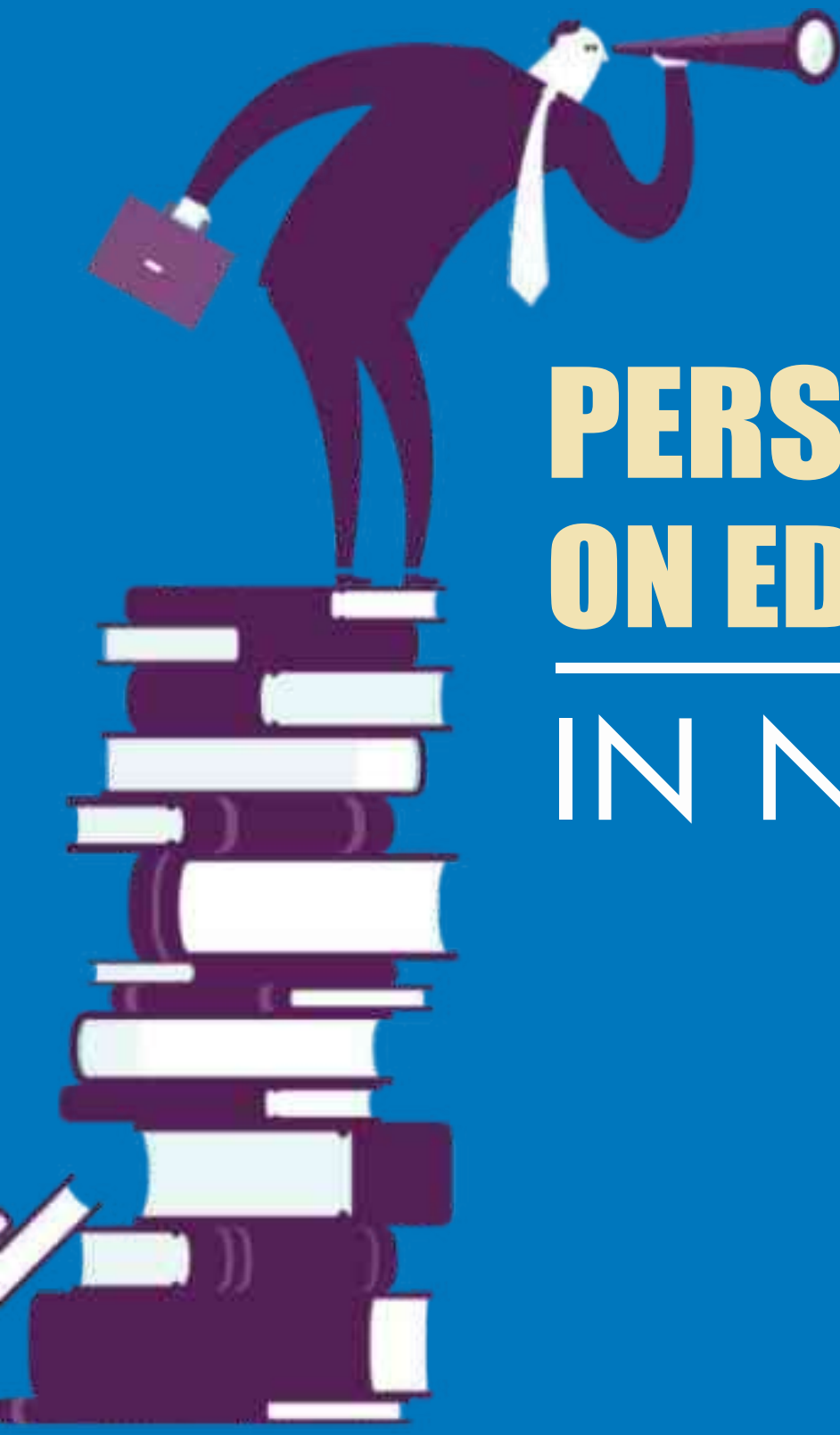


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# PERSPECTIVE ON EDUCATION --- IN NIGERIA



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# PERSPECTIVE ON EDUCATION IN NIGERIA

**VOL-3**

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# Acknowledgments

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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.



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## CHAPTER SIX

# MANAGING BASIC EDUCATION AMIDST ECONOMIC HARDSHIP AND INSECURITY CHALLENGES IN NIGERIA

BY

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### 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 Guideline, 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

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