

BUSINESS EDUCATION UNDERGRADUATE CURRICULUM AND GRADUATES' SUSTAINABLE CAREER FULFILMENT IN SOUTH-WEST, NIGERIA

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Abstract

The uniqueness of Business Education undergraduate curriculum is its goal of empowering recipients for sustainable career fulfilment in Business and Education. Contrary to the goals and objectives of business education university programme, many graduates of the programme are found to be either unemployed or underemployed. Therefore, this study aimed at determining the factors inhibiting graduates' sustainable career fulfilment in the Business Education undergraduate programme in Nigeria. The research design was a descriptive survey while the population comprised of all business education graduates in South-West, Nigeria. The sample size of 77 graduates were randomly selected at federal and state universities within the area of the study due to some challenges to reach the graduates physically. A structured e-questionnaire was used for data collection. Internal consistency of the instrument was determined using Cronbach's alpha which yielded a coefficient value of 0.72. The findings of the study showed that teaching career seems to be given the highest prominence in the curriculum while inadequate instructional resources, negative attitudes of lecturers, poor industrial exposures, among others, were responsible for inadequate sustainable career fulfilment of graduates. Active commitment of all stakeholders for optimum empowerment of students for career fulfilment was a major recommendation.

Keywords: Business Education Graduates, Career Fulfilment, Career Prospects, Sustainability, Undergraduate Curriculum.

Introduction

One of the uniqueness of Business Education undergraduate curriculum is its primary purpose of empowering the recipients for sustainable fulfilment in diverse business and educational careers. Akter (2020) explains Business Education as a major unit of vocational education focuses on empowering recipients with technical competencies for successful career in Business profession. As a skill-based discipline and academic field of study, Business Education serves as a major mechanism to proffer solutions to graduate unemployment and underemployment in the developing economies, most especially. The philosophy of Business Education programme as highlighted in the Core Curriculum and Minimum Academic Standards (CCMAS) by the National Universities Commission (NUC, 2022) is to produce competent business teachers and high caliber professionals

and entrepreneurs through empowerment with competences for self-reliance, meaningful living and sustainable development of the society. Some of the notable careers expected to be pursued by students in Business Education curriculum, apart from Teaching, include Accountants, Business Managers, Information Technologists, Marketers, Professional Secretaries, Entrepreneurs, Business Law Experts, Productive Employees, Self-Employment (National Business Education Association, 2022), leaders, executives, and financial analysts (Akter, 2020), among others.

It is expected that students should be adequately empowered for career prospects upon graduation. Surprisingly, Business Education graduates may also constitute the teeming population of unemployed in the society. Graduates of Business Education are supposed to be problem-solvers, job creators, and huge asset to drive the Nigerian economy for sustainability. It is quite surprising to discover that a good number of graduates of Business Education could not pursue their career to fruition. What would have been responsible? Could it be said that the curriculum is deficient in terms of contents and implementation? Which aspects of the careers in Business Education are promoted and fulfilled and which aspects are neglected and need more enhancement? What is the extent to which Business Education undergraduate curriculum has influenced graduates' career fulfilment in South-West, Nigeria? These are the questions that this study helps to answer so that graduates' career fulfilment can be guaranteed sustainably.

Challenges of Career Fulfilment of Business Education Graduates in Nigeria

Business Education undergraduate curriculum is designed to empower the recipients for sustainable careers in business and educational sectors. The findings of Amesi and Taiger (2021) showed that the graduates of Business Education at Rivers State in Nigeria were not optimally equipped with modern office skills to effectively function as managers and secretaries in business organisations. Amaewhule and Michael (2021) also buttressed the underemployment experiences of most graduates of Business Education programme in Bayelsa State, Nigeria and how it affects the economic development of the society. Akeke, et al. (2022) discovered that graduate of Business Education programme lacked adequate skills for planning, marketing and managing people and resources in organisations. The research findings of Imeokparia and Edidiagbonya (2012) revealed the nagging occurrence of employability skills problems among Business Education graduates. The study discovered that the graduates lacked sufficient employability skills in critical thinking and this could result in mental weakness to identify entrepreneurial opportunities in the society which they can explore for self-employment and job creation.

Ohiwerei (2009) lamented the limitation of Business Education University graduates in pursuing other lucrative job prospects more than teaching. Some of the reasons for such limitation are lack of self-efficacy and feeling of incompetence to pursue career prospects in the industrial sector as entrepreneurs or productive employees. This situation still continues to a great extent today because most of the graduates of Business Education programme primarily seek employment opportunities in the teaching profession. However, only few of them are being employed by the government into the public schools and institutions: most of them are engaged in teaching at private schools, whereas many are underemployed and unemployed. There is need for much emphasis on employment and entrepreneurial opportunities in the business education curriculum and the inculcation of innovative skills in the students to pursue and explore other career prospects besides teaching.

Strategies for Optimum Career Fulfilment of Business Education Graduates

Amaewhule and Michael (2021) suggested the intervention of provision of employment opportunities for the underemployed graduates by the government. The sustainable solutions to the

underemployment of Business Education graduates is for the stakeholders (not only the government) to revamp the curriculum and the instructional strategies to empower the recipients to create employment opportunities themselves through proactive problem-solving, entrepreneurial initiatives in the immediate communities and globally using emerging technologies. Akeke, *et al.*, (2022) reported that students of Business Education programme should be exposed to practical ways of running businesses while in school through personal involvement in the planning, marketing and managing school-based businesses. This approach will inculcate the needed entrepreneurial skills in the recipients and empower them to be future-ready for career fulfilment and self-sustainability. Imeokparia and Edigbonya (2012) suggested the use of instructional and assessment approaches that engage Business Education students in critical thinking process. In other words, students should be exposed to assessment or instructional strategies that compel them to identify a problem and proffer solutions that are measurable and suitable for critical thinking development. Therefore, teachers and facilitators of Business Education curriculum should deliberately and painstakingly adopt innovative instructional strategies such as problem-solving, case-study, project methods, among others, for the benefit of properly positioning students or graduates for career fulfilment in the future. Kehinde and Olatunde (2022) opined that the acquisition of the twenty-first century skills in e-commerce, digital business analysis, and digital communication will empower graduates of business education programme to pursue and achieve career prospects and fulfilment in business and industry.

UNESCO (2012) strongly emphasizes the implementation of education for sustainable development (ESD) as a major mechanism for empowering students and graduates of tertiary institutions for employment and entrepreneurial opportunities in the twenty-first century economy. Some of the strategies outlined by UNESCO for effective implementation of ESD are full awareness of ESD by teachers, availability of Internet facilities for online self-learning modules, and government full support through favourable policies. Therefore, to achieve career fulfilment in Business Education programme, the stakeholders must harness all resources towards effective implementation of ESD. Yuan, *et al.* (2021) suggested the inculcation of the knowledge and aspiration of the sustainable development goals 2030 in the career development curriculum of students to enhance their holistic comprehension of various channels of applying their skills for human development and societal transformation. Career fulfilment cannot be appreciably certified when human lives and the society have not been positively transformed and the global pursuit of sustainable development agenda are achieved greatly. Therefore, each career prospects in Business Education programme should align with specific SDGs so that the recipients will apply the knowledge and skills acquired to solving specific problems leading to the achievement of certain SDGs in the immediate communities. All the specializations in the Business Education curriculum such as Accounting, Marketing, Office Technology and Management, Entrepreneurship, among others, can align their contents and apply the knowledge and skills towards the actualization of the SDGs.

Jackson, *et al.*, (2020) suggested enhancement of the curriculum to adequately incorporate the contents that can empower and nurture the students for career development. It was also suggested by the same authors that alternative route to vocational training and development should be created for people that did not have the opportunity to follow the route of formal education or those who are coming back to follow Business Education career path from related disciplines. There should be several flexible routes to entering Business Education programme to pursue some definite career prospects through a combination of formal, informal, non-formal education, and lifelong learning. Most graduates of the programme who could not meet up with the minimum benchmark for higher degree should still find several avenues to pursue definite career prospects in the

programme and achieve fulfilment in their career. Ali (2017) argues that all educational curricula should be rich in contents and implementation strategies to promote awareness and development of knowledge, skills, attitudes and values capable of empowering both the current and future recipients for career fulfilment. Wordu and Pepple (2018) buttressed the necessity of adequate supply of trained teachers in the effective implementation of any school curriculum that must achieve the sustainable development goals (SDGs) 2030. The curriculum contents alone cannot prepare the students for future career and its fulfilment without the availability and functionality of all necessary instructional resources, both human and non-human. Jackson, et al. (2020) also emphasized the need for constant career counselling and support for the recipients of the programme to navigate them through their career journey to fulfilment. Another critical argument of Wordu and Pepple (2018) is the indispensability of effective interaction and collaboration among teachers, instructional materials, the students, and the community. The instructional strategies that can adequately empower Business Education students for career fulfilment must imbibe the approaches of formal, informal and non-formal implementation strategies. There must be a strong link between the knowledge acquired in school and students' ability to sustainably apply the knowledge and competences acquired to problem-solving in the community focusing on achieving the sustainable development goals 2030. Business Education programme cannot be said to have contributed to the achievement of SDGs until the recipients and graduates of the programme fulfil their career by applying their knowledge and skills towards the economic, social and environmental sustainability.

Hays and Reinders (2020) opined that any curriculum that will empower its recipients for career fulfilment in the future must possess the characteristics of Sustainable Learning and Education (SLE). The authors argued that the concept of SLE is different from Education for Sustainability. SLE is a way of thinking and packaging the curriculum and educational process to reflect flexibility and consistent improvement so that the knowledge and skills of yesterday are not sufficient for today, neither do the competences acquired through the curriculum today are sufficient for tomorrow. It is a combination of formal and informal ways of learning that develop the recipients sustainably to handle the challenges of today and that of tomorrow. In the same vein, Business Education curriculum must adopt the principles of SLE so that graduates of the programme could be better prepared and empowered with up-to-date knowledge and competences to solve the economic, social and environmental challenges sustainably. SLE focuses on sustainability, self-sufficiency and consciousness achievements to solve challenging problems in the society and make the world a better place (Hays & Reinders, 2020). Goel (2022) established the necessity of incorporating sustainability concept and practices into the curriculum of any business-oriented programme for career development and fulfilment of the recipients. The emphasis was also laid on innovative instructional approaches that promote effective collaboration among business experts from the academic, industry, government and civil society (Edet & Udida, 2019). Achieving graduates' career fulfilment in Business Education programme at tertiary institutions must involve deliberate inculcation of sustainability components in the curriculum contents and implementation strategies. Students should be thoroughly groomed through several exposures to the best practices in all the specialisations such as Accounting, Entrepreneurship, Marketing, and Office Technology and Management. Regular seminars and workshops as well as involvement of the alumni of the programme to support in the students' mentorship, fundraising, supply of instructional facilities using the Alumni Association platform can enhance students' career fulfilment in Business Education programme in Nigeria, and other developing countries of the world.

Fearson (2020) identified certain factors such as students' conceptualization of business success, institutional commitment to sustainability, faculty support, integration approach, experiential learning, students involvement in co-curricular opportunities such as clubs, association

and volunteer work to be sine qua non in any curriculum that must empower its recipients for career fulfilment. Fasae and Adeosun (2021) also buttressed the need to inculcate entrepreneurial consciousness into Business Education students through practical engagement and the establishment of entrepreneurial centres for practical experiences. One of the reasons many graduates of Business Education programme failed to pursue their career to fulfilment is the lack of self-efficacy for self-sustainability. It is not enough to engage students on field trips or excursions to companies for interactions with professionals. Business Education students must be fully engaged through diverse work-integrated programmes, and activities to adequately acquire entrepreneurial competencies for career fulfilment. Several skills and competences are very essential in empowering students for sustainable career fulfilment. Some of these skills include inculcation of empathy, strategic thinking, vision for entrepreneurship, use of experiential instructional approaches, ability to identify and explore entrepreneurial opportunities, and networking competences (Cooney, 2012). Atsu, *et al.*, (2021) argued the significance of theoretical knowledge in the holistic demonstration of vocational skills by Business Education students for better empowerment for career prospects and fulfilment. Theoretical knowledge gives students the foundational knowledge and serves as a basis for practical demonstration of the twenty-first-century skills which are more in demand in the labour market than technical skills. Therefore, Business Educators are urged to lay theoretical foundation of every practical or entrepreneurial skills they demonstrate to students and ensure student's adequate comprehension and demonstration of the theoretical knowledge alongside practical application.

Akter (2020) carried out a study to compare the work-readiness of graduates between public and private universities in Bangladesh to ascertain their career fulfilment. The findings revealed that public universities seemed to be better in terms of programme diversification, practical orientation. While the private universities were better in terms of updated curriculum. Both the public and private university graduates were found to have similar entrepreneurial mindset. As a developing nation, Nigeria also needs the contributions of private universities to train and prepare students for career fulfilment in the world of work. Therefore, the National Universities Commission (NUC) need to ensure quality delivery from both types of universities so that career prospects and fulfilment of graduates of public and private universities in Nigeria can be guaranteed sustainability. Joseph and Ikwesiri (2021) examined the relevance of Business Education programme in the holistic development of the Nigerian economy. It was suggested in their study that conscientious effort must be made by the stakeholders to fortify the programme and empower the recipients to successfully pursue their careers to fulfilment where this can contribute productively to the sustainable development of the global economy.

Pico-Saltos. *et al.*, (2021) also conducted a research to determine career success of university graduates. The finding showed that majority of the graduates had a successful career because they are able to work in highly reputable organisations. The same concern is shown in this study to determine the ability of graduates of Business Education programme to fulfil their career. In the present economy, a lot of Business Education graduates is not employable due to insufficient trainings occasioned by lack of adequate modern instructional facilities and exposures to emerging office technologies while in school. A good number of very ambitious Business Education students who enthusiastically enrolled for the programme would have their career ambitions truncated due to the ineffectiveness in the curriculum contents and instructional practices.

Statement of the Problem

The philosophy and goals of Business Education undergraduate programme give priority to empowerment for career fulfilment in business and education (NUC, 2022). Surprisingly, many graduates of the Business Education programme could not pursue their career to fulfilment due to

several factors both during and after the programme. A significant number of graduates of the programme is either unemployed or underemployed. In spite of the hundreds of graduates being turned out by the programme yearly in Nigeria, educational and business sectors still lack adequate competent graduates for better performance. Instead of having many job creators among the Business Education graduates, a good number of them ended up being job seekers. The economy is drastically affected because of inadequate manpower to pilot the economy to sustainability. The rate of poverty and hunger is increasing daily and social vices are escalating because of the hardship in the economy. It is high time we determined the functionality of the Business Education undergraduate curriculum from the perspective of the graduates of the programme to ensure the extent graduates' career fulfilments are guaranteed so that urgent intervention can be provided where necessary. This is the gap to be filled by this study.

Research Questions

The following research questions guided the study:

Research Question 1: What is the extent of adequacy of Business Education undergraduate curriculum for graduates' sustainable career fulfilment in Nigeria?

Research Question 2: What is the extent major career prospects are valued by Business Education graduates in South-West, Nigeria?

Research Question 3: What is the extent certain challenges affect sustainable career fulfilment of Business Education graduates in South-West, Nigeria?

Research Question 4: What is the extent certain intervention strategies are needed to improve graduates' sustainable career fulfilment in Business Education undergraduate programme in South-West, Nigeria?

Method

Research Design

The study was carried out in the South-west geo-political zone of Nigeria. The study adopted the descriptive survey design.

Population and Sampling Procedure

The population of this study comprised all Business Education graduates between year 2000 and 2022. The rationale for this range is the era of curriculum renaissance and societal expectations due to emerging technologies and job requirements. The sample size for this study comprised 77 Business Education graduates randomly selected from the population.

Research Instrument and Validation

The research instrument used was a structured e-questionnaire validated by some Business Education and Measurement and Evaluation Experts.

Instrument Reliability

The internal consistency of the questionnaire was determined using Cronbach's alpha coefficient, and it yielded an average index of 0.72, which implies that the research instrument was very reliable.

Data Collection Procedure

The research instrument was administered through Google Form which was sent to the respondents' WhatsApp platforms. This method was used due to the difficulty in reaching each graduate physically.

Data Analysis

The statistical tools used for analyzing the data collected were mean, standard deviation, independent sampled t-test and Analysis of Variance (ANOVA) 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 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"; 1.5-2.49 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 hypotheses is retained.

Results

Research Question 1: What is the extent of adequacy of Business Education undergraduate curriculum for graduates' sustainable career fulfilment in Nigeria?

Table 1: Mean response on the extent of adequacy of Business Education undergraduate curriculum on graduates' sustainable career fulfilment in Nigeria

S/N	Areas of Adequacy of Business Education Undergraduate Curriculum	Mean	SD	Remark
1.	Business Education curriculum is adequate in becoming competent accountants.	3.56	.93	Great extent
2.	Business Education curriculum is adequate in becoming competent professional secretaries of the twenty-first century.	3.95	.99	Great extent
3.	Business Education curriculum is adequate in becoming competent managers in business organisations.	3.96	.82	Great extent
4.	Business Education curriculum is adequate in becoming proficient marketers.	3.78	.77	Great extent
5.	Business Education curriculum is adequate in becoming high calibre professionals in business establishments.	3.94	.85	Great extent
6.	Business Education curriculum is adequate in becoming competent business teachers.	4.44	.73	Great extent
7.	Business Education curriculum is adequate in becoming competent entrepreneurs.	4.06	.82	Great extent
8.	Business Education curriculum is adequate in becoming competent professionals in information technology.	3.42	1.03	Moderate extent
Average Mean		3.89	0.87	Great

Extent

The result presented in Table 1 shows that most of the respondents indicated that business education curriculum is adequate to a good extent (Mean = 3.89; SD = 0.87) to graduates' sustainable career fulfilment in becoming competent accountants, competent professional secretaries of the twenty-first century, competent managers in business organisations, proficient marketers, high calibre professionals in business establishments, competent business teachers, competent entrepreneurs, and competent professionals in information technology. Hence, the findings show

that majority of the respondents indicated that Business Education undergraduate curriculum is relevant to graduates' sustainable career fulfilment in Nigeria to a great extent.

Research Question 2: What is the extent major career prospects are valued by Business Education graduates in South-West, Nigeria?

Table 2: Mean response on the extent major career prospects are valued by Business Education graduates in Nigeria

S/N	The extent major career prospects are valued	Mean	SD	Remark
1.	ICT professionals in office technology	3.88	.87	Great extent
2.	Managers of schools	4.29	.76	Great extent
3.	Managers of businesses	4.42	.73	Great extent
4.	Business teachers at secondary schools	4.27	.85	Great extent
5.	Business teachers at tertiary education level	4.39	.76	Great extent
6.	An Accountant	3.70	.96	Great extent
7.	A Professional Marketer	3.61	.91	Great extent
8.	A Professional Secretary in Multinational Companies	3.88	.92	Great extent
9.	A Business Owner/Entrepreneur	4.44	.68	Great extent
Average Mean		4.10	0.83	Great Extent

The result presented in Table 2 shows that most of the respondents indicated that major career prospects are valued by Business Education graduates in Nigeria to a good extent (mean = 4.10; SD = 0.83). Such career prospects are ICT professionals in office technology, managers of schools, managers of businesses, business teachers at secondary schools, business teachers at tertiary education level, an accountant, a professional marketer, a professional secretary in multinational companies, and a business owner/entrepreneur.

Research Question 3: What is the extent certain challenges affect sustainable career fulfilment of Business Education graduates in South-West, Nigeria?

Table 3: Mean response on the extent certain challenges affect sustainable career fulfilment of Business Education graduates in Nigeria

S/N	Challenges Inhibiting Graduates' Sustainable Career Fulfilment	Mean	SD	Remark
1.	Poverty and economic hardship while in school	3.35	1.13	Moderate extent
2.	Lack of good mentor while in school	2.39	1.16	Poor extent
3.	Negative friend influence while in school	3.44	1.08	Moderate extent
4.	Inadequate instructional resources in our department while in school	3.22	1.05	Moderate extent
5.	Negative lecturers' attitude while in school	2.87	1.19	Moderate extent
6.	Family challenges after graduation	2.82	1.19	Moderate extent
7.	Lack of interest to pursue my career dream in Business Education after graduation	2.62	1.23	Moderate extent
8.	Low academic performance at graduation	3.08	1.21	Moderate extent
9.	Unemployment/underemployment	3.31	1.17	Moderate extent
10.	Poor industrial exposures while in school	3.58	1.15	Great extent
11.	Outdated/inadequate curriculum contents and practices	3.40	1.22	Moderate extent

in Business Education Programme				
12.	Inadequate competent Business Education lecturers while in school	3.35	1.13	Moderate extent
Average Mean		3.12	1.16	Moderate
Extent				

The result presented in Table 3 shows that most of the respondents indicated that poverty and economic hardship while in school was a challenge that affect sustainable career fulfilment of Business Education graduates in Nigeria to a good extent; most of them indicated that lack of good mentor while in school was a challenge to a poor extent. Also, most of the respondents indicated the following were challenges to a moderate extent while in school: negative friend influence while in school, inadequate instructional resources in their department while in school, negative lecturers' attitude while in school, family challenges after graduation, lack of interest to pursue their career dream in business education after graduation, low academic performance at graduation, unemployment/underemployment, poor industrial exposures while in school, outdated/inadequate curriculum contents and practices in business education programme, and inadequate competent business education lecturers while in school. Hence, most of the respondents indicated that certain challenges affect their sustainable career fulfilment of Business Education graduates in Nigeria to a moderate extent (mean = 3.12; SD = 1.16).

Research Question 4: What is the extent certain intervention strategies are needed to improve graduates' sustainable career fulfilment in Business Education undergraduate programme in South West, Nigeria?

Table 4: Mean response on the extent certain intervention strategies are needed to approve graduates' sustainable career fulfilment in Business Education undergraduate programme in Nigeria

S/N	Intervention strategies	Mean	SD	Remark
1.	Government adequate funding of Business Education Program	3.56	1.34	Great extent
2.	Provision of adequate of instructional resources for Business Education programme by the stakeholders	3.61	1.33	Great extent
3.	Quality exposures of Business Education students to the sustainable business practices in the industry	3.79	1.21	Great extent
4.	Adequate institution industry collaboration	3.77	1.22	Great extent
5.	Adequate in-service trainings and employment programme for business education lecturers	3.86	1.16	Great extent
6.	Improved lecturer- student relationship and mentorship	3.97	1.01	Great extent
7.	Revamping of business education undergraduate curriculum to meet the sustainable demands of the employers/society.	4.01	1.09	Great extent
8.	Government should employ adequate lecturers for each area of specialization in business education programme.	4.49	.84	Great extent
9.	Government sponsorship of promising business ideas of students each year.	3.97	1.19	Great extent
10.	Focusing more on skills acquisition assessment than paper work during examination.	4.12	1.09	Great extent

**Average Mean
Extent**

3.91 1.15 Great

The result presented in Table 4 shows that most of the respondents indicated that the following certain intervention strategies are needed to approve graduates' sustainable career fulfilment in Business Education undergraduate programme in Nigeria to a great extent (mean = 3.91; SD = 1.15). the intervention strategies needed for graduates' career fulfilment include adequate funding of business education programme by government, provision of adequate of instructional resources for business education programme by the stakeholders, quality exposures of business education students to the sustainable business practices in the industry, adequate institution industry collaboration, adequate in-service trainings and employment programme for business education lecturers, improved lecturer-student relationship and mentorship, revamping of business education undergraduate curriculum to meet the sustainable demands of the employers/society, government should employ adequate lecturers for each area of specialization in business education programme, government sponsorship of promising business ideas of students each year, and focusing more on skills acquisition assessment than paper work during examination.

Discussion

Table 2 established that Business Education undergraduate curriculum is relevant to graduates' sustainable career fulfilment to a good extent. This finding contradicts that of Nwokike, Ezeabii and Jim (2018) which states that Business Education curriculum was not adequate for empowering the recipients for sustainable development goals achievement by the year 2030. The findings also revealed that the curriculum seems to be more functional for teaching and entrepreneurship careers, even though other recognized careers too were rated good. However, there is still room for improvement since the curriculum is yet to influence the career prospects of graduates to a very good or excellent extent.

Table 3 showed that certain challenges negatively affected and are still affecting the sustainable career prospect in Business Education undergraduate programme, the research findings of Ubulom and Dambo (2016) and Edokpolor and Oduma (2018) corroborates it. Some of the challenges can be controlled when all stakeholders play their roles actively to ensure the ultimate achievement of the goals and objectives of Business Education programme in Nigeria. The factors such as inadequate instructional resources, negative attitudes of lecturers, poor industrial exposures, inadequacy of the curriculum contents, and lack of adequate competent lecturers can be addressed through a deliberate restructuring and commitment of the stakeholders to their assigned responsibilities. The government of Nigeria also has a major role to play to eradicate poverty and economic hardship among students through constant release of funds in forms of bursary, scholarship, student loans, free feeding, free accommodation, and subsidized school fees at tertiary institutions. Career guidance and counselling should be organized periodically to neutralize the negative influence of friends and lack of interest to pursue one's career. Even though mentorship from lecturers to students seemed to be greatly upheld, lecturers' negative attitude cannot enhance good mentorship; and this could contribute to low academic performance that is already a challenge. Family challenge seemed to have negatively affected graduates of Business Education to pursue their career prospect after graduation. It is greatly confirmed by the responses of graduates in Table 4 that Business Education undergraduate programme needs a great deal of interventions to achieve the goals of fulfilling the career prospects of graduates sustainably. Each of the stakeholders needs to be consistent to discharge their duties effectively both within and outside to four-walls of the tertiary institutions in Nigeria. The studies of Atah and Ukah (2021), Edokpolor and Muritala (2018)

and Atah and Abeng (2019) buttressed the need for several interventions to achieve the sustainability in the Nigerian economy through Business Education curriculum.

Conclusions

This study concludes that the Business Education undergraduate curriculum seemed to be relevant and adequate to a great extent to careers in teaching profession but needs to be enhanced for better career fulfilment in other relevant fields such as Secretarial Career, Accounting Career, Entrepreneurship Career, Information Technology Career, Office Management Career, among others. A lot of Business Education graduates is still either unemployed or underemployed. Factors identified in the study that hinder optimum career fulfilment of graduates of Business Education programme include inadequate instructional resources, lecturers' attitudes to graduates while in school, inadequate exposures to industrial experiences, inadequate facilities and shortage of competent lecturers, among others.

Recommendations

Based on the findings and conclusion, the following recommendations are made:

1. While more effort should be made to sustain and improve the teaching career in Business Education undergraduate programme, more conscientious effort is needed to enhance other relevant careers in the programme.
2. Government should endeavor to make further effort to employ more Business Educators, especially in all specialisations for even career instruction and its consequent fulfilment. They should also provide adequate instructional resources for practical skills acquisition while in school.
3. The University Management should endeavor to involve active participation of the industry in career planning and empowerment of students so that the graduates can fulfil their careers to the optimum.
4. The lecturers and students should be exposed to the twenty-first century lecturer-student mentoring relationship that can lead to career fulfilment of graduates of the programme in the longrun.
5. The researchers should be encouraged to delve into the process and product evaluation of the Business Education undergraduate programme to ensure it is sustainable to deliver its values to the various recipients and beneficiaries.

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