

Empowering business education students for decent work and productive employment: Nigeria example

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Abstract

The prevailing occurrences of social, economic and environmental challenges have created enormous responsibility for the education sector towards achieving sustainable development goals (SDGs 2030) in developing nations. Therefore, this study was carried out to examine the extent students of business education have been empowered for decent work and productive employment for all through proper awareness and innovative instructional strategies. The study adopts a descriptive survey design and formulated relevant research questions and hypotheses. A sample of 159 final-year students of Business Education at federal and state colleges of education in Lagos, Nigeria, were selected from the population using random, purposive and stratified sampling techniques. The research instrument used was a structured questionnaire. The internal consistency of the research instrument using Cronbach's alpha correlation coefficient yielded an average index of 0.76. The statistical tools used for analysing the data for research questions and hypotheses are mean and *t*-test, respectively, at a 0.05 level of significance. The study found that innovative instructional strategies for decent work and productive employment for all were not practically employed. In addition, students lacked proper orientation about the SDGs 2030. Review of curriculum content and the instructional strategies are parts of the recommendations.

Keywords: Business education students, instructional strategies, decent work, productive employment, orientation.

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1. Introduction

The social, economic and environmental challenges that characterise the twenty-first century societies have brought many innovations to the teaching and learning pattern at all levels of education. One of the contemporary emphases of every educational curriculum, especially in the developing nations, is on meeting or achieving the sustainable development goals (SDGs 2030). Prominent among the agenda of SDGs 2030 in the developing economies are poverty and hunger eradication, economic growth, promotion of decent work and productive employment for all. Since the achievement of SDGs is a universal pursuit, it therefore becomes necessary to project a reasonable period (2030) when their realisation will be feasible in all nations of the world, all other things being equal. Vocational and technical education, most especially, were introduced into the educational curricula to empower the teachers-in-training with skills and competences for employability and self-employment in order proffer permanent solutions to the societal problems and achieve sustainable development of the Nigerian economy. Business Education, as a field of study under vocational education, was also introduced into the colleges of education in Nigeria to equip students with requisite skills and competences to function effectively as employees, employers of labour and entrepreneurs after graduation (Federal Republic of Nigeria, 2012). It is worthy to note that 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 and hunger, among others. Recognising all these problems led to the emphasis on achieving decent work and productive employment for all in the sustainable development agenda (SDG 8). In order to properly prepare and position Business Education students and programmes, respectively, for the attainment of the decent work and productive employment for all in Nigeria, the extent of students' awareness and orientation as well as the relevance of instructional strategies used must be ascertained.

The International Labour Organisation (2015) says that decent work entails every condition and provision at work that provides expected income and fulfils the aspirations of the employees. Decent work encompasses protection of workers' rights, combatting inequalities and child labour, eradicating forced labour, modern slavery and human trafficking, and promoting safe and secure working environments. Osman, Ladhani, Findlater and McKay (2017) buttress that decent work knowledge and skills the curriculum of tertiary institutions should project must include labour market requirements, labour rights and inequalities in the workplace. Productive employment can be explained as any form of employment that yields pecuniary and non-pecuniary rewards to employees, and as a result, the employees' family members and dependents are able to afford a level of consumption above poverty line (International Labour Office, 2012).

With the current state of affairs concerning unemployment in Nigeria and the crises that emanate from it, there is an urgent need to increase employment opportunities for young people, most especially. The safety of employees at workplace should be of paramount importance to the managers of businesses. Education and training systems should address both the present and the future needs of the society. Business Education curriculum should embrace new business models through innovative learning. The education students receive should be able to equip them with lifelong skills to transit productively from school to workplace, as well as from one job to another (High-Level Political Forum, 2019). Effort towards increasing diversification of the economy and technological advancement and innovative system of education will help achieve economic growth, decent work and productive employment in any nation. The workplace should provide equal opportunities to both gender and the disabled to gain productive employment in the society (UNDP Bangladesh, 2018). Relevant knowledge that Business Education students must acquire to promote decent work and productive employment according to GRI UN Global Compact (2017) include:

- Knowledge of labour rights and how to secure healthy working environments for all workers in an organisation;
- Knowledge of how to avoid discrimination, workplace violence and practice collective bargaining in the organisations;
- 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;
- Knowledge of principles and practices of supply chains.
- Knowledge of the rights of migrants workers and how to adequately protect them from forced labour or human trafficking;
- Knowledge of how to join employees’ or employers’ association or initiatives that support and campaign for labour rights at workplace.

Kawar (2011) and McGrath, Alla-Mensah and Langthaler (2018) acknowledge the centrality of vocational education and training in the achievement of decent work and productive employment for all. McGrath et al. (2018) maintain further that any vocational education and training that would achieve the SDG of decent work and productive employment in this twenty-first century must be supported by certain three pillars. These pillars are enhancing youth entrepreneurship empowerment; advancing gender equalities and equity; and promoting societal sustainability and green economies. United Nations High-Level Political Forum (2017) also emphasise that achieving the sustainable development goal of decent work and productive employment would demand a practical-based teaching and learning on issues like work quality, well-being of employees at work as well as work sustainability. The curriculum also should incorporate practical skills developments through the support and assistance of investors and managers of green entrepreneurship. Awate et al. (2017) maintain that entrepreneurship and skill-based education is the major remedy to unemployment, forced labour, human trafficking and inequalities in our societies. The achievement of all the seventeen SDGs is anchored on quality education and life-long learning that is entrepreneurial or vocational and technical by practice. Quality education is the teaching and learning process that is centred on lifelong learning through relevant curriculum and innovative pedagogies. Deficiencies in teacher education curriculum are a major setback in realising quality education in Nigeria (Nwufu, Izuagba, Afuroji & Ifegbo, 2017). Teaching and learning activities that will engender decent work and productive employment for all must focus on solving environmental problems through practical involvement of students in creating business opportunities in the communities. Kawar (2011) explains further that skills development strategies or programmes for productive employment and decent work must be connected to education in collaboration with the government, social partners and investors, among others.

Skills development is a vital and veritable tool for the promotion of economic growth and poverty eradication (Kawar, 2011). McGrath et al. (2018) recognise creativity and innovative thinking skills, knowledge about human rights and gender equality, as well as information and communication technology skills among the prominent competences needed by students for promoting decent work and productive employment in the societies. The size of the labour force engaged in productive employment is a key determinant of the future prosperity and economic growth of any countries. Creating awareness about human rights and social justice and equalities in the workplace is also among the expected skills students ought to demonstrate to promote decent work and productive employment in the nation. There is need for capacity-building or empowerment programmes that promote productive employment and decent work for the unemployed youth and adult in both rural and urban settlements. Promoting gender equality and accessibility to employment opportunities as well as building the capacities of people (including female gender) in rural and agricultural sectors will promote productive employment in the developing countries (ECOSOC, 2006).

Kawar (2011) buttress that any strategies employed to achieve decent work and productive employment for all must be labour-market centred since labour is the only asset of the poor. Approaches that fail to create better jobs through skills development initiatives would not be able to

eradicate poverty in the society. Some of the effective pedagogical approaches that can produce the acquisition of adequate and relevant skills for easy school-to-work transition are experiential learning strategies in forms of internship or apprenticeship programmes. The Business Education curriculum should give room for students' participation in service-learning through school–community partnership. Darling-Hammond, Flook, Cook-Hancy, Barron and Osher (2020) included social and emotional development, systems of supports and supportive environment among the strategies that can engender holistic development of learners for decent work and productive employment. Social and emotional development must involve knowledge, skills, attitudes and values of self-regulation, interpersonal relationship, perseverance and resilience.

OECD (2018) affirms 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 needs 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. The 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. In order to properly empower learners, certain competences must be acquired. 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.

Several scholars and researchers have revealed some findings about the instructional strategies used for vocational and business education and their impacts on students' empowerment for employability, self-employment and the achievement of the SDGs in the society. The study carried out by Aliyu (2016) reveals that lecturers' instructional competences influence the effective implementation of Business Education programme in colleges of education in northwest zone of Nigeria. Abdullah, Yaacob, Hashim and Rosland (2019) found out that experiential learning strategies used by teachers had a positive influence on the comprehension of technical and vocational students in the traditional classroom. Business Education students, in the findings of Irukaku and Noleen (2018), also rated demonstration method of instruction higher than other methods because it affords active involvement of students in the learning process. Sugiyanto and Ida Hamidah (2020) also discovered in their study that project-based instructional strategies had enhancing impact on the psychomotor competence of the vocational students. Amadi, Anireh and Nwobike (2019) similarly buttress the positive impact of media instructional strategies on the teaching and learning of accounting students of the Business Education programme in Delta State, Nigeria. On the contrary, the findings of Akinyele, Oke and Bolarinwa (2017) show that innovative instructional strategies were not employed adequately and effectively by teachers of Business Education owing to lack of requisite skills, large class size and insufficient instructional resources. In order to be certain of the twenty-first century skills and competences necessary to empower Business Education students fully for decent work and productive employment, some feedbacks were gotten from the stakeholders through research findings. Haron, Hussein, Zulkifli, Nashir and Ma'arof (2019) came up with the findings that employers perceive communication skills, critical thinking and problem-solving skills as highly necessary for employability by college graduates. The industry stakeholders' perception of the skills that can empower vocational education graduates for the achievement of sustainable development in the society, as reported in the study carried out by Handayani, Ali and Mukhidin (2020), are environmental awareness, innovation skills, communication skills, adaptability and management of waste. In assessing the potentials of technical vocational education and training graduates for the labour market, Chukwu, Anaele, Omeje and Ohanu (2020) discovered that only 18% had the abilities

for self-employment due to irrelevant employability skills acquired, poor learning environment and labour market misinformation by teachers.

2. Statement of the problem

Vocational and entrepreneurial education has emerged as a sure panacea to various 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 and hunger, among others. It then becomes imperative to assess the extent to which the Business Education (vocational) programme has empowered students for decent work and productive employment, through innovative instructional strategies and adequate awareness and orientation, in colleges of education in Lagos State, Nigeria.

3. Purpose of the study

The purpose of the study was to assess the extent to which the Business Education programme has empowered students for decent work and productive employment in colleges of education in Lagos State, Nigeria. The Business Education Programme students were purposely selected for this study because establishing decent work and engaging in productive employment are core values of the programme (NUC, 2018).

4. Research questions

1. What is the awareness and orientation of Nigeria College of Education (NCE) Business Education students about the SDGs?
2. To what extent are the instructional strategies used in NCE Business Education programme relevant to the achievement of the sustainable development goal of decent work for all in Lagos State?
3. To what extent are the instructional strategies used in NCE Business Education programme relevant to the achievement of the sustainable development goal of productive employment for all in Lagos State?

5. Research hypotheses

1. There is no significant difference in the awareness and orientation about SDGs between male and female NCE Business Education students.
2. There is no significant difference in the awareness and orientation about SDGs between federal and state NCE Business Education students.
3. There is no significant difference between the relevance of instructional strategies used in federal and state NCE Business Education programme to achieving the sustainable development goal of decent work for all in Lagos State.
4. There is no significant difference between the relevance of instructional strategies used in federal and state NCE Business Education programme to achieving the sustainable development goal of productive employment for all in Lagos State.

6. Methodology

The study adopted the descriptive survey research design. The population for the study comprised all final-year students of Business Education in federal and state colleges of education in Lagos State, Nigeria. The sample size comprised 159 final-year students of Business Education randomly selected from the population. The sampling techniques adopted for the study were a mixture of random, purposive and stratified. The stratified sampling technique was used to select both federal and state

colleges of education. Purposive sampling was adopted to select the only federal college of education in the state, while the random sampling technique was adopted for the selection of one out of the two state colleges of education in Lagos State. Although purposive sampling was used to select final-year students, random sampling technique was used to select students' respondents in each of the two sampled institutions. Final-year students were selected due to their nearness to graduation, which affords them better ability to respond more objectively and reliably to the questionnaire. The research instrument used was 12-item structured questionnaire, which was developed by the researchers using the knowledge and information gotten from the existing literature. Experts in the fields of Business Education and measurement and evaluation validated the instrument. The internal consistency of the research instrument was determined using Cronbach's alpha correlation coefficient and it yielded an average index of 0.76. The statistical tools used for analysing the data for research questions and hypotheses are mean and *t*-test, respectively, at 0.05 level of significance at relevant degrees of freedom using Statistical Package for Social Sciences. Decision rule for the questions analysis was 2.50 mean value. That is, any mean value from 2.50 and above agrees with the statement on the questionnaire, while any value below 2.50 is termed 'disagreed'. In the research question two, 'always used' is for 4.5 and above; 'often used' is for 3.5–4.49; 'sometimes used' is for 2.5–3.49; 'rarely used' is for 1.5–2.49; while 'not used at all' is for any mean value below 1.5. Furthermore, the value (*p*) was used in taking the decisions on the hypothesis. 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 hypotheses is retained.

7. Results

7.1. Research question one

What is the awareness and orientation of NCE Business Education students towards the SDGs?

Table 1. Awareness and orientation of NCE business education students towards the SDGs

| S/N | Awareness and orientation | Mean | Remarks |
|-----|--|------|-----------|
| 1 | I am fully aware of the SDGs 2030 | 2.25 | Disagreed |
| 2 | SDGs is the same as Millennium development goals | 2.54 | Agreed |

The results in Table 1 show that majority of students of Business Education in the sampled colleges of education in Lagos State had little awareness and faulty orientation about SDGs 2030.

7.2. Research question two

What is the relevance of instructional strategies used in NCE Business Education programme to achieving the sustainable development goal of decent work for all in Lagos State?

Table 2. The relevance of instructional strategies used in NCE business education programme to achieving the sustainable development goal of decent work for all

| S/N | Instructional strategies for developmental goals of decent work for all | Mean | Remark |
|-----|--|------|----------------|
| 1 | Students interviewing employers and employees in business organisations about their perspectives on decent work during course work | 3.52 | Often used |
| 2 | Students carrying out studies on children at risk of child labour and recommending strategies to get them back to school | 3.32 | Sometimes used |
| 3 | Students carrying out group work on labour market analysis in order to improve employment impact | 3.81 | Often used |
| 4 | Students' assignment on subjects that deals with the problems of inequalities in labour and the way forward | 3.68 | Often used |
| 5 | Students carrying out campaign against forced labour and human trafficking on campus and in the communities | 3.17 | Sometimes used |

Apart from allowing students to interview both the employers and employees in business organisations on decent work issues, results in Table 2 depicts that most of the instructional strategies were school-based. Insignificant attention was given to experiential instructional strategies that allow students to explore the communities. Practical projects and involvements that are directed towards people affected by child labour and human trafficking in the communities were also non-existent.

7.3. Research question three

What is the relevance of instructional strategies used in NCE Business Education programme to achieving the sustainable development goal of productive employment for all in Lagos State?

Table 3. Relevance of instructional strategies used in NCE business education programme to achieving the sustainable development goal of productive employment for all

| S/N | Instructional strategies used for productive employment for all | Mean | Remark |
|-----|---|------|----------------|
| 1 | Involving students in establishing business centres purely for profit-making. | 3.97 | Often used |
| 2 | Involving students in establishing microfinance or cooperative-society businesses in the rural communities to help poor traders and farmers with soft loans | 3.40 | Sometimes used |
| 3 | Involving students in setting up business enterprises that take care of waste management in the communities | 3.48 | Sometimes used |
| 4 | Involving students in setting up business enterprises in the rural communities to address social and environmental problems with minimum profits | 3.27 | Sometimes used |
| 5 | Involving students in agricultural businesses to reduce hunger and enhance food security | 3.42 | Sometimes used |

The findings in Table 3 reveal that instructional strategies used focus students' attention majorly on economic ventures. The instructional strategies employed narrowly addressed productive employment opportunities that solve social and environmental problems in the society. Students were not empowered through innovative pedagogies that expose them to productive employment opportunities such as establishing microfinance or cooperative society in the rural settings, recycling waste in the communities, practical agricultural businesses and the likes.

7.4. Hypothesis one

There is no significant difference in the awareness and orientation about SDGs between male and female NCE Business Education students.

Table 4. T-test for difference in the awareness and orientation about SDGs between federal and state NCE business education students

| Gender | N | Mean | Sd | Df | t-cal | Sig |
|--------|----|-------|------|-----|-------|------|
| Male | 76 | 30.36 | 5.32 | 148 | 1.42 | 0.16 |
| Female | 83 | 29.02 | 5.29 | | | |

The results presented on Table 4 show the views of male (Mean = 30.36, Sd = 5.32) and female (Mean = 29.02, Sd = 5.29) Business Education undergraduates on the extent to which they have been exposed to sustainable employment opportunities. However, their opinions were not significantly different ($t\text{-cal} = 1.42, p > 0.05$). This implies that both male and female Business Undergraduate had similar opinions that they have been moderately exposed to sustainable employment opportunities

7.5. Hypothesis two

There is no significant difference in the awareness and orientation about SDGs between federal and state NCE Business Education students.

Table 5. T-test for difference in the awareness and orientation about SDGs between federal and state NCE business education students.

| Gender | N | Mean | Sd | Df | t-cal | Sig |
|---------|----|-------|------|-----|-------|------|
| Federal | 91 | 30.22 | 5.42 | 157 | 1.54 | 0.13 |
| State | 68 | 28.91 | 5.14 | | | |

The results presented on Table 5 show the views of Business Education undergraduates from federal colleges (Mean = 30.22, Sd = 5.42) and state colleges (Mean = 28.91, Sd = 5.14) on the awareness and orientation about SDGs. However, their opinions were not significantly different ($t\text{-cal} = 1.54, p > 0.05$). This implies that students from federal and state colleges of Education in Lagos State have high level of awareness and orientation of sustainable developmental goals.

7.6. Hypotheses three

There is no significant difference between the relevance of instructional strategies used in federal and state NCE Business Education programme to achieving the sustainable development goal of decent work for all in Lagos State.

Table 6. T-test for difference between the relevance of instructional strategies used in federal and state NCE business education programme to achieving the sustainable development goal of decent work for all in Lagos State

| Gender | N | Mean | Sd | Df | t-cal | Sig |
|---------|----|-------|------|-----|-------|------|
| Federal | 91 | 17.22 | 3.62 | 157 | 1.16 | 0.25 |
| State | 68 | 17.87 | 3.32 | | | |

The results presented on Table 6 show the views of Business Education undergraduates from federal colleges (Mean = 17.22, Sd = 3.62) and state colleges (Mean = 17.87, Sd = 3.32) on the relevance of instructional strategies used NCE Business Education programme to achieving the sustainable development goal of decent work for all in Lagos State. Nevertheless, their opinions were not significantly different ($t\text{-cal} = 1.16, p > 0.05$). This implies that students from federal and state colleges of Education in Lagos State have similar high rating of the relevance of instructional strategies used NCE Business Education programme to achieving the sustainable development goal of decent work for all in Lagos State.

7.7. Hypotheses four

There is no significant difference between the relevance of instructional strategies used in federal and state NCE Business Education programme to achieving the sustainable development goal of productive employment for all in Lagos State.

The results presented on Table 7 show the views of Business Education undergraduates from federal colleges (Mean = 42.53, Sd = 7.91) and State Colleges (Mean = 43.32, Sd = 7.17) on the relevance of instructional strategies used NCE Business Education programme to achieving the sustainable development for productive employment for all in Lagos State. Nevertheless, their opinions were not significantly different ($t\text{-cal} = 0.62, p > 0.05$). This implies that students from federal and state colleges of Education in Lagos State have similar high rating of the relevance of instructional

strategies used NCE Business Education programme to achieving the sustainable development goal of productive employment for all in Lagos State.

Table 7. t-Test for difference between the relevance of instructional strategies used in federal and state NCE business education programme to achieving the sustainable development goal of productive employment for all in Lagos State

| Gender | N | Mean | Sd | Df | t-cal | Sig |
|---------|----|-------|------|-----|-------|------|
| Federal | 91 | 42.53 | 7.91 | 157 | 0.62 | 0.52 |
| State | 68 | 43.32 | 7.17 | | | |

8. Discussion of findings

In Table 1, it can be seen that Business Education students at the colleges of education in Lagos State had little awareness and faculty orientation about the (SDGs, 2030). This finding failed to agree with the assertion of Handayani et al. (2020) and McGrant et al. (2018) that awareness and proper orientation are part of the competences necessary for empowering students for the achievement of SDGs 2030. The focus of education the twenty-first century is solving economic social and environmental challenges as exemplified in the SDGs 2030. Therefore, lack of adequate awareness and orientation of Business Education students at the colleges of education in Lagos State, Nigeria confirms students’ ill-empowerment to tackle the twenty-first century challenges, while aiming at productive employment and decent work for all.

The findings in Table 2 prove that students of Business Education at the colleges of education in Lagos State, Nigeria were not exposed to practical-based and experiential instructional strategies that are in connection with decent work. Although this finding corroborates with that of Akinyele et al. (2017), the results of the studies carried out by Amadi et al. (2019) and Abdullah et al. (2019) contradict the finding in this study. Empowering students to tackle the challenges of decent work shortfall cannot be done effectively with only classroom-based pedagogies. Students should be allowed to relate directly with the victims of decent work shortfall in the communities through active involvement in project-based researches to reach them with the solutions. In addition, as would-be entrepreneurs, managers and employers of labour, students of Business Education must be well knowledgeable about the practice of decent work, and this can only be realised when students are allowed to research and personally involved in its practices in the communities. Practical involvement of students in decent work practices in the communities will empower and prepare them as promoters of decent work for all later in life. Therefore, the instructional strategies needed for empowering NCE students of Business Education for decent work were not adequately employed and implemented in Lagos State, Nigeria.

The results in Table 3 reveal that students of Business Education at colleges of education in Lagos State were not exposed to several productive employment opportunities that can meet the economic, social and environmental demands of the twenty-first century. This finding opposes the research results of Irukaku and Noeleen (2018) and Sugiyanto and Ida Hamidah (2020), which confirmed the impact of demonstration and project-based instructional strategies used by the lecturers on employment competences of vocational (Business Education) students. However, the results of the study carried out by Akinyele et al. (2017) still agree to the findings in this study. Achieving the sustainable development goal of productive employment through entrepreneurship demands turning peculiar social and environmental challenges into golden business opportunities. The results in Table 3 show that instructional strategies used for Business Education NCE programme in Lagos State majorly exposed students to economic gains. Students were not allowed to explore diverse business opportunities inherent in the challenges faced by the communities. Many productive employment and self-employment opportunities can be discovered through solving peculiar problems facing people in the immediate communities. Some of these sustainable and productive employment and self-

employment opportunities include turning waste to useful substance and products through recycling, involving in agriculture-related ventures to enhance food security in the society, establishing cooperative society or microfinance to assist poor traders and farmers in the rural communities, and organising low-fee vocational schools for the unemployed youths, school dropouts and vulnerable in the communities. Therefore, to ensure full empowerment of students of Business Education for the attainment of the SDG of productive employment for all, instructional strategies used must practically expose and involve students in the practices while in school.

The findings in Table 4 further substantiate the facts that both male and female students had similar awareness and orientation about the (SDGs 2030). It is also discovered in Table 5 that students of Business Education from federal and state colleges of education in Lagos State had similar awareness and orientation about the SDGs 2030. The results in Table 6 show that similar instructional strategies that could not strongly address decent work were used for Business Education programme in both federal and state colleges of education in Lagos State, Nigeria. In the same vein, students of Business Education in the federal and state education in Lagos State, Nigeria were taught with similar instructional strategies that failed to fully expose them to productive employment opportunities in the communities. Therefore, both female and male students of Business Education in the federal and state colleges of education in Lagos State need similar intervention in terms of proper awareness and orientation as well as the use of innovative instructional strategies that can fully empower them for the attainment of SDG of productive employment and decent work for all.

9. Conclusion

The study found that students of Business Education in both federal and state colleges of education had little awareness and faulty orientation about SDGs 2030, in spite of the global emphasis on the need to attain these goals through functional and quality education. The study also discovered that innovative instructional strategies that can fully empower Business Education NCE students for the attainment of productive employment and decent work for all were not practically employed. Teaching and learning of Business Education programme at the NCE in Lagos State Nigeria failed to adequately expose students to entrepreneurship opportunities inherent in the economic, social and environmental challenges in the communities.

10. Recommendations

1. The National Commission for Colleges of Education should review the curriculum content and the instructional strategies of Business Education programme to ensure its proper emphasis on the SDGs 2030.
2. The federal and state government, with the help of the ministry of education, should support and enforce the implementation of innovative instructional strategies that can empower students for productive employment and decent work for all.
3. The management of the federal and state colleges of education in Lagos State should organised periodic seminars, workshops and conferences through collaboration with NGOs and industries, to further train teachers and sensitise students on what the SDG of decent work and productive employment is all about.
4. Teachers of Business Education in federal and state colleges of education in Lagos State should expose students to diverse entrepreneurial opportunities in the communities to empower students for decent work and productive employment using innovative instructional strategies.
5. Students of Business Education at both federal and state colleges of education should make personal effort to explore all the innovative opportunities taught to fully empower them for decent work and productive employment at graduation.

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