

Vocational Business Education Undergraduate Curriculum and Students' Empowerment for Sustainability in Nigeria

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Abstract

The prevailing occurrences of youth and graduates unemployment in Nigeria and the need to eradicate the associated crises through empowerment for sustainability necessitated this study. The study aimed to assess the Business Education undergraduate curriculum for students' empowerment and sustainability of the Nigerian economy. The study answered two research questions and tested two hypotheses. The descriptive survey research design and mixed-methods approach were employed. The sample size of the study consisted of 727 penultimate and final-year undergraduate students of Business Education and 25 lecturers in South-West, Nigeria. The research instruments used were questionnaires and focus group discussion schedule. An average index of 0.89 was determined for the internal consistency of the research instruments using Cronbach Alpha scale reliability. The research questions and hypotheses were analyzed using Mean, Bar-graph, Independent Sampled T-test, Analysis of Variance (ANOVA), and Post-Hoc graphical statistical tools, all at a 0.05 level of significance. The findings revealed that the Business Education undergraduate curriculum in Nigeria lacked adequate innovative pedagogical strategies that are capable of empowering students for achieving the sustainability of the Nigerian economy. Therefore, some of the recommendations were the practice of Education for Sustainable Development (ESD), urgent curriculum review, and the adoption of innovative pedagogical strategies.

Keywords: Business education curriculum; Innovative pedagogies; Students' empowerment

1. Introduction

The social, economic and environmental challenges of the twenty-first century, especially in developing nations, have brought increasing demands for a quality education capable of achieving sustainability in the world economy. The Nigerian system of education also emphasizes qualitative, comprehensive and functional education as a sure panacea to the nagging problems of unemployment, underemployment, and decent work shortfall most of the youth and graduates are experiencing today (National Policy on Education, 2014). Mojekwu and Ibekwe (2012) and Opara (2017) buttressed this unpleasant situation in Nigeria by acknowledging that millions of youths and graduates still live in poverty which exposes them to some vices of life. These negative circumstances attracted the interest of the world leaders, especially in the year 2015 when the United Nations Conference was held in New York, which brought about the adoption of the 2030 Agenda for sustainable development (Edward and Joanne, 2017). Prominent among the items on the Agenda were

eradicating poverty (Goal 1), achieving zero hunger (Goal 2), and promoting decent work and productive employment for all (Goal 8), among others. Achieving the seventeen (17) sustainable development goals (SDGs) therefore became the global pursuit using the instrumentality of quality and functional education, of which vocational and technical education is the key due to its empowerment capabilities.

2. Literature Review

Business Education and Students' Empowerment for Sustainability

As a vocational education, the Business Education curriculum also focuses on capacity building and empowerment of students through entrepreneurial and educational contents and pedagogies (National Universities Commission, 2018). Empowerment may be referred to as the ability to acquire the needed knowledge, skills, attitudes and values to effect a revolutionary change and improvement on self as well as on the community. The change brings about self-emancipation and complete societal liberation from the social, economic and environmental ills and threats (Babalola and Tiamiyu 2013). Some of the uniqueness of the Business Education programme at the undergraduate level is found in the compulsory 6-month Students' Industrial Work Experience Scheme (SIWES), and specialisations in Accounting, Marketing and Office Technology and Management. Each of these specialisations has its peculiar curriculum contents and pedagogies, apart from the areas of similarities in both contents and pedagogies.

The essence of the Business Education undergraduate curriculum, irrespective of the areas of specialisations, is to produce competent and self-reliant graduates capable of achieving the sustainability agenda of the society. Gidado and Akaeze (2014) also emphasized the expected relevance and capacity of the Business Education curriculum in creating and promoting entrepreneurial opportunities to empower both the prospective employers and practicing employees for sustainable business management, productivity and profitability. UNESCO (2017) also recognizes the indispensability and potency of quality education to bring about a peaceful and non-violent society, which is paramount to the sustainability of any nation. Barakabo (2017) maintains that the Business Education programme has the potency of developing the capacity of the recipients through the entrepreneurial competencies integrated in the curriculum. Some of the prospects of the Business Education programme in Nigeria, most especially, an increase in employment opportunities, a reduction in the unemployment rate, and economic development. UNESCO (2017) further reported that education curricula must tackle the root cause of violence among youth and graduates through the creation of empowerment opportunities in the form of poverty-eradication capacity building and societal transformation consciousness towards sustainability. Nwokike et al. (2018) posited that the Business Education curriculum, by design and objectives, is central to the attainment of sustainable development in Nigeria. The aforementioned prospects of the Business Education programme are some of the expected outcomes of the programme in this twenty-first century.

The State of Business Education Curriculum and Unemployment in Nigeria

Surprisingly, some research findings (Ekpenyong and Edokpolor, 2015; Edokpolor and Owenvbiugie, 2017) as well as the report of the Nigeria Bureau of Statistics (2020) revealed that most of the graduates of the Business Education programme are unemployed, underemployed, poor, and lack economic security. Nwosu and John (2018) also buttressed the incapability of the tertiary institutions' curricula to produce an appreciable number of employable graduates in this twenty-first century era. Nwokike et al. (2018) discovered that skills and competencies required by the industries for sustainability in this twenty-first-century were inadequately embedded in the Business education curriculum. The type of education a country promotes determines the socio-economic engagements and business practices in such a nation. The economic, social and environmental condition of Nigeria today is a reflection of the values that her educational system and curricula uphold.

Innovative Pedagogies for Empowerment and Sustainability in Business Education Curriculum

Assessment practices or strategies in academic settings must be self-directed and promotes the demonstration of students' abilities. Lackeus (2015) opined that empowerment through entrepreneurship in education should span from training for business establishment and management to inculcating creativity, proactiveness, innovation, and opportunity orientation in the students. As much as it is necessary for vocational education and training curriculum, in particular, to be fully embedded with entrepreneurial content, equally important is the need to apply innovative pedagogical strategies that can create values for both the individual and the society. Ajisafe et al. (2015) posited that issues of curriculum content and instructional strategies must be adequately addressed in the Business Education programmes at tertiary institutions in order to attain social, economic and environmental transformation in Nigeria. Innovative pedagogies and assessment strategies must project progress reports and accurate feedback on learning activities of learners. The use of technologies is very central to the twenty-first-century pedagogical and assessment strategies especially in online and distance education, which is a very crucial approach to teaching and learning in the post-Covid-19 era (Reju and Jita, 2020). Ntoyakhe and Ngibe (2020) argued the necessity of innovative activities among students to ensure quality delivery of the curriculum that can lead to empowerment and sustainability both in the university system and the entire society. Nwosu and John (2018) suggested the revamping of the curricula to inculcate innovative skills and competencies for entrepreneurial empowerment of students and transformation of the society. Nwosu and John (2018) also suggested regular exposure of students to empowerment opportunities such as running a school-based enterprise, organising business plan competitions, participating in the entrepreneurial exhibitions, among others, as strategies for achieving sustainability in the educational and socio-economic systems in Nigeria. Ogedengbe et al. (2015) also emphasized the need for tertiary institution students to be empowered with an entrepreneurial mindset for them to function as catalysts for sustainability in the Nigerian economy. Olorundare and Kayode (2014) emphasized on the need for private and public partnership with the university system for better empowerment of students and graduates for sustainable development and ultimate transformation of the society. Okoli and Igwegbe (2015) considered constant collaborations with industries and periodic exhibitions of

entrepreneurial products as innovative instructional strategies for motivating and empowering students for sustainability.

There is also an urgent need to diversify the entrepreneurial orientation of Business Education students towards sustainable empowerment opportunities that focus more on creating values for societal sustainability than the rigid pursuit of profit maximization. Adam et al. (2018) acknowledged the need for diversifying the Nigerian economy to lessen the overdependence on oil as a major source of revenue, which invariably would demand diversification of the curriculum focus and skills towards exploring sustainable business opportunities in the society. Ebinga (2014) attested to the fact that the business education curriculum needs to be enhanced to promote the inculcation of skills and competencies for self-reliance in commercial, agricultural and several sectors of business establishments towards the achievement of sustainable development of any nation. It is high time the Business Education curriculum promoted practical and collaborative activities that build students' capacity towards identifying and solving social, economic and environmental problems in the society. Actually, diversifying entrepreneurial opportunities in the Business Education programme would necessitate curriculum revamping as well as the adoption of innovative pedagogical strategies in Nigeria (Adam et al. 2018). Alao and Alao (2021) and Ogbondah and Nwogu (2017) also supported the argument that entrepreneurship education is a catalyst for youth empowerment as well as a panacea to various social, economic and environmental maladies that resulted from youth unemployment in Nigeria. Ogbondah and Nwogu (2017) acknowledged some grave consequences of non-empowerment of youth with entrepreneurship competencies. Some of the consequences identified include frustration and low self-esteem among youth, an increase in youth crimes, low wages and poverty among fresh graduates, and mental and physical health challenges among youth. As much as the achievement of sustainable development is a priority among the goals and objectives of the business education programmes in Nigeria, equally important is the need to employ innovative pedagogies through implementing the principles and practice of education for sustainable development.

Shaibu et al. (2016) identified written assignments, test and examinations as the common evaluation techniques used for Business Education courses. The ideal curriculum for Business Education emphasizes the empowerment of students with skill-based, vocational, entrepreneurial, and information and communication technology competencies for both personal emancipation and society transformation. Therefore, using paperwork or written assessment methods only concentrate on the cognitive domain, neglecting the affective and psychomotor domains, which are more evident in the actual performance of the graduates as employees or employers of labour. It is also expected that higher education institutions should both teach and practice sustainable development principles through Education for Sustainable Development (ESD).

The Need for Education for Sustainable Development (ESD) in Business Education Programme

Education for Sustainable Development (ESD) involves a teaching and learning approach that is locally relevant, culturally appropriate, and universally sustainable - economically, socially and environmentally (Howard, 2018). Education for sustainable development has the ability to prepare the recipients towards being responsible to take actions for environmental integrity, economic viability, and a just society. Education for sustainable

development is holistic and transformational through the relevant curriculum content, innovative pedagogies, conducive learning environment as well as the problem-solving learning outcomes (Bell, 2016). There is a necessity of integrating sustainability in management and business education in higher education learning (Dima and Meghisantoma, 2018). Solving the social-economic and environmental problems in the society, which lead to the achievement of the sustainable development goals (SDGs 2030), is the focus of education for sustainable development (ESD). Holistic evaluation of the three domains in education is also a major characteristic of the practices in integrating education for sustainable development.

Theoretical Framework

The theoretical framework for this study includes: Human Capital Development Theory propounded by Becker (1964) and Experiential Learning Theory propounded by Kolb (1984).

Human Capital Development Theory by Gary Becker (1964)

Becker (1964) propounded the Human Capital Development Theory. The theory emphasizes the priority of investing more in human capital than tangible assets through education, training, skills, health and other values in human beings. Becker therefore, argues that investment of all these values in an individual will enhance job satisfaction, greater performance and higher productivity, which lead to profit maximization with less job turnover in the organization. This theory is related to this study in the sense that Business Education students, as a human capital asset, must be properly trained through the education process in order for them to be empowered with functional competencies for the attainment of sustainable development goals in Nigeria.

Experiential Learning Theory by David A. Kolb.

Kolb (1984) propounded the Experiential Learning Theory and explains that it is a combination of cognitive, affective, and behavioural processes of knowledge, skills and attitudes through the active personal involvement of the participants in the learning process. This theory emphasizes the significant role that experience plays in the learning process. It is learner-centred, learner-directed, and problem-solving focused. This study identifies with the Experiential Learning Theory in that it stipulates practical pedagogical strategies appropriate for the business education undergraduate curriculum.

Conceptual Framework

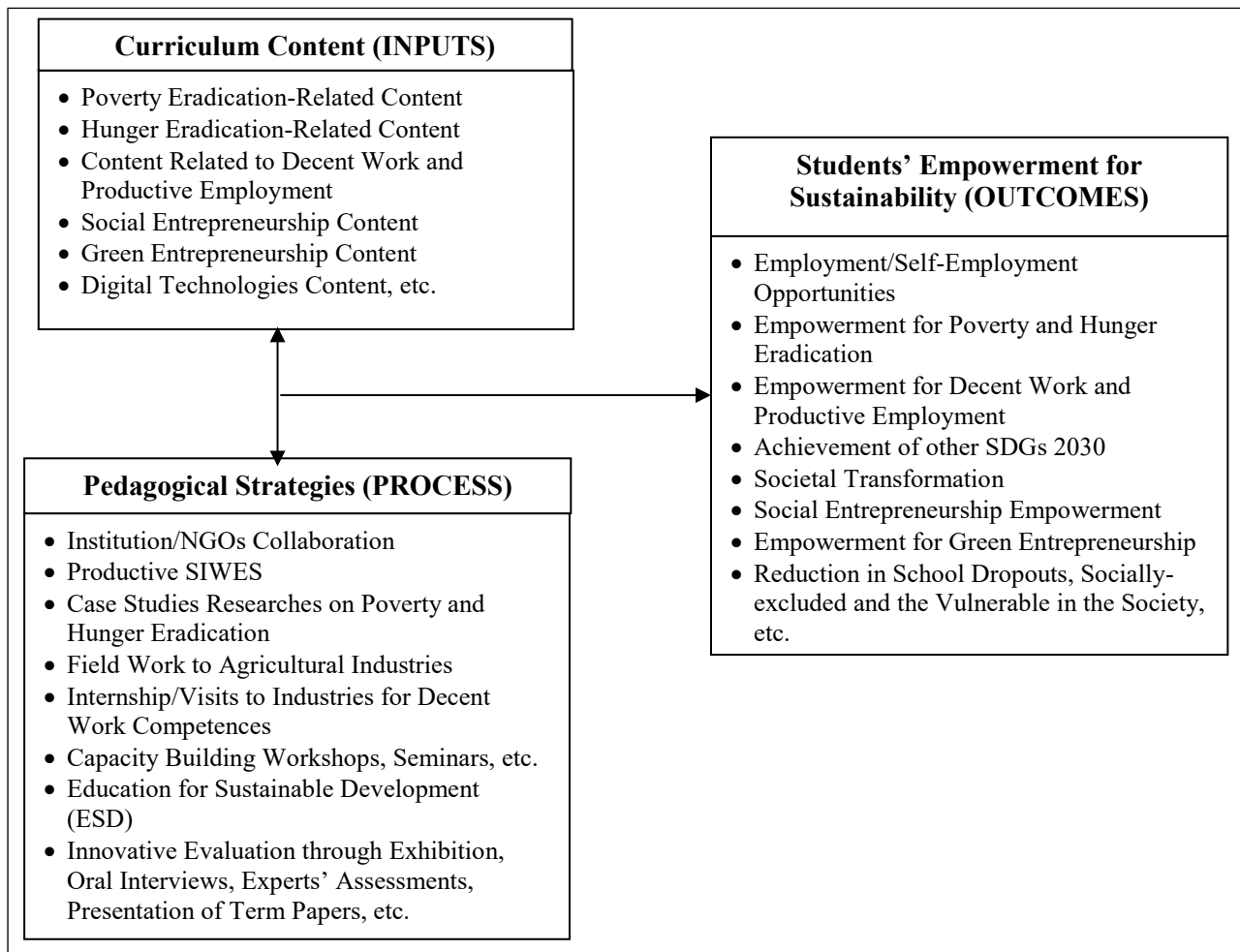


Figure 1: Conceptual framework for assessing business education undergraduate curriculum for empowerment and sustainability

Source: Researchers 2021

The Conceptual Framework (figure 1) illustrates the whole concept of this study and the interactions among the variables involved. The Business Education curriculum, which comprises the contents and pedagogical strategies, is the independent variable while sustainable empowerment opportunities are the dependent variable. Therefore, the inclusion of these curriculum contents (INPUTS) and the implementation of these innovative pedagogical strategies (PROCESS) would engender students' empowerment for the sustainability of the Nigerian, and the world's economy (OUTCOMES).

Research Questions

The following research questions were answered to guide the study:

1. What is the extent to which Business Education undergraduates are exposed to innovative pedagogical strategies for sustainable empowerment opportunities in South-West, Nigeria?

2. To what extent is the Business Education undergraduate curriculum capable of creating sustainable empowerment opportunities in South-West Nigeria?

Research Hypotheses

The following null hypotheses were tested in the study:

1. There is no significant difference between the opinions of Accounting, Marketing and Office Technology Management undergraduates on their exposure to innovative pedagogical strategies in Business Education in South-West, Nigeria.
2. There is no significant difference between the opinion of federal and state lecturers on the capability of the Business Education undergraduate curriculum in creating sustainable empowerment opportunities in South-West, Nigeria.

3. Methodology and Data Collection

The scope of this study included all public universities that offer Business Education undergraduate programmes in South-West, Nigeria. However, the study was delimited to only one federal and three state universities in South-West, Nigeria because they fully possessed the characteristics necessary for objective assessment in this study. Descriptive research design was adopted in this study. The population of this study comprised all 2,346 penultimate and final-year Business Education university students and 44 lecturers of Business Education. The sample size for this study comprised 770 penultimate and final-year Business Education university undergraduates and 25 Business Education lecturers. However, 727 students respondents eventually emerged as the sample size due to logistics challenges. The sample size was determined using Yamane (1973) sample size statistical model. Mixed-methods approach was employed in this study. The research instruments used were questionnaire and a focus group discussion schedule. The internal consistency of the research instruments was determined using Cronbach Alpha scale reliability and it yielded an average index of 0.89. The research questions and hypotheses data were analysed using Mean, Bar-graph, Standard Deviation, Independent Sampled T-test, Analysis of Variance (ANOVA), and Post-Hoc, at a 0.05 level of significance. The decision rule was based on any calculated mean score of 3.00, such that 4.5 and above is for 'to a very great extent'; 3.5-4.49 is for "to a great extent"; 2.5-3.49 is for "to a moderate extent"; 1.5-2.29 is for "to a low extent"; while below 1.5 is for "almost non-existent". Further, the value (p) was used in taking the decisions on the hypotheses. If the p-value is less than or equal to 0.05, the null hypothesis is not retained, but if the p-value is greater than 0.05, the null hypothesis is retained.

Research Question 1: What is the extent to which business education undergraduates are exposed to innovative pedagogical strategies for sustainable empowerment opportunities in South-West, Nigeria?

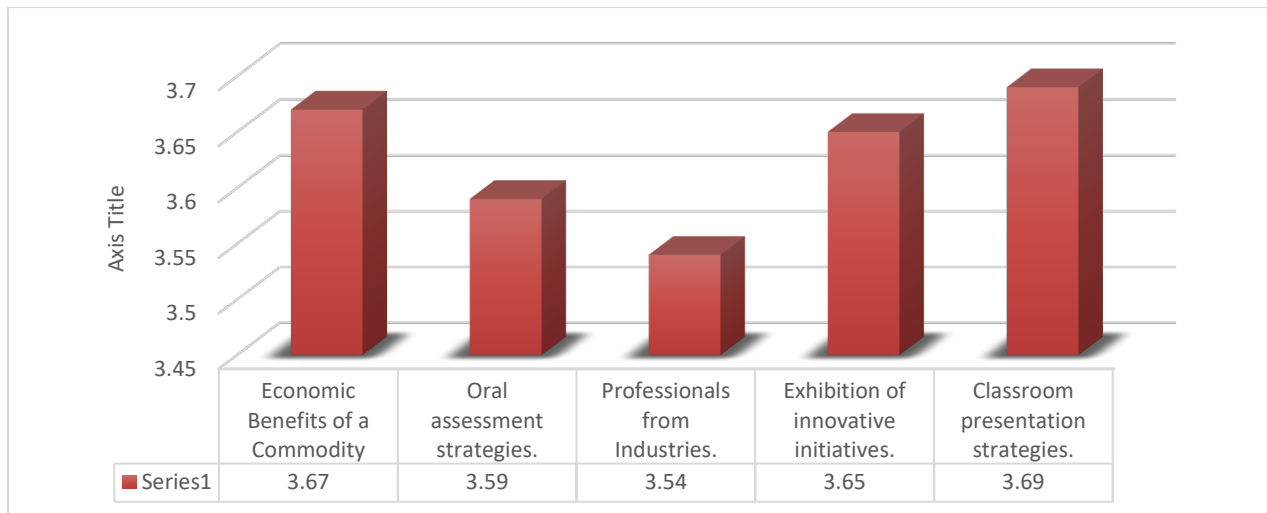


Figure 2: A bar graph showing innovative pedagogical exposure of business education undergraduates

Key: Very Great Extent (VGE) = 4.50 & above; Great Extent (GE) = 3.50-4.49; Moderate Extent (ME) = 2.50-3.49; Low Extent (LE) = 1.50-2.49; Almost Non-Existent (ANE) = less than 1.50

Result of Research Question 1 Analysis

The results in figure 2 show that Business Education undergraduates in South-West, Nigeria, were exposed to the identified innovative pedagogical strategies to a great extent ($\bar{x} > 3.50$). This shows that only little improvement is needed to attain their exposure to a very great extent. On the contrary, the findings from the focus group discussion revealed that only classroom presentation strategies were commonly used while other pedagogical strategies were used either occasionally or non-existent.

Research Question 2: To what extent is the Business Education undergraduate curriculum capable of creating sustainable empowerment opportunities in South-West Nigeria?

Table 1: Extent to which business education undergraduate curriculum is capable of creating sustainable empowerment opportunities

S/N	Item	Mean	S.D	Remark
1	Preparing students beyond establishing profit-making ventures.	3.92	0.812	High Extent
2	Equipping the vulnerable with functional competencies charging little or no fee.	3.12	0.971	Moderate Extent
3	Empowering the street children with self-employment skills.	3.16	1.143	Moderate Extent
4	Producing students with passion for improving lives in the communities.	3.48	0.963	Moderate Extent
5	Channeling students' orientation towards solving waste management problems.	2.72	1.100	Moderate Extent
6	Contributing to poverty eradication among people in the rural communities.	3.56	1.044	High Extent
7	Encouraging entrepreneurship in agricultural businesses to reduce hunger.	3.24	1.128	Moderate Extent
8	Providing empowerment opportunities for the physically-challenged.	2.68	0.852	Moderate Extent
	Average (%)	3.24	1.002	Moderate Extent

Very High Extent (VHE) = 4.50 & above; High Extent (HE) = 3.50-4.49; Moderate Extent (ME) = 2.50-3.49; Poor Extent (PE) = 1.50-2.49; Almost Non-Existent (ANE) = less than 1.50

Result of Research Question 2 Analysis

The results in table 1 reveal the opinions of lecturers' respondents on the extent to which the Business Education undergraduate curriculum is capable of creating sustainable empowerment opportunities for the sustainable development of the Nigerian economy. The overall results showed that the Business Education undergraduate curriculum is only capable of empowering the recipients for the sustainability of the Nigerian economy to a moderate extent (Average \bar{x} = 3.24; SD = 1.002). However, the lecturers' respondents agreed that the Business Education undergraduate curriculum could prepare students beyond establishing profit-making ventures (Item 1: \bar{x} = 3.92; SD = 0.812) and also contribute to poverty eradication among people in the rural communities (Item 6: \bar{x} = 3.56; SD = 1.044) to a high extent. Therefore, these findings show that the Business Education undergraduate curriculum has not attained the functionality quality of 'Education for Sustainable Development' (ESD) that is capable of adequately empowering the recipients for the achievement of SDGs in South-West, Nigeria.

Research Hypothesis One:

There is no significant difference between the opinions of Accounting, Marketing and Office Technology Management undergraduates on their exposure to innovative pedagogical strategies in Business Education in South-West, Nigeria.

Table 2: Students' opinions exposure to innovative pedagogical strategies in business education

Specialization	N	Mean	Sd	F	Sig
Accounting	402	18.60	3.76	11.57	.000
Marketing	138	18.47	4.37		
Office Technology and Management	187	16.95	4.11		
Total	727	18.15	4.03		

The result presented in Table 2 shows that accounting students (\bar{x} = 18.60, Sd = 3.76) had the highest positive perception of students' exposure to innovative pedagogical strategies in Business Education in South-West, Nigeria; followed by marketing students (\bar{x} = 18.47, Sd = 4.37), while the lowest perception was from Office Technology and Management students (\bar{x} = 16.95, Sd = 4.11). Thus, One way ANOVA was run to determine if there was a significant difference in students' responses based on their specialization. The result shows a significant difference in students' responses based on their specialization ($F = 11.57$, $p < 0.05$). Therefore, the null hypothesis was rejected. The post-hoc test result is presented in figure 3.

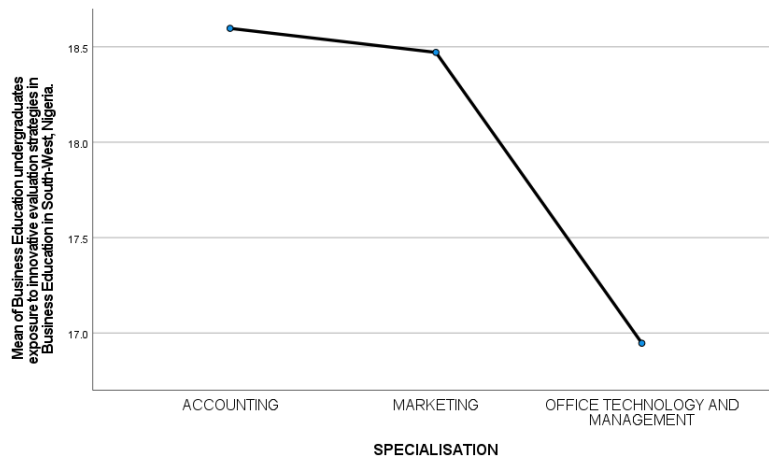


Figure 3: Perception of business undergraduates on exposure to innovative pedagogical strategies

The result presented in Figure 3 shows that accounting students have the highest perception of exposure to innovative evaluation strategies in Business Education in South-West, Nigeria; followed by marketing students, while Office Technology and Management had the lowest perception.

Research Hypothesis Two:

There is no significant difference between the opinion of federal and state lecturers on the capability of the Business Education undergraduate curriculum in creating sustainable empowerment opportunities in South-West, Nigeria.

Table 3: Comparison of opinions of lecturers in Federal and State Universities on the capability of business education undergraduate curriculum in creating sustainable empowerment opportunities in South-West, Nigeria

Institution	Number	Mean	S.D	Tcal	Df	P – value	Remark
State	20	26.90	5.857	1.714	23	0.100	Not Significant
Federal	5	21.80	6.380				

Table 3 presents the Independent Sampled t-test comparison of opinions of lecturers in federal and state universities in South-West, Nigeria on the capability of business education undergraduate curriculum in creating sustainable empowerment opportunities. The t-test comparison showed that a difference which is not statistically significant exists between the opinions of Business Education lecturers in federal and state universities in South-West, Nigeria ($t_{\text{calculated}} = 1.714$, $df = 23$, $p > 0.05$). We therefore, accept the null hypothesis. Therefore, there is no significant difference between the opinions of lecturers at federal and state universities in South-West, Nigeria, on the extent to which the Business Education undergraduate curriculum is capable of creating sustainable empowerment opportunities. This means that both federal and state Business Education lecturers had similar opinions on the capability of the Business Education undergraduate curriculum in creating sustainable empowerment opportunities necessary for achieving the sustainability of the Nigerian economy.

4. Results

The findings of the study as shown in the bar graph (figure 2) establish that Business Education undergraduates had good exposures to innovative pedagogical strategies for sustainable empowerment opportunities. Students were exposed to oral assessment, which has the tendency of inculcating better communication skills in the learners. Professionals from industries were also invited to impart some professional knowledge and skills to the learners as well as to expose learners to several sustainable empowerment opportunities in the society. The study also establishes that students carried out creative works as well as exhibitions of innovative initiatives. Presentation of academic and field works in the classrooms were regular practices among Business Education undergraduates in the sampled institutions. Students were also allowed to assess the economic benefits of some commodities for better entrepreneurial engagement that would have a sustainable economic impact on the society in the nearest future. The study of Obiete et al. (2015) supported the findings of the quantitative data that Business Education students were exposed greatly to innovative pedagogies for sustainable empowerment opportunities. On the contrary, the qualitative findings through the focus group discussions with the student respondents revealed that only presentation of assignments and field-works were being carried out in the classroom. Other innovative pedagogies that were reported to be greatly implemented (figure 2) were almost non-existent in the classroom. This second finding confirmed the study of Edokpolor and Agbonkpolo (2018) and Shaibu et al. (2016) that Business Education undergraduates were only exposed to traditional pedagogical and evaluation strategies such as written assignments, tests, examinations, and others. The researcher's opinion still supports the fact that tertiary institutions in Nigeria should be more proactive to expose students to innovative pedagogies for empowerment opportunities leading to sustainability of the Nigerian economy.

The findings in table 1 highlighted the opinions of Business Education lecturer respondents on the capability of the curriculum to create sustainable empowerment opportunities. It was concluded that the Business Education undergraduate curriculum could only create sustainable empowerment opportunities to an average extent ($\bar{x} = 3.24$). The quantitative report revealed that the Business Education undergraduate curriculum in the sampled institutions prepares students beyond profit-making ventures, and that it also contributes to poverty eradication in the rural communities to a high extent ($\bar{x} = 3.92$ Item 1; $\bar{x} = 3.56$, Item 6). It was surprising to discover that the Business Education curriculum only succeeded to empower students to equip the vulnerable and street children with skills at a moderate level. In other words, empowering the vulnerable and socially-excluded with sustainable skills through the capacity-building programmes in the communities for almost free-of-charge was not a core practice in the curriculum and instruction of Business Education in South-West Nigeria. With all scientific and practical evidence of the poverty-stricken nature of most Nigerians, poverty and hunger eradication innovations such as the practice of agribusiness, and empowering the physically-challenged with sustainable entrepreneurial skills were almost absent from the actual implementation of the curriculum. Therefore, to properly position the Business Education undergraduate curriculum for sustainable empowerment opportunities leading to the achievement of the SDGs 2030, deliberate and practical interventions and innovations need to be integrated into the existing curriculum. Then, Business Education undergraduates would be adequately empowered as

catalysts for the actualization of the sustainability of the Nigerian economy. The findings of Nwokike et al. (2018) and Storey et al. (2018) revealed that the Business Education curriculum lacked adequate content and innovative pedagogies to fully empower the recipients for sustainability agree with this study. The researchers agree with the findings of this study because the Business Education undergraduate curriculum, now, could not empower students for achieving the sustainability agenda of poverty and hunger eradication, as well as productive employment in Nigeria. Hence, an urgent need for restructuring and revitalization of the programme curriculum and pedagogical approaches in Nigeria.

The results presented in Table 2 and Figure 3 show that Accounting students had the highest perception of exposure to innovative pedagogical strategies while Marketing and Office Technology and Management students had lesser exposure. This is an indication that students from the three specialisations in the Business Education programme in Nigeria were not exposed equally to innovative pedagogies for empowerment. There is a need for deliberate actions of the various relevant stakeholders to expose all Business Education students to empowerment opportunities in Nigeria. The study also showed (in table 2) that both lecturer respondents from the federal and state universities in Nigeria had similar opinions on the capability of the Business Education undergraduate curriculum in exposing students to sustainable empowerment opportunities. Therefore, general intervention strategies to enhance the curriculum must be ascertained in both federal and state universities in South-West Nigeria.

5. Conclusion and Recommendations

The study concluded that the Business Education undergraduate curriculum has not attained the functionality quality of 'Education for Sustainable Development' (ESD) that is capable of adequately empowering the recipients for the achievement of SDGs of poverty eradication, zero hunger, and decent work/productive employment for all in South-West, Nigeria. The Business Education undergraduate curriculum should prepare students beyond establishing profit-making ventures, which focus on the rich, or people that can pay for services rendered. The passion to solve social, economic and environmental problems in the society should form the basis of the Business Education undergraduate curriculum contents, its pedagogical strategies, as well as its entrepreneurial orientation and activities (FRN, 2017).

It is therefore recommended that the teaching and learning of the Business Education undergraduate curriculum should lay emphasis on sustainable empowerment opportunities to improve the welfare of school dropouts, unemployed youth, the vulnerable, and other marginalized individuals in the communities. Assessment and pedagogical strategies in the Business Education undergraduate programme should span beyond paper assessment to include the entrepreneurial impact of students on the immediate communities. Experiential learning strategies for solving social, economic and environmental problems in society should be very prominent for pedagogy in the Business Education undergraduate programme.

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