

Perceived Influence of Entrepreneurship Education Methods on Economic Security in Cross River State

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Abstract

This study investigated the perception of how methods of entrepreneurial education predict the level of economic security in the Southern Senatorial District of Cross River State. It was guided by two research questions and two hypotheses, tested at a significant level of 0.05. The research design was a survey. The study had 350 participants. A 40-item "Entrepreneurship Education and Economic Security Questionnaire" (EEESQ) was validated by five experts from the University of Calabar and used in data collection. The EEESQ was pilot tested on 30 respondents who were not a part of the study sample. In order to evaluate the consistency of the EEESQ, Cronbach Alpha statistics were used, and they yielded reliability values of 0.84 and 0.80 for the independent and dependent variables, respectively. Three hundred and fifty respondents responded to the instrument, which was administered. In order to find the answers to the study questions and test the hypotheses, data were analyzed using linear regression analysis at the significant level of .05. The study discovered that experiential and transdisciplinary teaching strongly predict economic security. It was recommended that educators at various stages should introduce students to real-world scenarios when teaching entrepreneurship education.

Keywords: leveraging, entrepreneurial, education, economic, security

Introduction

Nigeria is a tumultuous, fast-changing nation currently, and only knowledgeable business people can successfully navigate it while making a positive social and economic impact. Smart business people are the products of business-focused education. Entrepreneurial education is a form of business-focused learning that gives students the theoretical information and real-world experience they need to pursue careers that are important to both individual well-being and the social good. Ikeme (2012) defined entrepreneurship education as learning designed to

foster in youngsters the abilities, capacities, comprehensions, as well as traits that enable individuals to be creative as well as teach people how to recognize, generate, launch, and efficiently handle possibilities for private and/or community employment, besides functioning for oneself. The purpose of acquired talents and abilities is to help individuals and communities overcome obstacles while also creating jobs. This suggests that entrepreneurship education is concerned with teaching people how to rely on their own strengths to satisfy their own desires and to serve others more effectively.

The goal of Entrepreneurial Education is to improve entrepreneurial abilities via instruction, strategizing, starting, and then running businesses for a purposeful as well as productive lifestyle. It is composed of a variety of events which provide the learners with the abilities plus insight necessary to seize and alter prospects of many sorts. It, therefore, transcends investment projects (Enu, 2012). It aims to improve learners' capacity to engage in and react to society's progresses. The goal of this style of schooling is to develop the expertise, comprehension, plus insight necessary to live more independently yet contentedly. Additionally, it seeks to improve one's ability to change course freely in difficult as well as unclear circumstances. The capacity to change and innovate as well as understanding what to do, when to do it, and how to do it all go hand in hand with being awake, vigilant, and in tune with the environment. The key to enabling people to realize their potential for economic security and putting folks on the right track to effectively overcoming existential obstacles in a respectful way is entrepreneurship education. Those who are economically secure have the liberty to make choices that will improve their well-being and the quality of life of others (Global Social Development Innovation, n.d). This makes the assumption that the absence of entrepreneurial education constitutes insecurity.

Insecurity is a condition of being vulnerable to hazards. Insecurity manifests itself as a lack of certainty, a lack of direction, and an unwillingness to safeguard against threats that make a person or organization vulnerable (Achumba et al., 2013). It stymies social progress, security, and wealth creation. It endangers people and assets, obstructs business endeavours, and deters both international and domestic investments (EiENigeria, 2019). Insecurity in Nigeria has taken many different shapes recently. Terrorism and insurgency, assaults, adolescent unrest, abductions and, targeted killings, secret society operations, homicide, vandalism, and public demonstrations are a few examples (Phenson et al., 2014). Some people have managed to avoid serious harm or death during one of these attacks, despite the fact that numerous individuals have fallen prey to the aforementioned threats. The security as well as safety of both individuals and indeed the rest of the community where they are located are no longer guaranteed under the current conditions. The government's inability to protect the well-being and assets of its citizens is evident in this circumstance. Many insecure behaviours are the product of ignorance. Hence, entrepreneurship education is necessary for citizens to tackle insecurity in Nigeria, one of which is economic insecurity.

Economic insecurity is the worry sparked by the possibility of being exposed to unfavourable macroeconomic occurrences as well as the expectation of having to struggle to recuperate from them. Economic insecurity has high human and societal consequences (Bossert & D'Ambrosio, 2013). Both the actual economic damage and the likelihood of it, lower living conditions and

cause physical suffering. People's productivity and capacity to make educational investments for their offspring are both impacted by economic uncertainty. At the same time, a significant contributor to insecurity is the price of basic services, notably schooling, for people and their families. Insecurity feeds misery, and pervasive uncertainty hinders efforts to alleviate hunger and poverty. Although life conditions have generally risen in the last few years, such improvements in Nigeria remain unstable (United Nations, 2021). Numerous nations have turned to entrepreneurial education as a solution to the problem of economic insecurity that exists on a global scale. This may assist in clarifying why, education has come to be seen as a panacea or a potion which, when administered in accordance with prescribed quantities, has the power to heal economic and social ills (Benavot, 2002). The methods utilized for the dissemination and acquisition of knowledge across disciplines will play a role in achieving the aforementioned.

The purpose of teaching students about entrepreneurship is to get them ready to start their own businesses. Many different approaches have been used in the study of entrepreneurship education, however without success. This is partially due to the conventional approaches to teaching as well as learning that the majority of entrepreneurial education teachers have up until now used, which presuppose that all learning must be transferred and absorbed in the form of written material before being used by students. This system of education is instruction-focused and aims to convey basic and specialized information without considering how it will affect the learner (Haase & Lautenschlager, 2011). Higgins and Elliott (2011) contend that individuals who experience this type of rote memorization become bystanders instead of active learners and, as a result, do not have much to offer in post-graduation. This is due to the fact that this strategy assumes verifiable truths regarding entrepreneurial education. In addition, where there is a lack of a strong business drive and the appropriate frame of mind, understanding, inspiration, and dispositions produced by soft traits like inventiveness, initiative, being proactive, and a willingness to take risks, it is impossible to make persistent efforts towards the development of smart business people. This emphasizes the importance of the educational system employing teaching methods that consistently link education and learning and take into account shared experience. Some of these methods are experiential and multidisciplinary learning.

Experiential learning is the use of knowledge and learning tools in real-life situations, whether in the public or place of work, to advance programmes centred on career development. It can be done individually or in groups. In situations that educate people for the industry as well as society, it stimulates analysis and the use of information and skills while advancing learning objectives. Simon Fraser University (2015) defines experiential learning as the deliberate and direct involvement of learners in teachable moments and the evaluation of such interactions. This allows students to apply their theoretical knowledge to real-world tasks in a variety of contexts both within and outside the classrooms. Experiential learning occurs when students learn by doing and commenting on their experiences. Active learning can take many forms, including hands-on experiments, apprenticeships, work-based learning, fieldwork, overseas study, undergraduate investigation, and theatre presentations. Experiential learning programmes that are carefully designed, monitored, and evaluated can promote academic enquiry by promoting differentiated instruction, community involvement, career advancement, cultural knowledge, administration, and other career-related and intellectual abilities.

Individuals are engaged to learn from one another in a more semi-structured way during experiential learning circumstances, as opposed to conventional classroom settings where participants might vie among themselves, remain indifferent or uninspired, while their instruction is tightly supervised. The objective of teaching is to engage learners in hands-on activities that are related to challenges that they will face in real life, with the teacher facilitating instead of dictating how they go.

The experiential learning paradigm and one's personal experience have a huge influence on students' learning and skill-building. Active learning is feasible without an instructor yet only pacts with the manner in which each person perceives his or her own life anecdotes. Kolb (1984) made a similar claim, declaring that active learning is synonymous with continuous self-development and advancement and that education shifts from the tangible to the ethereal. Experiential learning, according to Newsome et al. (2005) raises learners' capacity for engagement and fosters the application of their capacity to think critically, which improves their ability to acquire, store, as well as recall information and, as a result, improves accomplishment. Experiential learning, according to Benson (2013) and Atherton (2009), is connected to the student's freedom to control the classroom climate.

The ultimate purpose of schooling is to train youngsters for a fulfilling existence in civilization. In order to achieve this goal, classroom education must be combined alongside service learning, which improves educational engagement at numerous tiers. Empirical data show that students typically have little interaction with relevant parties who shape the corporate setting (Bridges et al., 2010). Haase and Lautenschlager (2011) suggest that entrepreneurial education must stop emphasizing the study of enterprise development knowledge in favour of emphasizing the practice of entrepreneurial spirit as well as the development of operators. Brookes (2003) stressed the significance of connections between schools and the community and stated that these connections are necessary for learning to become more relevant and a true force for transforming society. This implies that academic programmes must offer opportunities for valuable education in pertinent settings for acquiring the necessary information, and capabilities (Undie & Aquah, 2017), while also establishing desirable qualities like diligence and teamwork.

Multidisciplinary learning is a thorough approach which integrates various disciplines to explore a concept or subject. In order to achieve a more detailed grasp of a specific subject, this technique generally entails direct collaboration with at least two subject areas, whereby devices and information of one subject are used by another (Youngblood, 2007). It is an incredibly effective instructional strategy which transcends disciplinary borders to broaden the breadth and quality of education. Learners can examine a single topic from various angles. By studying ideas and concepts in many contexts, it encourages learners to act creatively and to question existing preconceptions. The shared aims that teachers offer to the class include involving learners as well as assisting them in building understanding, ideas, self-confidence, problem-solving abilities, self-efficacy and a desire to learn. Interdisciplinary education supports the achievement of these objectives. A learner who embraces a multidisciplinary approach develops an array of abilities which are directly adaptable to other professional settings, including rational reflection, self-management, timekeeping, information exchange

documentation, and collaboration, among others. Results from a study by Hall et al. (2017) on how school children evaluated one's encounter with a cross-disciplinary syllabus in geography point to a favourable view of this method, with some youngsters quoting enhanced educational experiences, collaboration among classmates from diverse fields, as well as higher employment prospects. A smaller percentage of learners, however, perceived obstacles, — usually related to subject areas and instructional practices.

A number of researchers have advocated for a multidimensional and transdisciplinary approach to the study and application of economics. Leape (2012), for instance, argues that the way economics is studied is inadequate, has a tight view, and pays relatively less attention to inductive approaches, favouring rather logical thinking based on theoretical premises and underplaying the significance of empirical evidence. Leape (2012) adds that notwithstanding the need for more depth in education, the trends in economics education curriculum had not changed considerably. In hopes of giving students a more comprehensive comprehension of the issues they study as well as a sound knowledge of the constraints of the different theories utilized, Leape (2012) strongly supports a broader range in economic literacy encompassing perspectives from several other specialities, mentioning among many the fields of anthropology and history. Similar ideas are presented by Sharma (2013), who believes that multidisciplinary is essential for understanding both the fundamentals as well as practical aspects of economics. Sharma (2013) also bemoans what he sees as stasis in the study of economics; he thinks economists must battle to resist turning advocates for any school of economic thinking and strive to broaden their knowledge to encompass a broader spectrum of fields. Multidisciplinary, according to Sharma (2013), is a cure for a number of social ills that may be partly ascribed to inadequate schooling. Due to the problems brought on by inadequate education, Catney and Lerner (2013) contend that a multidisciplinary approach is required to generate knowledgeable as well as helpful citizens. This is especially true considering the importance of a skilled population for economic security.

Economic security is defined as people's, families' and societies' capacity to fulfil their basic needs in a sustainable manner (Global Social Development Innovation, n.d.). Food, housing, apparel, as well as cleanliness are considered to be basic necessities, as are the costs involved in satisfying those necessities (International Committee of the Red Cross Society, n.d.). In a similar vein, Yakymchuka et al. (2020) describe the economic security of a person as consistent economic viability, dependable financial position, and effective utilization of intellectual resources, together with other sources of income that enable him to maintain a decent lifestyle both now and in the future. Individuals, households, and communities are plunged into devastation by a lack of economic security, robbing people of their worth and respect (Global Social Development Innovation, n.d.). Economic security is the extent to which people are shielded from potential costs caused by adversity (Hacker et al., 2010). It is linked to both the notion of financial health as well as the idea of the social welfare system that undertakes to give benchmark assurances for the safety of people (Mollenkamp, 2022). It refers to creating the economic realities essential for societal stability and human existence. It requires the intentional creation and execution of policies targeted at addressing circumstances and factors which impede growth in the economy. These functions may be fulfilled in proportion to entrepreneurship education. This is due to the fact that entrepreneurship education is a kind of safety training that fosters information, and attitudes, including competencies necessary for a

civilization to survive, sustain itself, become enlightened, and be empowered in the face of challenges to its well-being and cohabitation (Edozie, 2014). This connection results from the important role that education performs in laying the groundwork for economic and public safety (Ejirika, 2014).

When a nation provides its residents with the appropriate education, those individuals find it difficult to engage in activities that are detrimental to public safety. Economic security for individuals fosters happiness, contentment, and forbearance whilst encouraging development and advancement. Without stable economic conditions, lifestyles degrade to the situation in which civilization could fall apart. In reality, without the proper kind of training, discussing economic security is pointless. So, it is not surprising that Radda (2013) argues that education has the power to advance public safety if it is effectively transmitted and applied. This is underscoring the need for entrepreneurial education as most crimes are frequently committed by educated, jobless youth who lack any entrepreneurial skills, making a nation insecure. For developing nations, education that is not focused on independence may be hazardous, but a lack of or low level of entrepreneurial education is far more perilous. Low entrepreneurial education frequently leads directly to a dearth of competitive ability, inadequate income, marginalization from financial, democratic, and socio-cultural organizations and relationships, as well as a lack of access to adequate shelter, food and nutrition, safety services, and medical care that are essential to human security.

Generally speaking, a dearth of entrepreneurial education makes people more susceptible to many types of insecurity (Yusuf, 2019). Youngsters have a big role in the criminal underworld in the majority of insecure situations. These young people may be under-educated, which makes many unemployed, destitute, and extremely disillusioned, or they are informed but yet unemployed. When their daily necessities can be met through criminality, impoverished adolescents struggle to refuse the lure. This demonstrates how crucial entrepreneurial education is for both people and the country. It is understandable why Abugu (quoted in Abayomi et al., 2016) asserts that Nigeria's economy, safety, and well-being directly depend on education that emphasizes economic security.

Governments at all levels have made various initiatives to institutionalize entrepreneurial education. The 2005 World Conference, which was held in Spain, urged higher institutions to focus on generating people who are entrepreneurially minded, creating top-level personnel, as well as organizing people to combat poverty and move towards sustainable economies (UNESCO, 2005). As a result, entrepreneurial education was added as a crucial component to all future development and research projects in higher education. According to Binuomote and Okoli (2015), the purpose of the incorporation of entrepreneurship training in institutions of higher learning was to change the recipients' mindsets towards a business approach, enabling them to be independent via self-engagement after leaving school; and to give students the necessary training to guarantee their ingenuity in spotting fresh possibilities for businesses (Nwangwu, 2007). It appears that more uncertainties remain regarding the programme after over 10 years, to the point where it is still unknown how many degree holders are turning to entrepreneurship. Anywhere the aforesaid goals are accomplished, joblessness and economic hardship dramatically decrease since persons who have already been looking for work may

now be hiring workers. Regrettably, it appears that things have changed because the jobless rate in Nigeria is expected to reach 45 per cent in 2023 and 43 per cent in 2024. In 2022, the proportion of jobless youths was over 50 per cent (Trading Economics, 2023). According to the International Labour Organization (ILO), (2023), the rate of joblessness in Nigeria is also expected to get worse in 2023, particularly for young people, and income disparities and destitution will still rise. Without question, this scenario poses a serious threat to the stability of the economy and may not be unrelated to the methods used to teach entrepreneurship education. This is the context in which the research was conducted.

Research questions

The research was guided by the following research questions:

1. To what extent is experiential learning perceived to predict economic security?
2. To what extent is multidisciplinary learning perceived to predict economic security?

Hypotheses

The study was directed by the following hypotheses:

Ho1: There is no significant perceived influence of experiential learning on economic security.

Ho2: There is no significant perceived influence of multidisciplinary learning on economic security.

Methodology

The survey research design was used in this study. The study population included 1,782 public university students receiving training in 57 Entrepreneurship Development Centres in Cross River State (Academic Planning Unit, 2023). The study population was broken down based on the participant's areas of interest: fish farming 242, event management 81, clothes and textiles 349, food production 337, cosmetics production 252, detergent/washing powder manufacture 320, and digital enterprises 401.

The study's sample included 353 students. To make sure that the sample was representative of the population, a multi-stage strategy that combined cluster, purposive, and simple random sampling approaches was employed for this selection. Students participating in higher education programmes that teach entrepreneurship were divided into groups based on the focal areas aforementioned. The first phase involved grouping students who were receiving entrepreneurship in areas related to the focal areas aforementioned. In total, this led to seven clusters. Six clusters were purposively chosen from the seven clusters in the second stage. The participants in the six clusters were chosen because they were among those whose numbers varied from 242 to 401, with the exception of the event management students, who had 81 participants. In the third phase, 17.9 per cent was used to proportionally choose participants from each of the six chosen clusters. The basis for choosing this percentage is based on Gall et al's (2003) assertion that a proportion of 10 or more in a population between 1,000 and 5,000 is necessarily reflective. Uzoagulu (2011) supports Gall et al.'s (2003) assertion that a sample determined scientifically is more trustworthy and acceptable than one determined by chance. Considering the information above as a point of reference, 17.9 per cent of the study population was deemed sufficient. In the fourth stage, participants in each cluster were randomly chosen using the hat-and-draw method of a simple random sampling approach. The process entailed

writing the numbers "1 and 0" on pieces of paper to represent each person in each cluster. These pieces of paper were then placed in a hat, thoroughly shaken, and then randomly selected. The number "1" showed how many people participated in the study in each of the chosen clusters. As a result, 353 participants were drawn, which served as the research's sample.

One questionnaire with 40 items was used in the investigation. "Entrepreneurship Education and Economic Security Questionnaire" (EEESQ) was the name of the tool. The instrument was divided into two parts. Part one contained 30 items divided into 15 items for each of the independent sub-variables; whereas part two contained 10 items for the dependent variable. Data was collected using a five-point scale of Very Great Extent (VGE) 5, Great Extent (GE) 4, Moderate Extent (ME) 3, Little Extent (LE), and Very Little Extent (VLE) 1 were used to measure the independent and dependent variables. Five education specialists from the University of Calabar assessed the face and content validity of the research tool. In light of the feedback received from the reviewers, the final document was adjusted and corrected as necessary. Forty respondents from higher education institutions who were not a part of the main study were used to test the research instrument. Cronbach's Alpha statistics were used to assess the study instrument's internal consistency, and the results showed reliability indices of 0.85 and 0.80 for the independent and dependent variables, respectively. Cronbach Alpha statistics were employed to evaluate the study instrument's reliability because they take into account variations as well as the percentage of accurate and erroneous responses (Udoh, 2014). The study instrument, which was delivered in 353 copies by personal delivery, was retrieved in 350 copies. Simple linear regression was used to answer the research questions and also test the hypotheses at 0.05 alpha level with the aid of the Statistical Package for Social Sciences (SPSS) version 29. For the hypotheses, if the P-value was less than 0.05 level of significance, the null hypothesis was rejected. If the P-value was greater than 0.05 level of significance, the null hypothesis was accepted.

Presentation of results

Research question 1: To what extent is experiential learning perceived to predict economic security?

This question was addressed using linear regression. The information is displayed in table 1.

Table 1: Regression analysis on experiential learning and economic security

Variable	R	R²	% of contribution	Adjusted R	Remarks
Experiential learning	0.341	0.211	21.1	0.209	There is relationship
Economic security					

As can be seen in Table 1, the correlation coefficient (R) of .341 indicates that experience learning is perceived to significantly predict economic security as there is a perceived positive

relationship between economic security and experiential learning. According to the R^2 value of 0.211, experiential learning is perceived to be determined by 21.1% of the variance in economic security.

Ho1: There is no significant perceived influence of experiential learning on economic security.

Table 2: Simple linear regression analysis of the predictive influence of experiential learning on economic security

Variables	Sum of squares	Df	Mean Square	F-ratio	P-level
Regression	601.001	1	105.13	7.371	.000*
Residual	1855.321	348	21.811		
Total	2456.322	349			

Significant at .05 level; df=1 and 348; N=350

As shown in table 2, the F-value is 7.371 and the p-value (.001) is less than the level of significance (.05) at 349 degrees of freedom. This suggests that experiential learning is perceived to have a significant influence on economic security. The null hypothesis, which claimed that experiential learning has no significant perceived influence on economic security, is thus rejected. So, it can be said that it is perceived that a strong predictive influence exists between experiential learning and economic security.

Research question 2: To what extent is multidisciplinary learning perceived to predict economic security?

Linear regression was used to answer this question. The details are shown in table 3.

Table 3: Regression analysis on multidisciplinary and economic security

Variable	R	R ²	% of contribution	Adjusted R	Remark
Multidisciplinary	.242	.204	20.4	0.202	There is relationship
Economic security					

As seen in table 3, a correlation coefficient (R) of .242 indicates that transdisciplinary learning is perceived to predict economic security, as there is a positive relationship between experiential learning and economic security. With a calculated R^2 of .204, multidisciplinary learning is perceived to determine 20.4% of the variance in economic security.

Ho2: There is no significant perceived influence of multidisciplinary learning on economic security.

Table 4: Simple linear regression analysis of the predictive influence of multidisciplinary learning on economic security

Variables	Sum of squares	Df	Mean Square	F-ratio	P-level
Regression	202.628	1	134.403	8.601	.000*
Residual	3013.101	348	23.011		
Total	3215.638	349			

Significant at .05 level; df=1 and 348; N=350

For the outcome in table 4, the F-value is 8.601 and the p-value (.001) is less than the level of significance (.05) at 349 degrees of freedom. This reveals that transdisciplinary learning has a big impact on economic stability. The null hypothesis, which claimed that transdisciplinary learning is not perceived to have a significant influence on economic security, is thus disproved. So, it can be said that transdisciplinary learning is perceived to have a significant predictive influence on economic security.

Discussion of the findings

The results of this study show that economic security is perceived to be highly predicted by experience acquisition. The findings from this research support Brookes' (2003) contention that learners are expected to have a stronger connection to the domains of activity in order to become very relevant and a significant force for enhancing society. This implies that educational initiatives should offer opportunities for purposeful learning in pertinent settings for the development of suitable abilities and expertise. Without complete participation in both academic and extracurricular operations, a learner cannot develop the ability to address challenges. As a result, the importance of active learning becomes crucial to education since it fosters a learner's capacity to have an impact on their community. This result is consistent with the recommendations made by Haase and Lautenschlager (2011) that entrepreneurial orientation should shift away from providing instruction on how to begin an enterprise and instead concentrate on fostering entrepreneurial experiences in actual work settings. The results of this study support Newsome et al. (2005) contention that an active learning method raises learners' perception levels, raises the abilities to think critically, and thereby improves students' capacity for learning acquisition, retention, and retrieval, resulting in better educational accomplishment. This outcome is as reported because students who want to start their own businesses require a different instructional approach than other students in schools. The educator could alter his teaching style in accordance with the student's mental abilities, past knowledge, and aspirations. Although some students who want to start their own businesses require quick instruction, others want gentle prodding for communication. While some students need easy jobs and simple tasks in real-world settings, others need to be engaged with challenging issues. Experience-based teaching is one way to make a given lesson suitable for all individuals. To produce dependable skilled people, an educator employs the experiential approach that corresponds to the educational requirements and environments of those enrolled in the course.

The results of this study show that transdisciplinary learning is perceived to significantly predict economic security. The findings of this research support Catney and Lener's (2013)

claim that a multi-disciplinary strategy is a practical way to create knowledgeable and useful citizens. This is especially true in light of the fact that having an informed populace is essential to economic security. The result of this study is in line with Youngblood's (2007) assertion that a multi-disciplinary method equips students with an array of skills that are transferrable to different job settings, including rational reflection, timekeeping, self-management, interaction, evaluation and investigation techniques, collaboration, and a host of others. The findings of this study support the assertions made by Hall et al. (2017) that a diverse curriculum leads to improved educational experiences, and interactions with peers from different professions, in addition to job market chances. The result of this study is as shown herein because each learner starts out with unique dynamics as well as aspirations. The value against which each person weighs the facts supplied during training is influenced by their own dynamics and expectations. The basis for the dynamics of his behaviour is the importance the learner places on the information supplied. If a learner has an entrepreneurial motive, this will push him towards the entrepreneurial behaviours needed for a purposeful and productive life. In order to create a viable teaching strategy that might be used to present the material of entrepreneurial education, teachers must first identify and leverage the variations in students' motivations. A sign of a teacher's professional ability in the employment of a multidisciplinary approach to instruction is their quickness in diagnosing and manipulating the pulls of the learner's many eccentricities to offset the speed of activities for successful classroom outcomes.

Conclusion

Entrepreneurship Education transforms the recipient into an entrepreneur. Entrepreneurship education is the process by which a learner gains experience, develops skills, and gains competence. As a result, he matures to the highest level permitted by his innate inheritance; the extent to which this occurs is largely determined by the instructional strategies used in the teaching of Entrepreneurship Education. The average student attends school to learn and grow into a competent adult. In Nigeria, however, the school system annually produce half-baked, misinformed, and underachieving young people. Such young people lack marketable skills that will prepare them to contribute their fair share to the economic well-being of society. The inability of the Nigerian school system to provide functional education to the learner can stymie his growth and deprive society of his contribution to economic security. Entrepreneurship education is required for growing learner for economic security. Entrepreneurship education is the process by which a learner can mature into an individual capable of generating commercial activities that will keep society running. The responsibility for this type of education that would benefit everyone is that of society. The society must see in the learner the hope for its survival and, as a result, should plan for the education that is critical to its security. Any society that fails to develop a dependable plan for its citizens' education pays a price.

Recommendations

Based on the study's findings, the study recommends that:

- 1) Teachers at all levels of education should expose students to real-life situations when teaching entrepreneurship education.
- 2) In teaching entrepreneurship education, a cooperative method involving subject specialists in relevant fields and successful entrepreneurs should be used.

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Perceived Influence of Entrepreneurship Education Methods on Economic Security in Cross River State
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