

MANAGING POST-BASIC EDUCATION AND CAREER DEVELOPMENT (PBECD) AMIDST ECONOMIC HARDSHIP AND INSECURITY CHALLENGES IN NIGERIA

By

Conrad Ugochukwu Ukozor

conradorare@gmail.com

Department of Educational Management,
University of Abuja, Nigeria.

Abstract

The paper discussed strategies to manage Post-Basic Education and Career Development (PBECD) Amidst Economic Hardship and Insecurity Challenges in Nigeria. The paper disclosed that strengthening government funding and resource diversification, enhancing public-private partnerships (ppps) and community participation, improving security and safety management systems, capacity building and motivation of teachers, integrating technology and digital learning platforms, innovating the curriculum and promoting skills-based education, and strengthening policy implementation and monitoring mechanisms are strategies to adopt to effectively manage Post-Basic Education and Career Development (PBECD) Amidst Economic Hardship and Insecurity Challenges in Nigeria. Based on the findings, the paper recommends that the Nigerian government should significantly raise its budgetary allocation to education, particularly at the post-basic level, to meet the UNESCO benchmark of 15–20% of total national expenditure. Educational management should adopt a collaborative model in which the government, the private sector, and communities work together to fund, manage, and secure post-basic education centres. The private sector can contribute through Corporate Social Responsibility (CSR) initiatives, scholarships, and infrastructural support, while communities can assist in safeguarding school environments and monitoring teacher attendance. Industries and vocational institutions should also collaborate to design career development programmes aligned with market demands. This synergy ensures that education remains relevant, practical, and sustainable amidst economic and security difficulties. Teachers and administrators are the key drivers of post-basic education, and their capacity must be developed through continuous professional training, digital skill development, and workshops on modern pedagogy. Digital transformation is a key strategy for sustaining post-basic education during crises. The government should invest in affordable broadband internet, electricity supply, and digital tools to promote e-learning. Schools should be equipped with computer laboratories, and teachers should be trained in digital pedagogy to facilitate hybrid learning models that combine online and in-person instruction.

-Keyword: Economic Hardship, Insecurity Challenges, Post-Basic Education and Career Development (PBECD)

1.0 Introduction

Post-Basic Education and Career Development (PBECD) occupy a critical position in Nigeria's educational system, bridging the gap between basic education and higher education or vocational pursuits. It encompasses senior secondary education, technical and vocational education, and other forms of continuing education that prepare learners for employment, entrepreneurship, or further study. According to the Federal Republic of Nigeria (FRN, 2014), PBECD aims to equip learners with the relevant knowledge, skills, and competencies needed for sustainable livelihoods and national development. However, managing post-basic education and career development in Nigeria has become increasingly challenging due to persistent economic hardship and the growing wave of insecurity across the nation.

Economic hardship—characterized by inflation, unemployment, poverty, and declining government revenue—has severely constrained educational funding. Many post-basic institutions face inadequate infrastructure, shortages of qualified teachers, delayed salaries, and poor facility maintenance. These financial constraints hinder effective curriculum implementation and limit access to quality education. At the same time, insecurity resulting from terrorism, banditry, kidnapping, cultism, and communal violence continues to disrupt learning environments, leading to school closures, the displacement of students and teachers, and the loss of educational resources (Ogunode, Afolabi & Adi 2024).

The dual challenges of economic hardship and insecurity have profound implications for the management and sustainability of post-basic education. School administrators must now navigate complex financial and security issues while ensuring that students continue to receive quality education and career guidance (Ogunode, Olofinkua, & Sunmonu, 2024). Effective management under these conditions requires innovative leadership, resource optimization, community participation, and strategic policy interventions that promote resilience and continuity in learning (Ogunode, Solomon, & Idonigie, 2024).

Therefore, examining how to manage Post-Basic Education and Career Development amidst economic hardship and insecurity challenges in Nigeria is essential for sustaining educational standards, protecting learners and teachers, and ensuring that the goals of national development and the Sustainable Development Goal 4 (SDG 4)—quality education for all—remain attainable despite prevailing adversities.

2.0 Review of Literature

2.1 Concept of Post-Basic Education and Career Development (PBECD)

Post-Basic Education and Career Development (PBECD) represent the level of education that builds upon basic education and prepares learners for tertiary education, vocational engagement, or entrepreneurship. It includes senior secondary education, technical and vocational education, and continuing education programmes designed to foster career readiness and life-long learning. According to the Federal Republic of Nigeria (FRN, 2014), in the National Policy on Education, post-basic education encompasses senior secondary schools, technical colleges, and vocational institutions that provide learners with skills, knowledge, and values necessary for further education or entry into the workforce. The policy emphasizes that this level of education is vital for producing a skilled and adaptable labour force capable of driving national development.

UNESCO (2015) defines post-basic education (PBE) as the second phase of organized learning after basic education, intended to deepen learners' understanding, refine their skills, and prepare them for productive participation in economic and social life. The organization highlights the career-development dimension of PBE, noting that it aligns education with employability, entrepreneurship, and innovation. Okebukola (2020) views PBE as a transformative educational framework that equips learners with both cognitive and technical competencies for socio-economic advancement. He argues that this level of education must respond to national needs and global demands by integrating career guidance, digital literacy, and entrepreneurship training into the curriculum. Similarly, Ogunode (2023) describes PBE as a post-compulsory educational stage aimed at empowering learners with specialized skills, moral discipline, and career-focused competencies. He asserts that effective management of PBE enhances productivity, reduces unemployment, and promotes sustainable development, particularly in developing nations such as Nigeria.

2.2 Concept of Economic Hardship

Economic hardship is a condition of financial strain or deprivation arising from adverse economic circumstances that limit individuals' or institutions' ability to meet their basic needs. It is characterised by inflation, unemployment, low incomes, and reduced access to essential services, including education and healthcare. The World Bank (2022) defines economic hardship as a period of macroeconomic instability in which declining incomes, rising inflation, and higher living costs collectively undermine economic welfare and social stability. This condition affects both households and public institutions, reducing their capacity to invest in human capital development. According to the National Bureau of Statistics (NBS, 2021), economic hardship in Nigeria is reflected in high poverty rates, low purchasing power, and a growing disparity between incomes and living costs. The Bureau notes that over 40% of Nigerians live below the poverty line, with many families unable to afford basic educational and health services, thereby affecting school enrolment and learning quality.

Adejumo and Adeoye (2020) define economic hardship as the manifestation of economic distress within a society, driven by poor governance, inflationary pressures, and external shocks such as global recessions. They highlight that during periods of economic hardship, educational institutions suffer from underfunding, inadequate infrastructure, and reduced teacher motivation, all of which lower educational standards. In the same vein, Okoli and Agbakwuru (2019) view economic hardship as a socio-economic condition in which both the public and private sectors face financial constraints that impede development. They argue that Nigeria's prolonged economic hardship has weakened the education sector by reducing government capacity to maintain facilities, pay staff, and provide essential learning materials.

2.3 Concept of Insecurity

Insecurity is the state of being unsafe, vulnerable, or exposed to threats that endanger lives, property, and institutional stability. It encompasses a wide range of issues, including terrorism, kidnapping, armed robbery, banditry, and communal conflicts that disrupt peace and hinder development. According to Achumba, Ighomereho, and Akpor-Robaro (2013), insecurity is the absence of safety and stability within a society, resulting in fear and uncertainty that affect social and economic systems. They explain that insecurity creates an atmosphere of anxiety and distrust, which can paralyse productive sectors such as education and commerce.

Imhonopi and Urim (2016) describe insecurity as a state of societal disorder and lawlessness caused by ineffective governance, unemployment, and social inequality. They assert that in Nigeria, insecurity manifests as terrorism, militancy, and kidnapping, all of which have devastating effects on education, particularly in rural and northern regions, where school attendance has drastically declined due to safety concerns. Adebayo (2019) conceptualizes insecurity as a complex socio-political condition that arises when a nation fails to protect its citizens and critical institutions. He links insecurity to the erosion of trust in government, arguing that persistent violence and instability discourage investment in education and economic growth. Additionally, Onifade, Imhonopi, and Urim (2013) define insecurity as a multidimensional threat that weakens national cohesion, disrupts governance, and hinders human capital development. They maintain that insecurity in Nigeria is both a cause and a consequence of poor leadership, corruption, and inequality. Insecurity is a major impediment to educational development and national stability, as it threatens the safety of learners and educators, disrupts school operations, and undermines the achievement of educational goals, such as those outlined in PBECD.

3.0 Method

Strategies to Manage Post-Basic Education and Career Development (PBECD) Amidst Economic Hardship and Insecurity Challenges in Nigeria is a position paper that adopted a systematic literature review-based method. The method allows for the collection and review of the related previous literature from various online sources. Using a digital platform, the researcher collected secondary data to generate knowledge on this topic from 2015 to 2025. The position paper employed a qualitative narrative design. The researcher has visited different online sites to collect

the previous literature and analyze the literatures on the strategies to Manage Post-Basic Education and Career Development (PBECD) Amidst Economic Hardship and Insecurity Challenges in Nigeria. The previous findings are critically analyzed and presented in different themes as on the strategies to Manage Post-Basic Education and Career Development (PBECD) Amidst Economic Hardship and Insecurity Challenges in Nigeria.

Inclusion and exclusion criteria

Inclusion

This output of the literatures on the strategies to Manage Post-Basic Education and Career Development (PBECD) Amidst Economic Hardship and Insecurity Challenges in Nigeria presents an in-depth study and result that can infer conclusion on the topic. The study includes: online publication; conference paper, journals sorted from reputable international journals such as CEON, Elsevier, Hindawi, JSTOR, IEEE, Learn Techlib, SAGE, Nebraska and Springer (Adapted from Ogunode, 2025v).

Exclusion

Additionally, the literature review excludes information from edited books, preprints, monographs, works published before 2015, and book chapters (Adapted from Ogunode, 2025).

4.0 Result and Discussion on Strategies for Managing Post-Basic Education and Career Development (PBECD) Amidst Economic Hardship and Insecurity Challenges in Nigeria

Post-Basic Education and Career Development (PBECD) in Nigeria plays a vital role in equipping learners with the knowledge, skills, and competencies needed for employment, entrepreneurship, and further education. However, the dual challenges of economic hardship and insecurity have posed significant threats to the effective management of this educational tier. Economic hardship has led to poor funding, inadequate learning materials, low staff morale, and infrastructural decay, while insecurity—such as terrorism, kidnapping, and banditry—has caused school closures and disruptions to the academic calendar. To mitigate these challenges, several strategic measures can be adopted to ensure that post-basic education remains functional, resilient, and relevant to national development goals.

Strengthening Government Funding and Resource Diversification

One of the most pressing needs in managing PBECD is adequate funding. The Nigerian government must prioritise post-basic education in its budgetary allocations, in line with UNESCO's recommendation that 15–20% of national expenditure be dedicated to education. This will help sustain essential services such as staff salaries, instructional materials, infrastructure maintenance, and student welfare. According to Ogunode (2023), inadequate funding remains the greatest hindrance to the effective delivery of education in Nigeria. Beyond government allocations, institutions should explore alternative funding mechanisms, including alumni

endowments, donor agencies, education levies, and partnerships with the private sector. This diversification will reduce overreliance on government subventions and ensure financial stability even during economic downturns (Ogunode, Onyekachi, & Ayoko, 2023).

Enhancing Public-Private Partnerships (PPPs) and Community Participation

Sustainable management of post-basic education requires the active involvement of non-state actors. Public-Private Partnerships (PPPs) can support infrastructure development, technical training, and innovation in curriculum design (Ifeanyi, Ogunode, & Ajape 2021). For example, industries can partner with vocational and technical schools to provide training equipment, internship opportunities, and job placements. Similarly, communities should play active roles in safeguarding school facilities, providing local security, and encouraging student attendance. According to Okebukola (2020) and Ishaya & Ogunode (2021), effective PPPs foster accountability, efficiency, and the practical relevance of education to societal needs.

Improving Security and Safety Management Systems

The rise in insecurity across Nigeria directly threatens educational access and quality. To manage PBECD effectively, school administrators and policymakers must adopt comprehensive safety measures. These include establishing school security committees, fencing school premises, installing surveillance systems, and collaborating with local security agencies. Teachers and students should also receive training in emergency preparedness and conflict response (Ogunode, Attah, & Ebute, 2023). Imhonopi and Urim (2019) argue that a safe learning environment is fundamental to educational continuity and national stability. The government must also enforce security policies that protect schools, especially in rural and conflict-prone regions.

Capacity Building and Motivation of Teachers

Teachers remain the backbone of post-basic education, and their capacity must be continuously developed. Training and retraining programmes should focus on digital literacy, classroom management, guidance counselling, and crisis management. Amid economic hardship, motivational incentives such as housing schemes, timely salary payments, and recognition awards can boost morale and reduce brain drain (Ogunode & Obiakor, 2023). Akinwumi and Adekola (2021) emphasise that when teachers are adequately trained and motivated, learning outcomes and institutional efficiency significantly improve, even in challenging environments.

Integration of Technology and Digital Learning Platforms

In times of insecurity and financial constraints, digital learning platforms can ensure uninterrupted education. Using online classes, mobile learning applications, and radio or television educational programmes can bridge the learning gap caused by school closures or limited physical access. Institutions can partner with technology firms to develop affordable learning management systems and train teachers in digital pedagogy (Ogunode & Agwor, 2021; Ogunode, Edinoh &

Okolie, 2023). According to Edeh and Ogbu (2022), digitalization enhances flexibility, accessibility, and continuity in post-basic education, particularly in times of crisis.

Curriculum Innovation and Skills-Based Education

Managing PBECD amid economic hardship requires an educational system that aligns with the realities of the job market. The curriculum should emphasize entrepreneurship, vocational training, and critical thinking, along with problem-solving skills, to prepare learners for self-reliance (Ogunode, 2020). According to the Federal Republic of Nigeria (FRN, 2014), post-basic education aims to equip learners with life skills for meaningful participation in national development. Therefore, practical workshops, apprenticeships, and business incubator programmes should be integrated into school activities to enhance employability and reduce youth unemployment (Ogunode, Edinoh, & Okolie, 2023).

Strengthening Policy Implementation and Monitoring Mechanisms

Effective management of post-basic education also depends on consistent policy enforcement and monitoring. There should be robust evaluation systems that track the performance of schools, teachers, and administrators. The Ministry of Education and related agencies must ensure strict adherence to national education policies and guidelines, particularly regarding safety, funding, and quality assurance. According to Obioma (2021) and Ogunode, Onyekachi, & Ayoko (2023), weak monitoring and poor policy implementation have been major causes of inefficiency and inequality in Nigeria's post-basic education system. Strengthening institutional accountability will improve transparency and educational outcomes (Odigwe & Owan, 2019).

4.1 Findings

The paper discloses that strengthening government funding and diversifying resources, enhancing public-private partnerships (PPPS) and community participation, improving security and safety management systems, building teacher capacity and motivation, integrating technology and digital learning platforms, innovating the curriculum and promoting skills-based education, and strengthening policy implementation and monitoring mechanisms are some of the strategies to adopt to effectively manage Post-Basic Education and Career Development (PBECD) amid economic hardship and insecurity challenges in Nigeria

4.2 Conclusion and Recommendations

The paper discussed strategies to manage Post-Basic Education and Career Development (PBECD) Amidst Economic Hardship and Insecurity Challenges in Nigeria. The paper disclosed that strengthening government funding and diversifying resources, enhancing public-private partnerships (PPPS) and community participation, improving security and safety management systems, capacity building and motivating teachers, integrating technology and digital learning platforms, innovating the curriculum and promoting skills-based education, and strengthening

policy implementation and monitoring mechanisms are some of the strategies to adopt to effectively manage Post-Basic Education and Career Development (PBECD) Amidst Economic Hardship and Insecurity Challenges in Nigeria.

Based on the findings, the paper recommends the following:

- 1) The Nigerian government should significantly increase its budgetary allocation to education, particularly at the post-basic level, to meet the UNESCO benchmark of 15–20% of total national expenditure. Adequate funding will help rehabilitate deteriorating infrastructure, procure modern teaching and learning materials, and improve the welfare of teachers and administrators. ---
- 2) Educational management should adopt a collaborative model in which the government, private sector, and communities work together to fund, manage, and secure post-basic education centres. The private sector can contribute through Corporate Social Responsibility (CSR) initiatives, scholarships, and infrastructure support, while communities can help safeguard school environments and monitor teacher attendance. Industries and vocational institutions should also collaborate to design career development programmes aligned with market demands. This synergy ensures that education remains relevant, practical, and sustainable amid economic and security challenges.
- 3) Teachers and administrators are the key drivers of post-basic education, and their capacity must be developed through continuous professional training, digital skills development, and workshops on modern pedagogy. ---
- 4) Digital transformation is a key strategy for sustaining post-basic education during crises. The government should invest in affordable broadband internet, reliable electricity, and digital tools to support e-learning. Schools should be equipped with computer laboratories, and teachers should be trained in digital pedagogy to facilitate hybrid learning models that combine online and in-person instruction.
- 5) To counter the growing insecurity in Nigeria, schools must adopt proactive safety and protection measures. This includes installing perimeter fences, employing trained security personnel, and introducing surveillance systems such as CCTV cameras. Collaboration with local vigilante groups, security agencies, and community leaders can also enhance surveillance and rapid response during emergencies. Additionally, the Federal and State Ministries of Education should implement the 'Safe Schools Declaration' by establishing crisis management committees, training students and staff in emergency response, and developing contingency plans for schools in high-risk areas. Ensuring a safe learning environment is fundamental to the survival and stability of post-basic education in conflict-prone zones.
- 6) The current curriculum should be reviewed and realigned to focus on practical, vocational, and entrepreneurial skills that promote self-employment and economic self-reliance. In an era of economic hardship, equipping learners with market-oriented skills—such as information

technology, agriculture, crafts, and entrepreneurship—can reduce youth unemployment and curb insecurity. ---

7) Effective management of PBECD requires robust governance, consistent policy implementation, and robust monitoring. The government should empower quality assurance agencies to conduct regular inspections, evaluate school performance, and ensure adherence to national education standards. Policies on teacher training, school safety, and funding should not only be formulated but also strictly enforced. Moreover, data-driven decision-making should be institutionalized, with school management information systems (SMIS) used to track progress, identify challenges, and design targeted interventions. This will improve accountability and foster sustainable educational reforms even in times of insecurity and financial strain.

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