



STRATEGIES FOR REDUCING INSECURITY IN NIGERIA THROUGH BUSINESS EDUCATION TRAINING

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Abstract: The study examined strategies for reducing insecurity in Nigeria through Business Education Training. Two research questions were raised and two hypotheses were formulated to guide the study. The population of the study consisted of thirty-seven (37) business education lecturers in Universities in Rivers State (URS). All the lecturers in the universities were used for the study since the population was manageable. A 26-item questionnaire titled "Strategies for Reducing Insecurity through Business Education Training (SRIBET)" was used for data collection. The internal consistency of the instrument was determined using the Cronbach Alpha statistical technique, which yielded an overall reliability coefficient of 0.86. The data collected was analysed using mean (X) and standard deviation (SD) to answer the research questions, while the null hypotheses were tested at a 0.05 level of significance using an independent t-test. The findings from the analysis showed that strategies for reducing insecurity in Nigeria through business education training are highly needed. Based on the findings of the study, it was concluded that business education training reduces insecurity by equipping graduates with the capacity to create their own jobs and successfully run their own businesses to promote self-employment or find productive jobs after graduation. It was equally recommended, among others, that the government should give education priority in the nation's budget and security agencies in the country should be equipped with adequate human and non-human resources.

Key Words: Strategies, Reducing, Insecurity, Business Education and Training

Introduction

The essential condition for any nation's success, growth and development has been defined as security. Security is described as a country's ability to protect and develop itself, to promote its cherished interests and lawful values, and to raise the level of living and well-being of its people. One of the major factors that attract investors is secured, serene and business/investment friendly environment. However, recent events in the country have shown various levels of insecurity that is jeopardizing the country's progress and development. Insecurity manifests itself in increasing homicides, violence, and armed robbery. Insecurity in the form of breaches of peace and security has recently become a big threat in the country. According to Paskins in Radda (2013), insecurity is a disvalue, a negative thing, one among a number of ills to which we are unavoidably subjected. It is the feeling of being unsafe or insecure, as well as a state of mind marked by self-doubt and vulnerability.

While security is an assurance that protection for the vulnerable is beginning to exist, insecurity is the absence of such protection. Instell (2015) observes the insecurity of the country to be in this order; insurgency in the north; ritual killings in the west; kidnappings in the east; militancy in the south-south; and political and non-political assassinations all over the country. The aforementioned scenario has been a source of concern in terms of educating citizens on social transformation, growth, sustainable development, and being security-conscious at all times. The effect of insecurity is evidenced in the intellectual drift to other, more peaceful and secure countries, leaving our dear country in a condition called "brain drain" (Okoro, 2018). Although, several effort have been made by the national security agencies to provide effective and enduring security mechanisms, yet nothing has changed.

Business education According to Akeke, Oche, Ushie & Akuegwu (2022), generally refers to the plethora of

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courses designed to provide students with any number of skills needed for success in business, especially those related to launching and running businesses. Business education provides economic benefits by increasing the productive capacity of its people. It can therefore be concluded that business education can effectively reduce insecurity in the country, which is based on the fact that business education is the vehicle for skills acquisition and national development of the country, which will culminate in improved security of lives and properties. Olom and Okute (2012) In Atah, Bessong and Ittittim (2022), confirmed that business education is aimed at preparing individuals for the acquisition of appropriate knowledge, skills, competencies, and attitudes that prepare individuals for self-employment or paid employment in any chosen career in the public or private sectors of the economy. Through the numerous skills taught, graduates may be able to generate self-employment prospects. This will enable them to keep busy with one or more jobs which may keep them occupied with no time to neither think evil nor get involved in any thereby causing the rate of crimes and criminality to be drastically reduced and subsequently eradicated.

Adding to the above view, Aliyu (2006) stated that Business education as education for the development of skills, competencies, attitudes, and attributes essential for the economic system's efficiency). In the assessment of Nwosu (2007), business education is a component of comprehensive education that provides occupational, personal, consumer, and socioeconomic abilities necessary for inclusive society development. Both institutions and universities offer business education. Courses include accounting, marketing, management, keyboarding, office practice, office machines, and shorthand. When graduates of business schools in the country and around the world are active in creating jobs or beginning their own enterprises, the rate of crime and criminality falls, and most insecurity is eliminated. Education remains the process through which human potentials are developed because the aim of education in whatever form is to mold an individual to a better person, who will be relevant to his environment and make positive contributions to his society (Akeke & Eyo, 2018).

Educating the youths and citizens for and about business will help in keeping them away from some activities that

facilitate insecurity. There is need for people to be given the awareness of negative implications of insecurity to enable them get engaged in gainful ventures to enable us enjoy secured environment. According to Hassan (2014), security is defined as the defense, protection, and prevention of core values, as well as the absence of threats to the set and acquired values; security may be attained to a higher extent through business education knowledge. According to Alegre (2009), insecurity is a general sensation of disquiet or nervousness that can be induced by believing oneself to be susceptible or inferior in some way, or a sense of vulnerability or instability that affects one's self-image, image, or ego. Transformations, growth, and long-term development can all be achieved through business education. Hence, the need to curb insecurity to make for conducive environment for ease of operation and administration. Eze and Akubue, (2007) identified reasons for skill acquisition through business education for the production of much-needed manpower for the national development of individual potential, essence of discovery, development of rational thought, explaining natural phenomena, and general scientific literacy. Furthermore, business education, defined as education for and about business, has been widely accepted around the world as a precondition for national growth. It provides opportunities for students to acquire relevant functional knowledge and skills needed for advancement and is encouraged to live by providing information on the topical issues in the country and proffering solutions which are aimed at reducing insecurities.

Insecurity can be seen as a situation that is poses threat to people and property. These threats may include armed robbery, kidnapping, Boko Haram insurgency, rape, suicide bombing, ethnic and religious crises. Farlex (2013) defines insecurity as the ability to be unsure, certain, or skeptical of a situation. That is when one feels unprotected or insufficiently safe. Most businesses cannot stand the test of time where there is absence of peace and security. Nigeria is witnessing a high rate of insecurity to lives and properties. The term insecurity is used to describe a situation whereby there is feeling of inadequacy in the protection of lives and properties of individuals (Azih, 2015). Whenever there is insecurity in a country, it is difficult to encourage enterprises that would feed the inhabitants. Graduates of Business Education find it challenging to practice their vocation



by establishing businesses/enterprise (small, medium or large scale). According to Aliyu (2012), insecurity is caused by a structurally entrenched development problem that generates an atmosphere conducive to the creation of poverty, unemployment, and inequality in the country. When a country or any region is faced with insecurity, unemployment and poverty will be on the increase.

These unfavourable condition may lead to student's protests, unrest, cult killing, fire explosions with injuries or significant damage, infectious diseases, missing students, quest for wealth, carefree travels by teachers, rechanneling school fees, assault on students, mental health crisis, extortion by teachers, drug/alcohol, sexual assault, death of a student (on or off campus), significant injury on a student, mass exodus of teachers, less preference for teacher education, fewer female primary teachers (Njoku 2015), Secondary and higher education, few females and boys in some programs, program establishment without recourse to parent body and non or recognized programs, increase in school expenses, attempted suicide, policy revision and policy reversal.

Three things contribute to insecurity according to Dembo and Mustapha (2011), these are; illiteracy, unemployment, and disdain for traditional security measures. In the same vein, Azih (2015) identifies some of the causes of insecurity in Nigeria. These are high level of unemployment, poor leadership, high level of moral decadence, religious fanaticism, poor quality of education, inadequate provision of welfare packages, lack of spirit of patriotism, high level of poverty, negative effect of foreign culture and poor parental upbringing. Similarly, Azih (2015) outlines some of the root causes of insecurity in Nigeria. These are high levels of unemployment, weak leadership, moral degradation, religious extremism, poor educational quality, insufficient welfare support, a lack of patriotism, a high level of poverty, the detrimental impact of foreign culture, and poor parental upbringing. Atah (2019), outlined the causes of insecurity in Nigeria include bad governance, corruption, youth employment, poverty, insurgency, cultism, selfishness and greed among leaders.

More methods for repositioning the Business Education program in Nigeria to address insecurity issues, include: recruitment of skilled labor, continuous retraining of business educators on emerging skills, provision of

financial aids for Business Education, establishment of entrepreneurial businesses managed by department staff and students, award of scholarships to students who excelled in their results, and review of Business Education curricula (Azih 2015). Adding to this, Eme (2011) identified several insecurities, including the urbanization process, poverty, and election fraud, inadequate economic management, bad roads, and the quality of our health institutions. According to Okenyodo (2016), the country's uncertainties today compel all to pay attention, particularly in the areas of educational transformation through skill acquisition via indirect or direct teaching and learning of business education.

Insecurity endangers people's lives and properties, can lead to the economic melt-down of a country. This is why business education programme appears to be a viable answer to this vexing problem. Graduates of business education from any approved University are expected to have marketable skills that will enable them to start their own businesses to self-reliant or find lucrative employment. As a result, the researchers believe it is vital to do study on strategies for reducing insecurity in Nigeria through business education training.

Purpose of the Study

The purpose of this study is to assess strategies for reducing insecurity in Nigeria through business education training in Universities in Rivers State. The study sought to ascertain:

1. Male and female lecturers' perception on strategies for reducing insecurity in Nigeria through business education training
2. State and Federal lecturers' perception on strategies for reducing insecurity in Nigeria through business education training

Research Questions

The following research questions were formulated by the researchers to guide the study

1. What are the strategies for reducing insecurity in Nigeria through business education training in Universities in Rivers State as perceived by male and female lecturers?
2. What are the Strategies for reducing insecurity in Nigeria through business education training in Universities in Rivers State as perceived by State and Federal Universities lecturers?

Research Hypothesis



The following null hypotheses were raised and tested at 0.05 level of significance

1. There is no significant difference in the mean rating of male and female Universities lecturers on the strategies for reducing insecurity in Nigeria through business education training
2. There is no significant difference in the mean rating of State and Federal Universities lecturers on the strategies for reducing insecurity in Nigeria through business education training

Research Method ology

The study employed a descriptive survey design to investigate strategies for reducing insecurity in Nigeria through business education training at universities in Rivers State (URS). The population of the study comprised thirty-seven (37) business education lecturers at University (RSU), Ignatius Ajuru University of Education (IAUE) and the University of Port hardcourt (UNIPOINT). All the lecturers in the universities were used for the study since the population was manageable. A 26-item questionnaire titled “Strategies for Reducing Insecurity in Nigeria through Business Education Training (SRINBET) was used for data collection. The internal consistency of the instrument was determined by

using 10 lecturers in Business Education at Ebonyi State University, Abakaliki and data collected and analyzed using the Cronbach Alpha statistical technique, which yielded an overall reliability coefficient of 0.86. The mean (X) and standard deviations (SD) were used to answer the research questions, while the null hypotheses were tested at 0.05 level of significance using an independent t-test. The questionnaire was validated by three (3) experts in the Business Education department and one expert in Measurement and Evaluation from the University of Calabar, Calabar for face and content validity. The decision rule is that a mean score of 2.50 or higher is considered to be agreed, while a mean score of less than 2.50 is considered disagreed with. All the hypotheses were tested at 0.05 level of significance with 35 degree of freedom

Results of the findings

Research Question one

What are the strategies for reducing insecurity in Nigeria through business education training in Universities in Rivers State as perceived by male and female lecturers? Data answering the above research question are contained in Table 1

Table 1: Mean ratings of Responses of respondents on the strategies for reducing insecurity in Nigeria through business education training (N=37)

S/N	Strategies for reducing insecurity in Nigeria through business education training	Mean	SD	Decision
1	Prevision of scholarships to excellent students	3.3846	1.13409	Agree
2	Recruitment of skilled workers	3.0385	.95836	Agree
3	Provision of a suitable laboratory for skill development	3.2692	.82741	Agree
4	Appropriate classrooms for efficient instructions	3.4231	1.06482	Agree
5	Provision of all necessary teaching facilities	3.1923	1.16685	Agree
6	Financial assistance to graduates of entrepreneurial training	3.2308	.76460	Agree
7	Provision of financial assistance to graduates for start-up business	2.9615	.82369	Agree
8	Provision of a sufficient power supply	3.2308	1.03180	Agree
9	Continuous evaluation of Business Education curriculum	3.5000	.90554	Agree
10	The establishment of a healthy maintenance culture	3.1154	.90893	Agree
11	Appropriate funding of business education programme	2.9231	1.16355	Agree
12	Provision of adequate supervision and monitoring	2.9583	.99909	Agree
13	Improving students' attitudes toward skill acquisition	3.1923	1.05903	Agree
Grand Total		3.186	0.9850	Agree

According to the data shown in Table 1, all the items indicate that strategies for reducing insecurity in Nigeria

through business education training are needed. According to the analysis, items 1-13 received a mean



score more than 2.50. This shows that business education lecturers in Rivers State, Nigeria believed that business education training lessen insecurity by helping graduates to create their own jobs or find productive jobs in the world of work. The standard deviations for all questions are within the same range, indicating that respondents' mean scores are homogeneous.

Research Question Two

What are the Strategies for reducing insecurity in Nigeria through business education training in Universities in Rivers State as perceived by State and Federal Universities lecturers?

Data answering the above research question are contained in Table 2

Table 2: Mean ratings of responses of respondents on the strategies for reducing insecurity in Nigeria through business education training (N=37)

S/No	Strategies for reducing insecurity in Nigeria through business education training	Mean	SD	Decision
14	Adequate supply of sufficient laboratory for practical	3.0000	.97980	Agree
15	Provision of enough classroom facilities for successful teaching and learning	3.0385	1.03849	Agree
16	Quality assurance of business education programme	2.8077	1.02056	Agree
17	Provision of appropriate learning materials	2.6923	1.08699	Agree
18	Proper orientation to improve students' attitudes toward skills acquisition	2.7308	1.18516	Agree
19	Provision of adequate funds for the business education programme	2.8077	1.13205	Agree
20	A sufficient supply of electricity	2.6923	1.15825	Agree
21	Ensuring proper maintenance of equipment	3.5769	.90213	Agree
22	The establishment of a business center for students to gain skills.	3.1923	.74936	Agree
23	Creating entrepreneurial opportunities for graduates	3.4231	.70274	Agree
24	Prevision of teaching facilities	3.2692	.66679	Agree
25	Recruitment of qualified labour	3.2692	.87442	Agree
26	Financial assistance for business education graduates	3.4231	.80861	Agree
Grand Total		3.071	0.9465	Agree

According to the data shown in Table 2, all the items indicate that strategies for reducing insecurity in Nigeria through business education training are needed. Items 14-26 received a mean score of more than 2.50, according to the analysis. This shows that business education lecturers in Rivers State universities in Nigeria agreed that business education programs reduce

insecurity since graduates can either establish their own firms or find gainful employment. As a result, they will not have time to participate in any sort of insecurity. The standard deviations for all the categories are within the same range, indicating that respondents' mean evaluations are homogeneous.

Table 3: independent t-test on mean rating of Male and female business education lecturers on the strategies for reducing insecurity in Nigeria through business education training

S/No	GENDER	N	Mean	SD	Df	Alpha	t-cal	P-val	Decision
1	Male	12	2.9167	1.44338	35	0.05	-2.072	0.068	NS
	Female	14	3.7857	0.57893					
2	Male	12	3.25	0.96531	35	0.05	-0.108	0.571	NS
	Female	14	3.2857	0.72627					



3	Male	12	3	1.20605	35	0.05	-1.983	0.764	NS
	Female	14	3.7857	0.80178					
4	Male	12	2.6667	1.30268	35	0.05	-2.302	0.059	NS
	Female	14	3.6429	0.8419					
5	Male	12	3	0.8528	35	0.05	-1.456	0.533	NS
	Female	14	3.4286	0.64621					
6	Male	12	2.6667	0.98473	35	0.05	-1.759	0.078	NS
	Female	14	3.2143	0.57893					
7	Male	12	2.75	1.05529	35	0.05	-2.4	0.632	NS
	Female	14	3.6429	0.8419					
8	Male	12	3.1667	1.11464	35	0.05	-1.816	0.532	NS
	Female	14	3.7857	0.57893					
9	Male	12	3	1.04447	35	0.05	-0.591	0.631	NS
	Female	14	3.2143	0.80178					
10	Male	12	2.6667	1.30268	36	0.05	-1.042	0.511	NS
	Female	14	3.1429	1.02711					
11	Male	11	2.4545	1.03573	35	0.05	-2.524	0.515	NS
	Female	13	3.3846	0.76795					
12	Male	12	2.9167	1.31137	35	0.05	-1.242	0.524	NS
	Female	14	3.4286	0.75593					
13	Male	12	3	1.04447	35	0.05	-0.591	0.751	NS
	Female	14	3.2143	0.80178					
	Male	12	37.4547	14.6636	35	0.05	-0.153	0.475	NS
	Female	14	44.9562	9.7494					

In table 3, the calculated t-value of 0.153 is less than the t-critical value of 0.475 at 35 degrees of freedom at 0.05 level of significance. This means that there was no

significant difference in the mean rating of males and females on the strategies for reducing insecurity in Nigeria through business education training.

Table 4: Independent t-test on mean rating of State and Federal Universities education lecturers on the strategies for reducing insecurity in Nigeria through business education training

S/No	INSTITUTIONS	N	Mean	SD	Df	Alpha	t-cal	P-val	Decision
14	State universities	11	3.5455	0.68755	35	0.05	2.726	0.782	NS
	Federal universities	15	2.6	0.98561					
15	State universities	11	3.5455	0.68755	35	0.05	2.309	0.657	NS
	Federal universities	15	2.6667	1.1127					
16	State universities	11	3.4545	0.52223	35	0.05	3.256	0.627	NS
	Federal universities	15	2.3333	1.04654					



17	State universities	11	3.2727	0.64667	35	0.05	2.582	0.029	NS
	Federal universities	15	2.2667	1.16292					
18	State universities	11	3.4545	0.68755	35	0.05	3.089	0.533	NS
	Federal universities	15	2.2	1.20712					
19	State universities	11	3.2727	0.78625	35	0.05	1.883	0.780	NS
	Federal universities	15	2.4667	1.24595					
20	State universities	11	3.0909	0.94388	35	0.05	1.544	0.763	NS
	Federal universities	15	2.4	1.24212					
21	State universities	11	3.2727	1.00905	35	0.05	-1.51	0.872	NS
	Federal universities	15	3.8	0.7746					
22	State universities	11	2.9091	0.70065	35	0.05	-1.713	0.731	NS
	Federal universities	15	3.4	0.73679					
23	State universities	11	3.3636	0.80904	36	0.05	-0.363	0.651	NS
	Federal universities	15	3.4667	0.63994					
24	State universities	11	3.3636	0.50452	35	0.05	0.61	0.715	NS
	Federal universities	15	3.2	0.7746					
25	State universities	11	3.2727	1.00905	35	0.05	0.017	0.824	NS
	Federal universities	15	3.2667	0.79881					
26	State universities	11	3.0909	0.94388	35	0.05	-1.883	0.688	NS
	Federal universities	15	3.6667	0.61721					
	State universities	11	42.9089	9.93787	35	0.05	0.965	0.666	NS
	Federal universities	15	37.735	12.34491					

In table 4, the calculated t-value of 0.666 is less than the t-critical value of 0.965 at 35 degrees of freedom at 0.05 level of significance. This means that there was no significant difference in the mean rating of males and females on the strategies for reducing insecurity in Nigeria through business education training.

Discussion of Results

Strategies for reducing insecurity in Nigeria through business education training

The study revealed various strategies for reducing insecurity in Nigeria through business education training, such as providing scholarships to outstanding students, hiring skilled workers to teach students the necessary skills, providing a suitable laboratory for skill development, appropriate classrooms for efficient instruction, providing all necessary teaching facilities, and providing financial assistance to business education graduates. This finding is consistent with the findings of Azih (2015), who discovered various strategies for



repositioning business education programs in Nigeria to address insecurity issues such as providing financial aid for business education, establishing business companies supervised by department employees and students, and awarding scholarships to students who excel in their outcomes. The findings also concurred with Njoku's (2015) study, which claimed that the absence of these strategies to reduce insecurity could lead to student protests, cult killings; fire explosions resulting in injuries or significant property damage; infectious diseases; sudden death of a student; missing students; quest for wealth; carefree travels by students; rechanneling school fees; assaults on students; mental health crisis; teacher extortion; drug/alcohol use. In agreement, Abang and Atah (2022) noted that business education provides economic benefits by increasing the productive capacity of its people. It can therefore be concluded that business education can effectively reduce insecurity in the country. This is based on the fact that business education is the vehicle for skills acquisition and national development of the country, which will culminate in improved security of lives and properties.

Strategies for reducing insecurity in Nigeria through business education training in Universities in Rivers State as perceived by State and Federal Universities lecturers

The study revealed the various strategies in which insecurity in Nigeria could be reduced through business education training as adequate supply of sufficient laboratories for students' practical; provision of enough classroom facilities for successful teaching and learning; quality assurance of business education programme; provision of appropriate learning materials; proper orientation to improve students' attitudes toward skills acquisition; provision of adequate funds for the business education programme; a sufficient supply of electricity; ensuring proper maintenance of equipment; the establishment of a business center for students to gain skills; financial assistance for business education graduates. These findings are in agreement with Atah, Bessong, and Itittim (2022), who confirmed that business education is aimed at preparing individuals for the acquisition of appropriate knowledge, skills, competencies, and attitudes that prepare individuals for self-employment or paid employment in any chosen career in the public or private sectors of the economy. Through the numerous skills taught, graduates may be

able to generate self-employment prospects. This will enable them to keep busy with one or more jobs. The rate of crime and criminality will be drastically reduced and subsequently eradicated, thereby getting rid of most insecurity. Business education broadens one's knowledge and awareness of life's events; so, without business education, there may be insufficient security.

Conclusion

Since business education at University-level, helps to develop skilled and competent graduates who can start and run their own enterprises without relying on white-collar professions that are not always easy to come by, it is therefore seen a veritable tool to eliminate insecurity in Nigeria. This is because the skills acquired through the training builds in the trainers, the capacity to establish and successfully run their own firms, promote self-employment and helps to lessen the country's high prevalence of insecurity. As a result, proper facilities and equipment, as well as qualified lecturers, are required to effectively teach students to enable them acquire the necessary skills and information in business education in Nigeria.

Recommendations

The following recommendations were made:

1. Authorities should give education priority in the nation's budget to ensure that schools are equipped with adequate teaching and learning facilities to enhance transfer of needed knowledge to students by professional teachers.
2. Security agencies should be equipped with adequate human and material resources to create awareness of the negative implication of insecurity as well as handling culprits.

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