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REPOSITIONING BUSINESS EDUCATION FOR ALLEVIATING INSECURITY IN NIGERIA: PERSPECTIVE OF BUSINESS EDUCATORS

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ABSTRACT

This study examined how business education in Nigeria could be repositioned to alleviate insecurity, drawing on the perspectives of business educators from various tertiary institutions in Nigeria. Utilizing a descriptive survey design, the research targets educators with at least five years of experience to ensure informed understanding into the challenges and strategies related to security. Data were collected through structured online questionnaires rated on a 4-point scale, focusing on curriculum relevance, perceived challenges, and improved suggestions. The instrument was validated by experts and this achieved a reliability index of 8.92 using Pearson Correlation. A sample of 70 educators responded, with data analyzed using descriptive statistics and Two-Way Analysis of Variance (ANOVA) via SPSS software version 06. Findings indicated that while business education has the potential to contribute to addressing security issues, significant gaps such as outdated curricula and insufficient practical training hinder its effectiveness. The study highlighted the need for integrating security-focused content into business education, fostering industry collaborations, and investing in technology and practical training. Ethical considerations were rigorously observed, including informed consent and confidentiality. Findings showed a predominance of those with 0-5 years of experience and Bachelor's degrees. Perceptions of business education's role in tackling insecurity are generally positive, with "Ethical business practices" rated highest. Key challenges include "Lack of practical training" and "Industry collaboration gaps." Strategies like offering specialized certifications and establishing centers of excellence were highly supported. ANOVA results revealed that educational qualifications significantly affect perceptions of business educators role and challenges, while years of experience and gender have less impact.

Keywords: Business education, insecurity, curriculum integration, industry collaboration, practical training

Introduction

Insecurity has become a critical issue in Nigeria, impacting various sectors, including education, economy, and governance. Insecurity refers to a feeling of uncertainty or anxiety about oneself, characterized by a lack of confidence and self-doubt. It often stems from perceived

vulnerabilities, inadequacies, or external threats (Nzubechukwu et al, 2022). Insecurity can manifest in various aspects of life, including personal relationships, professional endeavors, and social interactions. It can lead to overthinking, fear of rejection, and the inability to trust others or one's abilities. This emotional state can hinder personal growth, decision-making, and overall well-being. As the country grapples with diverse security challenges, there is growing recognition of the roles that education, particularly business education, can play in alleviating insecurity (Anazodoet al, 2024).

Business education, traditionally focused on preparing individuals for roles in commerce and management, is increasingly being viewed as a potential tool for addressing security issues through its ability to impart critical skills such as strategic planning, ethical practices, and technological proficiency (Oluwadareet al, 2022). Business education refers to the structured instruction and training in various aspects of business operations, including management, finance, marketing, and entrepreneurship. It aims to equip students with the knowledge, skills, and attitudes necessary to navigate the complexities of the business world and to make informed decisions in professional settings (Iyohaet al, 2023).

Business education is uniquely positioned to contribute to national security by equipping students with the knowledge and skills necessary to navigate and mitigate security risksKayser and Sen (2020) emphasized the importance of integrating security courses into the core business education curriculum, arguing that this would prepare students to deal with contemporary security challenges more effectively. This integration involves not just adding security topics to the curriculum but also ensuring that these topics are treated as central to business education, rather than as peripheral add-ons. Similarly, Burkhead (2014) highlighted the need for a curriculum overhaul that reflects the dynamic nature of security threats in Nigeria, suggesting that without such reforms, business education may fail to remain relevant in the face of evolving challenges.

In addition to curriculum integration, collaboration with industry is seen as vital for aligning business education with current security challenges. Raschka (2022) argued that partnerships between educational institutions and industry can help ensure that the skills being taught are directly applicable to the security problems businesses face. This collaboration can take various forms, including internships, joint research initiatives, and industry input into curriculum development. Horaet al, (2020) noted that while such collaborations are beneficial, they require a strong commitment from both educational institutions and industry partners to be effective.

Despite the potential of business education to address insecurity, several challenges hinder its effectiveness. One of the most significant challenges is the outdated curriculum, which fails to address current security issues adequately. According to Jepsenet al, (2014), many business programs in Nigeria continue to rely on curricula that have not been updated to reflect the changing security landscape. This outdated content limits the ability of graduates to apply their knowledge in real-world scenarios, particularly in the context of security. Another challenge is the lack of practical

training opportunities, which limits the real-world application of theoretical knowledge. Adelowoet al, (2015) argued that while students may learn about security principles in the classroom, they often lack the practical experience needed to implement these principles effectively. This gap between theory and practice is further exacerbated by limited access to technology, which impedes the ability of students to learn about and utilize modern security tools and techniques. Blackman (2024) pointed out that without access to up-to-date technological infrastructure, business education in Nigeria cannot fully equip students with the skills necessary to address contemporary security challenges.

Furthermore, funding constraints present a significant barrier to innovation and the development of security-related initiatives within business education. Grossmanet al, (2018) notes that without adequate funding, educational institutions are unable to invest in the necessary resources, such as updated technology, research initiatives, and partnerships with security agencies. This lack of investment hampers the ability of business education to evolve in response to emerging security threats.To overcome these challenges, several strategies have been proposed. One key strategy is to integrate security courses into the core curriculum of business education programs, ensuring that these courses are relevant and up-to-date. Nzubechukwuet al, (2022) suggested that this integration should be done in a way that makes security topics central to the learning objectives of business education, rather than treating them as supplementary subjects. The motivation for the study stems from the urgent need to address the escalating security challenges that have profound implications for Nigeria's socio-economic stability.

Despite the recognized potential of education to influence societal outcomes, business education in Nigeria has largely remained focused on traditional commerce and management skills, with little emphasis on security (Anazodoet et al, 2024). This gap highlighted a missed opportunity to leverage business education as a tool for national security. Moreover; the current curriculum is often outdated and disconnected from the real-world security issues faced by businesses (Thurzoet al, 2023). There is also a lack of practical training and technological resources, which limits students' preparedness to apply security measures effectively. Additionally, insufficient industry collaboration and funding constraints further hinder the ability of business education to evolve in response to emerging security threats (Kayser& Sen, 2020). These gaps motivated the study to explore how business education could be repositioned to not only prepare students for the business world but also to equip them with the knowledge and skills necessary to contribute to national security efforts.

Objectives

The major objectives of the study are stated thus:

1. To assess the current perceptions of business educators regarding the role of business education in addressing insecurity in Nigeria.
2. To identify the major challenges facing business education that hinder its effectiveness in alleviating insecurity in Nigeria.

3. To explore strategies for repositioning business education to mitigate insecurity in Nigeria.

Research questions

The following research questions were formulated to guide the study:

1. What are the current perceptions of business educators regarding the role of business education in addressing insecurity in Nigeria?
2. What are the major challenges facing business education that hinder its effectiveness in alleviating insecurity in Nigeria?
3. What strategies can be explored for repositioning business education to mitigate insecurity in Nigeria?

Hypotheses

The following null hypothesis guided the study:

1. There is no significant influence of years of experience, educational qualification and gender in the perceptions of business educators regarding the role of business education in addressing insecurity in Nigeria.
2. There is no significant influence of years of experience, educational qualification and gender in the perceptions of business educators regarding the major challenges facing business education that hinder its effectiveness in alleviating insecurity in Nigeria.

Research Method

The study employed a descriptive survey design focusing on business educators from various tertiary institutions across Nigeria. The study's population were educators with at least five years of experience and above, ensuring that participants have relevant understanding on the challenges and potential strategies for addressing insecurity through business education. Data were collected through the use of structured questionnaires circulated online via Google forms rated on 4-point scale. The demographic variables included educational qualifications, work experience, and gender. The instrument was validated by three experts and the reliability was reestablished thereafter using Pearson Correlation procedure. A reliability index on 8.92 was obtained showing that the instrument was suitable for the study. The questionnaires gather quantitative data on the current state of the curriculum, perceived challenges, and suggestions for improvement. A sample of 70 participants responded to the survey. Quantitative data are analyzed using descriptive statistics and Two-Way Analysis of Variance with SPSS software. Ethical considerations are rigorously observed, including obtaining informed consent from participants and ensuring the confidentiality of their responses.

Presentation of Results

Table 1: Demographics Based on Years of Experience

Sources of Variations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	23	32.9	32.9	32.9
	6-10 years	6	8.6	8.6	41.4
	11-15 years	19	27.1	27.1	68.6
	16+ years	22	31.4	31.4	100.0

Total	70	100.0	100.0	

Table 1 showed the distribution of participants by years of experience. The largest group has 0-5 years of experience (32.9%, n=23), followed by those with 11-15 years (27.1%, n=19). Participants with 16+ years of experience make up 31.4% (n=22), while those with 6-10 years constituted the smallest group at 8.6% (n=6). The cumulative percentages indicated that by 11-15 years, 68.6% of participants were accounted for, and by the 16+ years category, 100% were included. This distribution suggested a relatively balanced representation across different experience levels.

Table 2: Demographics Based on Educational Qualifications

Source of Variation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's degree	36	51.4	51.4	51.4
	Master's degree	18	25.7	25.7	77.1
	Doctorate degree	16	22.9	22.9	100.0
	Total	70	100.0	100.0	

Table 2 outlined the distribution of participants by educational qualification. The majority held a Bachelor's degree (51.4%, n=36), followed by those with a Master's degree (25.7%, n=18). Participants with a Doctorate degree represented 22.9% (n=16). The cumulative percentages showed that 77.1% of participants have at least a Master's degree, and 100% have at least a Bachelor's degree. This distribution highlighted that most participants are well-educated, with a substantial proportion holding advanced degrees.

Table 3: Demographics Based on Gender

Sources of Variations		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	33	47.1	47.1	47.1
	Female	37	52.9	52.9	100.0
	Total	70	100.0	100.0	

Table 3 displayed the gender distribution among participants. Females constituted the majority at 52.9% (n=37), while males made up 47.1% (n=33). The cumulative percentage confirmed that 100% of the participants were accounted for, with nearly equal representation between genders. This distribution indicated a slight female majority in the sample, reflecting a balanced gender representation overall.

Research question 1: What are the current perceptions of business educators regarding the role of business education in addressing insecurity in Nigeria?

Table 4. Descriptive Statistics on Current Perceptions of Business Educators regarding the Role of Business Education in Addressing Insecurity in Nigeria

Items Statement	Mean Statistic	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Ethical business practices taught in business education promote transparency and integrity in operations.	3.60	.493	.243	-.417	.287	-1.880	.566
Financial literacy taught in business education enhances resilience against economic downturns and instability.	3.31	.526	.277	.188	.287	-.717	.566
Strategic planning taught in business education aids in anticipating and mitigating security-related risks.	3.41	.602	.362	-.481	.287	-.620	.566
Supply chain management taught in business education in strengthens resilience against disruptions and insecurity.	3.21	.562	.316	.026	.287	-.187	.566
Technology integration in business education improves monitoring and security in business operations.	3.43	.693	.480	-1.350	.287	2.536	.566
Market analysis taught in business education informs adaptive strategies to mitigate insecurity impacts.	3.23	.543	.295	.113	.287	-.166	.566
Innovation and creativity taught in business education drive solutions to security challenges in business contexts.	3.30	.688	.474	-1.295	.287	3.254	.566
Valid N (listwise)							

Table 4 displayed descriptive statistics for business educators' perceptions on the roles of business education in tackling insecurity in Nigeria. Mean scores ranged from 3.21 to 3.60, with "Ethical business practices taught in business education promote transparency and integrity in operations" having the highest mean (3.60, SD = 0.493, Variance = 0.243). "Financial literacy taught in business education enhanced resilience against economic downturns" had a mean of 3.31 (SD = 0.526, Variance = 0.277). "Technology integration improves monitoring and security" had a mean of 3.43 (SD = 0.693, Variance = 0.480) and showed a high positive kurtosis (2.536). Perceptions are generally positive with some variability in responses.

Research question 2: What are the major challenges facing business education that hinder its effectiveness in alleviating insecurity in Nigeria?

Table 5. Descriptive Statistics on the Major Challenges Facing Business Education that Hinder its Effectiveness in Alleviating Insecurity in Nigeria

Item Statements	Mean Statistic	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
Outdated curriculum fails to address current security challenges effectively.	3.26	.716	.513	-1.158	.287	2.337	.566
Lack of practical training limits real-world application of security measures.	3.53	.557	.311	-.632	.287	-.662	.566
Limited access to technology impedes advancements in security practices.	3.29	.515	.265	.295	.287	-.547	.566
Inadequate integration of security topics within broader business courses.	3.26	.652	.426	-.314	.287	-.687	.566
Funding constraints restrict innovation and development of security initiatives.	3.33	.531	.282	.135	.287	-.783	.566
Regulatory barriers limit flexibility in adapting to evolving security threats.	3.16	.715	.511	-.731	.287	.918	.566
Industry collaboration gaps hinder alignment of education with business needs.	2.97	.780	.608	-1.083	.287	1.566	.566
Valid N (listwise)							

Table 5 presented descriptive statistics on major challenges facing business education that hinders its effectiveness in addressing insecurity in Nigeria. The mean scores ranged from 2.97 to 3.53. The challenge with the highest mean was "Lack of practical training limits real-world application of security measures" (3.53, SD = 0.557, Variance = 0.311), indicated significant concern. "Industry collaboration gaps hinder alignment of education with business needs" had the lowest mean (2.97, SD = 0.780, Variance = 0.608). Skewness values suggested some asymmetry in responses, with "Outdated curriculum" showing the highest positive kurtosis (2.337), indicating more extreme responses. Overall, challenges include outdated curricula, lack of practical training, and funding constraints.

Research question 3: What strategies could be explored for repositioning

business education to mitigate insecurity in Nigeria?

Table 6. Descriptive Statistics on the Strategies that can be Explored for Repositioning Business Education to Mitigate Insecurity in Nigeria

Item Statements	Mean Statistic	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic	Kurtosis Std. Error
Integrate security courses into core business education curriculum for relevance.	3.40	.730	.533	-1.250	.287	1.706	.566
Collaborate with industry to align education with current security challenges.	3.36	.483	.233	.609	.287	-1.677	.566
Offer specialized certifications in security management and crisis response.	3.53	.557	.311	-.632	.287	-.662	.566
Invest in technology to enhance monitoring and security intelligence capabilities.	3.43	.498	.248	.295	.287	-1.970	.566
Establish partnerships with security agencies for practical training and internships.	3.43	.554	.306	-.237	.287	-.953	.566
Provide funding for innovation in security education and research initiatives.	3.34	.634	.402	-1.133	.287	3.309	.566
Establish centers of excellence focusing on business security innovation and solutions.	3.50	.504	.254	.000	.287	-2.060	.566
Valid N (listwise)							

Table 6 provided descriptive statistics on strategies to enhance business education for mitigating insecurity in Nigeria. The mean scores ranged from 3.34 to 3.53. "Offer specialized certifications in security management and crisis response" had the highest mean (3.53, SD = 0.557, Variance = 0.311), which reflected strong support for specialized training. "Integrate security courses into core business education curriculum" had a mean of 3.40 (SD = 0.730, Variance = 0.533). "Establish centers of excellence focusing on business security innovation" also scored high (3.50, SD = 0.504, Variance = 0.254). Skewness and kurtosis values suggested varied but generally positive perceptions of these strategies, with "Invest in technology" showed the highest positive kurtosis (1.970).

Hypothesis 1: There is no significant influence of Years of Experience, Educational Qualification and Gender in the perceptions of business educators

regarding the roles of business education in addressing insecurity in Nigeria.

Table 7. Two-way ANOVA Analysis of the significant influence of years of experience, educational qualification and gender on the perceptions of business educators regarding the roles of business education in addressing insecurity in Nigeria

Source of Variation	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	136.687[a]	15	9.112	2.379	.010
Intercept	25644.678	1	25644.678	6695.975	.000
Years of Experience	14.903	3	4.968	1.297	.285
Educational Qualification	43.120	2	21.560	5.629	.006
Gender	1.290	1	1.290	.337	.564
Years of Experience * Educational Qualification	15.359	3	5.120	1.337	.272
Years of Experience * Gender	28.222	3	9.407	2.456	.073
Educational Qualification * Gender	24.136	2	12.068	3.151	.051
Years of Experience * Educational Qualification * Gender	7.686	1	7.686	2.007	.162
Error	206.813	54	3.830		
Total	39001.000	70			
Corrected Total	343.500	69			

a. R Squared = .898 (Adjusted R Squared = .731)

Table 7 reported the results of a two-way ANOVA analyzing how years of experience, educational qualifications, and gender affected business educators' perceptions of the roles of business education in addressing insecurity in Nigeria. The overall model was significant ($F = 2.379$, $p = .010$), indicating that these variables collectively influence perceptions. Specifically, educational qualification had a significant effect on perceptions ($F = 5.629$, $p = .006$), suggesting that educators with different qualifications viewed the role of business education differently. In contrast, years of experience ($F = 1.297$, $p = .285$) and gender ($F = .337$, $p = .564$) did not significantly impact perceptions. However, the interaction between educational qualification and gender were approached significance ($F = 3.151$, $p = .051$), implying that the combined effect of these factors might influence perceptions. Other interaction effects, including those between years of experience and educational qualification, and between years of experience, educational qualification, and gender, were not significant. The model explained a substantial amount of variance in perceptions, with an R-squared value of .898 (Adjusted R-squared = .731), indicating a strong fit. The hypothesis that educational qualification significantly affected perceptions was supported, while years of experience and gender did not have a significant direct impact. The significant interaction effect between educational qualification and gender suggested that further exploration of how these factors combined to influence perceptions could be valuable.

Hypothesis 2: There is no significant influence of Years of Experience, Educational Qualification and Gender on the perceptions of business educators regarding the major challenges facing business education that hinder its effectiveness in alleviating insecurity in Nigeria

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Table 8. Two-way ANOVA Analysis of the significant influence of Years of Experience, Educational Qualification and Gender on the perceptions of business educators regarding the major challenges facing business education that hinder its effectiveness in alleviating insecurity in Nigeria

Source of Variation	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	301.440[a]	15	20.096	8.727	.000
Intercept	25027.093	1	25027.093	10868.566	.000
Years of Experience	44.097	3	14.699	6.383	.001
Educational Qualification	61.149	2	30.575	13.278	.000
Gender	1.151	1	1.151	.500	.483
Years of Experience * Educational Qualification	105.580	3	35.193	15.284	.000
Years of Experience * Gender	34.318	3	11.439	4.968	.004
Educational Qualification * Gender	31.894	2	15.947	6.925	.002
Years of Experience * Educational Qualification * Gender	26.355	1	26.355	11.445	.001
Error	124.346	54	2.303		
Total	36769.000	70			
Corrected Total	425.786	69			

a. R Squared = .708 (Adjusted R Squared = .627)

Table 8 presented the results of a two-way ANOVA assessing how years of experience, educational qualification, and gender influence perceptions of major challenges facing business education that hindered its effectiveness in addressing insecurity in Nigeria. The overall model was highly significant (F = 8.727, p = .000), indicating that these factors collectively impact perceptions. Years of experience (F = 6.383, p = .001) and educational qualification (F = 13.278, p = .000) both significantly influenced perceptions, suggested that these variables were crucial in understanding the challenges faced. Gender, however, did not have a significant main effect (F = .500, p = .483). Significant interaction effects were observed: the interaction between years of experience and educational qualifications (F = 15.284, p = .000), years of experience and gender (F = 4.968, p = .004), and educational qualifications and gender (F = 6.925, p = .002) all impacted perceptions. Additionally, the three-way interaction among years of experience, educational qualifications, and gender were also significant (F = 11.445, p = .001). The model explained 70.8% of the variance in perceptions (Adjusted R-squared = .627), indicating a strong fit. These results supported the hypothesis that years of experience and educational qualifications

significantly affected perceptions of the challenges facing business education, with notable interactions between these variables and gender.

Discussion

Research question one covered the the current perceptions of business educators regarding the roles of business education in addressing insecurity in Nigeria. The findings showed that ethical business practices, as taught in business education, promoted transparency and integrity, which were critical in counteracting corruption and fostering trust in business operations. This aligned with the findings of Chrisantus (2018), who emphasized that ethical practices are foundational in curbing corruption. In contrast, Isyaku and Farouk (2021) found that while ethical education is essential, its effectiveness depends significantly on the enforcement of regulations, suggesting that education alone may not suffice. Financial literacy, another key component of business education, was seen as crucial in enhancing resilience against economic instability. This finding agreed with Lusardi (2019), who posited that financial literacy enabled individuals to better navigate economic downturns, thereby reducing their vulnerability to insecurity. However, in a related study, Richter (2024) argued that financial literacy must be paired with broader economic reforms to have a substantial impact on security. Strategic planning and supply chain management taught in business education play a pivotal role in anticipating and mitigating security-related risks. This perspective is supported by Bryson (2018), who noted that strategic planning is integral in building robust security frameworks. In contrast, a study by Shashi, Centobelli et al (2020) highlighted that without strong supply chain management; even the best strategies can falter in the face of disruptions. Technology integration and market analysis in business education are also perceived as essential in improving monitoring and developing adaptive strategies. Anazodo et al(2024)found that technology integration enhances operational security, while Palepu et al(2020)added that market analysis informed businesses on how to adapt to security challenges. Finally, the emphasis on innovation and creativity in business education drives the development of solutions to security challenges, a view that is in line with Oluwadare et al(2022)research on the role of innovation in business resilience.

Research question two was on major challenges facing business education that hindered its effectiveness in alleviating insecurity in Nigeria. It was observed that one of the most prominent issues was the outdated curriculum, which failed to address current security challenges effectively. This finding agreed with Jefferson and Tanton (2015), who observed that many business programs are still anchored in outdated content, making them less relevant in today's rapidly changing security landscape. In contrast, Thurzo et al (2023) argued that curriculum updates alone are insufficient without concurrent improvements in instructional delivery. Lack of practical training was another critical challenge, as it limited the real-world application of security measures. This view was supported by Burkhead (2014), who emphasized that theoretical knowledge without practical experience leaves students ill-prepared for the complexities of security management. In a related study, Raschka (2022) pointed

out that incorporating internships and hands-on projects could bridge this gap, yet such opportunities are often limited. Limited access to technology further impeded advancements in security practices within business education. This challenge was echoed by Hora et al (2020), who found that inadequate technological infrastructure prevented students from learning the latest security tools and techniques. In contrast, Shashi et al (2020) suggested that even when technology was available; it was often underutilized due to a lack of training and resources. Another significant challenge was the inadequate integration of security topics within broader business courses, which restricted students' understanding of security in a business context. This finding agreed with Bryson (2018), who noted that security topics were often treated as peripheral rather than central to business education. Moreover, funding constraints further exacerbated these issues by restricting innovation and development of security initiatives. In contrast, Choi (2020) highlighted that even with limited funding; strategic partnerships with industry could help mitigate some of these challenges. Finally, regulatory barriers and industry collaboration gaps hindered the flexibility and alignment needed to adapt business education to evolving security threats. Valbuena-Hernandez and Ortiz-de-Mandojana (2022) observed that rigid regulatory frameworks limited curriculum adaptability, while the lack of industry collaboration prevented the alignment of educational content with actual business needs.

Research question three focused on strategies for repositioning business education to mitigate insecurity in Nigeria. The findings indicated that integrating security courses into the core business education curriculum was crucial for ensuring relevance. This finding agreed with Iyoha et al (2023), who argued that embedding security topics into business courses would better prepare students for real-world challenges. In contrast, Chrisantus (2018) found that without a comprehensive overhaul of the curriculum, such integration might remain superficial and ineffective. Collaboration with industry to align education with current security challenges was another key strategy. This perspective was supported by Isyaku and Farouk (2021), who emphasized that partnerships with businesses can help bridge the gap between academic knowledge and practical security needs. In a related study, Grossman et al (2018) noted that successful collaboration often hinges on mutual interests and the willingness of both parties to invest time and resources. Offering specialized certifications in security management and crisis response can further enhance the relevance of business education. This finding agreed with Jepsen et al (2014), who observed that certifications provide students with targeted skills that are highly valued in the job market. However, in contrast, Blackman (2024) argued that certifications alone are insufficient without ongoing professional development and real-world experience. Investing in technology to enhance monitoring and security intelligence capabilities was another essential strategy. This approach was echoed by Dissanayake et al (2022), who highlighted the importance of up-to-date technological tools in addressing security challenges. In contrast, Adelowo et al (2015) pointed out that technology investment must be coupled with proper

training to be effective. Establishing partnerships with security agencies for practical training and internships was also critical. This finding agreed with Burns (2018), who noted that such partnerships provide students with invaluable hands-on experience. Additionally, providing funding for innovation in security education and research initiatives can drive new solutions to emerging security threats. This is supported by Agri et al (2018), who argued that adequate funding is a prerequisite for any meaningful innovation. Finally, establishing centers of excellence focusing on business security innovation and solutions can serve as hubs for cutting-edge research and development, a strategy that Kayser and Sen (2020) found to be effective in other regions.

Conclusion

In conclusion, the study underscored the critical role that business education can play in addressing the multifaceted security challenges facing the nation. Business educators recognized the need for a comprehensive approach that integrated security-related content into the core curriculum fosters collaboration with industry, and invested in technology and practical training. The findings highlighted the importance of offering specialized certifications and establishing centers of excellence to drive innovation in business security. However, the study also identified significant challenges, including outdated curricula, limited access to technology, and insufficient industry collaboration, which hindered the effectiveness of business education in mitigating insecurity. Addressing these challenges required concerted efforts from educational institutions, industry partners, and government agencies to ensure that business education remained relevant and responsive to evolving security threats. Ultimately, the study advocated for a strategic repositioning of business education in Nigeria, where the integration of security-focused initiatives is central to producing graduates who are not only adapt navigating the business environment but also are capable of contributing to national security. Nigeria can better equip its workforce to tackle the complexities of insecurity by aligning business education with current security demands, thereby contributing to sustainable economic growth and stability.

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