

## Economic Hardship and Post-Basic Education and Career Development (PBECD) in Nigeria

Dafiaghor Charity<sup>1</sup>, Temienor Eguonor<sup>2</sup>, Nnorom Jane Ndidiamaka<sup>3</sup>

<sup>1</sup>Department of Educational Foundation, College of Education, Warri, Delta State, Nigeria

<sup>2,3</sup>Department of Educational Foundational Management and Foundations, Delta State University, Abraka, Nigeria



DOI : 10.61796/ejheaa.v1i11.1044



### Sections Info

#### Article history:

Submitted: November 10, 2024

Final Revised: November 10, 2024

Accepted: November 11, 2024

Published: November 11, 2024

#### Keywords:

Post-Basic Education and Career Development (PBECD)

Economic hardship

### ABSTRACT

**Objective:** To examine the impact of economic hardship on teachers' job performance and students' academic performance in Post-Basic Education and Career Development (PBECD) in Nigeria. **Method:** This paper is a review paper that depends on secondary data which were collected from relevant books, seminar papers, workshop papers, articles, etc. **Results:** Economic hardship has affected teachers' job performance and students' academic performance in Post-Basic Education and Career Development (PBECD) in Nigeria. Economic hardship has also affected the management of Post-Basic Education and Career Development (PBECD) in Nigeria. **Novelty:** The paper recommends that governments should increase the salaries of teachers in Post-Basic Education and Career Development (PBECD), provide bursaries and scholarships for students, increase the budgetary allocation for PBECD schools, and provide school buses to transport both teachers and students to their respective schools.

## INTRODUCTION

Post-Basic Education and Career Development (PBECD) is the education children receive after the successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship [1].

The objectives of Post-Basic Education and Career Development (PBECD) are to:

- Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with the opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;
- offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and agricultural, industrial, commercial and economic development;
- develop and promote Nigerian languages, art and culture in the context of the world's cultural heritage;
- inspire students with a desire for self-improvement and achievement of excellence;
- foster patriotism, national unity and security education with an emphasis

on the common ties despite our diversity; and h). raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour [1].

Economic hardship is defined as the inability or struggle to meet reasonable basic living expenses such as food and shelter [2]. Economic hardship refers to the perception of a deficit of resources compared to others. Those who suffer from economic hardship are competitively disadvantaged, with resultant consequences for survival and reproduction. The perception of economic hardship may motivate individuals to adopt different behavioral strategies including both increased conflict behaviors and increased cooperation [3]. Economic hardship according to [4] 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 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” [5].

There are many factors responsible for economic hardship in Nigeria. According to [6], one of the factors in recent times is the outbreak of COVID-19. This outbreak has resulted to low access to basic needs and loss of jobs. A high rate of households reported income loss since mid-March 2020, as 79% of households reported that their total income decreased. Basically, while income from all sources were affected, the rate was highest for income from non-farm family business (85%) compared to household farming, livestock or fishing (73%) and wage employment (58%). The commerce, services and agricultural sector was recorded to have the highest number of layoffs. It was also revealed that a high percentage of households could not afford needs such as staple foods, soap and cleaning supplies and access to treatment. The COVID-19 pandemic has increase the hardship in Nigeria.

Another major cause of economic hardship in Nigeria is Corruption. In 2012, Nigeria was estimated to have lost over \$400 billion to corruption since independence. In January 2020, Transparency International's Corruption Perception Index (CPI) ranked Nigeria 146 out of 180 countries surveyed. Corruption reduces the overall wealth in a country since it can discourage business from operating in such a corrupt setting. Moreover, corruption harms society by damaging economic development and reforms and hinders the growth of democratic institutions. It impedes the ability of developing countries to attract foreign investors and distorts capital allocation as well as impedes international trade. Corruption has also led to the lack of trust in Nigerian government. Money that was supposed to feed the poor was embezzled because of the high rate of corruption in Nigeria [6].

Furthermore, the massive drop in international oil price has played a major part in causing economic hardship. This majorly happened because Nigeria as a country was

heavily dependent on crude oil. Ever since the drop in Nigeria's revenue, it has been battling with the evident decline in money supply, and this has greatly halted a lot of economic activities. Existing businesses are finding it difficult to survive because the money is not flowing, and it barely flows towards their direction. This means less revenue for existing businesses; and for new businesses, they will barely spring up, because there is no motivation for them to spring up, and not just that, should they want to secure a loan facility, it will be very difficult for them, because the access to finance is so locked up, and interest rate is on the high side [6].

## **RESEARCH METHOD**

This study is a review paper that relies on secondary data. Data were gathered from various sources, including books, seminar and workshop papers, articles, and other relevant literature. The analysis examined the impact of economic hardship on teachers' job performance, students' academic performance, and the management of Post-Basic Education and Career Development (PBECD) in Nigeria. Various definitions of economic hardship and its causes, such as COVID-19, corruption, and oil price fluctuations, were explored. Additionally, previous studies were referenced to assess the effects of economic conditions on education, specifically on teaching effectiveness, student attendance, and the operational costs of schools.

## **RESULTS AND DISCUSSION**

### **Impact of Economic Hardship on Post-Basic Education and Career Development (PBECD)**

#### **Teachers' job performance**

Teachers' job performance in Nigerian Post-Basic Education and Career Development (PBECD) schools has been negatively affected by economic hardship. Teachers' job performance has been described by [1] as their level of involvement in the day to day running of school. It is referred to as the measure of teacher's level of effectiveness in relation to their expected responsibilities in their school. It is used to assess whether a teacher carries out his or her job well or not in terms of teaching, discipline, lesson plan, lesson delivery and commitment. Conceptualized teacher job performance as the implementation of teacher's assigned responsibilities in the school [7]. The teachers' job performance involve teaching implementation. Ogunode Noted that subsidy removal and inflation in Nigeria has affected the teaching programme of educational institutions across the country [7], [8], [9]. The teaching programme is one of the most important programmes of educational institutions. Teaching programme implementation is done by the teachers. Noted teaching programme implementation in Nigerian educational institutions has been affected by the subsidy removal [10]. The increment in fuel price has led to an increment in transportation fares which directly and indirectly affected the teachers' movement to schools. Many teachers are now missing classes due to their inability to come to school while in tertiary institutions many lecturers have decided to compress their lectures to once or twice a week. And other lecturers have changed to a virtual model of teaching. The post-subsidy removal in Nigeria has affected the implementation of teaching programmes in Nigerian educational institutions. Subsidy removal has impacted negatively on the entire educational system leading to a reduction in the teaching hours in schools because teachers cannot cope with the increment in transportation fares [11], [12], [13].

### **Students' academic performance**

Observed that students are learners in educational institutions. Studentship starts from early childhood education to basic education to secondary school education and ends in higher institutions [14]. Subsidy removal according to has affected the learning programme of many students in Nigerian educational institutions across the country [4]. The subsidy removal has impacted negatively on the students and learners in Nigerian educational institutions. Most of the students transport to school dailies because their schools are located far from their homes. Due to the high cost of transportation fares that is caused by the removal of subsidies, many of the students at the basic schools and secondary schools now miss lessons in their respective schools. Conducted a study to investigate the influence of economic recession on the management of public secondary schools in Rivers State [15]. Results obtained showed that economic recession negatively influences social activities as well as the teaching-learning process of both teachers and students.

### **Management Post-Basic Education and Career Development (PBECD)**

The current economic hardship has adversely affected most public and private schools as the price of educational resources has gone high. Reported that the cost of running the school has been seriously aggravated by the removal of the subsidy [16]. This has drastically doubled the cost of fuelling and maintaining the school bus. This in effect makes the upward review of the school fees inevitable. Noted that subsidy removal in Nigeria has led to an increment in the operational cost of running schools across the country [7]. The hike in petrol pump prices affected the general costs of goods and this affected the cost of running educational institutions. Almost everything used daily running of schools has increased. Submitted that school administration of most educational institutions has been affected in Nigeria due to subsidy removal [17], [18]. The removal of subsidies has increased the cost of running the schools. Studied how the economic downturn affected the administration of public secondary schools in the state of Benue [19]. The study's findings also showed that personnel management in secondary schools is impacted by the current economic climate [20]. It was suggested, among other things, that the government of Benue State provide regular financial grants to public secondary schools. Did a study on how inflation and the recession are affecting secondary school students' education in Enugu State's Oji River Educational Zone. Findings showed that inflation significantly increased the amount of poor quality and ineffective secondary school instruction [21].

## **CONCLUSION**

**Fundamental Findings :** This study reveals that economic hardship in Nigeria has had a significant negative impact on both teachers' job performance and students' academic performance in Post-Basic Education and Career Development (PBECD). The study also finds that economic constraints have strained the management and operational capacity of PBECD institutions, creating a challenging environment for educational advancement. **Implications :** The findings suggest a need for governmental intervention to alleviate the negative effects of economic hardship on PBECD. Specifically, increasing teacher salaries, providing bursaries and scholarships for students, and raising budgetary allocations for these institutions are critical steps. Additionally, the provision of school buses could reduce transportation costs for both students and teachers, improving attendance and morale. **Limitations :** This study

primarily relies on secondary data sources, such as books, seminar papers, and articles. While these sources provide useful insights, they may lack the nuanced understanding that primary data collection through interviews or surveys could bring. Additionally, this study does not account for potential regional differences within Nigeria that might influence the impact of economic hardship differently across PBECD institutions. **Future Research :** Future studies should employ primary data collection methods, such as surveys or interviews, to gain firsthand perspectives from teachers, students, and administrators within PBECD institutions. Additionally, research could explore regional variances in the impact of economic hardship on education to determine if certain areas are more affected. Expanding the scope to include the potential role of public-private partnerships could also provide insights into alternative solutions for sustaining educational quality amid economic constraints.

## REFERENCES

- [1] A. Omoniyi, "Impact of fuel subsidy removal on Nigerian students," Tribune Online.
- [2] C. V. Cunningham, "What Are the Root Causes of Economic Hardship?," Medium.
- [3] O. Okonkwo, "Explainer: How fuel subsidy removal affects you," Nairametrics.
- [4] N. J. Ogunode, V. K. Olofinkua, and S. I. Sakirat, "Impact of Inflation on Tertiary Institutions' Research Programme in Nigeria," *Am. J. Manag. Pract.*, vol. 1, no. 5, pp. 1-11, 2024.
- [5] N. J. Ogunode, I. O. Afolabi, and D. Adi, "Economic Hardship and its Effect on Tertiary Education Development in Nigeria," *Spanish J. Innov. Integr.*, vol. 3, pp. 73-84, 2024.
- [6] F. L. Fenny, "The Causes of Economic Hardship in Nigeria and Possible Solutions to them".
- [7] N. J. Ogunode and U. Ojochenemi, "Impact of Subsidy Removal on Educational Institutions in Nigeria," *Electron. Res. J. Soc. Sci. Humanit.*, vol. 5, no. 3, pp. 94-101, 2023.
- [8] N. Darlington and T. Monday, "Price unleashed: Examining the ripple effects of petroleum subsidy removal on consumer buying behaviour in Nigeria - Systematic literature review," *Int. J. Adv. Acad. Educ. Res.*, vol. 13, no. 7, pp. 40-51, 2023.
- [9] O. A. Ahmed and O. A. Tochukwu, "Perceived influence of inflation on Nigeria educational system: a case study of Federal Polytechnic, Oko," *Int. J. Res. Innov. Soc. Sci.*, vol. 8, no. 3, pp. 1602-1613, 2024.
- [10] T. Musa, *Subsidy Removal and Educational Institutions*. Press Abuja, 2023.
- [11] O. P. Bamidele, "Fuel subsidy removal is hampering the educational sector," Tribune Online. [Online]. Available: <https://tribuneonlineng.com/fuel-subsidy-removal-is-hampering-educational-sector/>
- [12] N. J. Ogunode and B. G. Aregbesola, "Impact of Subsidy Removal on Nigerian Educational System," *Middle Eur. Sci. Bull.*, vol. 39, pp. 105-116, 2023.
- [13] A. Udi, "Nigeria's inflation rate jumps to 33.2% in March 2024 - NBS," Nairametrics.
- [14] N. J. Ogunode, "An investigation into the challenges preventing students of educational administration and planning from using ICT for learning in Nigerian higher institutions," *Int. J. Bus. Manag. Res.*, vol. 8, no. 1, pp. 20-27, 2020.
- [15] G. Anele, "Influence of economic recession on management of public secondary schools in Rivers State," *Int. J. Innov. Educ. Res.*, vol. 8, no. 2, pp. 11-18, 2020.
- [16] E. Ejiogu, "Fuel subsidy removal: Parents in dilemma as primary, and secondary schools close for a long vacation," Sun News Online.
- [17] C. T. Nwaoga and K. C. A. Casimir, "Fuel Subsidy Removal in Nigeria: Socio-Religious and Value Implications Drawn from the Theistic Humanism of Professor Dukor," *Open J. Philos.*, vol. 3, no. 1, pp. 240-247, 2013.
- [18] N. J. Ogunod, L. Ahmed, D. Gregory, and L. Abubakar, "Administration of public educational institutions in Nigeria: problem and suggestion," *Eur. Sch. J.*, vol. 1, no. 3, pp.

- 1–12, 2020.
- [19] G. O. Ochai and A. V. Ogwa, "Influence of Economic Recession on the Management of Secondary Schools in Benue State: Implication for Counseling," *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 8, no. 3, pp. 608–618, 2018.
- [20] O. O. Asuquo, "The Church and the Nigerian Economic Recession," *J. Arts, Humanit. Dev. Stud. Res.*, vol. 1, no. 2, pp. 13–19, 2019.
- [21] M. I. Obiakor, "Impact of inflation and economic recession on education of secondary school students in Oji River Educational Zone of Enugu State," *African J. Educ. Manag. Teach. Entrep. Stud.*, vol. 3, no. 1, pp. 158–168, 2021.

---

**\* Dafiaghor Charity (Corresponding Author)**

Department of Educational Foundation, College of Education, Warri, Delta State, Nigeria

Email: [charitydafiaghor@gmail.com](mailto:charitydafiaghor@gmail.com)

**Temienor Eguonor**

Department of Educational Foundational Management and Foundations, Delta State University, Abraka, Nigeria

Email: [egunor18@gmail.com](mailto:egunor18@gmail.com)

**Nnorom Jane Ndidiamaka**

Department of Educational Foundational Management and Foundations, Delta State University, Abraka, Nigeria

Email: [srfrank@yahoo.com](mailto:srfrank@yahoo.com)

---