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Repositioning Business Education for Alleviating Insecurity in Nigeria: Business Educators' Perspective for Solving Insecurity in Nigeria

By

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**ABSTRACT**

*This study ascertained that causes of insecurity in Nigeria as well as ways business education programme can be repositioned to alleviate in Nigeria. The population of the study comprised all the business educators in the three tertiary institutions in Adamawa State offering business education programme. Two research questions and two hypotheses guided the study. A 26-item questionnaire was used to elicit responses from business educators in federal University of technology yola, Adamawa state Polytechnic yola and federal College of Education, yola. Out of the 35 questionnaire copies distributed only 30 copies were well completed and returned. The research questions were answered using mean and standard deviation while the t-test was used to test the hypotheses. The respondents agreed with all the items listed were the cause of insecurity in Nigeria and equally agreed with all the items suggested as ways of repositioning business education programme to alleviate insecurity in Nigeria. The researcher concluded that adequate business education programme will help to improve the level of security in Nigeria and recommend that business education curriculum must contain cognate skills that will prepare the recipients to be successful entrepreneurs after graduation to reduce idleness.*

**INTRODUCTION**

Nigeria is currently witnessing high rate of insecurity. The increasing rate of insecurity throughout the country has given way to suspicion and hatred. The unity and love upon the nationhood of Nigeria was based dissipates as a result of the increasing rate of kidnapping, suicide bombing, armed robbery, ethnic and religious crisis to mention but a few. This has shifted the attention of government at all levels from development programmes to fighting terrorism, revolving conflicts and strategizing on how to uphold the nation's unity. Governments' effort to curtail insecurity seems insufficient as the perpetrator continuously convinces and recruits the unemployed and idle members of the society especially youths.

The increasing rate of armed robbery and kidnapping in the east and west, boko haram in the north and militancy in the Niger Delta are clear indications that Nigerians live their lives in fear. The perpetrators of these hideous activities seem to be unrepentant in causing trauma to the inhabitants of the entire country. Even as government has not relented on winning war against these miscreants, their inhuman activities are on the increase. Insecurity has gained popularity among the elites and other concerned citizens of Nigeria.

The term insecurity is used to describe a situation whereby there is feeling of inadequacy in the protection of lives and properties of individuals. Aliyu (2012) observed that insecurity is as a result of structural entrenched crisis of development that creates environment for the emergence of poverty, unemployment and inequality in the country. These factors as mentioned by Aliyu undoubtedly have contributed to the increase of insecurity by causing their victims to be frustrated, alienated and social discontents. These groups of people express their frustration and anger by sparking violence and some utilize such ugly opportunity as source of survival. In support of Aliyu Azazi (2012) explained that most of the perpetrators of crime in our society belong to the productive age who are not meaningfully engaged in productive ventures. He explained that unemployment is a single largest cause of insecurity as it has led millions of Nigerian youths into expressing their anger and frustration through violence and crimes. It is no more news that most of the criminals under investigation are graduates of tertiary institutions with few secondary school graduates and drop outs. These able bodied men whose energy could have been rightly used in ensuring economic development of the country now resort to criminality as a source of livelihood. This proves a dictum that an idle man is a devil's workshop.

In the light of the above, Nigeria as a nation is wasting her resources fighting insecurity caused by her idle youths. It is heart breaking that these enemies of the country have permeated all the sectors of the economy making the war against insecurity to be difficult. Their activities proves the words of Adejumo (2013) to be true when he noted that perpetrators of insecurity are all over the country and their activities have been with us probably since we became a republic. This means that insecurity which is causing hullabaloo today has its remote causes from the activities of our successive governments. Adejumo supported the fact when he posited that successive governments in the country should be blamed for the high rate of insecurity in the country today. He noted that sporadic militancy in Niger Delta, clashes between Fulani herdsmen and farmers, ethnic and religious conflicts as well as other forms of violent crimes which has culminated into Nigeria's present day challenges were existing before now. It therefore implies that defeating insecurity in the country will be a temporal success unless the root causes are adequately addressed.

However, addressing the root causes of insecurity in the country calls for participation of all Nigerians in tackling hunger, poverty and promote inclusive economic development in the country. Oluwa (2014) agreed with the above when he lamented that the increasing rate of insecurity is as a result of hunger, poverty, illiteracy, income inequality among others and these are root causes of insecurity. It is obvious that empowering Nigerians through skill acquisition oriented courses and training will be a proactive measure of solving the problems emanating from the above root causes of insecurity. With the teaming population of Nigerian students, receiving training on skills for inclusive economic development, their minds sets will be redirected towards productive ventures and adequate business education programme is a panacea for achieving sustainability of the economic needs of these youths.

Business education is one of the vocational courses offered in Nigerian tertiary institutions. It equips the recipients with relevant and saleable skills for effective self and social development. Globally, business education courses are aimed at equipping individuals with knowledge, skills, vocations and attitudes needed to manage personal business as well as function

effectively in economic system (American Vocational Association in Onojetah, 2012). Business Education according to Agomuo (2008) is a comprehensive occupationally focused training and general education subjects that are systematically arranged and prescribed for possible certification. Nwosu (2007) described business education as a part of total education that provides vocational, personal, consumer and socio-economic competences that are needed for inclusive societal development. This therefore means that business education is a global programme that aims at preparing individuals for an improved economic participation through equipping them to be intelligent consumers and producers of business products. Business education inculcates into the learners the skills and abilities needed for a fulfilling career in paid business jobs as well as skills for establishing and managing personal businesses. Graduates of business education in Nigeria are expected to possess practical skills needed by industries in order to effectively fit into practical business skills available to students of business and be employer of labour thereby help in reducing unemployment in the country.

The increasing rate of insecurity in Nigeria demands that there should be redirection of the country's educational system towards skill acquisition in order to reduce unemployment. This is because insecurity is believed to be perpetuated by frustrated unemployed members of the society. Despite this need for possession of saleable skills by Nigerian graduates, business education departments lack basic facilities for equipping their learners with modern skills aimed at effectively diverting their attention from criminal and destructive activities. Obviously, when the perpetrators of these crimes acquire saleable skills and utilize them in fending for themselves, their rate of anger and frustration will be reduced but it is heartbreaking that skill oriented courses (business education) inclusive are relegated among other courses.

The needed manpower, facilities, environment and policies to position business education for skill acquisition in Nigeria are lacking. Some tertiary institutions that offer business education courses lack necessary teaching facilities and at such, their products lack requisite skills and knowledge to function effectively in their work place after graduation. In this situation where business education as one of the vocational courses needed to empower the youths for economic development is neglected, there is need to investigate the perception of business educators on how business education will be repositioned to alleviate insecurity in Nigeria.

### ***Purpose of Study***

The major purpose of study was to ascertain the perception of business educators on how to reposition business education programme to alleviate insecurity in Nigeria.

Specifically, the study sought to:

1. Identify the causes of insecurity in Nigeria
2. Ascertain the ways business education programme can be repositioned to alleviate insecurity in Nigeria tertiary institutions.

### ***Research Questions***

The following research questions guided the study:

1. What are the causes of insecurity in Nigeria?

2. What are the ways business education programmes can be repositioned to alleviate insecurity in Nigerian tertiary institutions?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

**Ho1:** The mean rating of the respondents on the causes of insecurity in Nigeria will not differ based on gender

**Ho2:** There will be no significant difference on the mean response of the respondents on ways of repositioning business education for alleviating insecurity in Nigeria based on experience.

### **METHODOLOGY**

The study was a descriptive survey of the opinion of business educators from three tertiary institutions offering business education Programme in Adamawa State. The population is made up of 35 business educators from the three tertiary institutions. The institutions are Federal University of technology yola, Federal College of Education yola and Adamawa state Polytechnic yola. The entire population was used for the study since it was small. A structured questionnaire that was divided into two parts was used for data collection. Part A was on personal data of the respondents while part B contained a total of 26 items used in answering the two research questions. A total of 35 copies of the questionnaire were distributed but 30 copies were correctly filled and returned. The mean and standard deviation were used to answer the research questions while the t-test was used to test the hypothesis at 0.05 level of significance. Mean rating below 2.5 was rejected while any rating of 2.5 and above was accepted.

### **RESULTS**

**Research Question 1:** What are the Causes of Insecurity in Nigeria?

The data collected on the Causes of Insecurity in Nigeria is shown on table 1 below:

**Table 1: Causes of Insecurity in Nigeria**

S/No	Causes of Insecurity in Nigeria	X	SD	Remark
1.	High level of unemployment	3.60	.56	Agree
2.	Poor leadership	3.10	.52	Agree
3.	High level of moral decadence	3.51	.55	Agree
4.	Religious fanaticism	3.32	.66	Agree
5.	Poor quality of education	2.92	.51	Agree
6.	Inadequate provision of welfare package	2.81	.42	Agree
7.	Ineffective communication channel	2.83	.41	Agree
8.	Neglect of civic education on ethics and conflict resolutions	2.87	.44	Agree
9.	Lack of spirit of patriotism	3.14	.53	Agree
10.	High level of poverty	3.16	.54	Agree
11.	Negative effects of foreign culture	3.03	.53	Agree
12.	Poor parental upbringing	3.11	.51	Agree

The result of the study shows that all the items in the table were accepted as the causes of insecurity in Nigeria. They scored a mean point above 2.5. This indicates that all the items are accepted as the causes of insecurity in Nigeria.

**Research Question 2:** What are the ways business education programmes can be repositioned to alleviate insecurity in Nigerian Tertiary Institutions?

The data collected on the ways business education programme can be repositioned to alleviate insecurity in Nigerian Tertiary Institutions is shown on table 2 below:

**Table 2:** Ways of Repositioning Business Education Programme in Nigeria.

S/No	Ways of Repositioning Business Education in Nigeria	X	SD	Remark
1.	Recruitment of skilled manpower	3.38	.55	Agree
2.	Constant retraining of business educators emerging skills	3.52	.51	Agree
3.	Qualitative entrepreneurial training for students in tertiary institutions	3.52	.53	Agree
4.	Provision of financial aids to business education graduates as well as graduates of entrepreneurial training.	3.41	.50	Agree
5.	Setting up entrepreneurial business managed by staff and students of the department	3.18	.76	Agree
6.	Provision of all needed teaching facilities for teaching business education courses.	3.52	.63	Agree
7.	Ensuring good maintenance of equipment and adequate supply of power.	3.26	.45	Agree
8.	Improve students' attitude to skill acquisition through orientation.	3.43	.62	Agree
9.	Award of scholarships to students that made outstanding performance in their results.	3.03	.73	Agree
10.	Follow up studies of the graduates of the programme	3.20	.43	Agree
11.	Regular supervision of business education programmes	3.53	.62	Agree
12.	Review of business of business education curriculum for skill acquisition.	3.47	.51	Agree
13.	Adequate funding of business education programme	3.33	.46	Agree
14.	Adequate maintenance of business education equipment	3.32	.45	Agree

The result in table 2 shows that all the items in the questionnaire were accepted as the ways of repositioning business education to alleviate insecurity in Nigeria. All the items scored a mean point above 2.5 showing that they all agreed to all the items listed as ways of ways of repositioning business education to alleviate insecurity in Nigeria.

## Hypotheses

**H<sub>01</sub>:** The mean ratings of the respondents on the causes of insecurity in Nigeria will not differ based on gender.

**Table 3:** The t-test analysis of the responses of business educators on the causes of insecurity in Nigeria

S/N	Sex	No	X	SD	Df	t-Cal	t-Crit	Decision
1.	Male	16	3.63	0.50	28	0.32	2.05	Accept
	Female		14	3.57				
2.	Male	16	3.0	1.03	28	0.66	2.05	Accept
	Female		14	3.21				
3.	Male	16	3.31	0.66	28	1.59	2.05	Accept
	Female		14	3.71				
4.	Male	16	3.56	0.07	28	1.65	2.05	Accept
	Female		14	3.00				
5.	Male	16	2.80	0.83	28	1.68	2.05	Accept
	Female		14	3.29				
6.	Male	16	2.88	1.16	28	1.24	2.05	Accept
	Female		14	2.71				
7.	Male	16	2.88	1.09	28	0.25	2.05	Accept
	Female		14	2.79				
8.	Male	16	2.75	0.86	28	0.89	2.05	Accept
	Female		14	3.0				
9.	Male	16	3.06	0.93	28	0.27	2.05	Accept
	Female		14	3.14				
10.	Male	16	3.0	1.03	28	1.08	2.05	Accept
	Female		14	3.35				
11.	Male	16	3.06	1.10	28	0.28	2.05	Accept
	Female		14	3.07				
12.	Male	16	3.13	0.81	28	0.17	2.05	Accept
	Female		14	3.07				

The t-test analysis in table 4 shows that the calculated t-values for all the items were less than the critical value of 2.05 at 0.05 level of significance and degree of freedom of 28. The null hypothesis stating that the mean rating of the respondents on the causes of insecurity in Nigeria did not differ based on gender.

**H<sub>02</sub>:** There will be no significant difference on the mean response of the respondents on ways of repositioning business education for alleviating insecurity in Nigeria based on experience.

**Table 4:** T-test analysis of the responses of business educators on the ways of repositioning business education for alleviating insecurity in Nigeria

S/N	Years of Experience	No	X	SD	Df	t-Cal	t-Crit	Decision
1.	1 – 10 years	12	3.33	0.49	28	0.27	2.05	Accept
	11 years and above	18	3.39	0.72				
2.	1 – 10 years	12	3.50	0.67	28	0.25	2.05	Accept
	11 years and above	18	3.56	0.63				
3.	1 – 10 years	12	3.58	0.51	28	0.38	2.05	Accept
	11 years and above	18	3.50	0.64				
4.	1 – 10 years	12	3.33	0.89	28	0.67	2.05	Accept
	11 years and above	18	3.44	0.63				
5.	1 – 10 years	12	3.30	0.65	28	0.89	2.05	Accept
	11 years and above	18	3.06	0.83				
6.	1 – 10 years	12	3.58	0.67	28	0.35	2.05	Accept
	11 years and above	18	3.50	0.53				
7.	1 – 10 years	12	3.67	0.61	28	2.48	2.05	Accept
	11 years and above	18	3.0	0.87				
8.	1 – 10 years	12	3.33	0.89	28	0.37	2.05	Accept
	11 years and above	18	3.44	0.63				
9.	1 – 10 years	12	3.08	0.67	28	0.25	2.05	Accept
	11 years and above	18	3.0	1.06				
10.	1 – 10 years	12	3.42	0.67	28	1.04	2.05	Accept
	11 years and above	18	3.50	0.73				
11.	1 – 10 years	12	3.58	0.67	28	0.31	2.05	Accept
	11 years and above	18	3.50	0.73				
12.	1 – 10 years	12	3.33	0.65	28	1.25	2.05	Accept
	11 years and above	18	3.61	0.52				
13.	1 – 10 years	12	3.50	0.67	28	1.22	2.05	Accept
	11 years and above	18	3.22	0.52				

The t-test analysis in table 4 shows that the calculated t-value for all the items except item 7 was below the critical t-value of 2.05. The grand calculated t-value was 1.41 which is also below the critical t-value of 2.05. This implies that there is no significant difference on the mean rating of business educators on ways of repositioning business education for alleviating insecurity in Nigeria based on their experiences.

## DISCUSSION

The result of the study showed that all the items listed as the causes of insecurity in Nigeria were accepted and the items listed as the ways of repositioning business education programme were equally accepted by the respondents. The test of hypotheses showed no

significant difference in the opinion of male and female business educators on the causes of insecurity in Nigeria while the highly experienced and low experienced business educators' responses do not show any significant difference. This finding is in line with the view of Fintel (2014) who observed that the socio-political and economic landscape in Nigeria has been blighted by the endemic twin evil of crime and violence. The abysmal failure of successive administrations in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth among ethnic nationalities, ultimately resulted to anger, agitation and violent crimes against the Nigerian state by some individuals and groups. Such crimes include militancy, kidnapping, bombing, armed robbery, destruction of government properties, among others.

Olumese and Clark (2011) stated that crime rate and global economic crisis have increased protectionism of each country making youth migration to foreign countries very difficult. The worrisome aspect of the crime and unemployment rate is that university graduates are taking part in the criminality (Okolocha & Ife, 2011). This could be attributed to high level of unemployment in this country. This view was equally supported by Umezulike (2011) who observed that idleness has dragged many Nigerian youths to indulge in advanced fee fraud, prostitution, armed robbery, cultism, etc.

Repositioning of business education programme will do in a long way in reducing security challenges in the country especially through the introduction of functioning entrepreneurship education. Ukon and Ejikeonye (2010) on their own part stressed that unemployment is growing at a geometric progression. They believe that when youths are empowered through the acquisition of vocational skills, there is a tendency for using their skills in creating new avenue for wealth through the performance of various types of jobs.

The introduction of entrepreneurship as a general course for all students does not seem to be par excellence in truly achieving the set objectives as well as having the relevant facilities and engaging the right methods that would enhance learning and teaching entrepreneurship. It seems the level of entrepreneurship involvement by students is inadequate, low or even nonexistent (Ojukwu in Olumese & Clerk, 2011). A considerable challenge therefore faces business educators in devising strategies suitable for preparing business education graduates bearing in mind the major thrust of the programme which is education for and about business. Akarahu (2011) stressed that Business education programme should be repositioned so that business teachers should be properly trained to acquire necessary vital competencies needed at any point. It is then necessary that business education teachers be competent with what to be taught to students.

Efe (2014) sees entrepreneurship education as a functional education which can be used as panacea for employment, and poverty eradication for national security, because education has remained the major instrument for national development for many countries of the world. That is the reason most nations of the world spend huge sums of money to provide education for their citizens. Thus education becomes a veritable platform for tackling socio-cultural, economic, political, scientific and technological challenges facing many nations.

Fintel (2014) stated that the present situation of unemployment in Nigeria where university students roam the streets ought to be critically looked into as some may be tempted to go into crime. The introduction of entrepreneurship as a general course for all students does not seem to be par excellence as in truly achieving the set objectives as well as having the relevant



facilities and engaging the right methods that would enhance learning and teaching entrepreneurship. It seems the level of entrepreneurship involved by students is inadequate, low or even non-existent. According to Agi and Yellowe (2013) education is important to the development of human resources, impartation of appropriate skills, knowledge and attitude. It is the basis for transformation, industrialization and a high way to global knowledge economy. Relating to security, Agi and Yellowe (2013) explained further that education is regarded as a means of achieving the culture of peace, gender equality and positive African values. It is therefore the understanding of many that education leads to national transformation and development, through reduction in poverty with ensured peace and security.

## CONCLUSION

Basically, a call for refocusing of business for alleviating insecurity in Nigeria is a clarion call. This is because Nigerians cannot effectively harvest the opportunities in business education when the basic needs for effective business education programme are not available and/or not adequate for effective teaching and learning of business courses. Business education programme is a vital tool for alleviating insecurity in Nigeria. This is based on the vocational nature of the programme hence it is an imperative that adequate administration of business education and office technology and management programme are instituted in all tertiary institutions for effective entrepreneurial development of Nigeria graduates for good job creation.

## RECOMMENDATIONS

Adequate security of lives and properties should be provided by our leaders both at the federal, state and local government level, for the comfort of all Nigerians. Security agents must be provided with arms and ammunitions to enable them perform their duties effectively.

Provision and improvement in the areas of equipment and manpower are the prominent needs of business world are under constant changes especially in the era of information and communication technology (ICT). It will be rewarding to adequately equip business education classrooms with necessary ICT facilities.

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