

ASSESSMENT OF BUSINESS EDUCATION UNIVERSITY UNDERGRADUATE CURRICULUM FOR DECENT WORK EMPOWERMENT IN NIGERIA

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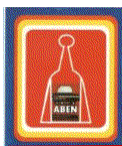
Abstract

In the face of several maladjustments in the Nigerian labour market characterized by unemployment, forced labour, unsafe working environments, human trafficking, among others, the functionality of the educational curriculum needs to be ascertained to solve these problems. This study examined the extent business education undergraduate curriculum has empowered university students for decent work in South-West, Nigeria. The study answered three research questions and tested one hypothesis. Adopting descriptive survey design, 2,346 penultimate and final-year business education university undergraduates and 44 business education lecturers formed the population. Using Taro Yamane sample size statistical model, 727 undergraduates and 25 business education lecturers emerged as sample size. Questionnaire and focus group discussion schedule were the research instruments used for the study. An average index of 0.85 was determined for internal consistency of the research instruments using Cronbach Alpha correlation coefficient. Data were analysed using mean, standard deviation, and independent sampled t-test as appropriate at 0.05 level of significance. The findings showed that business education undergraduate curriculum contents and innovative instructional strategies used by lecturers were inadequate to fully empower students for decent work in South-West, Nigeria. It was recommended that the NUC BMAS business education undergraduate curriculum should be reviewed while students and lecturers should be constantly involved in collaborative innovative instructional activities with the industries for adequate empowerment for decent work for all in Nigeria.

Keywords: Business Education Curriculum, Decent Work, Empowerment, Instructional Strategies, Sustainable Development Goals.

Introduction

The philosophy of business education emphasizes teaching, learning and imparting business knowledge, skills, attitudes and values that empower the recipients to become competent business teachers and high calibre professionals in business establishments, and entrepreneurs (National Universities Commission, 2018). Besides becoming professional business teachers, business education students are majorly trained to become job creators and effective business managers to solve the problems of unemployment, underemployment and indecent work that majorly characterize developing economies and nations of the world. UNESCO (2016) revealed that there is



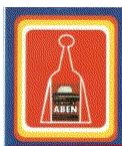
need for at least 475 million new jobs to be created to cater for the 73 million unemployed youth as well as 40 million annual entrants into the labour market in the world. Out of the few youths that are employed, about 1.44 billion engage in vulnerable employment devoid of decent work as a result of maladjustments in the labour market. There are several maladjustments in the Nigerian labour market and society of today such as unemployment, underemployment, unsafe working environments, modern slavery and human trafficking, forced labour, gender inequalities, poverty, hunger, among others. The recognition of all these problems led to the emphasis on achieving decent work for all in the Sustainable Development Goal 8 (SDGs 2030). Osman, Ladhani, Findlater and McKay (2017) buttressed that decent work knowledge and skills the curriculum of tertiary institutions should address must include labour market requirements, labour rights and inequalities in the workplace. The essence of achieving the SDG of decent work for all is to tackle the increasing problem of global unemployment. The situations of youth unemployment and underemployment especially in developing countries are very worrisome and therefore require immediate intervention and permanent solutions (Economic and Social Council, 2006).

The International Labour Organisation (2016) defined decent work as “productive work for women and men in conditions of freedom, equity, security, and human dignity”. Some of the indicators of decent work in a society and business organization are protection of rights of the labour, elimination of all forms of forced labour, abolition of child labour, elimination of employment discrimination, and respect to the dignity of labour. Other indicators include appropriate remuneration for workers, strict obedience to rules and regulations at work, honesty and trustworthiness, job security, work-life balance, safety at work, appropriate working hours, and effective dialogue between workers, employers and the governments (Jiang & He, 2018). Decent work is at the heart of sustainable development of any nation (ILO, 2021). Achieving decent work is a function of skills acquisition for both present and future world of work (ILO, 2010). Quality education with a functional curriculum is a necessity for achieving decent work and sustainable enterprises.

Alao, et al (2021) discovered that business education students in colleges of education in Lagos State, Nigeria, were not adequately aware of the global pursuit of Sustainable Development Goals (SDGs) 2030 through their course of study. This worrisome situation signifies ill-empowerment of business education students of colleges of education in achieving the SDGs by the year 2030. In the same study, Alao et al (2021) found that relevant experiential pedagogies necessary for inculcating the knowledge, skills, and attitudes of decent work were not adequately used for business education programme in colleges of education in Lagos State, Nigeria. These findings of Alao et al (2021) serve as a compelling force to embark on this study assessing business education university undergraduate curriculum for decent work empowerment in Nigeria. This study also aims at suggesting intervention strategies that can adequately reposition business education programme and curriculum for decent work in Nigeria.

Business education, as a field of study under vocational education, was introduced into the educational system to equip students with requisite knowledge, skills and competences to function effectively as employees, employers of labour, and entrepreneurs after graduation (Federal Republic of Nigeria [FRN], 2012). The curriculum of business education, most importantly, should be characterized by knowledge, skills and competences to be employed, re-employed or self-employed. Osman, et al, (2017) also emphasized that the curriculum content of business education programme should be adapted to life and job market requirements in terms of skills and focus on easing the school-to-work transition and preventing labour market mismatches. Business education students, as future business professionals and entrepreneurs, should also possess the knowledge of work environments, work practices, decent work, and exercise capacity to use sustainable production practices and explore work opportunities.

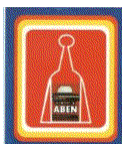
Organisation for Economic Cooperation and Development (OECD) (2018) affirmed that the type of education and learning that can prepare learners for the future challenges and attainment of



the SDGs 2030 is empowerment for common prosperity, collaboration and sustainability. In the reality of the current and future societal challenges, the educational curriculum need to be evolving in radical ways to cater for the challenges. There is need for new solutions and wider educational goals to address the social, economic, and environmental challenges in the rapidly changing world. Business education curriculum should aim beyond preparing learners for employment opportunities to empowering learners to become active, responsible and engaged citizens. Achieving full empowerment in business education undergraduate programme necessitates supportive relationship among the students, teachers, school management, parents, and the communities. Kawar (2011) explained further that skills development strategies or programmes for decent work must be connected to education in collaboration with the government, social partners, investors, among others. Learners should have the knowledge of disciplinary, interdisciplinary, epistemic and procedural competences. Learners should also be equipped with certain skills such as cognitive, meta-cognitive, social, emotional, physical and practical skills. Learners should be able to demonstrate personal, local, societal, and global values and attitudes. Repositioning the students and graduates of business education for decent work empowerment cannot be realized until students acquire the requisite skills needed for sustainable employment and self-employment (Hoffmann, et al., 2017). Therefore, the Students' Industrial Work Experience Scheme (SIWES) programme in business education must be looked into critically to ensure it delivers its values and prepares the recipients for productive employment and decent work after graduation (Iyioke, Iyioke & Ezemma, 2018).

Cleary and Van Noy (2014) opined that policy and practice at tertiary institutions must align with the actual skills and competency demands at the workplace before adequate empowerment of students for decent work and sustainable enterprises can be guaranteed. The curriculum of tertiary institutions should adequately align with current and future labour market demands for the education received to be productive, empowering and problem-solving. The curriculum contents of business education programme and instructional strategies used are major determinants of the calibre of graduates the programme would produce for the society. The Nigerian economy of today is a function of the quality of the educational curriculum and practices. Business education has a major role to play in achieving sustainability of the world economy. Therefore, the starting point to the realization of the envisioned society as stipulated in the SDGs 2030 is repositioning the curriculum and other educational policies and practices towards the achievement of social, economic and environmental sustainability (Abang, 2020).

Grant (2017) argued that education generally is a leading determinant of economic growth, employment, and earnings. However, Hanushek et al (2017) and McGrath et al (2018) opined that technical and vocational education and training (TVET) could only be a major source of economic growth if the skills and competences it promotes are relevant to societal needs sustainably. In other words, skills and competences acquired in technical and vocational education programme must meet present and future job demands in the society. One of the ways to actualize constant relevance of TVET programme is continuous improvement and review of the curriculum to match the best practice standards in the world. The National Universities Commission (NUC) and other stakeholders must ensure that the NUC-Benchmark Minimum Academic Standard (BMAS) for business education programme adequately address the social, economic and environmental concerns in the society. Abang (2020) opined that business education curriculum for university students should focus on skills and competences demanded by modern businesses. The employability skills and competences necessary for decent work empowerment that should be promoted in business education curriculum include problem-solving, creativity, communication, collaboration, conflict resolution, negotiation, emotional intelligence, digital skills, technical and vocational skills (UNICEF, 2019; OECD, 2018; ILO, 2010). Ile and Wogboroma (2021) also buttressed the centrality of innovation skills for self-sustainability, decent work and entrepreneurial empowerment of business education students. The



curriculum of the National Business Education Association (NBEA, 2020) is an example of the best practice that NUC-BMAS for business education programme should significantly reflect. Business education curriculum should be enriched with innovative contents and implementation strategies that empower graduates for globally competitive job demands.

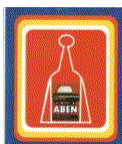
In exposing business education students to workplace trainings for decent work empowerment, every course of study must engage students in practical learning at the workplace. Employers and business professionals have a major role to play in imparting the requisite skills and competences for sustainable enterprises and decent work empowerment in the learners. There is need to revitalize the existing Students' Industrial Work Experience Scheme (SIWES) programme to expose students to emerging businesses and prepare them adequately for current and future workplace job demands. Students should be allowed to carry out their workplace trainings with Non-Governmental Organisations (NGOs) that specialise in solving social and environmental problems for better empowerment for decent work (ILO, 2010). The study of Tete, Limongi, de Almeida and Borges (2014) established that experiential learning strategy enhanced entrepreneurial skills acquisitions of the Brazilian university students. Tete, et al (2014) and The United Nations High-Level Political Forum (2019) posited that experiential pedagogies have the potentials to develop both the cognitive, psychomotor and attitudinal competences in the learners unlike the traditional instructional strategies that mainly result in the reproduction of contents. Besides the use of project-based methods, other experiential approaches to developing entrepreneurial competences in learners and empower them for decent work include virtual and real business creations, business plans competition and visits to industries to interview renowned entrepreneurs in the society (Tete, et al, 2014).

Trainings and empowerment for decent work must involve collaborations among the educational institutions, the government and the world of work (ILO, 2010; Okoli & Igwegbe, 2015). Some of the strategies for aligning the curriculum of tertiary institutions to labour market demands include employers engagement, internship and cooperative education, competency-based learning, problem-based learning, and learning outcomes assessment to replace mere paper-work assessment (Cleary & Van Noy, 2014). Iyioke et al (2018) further suggested other strategies such as career education, real-world activities, effective collaborations with employers and effective job placement during SIWES to be adequately implemented while preparing students for school-to-work transition and decent work empowerment. Pech, Rehor and Slabova (2021) opined that experts involvement and business simulation methods of teaching are very effective in delivering entrepreneurial values and decent work empowerment to students.

Achieving the SDG of decent work in Nigeria will compel stakeholders of education sector to conscientiously incorporate the features of education for sustainable development (ESD) into the existing educational curriculum, especially at the tertiary institution level. However, the stakeholders should ensure that the school curriculum, assessment strategies, instructional materials and pedagogical approaches are innovative enough to inculcate the knowledge, skills, attitudes and values of decent work in the learners (UNICEF, 2019).

Some of the characteristics of education for sustainable development as highlighted by OECD (2018) are as follows:

- a) Education that prepares students for jobs that have not been created;
- b) Education that solves problems that have not been anticipated;
- c) Education that develops students' curiosity, imagination, resilience and self-regulation;
- d) Education that trains students to respect and appreciate the ideas, perspective and values of others;
- e) Education that transcends motivation for good job and high income, and also involves caring about the well-being of others in the community;
- f) Education and curriculum that value common prosperity and sustainability of the society;



g) Education that trains and empowers students to place collaboration above division, and sustainability above short-term gain; among others.

It has been argued that training students about social enterprises is a veritable method of empowering them for decent work for all because social enterprises provide decent work for their employees (www.britishcouncil.org/connectingclassrooms). A strong collaboration with social partners and developing institutional capacity of governments, employers and workers' organisations are some of the innovative strategies to achieve the SDG 2030 of decent work for all in the society (ILO, 2021). The training given to business education students should focus on developing practical and creative skills for learning, life and work, as well as developing their sense of social justice. One of the innovative instructional approaches to empower students for decent work is for students to carry out a survey research in the communities to determine the state of decent work in such organisations, and suggest the probable solutions where there are shortcomings.

UNESCO (2017) highlighted the following suggested topics as integral elements in the contents of any education curriculum that will achieve decent work for all in the twenty-first century:

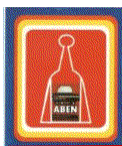
- a) The concept of decent work, productive employment, and economic growth.
- b) Unemployment: societal effects and remedies.
- c) The labour market experiences: challenges and the way forward.
- d) Social and commercial entrepreneurship: towards sustainable development.

Other relevant knowledge that business education students must acquire to promote decent work and productive employment according to GRI UN Global Compact (2017) include:

- a) Knowledge of labour rights and how to secure healthy working environments for all workers in an organization;
- b) Knowledge of how to avoid discrimination, workplace violence and practice collective bargaining in the organisations;
- c) Knowledge of how to involve employees in safety and health management system scheme in the organisations in order to protect them from any work hazards;
- d) Knowledge of principles and practices of supply chains.
- e) Knowledge of the rights of migrants workers and how to adequately protect them from forced labour or human trafficking;
- f) Knowledge of how to join employees' or employers' association or initiatives that support and campaign for labour rights at workplace.

Statement of the Problem

The situation in the workplace in Nigeria, especially in indigenous companies and businesses, does not promote the practice of decent work. A good number of business owners in Nigeria do not pay appropriate salaries that are commensurate with the workers' qualifications and responsibilities. Job security is not guaranteed, and workers' protection is not highly prioritized. Most workplaces are not concerned about workers' personal development neither do they give opportunities for workers to freely express their feelings and fully participate in decision making in the organisations. Most workers are often treated as slaves because getting a good job is not easy to come by (Adetunji, Azeta, Onubauye & Aregbe, 2019; Okuwa, 2020; Daramola, 2021; Bello & Fagbemi, 2023). Many graduates choose to work with multinational companies where decent work rules and principles are upheld largely. Since business education students are also being trained to become job creators and managers of businesses and they are expected to practice based on the principles of decent work. This makes the acquisition of knowledge, skills, attitudes and values of decent work sine qua non to fully empower them for the workplace of tomorrow. Therefore, this study



assesses the extent Business Education undergraduate curriculum is capable of empowering students for decent work in Nigeria.

Research Questions

The purpose of the study was to assess the business education university undergraduate curriculum for decent work empowerment in Nigeria.

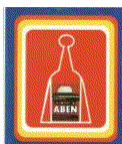
1. To what extent does the NUC BMAS for business education undergraduate programme demonstrate skills and abilities for the SDG 2030 of decent work in Nigeria?
2. To what extent does the NUC BMAS for business education undergraduate programme demonstrate attitudes and values for the SDG 2030 of decent work in Nigeria?
3. To what extent does the NUC BMAS incorporate innovative instructional strategies in business education undergraduate programme to address the SDG 2030 of decent work in Nigeria?

Research Hypothesis

1. There is no significant difference between the opinions of federal and state business education undergraduates on the extent to which instructional strategies used by lecturers practically address the SDG of decent work in Nigeria.

Method

The scope of this study included all public universities that offer business education programme in South-West, Nigeria. Descriptive research design was adopted in this study. The population of the study comprised all 2,346 penultimate and final-year business education university students and 44 business education lecturers in South-West, Nigeria. The sample size for this study comprised 727 penultimate and final-year business education university undergraduates and 25 business education lecturers. The sample size was determined using Taro Yamane (1973) sample size statistical model. The research instruments used were questionnaire and focus group discussion schedule. The internal consistency of the questionnaire was determined using Cronbach Alpha correlation coefficient which yielded an average index of 0.85. The lecturers and students questionnaires were administered on the respondents in their various institutions and offices. The focus group discussions were conducted in each of the sampled universities using 10 randomly selected students in each of the institutions. The researchers initiated the discussion while the students' respondents elaborately elucidated their exposures, experiences and pedagogical strategies used by business education university lecturers for decent work empowerment. The focus group discussion lasted for an hour and all the responses were duly recorded using phones and tablets technological devices. The collected data were analysed using mean, standard deviation, and independent sampled t-test at 0.05 level of significance. The decision rule was based on any calculated mean score of 3.00, such that 4.5 and above was for 'to a very great extent'; 3.5-4.49 is for "to a great extent"; 2.5-3.49 was for "to a moderate extent"; 1.5-2.49 was for "to a low extent"; while below 1.5 was for "almost non-existent". Another decision rule used in this study based on the calculated mean score of 2.50, such that 3.5 and above was for "fully addressed/demonstrated"; 2.5-3.49 was for "moderately addressed/demonstrated"; 1.5-2.49 was for "poorly addressed/demonstrated"; while below 1.5 was for "almost not addressed/demonstrated". Further, the value (p) was used in taking the decisions on the hypotheses. If the p-value was less than or equal to 0.05, the null hypothesis was not retained, but if the p-value was greater than 0.05, the null hypotheses was retained.



Results

Research Question One: To what extent does the NUC BMAS for business education undergraduate programme demonstrate skills and abilities for the SDG 2030 of decent work in Nigeria?

Table 1: Extent to which Business Education Undergraduates have Demonstrated Skills and Abilities for the SDG 2030 of Decent Work in Nigeria.

S/N	Skills and Abilities of Decent Work	\bar{x}	S.D	Remark
1.	Ability to identify children at risk of child labour and work to make sure they attend school.	2.24	0.93	Poorly Demonstrated
2.	Ability to practically increase employment opportunities for others.	2.84	0.80	Moderately Demonstrated
3.	Ability to suggest lasting solutions to the problem of inequality in the labour market.	2.44	0.82	Poorly Demonstrated
	Average (%)	2.51	0.85	Moderately Demonstrated

The results in Table 1 show that business education undergraduates demonstrate moderate ($\bar{x} = 2.51 > 2.50$; SD = 0.85) skills and abilities relating to decent work.

Research Question Two: To what extent does the NUC BMAS for business education undergraduate programme demonstrate attitudes and values for the SDG 2030 of decent work in Nigeria?

Table 2: Extent to which Business Education Undergraduates have Demonstrated Attitudes and Values for the SDG 2030 of Decent Work in Nigeria.

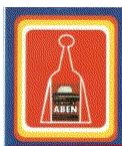
S/N	Attitudes and values of Decent Work	\bar{x}	S.D	Remark
4.	Campaign against forced labour and trafficking.	2.28	0.89	Poorly Demonstrated
5.	Take initiative to ensure that the voice of the poor and marginalized is heard.	2.04	0.89	Poorly Demonstrated
	Average (%)	2.16	0.89	Poorly Demonstrated

The results in Table 2 show that business education undergraduates demonstrate poor ($\bar{x} = 2.16 < 2.50$; SD = 0.89) attitudes and values relating to decent work.

Research Question Three: To what extent does the NUC BMAS incorporate innovative instructional strategies in business education undergraduate programme to address the SDG 2030 of decent work in Nigeria?

Table 3: The Extent to which the Innovative Instructional Strategies Used in Business Education Undergraduate Programme have Practically Addressed Decent Work.

S/N	Innovative Instructional Strategies	\bar{x}	S.D	Remark
6.	Interviewing employers and employees on decent work.	3.41	1.09	Moderate Extent
7.	Inviting specialists into the classroom to enlighten students about the world of work.	3.51	1.17	Great Extent
8.	Carrying out an enquiry-based projects on decent work.	3.57	1.05	Great Extent



Average (%)

3.50 1.10 Great Extent

The results in Table 3 show that innovative instructional strategies that practically address decent work are used to a great extent ($\bar{x} = 3.50 > 3.00$; $SD = 1.10$) in business education undergraduate programme. However, the report of qualitative assessment through focus group discussion show that the lecturers do not evidently use these strategies.

Hypothesis: There is no significant difference between the opinions of federal and state business education undergraduates on the extent to which instructional strategies used by lecturers practically address the SDG of decent work in Nigeria.

Table 4: Independent Sampled t-test comparison of opinions of federal and state Business Education undergraduates on the extent to which innovative instructional strategies used by lecturers practically address the SDG of decent work in Nigeria

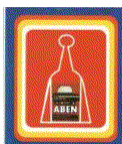
Institution	Number	Mean	S.D	Tcal	df	P – value	Remark
State	586	36.78	6.677	14.782	725	0.000	S
Federal	141	27.64	6.249				

The t-test comparison in Table 4 shows that a difference which is statistically significant exists between the opinions of federal and state business education undergraduates on the extent to which innovative instructional strategies used by lecturers have addressed the SDG 2030 of decent work in Nigeria ($t_{calculated} = 14.782$, $df = 725$, $p < 0.05$). The null hypothesis is therefore rejected. It implies that the mean rating on the opinions of the state university students is statistically higher compared with that of federal university students.

Discussion of Findings

One of the key areas in assessing business education university undergraduate curriculum for decent work empowerment in Nigeria is the alignment of the curriculum content to the SDG 2030 of decent work for all. The study assessed the extent to which business education undergraduates have demonstrated the skills and abilities of decent work in the course of teaching and learning. The response of business education lecturers, who are in the best position to give valid and reliable report of students' abilities, is displayed in Table 1. Generally, students demonstrated the skills and abilities of decent work to a moderate extent ($\bar{x} = 2.51$; $S.D. = 0.85$). However, it is noteworthy to discover that ability to bring solutions to the problems of child labour and inequalities in the labour market were poorly demonstrated by the students. This result buttressed the findings of Hanushek, et al (2017) that skills in vocational education and training did not adequately address societal needs. Positioning business education programme for decent work empowerment would demand a practical demonstration of skills that are problem-solving. One of such practical-based approaches is carrying out case-study research or project work that compels students to identify children at the risk of child labour in their communities and organize a mini intervention programme to change their orientation and provide them with skills to survive the vulnerability situation they found themselves. Another avenue students can demonstrate such skills is through collaboration with non-governmental organisations (NGOs) whose vision and mission include helping the children at risk of child labour. Further, students should be able to demonstrate practical knowledge of how to solve the inequality in the labour market through classroom debates and quizzes that centre on decent work issues. It is therefore suggested and recommended that business educators should adequately and conscientiously use innovative and experiential instructional strategies that practically empower students for the achievement of SDG of decent work by the year 2030.

In addition to the demonstration of skills and attitudes of decent work by students, proper empowerment for decent work would demand students to demonstrate attitudes and values of decent work. The results in Table 2 clearly showed the extent of attitudes and values of decent work demonstrated by business education undergraduates in South-West, Nigeria. It is worrisome to discover that students demonstrated the attitudes and values of decent work to a poor extent ($\bar{x} =$



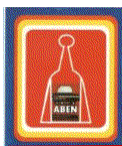
2.16; S.D. = 0.89). Kawar's (2011) view that competences for decent work and poverty eradication need to be developed and demonstrated by students supports this finding. The twenty-first century instructional strategies are majorly experiential and practical-oriented. Positioning business education curriculum and empowering students for decent work require holistic development of decent work competences, which appeal to the cognitive, affective and psychomotor domains. Therefore, exposing business education students to campaigning against forced labour, human trafficking, and inequalities in the immediate communities are examples of innovative instructional strategies that develop students' attitudes and values for decent work. The society will be aware of the need to desist from the practices of forced labour and trafficking when this approach is used for teaching and learning activities in business education programme. Students can also carry out micro case-study researches to identify the poor and marginalized, and using the media to project their cases to the public for necessary interventions by the government or non-governmental organisations. In addition, students can also organize a mini workshop to empower the marginalized and children at the risk of forced labour with necessary skills and entrepreneurial orientation that can bring them out of social exclusion and poverty. Exposing students of business education to practical cases of forced labour and marginalization would instill the passion and compassion for the marginalized in them so that when they eventually become job creators, entrepreneurs and business managers, they would do everything possible to promote decent work in the society.

The quantitative report in Table 3 showed that innovative experiential instructional strategies for decent work empowerment were greatly implemented by business education lecturers in the sampled institutions ($\bar{x} = 3.50$; S.D. = 1.103). However, the qualitative report through the focus group discussion contradicts the findings of the quantitative data. The findings of Alao et al (2021) agrees with the findings of the qualitative data that innovative instructional strategies used were inadequate to fully empower students for decent work. On the other hand, the results of the quantitative data contradict the findings of Alao, et al (2021). It is highly commendable that innovative strategies used for decent work were greatly used. On this note, it is advisable that business education lecturers should intensify the usage of innovative instructional strategies for sustainable empowerment of students for decent work. On the other hand, the focus group discussion report showed that traditional methods of teaching were predominant whereas innovative instructional strategies are needed to reposition business education programme and students for decent work empowerment in Nigeria.

The results in Table 4 indicated that instructional strategies for decent work empowerment were used more appropriately in business education undergraduate programme at state universities than the federal universities in Nigeria based on the differences in the mean scores (State $\bar{x} = 36.78$; Federal $\bar{x} = 27.64$) and the P-value that is less than 0.05 ($0.05 > P = 0.000$). The results imply that more interventions are needed at federal universities than the state universities on the issues of inadequacies in the use of innovative and experiential instructional strategies for decent work empowerment of business education university undergraduates in Nigeria.

Conclusion

This study has critically examined the opinions of students, lecturers and curriculum experts on the extent to which the NUC BMAS business education undergraduate curriculum has addressed the SDG 2030 of decent work in South-West, Nigeria. The study also examined the extent to which business education lecturers use the experiential instructional strategies and the extent of competences students have acquired for decent work empowerment. The study concludes that business education undergraduate curriculum contents and innovative instructional strategies were inadequate to fully empower students for the achievement of SDG 2030 of decent work for all in Nigeria.



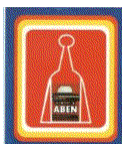
Recommendations

The study recommends the following intervention strategies to adequately reposition business education undergraduate programme and empower students for achieving the SDG 2030 of decent work for all in Nigeria:

- 1) Business education curriculum and instructional strategies should practically engage students in experiential learning activities, fieldworks and case-study researches to industries in order to investigate the practices of decent work and suggest probable solutions where there are deficiencies.
- 2) The lecturers as well as the Management of tertiary institutions in Nigeria should make resources available to engage students in experiential pedagogies outside the institutions.
- 3) There should be a strong collaboration between the tertiary institutions and the industry to constantly involve the professionals and experts in the teaching and learning activities both inside and outside the classroom.

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