

## **SECURITY CHALLENGES AND INSTRUCTIONAL DELIVERY AMONG BUSINESS EDUCATION LECTURERS IN UNIVERSITIES IN RIVERS STATE**

<sup>1</sup>Amesi, J.

<sup>2</sup>Allison, M. T

*Department of Business Education  
Rivers State University, Nkpolu-Oroworukwo  
Port Harcourt*

*All correspondence to joyamesi2016@gmail.com*

### **Abstract**

*The aim of the study was to ascertain security challenges and instructional delivery among Business Education lecturers in universities in Rivers State. Three specific objectives, research questions and hypotheses respectively were posed and formulated for the study. The study adopted a correlational research design. The population of the study comprised thirty seven Business Education lecturers in Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE) and University of Port Harcourt (UNIPORT). The study sampled the entire population of 37 as it was of manageable size, therefore census sampling technique was adopted. A structured questionnaire titled "Security Challenges Questionnaire (SCQ) which contained information on security challenges and the second instrument was Instructional Delivery among Business Education Lecturers Questionnaire (IDBELQ)" were used as instruments for data collection. The second instrument was designed on a 5 point rating scale of "Strongly Agreed" (SA)-5 points, "Agreed" (A)-4 points, "Undecided" (U)-3 points, "Disagreed" (D)-2 points and "Strongly Disagreed" (SD)-1 point and used to elicit responses from the respondents. Cronbach Alpha was used to establish the reliability coefficient of 0.79 Thirty seven copies of the questionnaire were retrieved and used for the analysis. Data was analyzed using Pearson Product Moment Correlation. Research questions were answered based on the r-value and direction of the correlation coefficient. For hypotheses, the r-value obtained was transformed using t-transformation formula at 0.05 level of significance. The correlation decision adopted in the study is as follows: +0.70 to 0.99 Positive high, + 0.50 to 0.69 Positive moderate + 0.1 to 0.49 Positive low, - 0.70 to -0.99 Negative high, - 0.50 to -0.69 Negative moderate, - 0.1 to -0.49 Negative low. The findings revealed that cultism, kidnapping and armed robbery negatively affect instructional delivery in universities in Rivers State. The researchers therefore recommends amongst others that school security agents should be well equipped with model modern classroom, modern security gadgets such as metal crime detectors to be able to detect cultists under normal school situations, and government at all levels should equip security agents with model modern sophisticated weapons to enable them curb the armed robbery menace ravaging not just our educational system but the nation at large.*

**Key Words:** Security. Challenges, Instructional Delivery, Business Education Lecturers



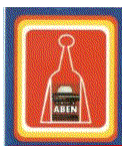
## **Introduction**

Business Education is one of the programme that is richly provided by Vocational and Technical Education in Nigeria (Edokpolor, 2017). Edokpolor and Egbri (2017) opined that the goals of Business Education is to prepare students for a specific career in office occupation; expose students with knowledge about business which includes a good blend of computer technology which incorporates Information and Communication Technology; and to equip students with the required skills for job creation and entrepreneurship. According to Edokpor (2017), some contemporary thinkers in education and training perceive Business Education as a major contributor to human resource, entrepreneurial and national development. Oladunjoye (2016) opined that despite these laudable roles, available literature showed that Nigeria have been handling Business Education with lavity. Edokporlor and Egbri (2017) added that this situation has consequently denied Business Education from adequate provision of funds, qualified manpower, modern facilities, quality curriculum and proper attention. Business Education lecturers are professionals in tertiary institutions that are engaged in teaching and learning (Ebgri&Enang, 2021). Egbri and Enang (2021) further stated that Business Education lecturers prepare students to acquire practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life. Instructional delivery is the process employed by lecturers to transfer knowledge to the learners (Wokocho, Appah & West, 2020). Instructional delivery process involves the use of several strategies and facilities in teaching. According to Onwuagboke and Singh (2015), instructional delivery involves all human interactive skills employed by the instructor or lecturer to promote and facilitate learning in the classroom. The quality of instructional delivery in the educational institution may depend on the state of security in the school environment, the availability as well as the effective utilization of facilities in the institution.

The issue of insecurity has become persistent and worrisome in Nigeria of recent. It has assumed a pervading form in the country. Insecurity is defined by Achumba, Ighomereho and Akpor-Robaro (2013) as the antithesis of security. Chinecherem and Iregbenu (2015) further described insecurity as “want of confidence, doubtful, want of safety, lack of security, lack of protection, danger, and hazard amongst others”. The cause of this insecurity, now sophisticated and seemingly intractable has been attributed to the government’s nonchalant attitude (Adejumo, 2011). Banking-Obi (2012) attributed this intractable security challenges to government’s apathy and inefficiency of the security agencies. This security challenges has gradually crept into the tertiary institutions as lecturers are no longer safe while discharging their duties (instructional delivery) as their lives are constantly being threatened, some are assaulted and humiliated by masked individuals etc.

Cultism is viewed as an activity practiced by a group of people who are adherent of a certain type of worship. It could also be seen as a fraternity relationship between a group of people who are out to achieve a set of objectives for members, though these objectives is against the interest and norms of the larger society. Ogunbameni and Daodu in Atuoma and Nwosu (2015) defined cultism as any form of organization whose activities are only exclusively kept from the knowledge of others, but such activities are carried out at odd hours of the day and they often clash with accepted norms and values of everyday life. Atuoma and Nwosu (2015) opined that as from the 1990s, the activities of secret cult has taken a horrifying and worrisome dimensions which many criminal activities including murder, arson, armed robbery and rape are linked to their members and lack of discipline. According to Amaele (2008) more than one hundred modern secret cults exist in tertiary institutions in Nigeria. Some of these secret cults as listed by Amaele (2008) includes Pirates Confraternity, the Eiye Confraternity, the Mafia, the Buccanear, the Beo-Blacks movement of Africa, the Vikings, the Amazon, Daughters of Jezebels, Pink Ladies, Marauders amongst others.

It is of interest to note that some of these cult groups set off originally for good but deviated as time went on. For instance, the Pirates Confraternity set out to fight muribudun convention, neo-colonialism, and tribalism and at the same time defend humanistic ideas while promoting



comradeship and chivalry amongst members. Nigerian tertiary institutions especially the universities are set up to train the nation's youth to become useful, responsible, patriotic and reliable future leaders with high moral and professional standards. Abdu-Raheem (2020) viewed education received in tertiary institutions as an ornament to a golden key to the acquisition of knowledge and development of desirable and purposeful skills to enable one live a comfortable and achievable life.

Unfortunately, Abdu-Raheem (2020) observed that a good number of students admitted to the tertiary institutions turned out to become wayward, irresponsible, unpatriotic and unreliable citizens through their involvement in cultism. Ajayi and Ekundayo (2010) posited that cultism is an anti-social behaviour that is in an alarming dimension in Nigerian tertiary institutions. Cultism is observed in student's unionism, demonstrations or protests, disruption of lectures, sexual harassment, examination misconduct, stealing, vandalism and provocation of students and staff members (Olofintoye, Alade, & Olusegun, 2018). The cultism situation in tertiary institutions is so bad that lecturers are threatened to award unmerited grades to cultists that failed their courses (Opaluwah in Abdu-Raheem, 2020). Some of the factors leading to student's cultism according to Ekundayo (2019) are inferiority complex, boosting of ego, poor parental care, peer influence, ignorance and indiscipline.

Kidnapping appears to be one of the most technical and most lucrative security challenge, considering the fact that a lot of people are involved unannounced. So many definitions have been adduced to kidnapping due to people's diverse views and options. Inyang and Abraham (2013) defined kidnapping as the forcible seizure, taking away and unlawful detention of a people against his or her will. Similarly, Uzoma and Nwanegbo (2014) defined kidnapping as the act of seizing and detaining or carrying away a person by unlawful force or by fraud and often with a demand for ransom. For an act to be deemed kidnapping, it must involve coercive movement of a victim from one person to the other. In most cases, female victims are sexually abused as a result of kidnapping. This act exposes the victim to the risk of contracting sexually transmitted diseases (Peter & Osaat, 2021). Peter and Osaat (2021) further stated that many ladies get impregnated by the kidnappers as any form of resistance or refusal could lead to the untimely death of the victim.

Dantala in Peter and Osaat (2021) opined that one of the greatest challenges facing the education industry in Nigeria is kidnapping which is part of the insecurity issues in the country. The consequences of kidnapping on the Nigerian educational system can be seen in its lack of growth and development. The kidnappers see lecturers as wealthy men and women in the society. In their conception, education is a lucrative business. Chuabu, Salleh and Shehu (2015) asserted that kidnapping and other insecurity matters sooner or later will reduce the manpower needed for the growth and development of the nation. According to Peter and Osaat (2021), investigations revealed that there is fear among lecturers and other personnel in the education industry. Due to the ugly experience of kidnapping, many lecturers have refused to come back to the classroom, leading to their inability to carry out instructional delivery. Abdu-Raheed (2020) opined that some tertiary institutions now experience a lack of qualified lecturers to handle core courses, the reason been that the qualified ones cannot afford to lose their lives in the hands of kidnappers. The school environment is constantly threatened by kidnapping. For education to be effective, the atmosphere must be peaceful, otherwise the aims and objectives of education as contained in the National Policy of Education cannot be achieved.

Armed robbery is referred to as a process that involves forceful deprivation of some innocent individuals of their lawful possessions by armed bandits without recourse to the law. This act according to Umar (2015) is an infringement on the fundamental human rights of the victim and the Nigerian Criminal Law which attracts serious penalties. Victims of armed robbery usually suffer certain tremendous negative social and economic consequences (Arinze, 2011). Armed robbery is now common in every part of the country, although, it is more prevalent in the South East and South-South than any other part of the country (Out, 2012). Every class of people is a potential target even



though the highly placed in the society are more vulnerable. The problem has successfully imposed a culture and atmosphere of fear, mistrust and violence in the minds of people.

Omede and Omede (2015) opined that criminal offences such as armed robbery, ritual killings, suicide, assassination and rape among tertiary education students were associated with cultism. According to Omede (2012), campuses of tertiary institutions in Nigeria were over populated amidst inadequate facilities and infrastructure, resulting to indulging in criminal activities such as armed robbery.

### **Statement of the Problem**

Instructional delivery is a major component in the teaching and learning process. It is an important and essential feature that is used by the teacher to transfer knowledge to the learner in the teaching and learning process. According to Onwuogboke and Singh (2015), instructional delivery involves all human interactive skills employed by the instructor to promote and facilitate learning in the classroom. The school environment is expected to be serene for instructional delivery to effectively take place. Unfortunately, the insecurity challenges faced in the nation which has crept into the school system has made it impossible for instructional delivery to effectively take place as merely having all the skills and knowing several teaching strategies is not enough to transmit knowledge; secured teaching and learning environment can equally guarantee effective teaching.

The security challenges faced in our tertiary institutions have devalued the image and reputation of lecturers both in the education and labour market and have contributed to the high rate of unemployment and poverty among Business Education graduates. The issue of unemployment is connected to the spate of cultism, kidnapping, rape, armed robbery amongst others. This study is therefore carried out to examine the effects of security challenges on instructional delivery among Business Education lecturers in universities in Rivers State.

### **Research Questions**

The following research questions guided that study

1. What is relationship between cultism and instructional delivery among Business Education lecturers in universities in Rivers State?
2. What is the relationship between kidnapping and instructional delivery among Business Education lecturers in universities in Rivers State?
3. What is the relationship armed robbery and instructional delivery among Business Education lecturers in universities in Rivers State?

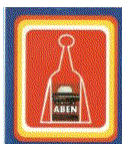
### **Hypotheses**

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

1. There is no significant relationship between cultism and instructional delivery among Business Education lecturers in universities in Rivers State
2. There is no significant relationship between kidnapping and instructional delivery among Business Education lecturers in universities in Rivers State
3. There is no significant relationship between armed robbery and instructional delivery among Business Education lecturers in universities in Rivers State

### **Methodology**

The study adopted a correlational design. The population of the study comprised of 37 Business Education lecturers of Rivers State University, Ignatius Ajuru University of Education and University of Port Harcourt which according to RSU, IAUE and UNIPORT Departments of Business Education was shown in Table 1. 100 percent of the total population was used as sample and census sampling technique was adopted. The instruments used for data collection were two (2) titled "Security Challenges Questionnaire (SCQ) which contained information on security challenges and the second instrument was Instructional Delivery among Business Education Lecturers



Questionnaire (IDBELQ)” used as instrument for data collection. The second instrument was designed on a 5 point rating scale of “Strongly Agreed” (SA)-5 points, “Agreed” (A)-4 points, “Undecided” (U)-3 points, “Disagreed” (D)-2 points and “Strongly Disagreed” (SD)-1 point and used to elicit responses from the respondents. The first instrument elicited information on the insecurity challenges (cultism, kidnapping and armed robbery) in higher institutions in Rivers State while the second elicited information on the instructional delivery of Business Education Lecturers in higher institutions in Rivers State. In order to determine the validity of the instrument, the questionnaire was face and content validated by two other experts in the Faculty of Education, Rivers State University. To ensure the consistency of the instrument, the Cronbach Alpha reliability method was adopted and a reliability coefficient of 0.79 was established. The entire 18 copies of the questionnaire were retrieved and used for the study. Data was analyzed using Pearson Product Moment Correlation. Research questions were answered based on the value and direction of the correlation coefficient. For hypotheses, the r-value obtained was transformed using z-transformation formula at 0.05 level of significance. The correlation decision adopted in this study is as follows

- + 0.70 to 0.99 Positive high
- + 0.50 to 0.69 Positive moderate
- + 0.1 to 0.49 Positive low
- 0.70 to -0.99 Negative high
- 0.50 to -0.69 Negative moderate
- 0.1 to -0.49 Negative low

**Table 1: Population Distribution.**

S/N	Institutions	Total No. of Bus. Edu. Lecturers
	Rivers State University	23
	Ignatius Ajuru University of Education	9
	University of Port Harcourt	5
<b>Total</b>		<b>37</b>

**Source:** RSU, IAUE & UNIPORT Departments of Bus. Educ. (2022)

**Results**

The results for this study were presented in tables as thus:

**Research Question 1:** What is relationship between cultism and instructional delivery among Business Education lecturers in universities in Rivers State?

**Table 2: PPMC Analysis between Cultism and Instructional Delivery among Business Education Lecturers in Universities in Rivers State.**

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r	Remarks
Cultism (X)	37	901	3300			
Instructional delivery (Y)	37	795	3069	3481	-0.98	Positive High

**Source: Field Survey Data, (2022)**

Table 2 presents Pearson Product Moment Correlation Analysis between Cultism and Instructional Delivery among Business Education Lecturers in Rivers State. The analysis showed that the r-value was -0.98. This implies that the relationship between cultism and instructional delivery is negatively strong. A negatively strong relationship signifies that an increase in the one





variable result to decrease in the other. Hence, the analysis result interprets that an increase in the act of cultism leads to decrease in the effectiveness of instructional delivery among Business Education Lecturers in Rivers State.

**Research Question 2:** What is the relationship between kidnapping and instructional delivery among Business Education lecturers in universities in Rivers State?

**Table 3: PPMC Analysis between Kidnapping and Instructional Delivery among Business Education Lecturers in Universities in Rivers State.**

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r	Remarks
Kidnapping (X)	37	781	2816			
				3122	-0.99	Positive High
Instructional delivery (Y)	37	795	3069			

**Source: Field Survey, (2022)**

Table 3 presents Pearson Product Moment Correlation Analysis between kidnapping and Instructional Delivery among Business Education Lecturers in Rivers State. The analysis showed that the r-value was -0.99. This implies that the relationship between kidnapping and instructional delivery is negatively strong. A negatively strong relationship signifies that an increase in the one variable result to decrease in the other. Hence, the analysis result interprets that an increase in the kidnapping lead to decrease in the effectiveness of instructional delivery among Business Education Lecturers in universities in Rivers State.

**Research Question 3:** What is the relationship armed robbery and instructional delivery among Business Education lecturers in universities in Rivers State?

**Table 4: PPMC Analysis between armed robbery and Instructional Delivery among Business Education Lecturers in Universities in Rivers State.**

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	R	Remarks
Armed robbery (X)	37	822	2928			
				3602	-0.92	Positive High
Instructional delivery (Y)	37	795	3069			

**Source: Field Survey, (2022)**

Table 4 presents Pearson Product Moment Correlation Analysis between armed robbery and Instructional Delivery among Business Education Lecturers in Rivers State. The analysis showed that the r-value was -0.92 which signifies a negative strong correlation. The implication of result is that an increase in armed robbery activities in higher institution leads to decrease in the effectiveness of instructional delivery among Business Education Lecturers in universities in Rivers State.



**Hypotheses Testing**

**Hypothesis 1:** There is no significant relationship between cultism and instructional delivery among Business Education lecturers in universities Rivers State

**Table 5: t-transformation Analysis on the Relationship between Cultism and Instructional Delivery among Business Education Lecturers in Universities in Rivers State**

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum X\sum Y$	Df	$\alpha$	$r_{calc}$	z-calc	Zcrit	Remark
Cultism (X)	37	901	3300	3481	35	0.05	-0.98	-5.88	1.96	Reject $H_0$
Instructional delivery (Y)	37	795	3069							

**Source: Field Survey, (2022).**

Table 5 presents the result of t-transformation analysis on the relationship between cultism and instructional delivery among Business Education lecturers in Rivers State. The observed value of the correlation coefficient between the two variables was a negative strong correlation of -0.98. To establish the significance of the correlation coefficient value, a transformed t-value was computed, an index of -5.88 was obtained. Comparing the t-cal value (-5.88) with the critical t-value of 1.96 at the 0.05 level of significance with a degree of freedom of 35 showed that the relationship was significant. This indicates that, the null hypothesis of no significant relationship between cultism and instructional delivery among Business Education lecturers in Rivers State was rejected.

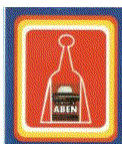
**Hypothesis 2:** There is no significant relationship between kidnapping and instructional delivery among Business Education lecturers in universities in Rivers State.

**Table 6: t-transformation Analysis on the Relationship between Kidnapping and Instructional Deliver among Business Education Lecturers in Universities in Rivers State**

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	df	$\alpha$	$r_{calc}$	t-cal	t-crit	RMKS
Kidnapping (X)	37	781	2816	3122	35	0.05	-0.99	-5.94	1.96	Reject $H_0$
Instructional delivery (Y)	37	795	3069							

**Source: Field Survey, (2022).**

Table 6 shows the result of t-transformation analysis on the relationship between kidnapping and instructional delivery among Business Education lecturers in Rivers State. The observed value of the correlation coefficient between the two variables was a negative strong correlation of -0.99. To establish the significance of the correlation coefficient value, a transformed z-value was computed and t-cal value of -5.94 was obtained. Comparing the t-cal value (-5.94) with the critical t-value of 1.96 at the 0.05 level of significance with a degree of freedom of 35 showed that the relationship was significant. This indicates that, the null hypothesis of no significant relationship between kidnapping and instructional delivery among Business Education lecturers in Rivers State was rejected.



1.96at the 0.05 level of significance with a degree of freedom of 35 shows that the relationship was significant. This indicates that, the null hypothesis of no significant relationship between cultism and instructional delivery among Business Education lecturers in Rivers State was rejected.

**Hypothesis 3:** There is no significant relationship armed robbery and instructional delivery among Business Education lecturers in universities in Rivers State

**Table 7: t-transformation Analysis on the Relationship between Cultism and Instructional Delivery among Business Education Lecturers in Universities in Rivers State**

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum X \sum Y$	Df	$\alpha$	$r_{calc}$	t-cal	t-crit	Remark
Armed robbery (X)	37	822	2928	3602	35	0.05	-0.92	5.52	1.96	Reject $H_0$
Instructional delivery (Y)	37	795	3069							

**Source: Field Survey, (2022)**

Table 7 shows the result of t-transformation analysis on the relationship between armed robbery and instructional delivery among Business Education lecturers in Rivers State. The observed value of the correlation coefficient between the two variables was a negative strong correlation of -0.99. To establish the significance of the correlation coefficient value, a transformed z-value was computed and t-cal value of -5.52 was obtained. Comparing the t-cal value (-5.52) with the critical t-value of 1.96at the 0.05 level of significance with a degree of freedom of 35 shows that the relationship was significant. This implies that, the null hypothesis of no significant relationship between armed robbery and instructional delivery among Business Education lecturers in Rivers State was rejected

**Discussion**

Discussion of the study is done according to the research questions posed in the study. The findings in research question one revealed that cultism negatively affect instructional delivery of Business Education lecturers in Rivers State higher institutions. Similarly, the hypothesis testing indicated that there is a significant negative relationship between cultism on lecturers’ instructional delivery. This findings is in agreement with the views of Opaluwah in Abdu-Raheem (2020) who stated the effect of cultism in tertiary institution is so bad that lecturers are been threatened to award unmerited grades to cultist that failed their courses. Based on the views of Opaluwah in Abdu-Raheem (2020), the researcher is of the opinion that cultism has negatively affected lecturers instructional delivery in universities in Rivers State. Cultism have been known to have caused many havoc in our universities as members engage themselves in brutal killing f other fellow students, harassing of lecturers, raping, destruction of school properties and causing violence in the school campus, thus, making the school environment uncondusive.

Findings from research question two revealed that kidnapping negatively affect efficiency of instructional delivery of Business Education lecturers in higher institution in Rivers State. In the same vein, the hypothesis testing indicated there is a significant negative relationship between kidnapping and lecturers’ instructional delivery. The findings corroborate with that of Peter and Osaat (2021) who asserted that there is fear among lecturers and other personnel in the education industry on account of the negative effect of kidnapping. Based on the views of Peter and Osaat (2021), the





researcher is of the opinion that kidnapping has negatively affected lecturers' instructional delivery as it has the potential of creating social tension, psychological trauma amongst student and lecturers alike.

Findings from research question three revealed that armed robbery has negative correlation with instructional delivery of Business Education lecturers in Rivers State higher institutions. In the same vein, the hypothesis testing indicated a significant negative relationship between armed robberies on lecturers' instructional delivery. The implication of this finding is that an increase in armed robbery activities has negative influence on the effectiveness of instructional delivery among business education lecturers. This finding agree with Arinze (2011) who asserted that victims of armed robbery usually suffer certain tremendous negative social and economic consequences. Based on the views of Arinze (2011), the researcher is of the opinion that armed robbery has negatively affected lecturers' instructional delivery as its effects includes depression, anger, fear, psychological effects, post-traumatic stress disorder, anxiety through shock and loss of trust

### **Conclusion**

Based on the findings of the study, it was concluded that cultism, kidnapping and armed robbery has negatively affected Business Education lecturers' instructional delivery in universities in Rivers State.

### **Recommendations**

Based on the findings from the study and conclusion made, the following recommendations were made:

1. School security agents should be well equipped with model modern security gadgets such as metal crime detectors to be able to detect cultists under classroom school situations.
2. The school authority should institute a stringent measure such as jail term on any student involved in kidnapping
3. Government at all levels should equip security agents with model modern sophisticated weapons to enable them curb the armed robbery menace ravaging not just our educational system but the nation at large.

### **References**

- Abdu-Raheed, B. O. (2020). An Investigation into the Causes, Effects and Solutions of Cultism in Tertiary Institutions in Southwest, Nigeria. *International Journal of Humanities and Social Science*. 10(2), 23-28.
- Achumba, I., Ighomereho, O. & Akpor-Robaro, M. (2013). Security Challenges in Nigeria and The Implications for Business Activities and Sustainable Development. Retrieved on 28<sup>th</sup> May, 2022 from <http://www.iiste.org/journals/index.php/.../4262>.
- Adejumo, A. (2011). The Problems and Challenges of Insecurity in Nigeria. Retrieved on 28<sup>th</sup> May, 2022 from <http://newsdiaryonline.com/tok-security.html>.
- Amaele, S. (2008). *Cultism in Tertiary Institutions in Nigeria*. Ilorin, Indemac Print Medial
- Atuoma, U. O. & Nwosu, F. I. (2015). Cultism in Nigerian Tertiary Institutions and its Effects on National Development *Journal of Research Development*. 24(2), 1-8..
- Ajayi, I. A., Ekundayo, H. T. & Osalusi, F. M. (2010). Menace of Cultism in Nigerian Tertiary Institutions: The Way out. *Anthropology*, 12(3)155-160.
- Bankong,-Obi, N. (2012). Remorseless Killers. Retrieved on 6<sup>th</sup> June 2022 from <http://pmnewsnigeria.com/2012/12/10/remorseless-killers>.
- Chinecherem, U. & Iregbenu, P. (2018). Security Challenges and Implications to National Stability. *Journal of Economics and Sustainable Development*. 6(4), 169-175.



- Eb gri, J. N. & Enang, C. T. (2021). Remote Teaching Skills Business Educators Need in Tertiary Institutions in Nigerian. *Nigerian Journal of Business Education*. 8(1), 173-182
- Edokpolar, J. E. (2017). Business Educators in Nigeria: Issues, Challenges and Way forward For National Development. *Journal of Collaborative Research and Development*. 5(1), 1-15.
- Edokpolar, J. E. & Egbri, J. N. (2017). Business Education in Nigeria for Value Reorientation A Strategic Approaches for Poverty Alleviation and National Development. *Journal of Education Research and Review*. 5(3), 41-48
- Edokpolar, E. J., Edokpolar, H. O. & Olupayemo, E. O. (2016). Actualizing Sustainable High Standard of Quality in Nigerian TVET Programme through Multi-Stakeholders Partnership. *African Journal of Studies in Education*. 11(1), 47-62.
- Ekundayo, H. T. (2019). *Educational Management: Theory and Practice*. Ado-Ekiti State University Printing Press
- Inyang, D. J. & Abraham, U. E. (2013). The Social Problem of Kidnapping and its Implications On the Socio-Economic Development of Nigeria: A Study of Uyo Metropolis. *Mediterranean Journal of Social Sciences*. 4(6), 531-544.
- Ofintoye, T. T., Alade, F. A. & Olusegun, G. F. (2018). Psycho-Social Strategies for Eradicating Cultism in Tertiary Institutions in Nigeria. *Educational Perspectives*. 1:85-92.
- Oladunyoya, G. T. (2016). Optimizing Business Education for National Development. *Nigerian Journal of Business Education*. 3(1), 1-16.
- Omede, J. (2012). Reforming Nigerian Secondary and Post-Secondary Education to Meet Unemployment in Nigeria in the 21<sup>st</sup> Century. *Research Journal in Organizational Psychology and Educational Studies*. 1, 23-29.
- Omede, J. & Omede, A. A. (2015). Terrorism and Insecurity in Nigeria: Moral Values and Religious Education as Panacea. *Journal of Education and Practice*. 6(11), 120-127.
- Onwuagboke, B. B.C. & Singh, T.K.R. (2015). Needs for ICT Integration for Effective Instructional Delivery in Nigerian Colleges of Education. *Journal of Education and Practice*. 6(3), 51-56
- Otu, S. E. (2012). Armed Robbery in the Southeastern States of Nigeria .Retrieved on 30<sup>th</sup> May 2022 from [www.uir.unisaac.za](http://www.uir.unisaac.za)
- Peter, C. E. & Osaat, S. D. (2021). Kidnapping in Nigeria: A Social Threat to Educational Institutions, Human Existence and Unity. *British Journal of Education, Learning and Development Psychology*. 4(1), 46-58.
- Shuaibu, S. S., Salleh, M. A. & Shehu, A. Y. (2015). The Impact of Boko-Haram Insurgency on Nigerian National Security. *International Journal of Academic Research in Business and Social Sciences*. 5(6), 254-266.
- Umar, S. U. (2015). The Socio-Economic Causes and Effects of Armed Robbery in Contemporary Nigerian Society. *International Journal of Economics, Commerce and Management*. 3(5), 886-897.
- Uzorma, P. N. & Nwanegbo-Ben, J. (2014). Challenges of Hostage-taking and Kidnapping in the South-Eastern Nigeria. *International Journal of Research in Humanities, Arts and Literature*. 2(6), 131-142.
- Wokocha, K. D., Appah, C. N. & West, J. J. (2020). Utilization of Facilities for Instructional Delivery of Undergraduate Business Education Programme in Rivers State. *Nigerian Journal of Business Education*. 7(2), 350-360.