

An Appraisal Influence of Entrepreneurship Education on Financial Stability in Oyo State

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Abstract

This study examined the influence of entrepreneurial education approach on the level of financial stability in Oyo State. Two research questions and two hypotheses were formulated for the study. Descriptive survey research design was adopted. The population for the study consisted 1500 Business Education undergraduate students. Simple random sampling techniques was used to select Part III business education undergraduate students. The sample size for the study was 150 respondents from three colleges of education in Oyo State. Self structured questionnaire was developed for the study. A 40-item "Entrepreneurship Education and Financial Stability Questionnaire" (EEFSQ) was validated by three experts from the Kwara State University, Malete and used in data collection. The EEFSQ was pilot tested on 30 respondents who were not a part of the study sample. In order to evaluate the consistency of the EEFSQ, Cronbach Alpha statistics were used, and they yielded reliability values of 0.84 and 0.80 for the independent and dependent variables, respectively. One hundred and fifty respondents responded to the instrument, which was administered. In order to find the answer 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 financial stability. It was recommended that educators at various stages should introduce students to real-world scenarios when teaching entrepreneurship education.

Keywords: leveraging, entrepreneurial, education, financial, stability

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Introduction

Presently, humanity is confronted with numerous pressing concerns pertaining to social, economic, and environmental sustainability. The United Nations addresses these difficulties on a global level by implementing 17 Sustainable Development Goals (SDGs). These goals serve as a worldwide initiative to eradicate poverty, preserve the environment, and promote peace and prosperity for all individuals by the year 2030 (UNDP 2023). All actors that will contribute positively are required in this process. Entrepreneurs possess the capacity to significantly contribute to sustainable development, given their fundamental nature of identifying and addressing problems through innovative means.

As the global awareness of sustainability challenges has increased, educators have been actively integrating sustainability perspectives into study programmes, research, and other activities. The goal is to educate future sustainability professionals who can act as change agents with a global perspective (Ploum et al., 2018). These change agents not only promote the integration of sustainability as a key element in many professions, but also incorporate sustainability into business operations and disseminate the concept of sustainable development to the broader public. Formal education inherently emphasises the acquisition of theoretical knowledge, with a particular emphasis on developing certain cognitive skills. Recently, there has been a growing interest in how educators might enhance traditional teaching methods. One approach is to expose students to real-world situations, as discussed by Vanevenhoven (2023). Another strategy is to incorporate experiential learning techniques, as suggested by George (2015).

Entrepreneurial education is a type of business-oriented learning that equips students with both theoretical knowledge and practical experience necessary for pursuing jobs that are beneficial for personal well-being and societal welfare. According to Ikeme (2022), entrepreneurship education refers to a type of learning that aims to develop in young individuals the skills, abilities, knowledge, and qualities necessary to be innovative and to effectively identify, create, launch, and manage opportunities for personal and/or societal employment, in addition to working for

oneself. The primary function of acquired talents and abilities is to assist individuals and communities in surmounting challenges, while simultaneously generating employment opportunities. Entrepreneurship education focuses on instructing individuals on how to utilize their own abilities to fulfill their personal aspirations and enhance their ability to assist others.

The objective of Entrepreneurial Education is to enhance entrepreneurial skills by teaching, planning, initiating, and subsequently managing firms for a meaningful and fruitful way of life. The programme consists of a diverse range of events that equip learners with the skills and knowledge needed to identify and transform various opportunities. Thus, it surpasses investment projects (Enu, 2022). The goal is to enhance learners' ability to actively participate in and respond to advancements in society. The objective of this educational approach is to cultivate the proficiency, understanding, and perception required to lead a more self-reliant yet fulfilled life.

Furthermore, it aims to enhance one's capacity to navigate challenging and ambiguous situations with flexibility. Being alert, vigilant, and in tune with the surroundings are essential for the ability to change, innovate, and know when and how to take action. Entrepreneurship education is crucial for empowering individuals to achieve economic stability and effectively overcome significant challenges in a respectful manner. Individuals who possess financial stability have the freedom to make decisions that will enhance their own welfare as well as the overall standard of living for others (Global Social Development Innovation). This assumes that lack of entrepreneurial knowledge leads to a sense of unease.

Insecurity refers to a state of susceptibility to potential dangers or risks. Insecurity is characterised by a state of uncertainty, lack of clear goals, and a reluctance to protect against potential dangers that can leave a person or organisation exposed to harm (Achumba, Ighomereho, & Akpor-Robaro 2023). It hinders the advancement of society, the establishment of security, and the generation of riches. According to (2019), it poses a threat to individuals and property, hinders commercial activities, and discourages both foreign and domestic investments. The

phenomenon of insecurity in Nigeria has manifested itself in several forms in recent times. Terrorism, insurgency, assaults, adolescent unrest, abductions, targeted killings, secret society operations, homicide, vandalism, and public demonstrations are some instances of societal disturbances (Phenson et al., 2014). While many individuals have become victims of these attacks, a few have successfully evaded severe pain or death. Under the current circumstances, the security and safety of both individuals and the community in which they reside are no longer assured. This incident clearly demonstrates the government's failure to safeguard the welfare and possessions of its citizens. Ignorance often leads to the manifestation of insecure behaviours. Entrepreneurship education is essential for Nigerian individuals to address the issue of insecurity, particularly economic insecurity.

Financial instability refers to the concern that arises from the potential exposure to adverse macroeconomic events and the prospect of facing difficulties in recovering from them. The repercussions of economic uncertainty are significant for both individuals and society as a whole (Bossert & D'Ambrosio, 2023). Both the tangible economic harm and the probability of its occurrence result in reduced living standards and inflict bodily distress. Economic uncertainty affects both people's productivity and their ability to make educational investments for their children. Simultaneously, the cost of essential services, particularly education, is a major factor contributing to insecurity for individuals and their families. Feelings of insecurity contribute to unhappiness, and widespread uncertainty obstructs attempts to reduce hunger and poverty. While there has been a general increase in living standards in recent years, the improvements in Nigeria are nevertheless precarious and subject to change (United Nations, 2021). Many countries have adopted entrepreneurial education as a remedy for the widespread issue of economic uncertainty worldwide. This may help explain why education is often regarded as a panacea or a remedy that, when given in the recommended amounts, has the ability to address economic and social problems (Benavot, 2022). The approaches employed for the distribution and

acquisition of information across many fields will contribute to reaching the aforementioned goal.

The objective of instructing pupils about entrepreneurship is to prepare them for the acquisition of their own enterprises. Various methodologies have been employed in the examination of entrepreneurship education, although none have yielded positive outcomes. This is partly attributed to the traditional method of teaching and learning that most entrepreneurial education instructors have employed so far. These methods assume that all knowledge must be conveyed and assimilated through written materials before students can apply it. This educational system is centre around instruction and has the goal of imparting both fundamental and specialized knowledge, without taking into account the impact it may have on the learner (Haase & Lautenschlager, 2021). Higgins and Elliott (2021) argued that individuals who engage in this form of mechanical memorizing become passive observers rather than active participants in the learning process, thereby lacking substantial contributions in their post-graduation endeavors. This is because this technique relies on provable truths about entrepreneurial education. Furthermore, without a strong entrepreneurial mindset and the necessary soft skills such as creativity, initiative, proactivity, and risk-taking, it is not feasible to consistently cultivate individuals who excel in business. This underscores the need of the educational system utilizing teaching techniques that continually establish a connection between education and learning, while also considering shared experiences. Several of these approaches involve experiential and transdisciplinary learning.

Experiential learning involves applying information and learning tools in real-life scenarios, such as in public or professional settings, to enhance career development initiatives. The task can be completed either individually or collectively. When people are educated for both the industry and society, it encourages analysis and the application of information and skills, hence promoting the achievement of learning goals. Experiential learning, as defined by Simon Fraser University (2015), refers to the intentional and active engagement of learners in instructive moments, followed by the

assessment of these interactions. By engaging in real-world tasks, students have the opportunity to put their theoretical knowledge into practice in a wide range of settings, both within and outside the classroom. Experiential learning is a process in which students acquire knowledge and skills via active engagement in practical activities and reflecting on their experiences. Active learning encompasses a variety of methods such as practical experiments, apprenticeships, work-based learning, fieldwork, studying abroad, undergraduate research, and theatre performances. Thoughtfully crafted, supervised, and assessed experiential learning programmes have the potential to foster academic inquiry by facilitating differentiated instruction, community engagement, professional growth, cultural awareness, leadership, and other career-oriented and intellectual skills.

During experiential learning situations, individuals are actively involved in a semi-structured manner to learn from each other. This is in contrast to traditional classroom settings where participants may compete with one another, show indifference or lack inspiration, and have their instruction closely monitored. The goal of instruction is to involve students in practical tasks that are relevant to the real-world problems they will encounter, with the teacher guiding rather than controlling their approach.

The experiential learning paradigm and an individual's personal experience exert a significant impact on students' acquisition of knowledge and development of skills. Active learning can be achieved without an instructor, but it mostly focuses on how individuals interpret their own life experiences. Kolb asserted that active learning is equivalent to ongoing self-improvement and progress, and that education transitions from the concrete to the abstract. Newsome et al. (2015) argued that experiential learning (1984) enhances learners' engagement and promotes the use of critical thinking skills. This, in turn, increases their ability to acquire, retain, and recall information, leading to improved performance. Experiential learning, as described by Benson (2023) and Atherton (2019), is closely linked to the student's ability to influence the classroom atmosphere.

The primary objective of education is to prepare young individuals for a meaningful and successful life within society. To attain this objective, it is necessary to integrate classroom instruction with service learning, since it enhances educational involvement across many levels. Empirical evidence indicates that students generally have limited engagement with influential individuals who influence the corporate environment (Bridge et al., 2010). According to Haase and Lautenschlager (2021), entrepreneurial education should shift its focus from studying knowledge related to enterprise development to emphasising the practical application of entrepreneurial spirit and the development of individuals who can effectively operate in an entrepreneurial context. According to Brookes (2023), establishing strong links between schools and the community is crucial. Brookes emphasised that these connections are essential for making learning more meaningful and effective in bringing about societal change. This suggests that academic programmes should provide opportunities for meaningful education in relevant environments to acquire essential knowledge and skills (Undie & Aquah, 2017), while also fostering desirable attributes such as hard work and collaboration.

Multidisciplinary learning is a comprehensive method that combines different fields of study to investigate an idea or subject. To gain a deeper understanding of a particular subject, this strategy typically involves working closely with at least two different subject areas. It involves using tools and information from one subject to enhance another (Youngblood, 2017). This educational technique is highly effective and goes beyond disciplinary boundaries to enhance the scope and quality of education. Individuals have the ability to analyse a specific subject from multiple perspectives. Through the examination of ideas and concepts across various contexts, it fosters a mindset that promotes creative thinking and challenges preexisting assumptions. Teachers have the same goals of engaging students and helping them to develop comprehension, creativity, self-assurance, problem-solving skills, self-belief, and a thirst for knowledge. Interdisciplinary education facilitates the attainment of these goals. A learner who adopts a multidisciplinary approach acquires a

diverse set of skills that may be easily applied in various professional contexts. These skills include critical thinking, self-control, punctuality, effective communication, and teamwork, among others. The findings of a study conducted by Hall et al. (2017) indicated that school children have a positive perception of cross-disciplinary syllabus in geography. Some students reported improved educational experiences, increased collaboration among classmates from different fields, and better employment opportunities. A lower proportion of learners, however, encountered perceived hindrances, typically associated with topic areas and instructional approaches.

Several scholars have promoted a multidimensional and transdisciplinary methodology for studying and implementing economics. Leape (2022) contends that the current approach to studying economics is insufficient, narrow in scope, and places less emphasis on inductive methods. Instead, it favours logical reasoning based on theoretical assumptions and downplays the importance of empirical evidence. According to Leape (2022), although there is a need for more comprehensive education, there have been little changes in the curriculum for economics education. Leape (2022) advocates for a more extensive economic literacy among students, which includes a deep understanding of the subjects they study and the limitations of various theories. This broader perspective should incorporate insights from other disciplines such as Anthropology and History. Sharma (2023) argues that multidisciplinary is crucial for comprehending the fundamental principles and practical elements of economics. Sharma (2013) expresses dissatisfaction with the lack of progress in the field of economics. He believes that economists should actively avoid becoming champions for any particular economic school of thought and instead, aim to expand their expertise to include a wider range of disciplines. Sharma (2023) argues that multidisciplinary can help address various social problems that are partially caused by insufficient education. According to Catney and Lerner (2023), the difficulties caused by insufficient education can be addressed by adopting a multidisciplinary approach, which will result in the development of well-informed and beneficial people.

This is particularly accurate when considering the significance of a proficient populace for ensuring economic stability.

Financial stability refers to the ability of individuals, families, and society to meet their fundamental requirements in a sustainable manner (Global Social Development Innovation). Food, housing, apparel, and hygiene are essential requirements, along with the associated expenses required to fulfil these needs (International Committee of the Red Cross Society). Yakymchuka et al. (2020) define financial stability as the ability of an individual to consistently maintain a stable financial position, effectively utilise their intellectual resources, and have multiple sources of income that allow them to sustain a satisfactory standard of living in the present and future. Absence of financial stability leads to profound destruction for individuals, households, and communities, depriving them of their dignity and esteem (Global Social Development Innovation). Financial stability refers to the degree to which individuals are protected against potential financial burdens resulting from difficult circumstances (Hacker et al., 2020). It is associated with both the concept of financial well-being and the notion of the social welfare system, which aims to provide standard guarantees for the protection of individuals (Mollenkamp, 2022). Economic viability is the process of establishing the necessary economic conditions for society stability and human survival. It necessitates the deliberate formulation and implementation of policies aimed at tackling the situations and reasons that hinder economic progress. These functions can be achieved to the extent that entrepreneurial education is provided. Entrepreneurship education is a form of safety training that promotes the acquisition of knowledge, skills, and attitudes essential for a society to thrive, maintain its existence, gain knowledge, and have the ability to overcome challenges to its welfare and coexistence (Edozie, 2014). The connection between education and economic and public safety is established due to the significant role that education plays in providing the foundation for these areas (Ejirika, 2014).

When a nation offers its citizens suitable education, it becomes challenging for such individuals to participate in activities that are harmful to public safety. Individuals' financial stability

promotes happiness, contentment, and resilience, while also fostering progress and growth. In the absence of solid economic conditions, lifestyles deteriorate to a point where civilization is in risk of collapsing. Without adequate training, addressing financial stability is futile. According to Radda (2023), it is not unexpected that education can enhance public safety when it is efficiently conveyed and implemented. The prevalence of crimes perpetrated by educated, unemployed young individuals underscores the imperative for entrepreneurial education, as these individuals lack the necessary skills to start their own businesses. This deficiency in entrepreneurial abilities contributes to a sense of insecurity within the nation. Education in developing nations that does not prioritise independence can be risky, but the absence or insufficient provision of entrepreneurial education is far more dangerous. A lack of comprehensive entrepreneurial education often results in a lack of competitive skills, insufficient income, exclusion from financial, democratic, and socio-cultural institutions and relationships, and limited access to necessary resources such as shelter, food, safety services, and healthcare, which are crucial for human security.

Statement of the problem

In general, a lack of entrepreneurial education increases people's vulnerability to many forms of financial instability which is also one of the global challenges (Yusuf, 2019). Adolescents have a significant role in the criminal underworld under most precarious circumstances. These young individuals may have a lack of education, resulting in high unemployment rates, poverty, and a strong sense of disillusionment. Alternatively, they may possess knowledge yet still struggle to find employment. Impoverished teens face difficulty resisting the temptation when they might fulfil their daily needs through engaging in criminal activities. This exemplifies the paramount importance of entrepreneurship education for individuals as well as the nation. Abugu (cited in Abayomi et al., 2016) argues that Nigeria's economy, safety, and well-being are intrinsically linked to schooling that prioritises financial stability, which is a comprehensible viewpoint.

Government entities at all levels have implemented many attempts to establish entrepreneurship education as a formalised part of the education system. The 2015 World Conference, hosted in Spain, called on higher education institutions to prioritise the cultivation of individuals with an entrepreneurial mindset, the development of highly skilled workers, and the mobilisation of efforts to address poverty and promote sustainable economies (UNESCO, 2015). Consequently, entrepreneurial education has been incorporated as an essential element in all forthcoming development and research initiatives in higher education. Binuomote and Okoli (2015) state that the inclusion of entrepreneurship training in higher education institutions aims to shift students' mindsets towards a business-oriented approach, empowering them to become self-reliant through self-employment after graduation. Additionally, it provides students with the necessary skills to identify new business opportunities (Nwangwu, 2017). There are still numerous ambiguities surrounding the curriculum even after more than 10 years. It is still unclear how many individuals with degrees are choosing to become entrepreneurs. Wherever these aforementioned objectives are achieved, unemployment and economic suffering significantly reduce as individuals who have been seeking employment can now become employers. Unfortunately, it seems that there has been a shift as the unemployment rate in Nigeria is projected to reach 45 percent in 2023 and 43 percent in 2024. The unemployment rate among young people exceeded 50 percent in 2022, according to Trading Economics (2023). As per the International Labour Organisation (ILO) report of 2023, the unemployment rate in Nigeria is projected to worsen, especially among young individuals. Additionally, income inequalities and poverty levels are likely to continue increasing. Undoubtedly, this situation presents a significant risk to the financial stability and could perhaps be linked to the instructional approaches employed in entrepreneurship education. This is the specific setting in which the research was carried out. The issue addressed in this study is the persistently high unemployment rate among graduates who have received entrepreneurship education, but yet unable to secure a means of livelihood. The study "An Appraisal Influence of

Entrepreneurship Education on Financial Stability in Oyo State” was conceived to investigate the reasons behind this phenomenon.

Research questions

The research was guided by the following research questions:

1. To what extent is experiential learning perceived to predict financial stability in Oyo state?
2. To what extent is multidisciplinary learning perceived to predict financial stability in Oyo state?

Hypotheses

The study was directed by the following hypotheses:

Ho1: There is no significant perceived influence of experiential learning on financial stability in Oyo State.

Ho2: There is no significant perceived influence of multidisciplinary learning on financial stability in Oyo State.

Methodology

The descriptive survey research design was used in this study. The study population included 1,500 undergraduate students from colleges of education in Oyo State. The study population was broken down based on the participant’s areas of interest: fish farming 242, clothes and textiles 349, food production 337, cosmetics production 252, and detergent/washing powder manufacture 320. The study's sample included 150 undergraduate 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 to select fifty (50) students each from three Colleges of Education in Oyo State. A self structured questionnaire was used for the study. One questionnaire with 40 items was used for the study. "Entrepreneurship Education and Financial Stability Questionnaire" (EEFSQ) 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 four-point scale of Very High Extent (VHE) 4, High Extent (HE) 3, Moderate Extent (ME) 2 and Very Low Extent (VLE) 1 were

used to measure the independent and dependent variables. Three education experts from the Kwara State University, Malete 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 University 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. The study instrument, which was delivered in 150 copies by personal delivery, was retrieved all 150 copies. Simple linear regression was used to answer the research questions and also test the hypotheses at 0.05 alpha levels 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.

Results

Research question 1: To what extent is experiential learning perceived to predict financial stability?

Table 1: Regression analysis on experiential learning and financial stability

Variable	R	R ²	% of contribution	Adjusted R	Remark
Experiential learning	0.341	0.211	21.1	0.209	There is relationship
Financial stability					

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

between financial stability 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 financial stability.

Research Question 2: To what extent is multidisciplinary learning perceived to predict financial stability?

Table 3: Regression analysis on multidisciplinary and financial stability

Variable	R	R ²	% of contribution	Adjusted R	Remark
Multidisciplinary					
	.242	.204	20.4	0. 202	There is relationship
Financial stability					

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

Ho1: There is no significant perceived influence of experiential learning on financial stability.

Table 2: Simple linear regression analysis of the predictive influence of experiential learning on financial stability

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 financial stability. The null hypothesis, which claimed that experiential learning has no significant perceived influence on financial stability, is thus rejected. So, it can be said that it is perceived that a strong predictive influence exists between experiential learning and financial stability.

Ho2: There is no significant perceived influence of multidisciplinary learning on financial stability.

Table 4: Simple linear regression analysis of the predictive influence of multidisciplinary learning on financial stability

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 financial stability, is thus disproved. So, it can be said that transdisciplinary learning is perceived to have a significant predictive influence on financial stability.

Discussion of the findings

The results of this study show that financial stability is perceived to be highly predicted by experience acquisition. The findings from this research support Brookes' (2023) 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 (2021) 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. (2015) 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 financial stability. The findings of this research support Catney and Lener's (2023) 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 financial stability. The result of this study is in line with Youngblood's (2017) 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 has the power to convert the individual who receives it into an entrepreneur. Entrepreneurship education is the systematic acquisition of knowledge, practical experience, and the development of skills necessary for individuals to become competent in entrepreneurship. Consequently, he reaches the maximum level of maturity allowed by his natural genetic makeup; the degree to which this happens is mostly influenced by the educational methods employed in Entrepreneurship Education. Students often attend school with the purpose of acquiring knowledge and developing the necessary skills to become proficient adults. In Nigeria, the school system consistently generates young individuals who are inadequately prepared, lacking accurate information, and achieving below their potential. These young individuals lack valuable skills that will enable them to make a significant

contribution to the economic prosperity of society. The Nigerian school system's failure to deliver effective education to students might hinder their development and prevent them from making valuable contributions to economic stability. Entrepreneurship education is necessary for fostering economic resilience and efficiency. Entrepreneurship education is the transformative journey by which a student can develop the skills and mindset necessary to create and sustain profitable ventures that contribute to the functioning of society. Society bears the responsibility for providing this form of education that would be advantageous to all individuals. Society must recognise that the learner is crucial for its continued existence and, thus, should prioritise the education that is essential for its protection. Any society that neglects to establish a reliable strategy for the education of its population incurs consequences.

Recommendations

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

- 1) educators at every educational level should incorporate real-world scenarios into their instruction while teaching entrepreneurship education.
- 2) when teaching entrepreneurship education, it is advisable to employ a collaborative approach that involves subject matter experts in relevant subjects and accomplished entrepreneurs.
- 3) hand on skills acquisition programs should be introduced into educational curriculum.
- 4) mentorship and counselling session should be organized for students at every regular interval.

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