time. This can be especially beneficial in a country like Nigeria where economic hardships and insecurity may impact traditional in-person education. Additionally, technology can bridge the gap between urban and rural areas by providing equal access to educational resources for all students. Furthermore, Ogunode, Afolabi and Adi D. (2024) incorporating technology in basic education can also prepare students for the digital age and equip them with essential skills for future job opportunities. Overall, integrating technology and digital learning solutions can be a valuable strategy for managing basic education in Nigeria and addressing the challenges posed by economic hardships and insecurity.

Improving Teacher Welfare, Capacity Building, and Motivation

Teachers play a critical role in sustaining the education system during hardship and insecurity. Regular training, psychological support, and improved welfare packages can enhance teachers' resilience and commitment. Ogunode and Abubakar (2022) and Onifade, Imhonopi, and Urim (2013) emphasized that teacher motivation through timely salary payments, hazard allowances, and professional development significantly improves service delivery, even under adverse conditions. Furthermore, incorporating security awareness and crisis management into teacher training helps them cope with classroom challenges during insecurity. Managing basic education in Nigeria amidst economic hardships and insecurity is no easy task. However, Ogunode, (2020) opined that implementing strategies such as improving teacher welfare, capacity building, and motivation can greatly contribute to the success of this endeavor. By focusing on these three key aspects, Olaniyan, and Okemakinde, (2020), we are able to not only ensure the well-being and satisfaction of our teachers, but also equip them with the necessary skills and knowledge to effectively educate students in challenging circumstances. Through increased salaries, better working conditions, and access to resources such as training and professional development opportunities, we can improve teacher welfare and ultimately create a more stable and motivated workforce (Enang, 2019). Capacity building initiatives, such as workshops and seminars, can further enhance the skills and knowledge of teachers, allowing them to adapt to changing economic and security conditions. Moreover, by Human Rights Watch. (2021) and Ogunode, and Abubakar,

(2022) noted that prioritizing motivation through recognition and incentives, we can encourage teachers to remain dedicated and passionate in their roles despite the challenges they may face. Together, these strategies can play a crucial role in managing basic education in Nigeria and creating a brighter future for our students.

Enhancing School Safety and Security Management

To protect learners and teachers, there is a need to institutionalize strong security frameworks in schools. This includes fencing school compounds, engaging community vigilantes, installing surveillance systems, and developing emergency response plans. The *Safe Schools Initiative (SSI)*, launched in 2014, is a model policy aimed at providing physical protection and psychosocial support for learners in conflict-prone areas (UNICEF, 2022). According to Human Rights Watch (2021), community-based security partnerships and collaboration with local authorities are essential to safeguard education from attacks and disruptions.

Promoting Community and Stakeholder Engagement

Active involvement of communities, parents, religious leaders, and civil society in education management can enhance accountability, security, and resource mobilization. Community participation fosters ownership of schools, promotes vigilance against insecurity, and encourages parents to support their children's education despite economic hardship. As Eze (2020) noted, stakeholder collaboration ensures that school managers receive support in monitoring attendance, improving infrastructure, and maintaining safe learning environments. Partnerships with local NGOs and traditional institutions can also facilitate conflict resolution and strengthen school–community relations. The current state of basic education in Nigeria is a pressing issue due to economic hardships and insecurity plaguing the country. In order to effectively manage this situation, promoting community and stakeholder engagement is crucial (Eric, 2021; Eduok,, Bassey & Danson, 2023). This strategy involves bringing together members of the community, including parents, educators, and local leaders, to collaborate and find solutions to the challenges facing basic education (Alabi, 2022; Atiga & Ogunode, 2021). Through open communication and active participation, stakeholders can identify and prioritize the most critical issues, develop and implement effective interventions, and monitor progress. By promoting community and stakeholder engagement, we can create a sustainable and inclusive environment that benefits both learners and the community as a whole. With the support and involvement of all stakeholders, we can work towards improving the quality and accessibility of basic education in Nigeria despite the economic hardships and insecurity (Ogunode, & Abubakar, 2022).

4.0 Conclusion

Managing basic education amidst economic and security challenges in Nigeria requires coordinated, multisectoral strategies that address both immediate and long-term concerns. Strengthening funding mechanisms, leveraging technology, improving teacher welfare, enhancing school safety, and promoting community engagement can collectively sustain access to quality basic education. These interventions are essential to achieving the goals of the Universal Basic Education (UBE) programme and the Sustainable Development Goal 4 (SDG 4) on inclusive and equitable quality education.

Revise Questions

1. Concept of Basic education
2. Concept of Economic hardship
3. Concept of Insecurity
4. Strategies to Manage Basic Education Amidst Economic Hardships and Insecurity in Nigeria

References

Afolabi, F. O., & Izuagba, A. C. (2022). *Digital learning as a tool for sustaining basic education in conflict-prone environments*. International Journal of Education and Development using ICT, 18(4), 112–125.

UNESCO. (2021). *Education for Sustainable Development: Building a better future for all*. Paris: UNESCO.

Alabi, H. M. (2022). Policy analysis: Universal basic education act, Nigeria. Universal Basic Education Commission (UBEC). https://ubeconline.com/about_ubec.php

Atiga, T & Ogunode, N. J. (2021). Management of Public Secondary School in Nigeria: Challenges and the Ways Forward. *International Journal of Formal Education*. 01 (03), 1-12

Bulama, Y. & Musa, U. (2023). Summative Evaluation of Implementation of Universal Basic Education Programme in Bade Local Government Area of Yobe State Nigeria. *International Journal of Innovative Development and Policy Studies* 11(4):19-31,

Best, S. G. (2006) The Method of Conflict Resolution and Transformation in Shadrack Gaya Best (ed) Introduction to Peace and Conflict Studies in West Africa. Ibadan: Spectrum Book Ltd.

Eze, N. R. (2020). *Educational management and challenges of basic education delivery in Nigeria*. Journal of Education and Practice, 11(8), 45–53.

Eme, O. I. (2011), Ethno-religious identities in Nigeria; implications for good governance in Nigeria. *Journals of Social Sciences*, (2), 1

Enang, I. I. (2019). Strengthening campus internal security against criminalities and unacceptable conduct. Paper presented at security workshop for Association of Heads of Security of Tertiary institutions at University of Calabar from 26th-28th June 2019.

Eduok,, J., D., Bassey, S., O. & Danson, A., U. (2023). Insecurity as an Impediment to Curriculum Delivery in Basic Education *The Intuition*, 10(1), 1-13

Eric, P. (2021) Insecurity: Definition, causes, and seven ways to cope. www. Choosing therapy.com

Federal Republic of Nigeria (2013). National policy on education. 4th ed. Lagos: Nigerian Educational Research and Development Council.

Ikoya, P. O., & Onoyase, D. (2008). Universal Basic Education In Nigeria: Availability Of Schools' Infrastructure For Effective Program Implementation. *Educational Studies*, 34(1), 11–24. <https://doi.org/10.1080/03055690701785228>

Human Rights Watch. (2021). *“Those Who Take Us Away”: Abduction and School Attacks in Nigeria*. New York: Human Rights Watch.

UNICEF. (2022). *Education under attack in Nigeria: Impact of insecurity on children's learning*. Abuja: UNICEF Nigeria Country Office.

Ogunode, N. J., & Abubakar, R. (2022). *Economic challenges and their implications for basic education management in Nigeria*. International Journal of Educational Administration and Policy Studies, 14(2), 33–41.

Ogunode, J. N. (2020). Administration of Primary School Education in Nigeria: Challenges and the Ways forward. *Intercathedra* 4(45), 197–205. <http://dx.doi.org/10.17306/J. INTERCATHEDRA.2020.00108>

Ogunode, N., J., Ahaotu G., N. & Obi-Ezenekwe U., C. (2021) Effects of Insecurity on School Administration in Nigeria. *Middle European Scientific Bulletin*, (13), 94-102

Ogunode, N J, & Abashi, L. E. (2020). An Investigation into the Administrative Challenges Facing the Administration of Universal Basic schools in Abaji area council of FCT, Abuja, Nigeria. *WORLDWIDE JOURNAL OF RESEARCH*, 1(3), 27-39. Retrieved from <https://w-jr.com/index.php/wjr/article/view/33>

Ogunode, N, J., Johnson, A., G & Olatunde-Aiyedun, T.G. (2022). Education Crisis in Nigeria and Way Forward. *Kresna Social Science and Humanities Research Proceedings of the International Conference on Sustainable Development: Problems, Analysis and Prospects*.33-47

Ogunode, N., J & Adanna, C., M (2022) An Analysis of Factors Responsible for High Out of School Children in Nigeria and Way Forward. *International Journal on Integrated Education*, 5,(6), 194-202

Ogunode, N, J., Chijindu, O., E & Jegede, D (2022) Provision of Education Services for Internally Displaced Persons in IDPs Camps in Nigeria: Challenges and Way Forward. *International Journal on Integrated Education* 5(5),14-22

Ogunode,N, J, Yahaya D, M. & Musa, A. (2022) School-Based Management Committee of Basic Schools in Fct: Implementation Problems and Way Forward. *European Multidisciplinary Journal Of Modern Science* (6), 44-51

Ogunode, N., J., Solomon, A., T & Idonigie, A (2024). The Impact of Economic Hardship on Education in Nigeria. *American Journal of Management Practice*, 1(6), 61-69

Ogunode, N., J. Olofinkua, V., K. & Sunmonu, I., S. (2024)..Economic Hardship and Tertiary Education Finance in Nigeria: Implication for Decision Making for Sustainable Tertiary Education Development. *American Journal of Corporate Management*,1,(2),39-49.

Ogunode, N., J. Afolabi I., O. & Adi D. (2024). Economic Hardship and its Effect on Tertiary Education Development in Nigeria. *Spanish Journal of Innovation and Integrity* (33), 73-84

Ogunode, N., J. & Adanna, C., M. (2022) Impact of Insecurity on Early Child Care Development and Education (ECCDE) Programme and Effective Counselling for Sustainable Development in Nigeria. *Modern Journal of Social Sciences and Humanities*, (9) , 11-19

Olaniyan, D. A., & Okemakinde, T. (2020). *Sustainable financing of education in Nigeria: Issues and challenges*. Journal of Educational Management, 8(1), 22–33.

Ogunode, N. J., & Abubakar, R. (2022). *Economic challenges and their implications for basic education management in Nigeria*. International Journal of Educational Administration and Policy Studies, 14(2), 33–41.

Olamosu, B. (2000) *Crisis of Education in Nigeria*. Ibadan: Book Farm Publishers

Omede, J., & Omede, A.A. (2015). Terrorism and Insecurity in Nigeria: Moral, Values and Religious Education as Panaceas. Journal of Education and Practice. 6(11), 120- 126.

Omoyibo, K. U., & Akpomera, E. (2013). Insecurity mantra: The paradox of Nigerian growth and development. *European Scientific Journal*, 8(15), 132-142.

Onifade, C; Imhonopi, D. & Urim U,m (2013). Addressing the insecurity challenges in Nigeria. The imperative of moral values and virtues ethics. *Global Journal of Human Social Science, & Political Science*. Vol. 13(2) Version 10years 2013.

Sabitu, K.A. (2023). Influence of economic hardship on undergraduates' disposition to academic activities in oyo state, nigeria. Paper presented at the 1th international conference of the school of general studies education held between 13th - 17th february, 2023 at the new economics hall, federal college of education (special), oyo, oyo state

Umar, Y. (2022). Insecurity in Nigerian Education System: Implications for Educational Managers. *Bichi Journal of Education (BIJE)*, 16(1),87-96

Universal Basic Education Commission (2000): *National Report on the State of Readiness for the UBE Program*. Abuja, Education Today.

Universal Basic Education Commission (2004): *The Introduction and Historical Background of the UBE Programme*. Abuja, UBEC.

Universal Basic Education Commission (2010): *Information Memorandum on the activities of UBEC. Repositioning Technical and Vocational Education for Wealth Creation*. Abuja, UBEC.

Universal Basic Education Commission (2012): *Impact Assessment of the UBE Programme delivery in Nigeria from 1999-2009*. Abuja, UBEC.

UNESCO (2021). Insecurity impacting negatively on Nigeria's Education. As NCCE train 300 educators on new curriculum. On <https://tribuneonlineng.com/insecurity-impacting-negativelt-on-nigerias-education-%E2%80%95unesco>.

UNICEF & EU. (2021) Insurgency: 2295 Teachers killed, 1400 Schools Destroyed in North- East Since 2009. Vanguard Newspaper. Available on line at www.vanguardngr.com.

Wale, S. & Temitope, R .(2019). Availability and Utilization of ICT Facilities for Enhancing University Campus Security in South-South, Nigeria. *International Journal of Computer Science and Mathematical Theory*. 5(2), 35-45