THE GROWTH OF MARKETING EDUCATION IN NIGERIA
(A STUDY OF TERTIARY INSTITUTIONS IN NIGERIA)

BY

EZENYILIMBA EMMANUEL
PG/Ph.D/03/37625

BEING A Ph.D THESIS PRESENTED TO
THE DEPARTMENT OF MARKETING,
FACULTY OF BUSINESS ADMINISTRATION,
UNIVERSITY OF NIGERIA,
ENUGU CAMPUS.

OCTOBER, 2008

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IN PARTIAL FULFILMENT FOR THE AWARD OF DOCTOR OF
PHILOSOPHY (Ph.D) IN MARKETING

SUPERVISOR: PROF. ONAH J.O.

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Researcher (PG/Ph.D/03/37625)
DEDICATION

Dedicated
To
God Almighty
For His omniscient and Profundity and to Men of Good will
ACKNOWLEDGEMENT

I am highly delighted and thankful to the Almighty God for granting the physical strength, wisdom, knowledge and the enthusiasm that enabled the successful completion of this academic feat.

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My gratitude also goes to my wife, Ndidiamaka and to my children, Chiagoziem, Chinamerem and Mmachimerem for amiable disposition and impressive companionship.

I wish all of you the Lord’s Amazing Grace.

Ezenyilimba Emmanuel.
ABSTRACT

This study investigated the reasons for and the problems associated with the low quality and the unemployment saga of the marketing graduates that have impeded the growth of tertiary marketing education in Nigeria. Marketing which should take the centre stage in the holistic development of the nation has continued to play a second fiddle with consequent loss of professionalism in marketing practice and in marketing education. This study also grappled with the problem of lack of student’s motivation to learn rooting from sparse entrepreneurial, technical and vocational focus of the marketing curriculum. Entrepreneurs with practical knowledge and success story in marketing practice are not co-opted in marketing education delivery. Furthermore marketing students are not sent on ‘industrial attachment’ to enable them acquire practical skills. The potentials of Integrated Communication Technology [ICT] and Information Technology have not been exploited in fast-tracking marketing education in Nigeria. There is lack of Marketing Laboratory for practical and specialized studies in marketing. The objectives of the study are among other things to develop a model that would address the aforementioned hiccups and the absurdities of the research findings and to determine appropriate strategies for curriculum reform for sustainable Marketing Education and Training in an ailing economy like Nigeria. Other objectives include to ascertain the factors that can influence “Growth of Marketing Education in Nigeria Tertiary Institutions”, to identify how best ICT can be used to fast-track marketing learning, to suggest how National Institute of Marketing of Nigeria [NIMN] can assist to foster professionalism in marketing education and training. The above specifics suggest the scope of this study. Five hypotheses and six research questions were formulated to give focus to the study. The theoretical framework of this study is rooted in self-reliance, self-employment, entrepreneurial, technical, vocational, intellectual skills; built on modern marketing and the traditional Nigerian education that was effective, practical and result-oriented. The significance of this study is derived from the need for an improved and extended marketing education and training suited to Nigeria’s volatile environment. Based on the above contentions, the researcher has prognosticated a ‘Systems- Innovative Marketing Education Model’, adapted educational theories suitable to Nigeria’s scenario. This research also incorporated ‘Entrepreneurial Focused Marketing Department adapted from Ede F .O.[2006]; Scholarly Views of Marketing Education Delivery in Nigeria; Organization of Marketing Education In Nigeria; Recruiters, Educators And Students Synergy In Revitalizing Marketing Education in Nigeria, Adapting for Changing Business Landscapes, ICT Leap Frogging Strategy; Professionalism in Marketing in Nigeria, Market Economy and Higher Education Reform Process In Mongolia, and the Cardinal Role of Truly African University. A cross sectional research design consisting of descriptive field survey, multiple linear regressions, ‘F’ Test statistical method, exploratory and explanatory research designs were used in this study. Both primary and secondary sources of data were exploited. Based on the findings, the problems perverting marketing education and training in Nigeria were made manifest in the emerging inadequacies, particularly in educational policies, curricula, facilities, ethnicity, quality, quantity, relevance, students, vocation, technical, entrepreneurial education and acute shortage of qualified teachers for the growing national education system. To mitigate the above problems, the researcher has recommended the adaptation of the ‘Systems Innovative Marketing Education Model’ demonstrated in this study, and a review of the marketing education curriculum to make it relevant to the graduate, local, national, global and the collective needs of Nigerians.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>i</td>
</tr>
<tr>
<td>Approval Page</td>
<td>ii</td>
</tr>
<tr>
<td>Certification</td>
<td>iii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iv</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>v</td>
</tr>
<tr>
<td>Abstract</td>
<td>vi</td>
</tr>
<tr>
<td>Table of Content</td>
<td>vii</td>
</tr>
<tr>
<td>List of Tables</td>
<td>viii</td>
</tr>
<tr>
<td>List of Figures</td>
<td>ix</td>
</tr>
</tbody>
</table>

## CHAPTER ONE – INTRODUCTION

1.1 Background of the Study  
1.2 Statement of Problems  
1.3 Objectives of the Study  
1.4 Research Questions  
1.5 Hypotheses  
1.6 Significance of the Study  
1.7 Scope of the Study  
1.8 Delimitations of Study  
1.9 Limitations of the Study  
1.10 Definition of Some Relevant Terms  
1.11 References  

## CHAPTER TWO – REVIEW OF RELATED LITERATURE

2.1 Overview  
2.2 Definitions of Marketing Education/Training and Marketing Concepts  
2.3 Problems of Marketing Education in Nigeria  
2.4 Methods Relevant for the Realization of Both Pedagogic and Andragogic Models  
2.5 Building Entrepreneurial Attitude through Marketing Education  
2.6 Leap Frogging: Strategy for Marketing Education  
2.7 Recruiters, Educators and Students Synergy in Revitalizing Marketing Education  
2.8 Scholarly Views of Marketing Education Delivery in Nigeria
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td>Organization of Marketing Education in Nigeria</td>
<td>31</td>
</tr>
<tr>
<td>2.10</td>
<td>Suggested Areas of Improvement by Respondents</td>
<td>33</td>
</tr>
<tr>
<td>2.11</td>
<td>Faculty with Entrepreneurial Focus</td>
<td>38</td>
</tr>
<tr>
<td>2.12</td>
<td>Theories of Learning and Their Relevance in Tertiary Marketing Education in Nigeria</td>
<td>41</td>
</tr>
<tr>
<td>2.13</td>
<td>Learning and Behaviour Distinguished</td>
<td>46</td>
</tr>
<tr>
<td>2.14</td>
<td>Modern Approaches to Learning at Work</td>
<td>50</td>
</tr>
<tr>
<td>2.15</td>
<td>Learning Styles – A British Contribution</td>
<td>57</td>
</tr>
<tr>
<td>2.16</td>
<td>Systematic Training and Development</td>
<td>60</td>
</tr>
<tr>
<td>2.17</td>
<td>Integrated Communication Technology (ICT) and Information Technology Based Marketing Education in Nigeria</td>
<td>63</td>
</tr>
<tr>
<td>2.18</td>
<td>Market Economy and Higher Education Reform Process in Mongolia</td>
<td>70</td>
</tr>
<tr>
<td>2.19</td>
<td>The Historical Antecedents of Marketing Education in Nigeria</td>
<td>73</td>
</tr>
<tr>
<td>2.20</td>
<td>Challenges of Marketing Education and Economic Development in Nigeria</td>
<td>75</td>
</tr>
<tr>
<td>2.21</td>
<td>Purposes of Vocational Marketing Education in Nigeria</td>
<td>80</td>
</tr>
<tr>
<td>2.22</td>
<td>Vocational Education Curriculum for Marketing Occupations in Nigeria</td>
<td>81</td>
</tr>
<tr>
<td>2.23</td>
<td>Vocational Marketing Education/Training for Marketing Occupations in Nigeria</td>
<td>82</td>
</tr>
<tr>
<td>2.24</td>
<td>Professionalism in Marketing: Nigeria Perspective</td>
<td>84</td>
</tr>
<tr>
<td>2.25</td>
<td>Act No. 25, 2003 and National Institute of Marketing of Nigeria (NIMN)</td>
<td>84</td>
</tr>
<tr>
<td>2.26</td>
<td>National Institute of Marketing of Nigeria (NIMN) Code of Conduct</td>
<td>85</td>
</tr>
<tr>
<td>2.27</td>
<td>Marketing Education in Training Institutes and Polytechnics</td>
<td>87</td>
</tr>
<tr>
<td>2.28</td>
<td>National Board for Technical Education National Diploma in Business Studies (Marketing) Curriculum and Course Specifications</td>
<td>88</td>
</tr>
<tr>
<td>2.29</td>
<td>National Board for Technical Education – Higher National Diploma Curriculum and Course Specifications for Marketing</td>
<td>90</td>
</tr>
<tr>
<td>2.30</td>
<td>Equipment for Marketing Laboratory as Recommended by the Board for Technical Education</td>
<td>92</td>
</tr>
<tr>
<td>2.31</td>
<td>Marketing Education in the Colleges of Education in Nigeria</td>
<td>93</td>
</tr>
<tr>
<td>2.32</td>
<td>Department of Marketing Undergraduate Academic Programme, Bachelor of Science (B.Sc) Degree UNEC</td>
<td>94</td>
</tr>
<tr>
<td>2.33</td>
<td>West African Examinations Council (WAEC)</td>
<td>95</td>
</tr>
<tr>
<td>2.34</td>
<td>National Examination Council (NECO)</td>
<td>96</td>
</tr>
<tr>
<td>2.35</td>
<td>The National Teachers Institute (NTI)</td>
<td>96</td>
</tr>
<tr>
<td>2.36</td>
<td>The Bureau for External Aid in Education</td>
<td>96</td>
</tr>
</tbody>
</table>
2.37 Some Early Mission Schools and Colleges in Nigeria 97
2.38 Marketing Education and Training in other Countries 97
2.39 The Cardinal Role of Truly African University 99
2.40 The Impact of the 1953 – 54 Constitutional Conference on Education in the Eastern Region and Nigeria Landmark 102
2.41 Administration and Organisation of Higher Education in Nigeria 103
2.42 The National Universities Commission (NUC) 104
2.43 Joint – Consultative Committee on Education 104
2.43 Joint Admission and Matriculation Board (JAMB) 105
2.43.1 Concept of Development and Entrepreneurship Education in Nigeria 105
2.44 Summary of the Literature Review 109
2.45 References

CHAPTER THREE – RESEARCH METHODOLOGY
3.1 The Structure of Research Methodology which Invariably Guided this Research Work 113
3.2 Research Design 113
3.3 Sources of Data Collection 113
3.4 Survey Instrument Design (Descriptive Survey) 114
3.5 The Area and Population of the Study 115
3.6 The Sample and Sampling Techniques 115
3.7 Determination of the Sample Size for the Study (Universities) 116
3.8 Sample Size Determination for the Polytechnics/Institutes in Nigeria 118
3.9 Sample Size Determination for the Colleges of Education in Nigeria 119
3.10 Testing of Hypotheses 120

CHAPTER FOUR – DATA PRESENTATION, ANALYSIS AND INTERPRETATION
4.1 Analysis of the Marketing Graduates Questionnaires 121
4.2 Testing of Hypotheses 142

CHAPTER FIVE – DISCUSSION OF RESEARCH FINDINGS
5.1 Introduction 153
### Chapter Six – Summary of Findings, Recommendations and Conclusions

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Summary of Findings</td>
<td>164</td>
</tr>
<tr>
<td>6.2 Recommendations</td>
<td>167</td>
</tr>
<tr>
<td>6.3 Conclusion</td>
<td>170</td>
</tr>
<tr>
<td>6.4 Contribution to Knowledge</td>
<td>171</td>
</tr>
<tr>
<td>6.5 Suggestions for Further Studies</td>
<td>171</td>
</tr>
</tbody>
</table>

- **Bibliography** 172
- **Appendices**
LIST OF TABLES

2.1 Entrepreneurship Characteristic Trait 26
2.2 Key Differences between Behaviourists and Gestaltists 48
2.3 Distribution and Number of Schools by Type of Educational Institution and Academic Year in Nigeria 79
2.4 Universities in Nigeria where Marketing Courses are Tenable and Years of Foundation and Programmes Tenable in Each 83
3.1 Strata of the Universities in Nigeria 116
3.2 Allocation of Questionnaires Based on Sampled Universities Strata in Nigeria 117
3.3 Strata of the Polytechnics/Institutes in Nigeria 117
3.4 Allocation of Questionnaires Based on the Polytechnics/Institutes in Nigeria Sampled 118
3.5 Strata of Colleges of Education in Nigeria 119
3.6 Allocation of Questionnaires Based on the Strata of the Colleges of Education in Nigeria Sampled 120
3.7 Summary of the Questionnaires Administered and the Number Returned 120
4.1 Personal Data of Marketing Graduates 121
4.2 Relevance of Tertiary Marketing Education in Nigeria 122
4.3 Learning Model Practiced in the Tertiary Institution 122
4.4 Rate of Employed Marketing Graduates 123
4.5 Funding of Marketing Education 124
4.6 Relevance of the Education Received in Solving Personal and National Needs 124
4.7 Standard/Quality of Marketing Education in Nigeria 125
4.8 Entrepreneurial Focus of the Marketing Curriculum 126
4.9 Nature of the Academic Programme 126
4.10 Graduate Employment and Productivity 127
4.11 Students Motivation to Learn 127
4.12 Assessment of Teacher Quality 127
4.13 Marketing Laboratory in the Institutions 128
4.14 ICT and IT facilities for Marketing Education Delivery 129
4.15 Integration of Practical Knowledge in Marketing Education 130
4.16 Assessment of National Institute of Marketing of Nigeria (NIMN) Performance towards Professional Marketing in Nigeria 130
4.17 Needs Determination and Delivery in Marketing Education 131
4.18 Socially and Economical Relevance of the Course Contents
4.19 Affiliation with the National Institute of Marketing of Nigeria (NIMN)
4.20 Teacher Quality Assessed Based on Style and Methodology
4.21 Effects of Teacher’s Style on Student’s Understanding of the Course
4.22
4.23 Method(s) Responsible for the Level of Knowledge Acquired
4.24 The Relevance of the Knowledge Acquired in Facing Real Life Situation
4.25 Model(s) of Education Practiced in the Tertiary Institutions
4.26 The Nature of Our Marketing Curriculum
4.27 Mode of Learning Practiced
4.28 Whether the Curriculum Encourages Creativity and Entrepreneurship
4.29 Library Facilities
4.30 How Serviceable the Library is
4.31 Student’s Enrolment
4.32 Accreditation Status
4.33 Accreditation Grade
<table>
<thead>
<tr>
<th>Figure Number</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Locations of the Nigerian Universities with an Indication of Places where</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Marketing Courses are Tenable</td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>The Modern Marketing Process</td>
<td>21</td>
</tr>
<tr>
<td>2.2</td>
<td>Relationships with National Institute of Marketing of Nigeria (NIMN)</td>
<td>37</td>
</tr>
<tr>
<td>2.3</td>
<td>Organisational Chart of a Marketing Department with Entrepreneurship Focus</td>
<td>39</td>
</tr>
<tr>
<td>2.4</td>
<td>Difference between Organisational Needs and Individual Needs</td>
<td>51</td>
</tr>
<tr>
<td>2.5</td>
<td>Gagne – The Conditions of Learning Theory</td>
<td>52</td>
</tr>
<tr>
<td>2.6</td>
<td>The Experiential Learning Cycle</td>
<td>54</td>
</tr>
<tr>
<td>2.7</td>
<td>Levels of Thinking (Bloom’s Taxonomy)</td>
<td>55</td>
</tr>
<tr>
<td>2.8</td>
<td>Dominant Learning Styles</td>
<td>56</td>
</tr>
<tr>
<td>2.9</td>
<td>Systematic Training: The Basic Cycle</td>
<td>62</td>
</tr>
<tr>
<td>2.10</td>
<td>Market Economy and Higher Education Reform Process</td>
<td>72</td>
</tr>
<tr>
<td>4.1</td>
<td>Identify the Type of Learning Received in the Higher Institution</td>
<td>123</td>
</tr>
<tr>
<td>4.2</td>
<td>Academic Curriculum</td>
<td>125</td>
</tr>
<tr>
<td>4.4</td>
<td>Marketing Laboratory in the Institution</td>
<td>129</td>
</tr>
<tr>
<td>4.5</td>
<td>Assessment of NIMN Performance towards Professional Marketing in Nigeria</td>
<td>131</td>
</tr>
<tr>
<td>4.7</td>
<td>Teacher Quality Assessed Based on Style and Methodology</td>
<td>133</td>
</tr>
<tr>
<td>4.8</td>
<td>Model(s) of Education Practiced in the Tertiary Institutions</td>
<td>137</td>
</tr>
<tr>
<td>4.9</td>
<td>Library Facilities</td>
<td>140</td>
</tr>
<tr>
<td>4.11</td>
<td>Accreditation Grade</td>
<td>142</td>
</tr>
<tr>
<td>5.1</td>
<td>A Systems – Model of Innovative Marketing Education for the Tertiary</td>
<td>157</td>
</tr>
<tr>
<td></td>
<td>Institutions in Nigeria</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The Growth of Marketing Education in Nigeria (A Study of Tertiary Institutions in Nigeria)

Marketing is that pervasive field of study in which the nation’s developmental needs rely yet it is the most neglected managerial function in Nigeria. Little wonder why the Nigerian nation has not achieved the much desired economic emancipation and prosperity as the developed countries of the world. The field of marketing has among other things been jeopardized by the problems of choice and adaptation of the higher education curriculum to the specific conditions of Nigerian life and development. Nigeria is in a difficulty about what should be done. In his view, Ogwo E. held that the study and practice of marketing in Nigeria have yet to be accorded the requisite recognition, stressing that even with the best effort marketing in the Nigerian society has not yet succeeded in making the Nigerian society fully aware of the critical role it plays in enhancing and sustaining Nigeria’s development. It has been suggested for example that the education of the average Nigerian Marketer consists of an inexpert adaptation and adoption of theories, concepts and even curricula of the societies in Europe and America. Since the major thrust of marketing and its peculiar contribution to societal development consist of ensuring the satisfaction of the consumer, and since in our case, this consumer is largely Nigerian, it follows that the educational plans for the marketing profession in Nigeria must be indigenous – Ogwo E.(2004).

The fact remains that our pioneer marketing educators in Nigeria like J.O. Onah, Olakunle Iyanda, late NG Nwokoye, late E.O. Ani as well as E.J. Etuk left varied legacies that need to be synthesized into a harmonious whole to achieve a well-rounded marketing professional of the future. Future marketing education and planning in Nigeria can be enhanced by the understanding of the curriculum roots of such early commercial education and the historical antecedents of the origins and sources of marketing education.

Onah (1979) defines marketing education as being concerned with exposing young and new entrants to business, young executives with some experience of business and older and more
senior executives with a great wealth of job experience, to the body of knowledge that has been developed, and is being developed in marketing. He also views marketing training as the overall process where an individual’s behaviour is changed or modified to a predefined and specified pattern in marketing.

Marketing is a dynamic and pervasive field. Its effect is felt in all sectors of the economy. Every business organization requires marketing skill for success. Therefore every business organization should see itself as a marketing organization. Even those in Government have dearth need for marketing skill and acumen to perform better. Consumer satisfaction requires both demographic and psychographic studies as well as the study of consumer behaviour. To be able to formulate better policies and initiate actions that will better the lot of the common man, the bottom line is the acquisition of marketing education and training. This has become imperative stemming from the fact that marketing is the environment we live in.

Kotler is of the view that a marketing department or programme will have to serve at least four types of students and no single suit will fit all of them very well. The first student type, Kotler explains, is the non-marketing major going into business who needs a course or two in marketing so that he does not go into finance, manufacturing or personnel with any underestimation of the central importance, complexity and challenge of marketing. It is for these students, he says that the marketing concept was invented. The second student type is the marketing major going into line management and which constitutes the majority of students and this explains the “action” Orientation of most curricula. The third type is the marketing major going into staff work who is indeed the step-child of most programmes, while the fourth type is the marketing major going into teaching, who he laments, seems to be a total orphan (Onah 1979).

The fact remains that the marketing programmes of most institutions in Nigeria, where they exist at all are most inadequate to brace up to the afore-mentioned challenges raised by Kotler. To say the least, the training aspect is also treated with contempt. Most marketing
education curricula in Nigeria have not recognized the need for Industrial training, entrepreneurial, technical and vocational skills. The marriage of marketing education with training would then produce the type of material that Nigeria seems now to need in the marketing as well as the general management areas - Onah (1979:221).

Educational models are culture specific. This means that marketing education and training in Nigeria setting must seek ways of transmitting the norms, values, science, resources; arts and the world view of the culture in which it is a part. In line with the above contentions, the aim of traditional African education is multi-lateral and the end objective is to produce an individual who is honest, respectable, skilled, entrepreneurial, co-operative and self-reliant.

The dawn of British colonialism affected the cohesion of traditional education in Nigeria by introducing the western type of education which was alien to the Nigerian culture. While the goal of the traditional mode of education was intended to preserve the ethos of indigenous entrepreneurs, skills, arts, science, values, architecture, craft, marketing, the western form of education was diversionary and exploitative.

The introduction of western type of education compelled the adaptation of imported educational, values, philosophy, objectives, theories, concepts and practices. The curriculum and pedagogic strategies quickly sought to align with the new educational order. According to Olaitan et al (1994:29) the new colonial political and educational system had a certain charm and excitement that seemed to drown the traditional educational order.

At this point, I want to stress that the relationship between Marketing Education, self reliance in pre-literate Nigeria was a symmetrical one. Although it was informal, marketing education at that point prepared the youths to be independent in the “what?”, “when?”, and “how?” of marketing occupations. During this period, public sector employment was non-existent and private sector employment was specialized and restricted. Master traders and business captains were by and large, the major private employers of labour. Therefore, the ultimate goal of traditional marketing education in pre-literate Nigeria was to produce individuals who would be self-employed and self-reliant. The idea of self-employment or self-reliance was the collective consciousness of the people. The relationship between western type of education
and self-employment education in the Nigerian context has been rather multivalent. The westernized type of education in Nigeria produced youths who are dependent on white-collar jobs with a broad-base in public sector employment, encouraged trade unionism which can use restrictive trade practices to reduce or stifle self-employment drive. Furthermore, the theoretical nature of formal education in Nigeria seems to give rise to a group of people who have lost confidence in creativity self employment, entrepreneurial skill and it is at the danger of mass producing miscreants, the disaffected and rejected, the misdirected, the unlearned, the angry, the wronged, agitated and hopeless. According to Ezepue (2000) we do not just have an educational crisis on our hands, we have a national crisis. One that calls for radical; and urgent solution stressing that there are clear indications of the critical state of affairs all around us in our homes, in schools and in society, from declining academic standards to crumbling infrastructure to the unsustainable cost-structure of education. According to him, other key issues are legacy examination systems (only parameter for measuring academic performance and productivity) and curricula, non-implementation of policies, corruption of the monitory and policing systems and lack of strategic support from civil society. These according to him have created schisms to society, leading to massive brain drain, a technology gap between Nigeria and other nations and gross unemployment. He stressed that Nigeria educational system has created two demographics – those educated locally and those educated abroad (or in diaspora). The resultant effects on society are socio-cultural anomalies such as the deviant retooling of a generation indulging in 419, cyber crime and violence. To salvage this misnomer, I believe holistic, entrepreneurial, technical, problem-solving, vocational, intellectual and employability learning techniques should be incorporated and entrenched in our marketing education curricula. Recent research by the UK Higher Education Funding Council For England (HEFCE) On Enhancing Student’s Employability, stated that employability can be delivered through curriculum / programme design and assessment processes. The centre for employability at the University of Lancashire in the UK defines employability as:

A set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation(s) to the benefits of themselves, the workforce, the community and the economy.

A study of the contemporary and historical antecedents of marketing education in Nigeria figured out poor quality education resulting from low students motivation and capacity to
learn, poor curricula, lack of teacher quality [ineffective teaching skills, research and service]; course contents not based on concepts, theories and tools students will encounter in their first job, lack of marketing laboratory and information technology [ IT] facilities as the major inhibition of functional marketing education. It is against this backdrop that the Federal Government of Nigeria stated unequivocally in its ‘National Economic Empowerment and Development Strategy [NEEDS] document [2005:34] that Nigerian educational system emphasizes theoretical knowledge at the expense of technical, vocational and entrepreneurial education.

The decision to bridge this gap informed this study. Marketing education plays a pivotal role in economic development stressing that marketing education and economic development are intertwined and cannot be treated in isolation especially in a small market economy like Nigeria. The economic development of the Newly Industrialized Countries [NICs] and the Asian Tigers are rooted in the adoption of an Outward Market Oriented Philosophy [international market relevance] coupled with efficient health care and innovative education. The major thrust of this study was therefore aimed at determining ‘Systems-Innovative and Functional Tertiary Marketing Education Models capable of addressing the inadequacies of the present pedagogic model.

A SYSTEMS- MODEL OF INNOVATIVE MARKETING EDUCATION FOR TERTIARY INSTITUTIONS IN NIGERIA

INPUTS
- Holistic Learning
- Problem-Based Learning
- Monolithic Learning
- Vocational Learning
- Entrepreneurial Learning
- Intellectual Learning
- Self Employment Learning
- Life Long Education

PROGRAMMES
- Preparation of Post Graduate Programme
- Undergraduate Academic Programme
- Intermediate Academic Programme

GOALS
- Self employment and general employability skills
- Task-Result oriented skills
- Risk taken and self confidence
- Leadership quality
- Future-oriented
- Wealth creator

MEASURE OF PROGRESS
- Poverty alleviation
- Graduates employment
- Employer’s satisfaction
- Consumer satisfaction
- National & Individual growth
- International marketing relevance
- Indigenous entrepreneurs

DETAILS AS CONTAINED IN CHAPTER FIVE
The researcher who incidentally is a lecturer with over 10 years teaching experience believes that the educational models that would enthrone functionality in our marketing education system must be all encompassing and must include: andragogic, pedagogic, contrastive and generative models. The process must involve ICT and Information Technology [IT] leapfrogging strategies that can fast track and transfrontier marketing education. The above models were focused on holistic, self employment and self reliance, vocational, problem-solving, entrepreneurial skills, strengths of the traditional Nigeria educational model that was effective, practical and result oriented, aspects of the modern system that have proved helpful in specific situations and collective experiences of Nigerians.
LOCATIONS OF THE NIGERIAN UNIVERSITIES WITH AN INDICATION OF PLACES WHERE MARKETING COURSES ARE TENABLE

KEY

Universities Offering Marketing
- Federal Universities
- Federal Universities of Agriculture
- Federal Universities of Technology
- State Universities
- State Universities of Technology
- Other Degree Awarding Institutions
- Private Universities
Marketing programmes are witnessed mainly among the tertiary institutions in the south-east, south-south and south-west zones of Nigeria. This is sign of proof that marketing discipline is yet to be introduced by many tertiary institutions in the country especially institutions in the Northern zones of the country. The map of Nigeria demonstrated above shows locations of the Nigerian Universities where marketing courses are offered.

The number of tertiary institutions offering marketing in Nigeria are apparently negligible. Nigerian business and industries are becoming so sophisticated and complex that marketing is needed to educate the consumer stressing that since the end of the war (1970), the marketing concept has become familiar and essential to Nigerian business Onah (1979). The planning and achievement of the national education objectives in relation to the economic, socio-cultural, political, military, scientific and technological needs of the country require such tools as system approach, demographic, economic or social forces models, quantitative and normative forecasting models, strategic factors, amplified interactions and above all an articulated and integrated marketing education curricula. Nigerian marketing environment requires marketing analysts, people with diverse technical backgrounds and sufficient marketing orientation and these can be realized through sound marketing education. Determining Manpower Needs: if we must plan education realistically particularly at the tertiary level, we must determine the manpower needs of the country for a particular period. If this is successfully done, we shall obviously affirm the central position and the overwhelming influence of the marketing forces in the society. The Nigerian marketer must be in a position to understand the global marketing, international marketing and the local marketing strategies and this is realizable through an integrated marketing approach and special marketing skill. Nigeria has come to a stage where professionalism is imperative in
marketing. There are people in Nigeria with certificates, diplomas and degrees from both overseas and local institutions. There is a need for evaluation and classification of these qualifications to enable Nigeria to come up with a national standard in marketing. There is obvious reason that our various industries require highly qualified marketing professionals. Our Universities, Colleges and Polytechnics are moving towards developing programmes in management, business administration and marketing and need people with marketing expertise to run these programmes. Marketing education will help the students at the tertiary level to develop independent – thinking habit and creativity which can assist this country in building a virile nation. There is need for an articulated marketing Laws/Decrees/Edicts/Circulars and Government policies that can effectively direct marketing efforts. These can be better appreciated through an effective marketing education programmes.

The need for an increased standard of living has given impetus to the study of marketing. In view of this crucial role, there is need for an intermittent review of marketing curricula by marketing educators. The review has become essential because marketing education is increasingly being influenced by technological as well as philosophical developments.

1.2 STATEMENT OF PROBLEMS

The impact of functional marketing education in empowering an ailing economy such as Nigeria is un-quantifiable. However, poor curricula contents and inability of our tertiary institutions to breed students with high entrepreneurial propensity have caused a lot of draw backs to the growth of marketing education vis-à-vis the nascent Nigerian economy. The curricula contain a lot of theories, principles, concepts and practices that are alien and not relevant to both the individual and the societal needs. Sequel to this there are many unemployed marketing graduates roaming the streets today.

Quality marketing education appears elusive in Nigeria due to low students motivation and capacity to learn resulting from lack of self – employment, self- reliance and entrepreneurial
education. Quality marketing educating is also impeded by lack of teacher quality resulting from short changed, teaching, research, and service skills.

Functional marketing education has been hindered by lack of marketing laboratory facilities meant for practical, research and specialized studies in marketing. Most marketing departments in our tertiary institutions do not take delight in sending their students for industrial training to enhance their skills and knowledge in marketing practice.

The growth of marketing education in Nigeria is devastated by lack of integrated communication technology [ICT] facilities in our tertiary institutions. ICT facilities such as internet, video conferencing, multi-media system, computer mediated communication [CMC], digital satellite TV, video and TV sets that can be used to leap-frog, fast-track and transfrontier marketing education are lacking in our various marketing departments.

Business captains with practical skills and success stories are not usually invited at the classroom scenario for practical knowledge delivery in marketing.

1.3 OBJECTIVES OF THE STUDY
A major objective of this study is to develop suitable, innovative and functional tertiary marketing educational model that can impart, holistic, self-employment, problem-solving and entrepreneurial skills in the students.

Specific objectives of this study include:
1. To determine appropriate strategies that can enhance, enthrone and sustain quality marketing education through effective teaching, research and service skills.
2. To determine how best Integrated Communication Technology (ICT) facilities can be used to enhance the teaching and learning of marketing education in Nigeria.
3. To identify how students employability, entrepreneurial, technical and vocational skills can be delivered through curriculum/programme design and innovative assessment.
4. To suggest effective means of using marketing laboratory facilities to teach practical, and encourage specialized studies in marketing.
5. To suggest how National Institute of Marketing of Nigeria (NIMN) can assist to foster professionalism in marketing.

1.4 RESEARCH QUESTIONS
1. Is marketing education programme in Nigeria directed at ensuring that the graduates acquire sufficient technical, vocational, entrepreneurial and wealth creating skills?
2. Is there adequate Integrated Communication/information facilities to fast track marketing education in the tertiary institutions in Nigeria?
3. Do we have equipped marketing education laboratory for research and specialized studies in marketing in the tertiary institutions in Nigeria.
4. Are there sufficient staff development strategies to enhance quality education in the tertiary institutions?
5. Are crafts and practical people integrated in marketing curricula delivery in the tertiary institutions?
6. Does the role of the National Institute of Marketing of Nigeria NIMN encourage marketing professionalism in Nigeria?

1.5 HYPOTHESES
In view of the research problems, objectives and research questions, five hypotheses have been formulated, to aid investigation in this study. These include:
1. Marketing graduate’s employment is not adversely affected by the curriculum contents of the tertiary institutions in Nigeria.
2. Quality marketing education is not hindered by the poor funding of the tertiary institutions in Nigeria.
3. Functional marketing Education is not inhibited by inadequacies in Integrated Communication Technology {ICT}, Information Technology facilities, and teaching aids in the tertiary institutions in Nigeria.
4. Inadequacy in marketing laboratory does not affect consumer’s/customer’s need determination in marketing education.
5. Professionalism has not been integrated in Nigeria’s marketing education system and practice.

1.6 SIGNIFICANCE OF THE STUDY
The product of this study will be of both theoretical and practical significance.

1.6.1 Theoretical Significance
The fundamental objective of a research undertaking is to generate knowledge which may lead to a solution to the felt problem. The research unveils some facts hitherto unknown and consequent upon this, new knowledge emerges. The new knowledge becomes a spring board for vigorous intellectual discussion and further research. Usually as enquiry into the solution to the problem deepens, scholars receive more insight on the subject matter thus contributing to the existing body of knowledge.

Stemming from the above circumstances this research is bound to attract attention to issues relating to Marketing education and training at the tertiary institutions in Nigeria (Universities, Polytechnics, Colleges of Education); problems and prospects of marketing education in Nigeria; professionalism in marketing; Index of tertiary marketing education in Nigeria, Impact of multiple ownership and control of tertiary education in Nigeria and possibility of according marketing education the vantage position it deserves.

1.6.2 Practical Significance of the Study
The research work will be an invaluable asset to educational planners at the tertiary level in Nigeria and has provided a Leeway for the functionality of Marketing Education in Nigeria?

The study is also emphatic on the fact that since the major thrust of marketing and its peculiar contribution to societal development consist of ensuring the satisfaction of the consumer, and since in our case, this consumer is largely Nigerians, it follows that the educational plans for the marketing professional in Nigeria must be indigenous. The study has been able to show from available literature that entrepreneurial education is one of the crucial factors that foster entrepreneurial attitudes. However, the entrepreneurial propensity of the Nigerian graduates is sparse. This study is therefore a contribution towards filling this gap in knowledge.

The study has shown that prior to the issuance of the National Policy on education in 1977, which was revised in 1981, and 1998, the content of our curricular at the various levels was traditional subjects taught with emphasis on theories and such affected adversely the development of marketing education.
The bottom line has been an in-road into the need for: Africanization of degrees and diplomas, globalisation, and localization of the teaching process and of methods, and to achieve marketing education based on self employment, self-reliance, entrepreneurship and global orientations.

### 1.7 SCOPE OF THE STUDY

This study is on the growth of marketing education in Nigeria with a view to identifying major inhibitions to growth, functionality, entrepreneurial, technical, vocational and relevance, using the tertiary institutions as a case study. It is aimed at determining the effect of the present pedagogic model on student’s acquisition of employability, technical, self-employment, self-reliance, vocational and entrepreneurial skills. The essence is to address the inadequacies figured out and to safeguard the interest of the encumbered system by formulating a “Systems-Innovative Marketing Education Model”, suitable to Nigerian Tertiary Marketing Education. The study brought to fore also Entrepreneurial Focused Marketing Department Model; Mission-Based-Education; Marketing Education Models, processes, learning theories and principles that can foster functional and relevant marketing education system in Nigeria.

A cross sectional research design consisting of descriptive field survey, multiple linear regressions, ‘F’ Test, and exploratory research designs were used in this study. In a similar vein, data were collected from structured oral interviews and observations. Secondary data were sourced from current journals, textbooks, internet, brochures, radio and newspapers. The instruments were checked, for reliability and validity using a combination of pilot survey, test-retest method and expert opinions. In addition, the researcher has recommended an all encompassing Systems - Innovative Marketing Education Model premised in self-employment, self-reliance, entrepreneurial, technical, vocational and problem-based learning skills incorporated and demonstrated in this study as a panacea to stimulating growth and relevance in Tertiary Marketing Education System in the country.

### 1.8 DELIMITATIONS OF STUDY

This research hinges on the growth of marketing education and training in the tertiary institutions in Nigeria. The study was motivated by the imperative roles of marketing education and training in revitalizing and engendering high standard of living in an ailing economy such as Nigeria.
The researcher investigated the reasons why marketing which is the most crucial function of business has suffered such a dreaded neglect in Nigeria. Consequently, the study which involves exploratory, multiple linear regressions, ‘F’ Test and descriptive research concentrated on the following:- The need for marketing education and training in Nigeria; Marketing curricula in our universities; Marketing education and training in polytechnics and Institutes; Professionalism in Marketing Education And Practice in Nigeria; Marketing Education and Practice in other countries; Career Opportunities in Marketing in Nigeria; Assessment of Marketing Programmes in the Nigerian universities, Polytechnics institutes, Colleges of education; Localization of teaching methods, the need for vocational education, holistic learning, entrepreneurial, problem based learning and monolithic training in marketing occupations, the need to review marketing education curriculum to reflect or satisfy local needs and national aspirations. The choice of the tertiary institutions in Nigeria as a base for this study is rooted in the fact that Marketing education is presently conducted at the tertiary institutions only. In the contemporary, there are about 205 tertiary institutions in Nigeria they include 92 universities out of which only 23 offer marketing or marketing related courses. Others are: 48 Polytechnics/Institutes, 65 Colleges of Education (2007/2008 JAMB brochure and Nigerian Universities Commission, internet website). Nigeria is located in the sub-Saharan Africa, covering an area of about 924,000km$^2$ and with a population of about 140 million. The country is blessed with abundant natural resources that have not been fully tapped. Nigeria has great potentials and prospects for both human and economic development when properly articulated, integrated and enhanced.

1.9 LIMITATIONS OF THE STUDY

A descriptive research work of this magnitude suffered similar problems that bedevil academic research in developing countries. Such problems range from:-

(a) Scarcity of Fund: The researcher had to work within the limits of his financial resources and capability to achieve fruitful result.

(b) Time and Transportation Constraints:- Ineffective transportation and communication systems equally affected expeditious completion and prompt treatment of certain emerging issues in the research work.

(c) Illiteracy and Myopic View of Research:- Greater number of Nigerians are yet to appreciate the roles of research in National development. Nigeria has low literacy level of 42%
In spite of all the odds the researcher worked enthusiastically to ensure the successful completion of this all important academic research.

1.11 DEFINITION OF SOME RELEVANT TERMS

*Management:* The process of working with and through people to achieve the organizational goals and objectives or the process whereby available resources are consciously combined into an integrated system in order to accomplish specific objectives of the organisation.

*Marketing Concept:* Is the marketing orientation that places the consumer central to the marketing objectives and goals of an organisation. This is defined by the London institute of marketing (1983) as the identification, anticipation, and efficient satisfaction of the wants and requirements of the customer at a profit to the firm.
**Marketing Education:** Is deep-rooted in the process of exposing young and new entrants to business, young executives with some experience of business and older and more senior executives with a great wealth of job experience to the body of knowledge that has been developed and is being developed in marketing.

**Marketing Training:** Is the overall process where an individual behaviour is changed or modified to a predefined and specified pattern in marketing.

**Formal Education:** Is referred to as Western type of education which is organized in schools in colleges and universities with rules and regulations formulated and administered by the ministries of education.

**Informal Education:** This is the education received from the family, peer group, the environment, resulting in the acquisition of the knowledge of local animals, trees, leaves, songs.

**CMD:** Centre for Management Development.

**NIMARK:** Nigerian Institute of Marketing.

**Profession:** Longman dictionary defines profession as a calling requiring specialized knowledge and often long and intensive academic preparation. Another school of taught defined a profession as the principal activity in ones life that he does to earn money, e.g. one’s line of business.

**Education:** One of the behavioral sciences – An umbrella name for a number of areas of science that cover the imparting of knowledge and skills to adults and children.

**Consumer Behaviour:** The behaviour of consumers, users, this is one of the most important concerns of economic psychology, marketing and advertising. The consumer is a user of a multitude of products (e.g. milk) and services (e.g. public transportation. There are three categories of consumer behaviour (1) Communication Behaviour (e.g. reading of an advertisement) (2) Purchasing Behaviour (e.g. using shopping list in the super market) (3) Consumption Behaviour (e.g. eating of boiled rice and stew).

**Methodology:** One of the five basic fields of psychology, involving scientific methods. Methodology is divided into two aspects:- Normative and Descriptive. The normative aspect prescribes norms and rules to be adhered to by those carrying out research (in the event they fail to do
so, their findings are considered invalid). Methodology also involves the question of responsibility of the research. Descriptive methodology defines the manner in which research must proceed. It is supported by statistic as a scientific aid. Methodology also prescribes the manner in which tests, questionnaires, scales etc must be designed.

*CIMN*: Chartered Institute of Marketing of Nigeria which started as a Certified Institute of Marketing of Nigeria was formed by a group of multi-dimensional marketing professionals in 1997.

*NIMN*: Act 2003 No. 25 established the National Institute of Marketing of Nigeria (NIMN) and entrusted it with the responsibility of regulating and controlling the practice of professional marketing in Nigeria.

*Hypothesis*: It is a provisional explanation of a phenomenon or tentative solution of a scientific problem. It can also be viewed as a proposition which has been so stated that it can be tested by the rules of logic and comparison with empirical data. In conducting basic research, hypothesis appears in the form of assertions.

*An Advisory Committee*: Is a group of person’s representative of both the school and the business community which gives recommendations that may be used for the development and improvement of the marketing education programme.

*The Cooperative Method*: Is a means by which an organized sequence of on-the-job learning experiences to develop competencies related to each student’s occupational interest is correlated with classroom instruction.

*The Cooperative Plan*: Is an organizational pattern of instruction which involves regularly scheduled part-time employment and which gives students an opportunity to apply classroom learning in practice. It enables them to develop occupational competencies through training on jobs related to their occupational interest.

*Coordination*: Is the process of organizing, developing, and maintaining effective relationships among all groups involved in the programme to the end that the student receives the best possible preparation for a career in marketing.

*A Teacher – Coordinator*: Is a member of the school staff who teaches marketing and related subject matter to students preparing for employment and coordinates
classroom instruction with on-the-job training or with occupationally oriented learning activities of the school. He is responsible for the marketing education programme in the school.

**Marketing Education Club of Nigeria (MECON):** Is a youth organization providing a programme of activities which complements and enriches marketing curriculums.

**A Marketing Occupational Objective:** Is a current career goal, selected by the student, the preparation for which is the purpose for his instruction in marketing.

**A Project:** is a combination of organized classroom and community learning activities related to an individual marketing occupational interest. The length of time to complete the project depends upon the ability of the individual learner.

**Preparatory Instruction:** Whether under the project plan or as part of the cooperative plan, is instruction which prepares youths for entry and advancement in a marketing occupation or in an occupation requiring marketing competencies.

**The Project Method:** Is a means by which classroom instruction is correlated with a series of group and / or individually designed learning activities and projects related to a student occupational interest.

**The Project Plan:** Is an organizational pattern of instruction which involves services of selected learning activities or projects related to the field of marketing, merchandising and management and which are related to a student’s occupational interest.

**A Training Sponsor:** Is the person in a marketing organization designated to be responsible for training and supervising the marketing education student on his job. He works directly with the Marketing Education coordinator.

**A Training Station:** Is the place of employment of the student where he receives on-the-job training and supervision by his employer and/or training sponsor.
Systems Thinking: Developing a conceptual framework that sees organizations as comprising various interrelated activities and groupings, which together make up more than the sum of the parts; this represents an organic and intuitive view of organizations.

Personal Mastery: This is the ability to produce results consistently as well as proficiently, and assumes a high degree of personal commitment to learning; Senge sees it as an ‘essential cornerstone of the learning organization’.

Mental Models: What Senge is thinking of here is the importance to a learning organization of developing people’s awareness of their assumptions and prejudices, so that they may be examined for their continued relevant and usefulness.

Shared Vision: This means developing a framework and set of processes which allow a common vision and purpose to emerge around which people at every level can find a sense of destiny.

Team Learning: The discipline involved in this strategy is that of engaging in dialogue with colleagues; Senge defines dialogue as the capacity of member of a team to suspend assumptions and enter into a genuine “thinking together” . . . dialogue . . . involves learning how to recognize the patterns of interactions in teams that undermine learning.

Internet: The Internet is becoming a common platform and channel for all types of communication. It will enable us to link individuals, institutions, and to access data from any place from various servers and websites located anywhere in the world.

Decreasing Cost and Increasing Capabilities: The electronic devices used in Information Communication Technologies (ICT) are becoming smaller in sizes (miniaturization) better and efficient in their capabilities and getting reduced in costs.

IT Culture: The IT will bring its own culture, generated by wide spread use of it by all in all functions of living and working. The IT has its own essential and inherent characteristics. It promotes decentralization, democratization and allows openness and transparency. These very characteristics will give different value system to a new emerging society of the 21st century.

Digital Divide: The new scenario is likely to create a new divide amongst people, societies and nations. The society may have IT – have or information rich and IT-have-nots or information poor. Unless and otherwise avoided by strong political decisions and appropriate measures, the new divide is likely to create many problems and concerns.
**Knowledge**: The capacity to recall specific facts, sequences, classifications and principles.

**Comprehension**: The lowest level of understanding. Involves the capacity to translate material or interpret it.

**Application**: The capacity to apply general principles and abstractions in a concrete situation.

**Analysis**: The capacity to break down information into its constituent parts and to express the relationships between them. For example, involves ability to distinguish facts from opinions, and to sort out and make sense of relationships between ideas.

**Synthesis**: The capacity to rearrange ideas and information so as to form a recognizable whole, for example by producing a report or plan.

**Evaluation**: The capacity to make judgments about the value of material and methods in a particular context, using given or created criteria. Examples include the ability levels to assess the accuracy of facts in the light of the evidence available and the ability to make external comparisons.

**Converger**: Favours the practical application of ideas. Things rather than people are preferred. This style is characteristics of many engineers. It is also useful in marketing learning.

**Diverger**: Greatest strength is imagination and the ability to see situations from a variety of perspectives. Interested in people and have broad interests. Marketing and personnel managers tend to have this style.

**Assimilator**: This style is characterized by abstract thinking. Concern is for ideas in themselves. Research and planning staff tend to manifest this style.

**Accommodator**: This represents the action-centred approach to problems. The emphasis is on personal involvement and risk-taking. In organizations, this style is found in marketing and sales.

**Activists**: These are people whose days are filled with activity and new experiences. They thrive on challenge, but get bored with implementation and consolidation.

**Reflectors**: These are thoughtful, cautious people with a fairly low profile in the organization.

**Theorists**: These are the logical thinkers, who like a good theory. They tend to be detached analytical and rational.

**Pragmatists**: These are people who like to put ideas into practice. They are essentially action-oriented.
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CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 THE GROWTH OF MARKETING EDUCATION IN NIGERIA (A STUDY OF TERTIARY INSTITUTIONS IN NIGERIA)

This chapter is an embodiment of what is already known or documented about the problem encapsulated and manifested by the subject matter. By a review of related literature, so much knowledge is unraveled which invariably provides solution to the problem(s) under study. According to Nwana (1981), the process of reviewing what others have written about a particular problem unfolds so much knowledge in every discipline of life that it is simply overwhelming even to the greatest of scholar.

At this parlance I wish to reiterate that the anchor-pin of this study is to identify the major inhibition of marketing education that has culminated in poor quality, lack of entrepreneurial and employability skills, poor programme/curriculum content, lack of holistic and problem-based learning and sparse relevance to the graduate and national needs. This is with a view to incorporating appropriate models, theoretical base, processes, methodology and strategies that have the potentials of engendering functionality in Nigeria marketing education system. By so doing, effort is directed at bridging the gap identified in this study.

This chapter would therefore begin with definitions of marketing vis-à-vis marketing education, marketing training and development.

2.2 DEFINITIONS OF MARKETING EDUCATION/TRAINING AND MARKETING CONCEPTS

The following enduring definitions, postulated by some eminent scholars in the field also form the theoretical base of this study and are focused on. According to Onah (1979), Marketing education is concerned with exposing young and new entrants to business, young executives with some experience of business and older and more senior executives with a great wealth of job experience, to the body of knowledge that has been developed, and is being developed in marketing, while Marketing training is the overall process where an individual’s behaviour is changed or modified in a specified pattern in marketing.

_Education_: Is an experience, what happens to us from birth to death. According to Moore (1982) education is the sum total of a person’s experiences.
The National Education Policy System: Is the main means of transmitting the art, music, custom, tradition, the language and skills of the society to the younger generation with a view to perpetuating and advancing the culture of the people. It stipulates further that the goals of wealth creation, employment generation, poverty reduction and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional education system. CBN [2005;35].

Informal Education: This is the education received from the family, peer group, the environment, resulting in the acquisition of the knowledge of local animals, trees, leaves, songs, traditions and so on. It is long life education which is and continues to be acquired as knowledge, attitude, skills and insights from daily experiences in the environment. In this case, the learner without being conscious of what he is doing learns from observation and imitation. Here, there is no systematic learning method nor is there a syllabus, much of this was available to our people before the coming of the white man. Today, it goes on strongly but silently along with the other systems of education.

Non-Formal Education: Non-formal education is an organized education activity outside the framework of the formal school. It is designed to provide selected types of learning to particular groups in the population. The education includes such out of school programmes as literacy and basic education, technical and agricultural extension services. Others include the education training programmes of trade unions, industries, professional associations, the military, the government, the church, the press, legal bodies and so on. It takes many forms such as seminars, short courses, on the job training like tailoring, roadside mechanic workshop training. There is no general syllabus or a general end of course examination. It is a means of extending the skills and knowledge gained in formal education, indeed it is a means of counter balancing some of the distortions in formal education (Aghenta, 1993) at tertiary level in Nigeria.

Formal Education: Formal education is referred to as Western type of education which is organized in schools, colleges and universities with rules and regulations formulated and administered by the ministries of Education.

The major concern of this thesis is the growth of formal marketing education and training in Nigeria.
Definition of Learning: It is not easy to find a definition of learning that satisfies every one. For the purposes of this study however, we shall assume that learning is a complex process of acquiring knowledge, understanding, skills and values in order to be able to adapt to the environment in which we live. Such adaptation generally but by no means always, involves some recognizable change in our behaviour. (Cole G. A. 2002:310).

Marketing Concepts: It is pertinent at this point to give various definitions of marketing concepts. According to Onah and Thomas (2004:3), Marketing is the set of activities by which demand structure for goods, ideas, and services is managed in order to facilitate the exchange process satisfactorily, and further expatiates the modern marketing process as indicated below.

Figure 2:1


They stressed that marketing is the anticipation of needs and wants and providing such needs wants at the time they are wanted, when, where they are wanted, how they are wanted and at the price they are wanted at a profit [optimal profit].

The American Marketing Association (AMA) defines marketing as consisting of the performance of business activities that direct the flow of goods and services from producer to user.
- The Institute of Marketing London (1983) views marketing as the identification, anticipation, and efficient satisfaction of the wants and requirements of the customer at a profit to the firm.

- Evans and Berman (1985) see marketing as the anticipation, management, and satisfaction of demands through the exchange process.

- Mentzer and Schwartz (1985), hold that marketing consists of the activities performed by individuals or organizations for commercial and non commercial objectives aimed at satisfaction through exchange process of buyers demands for products, services, people and ideas.

- It is pertinent to holistically define marketing as the process of identification, anticipation, and satisfaction of the needs of the ultimate consumer through a profitable exchange means [own definition].

This definition has the following implicit:

(a) The definition emphasizes market orientation which invariably places the consumer at the nerve centre of all the business activities of an organization.

(b) Recognizes market research which enables need identification and consumer satisfaction.

(c) It sees marketing as an integrated approach which ensures that various paraphernalia of the organization work harmoniously to achieve the marketing goals and objectives of the organization.

(d) The definition equally recognizes the imperative of the exchange process which lies at the heart of modern marketing and invariably the dynamic process in which a seller requires payment to satisfy a buyer’s need for value object or service.

- Kotler (1994) defines marketing as a social and managerial process by which individuals and groups obtain what they need and want through creating offering, and exchanging product of value with others.

- An American writer, Peter F. Drucker views marketing as the distinguishing, the unique feature of business.

- Nwokoye N.G. (2004:4) opines; marketing is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods and services to create exchange that satisfy individual and organizational objectives.
2.3 PROBLEMS OF MARKETING EDUCATION IN NIGERIA

A key challenge to marketing scholarship in Nigeria is the challenge of preparing her graduates and future practitioners to perform with success in an environment that is very dynamic. In the past, the marketing scholar has often not been very successful in applying their no doubt sound theoretical knowledge in practical decision making. There is also the problem of rigid curriculum and lack of entrepreneurial, technical and vocational relevance of the syllabi.

Lack of Trained Marketing Executives: In Nigeria, trained and experienced marketing executives are lacking in the general administration of marketing service. There are great opportunities in the marketing research area. This need is emphasized by the fact that Nigeria still plans marketing education and business “without facts”. The retail consumer marketing as well as the industrial marketing areas desperately require trained people. Advertising inside a company as well as in advertising agencies; public relations, marketing consultancy; as well as marketing education need personnel (Onah, 1979:220). In addition to the above, marketing education of the future in order to properly face the challenges of contributing to development in Nigeria, must be fully aware of the new realities that exist in the Nigerian society and economy. These realities include:

- A growing level of maturity and sophistication on the part of consumers.
- A rising cost of production
- Market globalization, facilitated by speedy communications.
- High incidence of the importation of used and finished products
- Pressure in the execution of commercial and economic production activities
- Decline in the purchasing power of consumers existing alongside a stupendous growth in incomes of a significant minority.
- Decline in the financial power of the middle men to produce production inputs in sufficient qualities due to foreign exchange shortages.

2.4 METHODS RELEVANT FOR THE REALIZATION OF BOTH PEDAGOGIC AND ANDRAGOGIC MODELS

According to some eminent scholars, the following methods can be relevant for the realization of both pedagogic and andragogic models:

i. The Case Method: The case study helps students to investigate, recognize problems, elicit information, devise alternative solutions and choose the best course of action.
Cases can also enable small groups of students to evolve collaborative learning technique in order to achieve maximum results.

ii. **Group Projects:** Groups projects help students to exchange views and benefit from collaborative learning situation. Many students cherish group projects because it encourages peer mentoring where the students interact and learn from each other. Marketing graduates should be capable of working in groups in this age of globalization as corporate employees are assigned to different regions of the world irrespective of cultural, religion and nationality – Ede (2005).

iii. **Experiential Exercise:** Exercise launches the students to on the spot or hands on learning activities.

iv. **Library Research:** Library research helps the student to acquire more competencies in reading, writing and learning generally. The students are through this method equipped with more knowledge and information. According to Wayne (2001), it is particularly suited to students who can learn and have more active involvement with the course. It plays laudable role in Andragogic and Pedagogic learning techniques.

v. **Integrating Technology:** In marketing, “change” is constant. This is substantiated by the apparent development we have witnessed in the area of technology. Business education in the new millennium is technology driven. For instance, enormous achievements have been recorded in the area of information technology. This has given in road to e-marketing, e-business, internet marketing, direct marketing, etc for consumers. Multi-media or power point system is now used during most conferences and Board meetings.

vi. **Use of Guest Speakers/ Lecturers:** The fact remains that the use of guest lecturers is one way of breaking the monotony of the same lecturer standing in front of his students three hours, or so every week, guest lecturers bring their practical real-world experiences to the classroom. According to Case and Sylvester (2002), if they are discussing their own experiences, there is an immediacy that is often missing from a lecturer or a written case. This stimulates interest in the students.

vii. **Field Trips:** Excursions and field trips to establishments such as manufacturing companies, processing or distribution units help the students to have on-the-spot assessment or concrete representation of the situation. The on-site experiences provide real-world examples that students can link to materials internalized from reading text-books, class discussions, cases etc. (Ede 2005).
viii. **Indigenizing the Curriculum**: Indigenizing the curriculum to reflect local needs and national aspirations helps the student to understand and acquire knowledge in the field of study. Our present curriculum is encapsulated with theories and principles that are foreign based and not too relevant to societal needs.

ix. **Forming Partnership with Professional and Disciplined Based Organisation**: Another method of achieving the gains of andragogic method of education is by forming partnership with professional and discipline based organisations. This can be achieved when various institutions offering marketing in Nigeria collaborate with her professional body, National Institute of Marketing of Nigeria (NIMN) and also to maintain adequate contacts with the Chambers of Commerce, Ministries of Trade and other NGOs having the interest of the consumer at heart in Nigeria. The degree of internationalization of university’s faculty and students has been documented as one of the critical conditions for recognition (Amalaha, 2005).

### 2.5 BUILDING ENTREPRENEURIAL ATTITUDE THROUGH MARKETING EDUCATION

The theoretical frame work of entrepreneurship has proved that entrepreneurial education is one of the crucial factors that foster entrepreneurial attitudes and that the best and most viable source to recruit new entrepreneurs is the educational institutions. However, in Nigeria context the entrepreneurial propensity of university students as a source of future entrepreneurs is sparse (Afolabi et al 2008). To bridge this gap the researcher has conceptualized a “Systems Model of Innovative Marketing Education. To explore the potentials of this model, the researcher has underscored the influential role of the macro, micro and operational environmental factors on the future entrepreneurial behaviours of these students. This is premised in the fact that Nigerian marketing graduate must be a product relevant to himself, the nation and the global community. This portrays the fact that various marketing programmes ranging from postgraduate, undergraduate, diploma, etc must be attuned to relevance.

The bottom-line will therefore be the achievement of an accelerated national development and student acquisition of an entrepreneurship profile evolving the under-stated characteristics.
Table 2.1: Entrepreneurship Characteristic Trait

<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Confidence</td>
<td>Confidence, independence, individuality, optimism, strong and courageous.</td>
</tr>
<tr>
<td>Task-Result Oriented</td>
<td>Need for achievement, profit oriented, persistence, determination, hard work, drive, energy, initiative.</td>
</tr>
<tr>
<td>Risk Taker</td>
<td>Risk taking ability, likes changes, responsive to change, quick at cost benefit analysis.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Leadership behaviour gets along with others, responsive to suggestion and criticisms.</td>
</tr>
<tr>
<td>Originality</td>
<td>Innovative, creative, flexible, resourceful, versatile, knowledgeable.</td>
</tr>
<tr>
<td>Future-oriented</td>
<td>Foresight, perceptive and dynamic</td>
</tr>
<tr>
<td>Self-Reliance</td>
<td>Self-employment, creativity and specialization.</td>
</tr>
</tbody>
</table>

Source: A workshop on entrepreneurship conducted in the East-West, Honolulu, U.S.A. in 1977. (See also Management in Nigeria vol. 30, February 1, - March 1974.)

2.6 LEAP FROGGING: STRATEGY FOR MARKETING EDUCATION

This strategy of relying on facilities provided by other systems irrespective of whether they are to be located in the country, or to be transmitted from outside is not greatly novel, although its application in China may well turn out to be so. This strategy is often known as ‘leap frogging’. Its validity as a historical process found a very real expression in Germany’s innovative advance over Britain during the second industrial revolution – and very precisely, the advance the former gained over the later in the domain of electro-chemicals in the 1880s. One can, of course, argue that in this form – as a historic process – ‘leap frogging’ was more in the nature of a happy outcome than a strategy introduced with a shared coherence of purpose, goal and intent.

The strategy of leap frogging as a planned national goal stands as a more recent development. Implicitly, it lay at the heart of higher education planning in the development economies and very particularly, during the early days of post-colonial growth of higher education in Africa, although one cannot avoid the conclusion that more often than not, such a strategy served as a terrible lesson: namely, to demonstrate that official intention does not always imply capacity within the Nation to fulfill it. Still, there are other examples, which turn upon the notion of ‘leap frogging’ as a developmental strategy. The most recent among them has emerged in a World Bank initiative in Africa.
The creation of an African Virtual University stands as another variation upon the strategy of leap frogging. It rests upon a very different basic concept than its predecessors that, by and large, applied within the political boundaries of states.

As a principal component brought to bear on ‘leap frogging’, virtual learning injects into that strategy a dimension that is novel – to wit, the concept of complementarity. Complementary involves the employment of resources and facilities in one system to complement – or to make up the shortcomings in another. Examples, the use of distance teaching multi-media methods of training and the injection of information and communications technology to transfrontier education.

2.7 RECRUITERS, EDUCATORS AND STUDENTS SYNERGY IN REVITALIZING MARKETING EDUCATION

Many recruiters believe that students do not learn certain necessary skills in the classroom. This is evidenced in a study carried out by Kelley and Gaedeke (1990; Kelley and Parker 1995). However, there is also evidence that marketing educators are addressing the issues of business relevance in their classrooms. Marketing educators can bridge this gap by teaching specific courses, in business projects, team buildings, business writing. Marketing educators and recruiters should close ranks to bring real life situation in the classroom. These should be reflected in the curriculum. A quick look at the course contents of the journal of marketing education, marketing education review, and the marketing and the marketing educator during the past decade reveals numerous articles whose authors have developed methods of bringing real-world relevance into the classroom through case-method, role-playing, simulation, client projects, internships, in-basket assignments, and other experiential exercises. The following ideas have worked:

a) **Develop Class Exercises/Activities that Require Business Contact with Specific Business-Relevant Objectives and Skills in Mind.**

Suggested exercises include:

Producing a video of the facilities of a local service provider and discussing improvements, visiting multiple service providers and comparing their services experience, writing letters to support or complain about the service quality students experienced and when appropriate in consulting-based projects. This will help students to combine what is being learned in the class and what is practiced in the
work place. There is the need to emphasize in this exercise the importance of timely completion of task and providing the client (if applicable) a business worthy-result. It has been observed that sharing these assignments with recruiters provides strong evidence of business relevant activities taking place in the classroom setting.

b) **Design/Enhance Assignments Based on Real-World Input and Feedback:** Have periodic discussion with business executives and recruiters from companies that hire the students to determine specific skills, experiences, and knowledge that they want new hires to be able to exhibit. Designing activities and exercises with these needs in mind. Ask for feedback, retire and change assignments as needs change. An example of one such assignment is described below:

Recruiters looking for salesmen revealed that they want students to be able to research prospective customers and be able to anticipate and identify prospects’ needs. They want students who can “help customers buy verses sell our products/services”. With these needs in mind, the educators developed an exercise that gives the students the opportunity to learn and develop those skills. The activity requires students to identity a company for whom they would like to work and then identify a prospective customer of that company. Students are then asked to find out everything that they can about that prospective customer that might be helpful in determining whether or not a need exists for their company’s product and how they might “help that customer buy. The exercise requires students to find and analyze information to develop a strategy from that information, and then to clearly communicate that strategy to us (sale managers/ class forum) in writing. Business executives, recruiters and marketing educators at that forum would evaluate the students work on this assignment and provide insights for refinement.

c) **Suggest that Students Take Classroom Portfolio to Interviewers:** The next step in educating recruiters about the curriculum is to encourage students to provide information about classroom project assignments, presentations and experiences during the interview. These portfolios can contain examples of marketing plans, memos or letters written to businesses, executives summaries written from case analyses, client advertising/promotional campaigns and business plans. They give the student something concrete to show the recruiter and evidence of both student
competence and business relevance in class activities. This has answered questions the students often asked regarding to interviewing process. They want to know what to expect, what kinds of questions to anticipate, what they should talk about.

d) **Writes Letters of Recommendation that References the Experiences, Skills and Knowledge that Students Have Acquired in the Classroom:**
Reference/recommendation letters provide yet another opportunity to communicate student skill development and classroom experiences. These letters for entry-level positions usually request information about the student’s academic achievements, leadership qualities, communication skills, and so on. Here we can distress the types of assignments that the students have completed, the skills that were acquired and refined and specific roles that students played in group work and team projects. Letters detailing this type of information can provide extensive evidence of business relevant work taking place in the classroom.

Until there is full acceptance of classroom based skills, academics need to oblige the above requirements and to embark on an awareness campaign to educate both students and recruiters about the opportunities and experiences that students have in our classrooms today for developing the knowledge and skills that recruiters want to see. If we can educate recruiters about what goes on in our classrooms, in a roundabout way, we may also help bring our students back to class (Journal of Marketing Education vol. 24 No 2, August, 2002 at Sage Publications). One would not be astonished by this assertion especially in Nigerian context where many of the youths have taken to streets riding “Okada” due to lack of motivation to learn resulting from sparse employment of the graduates of our tertiary institutions (Vice-Chancellor, University of Nigeria, Professor Chike Nebo, Paper presented at 2008 Anglican Synod held at Trans-Ekulu Enugu).

e) **Adapting for Changing Business Landscapes:** The ability of a firm to adapt requires thinking not just about present challenges but also about future contingencies (Montgomery and Weinberg 1998). Today’s managers must stay abreast of changes, remain flexible, visualize future and seize opportunities (Aufreiter; Ouillet, and Scott 2001; Eisenhardt and Sull 2001).
Students preparing for careers in today’s uncertain markets must be able to critically analyze the position of a firm and envision where future value can be created for customers. Thus, students must learn to engage in critical thinking about the future of businesses. Kurfiss (1988) defined critical thinking as ‘to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all available information and that can therefore be convincingly justified.

Critical thinking helps the educators, the students and the firms (business managers) to critically use information to identify, analyze, and draw conclusions about business opportunities and challenges. Business educators should respond to changing business world and to changes in the learning styles of a new generation. Traditional lecture based teaching in marketing is increasingly being supplemented by discussion – centred instruction that facilitates critical thinking (Smart, Kelley, and Conant 1999). Furthermore a large number of marketing educators are incorporating experiential learning activities and projects into their classes, thereby actively involving students with real-world application (Frontezak and Kelley 2000; Smarth, Kelley, and Conant 1999). Such assignments are intended to improve student ability to think critically and to develop creative, actionable business ideas.

2.8 AN APPRAISAL OF SCHOLARLY VIEWS OF MARKETING EDUCATION DELIVERY IN NIGERIA

The researcher uses this scenario to review the works and opinions of some eminent scholars on the landscapes of marketing education delivery in Nigeria. Certain considerations in this direction are as follows:

i. What are the specific needs and general purpose of marketing education in Nigeria?
ii. Are the specific (graduates, consumers/customers) and the general (National, Global) marketing education needs determined and delivered satisfactory?
iii. Are the students motivated and receptive to marketing education curriculum and methodology?
iv. Does the system foster holistic, entrepreneurial, vocational, intellectual and problem based education?
v. Since the marketing educator is an important element in the marketing education service delivery, what factors, conditions or facilities are necessary to enhance his performance potentials?
vi. Is the concept of core customer value integrated into the undergraduate marketing curriculum and its assessment?

vii. What are the challenges and solutions for marketing educators teaching in a developing economy like Nigeria?

viii. Does Nigeria’s marketing education ensure versatility and employability?

ix. Does the relationship between National institute of marketing of Nigeria (NMN) and providers of marketing education encourage professionalism in Nigeria?

2.9 ORGANIZATION OF MARKETING EDUCATION IN NIGERIA

According to Nwaizugbo I.C (2006) the delivery of quality marketing education in Nigeria depends on the quality of the framework provided by the institution, the marketing educators and the students stressing that for a quality service to be delivered, the services provider, the services organization and the services consumer must all be equally effective since the strength of a chain lies on the weakest point.

Proffering solution to marketing education need gap, the International Labour Organization considers three key issues which should form the content of marketing education programme to include intellectual knowledge, problem solving and skill for social interaction (Msheliza, 2005: 22). This entails that skills imbibed through marketing education must help the graduate to be socially and economically relevant. This requires the good knowledge of the needs, tastes and preferences of the target market and for strategic adoption of the organization’s offers to meet the needs of the market satisfactorily.

Unfortunately, a study of the contemporary and historical antecedents of marketing education in Nigeria figured out poor quality education resulting from lack of holistic learning low students motivation and capacity to learn poor curriculum, course contents not based on concepts, theories and tools students will encounter in their first job, lack of marketing laboratory and information Technology (IT) facilities, sparse entrepreneurial, vocational and problem-based-learning. The professional body, NIMN has not also braced up to the challenge of enthroning professionalism in marketing in Nigeria.

The above mentioned anomalies constitute a cog in the wheel of progress and it is against this backdrop that the Federal Government of Nigeria Stated unequivocally in its “National Economic Empowerment and Development strategy (NEEDS) document, (2005:35) that
Nigerian education system emphasizes theoretical knowledge at the expense of technical, vocational and entrepreneurial education. Marketing education has not thrived in this country, considering also the reports from employers that marketing graduates have not been particularly impressive (Ogwo 2004:10) and the calls in recent times for the curriculum of marketing education be improved to become socially and economically relevant.

Further, more Ogwo (2004:12) reviewed the curricula of marketing education in universities and recommended that “the present marketing curricula can be modified and strengthened in order that marketing education could be up to the task of training young people for successful activity in the Nigerian economy and society”.

Nkamnebe (2005:6) considered the pedagogical approach currently used to deliver marketing education and observed an apparent theory practice gap. He suggested that an informal teaching (student oriented) method rather than the traditional method could be more effective.

Ede (2005:63) advocates for a paradigm shift from pedagogy to andragogy on the basis andragogy was more suited for adult learners.

The views of the graduating marketing students in Nigeria are also paramount in measuring the quality of marketing education in Nigeria. For this purpose the researcher relied on not only study personally carried but also on a research conducted by Dr. Nwaizugbo I.C (2006). The survey sought the opinions of eighty final year marketing students in three universities in the south-east zone of Nigeria, through a questionnaire. Sixty six of such questionnaires were returned and same were analyzed and presented as appropriate. The students were asked to assess quality of marketing education in terms of content, coverage and whether it can help them face the challenges in the field without further training.

The first question of the instrument sought to known whether the students feel that the course content of the programme fully addressed the issues in Nigerian marketing environment. The result was as presented in the analysis below: On whether there is holistic learning and the students feel that the content of their programme addressed issues in the Nigerian economy:
Course Content Appraisal
The result showed that more than 70 percent of the respondents felt that there was a gap in the course content although about 58 percent said that the gap was small. The questionnaires further presented the respondents opinions on whether they could face the world with the knowledge they acquired from the institutions.

Can face the World with Current Knowledge
The result showed that 53 percent could really say they can face the world without further training, while almost 47 percent were doubtful whether they can. This agrees with the result of the finding of the informal enquiry Nkamnebe (2005:10) conducted on his graduating students. It is not particularly cheerful news that a full four years programme does not convince almost one half of marketing graduates that they are sufficiently equipped to face the world. Further questions were asked on the adequacy of the programme and on the coverage of the course content. Results are shown below:

Adequacy of Programme
The result shows that more than 90 percent of the respondents endorsed the programme as adequate and more than 50 percent agreed that the coverage was sufficient. The researcher however wondered why those who said the programme was adequate would say again that it did not prepare them sufficiently to face the world, and went on to run a cross tabulation of the variables as presented below:

Adequacy of Programme: Can Face the World Current Knowledge [cross-tabulation]
The result shows that more than 43 percent of those who considered the programme adequate were not confident they could face the world with it, which indicates that there is still a missing link in the programme.

In order to gain an insight into the expectation of students on the character and nature of marketing education they need, the respondents were asked to make suggestions on “the area that require improvement and how it could be done”. The result is presented below.

2.10 SUGGESTED AREAS OF IMPROVEMENT BY RESPONDENTS
The above result shows that practically more than 50 percent of the respondents called for field experience of some kind like industrial attachment while about 20 percent called for
improvement in lecture presentation style. In 1992, the AACSB (The International Association for Business Education), a non-governmental agency that accredits business school undertook extensive modification of its review process, it observed that faculty skills are not aligned with the rapidly changing needs of the business community and global economy, and sought to correct it. It recommended among other things:[Nwaizugbo 2006]

- Developing closer links between academia and the business community
- Improve faculty skill levels
- Forming partnership with professional and discipline-based organizations
- Improving pedagogy and the learning environment.

The Marketing Educator

Smith (1990) affronts the traditional pedagogy as a model in which the teacher reads out material to the students “who listen intently and reproduce their teacher’s words.” This style allows lecturers to continue to ‘lecture out of ignorance as they were taught (Willcoxin, 1998); and culpably avoid the challenges and developments in the profession.

In a national survey of secondary school students on the images of good and bad teachers, having good sense of humor, making class interesting and teacher’s knowledge of the subject matter were listed by students as the most important characteristics of a good teacher, while having boring class, not explaining things clearly and showing favoritism to some students were characteristics of bad teachers (Santorck, 2001). To remain effective therefore a teacher must exhibit the following qualities:

- **Professional knowledge and skill:** Effective teacher must have subject matter competence, use effective instructional strategies and have an expert skill in goal setting, planning, motivation, communication among others.
- **Commitment:** Effective teacher requires commitment which includes being motivated, having good attitude and caring about students.
- **Professional Growth:** Being an effective teacher includes paying attention to your professional growth, which involves developing a positive identity, seeking advice from competent sources of persons, always continuing to learn, and building up good resources and support (Santock, 2001).
Marketing Students

According to Nwaizugbo [2006] many marketing students like other Nigerian students are averse to strenuous learning process, nonchalant and can easily compromise an effective learning for note. This disposition is perhaps triggered by the societal melee for certificates that may in most cases not certify anything. Umez (2002) had lamented on the craze with which Nigerians crave for paper qualifications, and how they inadvertently receive education that make them feel inferior. Professor Stan Ani of The African Thinkers (now Coal City University, Enugu Nigeria) tells a story of how the West deliberately removed ‘reasoning’ from the curricula of education offered to Africans and Nigeria. These perhaps culminated to Nigerian students preferring to take notes they will merely regurgitate at exams rather than think (Smith, 1990, Nwaizugbo [2006]. The profile may not be so pleasant, but the challenge of the educator is then to find the proper means of motivating the students to become interested in learning in the proper way. McAulife, quoted in Santrock (2001) remarked that the emphasis of educators should be on how to learn, rather than what to learn. Students may never know a particular fact, but they always will need to know how to learn. The pedagogy-andragogy debate underplays the traditional pedagogy which seems to suggest what to learn; and exalts andragogy on the ground that it emphasize how to learn which is more appropriate for adult learners akin to the marketing student (Knowles, 1970).

Expectedly, the student must possess certain qualifications and characteristics that will make teaching him possible, of which the absence of those things make it difficult for the marketing educator to achieve effectiveness. If however, the basic requirements are in place, then proper motivation and the commitment of the educator would step in to augment effectiveness. The basic idea to keep in mind is that students should think for themselves and the job of the educator is to teach them how to think and give them the necessary tools.

Marketing Education Institutions

The marketing educator is constrained within the limits of the institution that employs him. The institution describes his job, provides the necessary facilities and in fact influences the extent of enthusiasm he brings into the job through its motivational packages. The antecedent of Nigerian Institutions of higher learning in supporting effective teaching may not have been very encouraging, but a good marketer continues to adjust his controllable variables to adapt to his uncontrollable environments. The marketing educator may not possibly influence many aspects of the organization but he can to a reasonable extent influence the content and quality
of marketing education he imparts to students. Even though the normally would have received the syllabus from the institution, he has a tacit proviso to improve or expand the content of the course he teaches. Nwaizugbo (2006). They may not add a new course on their own, but can through the prescribed process, contribute or influence the process of a programme review. Graduates of the institution are essentially products of the educator created under the auspices of the institution.

**The National Institute of Marketing of Nigeria (NIMN)**

The Act No 23 of 2003 establishing the Institute empowers it in Section 11(1) (a) to approve institutions for the training of marketers, and (b) to approve qualifications granted to candidates. Section 11(2) also permits it to withdraw approval if it thinks fit. This means that NIMN can, to a great extent influence the structure and quality of marketing education offered by institutions and in fact compel it to provide the necessary facilities and personnel required to achieve such qualitative education. Section 4(1) also includes the education ministry as a member of the council implying that the institute can even influence the accreditation requirements of the National Universities Commission (NUC). The prowess with which the institute pursues these responsibilities can reasonably strengthen it’s relevance (Nwaizugbo Op. Cit).

Business generally is becoming marketing oriented as such all corporate organizations are supposed to be members of the NIMN, and stand to gain immensely from their membership of the institute. Therefore, effectively marketing the institute will awaken the latent needs of these corporate organizations to identify and cooperate with the NIMN. When this happens, the institute can use the forum to determine the caliber of marketing education training would suit the industry since it is the major target market of marketing education products. This will better position the institute to advice the institution of higher learning and the marketing educators properly on what should form the content of their syllabi.

The relationship between the NIMN, providers of marketing education and the industry, therefore, should be linked to achieve the requisite synergy as suggested by the diagram below.
Figure 2.2 Relationships with National Institute of Marketing of Nigeria (NIMN)


**Process**

The process element describes the way the service is delivered to the customer including the procedures adopted and the degree of technology used in the services delivery (Berry, 1980). So far, several authors have made suggestions on how to improve teaching process in marketing. Nkamnebe (2005:8) suggested that the lecture method could be embellished with other teaching methods like field experience derived from industrial attachment, case study and more effective use of external examiners. Obaji (2005:16) endorsed the case study approach and added that marketing educators should share views on teaching to improve quality of teaching. Ede (2005:64) agrees with others and further suggested that group projects, group assignments like writing marketing plan and other experimental exercises should be adopted. Strong recommendation is also made for the adoption of modern information technology, computer, internet and other teaching facilities in the system.

**People**

The inseparability character of services product means that service is produced and consumed simultaneously; hence the person rendering the services needs constant training and retraining in the profession so as to continue to produce the best. Marketing educators in most institution in Nigeria may not have benefited from this arrangement because staff development schemes are no longer operational such that marketing educators who understand the need have to sponsor themselves to conferences and other training
programmes. As a result, many marketing educators have neither improved their style of teaching nor have seen the need to do so. To complicate matters, an effective monitoring and evaluation process are not in place as such each lecturer renders his lectures the way he knows best and goes his way. The obvious implication is poor quality teaching (Nwaizugbo Op Cit).

2.11 FACULTY WITH ENTREPRENEURIAL FOCUS

According to National Universities Commission, (1989:1) the general philosophy of curriculum development aims at developing the total being. In this connection, the curriculum should develop the mind and impart theoretical and practical knowledge that would encourage self-reliance in the individual and of the nation, stressing that it should enable him to understand, exploit, and if necessary, change his environment.

However, these objectives were not fully represented in marketing curriculum. The curriculum is lope sided, sidetracking the practical and technical aspects.

National Universities Commission Approved Minimum Academic Standards in Administration, Management and Management Technology for all Nigerian Universities, July, 1989 stipulates course requirements in this area to cover four major factors viz:

a) Theoretical and Conceptual Foundation
b) Tools and Techniques of Analysis
c) Specialization Skills
d) Environmental and cultural sensitivity

The above objectives can be properly articulated, integrated and enhanced through this studies proposed, gap bridging, all encompassing models, premised in pedagogic, andragogic, contrastive and generative models. According professor Fred O. Ede on a paper titled Repositioning of Marketing education in Nigeria, published in Journal of Marketing Research vol. 1 No. 1, 2005:56, that as part of repositioning of marketing education in Nigeria each marketing department in our universities should articulate a mission (focus) for itself. He stressed that whereas some marketing department may focus on entrepreneurship, others may focus on Global marketing, tourism, non-profit marketing etc to say goodbye to the purely generic marketing programme we have in our universities today.
Nigeria can be said to be on the part of human resource and economic development when it is able and alluded to the potentials of producing critical mass of indigenous entrepreneurs; engineered growth based on self-employment, problem-based, entrepreneurship, holistic and mission based education. These present the bottom-line for revitalizing Nigerian marketing education system. To bridge the gap also the researcher has adopted an organisation chart of a marketing department with entrepreneurship focus. This is demonstrated below:

**FIGURE 2.3: ORGANISATIONAL CHART OF A MARKETING DEPARTMENT WITH ENTREPRENEURSHIP FOCUS**

![Organisational Chart of a Marketing Department with Entrepreneurship Focus]

Mission-based education is today the norm in American Universities. Business schools now direct their focus in one area of the economy where they believe they can distinguish themselves based on the needs of their relevant stakeholders. For example a medium sized University in the South-Eastern United States while applying for AACSB accreditation, adopted the entrepreneurship focus for its mission. The entire programme of the business school was realigned in light of its new focus. Ede [2005:60]. First, the school established a business advisory council comprising the faculty and selected successful small and medium-scale entrepreneurs. The council was charged with the responsibility of providing the general direction for the business school. For example, it had veto over the curricula in the various functional areas of the school (Accounting, Finance, Management, and Marketing).

Second, the school established the policy that all curricula within the various functional areas must be tied to the entrepreneurship focus. For example, those of them in Marketing shifted their emphasis from teaching generic marketing to teaching strategic marketing. Concepts like environmental scanning, objective setting, strengths, weaknesses, opportunities and threats (SWOT) analysis, vision and mission statements, strategic business units (SBUs) etc, took the centre stage in their various course syllabi. They also emphasized the development of various aspects of the marketing plan within their courses.

Third, the school established a Small Business Development Centre (SBDC). The SBDC served as a clinic and incubator for small businesses.

Fourth, the school instituted a breakfast forum held every fortnight. Attendees at the forum included faculty, business people and students. During the forum, invited guest speakers addressed the audience on specific topics of interest.

Fifth, the school held an annual business plan competition that attracted students from neighboring universities. Cash prices and trophies were usually awarded to the winners.

Finally, the school established the journal of entrepreneurial studies. The journal was charged with the responsibility of soliciting, accepting and publishing high quality, peer-reviewed articles dealing with entrepreneurial development.
In Nigeria, there is a need for our Marketing programmes to adopt mission-based education. Without the articulation of a mission or focus for the marketing department, the result is a marketing curriculum that seems as if the courses were hurriedly put together without being aimed at any specific objective. Various individuals and bodies in Nigeria, for example, have continued to call for Nigerian universities to produce graduates capable of being self-employed. Ede [2005].

2.12 THEORIES OF LEARNING AND THEIR RELEVANCE IN TERTIARY MARKETING EDUCATION IN NIGERIA

Learning theories play a unique role in marketing education. It is essentially used to identify the learning situation capable of fostering functional and sustainable marketing education. The study of how people learn has fascinated mankind from the ancient Greeks to the present. Influential names such as Plato, Aristotle, Rousseau, Thorndike and Skinner have all left their mark on the way learning is managed in modern organisations. This literature provides a brief summary of the most influential theories of learning that have affected the way we approach training and development in marketing and in the workplace today.

A fundamental feature of learning is that it is acquired. How learning is acquired depends on three main factors: Cole G.A. [2002]

- Innate qualities of learner
- Skills of the teacher
- Conditions in which learning takes place

The development of innate qualities is outside our control, being part of the process of biological development, or maturation. A person’s age, intelligence and disposition, for example, are factors that cannot normally be changed by external influences. Parents, teachers and trainers all have to work with the raw material at their disposal. If a particular individual is neither physically nor mentally capable of making the grade as an entrepreneurial marketer or a commercial airline pilot, then all the tuition and practice in the world will not enable him or her to reach the required standard of competence.

Where a person does have the basic abilities to perform such a role, then instruction, practice and experience will all combine to develop the required level of performance. The effectiveness of learning is tempered by the conditions under which it takes place (e.g. amount of stress present, learning aids utilized, etc).
Classical Theories of Learning

Critical thinking is necessary in imparting and acquiring marketing education that can enthrone employability and technical states in the student. Our current understanding of learning has been influenced by a variety of past scholars and researchers. Early scholars such as Plato and Aristotle, saw that the exercise of mental faculties (reason, memory and willpower) was crucial to the development of the individual and, ultimately, of the community. Today we still talk of the need for people with ‘trained minds’. Such an ‘athletic’ approach to education and training requires extensive self-discipline and control, relying firmly on the belief that learning is fundamentally a matter of innate intelligence. This is the nature of what we might call thinking people.

The practical effects of this approach are that:

♦ Learning is structured
♦ Teaching methods are didactic (telling/directing)
♦ The subject-matter is taken to be important in its own right (e.g. Marketing, Maths, Philosophy etc.)
♦ Memorizing and rule-learning are seen as crucial.

Much of the education in Europe and the United States in the first half of the twentieth century was founded precisely on this approach. The first major reaction to the mental discipline approach came, in the eighteenth century, from the French philosopher, Jean Jacques Rousseau (1712-1778). He saw people as basically good and active beings, who are free, and self-directing. This humanistic and optimistic view of people led Rosusseau to emphasize instincts and feelings in education. The thinking people of the Greeks had been superseded by the Feeling People of Rousseau. Those who followed Rousseau, such as Pestalozzi and Froebel, emphasized the importance of the learners needs in education, and devised a permissive environment in which such needs could be met. At present these liberal ideas have not caught on very widely in education systems, of the developing countries. Nevertheless modern trends are returning to concepts of education and training based on individual needs, so the legacy of Rousseau and his followers should not be overlooked. Indeed there is more than a resemblance to them in the ideas of self-actualization expounded by several eminent social psychologists since the 1950s.
Behaviorist Theories

The greatest stimulus to modern ideas about learning has undoubtedly been provided by the results of scientific experiments carried out around the turn of the twentieth century by the advocates of what we might term Behaving People. Scientists such as Pavlov, Thorndike and Skinner took as their central theme the observed behaviour of their subjects. They made no assumptions about the thinking or feeling processes that might be implied, but merely described, or predicted, overt behaviour. They were especially concerned with connections between stimuli and responses in learning. Their work is important not only for the direct contribution it made to current training practices, but also for the reactions it caused in theoretical circles, enabling other theories, notably cognitive theories, to emerge (see below).

Some of the notable experiments of the Stimulus-Response (S-R) theorists, or Behaviorists, as they have been called, are described below. For a variety of reasons, of convenience as well as ethnics, most of their experiments were carried out on animals rather than on human beings. Although there are drawbacks in experimenting with animals, mainly because of the absence of verbal communication, nevertheless, some classic experiments conducted with animals are now firmly part of the history of learning theory.

The experiments described below refer to a number of key learning concepts, which need to be clarified at the outset. These concepts are as follows:

- Drive – Need, motivation, readiness to respond
- Stimulus – External prompt or signal
- Response – Reaction of subject
- Reinforcement – Measures designed to strengthen a response.

In the case of animal experiments, the drive was usually hunger. A human example could be the desire to pass an examination. The stimuli used in the animal experiments were typically food or water. For a human, the stimuli could be books or visual aids, for example. Responses in animal experiments were action of various kinds. Human responses would include saying things or writing them down as well as performing actions. Reinforces in animal experiments were usually food or water. For humans, reinforces may include such things as praise, encouragement and achievement. Here feedback of results is a vital factor in reinforcement.

The graduates of our tertiary marketing education can be self employed, self reliant and
create wealth when functional, entrepreneurial, technical, vocational and holistic educational skills have been imparted. This view is substantiated by Pavlov theory of learning discussed below.

**Pavlov’s Experiments Theory**

Among the most famous of early learning experiments were those conducted by the Russian physiologist, I. Pavlov (1849-1936). Pavlov used dogs in his experiments, which were designed to see if the animals could learn to salivate to a neutral stimulus such as the ringing of a bell. Normally, salivation would take place only as an instinctive (unconditioned) response to the sight of food. Accordingly, Pavlov arranged the experiments so that, at the time food was to be presented, a bell would be rung. The animals salivated and the food was presented and duly eaten. After several such combinations of food and bell, the researchers asked themselves, would the animals salivate if the bell were rung, but no food presented? The results were clear—once the animals have begun to associate the ringing of the bell with the arrival of food, they would salivate at the sound of the bell alone! They had made, in effect, a conditioned response, i.e. they had learned to reach to the sound of the bell (the conditioned stimulus). Dogs do not normally respond in such a way, but Pavlov has ‘taught’ them to do so, by means of what has come to be called Classical, or Respondent, Conditioning. We apply the term conditioning to human behaviour when we talk about people being conditioned to react in a certain way. For examples, soldiers are conditioned to move forward under fire, even when their ‘instinct’ is to take over or run way.

**Thorndike and Operant Conditioning Theory**

This theory tends to buttress the fact that an enterprising student can result from the use of a efficient marketing programme and better teacher quality. When equipped with relevant skills, marketing graduate could see the need to create job rather than looking for white collar job.

Whilst Pavlov was experimenting with dogs, a younger American scientist, E. I. Thorndike (1874-1949) was enquiring into the learning behaviour of cats. In a typical experiment he put a hungry cat into a cage from which there was only one means of escape. Escape could only be achieved if the cat either pulled a wire or pressed a lever, depending on the type of cage used. Outside the cage a plate of food was placed. After a period of apparently random movements, the cat eventually pulled at the wire or pressed the lever and escaped to get at the
food. Thorndike found that after a number of repeat experiments the cat would soon go to the wire or lever and perform the necessary action to escape. The animals had apparently learned how to effect its escape from this particular situation.

This form of experiment came to be known as Instrument or Operant, conditioning. It differed from Classical Conditioning in two principal ways:

1) The degree of control exercised by the researcher (e.g. in Pavlov’s case. The dogs were passive subjects of the researcher but in Thorndike’s case the cats were active participants in the experiment).

2) The focus of interest (e.g. Pavlov concentrated on a stimulus-food, whereas Thorndike was interested in response-escape behaviour).

Thorndike’s most significant contribution to our understanding of learning was his so-called ‘Law of Effect’, in which he stated the general principle that when a response is followed by a reward, or feeling of satisfaction, that response is more likely to be repeated in similar circumstances. He firmly established the importance or relevant rewards in education and training, a point that has not been so much appreciated in Nigeria especially at the corridors of power.

B. F. Skinner Theory

Following in the same tradition of animal studies as Pavlov and Thorndike but eventually applying himself to research on human learning came the American psychologist, B. F. Skinner. A professor at Harvard University, Skinner extended the work of his predecessors but concentrated mainly on Instrumental, or what the termed Operant Conditioning. Skinner’s early experiments were conducted on rats and pigeons. In controlled situations, he presented a number of different stimuli, positive and negative, in order to test the animal’s’ ability to adapt. He was particularly interested in the concept of the reinforcement of behaviour. Reinforcement involves the strengthening of a subject’s responses.

It may be achieved by means of positive stimuli i.e. rewards (food, water, teachers, smile etc or by the removal of threats (negative stimuli. Interestingly Skinner’s view of punishment was that it does not reinforce, since it tends to weaken responses rather than strengthen them, which is the essence of reinforcement. Skinner’s principal contribution to human learning
has been his development of programmed learning which is based on his ideas of Stimulus Response-Reinforcement.

2.13 LEARNING AND BEHAVIOUR DISTINGUISHED

The work of Pavlov, Thorndike, Skinner and others in the same traditional earned them the title of ‘Behaviorists’ on account of their preference for investigating observable behaviour without making assumptions about how learning took place. Such an approach did not prove acceptable to other researchers investigating animal and human learning. They claimed, in particular, that the behaviorists made no allowance for factors such as ‘insight’ or imagination, and it is partly for these reasons among others that current thinking considers the behaviorists to be unduly narrow in their conclusions about learning.

We can illustrate the point that learning and behaviour are not necessarily synonymous by taking a human example. A heavy smoker, exposed to vivid accounts of the damaging effects to health of this habit, may well be able to recount the dangers of smoking i.e. to indicate that learning has taken place. Yet this selfsame person may be quite unwilling to give up the habit, i.e. unwilling to change his or her basic behaviour. Learning and behaviour are undoubtedly interrelated but this does not mean that they are one and the same thing, as the behaviorists claim. Other psychologists argue that learning is not just a question of doing something, but rather more of reflecting on a situation, sizing it up and then endeavoring to obtain some personal meaning or significance from it.

Gestalt psychology of Learning

The first revolt against the Stimulus-Response behaviorists came from a group of German psychologists known as Gestaltists. Led by Max Wertheimer (1880-1943), these psychologists were particularly interested in the subject of perception, i.e. how human beings and animals ‘see’ their world. Their model of people was what we might call Perceptive People. Their view of perception was encapsulated in the statement that ‘the whole is greater than the sum of its parts’. The word Gestalt in German signifies the form or pattern of a whole, hence the title Gestaltist. The exponents of this new approach to learning supported their claims with a number of well-known experiments, some of which are summarized below.
Wertheimer conducted a classic experiment in which human subjects were asked to look at two alternately flashing lights and describe what they saw. The overwhelming response was that the light appeared to move from one light to the other in a single movement. Scarcely anyone described the scene as two independent lights flashing at different intervals. It was the total effect that caught people’s attention, not the operation of individual lights. The whole has more significance for human perception than the parts.

**Wertheimer Experiment Theory**

Once again, people had shown that shapes and patterns, i.e. wholes, were more easily perceived than individual parts. Behaving People had been superseded by Perceptive People. Wertheimer argued that our past experience is also used to build up a pattern or network against which we evaluate situations that face us. Such patterns are the basis of the phenomenon of that sudden flash of understanding that we call ‘insight’. This particular phenomenon was investigated by another Gestaltist, Wolfgang Koehler (1887-1967) who conducted a series of experiments using chimpanzee’s as subjects.

**Wolfgang Koehler Theory**

In a typical experiment Koehler\(^7\) confined a hungry chimpanzee to a cage outside of which lay a bunch of bananas, just out of reach, but in full view. Inside the cage a stick had been left. The stick was long enough to reach the food. How would the animal react? At first it tried to reach the food by hand, making several unsuccessful attempts. Then it suddenly grabbed the stick and used it to pull the bananas within reach. There was no evidence of trial-and-error behaviour as in Thorndike’s experiments. The animals has just taken the stick and used it to good effect. The researchers claimed that it had shown ‘insight’ into the problem confronting it. Furthermore, when the same animal was presented with a similar problem at later date, it invariably ‘remembered’ what to do in order to retrieve the food. It has been able to transfer its previous learning.

**Cognitive Theories of Learning**

The Gestaltists rank among the so-called cognitive theorists of learning, who were concerned with explaining how understanding occurs in the learning process. Unlike the behaviorists, who saw learning as behaviour only, the cognitive psychologists saw learning as a complex process involving the exercise of problem solving capacity, mental mapping, intuition, imagination, perception and purpose. They also held that learning could be latent, i.e. stored
always until required for use. Such latent learning did not manifest itself until after it had been acquired. Much of the learning of the smoker referred to earlier was probably latent. It did not manifest itself in unobvious change of behaviour, but could well have produced a slight change in attitude towards smoking, which at some later date could produce a change in behaviour.

Behaviourists and Gestaltists Compared
In comparing the two dominant theories of learning, we can summarize the key differences between them as shown below:

Table 2.2: Key Differences between Behaviorists and Gestaltists

<table>
<thead>
<tr>
<th>Behaviorists</th>
<th>Gestaltists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning is basically about making connections between a Stimulus and a</td>
<td>Learning is primarily a question of how the environment is perceived</td>
</tr>
<tr>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>Desired Responses can be elicited by the use of rewards, which can also</td>
<td>External rewards are less important than internal ‘mapping’</td>
</tr>
<tr>
<td>reinforce behaviour</td>
<td></td>
</tr>
<tr>
<td>Learning is synonymous with behavior</td>
<td>Learning can be latent and manifest itself as behaviour</td>
</tr>
<tr>
<td>Behaviour can be measured and predicated evidence for learning is</td>
<td>Learning is not precise and measurable evidence for learning is subjective</td>
</tr>
<tr>
<td>objective</td>
<td></td>
</tr>
</tbody>
</table>


Insight in Learning
An important issue in learning is that of ‘insight’, which is particularly relevant to understanding. E. A. Lunzer (1968) described it in terms of the following characteristics:

♦ Suddenness of solution
♦ Immediacy and smoothness of behaviour
♦ Ability to repeat solution without error on successive presentations of original problem.
♦ Ability to transpose the solution to situations exhibiting the same relation or structural features but in a different context.
Insight thus represents the dawning of understanding, when a person grasps the essentials of a problem, can formulate a solution and then make use of the experience on a future occasion. Perceptive People have now given way to Complex People.

Whilst acknowledging the importance of insight, it is important to recognize that this phenomenon is not relevant in all learning situations. For example, it cannot readily be applied to such activities as memorizing lists or rules. In other words when we are engaged in basic information-gathering, or learning basic skills routines, insight is not called for. Its principal relevance is to situations of a complex, problems-solving nature.

Transfer of Learning
The ability to utilize previous learning in the services of new learning is called ‘transfer of learning’. It is an important factor in any learning, but especially so when basic principles are being learned, or basic skills acquired. Transfer can be of two types: positive and negative.

1) Positive transfer occurs when something learned previously is helpful in a subsequent situation. For example, if a manager has received training in basic interviewing skills, and is asked to conduct a more complex interview such as a grievance interview, it could be expected that the earlier training will help him or her in this task.

2) Negative transfer occurs when something learned previously hinders performance in a new situation. For example, if a machinist has operated a machine in one particular fashion, but is then required to use a different method, it is likely to be doubling difficult for that person to learn the new method, because he or she has to ‘unlearn’ a previously acquired pattern of behaviour. Transfer of Learning has been found to occur more readily if the following points are taken into account:

- Introducing identical elements into the old and the new learning, so as to facilitate learning by association.
- Generalizing from basic principles
- Providing prompts and hints
- Providing opportunities for practice.

The effectiveness of this approach is, of course, considerably influenced by individual differences in maturity, level of motivation and other personal factors. Nevertheless most training would benefit form incorporation of these points.
2.14 MODERN APPROACHES TO LEARNING AT WORK

Current approaches to learning theory see learning as first-and-foremost an individual activity pursued freely within a loose framework of external controls. Thus, current preferences amongst training and development professionals are towards:

- Trainee-centred rather than organisation-centred approaches
- Experimental learning, where ‘the person has freedom of choice and action, and the capacity to initiate rather than simply respond to circumstances…’ (Burgoyne & Stuart, 1978)
- Participative forms of training, in which trainees jointly decide with trainers how their needs are to be met, instead of tightly-structured programmes imposed unilaterally by the organisation.
- Flexible training programmes, in which trainees work at their own pace, rather than in accordance with a rigid timetable.

Current Practice

Current practice in employee development is still some way behind the theories of complex people. Most organisations still adopt styles that are dominated by the collective needs of the organisation rather than by the personal needs of individuals. Most organisations still tend to emphasize a behavioral approach in their training and development practices. For example, identifying and measuring suitable behavioral objectives (i.e. trainee responses) are still important features of training provision in organisations.

Since training and development policy in organisation is directed primarily towards organizational goals, and only secondarily towards individual goals, there is bound to be some tension between collective and individual priorities. The way of resolving this basic conflict between the requirements of organisations for trained employees and the needs of individuals, for personal growth and career development.

Diagrammatically, the different in emphasis between organizational needs on the one hand and individual needs on the other can be shown as follows:
Control over training

Learning methods are geared towards the principal emphasis or concern. So, if job skills are the focus, then typical methods will include systematic instruction, programmed learning and testing. If the development of broad managerial skills/professionalism is the priority, then a variety of structured and unstructured approaches could be employed.

In the previous discussion we outlined the main alternative theories on which modern approaches to learning have been based. Whilst the rational approaches of the Greeks and the behavioral practices, there are several significant contributors to newer, less prescriptive approaches allowing greater freedom of choice to individuals in what training they receive, and how they receive it. The first contribution to be described is that of Robert Gagne.

Gagne – The Conditions of Learning Theory

Robert Gagne (1970) in a classic work on learning argued that it can be divided into either different type, ranging from primitive forms to complex forms. His list of categories is useful because it highlights the main alternatives that are available to those responsible for training and developing employees. Gagne’s list can be summarized as follows, commencing with the more primitive types:
Fig. 2.5: Gagne – The Conditions of Learning Theory

<table>
<thead>
<tr>
<th>Primitive Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) <strong>Signal Learning:</strong> i.e. responding to some signal, such as the bell used with Pavlov’s dogs. This is a primitive form of learning, closely related to basic emotions and instincts. Classical conditioning is based on signal-type learning.</td>
</tr>
<tr>
<td>2) <strong>Stimulus-Response (S-R) Learning:</strong> this involves making a response of a non-instinctive kind of a stimulus. An important factor here is the reward which accompanies a correct response. This type of learning is found in operant conditioning.</td>
</tr>
<tr>
<td>3) <strong>Chaining:</strong> This is a type of learning which involves the linking of two or more previously learned S-R behaviours. For example, linking brake pedal operations with gear change operations when learning to drive a car.</td>
</tr>
<tr>
<td>4) <strong>Verbal Association:</strong> This is similar to chaining, but involves links between words. This form of learning is a feature of language development. In work situations it is sometimes manifested in the form of mnemonics (memory aids) to enable people to recall key facts.</td>
</tr>
<tr>
<td>5) <strong>Discrimination Learning:</strong> This is the ability to differentiate between a numbers of different, but related, stimuli. This type of learning is especially relevant to skills development in humans.</td>
</tr>
<tr>
<td>6) <strong>Concept Learning:</strong> This refers to the ability to make a common response to a class of objects or events (concrete or abstract). It involves chaining, discrimination and rule-learning. This type to learning and the two which follow are higher forms of learning requiring the ability to assemble and reformulate abstract events and concepts.</td>
</tr>
<tr>
<td>7) <strong>Rule-Learning:</strong> This is the acquisition of a chain of two or more concepts, as in ‘If… then …’ type of statements.</td>
</tr>
<tr>
<td>8) <strong>Problem-Solving:</strong> This is a learning process that works out new rules and solutions on the basis of previously-acquired rules; it invariably involves the application of insight to a situation.</td>
</tr>
</tbody>
</table>


The usefulness of Gagne’s list lies in its detailed breakdown of the difficult concept of learning. The list helps to indicate that the complex process of acquiring knowledge, understanding, skills and values cannot be pursued effectively if we adopt a narrow view of
learning theory. Gagne’s analysis strengthens the modern, eclectic approach that draws upon all the major theories in order to establish the optimum conditions for learning.

In another influential text, Rogers (1979), a psychologist, took an essentially humanistic view of how learning can best be facilitated. His main thesis was that the aim of education (and hence the role of educators) is the facilitation of learning. Roger’s view of the principles that underlie the successful facilitation of learning can be summarized as follows:

1) Human beings have a natural potentiality for learning (i.e. curiosity).
2) Significant learning takes place when the subject-matter is perceived as relevant by the learner.
3) Learning which involves change in oneself is threatening and tends to be resisted.
4) Learning which appears threatening can best be acquired, and exploited, when external threats are at a minimum.
5) Much significant learning is acquired through doing.
6) Learning is facilitated when the learner participates responsibly in the learning process.
7) Self-initiated learning, involving the whole person (emotionally and intellectually), is the most lasting and pervasive form of learning.
8) Independence, creativity and self-reliance are all facilitated when self-criticism and self-evaluation are encouraged rather than external forms of evaluation.
9) Learning about the process of learning is essential to enable individuals to cope with change.
10) The task of the facilitator is to provide an environment in which individuals can set their own learning goals.

Rogers’ ideas are firmly rooted in Rousseau’s concept of people as good and active. Rogers comes closest to our model of Feeling People. His general viewpoint is a liberal and humanistic one, which shifts the emphasis of education away from the teacher to the students, and thus from teaching to learning. For many managers and trainers such an approach may be difficult to follow because of the pressures involved in meeting the collective needs of the organization. Nevertheless, there is a growing body of evidence to suggest that a flexible, trainee-centred approach to employee development contributes more to the achievement of corporate goals than an approach based on predetermined outcomes and the needs of the organization.
Kolb and Experiential Learning Theory

Roger’s theme of the importance of self-initiated, self-directed learning has been taken up by another American psychologist, David Kolb, whose work has been particularly influential in management development. Kolb (1979) claim that classroom-type learning is seen as ‘a special activity cut off from the real world and unrelated to one’s life and where ‘learning and doing are separate…activities. He believes it is important to distinguish classroom learning from problem-solving. He regards the former a process, in which the teacher or trainer directs the learning on behalf of a passive learner. The latter, by contrast, involves the learner in an active role, in which the responsibility for achieving a solution rests with the individual and not with the teacher.

Kolb has developed useful model of experiential learning which combines the characteristics of both classroom and problem-solving types of learning. The basic model is shown below:

**Fig. 2.6: The experiential learning cycle**

[Diagram of the experiential learning cycle]


According to Kolb[1979] the starting-point of the model is a concrete experience of some kind- for example, using a computer keyboard for the first time. Following this experience, the trainee makes several observations, for example about the keys, and begins to make sense of the keyboards, i.e. to formulate abstract concepts. These concepts are then tested in a new situation, in this case by practicing on the keys. The practice itself provides a fresh experience and so the cycle begins again. As Boydell (1976) emphasized, experience of itself is not the same as learning, for the experience has to be reflected upon and assessed by the learner before learning i.e. acquiring and applying knowledge and skills takes place. It is also important to point out that Kolb’s cycle of learning encompasses both inductive and
deductive learning. Inductive learning is the process in which the learner experiences an event or stimulus and draws a conclusion from it, for example some rule or guiding principles. Deductive learning, by contrast, commences with the rule or principle (theory), which is subsequently applied by the learner. Kolb stressed the continuous nature of the leaning process, and emphasized the central position of the individual’s needs in governing the direction of learning. So, the experiences we seek, the way we interpret them and test out our idea are all strongly influenced by our felt needs and goals. Kolb’s model of learning is clearly based on our notion of Complex People. The four stages of the cycle encompass feeling (experiencing), observing, thinking and doing. The implication of Kolb’s ideas is that effective learning requires the involvement of the learner at three different levels.

- Thinking, Feeling, Doing

**Bloom’s Taxonomy Theory**

Tyler’s ideas were taken a stage further by Bloom and colleagues (1956), in a text that has become the standard work for the disciples of behavioral objectives. The taxonomy, or categorization, of educational objectives devised by Bloom and his associates highlights a number of key areas of learning, commencing with the ‘cognitive domain’, i.e. the thinking processes. In this area of learning, the different levels of attainment which can be expected can be divided into a number of categories:

**Fig 2.7 Levels of Thinking (Bloom’s Taxonomy)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge (Recall and Recognition)</td>
<td>The capacity to recall specific facts, sequences, classifications and principles.</td>
</tr>
<tr>
<td>2. Comprehension (Understanding)</td>
<td>The lowest level of understanding. Involves the capacity to translate material or interpret it.</td>
</tr>
<tr>
<td>3. Application</td>
<td>The capacity to apply general principles and abstractions in a concrete situation.</td>
</tr>
<tr>
<td>4. Analysis</td>
<td>The capacity to break down information into its constituent parts and to express the relationships between them. For example, involves ability to distinguish facts from opinions, and to sort out and make sense of relationships between ideas.</td>
</tr>
<tr>
<td>5. Synthesis</td>
<td>The capacity to rearrange ideas and information so as to form a recognizable whole, for example by producing a report or plan.</td>
</tr>
<tr>
<td>6. Evaluation</td>
<td>The capacity to make judgments about the value of material and methods in a particular context, using given or created criteria. Examples include the ability levels to assess the accuracy of facts in the light of the evidence available and the ability to make external comparisons.</td>
</tr>
</tbody>
</table>

**Learning Styles**

An important development of Kolb’s (1979) work is the Learning Style Inventory (LSI), which he described as a simple self-description test, based on experiential learning theory, that is designed to measure your strengths and weaknesses as a learner in the four stages of the learning processes. The four stages, taken from the experiential learning cycle are:

- Concrete experience
- Reflective observation
- Abstract conceptualization
- Active experimentation

The object of the test is to help individuals to identify their ‘learning style’, i.e. the way they go about solving problems. According to Kolb the four stages can be combined to form two major dimensions of learning: first, a concrete/abstract dimension; second, a reflective/active dimension. Results can be logged on a chart incorporating these two dimensions, and a dominant learning style allocated to each quadrant, as demonstrated below.

**Fig. 2.8 Dominant learning styles**

![Diagram of Learning Styles]

**Source:** Theories of learning, Personnel and Human Resource Management 5th edition London, IJ International Ltd.

The main characteristics of the four learning styles are:

- **Converger:** Favours the practical application of ideas. Things rather than people are preferred. This style is characteristics of many engineers. It is also useful in marketing learning.
Diverger: Greatest strength is imagination and the ability to see situations from a variety of perspectives. Interested in people and have broad interests. Marketing and personnel managers tend to have this style.

Assimilator: This style is characterized by abstract thinking. Concern is for ideas in themselves. Research and planning staff tend to manifest this style.

Accommodator: This represents the action-centred approach to problems. The emphasis is on personal involvement and risk-taking. In organizations, this style is found in purchases and sales.

Jervis (1983) in applying the LSI to middle and senior managers found similar results to Kolb in terms of the relationship between functional roles and manifested learning styles. Jervis concluded that:

... the experiential learning model and the LSI have valid links with individual and organizational processes, including decision-making and problem-solving ... while no one approach will, by itself, provide all the answers ... the Model and the LSI are valuable additions to the manager’s armory.

2.15 LEARNING STYLES – A BRITISH CONTRIBUTION

Honey & Mumford (1982) have developed a separate instrument for assessing learning styles. This consists of 80 statements that individuals are invited to agree or disagree with. The resulting scores are plotted on a two-dimensional chart to give a learning profile. The style types identified by the authors are:

- **Activities:** These are people whose days are filled with activity and new experiences. They thrive on challenge, but get bored with implementation and consolidation.

- **Reflectors:** These are thoughtful, cautious people with a fairly low profile in the organization.

- **Theorists:** These are the logical thinkers, who like a good theory. They tend to be detached analytical and rational.

- **Pragmatists:** These are people who like to put ideas into practice. They are essentially action-oriented.
Whether or not one agrees with the learning-style inventory approach as a method of identifying differences in learning-skills, there is no doubt that the opportunity to discuss in some detail how people appear to learn can be very enlightening for managers by sharpening their awareness of how they are likely to react to particular problem-situations.

Other ideas on learning styles have been put forward by Pask and Marton, for example. Pask (1976) distinguished between ‘serialists’ and ‘holists’. Serialists are people who approach their learning in a step-by-step manner, whilst holists establish an overall framework for their tasks and then tackle the details later. Marton (1976), in a series of studies among Swedish students, found that in approaches to written texts the subjects demonstrated two contrasting styles: deep processors and surface processors. The former tended to probe selectively into a text in order to glean its meaning, whilst surface processors scanned through the entire text with the object of remembering as much as possible. An idea that has emerged recently is that of the ‘learning organization’. Senge (1990) describes such organizations as organization where people continually expand their capacity to create the results they truly desires, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually leaning how to learn together.

This latter point is particularly important for a learning organization, and it raises a number of fundamental issues, such as what is being learned, how is it being learned, how is it being applied and why? Learning at the individual level, as we noted in previous discussion, is essentially a question of acquiring knowledge and skills, and developing understanding and personal attributes. The process of learning may sometimes involve ‘unlearning’ certain behaviours and attitudes. Indeed, in relation to organizations Hamel & Prahalad (1994) argue that creating a ‘learning organization’ is only half the solution just as important is creating an ‘unlearning organization. To create the future, a company must unlearn at least some of its past.

At the heart of the concept of the learning organization is a perspective that sees work organizations as needing to become more collaborative in the way they perceive problems and opportunities, and how they attempt to answer them or exploit them. Thus every one throughout the organization is expected to reflect on practice, raise alternative (better) ways of doing things, and find the will to work together to achieve results more effectively. The underlying philosophy of the learning organization is to enhance the achievement of
collective goals by harnessing the reservoir of knowledge, skills and insights of all the members of the organization. The goals for a business will include increasing revenue and/or market share, attaining profit targets, increasing the company’s standing in the stock market, and establishing a base of satisfied customers who return for repeat business. Arising out of this attention to group goals, individual employees may find opportunities for personal development, increased job satisfaction, and even enhanced career prospects. Depending on the level of commitment of top management to the idea of a learning organization, the benefits for employees may be regarded as central to the exercise or merely as by-products of it.

Senge suggests that the disciplines of the learning organization are based on five converging strategies that he terms ‘component technologies’, which can be summarized as follows:

1) **Systems Thinking:** Developing a conceptual framework that sees organizations as comprising various interrelated activities and groupings, which together make up more than the sum of the parts; this represents an organic and intuitive view of organizations.

2) **Personal Mastery:** This is the ability to produce results consistently as well as proficiently, and assumes a high degree of personal commitment to learning; Senge sees it as an ‘essential cornerstone of the learning organization’.

3) **Mental Models:** What Senge is thinking of here is the importance to a learning organization of developing people’s awareness of their assumptions and prejudices, so that they may be examined for their continued relevant and usefulness.

4) **Shared Vision:** This means developing a framework and set of processes which allow a common vision and purpose to emerge around which people at every level can find a sense of destiny.

5) **Team Learning:** The discipline involved in this strategy is that of engaging in dialogue with colleagues; Senge defines dialogue as the capacity of member of a team to suspend assumptions and enter into a genuine “thinking together” . . . dialogue . . . involves learning how to recognize the patterns of interactions in teams that undermine learning.

Of the five disciplines it is system thinking that is the most pivotal, because it enables organizations to fuse the others into a coherent body of theory and practice rather than just turning the idea of a learning organization into a temporary fad or gimmick. The learning required is complex (Gagne), on the facilitation of learning (Rogers) and is largely experiential (Kolb).
2.16 SYSTEMATIC TRAINING AND DEVELOPMENT

Tertiary institutions in Nigeria should formulate academic programmes and review curriculum in line with company education and training requirements. This is to enhance their graduate acceptance by employers. It is against this backdrop that this study also reviews the following (Cole G. A, 2003)

1) The training and development of employees is an issue that has to be faced by every organization. The amount, and quality, of training carried out varies enormously from one organization to another. Factors influencing the quantity and quality of training and development activities include:
   ♦ Degree of change in the external environment (e.g. technological change, new legislation, etc).
   ♦ Degree of internal change (new processes, new marketers etc).
   ♦ Availability of suitable skills within the existing work-force.
   ♦ Adaptability of existing workforce
   ♦ The extent to which the organization supports the idea of internal career development.
   ♦ The commitment of senior management to training as an essential part of economic success
   ♦ The extent to which management see training as a motivating factor in work
   ♦ Knowledge and skills of those responsible for carrying out the training.

2) Many organizations meet their needs for training in an ad hoc and haphazard way. Training the organizations is more or less unplanned and unsystematic. Other organizations set about identifying their training needs, then design training activities in a rational manner, and finally assess the results of training. Such organizations are engaging in a systematic approach to the training and development of their employees. Organizations achieving a national standard in employee development may be granted an ‘Investors in People’ award.

i. Education will be taken to mean any long-term learning activity aimed at preparing individuals for a variety of roles in society: as citizens, workers and members of family groups. The focus of ‘education’ is primarily on the individual and his or her needs, and secondly on the community as a whole, i.e. on society’s needs. Examples of individual needs are the need to be literate, the need to be prepared for some
occupation and the need to make the most of one’s personal gifts and talents. Society’s needs can include the need for respect for law and order, the need for a variety of talents to sustain economic activities and the need to protect itself from external aggression.

ii. Training will be understood as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job or task. Examples of training needs are: the need to have efficacy and safety in the operation of particular machines or equipment; the need for an effective sales force; and the need for competent management in the organization.

iii. Development will be seen as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. The focus of development tends to be primarily on an organization’s future manpower requirements, and secondly on the growth needs of individuals in the workplace. Examples of development needs might be need for managers to be able to utilize the facilities offered by microcomputers in the operation of the business, the need for replacing senior staff with potential candidates from within the organization, and the need for preparing employees to accept change.

3) Each of the three types of learning activity is concerned, in varying degrees, with the acquisition of knowledge, understanding, skills and attitudes. In general, we rely on schools, colleges and universities to provide the bulk of the ‘educational’ activities carried out in our society. We rely on individual organizations in partnership with the vocational elements of our educational system (technical colleges and the new universities, to provide most of the ‘training’ in society.

The Training Cycle

A systematic approach to training and development will generally follows a logical sequence of activities commencing with the establishment of a policy and the resources to sustain it, followed by an assessment of training needs, for which appropriate training is provided, and ending with some form of evaluation and feedback.
Before moving on, however, we ought to reflect briefly on the advantages to organizations of adopting a systematic approach to training. Generally, the benefits are that with a well-trained workforce, the organization will turn out a high standard of goods or services, probably in a more cost-effective manner than others, and therefore with a better chance of achieving organizational goals, be the profit-oriented or service-oriented. In specific terms, organizations would expect to enjoy several of the following potential benefits:

- Maintenance of a sufficient and suitable range of skills amongst employees
- The development of knowledge and skills in the workforce
- The harnessing of work experience and other forms of on-the-job development in a planned way.
- Achievement of improved job performance and productivity
- Improve product quality
- Improved service to customers
- Increased motivation amongst employees.

In addition to the benefits to organizations, there are also benefits to individuals notably.

- Increase in personal repertoire of skills
- Increase job satisfaction
- Increase value of employee in the labour market
- Improved prospects of internal promotion

**Fig. 2.9: Systematic Training: The Basic Cycle**

It is no wonder, therefore, that organizations recruiting young people, in particular, are keen to point out the nature and benefits of their training programmes.

2.17 INTEGRATED COMMUNICATION TECHNOLOGY [ICT] AND INFORMATION TECHNOLOGY (IT) BASED MARKETING EDUCATION IN NIGERIA

With an estimated population of about 140 million people spread over a total area of 923,773 square kilometers (356,669 square miles) Nigeria is the most populous country in Africa, and the most populated Black Country in the world, with United Nation’s estimated growth rate of 2.5% per annum. Nigeria has low literacy level of about 42 per cent. Education developed in Nigeria from 1842 to 1959 without the operators consciously directing it to national development. In the 1960s, and up to the present all the efforts made to prepare the kind of education that would serve the local needs and the interest of national development have failed to achieve the desired result due to in effective method, faulty curricula and implementation, planning without facts, wrong policies, political cum economic instability, inadequacies in programmes, enrolment, skill acquisition, manpower development and facilities.

The following factors provide leeway to solving the Integrated Communication Technology and Information Facilities problems of imparting marketing education in our tertiary institutions:

- Distance learning, convergent technologies
- Video Conferencing
- Digital satellite TV
- Computer mediated communication (CMC)
- The internet and world wide web (www).
- Strategies for Technology Based Marketing programme in Nigeria Development of Learning Resources.
- Approach to the development of the materials.
- Steps proposed for Development:-
- Problems of using ICT in literacy programme
- Technology and moral issues
- Affordability
Technological Imperialism.
Socialization and humanization of Technology
Appropriateness and acceptability.
Social and development perspective.
Prospects of Using ICT Educational Programme in Nigeria
Technology Perspective
Speed and Volume are increasing.
Convergence of Technologies
The digital revolution
Internet
Decreasing cost and increasing capabilities
IT Culture
Digital Divide
General Education Perspective
The Learners perspective
Social and Government Perspective.

Development of Learning Resources
The learning resources will consist of:

- Learning materials in the form of print, audio and video-cassettes and multi-media materials. The electronic materials could in the format of CD, tapes convenient for delivery.
- Electronic materials could also be put on the web and made accessible to learners. Content of the materials could be covering the curriculum proposed and supportive and enrichment materials needed to support the learners in their learning aspirations.
- Expert panel of teachers and domain experts giving services on the Internet will also form learning resources.
- Center and project management personnel
- Persons involved in research/development and feedback systems.

Approach to the development of the materials
Strategy proposed is not to rediscover wheel but to start from the available best teaching learning materials and adopt/adapt/transform it to ICT enabled formats.
Following steps are proposed for development

Identification of literacy materials of quality and relevance:

- Identification of parts and units that could be transformed into IT enabled learning materials as a supplementary and complementary material in IT based education. This will involve identification of the media (CD-multi-media, audio, video, print) as well as expanded learning objectives.

- Use of the ICT based materials in the teaching and learning programmes along with a feedback on the effectiveness and efficiency of the materials.

- Transformation of the ICT based material for using it in an alternative mode of teaching learning.

- Using the ICT based materials in the alternative mode for literacy group learning entirely through IT mode.

- This approach allows us to have finally three modes, traditional print based literacy education (currently in practice), print supplemented by ICT based teaching-learning materials and entirely ICT enabled teaching and learning materials.

- Trying the learning materials in three delivery modes will also give us the comparative results in utility and effectiveness of the ICT enabled teaching and learning both in costs and efficiency in learning.

2.17.1 Problems of Using ICT in Literacy Programme

To describe the problems of ICT based literacy programme the following issues should be addressed:

- **Technology and Moral Issues**: Modern technologies are replacing the classroom domain with tele-learning. With the ‘digital university’, knowledge is boundless. This boundlessness may not be beneficial to all learners in countries with different socio-economic, political and cultural environments. The availability of knowledge through technology may cause serious ‘indigestion’ to the people of many developing countries.

- **Affordability**: Developing countries have to accommodate or adopt technology for the sake of development. But it is now a big question whether these countries will be able to economically, culturally, socially or politically afford a globalization system of education. This may lead to two scenarios. On the one hand, if knowledge is to be
imported from developed countries at a high cost, it will place strains on the budget of the dependent country. On the other hand, if knowledge costs less to produce than in the country to which it is imported, then knowledge will be colonized. This, in effect, means those who control or provide technology – will take control of aspects of the host country. Thus education will be merchandised in the global ‘market economy’ like other commodities.

- **Technological Imperialism:** Human creativity in using technology will be at risk in developing countries because of their dependency upon technologically advanced countries for technology information. Thus a new era of colonization of talents and genius will emerge. As a result, developing countries will develop less talent in this area. So, any replacement or reformation of the use of technology in developing countries needs to be harmonized socially, culturally, economically – that is ethically and morally. Otherwise the controller of technology may give birth to expansionism or ‘technological imperialism’.

- **Socialisation and Humanisation of Technology:** Once the society become a wayfarer on the information superhighway, it is not possible to get off the highway and return to the lanes and by-ways. It is known to all that technology can be a blessing for mankind. It is believed that controllers or providers have a responsibility to do justice to the underprivileged part of the world and give due consideration to ethics and moral issues.

- **Appropriateness and Acceptability:** It is becoming clear that a cost-effective, flexible and dynamic system of education is needed to meet the growing educational needs of the society. Obviously, educational development is dependent on the invention of new technology. It is now widely recognized that no single medium can be effective for all kinds of learning needs. Each technology has its own strengths and weaknesses. One medium may serve a teaching function better than another in a particular area and culture and learners may have different preferences for the technology to best learn with. The socio-economic and cultural background of a person influences their ability to learn from different media technology.

There are a number of factors that need to be taken into consideration before deciding on the appropriate use of technology. These include availability and access, the unique
pedagogic characteristics of each medium, instructional objectives, financial resources and personal resources.

Use of new communication technologies requires trained manpower to design, develop, produce and deliver educational material. Few developing countries have adequately trained human resources for these specialized jobs. Most people working in educational technology are required to learn the job, and the occasional training courses organized by educational institutions often fail to equip them with the adequate knowledge and skills required to perform the job more effectively.

- **Social and Development Perspective:** Most of the illiterate in rural area are not familiarized with ICT. They are not friendly with technology. They are habituated in a way that providing of education should be done in conventional mode. Most of the village is not under rural electrification. So the running of technology specially computer, television, audio-video conferencing is not possible. The illiterate women in rural sometime did not be permitted to go outside from their family to attend the literacy programme. The factors which discourage the illiterate women to attend the literacy training programme are: looking after her children, taking care of her family, poverty and ill health, social criticisms, religious barrier, lack of time and psychological factors or hesitation.

### 2.17.2 Prospects of Using ICT in Educational Programme

**Technology Perspective:** The IT is expanding very fact and percolating in all works of life. The rate of development is so fast that those involved in IT development find it difficult to predict what is in store after a decade or two. We will therefore take a broad view of the progress in IT with a view to planning our approaches and strategies in the development and transformation of the system of training and education.

**Speed and Volume are increasing:** The processing power of the computer is doubling after every eighteen months and the rate of increase is likely to continue for the next two decades. Higher processing power enables one to send enormously big data within a fraction of a second. Another factor associated with the development of communication highways is bandwidth. The bandwidth is doubling after every hundred days and the development is likely to continue for a few decades more. Increasing bandwidth enables one to send voice,
pictures, video etc. with a far greater speed. At present one can send text quite fast but
coloured pictures and video take a long time and big storage capacity.

**Convergence of Technologies:** The electronic technology is maturing and developing in
such a way that computer, television broadcasting and telephony are getting integrated in
different forms. A TV is doing computer functions and enabling Internet access. Cable TV
soon will enable Internet access and telephony simultaneously. The integration of computer
sciences and telecommunication sciences is creating a new communication scenario, the
dimensions of which are yet to get revealed.

**The Digital Revolution:** The technology is now switching from analog to digital technology.
The digital technology is far more reliable, replicable, use compression techniques, and
allows sending very large data quite speedily. The data could be recovered, corrected and
reproduced very efficiently and promptly.

**Internet:** The Internet is becoming a common platform and channel for all types of
communication. It will enable us to link individuals, institutions, and to access data from any
place from various servers and websites located anywhere in the world (Microsoft Ecanta
1995)

**Decreasing Cost and Increasing Capabilities:** The electronic devices used in Information
Communication Technologies (ICT) are becoming smaller in sizes (miniaturization) better
and efficient in their capabilities and getting reduced in costs.

**IT Culture:** The IT will bring its own culture, generated by wide spread use of it by all in all
functions of living and working. The IT has its own essential and inherent characteristics. It
promotes decentralization, democratization and allows openness and transparency. These
very characteristics will give different value system to a new emerging society of the 21st
century.

**Digital Divide:** The new scenario is likely to create a new divide amongst people, societies
and nations. The society may have IT – have or information rich and IT-have-nots or
information poor. Unless and otherwise avoided by strong political decisions and appropriate
measures, the new divide is likely to create many problems and concerns.
**General Educational Perspective:** The ICT and the emerging society will enable us to carry out various educational functions and processes of today in a completely different way. By using Internet we can get information of any course/programme of study, know the college/University and its faculty and facilities, select a programme and take immediate admission by making online payment. The faculty can communicate with the students through video conferencing, distributed classroom, organize and conduct seminars, communicate assignments and its evaluation, take online examination when a learner is ready with a course of studies etc. All the educational functions such as course information (prospectus), admission, registration, teaching and learning, formative and achievement evaluation could be done with the help of ICT.

2.17.3 The Learners Perspective
The illiterate adult of Nigeria is very keen to get their education. The following motivating factors are identified which have encouraged them to attend the literacy programme.

- Hope of economic solvency.
- Dream of a good, health and solvent family.
- Inspiration and active support of the society and the government
- Thinking of social status.

2.17.4 Social and Government Perspective
In Nigeria there are some NGOs those are working in literacy development programme. The Nigerian has taken sufficient steps for eradicating illiteracy from the country. The nation hoped that the country would be free from the curse of illiteracy by 2006 as planned. The government has planned to re-examining and re-designing of the literacy programme, developing an overall vision for building a non-formal education network, and formulating a medium-term policy framework for literacy and continuing education. So there is a greater prospects to eradicating illiteracy from the nation using ICT through distance mode. The country has to have vast literate people within short span of time. There is no alternative to establish vast network using ICT in the country for eradicating illiteracy, hence Nigerian Open University can play an important role using its vast infrastructures existing throughout the country. The government has also keen to develop rural infrastructures providing electricity and building roads and other facilities. This will also accelerate for using
technology in the literacy programme and marketing education and training. Technologies for distance learning are developing fast, especially in delivery systems and learning support network infrastructures, in order to achieve the required levels of Quality, Access and Cost that users and providers expect, it is likely that solutions for delivery of distance learning literacy programme will involve an appropriate combination of computer and network technologies.

2.18 MARKET ECONOMY AND HIGHER EDUCATION REFORM PROCESS IN MONGOLIA

The fact remains that the marketing field has been negatively affected by the problems of the adaptation of the higher education curriculum to the specific conditions of Nigeria life and development. In the present circumstance, it is evident that the education of the average Nigerian Marketer consists of an inexpert adaptation and adoption of theories, concepts, practices and curricula of the societies in Europe and America.

Based on the above contentions, there is need for a total reformation of the marketing system at the tertiary level. To actualize this objective, the researcher has formulated ‘Systems Innovative Marketing Education Model’, captured and sited the Mongolia higher education reform process as a panacea and experience worthy of emulation.

The various phases of the reform are described as follows:

Phase 1: The strategic objectives of curriculum reform were consistent with government policy of moving towards a market economy. At a policy level agreement existed between government, National University of Mongolia (NUM) and School of Economic Studies (SES) on the objective of curriculum reform. However, while no disagreement existed at a strategic level, implementing curriculum reform at an operational level was far more complex. It involved changing deep-set values, beliefs and self-interest of the staff (Mohrman and Lawler, 1993). Not surprisingly, younger staff was more flexible and open to change than their elders.

Phase 2: It gradually dawned that the achievement of the policy objectives depended not on pedagogical reform alone at the operational level, but on supporting managerial reform. Here, difficulties within the School of Economic Studies (SES) were compounded because senior managerial position was determined according to a
historic hierarchy. Thus, when faculties were established to break down old cultures of departmental insularity, their heads were appointed from among existing heads of department. Unlike curriculum reform that could rely on younger staff, there were no natural agents of managerial change within the School of Economic Studies, during the early phases of the project. In Mongolia, as in other countries, when institutions operate in an academic mode they tend to adopt a culture of collegiality, whereas when operating in managerial mode they are likely to take up a more bureaucratic culture.

Phase 3: Some managerial changes could be implemented at the School Level. Major changes related to conditions of services and flexibility in the use of resources was determined at the institutional level. Consequently, the focus of attention shifted towards achieving managerial change within the National University of Mongolia as a whole. Here, the rector was a powerful influence.

Phase 4: The purpose underlying the managerial changes was to support curriculum reform by facilitating a change in resource allocation methodology to allow a higher percentage of funds to be allocated to the library and other learning resources. Senior managers within the National University of Mongolia were sympathetic to these aims, but had little room for maneuver because of government funding policies and practices. This led to discussions with government to create the requisite flexibility.

Phase 5: No doubt these representations were but a small part of the pressures facing government, but in 1997 government took the decision to withdraw all but about 10% of funding to higher education. Universities were themselves allowed to determine the level of student’s fees to compensate for the shortfall in government expenditure. This was a more radical response to the university’s representations than had been envisaged.

Phase 6: Opened the opportunity for operational managerial flexibility. It also provided urgency and a reality to the process of institutional reform. Two things in particular were noticeable. First, the rector, growing in confidence, began to make his own appointments to senior positions, which reinforced the reforming zeal of the senior
management team. That team tended to be younger and having western experience often through doctoral studies. Second, staff within the School of Economic Studies became more pro-active in generating managerial change. The realization (in part generated by government policy and in part by the announcement of further EU funded projects) that change was not going to wither away was not alien to this revision in attitude.

**Phase 7:** The change in attitude towards managerial reform began to act upon the sustainability of curriculum reform. It emerged, for instance, in the approval for staff developing self-study materials as part of their contractual duties, newly defined by new contract of employment and at the same time as the planning, funding and the establishment of an Independent Learning Centres.

**Fig. 2.9: Market Economy and Higher Education Reform Process**

- **Input**
  - EU/Government/
    - National University of Mongolia (NUM)
  - Phase 1: Initiation
  - Phase 2: Need for managerial reform
  - Phase 3: Need for NUM Support
  - Phase 4: Need for Government Participation

- **School of Economic Studies (SES) Curriculum Reform**

- **Output**
  - Opportunity for sustainable reform
  - Phase 7: Managerial reforms underpin curriculum reform
  - Phase 6: NUM initiatives confirm support for SES management reforms
  - Phase 5: Government action provides institutional flexibility and challenges

2.18 THE HISTORICAL ANTECEDENTS OF MARKETING EDUCATION IN NIGERIA.

The conceptualization of the early business studies and of marketing as a discipline can be traced to the now developed economies especially the United States of America early in the 20th century. The 1960 was also the beginning of the so called development decade and African countries found themselves drawn into the vortex of international continence’s of varying motivation, rationality and utility, ostensibly designed to find solutions to Nigeria educational and economical problems. Certain epochs/phases can be identified in the development of marketing. They include:(Ogwo E.,2004)

**Period One:** 1900 – 1940 – this is considered a period of emergence, conceptualization, initial development and integration for the marketing discipline. The writings of academics in this period were concentrated on attempts to identity, describe and measure marketing institutions and activities. The research of this period was basically descriptive, being concerned mainly with the identification and measurement of markets, development of taxonomy as well as cost studies (Goodman, 1988). The goal in research and theory building was thus to fit observations to neoclassical models. If observations did not fit models they would usually discard them or view practice as improper rather than developing new theories.

**Period Two:** 1941 – 1950 – In this period, marketing began to drift to independence from the discipline of economics. This period was marked by both greater eclecticism and self-centredness. Key actors in the development of this era were Wroe Alderson, Ralph Brewer and Beavis Cox. For example, Leo Aspinwalls (1956) rule of uniformity and Wendall Smith’s (1955) Market segmentation first appeared in a house journal, Cost and Profit Outlook established by Alderson. It was Alderson who contributed the ideas of (a) Heterogeneity of supply and demand (b) Marketing as a system within larger systems. He first used the term “Niche” to explain this idea and (c) the role of sorting functions. Ralph Brewer’s contributions were in the arena of commodity marketing, marketing institutions and marketing channel analysis. Beavis Cox made contributions in the areas of (a) showing how goods are collected, sorted, and disposed in the aggregate and constituent channels (b) Marketing as a way of enhancing the standard of living (c) suggesting that consumer’s time rather than money would become the scarce resource which must be allocated. Bauer showed that contrary to the ideas of economists, advertising, by providing information to
consumers, reduced consumer’s risk, and by providing assurance could add to value (Goodman, 1988).

**Period Three:** - 1951 – 1970 – This period is considered of emergence and discovery of the marketing discipline in Nigeria. This emergence can be attributed largely to the arrival back to Nigeria of those who had received their education in the United States and Europe. These people were supplemented and complemented by those trained locally in our Polytechnics and Universities which had programmers in business administration/studies. The key marketing courses offered in these programmes consisted of:

- Principles of Marketing
- Sales Management and Consumer Behaviour
- Retailing and Wholesale Management
- Marketing Research and Advertising.

During this phase, the University of Nigeria paid most attention to Marketing Education, offered a B.Sc degree in Business Administration in which the following marketing courses featured:

- Principles of Marketing
- Advertising and Promotion
- Marketing Management
- Nigerian Commercial Politics
- Transportation
- Logistics Management
- Marketing Research and
- Business Public Relations.

**Period Four:** The Period 1970 – 1980 is known as a period of initiative development in Nigeria. During this period, those concepts and theories of marketing put out in the developed countries were adopted, often without adaptation, in the teaching and study of marketing. This method yielded little result as those theories were not imaginatively adapted to the locale of Nigeria. At this period a few Universities established fully-fledged departments of marketing from their former departments of Business studies and grafted into their curricula, courses which were expected to facilitate the study of marketing.

**Period Five:** The Period 1981 – 1990 is seen as the missionary phase with marketing educators and practitioner, some of who had acquired doctorate and masters degrees specifically in marketing from the universities in US and Europe. The marketing curricula of these departments were generally improvements from what was savailable. Typical of these
are the marketing programmes of Imo State University, Enugu State University of Science and Technology, Anambra State University of Science and Technology, University of Nigeria, Nnamdi Azikiwe University Awka.

**Period Six:** 1991 to Present – In this last phase, marketing in Nigeria is striving to demonstrate that it has come of age and can stand to do in Nigeria what marketing has done in the developed economies. It has been striving to ensure that all doubts are removed from the minds of policy planners as to the special role the discipline can play in smoothening economies planning and thus ensuring economic development.

### 2.19 CHALLENGES OF MARKETING EDUCATION AND ECONOMIC DEVELOPMENT IN NIGERIA

The challenge of marketing education in Nigeria is multi-faceted and includes:

1. **Multiple and Proliferation of Education Policies:** Marketing education is affected negatively by the many agencies that own and control Nigerian education. In Nigeria, education is owned and controlled by the Federal Government, State Governments, Local Governments, Missions, Communities and private proprietors which at a time were 54 in number (Fafunwa, 1974). All these agencies had individual philosophies, policies, and programmes which made it impossible to have a Nigerian policy on education.

2. **Low Enrolment at Tertiary Level:** At the tertiary level whereby the estimated population of Nigeria should give us 8 million persons enrolled for higher education only about 600,000 students are enrolled at the moment which is about 7 percent enrolment ratio, and that is below that of Britain 22 percent, Japan 23 percent or USA 36 percent (World Bank 1988, 1998). With respect to University entry through JAMB for instance, in 1997 only 29 percent of those who obtained 200 marks and above had access to University (NAE, 1998). The need to expand facilities at this level is as pressing as that of the lower level. It is therefore not a surprise that the education index of Nigeria is a mere 42 in contrast to that of the developed world of about 98.

3. **Low Education Index Problem of Development:** The problem behind the low education index of Nigeria is that half of the population of this country cannot meaningfully take part in the task of nation building. In the observation of Ciorle (1970), for a country to develop, the citizens must be educated, he declared:
... in order to develop, a country must have a very considerable proportion of trained citizens, not only to act as doctors, engineers, teachers and agriculturists but also to establish its own values of justice, selection on merit, flexibility, empiricism and efficiency.

4. Some marketing teachers and practitioners feel that developing countries are too primitive to understand the concept of marketing and therefore, it should not be taught – Onah (1979:207).

5. The need for marketing education and training can be seen in these sectors of the Nigerian economy namely (a) The Consumer sector (b) The industrial sector (c) The International sector and (d) The Public sector, as a communication process – Onah (1979:207).

6. Nigerian business and industries are becoming so sophisticated and complicated that marketing is needed to educate the consumer. Since the end of the war in 1970, the marketing concept has become familiar and essential to Nigerian business.

7. There is now an urgent need to evaluate the plethora of qualifications in the field of marketing. Many Nigerian marketing professionals have varied backgrounds based upon different contacts. Nigeria has now come to a stage where professionalism in marketing is necessary. There are people in Nigeria with certificates, diplomas and degrees from both overseas and local institutions. There is a need for evaluation and classification of these qualifications to enable Nigeria to come up with a national standard in marketing.

8. Business executives and marketing practitioners are becoming concerned about what the business school teaches. What types of students are coming out of business graduates are not practically oriented. Others feel that our institutions of higher learning tend to produce students who have acquired a lot of knowledge of aspects of business but who are weak in skills and aptitudes.

9. As Melton points out “the day of the load-taking, cigar chewing, joke-telling way of life is long over. Today’s marketer must be alert, able to concentrate, a good analyzer, and logical”. Melton goes further to say that one cannot be an effective marketer without being properly educated, nor can one be really effective without experience. Education is experience, and experience is education Onah (1979).

10. In 1959, the then Federal Government of Nigeria set up Ashby Commission to plan education for an independent Nigeria and when the report of the commission was
published in 1960 under the title investment in education. It was discovered that inadequacies existed in many aspects of Nigerian education particularly in education policies, curricula, facilities, balance between education levels, regions, sexes, arts and sciences, quantity and quality of education. It also found a serious shortage of qualified teachers for the growing national education system. Most of these problems still persist today.

11. **Problem of neo-Colonialism:** Christian missions introduced and developed formal education mainly from 1842 to 1960 and beyond in Nigeria (Nduka 1964, Ukeje 1966, Fafunwa 1974, Taiwo 1980, Adesina 1982 and Aghenta 1993). The Christian Missionaries undertook the business of formal education in Nigeria as an instrument for converting “heathen Nigerian” to Christianity and to train some of them for missionary work hence their school curriculum was stagnant; contained reading, writing, arithmetic, singing, catechism, bible knowledge and English language only. Their schools lacked facilities and equipment as well as qualified teachers. The curriculum consisted mainly of Arts subjects to the neglect of science and technical subjects. The mission had no educational Laws which would guide their education business instead each mission had its own guidelines making it difficult to talk of a national goal or philosophy of education. This situation affected early development of education in Nigeria and the hang-over effect is still felt in the country.

12. **Lack of Functionality:** The essence of education, indeed investment in education is its functionality and the bottom line for functionality is quality in education but in Nigeria quality education appears elusive because the five well known inputs into learning are not of the right quality in Nigeria (1) students – their capacity and their motivation to learn (2) the subjects to be learned (3) the teacher who knows and can teach the subjects (4) time for learning and (5) the requisite tools for teaching (World Bank 1995).

13. The Ashby Commission did not solve all the problems facing Nigerian education particularly at the regional levels hence Regional governments set up the following commissions and committees to look into some specific aspects of Nigerian education:

- Banjo Commission (1961);
- Ikoku Committee (1962);
- Ajayi Commission (1964);
- Asabia Committee (1967);
The commissions and committees referenced to, were not only critical of the inadequacies in Nigeria education but were emphatic in their condemnation of the poor quality and lack of relevance of the national education system to the needs of the country. The recommendations of these commissions and committees were accepted and implemented. As a result of the rapid growth of this country, new problems arose and in spite of the Nigerian Civil War (1967-1970), the 1969 curriculum conference was organized by the then federal government of Nigeria which made recommendations on the objectives, contents, methods and materials for Nigerian education (Adaralegbe, 1972).

14. Marketing Education and training which should be the keystone for accelerated national development have been treated with utmost disregard and contempt by educational planners in Nigeria.

- Decay in public utilities and infrastructure leading to heavy private investments in alternatives.
- Collapse of morality and values
- Political distress and insecurity of citizens
- Economic policy instability.
- Advancement in Information Technology and mechanization need.
- Need for vocational marketing education / training.
- Strategies for Technology Based Marketing Programme in Nigeria.
- Distance learning, convergent Technologies and Marketing education via: video conferencing, digital satellite TV, computer mediated communication (CMC), the internet and World Wide Web (www).
- Problems of using ICT in Educational Programme: Affordability, Technological Imperialism, Socialization and humanization of technology, Appropriateness and acceptability, social and development perspective.
- Marketing curricula that will reflect and satisfy local needs and aspirations.
- Ineffective Research development scenario.
### Distribution and Number of Schools by Type of Educational Institution and Academic Year in Nigeria

<table>
<thead>
<tr>
<th>Institutions</th>
<th>No. of Schools</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>2068065</td>
<td>2482155</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>2543282</td>
<td>2552226</td>
</tr>
<tr>
<td>College of Education</td>
<td>4035379</td>
<td>4041756</td>
</tr>
<tr>
<td>Post Primary School</td>
<td>4853299</td>
<td>5398326</td>
</tr>
<tr>
<td>Primary School</td>
<td>3668313</td>
<td>3761414</td>
</tr>
</tbody>
</table>


From the Academic Institution Distribution table one can deduce that starting from 1980 academic session the number of schools in the country including the universities, polytechnics, colleges of education, post primary schools and primary schools have increased in both students enrolment and in number of schools. However, evidence abound to prove the decline of their various academic qualities from inadequacies in programme contents, teaching styles and methodology, relevance, technical, vocational to entrepreneurial lack.
2.20 PURPOSES OF VOCATIONAL MARKETING EDUCATION IN NIGERIA.

The following are the purpose of the marketing education in Nigeria:-

1. To prepare for specific employment that is needed and useful for individual development and Nation building.

2. To provide man power for opportunities in specific marketing occupations.

3. To provide individuals with salable or functional skills.

4. To assist individuals to reach their highest potential as workers and citizens.

5. The imperative nature of marketing education is also rooted in the fact that no organisation according to Shelby O. Hunt (1991) can avoid marketing.

6. To assist students in adapting to new situations and to receive broad-based education.

7. To develop manipulative skills that is appropriate to the occupations.

8. To assist learners to recognize need for updating, upgrading, and training for new occupations.

9. To create acceptable attitudes.

10. To assist students in developing problem-solving skill.

11. To inculcate principles of honesty, integrity, and dependability.

12. To assist students in developing self-confidence.

13. To develop an appreciation of the economic values of good workmanship.

14. To develop and provide good workmanship and services.

15. To develop individual initiative and economic empowerment.

16. To assist learners in choosing appropriate careers.

17. To promote better understanding of the world of work.

18. To promote good employer-employee relations.

19. To provide suitable training for youth with academic socio-economic or other handicaps.

20. To work towards consumer satisfaction at all times (marketing concept).

Fortunately, a study conducted by Nnamani (1982) has proved that Marketing education is feasible and can be introduced at all levels of Nigerian educational programme designed to meet the needs of persons who are preparing to enter a marketing occupation or an occupation, requiring competence in one or more of the marketing functions. Reaching out to the afro-mentioned individuals with an appropriate marketing education and training will provide a lee-way to solving the socio-economic problems perverting the nation’s
development. This has been given impetus by Philip Kotler’s suggestion that marketing curriculum should provide exposure to three different dimensions of marketing as follows:

1. **Markets, Institutions and Environment**: which sensitize the student to the major facets in which business operate courses in buyer behaviour, marketing channels, marketing and society, and marketing theory take care of this dimension.

2. **Marketing Skills**: which try to create and deepen the students quantitative and behavioral skills in analysis and synthesis of marketing systems, market and behaviour research methods, quantitative analysis of marketing problems, and marketing systems design provide for this area.

3. **Marketing Management**: which focuses on the problems faced by the firm in trying to make an optimal adaptation to its changing opportunities through careful planning, organisation, administration and control? This area is developed with courses in promotion decisions and management, physical distribution decisions and management, product decisions and management, planning, organisation administration and control of marketing management.

In the same dimension, Omolayole and Akarueze remind us that since the major institutions concerned with management and business studies aim to make their students become managers, they should aim at doing so as effectively as possible. To be effective, they maintain, it is not just knowledge that should be imparted but also the skill, behaviour patterns and attitudes required to perform a manager’s job adequately. This means that education and training should go hand in hand. An effective cooperation between the integration of the operations of the professional associations and consultancies with the formal educational institutions – Universities, Polytechnics and Colleges of Technology should then ensure that education and training go together.

### 2.21 VOCATIONAL EDUCATION CURRICULUM FOR MARKETING OCCUPATIONS IN NIGERIA.

Such curriculum patterns according to Crawford and Meyer (1972) may include:

A one-year curriculum based on the cooperative plan and including two class periods based or the cooperative plan and one class period of daily instruction. A two-year curriculum with the first year based on the project plan and the second year based on the cooperative plan, each involving one class period of daily instruction; a three-year curriculum with the first year based on the project plan and the second and third years based
on the cooperative plan; a one-year accelerated curriculum based on the project plan and designed for those planning for advanced study beyond the secondary school level; a one- or two year specialized curriculum based on either the project or the cooperative plan designed to develop competencies for such specialized areas as fashion, merchandising, food distribution, and petroleum distribution.

2.22 VOCATIONAL MARKETING EDUCATION/TRAINING FOR MARKETING OCCUPATIONS IN NIGERIA

The aim of the marketing education programme is to prepare students for entry and advancement in marketing occupations or in occupations requiring competency in one or more of the marketing functions. In addition to the already existing educational curriculum of various marketing departments, of the tertiary institutions, curriculum planners in marketing education should earmark academic programme that will touch the lives of individuals who require marketing education to improve themselves and consequently engender high standard of living and consequent economic development. Some of the jobs for which individuals enrolled in marketing education programmes may be trained are:
(Nnamani W.U, 1982)

**General Merchandise:** Sales person, stock person, credit interviewer, cashier, receptionist, display helper, sign printer, receiving clerk and marker, assistant buyer, buyer, department manager, merchandise manager, assistant credit manager, display assistant, display manager, assistant manager of receiving department, checker, professional salesperson, advertising layout man, copy-writer, advertising assistant, advertising manager, personnel manager, store manager.

**Food Distribution:** bagger, checker, grocery produce, meat clerk, head grocery, head meat clerk assistant manager, manager.

**Food Services:** Waitress, waiter, cashier, busboy, cafeteria, floor girl, hostess, head waiter, assistant manager, manager.

**Petroleum:** Service station attendant, assistant manager and manager of service station, driver, salesman, fuel-oil manager.

**Hotel and Lodging:** Barman, room clerk, reservation manager, purchasing agent, night auditor, bell captain, service superintendent, chef, catering manager, executive house-keeper, sales manager, building superintendent, recreation director, manager.
**Wholesaling:** Salesman, route salesman, vending machine specialist, buyer, order selector, warehouseman, warehouse manager, receiving-shipping supervisor, manager.

**Real Estate:** Salesman, property rental agent, real estate appraiser, broker, property manager.

**Automobile:** Automotive parts counterman, automobile sales man of used cars, automobile salesman, franchised dealer.

**Insurance:** Health and accident insurance salesman, fire and other casualty insurance salesman, life insurance salesman, investigator, claim adjuster, manager of insurance office.

**Finance and Credit:** Bank messenger, bank cashier, bank teller, loan officer, salesman, securities broker, credit investigator, credit and collection manager.

**Transportation:** Information clerk, reservation clerk, ticket salesman, motor transportation rate clerk, traffic agent, traffic manager, terminal manager.

**Personal Services:** Salesman in photographic studio, customer service worker in dry cleaning or laundry establishment, manager of above establishments or manager of beauty parlor, barber shop, funeral home, shoe repair shop.

### Table 2.3: Universities in Nigeria where marketing courses are tenable and years of foundation

<table>
<thead>
<tr>
<th>Name of Universities</th>
<th>Year of Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abia State University (ABSU) Uturu</td>
<td>(1981)</td>
</tr>
<tr>
<td>Anambra State University of Science and Technology (ASUTECH) Uli, Anambra State</td>
<td>(1992)</td>
</tr>
<tr>
<td>Convenant University, Canaan (CONVENANT), Ota, Ogun State</td>
<td>(1999)</td>
</tr>
<tr>
<td>Delta State University, Abraka, Delta State (DELSU)</td>
<td>(1992)</td>
</tr>
<tr>
<td>Ebonyi State University (EBSU), Abakaliki, Ebonyi State.</td>
<td></td>
</tr>
<tr>
<td>Enugu State University of Science and Technology (ESUT), Enugu State</td>
<td>(1980)</td>
</tr>
<tr>
<td>Imo State University, Owerri (IMSU), Imo State</td>
<td>(1981)</td>
</tr>
<tr>
<td>Lagos State University (LASU), PMB 1087, Apapa, Lagos State</td>
<td>(1983)</td>
</tr>
<tr>
<td>Madonna University, Okija (MADONNA), near – Onitsha, Anambra State</td>
<td>(1991)</td>
</tr>
<tr>
<td>Michael Okpara University of Agriculture (UMUDIKE), Abia State</td>
<td>(1992)</td>
</tr>
</tbody>
</table>
Nnamdi Azikiwe University, Awka (NAU), Anambra State (1991)
Rivers State University of Science and Technology (RSUST), PMB 5080, Port Harcourt, Rivers State (1979)
St. Paul’s University College, Awka (St. Paul’s), Anambra State.
University of Benin, Benin City, Edo state
University of Calabar, PMB 1115, Calabar, (UNICAL), Cross River State (1975)
University of Lagos, Akoka, Lagos State.
University of Nigeria, Nsukka (UNN), Enugu State (1960)
University of Port Harcourt, Rivers State (PHC) (1975)
Tansian University, Oba Anambra State (2006)

Source: Universities Internet Websites/ Academic Programmes

2.23 PROFESSIONALISM IN MARKETING, NIGERIA PERSPECTIVE

**Origin:** In the late ‘60s and early 70s there was a general belief that the country lacked well trained and competent managers to man the emerging industrial and commercial enterprises. An association known as The Nigerian Council for Management (NCMD) was particularly positioned to address this major problem and to checkmate the frictions already emitting from the proliferation of professional bodies in marketing. Between 1974 and 1975 there were about three different marketing organizations in Nigeria. Two of them were based in Lagos while the third was in Enugu. Each claiming to represent marketers in the country, these bodies were:-

(i) Institute of Marketing (Enugu based)
(ii) Nigerian Marketing Association (Lagos based)
(iii) Marketing Institute of Nigeria (Lagos based)

In 1975, the operational arm of NCMD, Centre for Management Development, (CMD) and the Department of Marketing, University of Nigeria, Enugu Campus (UNEC) conducted several surveys about the scarcity of professional managers.

2.24 ACT NO. 25, 2003 AND NATIONAL INSTITUTE OF MARKETING OF NIGERIA (NIMN) IN NIGERIA

The 2003 ACT No. 25 was enacted by the National Assembly of the Federal Republic of Nigeria on 22nd July, 2003.
By this act, the Institute has the general duty of:

(a) Determining who are genuine marketers.
(b) Determining what standards of knowledge and skill are to be attained by persons seeking to become members of the marketing profession and reviewing those standards from time to time as circumstances may require.
(c) Registration of members which may include keeping register of fellows, full members, Associate members, Graduate members, Student members, Honorary Fellow and Corporate members of the profession and the publication from time to time, of the list of those members.
(d) Regulating and controlling the practice of marketing profession in Nigeria.
(e) Maintaining in accordance with the act discipline within the profession.
(f) Maintaining corporate membership that shall consist of companies, which produce or market goods or services in Nigeria, which at the date of application, employ not less than 25 persons and satisfy the rules and regulation of the Institute.
(g) The act also stipulates that a person registered as fellows and Associates of the Institute shall be entitled to use after their names, the words “fellow of the National Institute of Marketing of Nigeria” and “Associate of the National Institute of Marketing of Nigeria” respectively or the initials “FNIM” or “ANIM” adding that the designatory letters of the full members of the Institute shall be “MNIM”.
(h) A person when registered shall be issued with certificate as may be deemed fit by the council.

2.25 NATIONAL INSTITUTE OF MARKETING OF NIGERIA (NIMN) CODE OF CONDUCT

NIMN code of conduct enjoins that:
- good marketing practice seeks to make fair and honest profit by meeting the needs of the consumers;
- a member shall at all times act in a manner to uphold the dignity, image and integrity of the marketing profession;
- a member shall communicate only the truth at all times to the consumer, and
- a member should avoid any conflict between his personal interests and those of his employer. Where such conflict of interest arises, it should be disclosed to and resolved with the employer / client.
2.25.1 NIMN Professional Diploma in Marketing

The NDIM is geared towards meeting the marketing requirements of a dynamic economy. Its practice-oriented examinations are built on sound theoretical foundations which are relevant to Nigerian and similar experiences.

Objectives

The main objectives of conducting the Professional Diploma in Marketing Examination are to produce a corps of professional marketers. Specifically, graduates of NIMN will acquire adequate skills, knowledge and attitudes that will help them to meet the marketing challenges of dynamic economies.

Minimum Entry Qualifications

Candidates, irrespective of age, sex, place of birth, political orientation or religion, who intends to sit for the Professional Diploma in Marketing Examination, should have at least one of the following qualifications:

- the General Certificate of Education, Ordinary Level, or the Senior Secondary School Certificate, with credits in 5 subjects, including English Language and Mathematics, obtained at not more than two sittings;
- persons aged 25 years and above, with at least 1 year marketing experience in reputable companies, with less qualification are also eligible to apply;
- other equivalent qualifications approved by the Examinations Committee of the National Institute of Marketing of Nigeria (NIMN).

Examination Sequence

NIMN Diploma in Marketing Examination are conducted twice in a year, May/June and November/December at designated centers. Candidates are expected to pass all the subjects in each part/level before proceeding to the next stage.

Examination Results

Candidates are expected to receive either by hand or post notifications of result about 6 weeks after each examination. The grades awarded are structured with pass mark of 50 percent as follows:
- Distinction  A  =  70% and above
- Merit  B  =  60-69%
- Credit  C  =  50-59%
- Failure  F  =  40-49%
- Bad Failure  FF  =  Below 40%
- Exempted  EX
- Absent  XX


2.25.1 Syllabus for Professional Diploma in Marketing

Introduction
The syllabus for the Diploma in Marketing of the National Institute of Marketing of Nigeria (NIMN) attempts to integrate theory, experience and practice. The contents are designed to encourage candidates to acquire marketing principles and practices that would stand them in good stead in the ever-changing world of marketing. The aim is to build a corps of marketers with sufficient expertise in applying marketing techniques to the solution of problems in both the Nigerian and the international marketing environment.

Basic Structure
The new examination scheme is made up of three stages, viz: Professional Certificate, Professional Advanced Certificate, and the Professional Diploma, as detailed below.

Candidates should note that no exemption is granted from any subject of the Diploma State, except otherwise approved by the Examinations Committee.

Design of the Professional Diploma Examination
The Professional Diploma in Marketing is a professional examination open to all regardless of place of birth, age, sex, race, religious or political orientation, who intend to make Marketing a career at the management level.

2.26 MARKETING EDUCATION AND TRAINING INSTITUTES AND POLYTECHNICS
While the Universities concentrate on the development and training of high-level manpower, the institutes and Polytechnics are designed for the intermediate or middle-level manpower which is very much needed in the Nigerian economy – Onah 91979).

Since 1970, there has been an increasing expansion of institutes and Polytechnics by both the federal and state governments for the production of the middle-level manpower needs of the country.

There exist about forty eight (48) institutes and Polytechnics throughout the federation. Eighteen (18) of these institutes and Polytechnics belong to the Federal Government while twenty five of them are State owned. The remaining five (5) are privately owned. The ownership is distributed as following:-

2.26.1 Growth and Development of Polytechnics and Institutes in Nigeria

In the opinion of Chris Shu’aibu Abashiya, significant academic programmes started in the Polytechnics about four decades ago. Yaba College of Technology, the oldest of the Polytechnics in the country, started offering diploma courses in business in 1963, while the Institute of Management and Technology (IMT) Enugu started ten years later. Little or no marketing was taught at the Polytechnics except at the Kaduna Polytechnic where Ordinary National Diploma courses in Marketing, Purchasing and Supply provided middle-level manpower, and a Higher National Diploma in Marketing graduated 19 students in 1974, no other polytechnic offered full marketing programmes before 1975.

In the school of Management and Vocation of the Kwara State College of Technology, Marketing and Purchasing is one of the subjects taught for the Ordinary National Diploma in Business Studies. With the increasing need for middle-level manpower in the country, the number of Polytechnics and Colleges of technology has risen to about forty eight in number while about twenty four (24) i.e. 50% of them are currently running diploma programmes at both Ordinary National Diploma level and Higher National Diploma level in marketing. The remaining five, i.e. 10% of the total number are private Polytechnics/Institutes in the country.

2.27 NATIONAL BOARD FOR TECHNICAL EDUCATION NATIONAL DIPLOMA IN BUSINESS STUDIES (MARKETING) CURRICULUM AND COURSE SPECIFICATIONS

General Information
Title of Programme
This National Diploma in Business Studies replaces the former various National Diplomas in Marketing, Business Administration and Management, Purchasing and Supply, Cooperative Studies and Public Administration for which specialization will now be done at HND level (only) in the above listed programmes.

Goal and Objectives of National Diploma in Business Studies
The National Diploma programme in Business Studies is aimed at producing diplomats with sound theoretical and practical knowledge to carry out a number of activities in a business concern effectively. The ND diplomat should be able to:

- Conduct a simple structured survey on any aspect of business and make appropriate recommendations to the authority.
- Identify management problems at appropriate levels, analyse them and design management strategies to overcome them.
- Interpret and assist in the execution of overall cooperative development policies.
- Carry out inspection and auditing of books and records.
- Carry out evaluation of investment assets for investment purposes and assist in the analysis of investment proposals.
- Interpret basic statistical data.
- Assist in the preparation of short and long term budget plans.
- Write business reports and carry out various types of business communication effectively.
- Explain basic concepts and principles in economics and their applications in mixed economy.
- Apply principles of accounts to different types of accounting transactions.
- Use statistical inferences as aids to business planning and control.
- Understand the basic principles of law and apply same to business relationship and transactions.
- Explain various legal principles and procedures governing the regulations of companies as contained in company decree of 1968.
- Apply mathematics and other quantitative techniques in management decision process.
- Conduct product planning surveys for manufacturing organizations.
- Organize sales and distribution of materials.
- Carry out market research and similar functions.
- Carry out effective purchasing tasks and sales advertising.
- Undertake proper storages and preservation of materials and goods.
- Keep simple records of financial and other transaction in any organization.
- Speak and write clear, correct and effective functional English
- Buy efficiently and wisely obtaining the best possible value for every Naira spent.
- Ensure continuity of supply both to the markets or production units.

2.28 NATIONAL BOARD FOR TECHNICAL EDUCATION – HIGHER NATIONAL DIPLOMA CURRICULUM AND COURSE SPECIFICATIONS FOR MARKETING

GENERAL INFORMATION

Title of the Programme
The title of the programme is Higher National Diploma in Marketing.

Goal and objectives of marketing Higher National Diploma (HND) Programme
The course is designed to produce middle level management personnel with the relevant knowledge for the solution of marketing problems in business and commerce more specifically diplomats of the course should be able to perform the following functions:

1. Conduct product planning for manufacturing organizations.
2. Organize sales and distribution of goods and materials.
3. Carry out effective sales and advertising
4. Undertake market research and other similar functions
5. Prepare sales reports.
6. Identify simple sociological and psychological variables that determine customer behaviour
7. Process orders and deliver goods to the customer economically and satisfactorily.

General Entry Requirements

Higher National Diploma (HND) Programmes
The general entry requirements for any of the HND options in Marketing, Purchasing and Supply and Cooperative Studies should include:

(a) all the requirements for admission into the National Diploma programmes in Business Studies.
(b) a minimum of lower credit pass (CGPA of 2.50) in National Diploma Business Studies and related programmes.

(c) a minimum of one year post-National Diploma cognate work experience.

Note: In exceptional cases, National Diplomats with a pass (CGPA of 2.00 – 2.49) in the cognate National Diploma examination, with two or more years of work experience in the specific field may be considered for admission into the Higher National Diploma programme. The number of students in this category should not be more than 5 – 10% of the total class.

Curriculum
The curriculum is structured in four semesters of classroom, studio/ workshop activities in the institution and 3 to 4 month supervised industrial work experience scheme (SIWES) in a relevant industry. Each semester of institutional based activities shall be for duration of 17 weeks distributed as follows:

15 Contact weeks of teaching: i.e. recitation, practical exercise, quizzes, tests etc and 2 weeks to be devoted for examinations and registration.

The curriculum of the HND programme consists of four main components viz:

i) General Education courses

ii) Foundation courses

iii) Professional courses

iv) Supervised Industrial Work Experience Scheme (SIWES)

The General Education component includes courses in Social Studies/Art / Humanities, Mathematics/Science and Physical and Health Education. English Language/Communication, History and Physical and Health Education, Citizenship, Entrepreneurship, Philosophy of Science and Sociology are compulsory courses.

The General Education courses shall account for not more than 15% of the total contact hours for the programme.

Foundation Courses include relevant courses in Economics, Quantitative Techniques, Statistics, Law etc. The number of hours for the foundation courses shall be between 10-15% of the total contact hours for the programme.

Professional Courses are specialized core courses which give the student the theory and practical skills he needs to practice in his field of specialization at the technical/technologist level. Those specialized core courses account for between 60-70% of the total contact hours of the programme.
Conditions for the Award of the HND

Each option of the HND programme in the Business Studies Series shall be accredited by the NBTE before the diplomats can be awarded the diploma certificate. Details about the process of accrediting a programme for the award of the National Diploma or Higher National Diploma are available for the Executive Secretary, National Board for Technical Education, Plot B, Bida Road, P.M.B 2239, Kaduna, Nigeria.

Institutions will award the Higher National Diploma certificate in the given option to candidates who successfully completed the programme after passing prescribed coursework, examination, diploma project and the supervised industrial work experience. Such candidates should have completed between 72-80 semester credit units as prescribed in the given programme.

2.29 EQUIPMENT FOR MARKETING LABORATORY AS RECOMMENDED BY THE BOARD FOR TECHNICAL EDUCATION

1. Mini - Supermarket
2. A store
3. Trays
4. Racks
5. Bins
6. Bin Cards
7. Word Processor
9. Tactistoscope
10. Sychgalvanometer
11. Vista Technics of Research
13. Binocular Equipments
14. Coloured TV
15. Video Machine and Cassette on Business Topics
16. Cine Cameras – 2 no
17. Cash Registers – 4 no
18. Adding Machines – 8 no
19. Calculators – 8 no
20. Overhead Projectors – 1 no
MARKETING EDUCATION IN THE COLLEGES OF EDUCATION IN NIGERIA

Overview
The type of education flourishing in Nigeria in the early days or before the coming of Europeans in Nigeria can be referred to as basic education of informal type deeply rooted in cultural background, linguistic and ethnic difference. Modern education now referred to as Western education own its origin in Nigeria to the advent of the European Missionaries and Merchant Lords (Portuguese and Britain) which gradually but progressively metamorphosed into European colonization of some parts of Africa. Education in Nigeria at this time was not meant to produce educated elite by the colonial masters but to extricate Nigerian’s from their barbaric living and to create fertile ground that would enable the colonial masters tap and plunder Nigerian resources. However the acceptance of Western education in Nigeria does more good than harm. It brought into focus educated elites of black race, self government and improved economy amidst all odds. Between the late eighteen and early nineteenth century, in Nigeria history, most educated elites that fought the colonial rule sneaked out of the country in the pretence to go and serve the white men, only to gain and improve their knowledge of Western culture. By this time, their grievance on the British colonial rule had reached an explosive climax. They returned to Nigeria and mounted diplomatic opposition against the British government. The educated elites include Herbert Macaulay, Joseph Harford of Gold Cost now known as Ghana, Zik of Africa etc. When they came back they formed the National Congress of British West Africa (NCBWA) in 1920. The congress subsequently went to London with eight point agenda which includes among others the quest for the establishment of University and Colleges of Higher learning in West African regions. Though their request was turned down, their activities later created major reforms in the political landmark of the regions. The reform gingered the establishment of Yaba College of Education later known as Yaba College of Technology in 1934 and the University of Ibadan, in 1948. For the first time, the college awarded certificates in education as well as diploma to the graduates in 1938. There was also other College of Education which sprouted simultaneously along side these mentioned institutions but was run purely on missionary basis. Such includes: The Hope Wardell Institute, Calabar which awards diploma and certificate in education relating to philosophy, theologies and history etc. In recent years most
of these colleges of education and technology have integrated the study of business education and business study respectively in their educational programme.

2.31 DEPARTMENT OF MARKETING UNDERGRADUATE ACADEMIC PROGRAMME, BACHELOR OF SCIENCE (B.Sc) DEGREE UNEC

Departmental Philosophy and Objectives

General Philosophy

The Department of Marketing in the faculty of Business Administration offers a four year degree programme leading to the Bachelor of Science degree in marketing. The Departmental programme is based upon the philosophy of a broad based education bearing in mind that marketing is an eclectic discipline and depends heavily on Social Sciences, Humanities and Natural and Physical Sciences. A student of marketing needs both Theoretical and Practical knowledge to equip him with the necessary tools to face the challenges of the competitive economy. Emphasis is placed on self-reliance and self-employment to enable the student contributes to national development and professional career. To this end, therefore, the programme emphasizes both education and training in General Marketing, Marketing Research, Advertising, Public Relations and Transportation.

Objectives

The objectives of the programme are as follows:

(i) To educate students in all aspects of business administration in the first two years of the programme.

(ii) To give the students broad understanding of Marketing and related subjects in the third and fourth years of the programme.

(iii) To prepare students for responsible positions in industrial, commercial, as well as, in Government, Public Service and Private Establishments.

(iv) To equip students with the knowledge and techniques required in problem – solving and decision making.

(v) To prepare students for careers in Marketing, Business Management, Public Relations, Advertising, Marketing Research etc.

(vi) To equip students with leadership skills and knowledge needed in business, commerce, industry, government and management.
The graduates are therefore prepared to fill middle and senior level management positions in business, commerce, industry, and government. With their education and training they can set up their own business since the programme also emphasizes self-employment.

2.31.1 Marketing Programme

Course Description/Specifications of UNEC

MKT 102: Introduction to Business
The scope of Business, the character of business from social, legal and economic perspectives, forms of ownership, organization and management, marketing, production, finance and accounting functions; government and business; the social responsibility of business, international business, problems of Nigerian business enterprise. (6 Units)

2.31.2 Faculty of Business Administration

Postgraduate Diploma Programme in Business Administration (PGD) in Marketing
The PGD programme of the Faculty of Business Administration is designed for the interests of graduates of tertiary institutions in disciplines other than business who are constrained in their career development by lack of exposure to business studies. The programme equips such graduates with broad-based exposure to various facets of business discipline in order to brighten their career prospects as potential managers and/or to enhance their academic exposure for further postgraduate work in the area of business. The programme equips graduates with modern techniques for the practice of management and managerial tools for self-employment. The programme is open not only to graduates but to holders of professional qualifications such as HND Upper Credit (in business engineering, science or related disciplines), and final professional qualifications such as AIB, ACCA, ACMA, ACA, etc). Candidates with cognate managerial experience are given preference. The programme involves coursework and research project. Core courses are drawn from the following disciplines: accountancy, banking and finance, management, marketing, economics and quantitative studies. Candidates are required to choose an area of specialization from one of the following fields: Accountancy, Banking and Finance, Management and Marketing. Opportunities exist for graduates of the programme for supervisory and managerial positions in both the private and public sectors of the economy.

2.32 WEST AFRICAN EXAMINATIONS COUNCIL (WAEC)
The West African Examination Council (WAEC) recently the Sole Federal Government instrument for the conduct and regulation of certain examinations in the country. The WAEC, a multi-national examining body embracing the Gambia, Ghana, Liberia, Nigeria and Sierra Leone, conducts such examinations as are determined by the national government of each member state. In Nigeria the council conducts the West African School Certificate examination, the General Certificate of Education examination mainly at the ordinary level and sparingly at the advanced levels, the Royal Society of arts examination, the City and Guilds, the National Common Entrance Examination to Federal Secondary Schools and other State Secondary Schools. The council continually reviews its syllabus in order to meet the needs of the country. In more recent years, it has developed syllabus in such areas as elementary surveying, applied electricity, auto-mechanics, basic electronics, wood work, metal-work, business methods, statistics, principles of Accounts, Shorthand, Typewriting and commerce.

2.33 NATIONAL EXAMINATION COUNCIL (NECO)
The National Examination Council with headquarters in Minna, Niger State, was established in January, 1998, as a result of a chain of recommendations of Sogbetun Commission (1977), the Agulu Panel (1982), the Osiyale Committee (1993), the Etsu Nupe Panel Examination Council and thus relieve WAEC of some of its obvious burdens.

2.34 THE NATIONAL TEACHERS INSTITUTE (NTI)
The NTI was established in 1974 by the Federal Military Government after due consultations between Nigeria education advisers and UNESCO experts. It was established to upgrade teachers and to improve the quality of Nigeria Education in preparation for the Universal Primary Education Scheme which was being conceived then. Although based at Kaduna, the NTI operates a nation-wide programme with study centers in all States, to work for improvement in Teachers education. Though this, non-graduate teachers are eventually upgraded to graduate status and provided with facilities to acquire post-graduate qualifications.

2.35 THE BUREAU FOR EXTERNAL AID IN EDUCATION
External Aid in the field of education is channeled through the Bureau for External Aid in the Federal Ministry of Education on whose coordinating committee all the States are represented. The Federal Ministry of Education also acts as a liaison on educational matters
between Nigeria and Foreign countries international and national organizations, agencies and foundations.

2.36 SOME EARLY MISSION SCHOOLS AND COLLEGES IN NIGERIA

It is worthy of note that the effort to absorb the product of some early mission schools and colleges for higher education among others gave impetus to the establishment of tertiary institutions in the country.

Some Early Mission Schools and Colleges in Nigeria by Date of Establishment and Location

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Date of Establishment</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS Grammar School</td>
<td>Lagos</td>
<td>1859</td>
<td>CMS</td>
</tr>
<tr>
<td>St. Gregory’s College</td>
<td>Lagos</td>
<td>1876</td>
<td>RCM</td>
</tr>
<tr>
<td>Methodist High College</td>
<td>Lagos</td>
<td>1878</td>
<td>Methodist</td>
</tr>
<tr>
<td>Baptist Academy</td>
<td>Lagos</td>
<td>1879</td>
<td>Baptist</td>
</tr>
<tr>
<td>Hope Waddell Training Institute</td>
<td>Calabar</td>
<td>1885</td>
<td>CMS</td>
</tr>
<tr>
<td>St. Andrew’s College</td>
<td>Oyo</td>
<td>1895</td>
<td>CMS</td>
</tr>
<tr>
<td>Baptist Training College</td>
<td>Ogbomosho</td>
<td>1896</td>
<td>Baptist</td>
</tr>
<tr>
<td>St. Paul’s College Awka</td>
<td>Awka</td>
<td>1897</td>
<td>CMS</td>
</tr>
<tr>
<td>Oron Training Institute</td>
<td>Oron</td>
<td>1904</td>
<td>Primitive</td>
</tr>
<tr>
<td>Wesleyan Training Institute</td>
<td>Ibadan</td>
<td>1905</td>
<td>Methodist</td>
</tr>
</tbody>
</table>


2.37 MARKETING EDUCATION AND TRAINING IN OTHER COUNTRIES

The study of marketing education and training of other countries in Europe and America will enable us to assess the position and come up with marketing curricula which will be appropriate and relevant to Nigerian economy; J.O. Onah (1979:25). Marketing curricula are being questioned and reviewed by many marketing educator all over the world. This is because marketing is increasingly being influenced by technological as well as philosophical developments (Op.cit).
In the United Kingdom, marketing training for different examinations takes place at about 108 technical colleges. Until recently, marketing was solely confined to technical colleges and schools of salesmanship. It was considered non-intellectual and therefore below university standard. Certificates and diplomas were awarded by not degrees.
The Institute of marketing, which started in 1911 as the incorporated sales Manager’s Association, is now the professional organization for all senior executives engaged in marketing management. Its main objectives are to develop the body of knowledge about marketing, to provide services for members, and to make the principles and practices of marketing more widely known and effectively used throughout the industry. This practice continued until 1965, when the Institute of Marketing (I.M) established at the University of Lancaster the first department of Marketing in a British University. Many British Universities now have many departments of Marketing offering various degree programmes ranging from a B.Sc to Ph.D or D.B.A in Marketing. Such departments found in Manchester University, Bradford, Lancaster, Strathclyde etc. While the universities offer degree courses, the Institute concentrates on the membership grade and regulation of professional code of conduct. In North America, the practice of different marketing is taught at all levels in educational institutions. Marketing education and training is mostly the concern of the American Marketing Association and the Colleges of Business. The American Marketing Association does not award professional titles, like the Institute of Marketing in Britain. The educational institutions are responsible for awarding Certificates and degrees in marketing. Marketing education and training are highly developed in America with the result that there are programmes ranging from bachelor’s degrees to post-doctoral programmes in marketing. Britain emphasized diploma and specialized first degrees. Before the recent structuring of the diploma in marketing of the Institute of Marketing in 1975, the employer and British business in general suffered, as Jenner says; … because the young men and women moving into positions of marketing and management lack the more formal and wider knowledge of principles and techniques that “on-the-job” training, confined as it is to the job in question, is unlikely to confer. Whether fairly or not Britain has suffered to some extent in the past from unfavorable comparison with other manufacturing nations, United States, West Germany and Japan, to mention a notable three – in her ability to market her goods. America has had large-scale business schools for decades and these produced men who are extremely acceptable to the competitive free market that operate there. Britain sees something in America to emulate with profit. The realization of this deficiency led to the structuring of the Diploma in Marketing to provide for a higher professional qualification in marketing. Professor P.G
Moore of the London Graduate School of Business Studies, summarizes the recent developments in Britain when he said that, “There has been a sharp growth in the provision of management education in this country (Britain), through University sources in the last few years. Many universities have business studies departments or centres (Birmingham, Bradford and Durham are examples) and a little over two years ago, formal business schools, one at London, the other at Manchester, were opened.”

In the United States, as Donald L. shawver points out, “Even through most schools of business have revised marketing curricula within the past 5 years, uncertainty remains with respect to the design of an educational program for a student interested in a marketing career”. Shawver points out that the academic community makes a conscientious effort to provide what the business community wants and expects of the educational system.

The content of marketing education in the United States has been changing in the past few decades. Shawver identifies three significant patterns:

1. A de-emphasis on specialization; courses characterized solely by a ‘how-to-do-it’ approach have been dropped – general ability or social awareness is emphasized.
2. A general management approach is emphasized, stressing decision-making and analytical techniques – there is a de-emphasis in competence in specifics and an emphasis on general ability.
3. There has been integration into marketing education of materials, methods and concepts borrowed from related disciplines – Mathematics, the behavioral sciences, computer science and engineering have generously contributed.

Philip Kotler summarizes the attitude of the U.S.A when he points out that ‘it has been asserted that a college education won’t hurt anyone who is willing to learn something afterwards. The previously important courses of salesmanship, advertising copy and layout, retailing and wholesaling – courses he thinks are more fitting for a trade school than a self-respecting university – have given way to the present-day emphasis on computers, Mathematics, and behavioral science. Kotler however suggests a curriculum which provides for exposure in the following three different dimensions of marketing. They include:

1. Markets, Institutions and the environment
2. Marketing skills and
3. Marketing management.


2.38 THE CARDINAL ROLE OF TRULY AFRICAN UNIVERSITY

The subject of education received continuous attention in Africa throughout the 1960s. The UNESCO conference held in Tananarive in 1962 gave detailed consideration to African higher education paying special attention to the Universities. That conference was dominated by expatriate Africanists. Its conclusions did widely influence educational development on the continent. Since then, there has been an explosion in the development of university institutions, increasingly staffed and administered by Africans. But these Universities have been essentially replicas of foreign institutions. With the formation of the Association of African Universities in 1967, the stage was set for stock-taking and evaluation. The Association’s first general conference, in 1969, gave consideration to the general role of the universities in development, and discovered that the universities, as they were, did not seem prepared for the type of development that Africa demanded. It agreed that a fundamental new look was necessary, into the concept of University, its philosophy, organization and role, so as to make it better to meet the objectives and serve the needs of Africa.

The workshop agreed that the cardinal role of a truly African University must be analysed into the following rubrics:-Yesufu[1973]

(a) Pursuit, Promotion and Dissemination of Knowledge: The emphasis here must be on the pursuit and inculcation of practical knowledge not esoteric knowledge or knowledge for its own sake. It must be immediately useful to the generality of the people, and, therefore, locally oriented and motivated.

(b) Research: A university must be dedicated to research – fundamental and applied. Priority must be given to research into local problems and that will contribute to the amelioration in particular of the life of the ordinary man and the rural poor. Emphasis must accordingly, be placed on such topics as: rural health, the problems of poverty in its varying contexts; the conflict of cultures in multi-ethnic societies and the basis for unity and agricultural and rural development.

(c) Provision of Intellectual Leadership: It must involve not only research and acquisition of knowledge, but it wide and effective diffusion, so as to light the beacons by which governments, industry, commerce and the rural population, can plan and execute meaningful programmes of economic and social development. In this process, the academic must set the highest standard of intellectual honesty, simplify his language, and ensure that communication with the ordinary man is a two-
way reciprocal process. The university should not adopt a patronizing attitude in its dealings with the mass of the population. Even in the role of providing intellectual leadership, the university must see itself as the servant, not master of the people.

(d) **Manpower Development:** Up till now, the University in Africa, following the metropolitan models, has concentrated on the training of graduates and allied high-level manpower. But most of the graduates have (except in areas like medicine) tended to be highly academic and generalist. Many engineering, science and even some business graduates, for example, remain notoriously deficient of professional and practical skills. Thus even at the high level at which the University claims to operate, it has sometimes been seriously ineffective. In addition, the University’s contribution to the development of middle-level manpower has been marginal. Yet it is here that lie Africa’s greatest needs for skilled personnel – marketing lecturers, secondary and primary school teachers, agricultural extension workers, medical assistants etc. Contemporary African University must therefore reconsider its priorities. It should participate in the planning, organization, curriculum development and superintendence of institutions for training middle manpower. It should also shift emphasis in its degree programmes from the purely academic to the professional and practical.

(e) **Promoting Social and Economic Modernization:** Most African countries are characterized by multiplicity of ethnic groups and low levels of economic organization. They tend to be plagued by divisive causing disagreement and centrifugal (tending to move away from the centre) tendencies. It has therefore become difficult for democratic governments and institutions to thrive. The academic communities in the African University, by virtue of their higher intellectual development and wider horizons, have both the capacity and the opportunity to set examples in arresting and solving these problems. This responsibility has not been addressed. Henceforth, the university, the administrators, academics, research workers and students – must accept the challenge and the primary role in promoting social cohesion and setting examples in the establishment and operation democratic institutions. To help left Africa out of the sixteenth century doldrums in which it finds itself in the twenty-first century, university staff and students must break the chains of tradition which bind them with in the walls of the campus, and involve themselves completely with the social milieu. They must be more than research workers and mere purveyors of knowledge; they must become extension workers as
well, helping the small-scale trader, artisan and farmer, to improve upon their ancient and inefficient methods production and economic organization – Yesufu (1973).

(f) **Promoting Inter-Continental Unity And International Understanding**: While a university tends to be essentially a national or sometimes even a local institution, the frontiers of knowledge are boundless. The truly modern African university must, therefore accept a responsibility to pursue research, disseminate knowledge, and take all other necessary action, which will emancipate the African continent from the prevailing shackles of ignorance, break down the barriers of artificial isolation imposed by colonialism, as well as the natural barriers of language and cultural separation. The university must equally rediscover Africa and provide the intellectual and enlightened foundation to reinforce her image in the modern world. It should collate, conserve and propagate all that is best in African history, literature, social organization and culture. In so doing, the university will be identifying itself with, and promoting the ideals of the African Union (AU) for continental rapprochement and international understanding.

2.39 **THE IMPACT OF THE 1953-54 CONSTITUTIONAL CONFERENCE ON EDUCATION IN THE EASTERN REGION AND NIGERIA LANDMARK**

Following the constitutional Conference of 1953-54, Southern Cameroon’s were separated from the Eastern Region. Additional powers were given to the Regions in many areas, including education. The civil service was also regionalized, and the staff of the Education Department in the Region became employees of the Eastern Regional Government. The new Government which came into power in 1954, laid before the House the seasonal paper No. 4 on Education. A significant extract from it reads: “In December 1956, Universal Primary Education shall be introduced into all parts of the Region where it will not have been introduced before that date. The bulk of the money for abolishing school fees will come from the Regional Government and education rating on a 55-45 (55 percent regional and 45 percent local) basis. Eastern Nigeria as an educational entity is a very recent creation. The year 1948 seemed to us a suitable date from which to trace very briefly the line of educational development in the Region (Report On The Review of the Educational System In Eastern Nigeria, 1962:7, the Government Printer Enugu).

The Phillipson Report, Grant-in-Aid of Education in Nigeria (1948, which, in spite of its limited objective, has been rightly regarded as a document of grate significance in the history
of post-war education in Nigeria, contains a masterly review of the course of educational
development in Nigeria, Mr. R.A. Mch, Davidson and this was approved and adopted as an
outline of educational policy in Nigeria by the Legislative Council in 1948.

2.40 ADMINISTRATION AND ORGANIZATION OF HIGHER EDUCATION IN
NIGERIA
The Federal government coordinates education planning, policy and finance through the
National Council on Education, which comprises all Commissioner/Ministers of Education in
the country and the Joint Consultative Committee of Education. At the primary level, local
Governments share responsibility with the federal Government. At the secondary level, the
responsibility is borne by state governments. The Federal Government has exclusive
legislative powers as well as full financial responsibility for federally owned universities in
the whole country. The Federal Minister of Education plays a vital role in the maintenance of
educational standards nationwide by operating national organizations which are devoted to
the development of specialized aspects of education. Such organizations include the Federal
Inspectorate Service and the Nigerian Educational Research and Development Council which
among other functions is actively involved in curricular review and renewal. Other
educational services for improvement of standards include: the science Equipment Centre and
the School Broadcasting Unit. The Nigerian Educational Research and Development Council
(NERDC) was set up by Decree No. 31 of August 1972 and was entrusted with the following
functions:
- To encourage, promote and coordinate educational research programme in Nigeria.
- To identify such educational problems in Nigeria needing research.
- To encourage research into education problems and for that purpose, undertake
commissioning and financing such research projects and publish a list of completed
educational research project and
- To complete and publish or sponsor the publication of the result of educational
research, particularly in relation to Nigerian problems.
The NERDC has specialist committees on primary, teacher training, and secondary
education, as well as an education and testing committee.

Higher Education: The number of Polytechnics in Nigeria has increased steadily from 27 in
1987 to about 36 in 1991 and 43 in 1995. The enrolment in Polytechnic showed a slight
decline from 60,533 in 1987 to 60,413 in 1991. However, from 1991 the enrolment increased
from 60,413 to 92,364 in 1995 showing a growth rate of 52.89 percent. The development of
University education in Nigeria has been no less spectacular. For example from 5 universities in 1972 to 13 in 1980 Nigeria had 42 Universities in 1990. Similarly the enrolment of 18,448 in 1972 and 53,000 in 1980, rose to 126,285 in 1985 in twenty four universities. There was a rapid growth in university education between 1986 and 1988. Within this period, the enrolment in the twenty four Universities grew to 160,767 (Federal Ministry of education 1990). Base on present trends, it is estimated that enrolment in all 42 universities in 1999 was as high as 500,000 at the end of 1999. The university mode of admission is through JAMB. Many areas of specialization have been developed in various universities and many graduates are being supplied to the economy. For instance the manpower supplied to the Nigerian economy by the Nigerian universities in 1991 was 28,139 while it grew to 30,412 in 1995. This reveals 108.08 percent growth rate.

2.41 THE NATIONAL UNIVERSITIES COMMISSION (NUC)
The National university commission was created by Decree No. 1 1974, it provides that the channel of communication of the National Universities Commission with the Federal Government will be through the Federal Minister for Education. Thus, the NUC is the agent of the Federal Government for coordinating, financing and the overall development of the universities. The commission is answerable to the federal government on the total and individual performances of the universities. It is the main channel for Federal funds for university education in the country. The NUC also ensures the orderly development of University education, the maintenance of high standard and avoidance of unnecessary and wasteful duplication of academic programmes, faculties and facilities. The commission is empowered to advise on the creation of new universities and other degree granting institutions, distribute government grant in accordance with a set formula, collect, analyse and furnish information relating to university development and education in Nigeria, and act as the agency for channeling all external aid to Nigerian universities.

2.42 JOINT – CONSULTATIVE COMMITTEE ON EDUCATION
This is an independent body of professional educators acting in advisory capacity to both the Federal and State Ministries of Education, Universities, Institutes of Education, the West African Examination Council, and all other education agencies. Its main functions include:
- influencing educational development in the country.
- offering professional officers a forum for exchange of ideas and information and
reconciling professional views in order to evolve a harmonious national educational system.

2.43 JOINT ADMISSION AND MATRICULATION BOARD (JAMB)

The Joint Admission and Matriculation Board established by a decree in 1977, is one of the Boards in the Nigerian Educational System. It is responsible to the Federal Ministry of Education. The Board according to the decree establishing, it is responsible for the general control of the conduct of matriculation examination for admission into all Universities in Nigeria for approved undergraduate courses leading to the award of first degrees.

CONCEPT OF DEVELOPMENT AND ENTREPRENEURSHIP EDUCATION IN NIGERIA

The emphasis at this point is to evaluate the basic concept of development vis-à-vis entrepreneurship education. The basic concept of development according to Bendaried et al is that it is a process through which a society moves from a given developing socio-economic condition to another more desirable socio-economic condition as a consequence of education in the appropriate attitudes and skills. This tends to substantiate the hues and crises for an enduring entrepreneurship education stressing that it is what the country requires towards building a virile nation. Ulf Hemmelstrand et al (1998) According to them, the main fetters upon which development can be identified are categorized in three areas viz:

1. Solving the problems of mass survival (food production, and related areas of production of agriculture, tools. Roads, Markets etc).
2. Creating an indigenous entrepreneurial national bourgeoisie and a well organized working class.
3. Improving democratic self-rule.

According to Prof Iffih (1994,68), the concept of development to most people is purely economic and therefore all development is economic and nothing more adding that it meant the presence and multiplication of physical infrastructure, the provision of those visible pre-requisites, which enhance individual and economic growth and well being. The economic concept of development implies the provision of life’s basic necessities, welfare amenities and utilities such as food, clothing, shelter, locomotion and communication. The long-existing approach concentrates on man as exclusively economic being which in reality is not
true assessment of man. Man is by far more than mere economic being and for this consideration, integrated approach appears the most appropriate methodology to development, an integrated approach to development of man in his entirety (body, soul and spirit) and his environment. Therefore the fact remains that the economic, technological, social, political and moral lives of man cannot be realistically separated, and developed in isolation. They are seen as intertwined components of man. For the total development of man to be achieved these components must be considered. It is important to recognize man’s economic needs as basic and very necessary as Karl Marx would say, but his economic goal is just one of a number of his vital components and goals. Due consideration should be given to human development. Human development is more than economic development. It embraces or encompasses the development of the mind, will, outlook on society and his attitude to many values in life. This justifies the whole essence of urging the development of entrepreneurship skill in Nigeria.

In Nigeria context, talks have been on economic development. The development of one part to the detriment of the other is a lopsided development partial and perhaps mechanical not total and integrated. In any case, be it integrated approach to development or an economic development only, entrepreneurship skill has fundamental roles to play. Every country, whether developing or industrialized strives after entrepreneurial development.

**Table 2.4 Industrialization and Employment in Developing Countries 1963-1969**

<table>
<thead>
<tr>
<th>Region /Countries</th>
<th>Manufacturing annual output growth</th>
<th>Manufacturing employment growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFRICA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethiopia</td>
<td>12.8</td>
<td>6.4</td>
</tr>
<tr>
<td>Kenya</td>
<td>6.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Nigeria</td>
<td>14.1</td>
<td>5.3</td>
</tr>
<tr>
<td>Egypt (USR)</td>
<td>11.2</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>ASIA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>5.9</td>
<td>5.3</td>
</tr>
<tr>
<td>Pakistan</td>
<td>12.3</td>
<td>2.6</td>
</tr>
<tr>
<td>Philippines</td>
<td>6.1</td>
<td>4.8</td>
</tr>
<tr>
<td>Thailand</td>
<td>10.7</td>
<td>-12.0</td>
</tr>
<tr>
<td><strong>LATIN AMERICA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brazil</td>
<td>6.5</td>
<td>1.1</td>
</tr>
<tr>
<td>Colombia</td>
<td>5.9</td>
<td>2.8</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>8.9</td>
<td>2.8</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>1.7</td>
<td>-3.3</td>
</tr>
</tbody>
</table>
The table above shows that in spite of relative impressive rates of growth in industrial output in many developing countries in the 1960’s the rate of growth in employment has significantly lagged behind: while it actually declined in some countries. In Nigeria, for example, while manufacturing growth rate was 14.12 employment growth rates was only 5.3% during the period. This justifies the need for self employment and entrepreneurial education Nigeria.

Table 2.5: The Incidence of poverty in six Africa countries

<table>
<thead>
<tr>
<th>Countries and year survey</th>
<th>Percentage of population in poverty</th>
<th>Change (percentage points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nigeria (1985/1992)</td>
<td>43.0</td>
<td>34.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-8.9</td>
</tr>
<tr>
<td>Cote d’voire (1988/1994)</td>
<td>30.0</td>
<td>45.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+15.9</td>
</tr>
<tr>
<td>Ethiopia Rule (1988/1994)</td>
<td>59.0</td>
<td>41.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-18.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-5.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-2.8</td>
</tr>
<tr>
<td>Tanzania Rural (1985/1991)</td>
<td>64.6</td>
<td>50.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-14.1</td>
</tr>
</tbody>
</table>

Source: Obadan (1997)

Many research findings have also confirmed that the economic growth achieved in the 1960 to mid-1980 did not solve nor mitigate significantly the perennial problems of poverty, employment and income distribution (Farunal 1973, Aku et al, Echebiri 1997, Uniamikogbo 1977). Evidences prove that the trend has persisted. The economic growth did not reduce poverty nor reverse the economic decline but actually worsened the economic condition of the poor. Economic development was re-defined in terms of reduction or elimination of poverty, unemployment and income inequality within the context of a growing economy. Dudley Seens said that when all three of these have declined from high levels, then there has been period of development for the country concerned. If two or three have been growing worse, especially if all the three have, it would be strange to call the result development even if per capital income doubled.

THEORETICAL PERSPECTIVES OF DEVELOPMENT
Towards a structural definition according to ULF Himmelstand, Kabir Kenyinjui and Edward Mbutugu (1988:18), development is a multi-dimensional concept even if you concentrate on some aspects of it, for instance economic development – there are a number of dimensions which must be taken into account.

1. A property or attribute which in the opinion of the author is a basic prerequisite of development is the capability of a given society, increasingly, to use its own resources of land minerals, man-power to feed its own people even in a situation of population growth. Some indicator may deal with results of food sufficiency, of insufficiency, such as the statues of health of the population or levels of child morality which could be assured to correlate with food availability.

2. Another property required for satisfying the concept of development is that a given country is capable increasingly, to produce or make available to farmer/peasants the basic tools needed in food production or in countries with a lack of arable land the tools needed in other production necessary for the importation of food

3. To speak about development also implies that there is or emerges through consent, a set of shared transaction rules regulating relationships between the main actors involved in economic or other important social, activities, and accepted by the majority as legally and/or morally binding the very process of development, itself cannot take place without some kind of trusted agreement between the main categories of actors in society about how to transact business and other social relations. In the absence of accepted and effective transaction rules, and in the presence of actor conflict, transaction and injustice emerging in process of social change. As already indicated, the struggle for greater fairness and justice of transaction rules can be agreed upon by consent.

4. Without indigenous entrepreneur and labour there is no further development. The existence of labour and of indigenous entrepreneurial and innovative activities to manage laobur and to manage other resources in production and sales not only of agricultural products and tools but other products as well is a necessary element in defining the very process of development.

5. A development of export/import relationship with a reasonable balance transaction of his trades so as to avoid too much of unequal exchange’ is another criterion. This could be considered as an effect of development, or in some theories as the
forerunner and precondition of developing rather than a criterion to be used in defining development.

6. Finally I think that the growth of a considerable measure of autonomy, self-rule and democracy is required in a given nation or other political unit in order for it to qualify as clearly developing or developed. A country is therefore not developing, or may even be defined as hindered in its development process, if it turns out to be a colony, or a country who’s economy and politics is overwhelmingly determined by donor countries, or by outside agencies such as the World Bank (WB), or the International Monetary Fund (IMF) which, for instance, may impose structural conditionalties on that country that can hinder development in its true sense.

Nigeria consumer price inflation rate stood at 9.7 percent in the month of May 2008.

2.44 SUMMARY OF THE LITERATURE REVIEW

At this point the various views and opinions encapsulated in the subject matter are summarized. The chapter commences with various definitions of marketing concept and marketing education. Among the definitions of marketing, the one that seems most acceptable is the definition postulated by the Institute of Marketing London (1983) which views marketing as the identification, anticipation, and efficient satisfaction of the wants and requirements of the customer at a profit to the firm. According to Onah (1979) marketing education is concerned with exposing young and new entrants to business, young executives with some experience of business and older and more senior executives with a great job experience, to the body of knowledge that has been developed, and is been developed in marketing, while marketing training is the overall process where an individual's behaviours is changed or modified in a specified pattern in marketing. In Nigeria, the National Education policy system is the main means of transmitting the art music, custom, tradition, the language and skills of the society to the young or generation with a view to perpetuating and advancing the culture of the people. Based on the people's views and opinions the aims and aspirations of national education policy have not been consummated through marketing education due to certain inadequacies ranging from lack of entrepreneurial, vocational, technical, quality, functional, holistic, relevant and problem – based marketing education. These are findings elicited from scholarly views and opinions on contemporary university, polytechnic/institute, college of education, and National Institute of Marketing of Nigeria (NIMN) marketing programmes. According to these views the performance of the Marketing graduates has not been particularly impressive.
Some of the areas encapsulated and reviewed on this chapter include: the historical antecedents of marketing education in Nigeria, challenges of marketing education in Nigeria, innovative model of marketing education prognosticated by the researcher to bridge the gap identified in this study; appraisal of scholarly views of marketing education delivery in Nigeria; organization of marketing education, faculty with entrepreneurial focus. Ede (2005:60), mission-based model of marketing education; recruiters, educators and students synergy in revitalizing marketing education; achieving functionality and employability through marketing education, generative and contrastive models, pedagogic and andragogic model; ICT leap frogging strategy. These are models directed at gaining insight into innovative marketing education in Nigeria. Other issues reviewed are specific learning theories that can enable a robust marketing education system. They include: classical theories of learning, Behaviorist theories learning, Pavlov’s experiments of learning; Thorndike theory; Skinner B.F Stimulus – Response – Reinforcement theory of learning; Gestalt psychology of learning; Wolfgang Koehler theory of learning, cognitive theories of learning; current approaches to learning at work; current learning practice in the organizational setting; Gagne learning theory, Carl Rogers theory of learning, Kolb-Experimental learning theory; learning styles British contribution and learning organization theory.

Other issues treated in this chapter include: lecturer, student and employer perception on preparing marketing students for changing business landscapes; marketing education and training in other countries, the Cardinal Role of Truly African University. The following roles were specified: pursuit, promotion of intellectual leadership, manpower development, promoting social and economic modernization, promoting inter-continental Unity and International Understanding, other issues reviewed include: Administration and Organisation of Higher Education in Nigeria; The National Universities Commission (NUC); Joint-Consultative Committee on Education; the Role of Integrated Communication Technology (ICT) and Information Technology (IT) Based Tertiary Marketing Education Delivery (Problems and Prospects), specific areas treated in this topic include: Development of ICT and IT Learning Resources; use of the ICT and IT based materials in the teaching and learning of marketing; transformation of the ICT based materials for usage in an alternative mode of teaching and learning; problems of using ICT in literacy programme; such problems boarders on the issues of technology and morals, affordability, technological imperialism,
socialization and humanization of technology, appropriateness and acceptability, social and development perspective. Another area of note is the Market Economy and Higher Education Reform Process in Mongolia. Others are building entrepreneurial attitude through marketing education; the realization of pedagogic and andragogic models of marketing education through: the case method, group projects, experimental exercise, library research, integrating research, use of guest speakers/lecturers, field trips, indigenizing the curriculum, forming partnership with professional and discipline-based Organisation; leapfrogging strategy for fast-tracking marketing learning. The basic idea in this scenario is to transform the Nigerian marketing education system from its present doldrums to entrepreneurial, vocational, technical, holistic, employability, problem-based and functional marketing education system the stakeholders shall all be proud of. Routing from the fact that entrepreneurship is a pervasive field practiced by every living being consciously or unconsciously it has the potentials and the overwhelming force to revolutionalize the Nigerian economy if properly articulated and enhanced. A cursory look at the civilized countries of the world reveals that they achieved development on the plate form of entrepreneurship marketing concept and ingenuity. Think of U.S.A., Japan, China, Singapore, Britain, German, North Korea to mention a few, they all acquired civilization through entrepreneurial efforts. Both the formal and the informal sectors of the Nigerian economy have dearth need for this skill to foster human and economic development. Consumer satisfaction, prudent management, formulation of better policies, initiating actions that would better the lot of the common man; demographic and psychographics studies as well as the study of consumer behavior require an entrepreneurship skill. Entrepreneurship effect is felt in all sectors of the Nigerian economy and without it life has no substance.
Unfortunately, the study and practice of entrepreneurship in Nigeria have yet to be accorded the requisite recognition required. Entrepreneurship Education in the Nigerian society has not succeeded in making the Nigerian society fully aware of the critical role it plays in enhancing and sustaining Nigeria’s development.
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http://www.tamu.cc.edu/~whatley/phil3340/prof01.htm
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 THE STRUCTURE OF RESEARCH METHODOLOGY WHICH INVARIABLY GUIDED THIS RESEARCH WORK

Overview: Research methodology may be defined in a broader perspective as the plan, structure and strategy of investigation for solving research problems. In the view of Behling [1984: 44] Research Methodology is the authority base of the research as well a straight, clear and vivid road which any one who takes it will not fail to reach his destination.

3.2 RESEARCH DESIGN

The sources of information for a study and the research design go hand in hand. They both depend on how much is known about the problem. If relatively little is known about the phenomenon to be investigated, exploratory research is warranted. Exploratory research dictates a flexible data-collection strategy. In this research, non experimental research design consisting of the survey and observation research designs was used. The researcher made ample use of the questionnaires, interviews with knowledgeable people and cursory observation of behaviours in the target population.

3.3 SOURCES OF DATA COLLECTION

The researcher was aided in the course of this study by both primary and secondary data.

Primary Sources of Data: Primary sources of data collected explored in the course of this study include: the use of questionnaires, interviews and observations. Well structured questionnaires were administered to the marketing graduates of the sampled tertiary institutions. In another dimension, a properly structured interview was directed to elicit vital information on the position of marketing education in the sampled tertiary institutions. Such individuals as the Heads of Marketing, Faculty deans and the registrars of the sampled tertiary institutions were interviewed. The researcher, who incidentally is an experienced lecturer in the Marketing Department, brought his experience to bear in this research by observing happenings in our marketing education system.

Secondary Sources of Data: The researcher collected secondary data from such avenues as the journal of marketing education, journal of marketing research, text books, hand books, prospectus, federal ministry of information bulletins, marketing programmes, brochures, newspapers, magazines, Nigerian journal of marketing, internet websites, government
gazettes, conference papers and own published articles. The following libraries were of immense help. They include: University of Nigeria Enugu Campus Library, University of Nigerian Main Library, Nsukka; Nnamdi Azikiwe University Library; Anambra State University of Science and Technology Library Uli; Enugu State University of Science and Technology Library.

**Questionnaire Design:** Questionnaires were considered inevitable in this study because of the population of the target audience, coupled with the nature of the information sought. It enabled the marketing graduates to answer the questions in their personal capabilities and without undue influence.

**RELIABILITY AND VALIDITY OF RESEARCH INSTRUMENT**

**Reliability:** Reliability is the degree to which a given measurement procedure will give the same description of that phenomenon if that measurement is repeated. To assert that an instrument is reliable, the researcher must use the same measuring object to measure the instrument at more than one instance, the results so recorded must be the same. In line with the above, the instruments for this research (questionnaires and oral interviews) were subjected to “Test-retest method”. The score were subjected to correlation analysis and the correlation coefficient was efficient for reliability.

**Validity of Research Instrument:** Validity refers to the extent to which an empirical measure adequately reflects the true meaning of the concept under study. Construct validity was used to assess the research instrument of this study (Questionnaires). Since construct validity according to Kothari (1990) is concerned with the degree to which the measuring instrument conforms to predicted correlations with other theoretical propositions. For the purpose of this study, the data collected confirmed. Nwaizugbo (2006 findings from eighty graduating students of various tertiary institutions on course content appraisal, adequacy of programme and programme relevance to individual and societal needs. The outcome of this research instrument and that research findings were the same.

**3.4 SURVEY INSTRUMENT DESIGN (DESCRIPTIVE SURVEY)**

For the purpose of this work, though an empirical case study, the descriptive field survey method was used. Descriptive analysis involves an objective, systematic collection and presentation of data to give a clear picture of the desired characteristics of the sample size or the peculiarities of the sample population. For proper assessment, the method of the sample survey used here is cross sectional analysis and this is a process of analyzing only a part of the sample of a population of the target audience in such a manner that the part so selected could be a true representative of the entire population. The multiple leaner regression method was used in testing the hypotheses.
3.5 THE AREA AND POPULATION OF THE STUDY
The term population in the context of this study refers to a comprehensive or totality of all observations with specified characteristics of interest relevant to a particular decision. In pure statistical analysis the term population refers to “any well defined class of people, animals, and organizations etc that satisfy a study objective or sphere of interest” Akam (1998:59).

Rooted in the above contention, our population for this study refers to all tertiary institutions in Nigeria. They include: Federal Universities, State Universities, Private Universities, Federal Polytechnics, State Polytechnics, Private Polytechnics, Federal School of Technologies and institutes, State School of Technologies and Institutes, Federal Colleges of Education, State College of Education and Private College of education and Institutes – located in the 36 States and the federal capital territory. Also studied is National Institute of Marketing of Nigeria (NIMN). These institutions are studied amidst their academic programmes, quality of their course contents, curriculum; teacher and student qualities, graduate quality, teaching style and methodology facilities (laboratory, library information technology, staff development facility).

3.6 THE SAMPLE AND SAMPLING TECHNIQUES
In behavioral and social sciences it is not ideal to study the entire population of discourse, consequent upon this, a sample or a proportion of the population is usually selected to represent the population or area of study.

Following this principle, the researcher adopted the stratified random probability sampling techniques. The universities, polytechnics and colleges of education in the country were stratified and studied.

QUESTIONNAIRES DISTRIBUTION METHOD
In view of the scope of this study multiple methods of questionnaires distribution were adopted. They include:

(a) Drop and pick method (Yavas, 1987)
(b) Telephone contact

Drop and pick method (Yavas 1987)
With this process, the researcher involved five (5) research Assistants (graduates of marketing) selected and trained for the purpose collecting data via questionnaires. This method helped to address the cynical and lackadaisical attitude of most Nigeria towards questionnaires.

Telephone Contact: Telephone calls were invaluable in complementing the Drop and Pick method particular with respect to reminding respondents and to offer clarifications where necessary.
Table 3.1: Strata of the Universities in Nigeria

<table>
<thead>
<tr>
<th>Status of Institutions</th>
<th>No. of Institutions</th>
<th>Percentage Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Universities in Nigeria</td>
<td>17</td>
<td>19%</td>
</tr>
<tr>
<td>Federal Universities of Agriculture in Nigeria</td>
<td>03</td>
<td>3.5%</td>
</tr>
<tr>
<td>Federal Universities of Technology</td>
<td>05</td>
<td>5.75%</td>
</tr>
<tr>
<td><strong>Total No. of Federal Universities</strong></td>
<td><strong>25</strong></td>
<td><strong>28.7</strong></td>
</tr>
<tr>
<td>State Universities in Nigeria</td>
<td>17</td>
<td>19.5%</td>
</tr>
<tr>
<td>State Universities of Technology</td>
<td>04</td>
<td>4.6%</td>
</tr>
<tr>
<td><strong>Total No. of the State Universities</strong></td>
<td><strong>23</strong></td>
<td><strong>25%</strong></td>
</tr>
<tr>
<td>Private Universities in Nigeria</td>
<td>24</td>
<td>26.1%</td>
</tr>
<tr>
<td>Other Degree Awarding Institutions in Nigeria</td>
<td>20</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Total No. of Universities/Other Degree Awarding Institutions</strong></td>
<td><strong>92</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: Field Survey 2008*

3.7 DETERMINATION OF THE SAMPLE SIZE FOR THE STUDY (UNIVERSITIES)

In the determination of the sample size for this study, the Taro Yamen’s statistical formula was applied because of its suitability in sampling a known population.

**Sampling the Universities:** The sample size for the universities is 75, at 5% error margin and 95% confidence interval. The formula is as follows:

\[
n = \frac{N}{1 + Ne^2}
\]

Where

- \(N\) = Estimated population
- \(n\) = Sample size
- \(e^2\) = Error margin
- 5% = Level of significance (0.05)
- 1 = Constant 95% confidence interval

Thus:

\[
\frac{N}{1 + Ne^2} = \frac{92}{1 + 92 (.05)^2} = \frac{92}{1 + 92 (.05)^2}
\]
\[
= \frac{92}{1 + 92 (0.05)^2}
\]
\[
= \frac{92}{1 + 92 (0.0025)^2}
\]
\[
= \frac{92}{1+0.23}
\]
\[
= \frac{92}{1.23} = 74.796
\]
\[
= 75 \text{ approximately}
\]

Table 3.2: Allocation of Questionnaires Based on Sampled Universities Strata in Nigeria

<table>
<thead>
<tr>
<th>Status of Institutions</th>
<th>No. of Questionnaires Administered</th>
<th>Questionnaires Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Universities in Nigeria</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Federal Universities of Agriculture in Nigeria</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>Federal Universities of Technology</td>
<td>05</td>
<td>03</td>
</tr>
<tr>
<td>State Universities in Nigeria</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Private Universities in Nigeria</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>State Universities of Technology</td>
<td>04</td>
<td>02</td>
</tr>
<tr>
<td>Other Degree Awarding Institutions in Nigeria</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
<td><strong>57</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

Table 3.3: Strata of the Polytechnics/Institutes in Nigeria

<table>
<thead>
<tr>
<th>Institutions</th>
<th>No. of Institutions</th>
<th>Percentage Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Polytechnics/Institutes in Nigeria</td>
<td>18</td>
<td>38%</td>
</tr>
<tr>
<td>State Polytechnics/Institutes in Nigeria</td>
<td>25</td>
<td>52%</td>
</tr>
<tr>
<td>Private Polytechnics/Institutes in Nigeria</td>
<td>05</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2008
3.8 SAMPLE SIZE DETERMINATION FOR THE POLYTECHNICS INSTITUTES IN NIGERIA

In determining the sample size for the polytechnics/institutes to be studied, the Taro Yamane formula was adopted also because of its suitability for known population. Since the estimated population of the polytechnics/institutes was randomly selected for this study. The formula is as understated.

\[ n = \frac{N}{1 + Ne^2} \]

where

- \( N \) = Estimated population
- \( n \) = Sample size
- \( e^2 \) = Error margin (0.05)
- \( l \) = Constant

Level of significance 95%

Thus:

\[ \frac{N}{1 + Ne^2} = \frac{48}{1 + 48(0.05)^2} = \frac{92}{1 + 48(0.0025)} \]

\[ = \frac{48}{1 + 0.12} \]

\[ = \frac{48}{1.12} = 42.857 \]

\[ = 43 \text{ approximately} \]

Table 3.4 Allocation of Questionnaires Based on the Polytechnics/Institutes in Nigeria Sampled

<table>
<thead>
<tr>
<th>Status of Institutions</th>
<th>No. of Questionnaires</th>
<th>No. of Questionnaires Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Polytechnics/Institutes in Nigeria</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>State Polytechnics/Institutes in Nigeria</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>Private Polytechnics/Institutes in Nigeria</td>
<td>05</td>
<td>03</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2008
Table 3.5: Strata of Colleges of Education in Nigeria

<table>
<thead>
<tr>
<th>Status of Institution</th>
<th>No. of Institutions</th>
<th>Percentage Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Colleges of Education in Nigeria (Regular)</td>
<td>11</td>
<td>17%</td>
</tr>
<tr>
<td>Federal Colleges of Education (Technical)</td>
<td>09</td>
<td>14%</td>
</tr>
<tr>
<td>Federal Colleges of Education (Special)</td>
<td>01</td>
<td>2%</td>
</tr>
<tr>
<td>State Colleges of Education in Nigeria</td>
<td>41</td>
<td>63%</td>
</tr>
<tr>
<td>Private Colleges of Education/Technology in Nigeria</td>
<td>03</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2008

3.9 SAMPLE SIZE DETERMINATION FOR THE COLLEGES OF EDUCATION IN NIGERIA

In determining the sample size as it affects the colleges of education in Nigeria, the Taro Yamen formula was applied. A sample size of 56 was arrived at out of 65 total numbers of colleges in the country. The confidence interval remains 95% while the error margin is 5% or 0.05.

The formula is as stated below:

\[ n = \frac{N}{1 + Ne^2} \]

where:
- \( N \) = Population of the study
- \( n \) = Sample size
- \( e^2 \) = Error margin (0.5%)
- 1 = Confidence interval 95%

Thus:

\[ \frac{N}{1 + Ne^2} = \frac{65}{1 + 65 (.05)^2} = \frac{65}{1 + 65(0.0205)^2} \]

\[ = \frac{65}{1 + 0.1625} \]

\[ = \frac{65}{1 + 1625} = 55.913 \]

\[ = 56 \text{ Approximately} \]
Table 3.6: Allocation of Questionnaires Based on the Strata of the Colleges of Education in Nigeria Sampled

<table>
<thead>
<tr>
<th>Status of Institution</th>
<th>No. of Questionnaires Administered</th>
<th>No. of Questionnaires Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Colleges of Education in Nigeria (Regular)</td>
<td>08</td>
<td>05</td>
</tr>
<tr>
<td>Federal Colleges of Education (Technical)</td>
<td>07</td>
<td>04</td>
</tr>
<tr>
<td>Federal Colleges of Education (Special)</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>State Colleges of Education</td>
<td>37</td>
<td>30</td>
</tr>
<tr>
<td>Private Colleges of Education/Technology in Nigeria</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2008

Table 3.6: Summary of the Questionnaires Administered and the Number Returned

<table>
<thead>
<tr>
<th>Status of Institution</th>
<th>No. of Questionnaires Administered</th>
<th>No. of Questionnaires Analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>75</td>
<td>57</td>
</tr>
<tr>
<td>Polytechnics/Institutes</td>
<td>43</td>
<td>33</td>
</tr>
<tr>
<td>Colleges of Education</td>
<td>56</td>
<td>42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>174</strong></td>
<td><strong>132</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

Data Analysis: The answered and returned questionnaires were presented in tabular form, analysed and interpreted in chapter four. The data collected through the questionnaires were analysed with the aid of percentage distribution. Multiple linear regressions models were used in testing the hypotheses formulated.

3.10 TESTING OF HYPOTHESES

In testing hypothesis we are concerned with statistical inferences that help us to make decisions. When we make assumptions, such assumptions may or may not be true; they are generally statements about the probability distributions of the population. Procedures which enable us to decide whether to accept or reject hypotheses or to determine whether observed samples differ significantly from expected results are called Tests of Hypothesis, Tests of Significance or Rules of Decision, Olisakwe (1988). For the purpose of this study, the multiple linear regressions and “F” methods were used in testing hypotheses.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter, the primary data generated for this study were presented, analysed and interpreted. The data were sourced through the questionnaires (see appendix 1 and 2 for the questionnaires), structured oral interviews and observations. Percentage and frequency distribution were used in analyzing the questionnaires while the hypotheses were tested with the Multiple Learner Regressions and ‘F’ Test method. The researcher who incidentally is a lecturer with over ten years spanning experience brought his observations and experiences to bear in the course of this research. Invariably the researcher has through this process underscored the relative impact of the westernized marketing education in an undeveloped marketing economy such as Nigeria. In another dimension, some key functionaries in the sampled tertiary institutions, Heads of Marketing Department and Deans of Studies were interviewed to determine the actual position and focus of tertiary marketing education in their institutions.

4.1 ANALYSIS OF THE MARKETING GRADUATES QUESTIONNAIRES

A total number of one hundred and seventy four (174) questionnaires were administered out of which one hundred and thirty two (132) were returned. It is this number that was presented, analysed and interpreted.

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Response</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sex?</td>
<td>Male</td>
<td>81</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>51</td>
<td>39</td>
</tr>
<tr>
<td>2</td>
<td>Age Bracket?</td>
<td>16 – 26 years</td>
<td>48</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27 – 37 years</td>
<td>45</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38 – 48 years</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49 – 59 years</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60 – above</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td>3</td>
<td>Qualifications?</td>
<td>OND</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Degree or Its Equivalent</td>
<td>84</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Masters Degree</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doctorate Degree</td>
<td>12</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>132</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field Survey 2008
The table above suggests that 61% of the respondents are male while 39% are female and belong to the age brackets of 16 to 26 years (36%), 27 to 37 years (34%), 38 to 48 years (14%), 49 – 59 years (14%), while 2% of them belong to the 60 and above age bracket. 

In another dimension, 64% of the respondents’ posses’ first degree or its equivalent qualification, master’s degree (25%), doctorate degree (09%) while 2% posses O.N.D qualification.

Table 4.2: Relevance of Tertiary Marketing Education in Nigeria

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Should marketing education be taught in the tertiary institutions in Nigeria?</td>
<td>Yes</td>
<td>127</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>05</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

The above table indicates that 96 percent of respondents underscored the need for marketing education and agreed that it should be taught in the tertiary institutions in Nigeria. An innovative and functional marketing education is needed to provide the personnel required to power the Nigerian economy. One significant factor common among the twenty emerging world economy lead by America and China is the adoption of an out-ward market oriented philosophy (international market relevance). Marketing education is pivotal to the development of the Nigerian economy and serves as a catalyst to increased standard of living. The 4 percent of the respondents that abhorred the teaching of marketing in our tertiary institutions are simply ignorant of the tenets of marketing [marketing myopia].

Table 4.3: Learning Model Practiced in the Tertiary Institution

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Identify the type of learning received in the Higher Institution</td>
<td>Monolithic learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Holistic learning</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocational learning</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem based learning</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intellectual and entrepreneurial learning</td>
<td>60</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intellectual learning</td>
<td>66</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008
It could be inferred from the above table that 50% of the respondents agreed to have received intellectual learning while 45% believe that they receive intellectual and entrepreneurial learning. In addition, 02% of the respondents are of the view that the received monolithic learning while another 02% agreed that what they were indoctrinated with is holistic learning. The analysis above is equally represented by the pie chart above.

Table 4.4: Rate of Employed Marketing Graduates

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Are you employed?</td>
<td>Yes</td>
<td>51</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>81</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

The above table depicts that 61% of the respondents have not secured meaningful employment while 39% agreed to have secured employment. The major reason for the unemployment of the identified graduates is as a result of their rejection by employers of labour rooting from their inability to demonstrate the practical and technical knowledge of this specialized field known as marketing. The graduates also have problem of adapting the theories, principles and concepts learnt.
The above table portrays that 89% of the respondents, affirmed that the federal government funding of marketing education is within the range of 1% to 5% of the consolidated revenue fund and not up to the 28% prescribed by UNESCO. In another dimension 07% of the respondents agreed that the funding of marketing education in Nigeria is 6% to 10% while 04% agreed that the funding rate is 11% to 15% of the consolidated revenue fund. Poor funding among other variables retards the growth of marketing education in Nigeria. They following setbacks are glaring, they include inadequacies in the provision of instructional materials, teaching aids, marketing laboratory, departmental library, sparse staff development programmes and staff offices.

Table 4.6: Relevance of the Education Received in Solving Personal and National Needs

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Does the education you received solve your personal as well as the national needs?</td>
<td>Yes</td>
<td>105</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

On the above table, 80% of the respondents agreed that the type of education they received could help them solve both personal and national needs while 20% disagreed and argued that they cannot solve personal and national needs with the type of education received. The fact remains that in the contemporary, our marketing curriculum lacks entrepreneurial propensity that would enable the graduates solve personal and national needs. The 80% respondents
above are merely blowing their trumpets because the education they received has not enabled them to secure gainful employment.

**Table 4.7: Standard/Quality of Marketing Education in Nigeria**

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Can you say that the standard of education in Nigeria has fallen in recent years?</td>
<td>1980 – 1993: 06 05</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1994 – 2008: 126 95</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 132 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Is the academic curriculum of the department usually reviewed?</td>
<td>Occasionally: 63 48</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hardly: 45 34</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all: 15 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 132 100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Field Survey 2008*

**Fig. 4.2**

The above table indicates that the standard of quality education started falling in the country from 1994 till date (2008) (95%) while only 5% agreed that it started falling right from 1980 to 1993. The general view here is that the standard of education has fallen in the country because of its inability to meet the challenges of the National Education Policy defined as a means of transmitting the art, custom, tradition and skills perpetuating and advancing the culture of the people, (NEEDS Document 2005). It is also discovered from the above table that there is no systematic way of reviewing marketing curriculum. 48% of the respondents agreed that the curriculum is reviewed occasionally while 34% believe that it is hardly reviewed. In the same manner, 11% of them (i.e. fifteen of the respondents) are of the view that the curriculum is not reviewed at all while 09% believe that it is frequently reviewed.
Marketing curriculum should be dynamic and can be reviewed to suit needs. The above analysis is also represented by the pie chart above.

**Table 4.8: Entrepreneurial Focus of the Marketing Curriculum**

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Does the academic curriculum contain normal entrepreneurial propensity?</td>
<td>Yes</td>
<td>45</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>87</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source: Field Survey 2008**

It is inferred from the above table that 66% of the respondents have the view that marketing education curriculum in Nigeria lacks entrepreneurial propensity while the remaining 34% believe that the curriculum contains normal entrepreneurial propensity. Marketing curriculum should be focused on entrepreneurial development and holistic learning. According to Harbinson (1973:3), it is only when human resources – their skills, talents, energies, and knowledge – are effectively developed and harnessed, can a nation attain the capability and credibility to bring about positive social changes.

**Table 4.9: Nature of the Academic Programme**

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Can you say that the academic programme of the marketing department is overwhelmed by theories, principles, concepts that are foreign based?</td>
<td>Yes</td>
<td>102</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source: Field Survey 2008**

According to the above table, 77% of the respondents agreed that the marketing curriculum is overwhelmed by theories, principles and concepts that are foreign based while 23% only, disagreed. Education is culture sensitive. Nigerian’s educational system vis-à-vis marketing education is not culture sensitive and it has continued to manifest unemployment and insensitivity to both the individual and the national needs.
Table 4.10 Graduate Employment and Productivity

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Are there many unemployed marketing graduates roaming the streets?</td>
<td>Yes</td>
<td>93</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

From the above table, it is figured out that 70% of the respondents agreed that there are many unemployed marketing graduates roaming while 30% disagreed. The academic institutions are turning out marketing graduates without employability skills. According to NEEDS (2005:35), the goals of wealth creation, employment generation poverty reduction, and value reorientation can be effectively pursued, attained and sustained only through an efficient, relevant and functional education system.

Table 4.11: Students Motivation to Learn

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Do you think the students of the marketing department are motivated to learn?</td>
<td>Yes</td>
<td>66</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>66</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

According to the above table 50% of the respondents are of the view that the students are motivated while the remaining 50% disagreed. In deed the student cannot be motivated by the joblessness of the marketing graduates and lack of relevance of the marketing curriculum. For the students to be motivated the students must be made to acquire sufficient intellectual, entrepreneurial, technical, vocational skills and knowledge to be self-reliant and self employed.

Table 4.12: Assessment of Teacher Quality

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>What is the level of the teacher’s performance amidst service, skilful teaching and research skills?</td>
<td>Average</td>
<td>51</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below average</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above average</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fairly above average</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008
According to the above table, 39% of the respondents assessed the teacher’s performance to be on the average. In like terms 14% of the respondents believe that they perform below average while 11% respondents rated their performance, above average, 18% agreed that the lecturers perform fairly above average while another 18% of the respondents view them as non-performers. Most tertiary institutions in Nigeria lack articulated and integrated staff development programmes. These institutions do not encourage their staff to attend academic conferences to up date their knowledge in the field by lack of sponsorship and invariably discourage innovative research among lecturers.

Table 4.13: Marketing Laboratory in the Institutions

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Do you have equipped marketing laboratory in your institution?</td>
<td>Not at all</td>
<td>93</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Available but poorly equipped</td>
<td>12</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above average</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below average</td>
<td>12</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008
According to the above table, 71% of the respondents stated that marketing laboratories don’t exist in their institutions, 09% of the respondents argued that they have poorly equipped marketing laboratories in their institutions. What this implies is that specialized studies and research are discouraged. In spite of the fact that 11% of the respondents agreed that they have above averagely equipped laboratory while 09% contend they have below-averagely equipped marketing laboratories, such facility is lacking in most tertiary institutions. This problem contributes to poor quality marketing education in Nigeria hence learning is left to the whims and caprices of class-room scenario. According to Kolb (1979) classroom type learning is seen as a special activity cut off from the real world and unrelated to one’s life and where learning and doing are separate activities, it is important to distinguish classroom learning from problem-solving. The analysis above is further demonstrated by the pie chart above.

Table 4.14: ICT And IT Facilities for Marketing Education Delivery

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Are there integrated communication Technology (ICT) information facilities for marketing education delivery in your institution?</td>
<td>Yes</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>99</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008
Based on the above table, 75% of the respondents believe that Integrated Communication Technology (ICT) information facilities are lacking in our tertiary institutions while 25% argued that such facilities exist. From the above findings one can conclude that integrated communication technology and information facilities are not adequately provided to encourage properly marketing education delivery in Nigeria. ICT and information facilities are required to fast track and transfrontier marketing education in Nigeria.

Table 4.15: Integration of Practical Knowledge in Marketing Education

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Are crafts, talented and experienced people with practical knowledge co-opted in Marketing Education delivery in your institution?</td>
<td>Yes</td>
<td>93</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

The above table depicts that 70% of the respondents are of the opinion that talented and experienced people with practical knowledge are co-opted in marketing education delivery in Nigeria while 30% disagreed with this view. Invariably the researcher believes that experienced people with practical knowledge in business and marketing are not co-opted in marketing education delivery in Nigeria and believes that those on the affirmative suffered indigestion and answered in error.

Table 4.16: Assessment of National Institute of Marketing of Nigeria [NIMN] Performance towards Professional Marketing in Nigeria

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>What is the level of performance of National Institute of Marketing of Nigeria (NIMN) towards ensuring professionalism in marketing?</td>
<td>Poor performance</td>
<td>42</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average performance</td>
<td>45</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below average performance</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above average performance</td>
<td>09</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008
Fig. 4.5

Assessment of NIMN Performance towards Professional Marketing in Nigeria

Source: Field Survey 2008

Table 4.17: Needs Determination and Delivery in Marketing Education

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Are the needs of the consumers of marketing education in Nigeria determined and delivered satisfactorily?</td>
<td>Yes</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>96</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

According to the above table 34% of the respondents contend that the National Institution of Nigeria (NIMN) has put in average performance as a marketing regulatory agency. This view is unacceptable by 32% of the respondents who believe NIMN has performed poorly, 27% affirmed that NIMN has performed below average while 7% suggest that NIMN has performed above average.

In another dimension 73% of the respondents agreed that the needs of the Nigerian Marketing Education consumers are not determined and delivered satisfactorily. In the opinion of the researcher more has to be done by NIMN to enthrone professional marketing education and practice. Marketing education has to be reviewed to make it competency based to meet the needs of the job market and the challenges in the society.
Table 4.18: Socially and Economically Relevance of the Course Content

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Do you think the course content of the marketing programme addresses the</td>
<td>Poorly</td>
<td>03</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>issues in Nigerian marketing environment?</td>
<td>Fairly</td>
<td>54</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needs to be reviewed</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fully</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

According to the above table, 41% of the respondents believe that the course content of the marketing programme fairly addresses issues in the Nigerian marketing economy. However, 30% of the respondents disagreed and affirmed that the curriculum needs to be reviewed in another dimension, 16% the respondents agree that the curriculum fully addresses issues in the Nigerian marketing environment while 2% contend that the marketing curriculum addresses issues in the Nigerian marketing environment poorly. There is the glaring need to establish an effective partnership and collaboration with the organized private sector and the informal sector to ensure an appropriate interface between the marketing institutions and the world of work.

Fig. 4.6
4.19: Affiliation with the National Institute of Marketing of Nigeria (NIMN)

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Were you a registered student member of National Institute of Marketing of Nigeria NIMN</td>
<td>Yes</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>93</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source: Field Survey 2008**

Based on the above table, 70% of the respondents never registered with National Institute of Marketing of Nigeria during their school days while 30% got registered with them. Many of the students graduated without knowing about NIMN and its entrusted responsibilities and code of conduct.

4.20: Teacher Quality Assessed Based on Style and Methodology

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Evaluate teacher quality in the department as it concerns teaching style and methodology</td>
<td>Poor</td>
<td>09</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below average</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average</td>
<td>90</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above average</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source: Field Survey 2008**

Fig. 4.7

**Teacher Quality Assessed Based on Style and Methodology**

- Poor: 68%
- Below average: 14%
- Average: 07%
- Above average: 11%
Concerning the above table 68% of the respondents assessed teacher quality on style and methodology as being average while 14% affirmed teacher style and methodology below average, 11% however upheld above average. The implicit of this is that the teacher should be encouraged to increase in total quality, not only in research and service but also in using teaching styles and methods that will help students achieve many learning outcomes.

Table 4.21: Effect of Teacher’s Style in Student’s Understanding of the Course

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Does the teacher teaching style affects students understanding of the course?</td>
<td>Yes</td>
<td>114</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

On the above table 86% of the respondents contend that the teacher’s teaching style affects students understanding of the course and should therefore be properly articulated and aligned in marketing education delivery. However, 14% of the respondents argued that teacher’s style does not affect students understanding of the course. The views of the 86% of the respondents are more prominent and are considered.

Table 4.22: Student Disposition and Understanding of the course

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Do you think the student’s disposition affects his perception and understanding of the course?</td>
<td>Yes</td>
<td>117</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

Concerning the above table, 89% of the respondents believe that the student’s disposition affects his understanding of the course. 11% of these respondents disagreed. Since the 89% of the students holds a popular view, students should be made to develop amiable disposition over the course of study. There is need for a review of the marketing curriculum to make it relevant to the individual and national needs. That is the lee-way to increase favorable disposition and perception of the course of study. In the knowledge driven 21st century,
education vis-à-vis quality and relevant curricula must be the key driver for socio-economic transformation.

**Table 4.23: Method(s) Responsible for the Level of Knowledge Acquired**

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>What is responsible for your level of knowledge in the course?</td>
<td>Ambition for high-grade</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers style and methodology</td>
<td>06</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lectures based on books/handouts</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quest for entrepreneurial technical and vocational skills</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interest</td>
<td>54</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source: Field Survey 2008**

It can be inferred from the above table that “interest” was viewed by 41% of the respondents as being responsible for the level of knowledge acquired in the course. 27% of the respondents upheld that lectures based on books/handouts, internet web sites were responsible for their level of knowledge in the course. Another 27% of the respondents believe that there level of knowledge was acquired through ambition for high grade. However, 5% of the respondents attributed their level of knowledge in the course to teaching style and methodology. Based on the above analysis, one can understand that knowledge in the course was acquired through interest, lectures based on books/handouts, ambition for high grade and not in an effort to obtain entrepreneurial, vocational and technical skills relevant for self employment and self reliance of the graduates.

**Table 4.24: The Relevance of the Knowledge Acquired in Facing Real Life Situation**

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Do you think the knowledge acquired is enough for you to face real life situation in Nigeria?</td>
<td>Yes</td>
<td>75</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

**Source: Field Survey 2008**
On the above table, 57% of the respondents believe that the knowledge acquired in the course is enough for them to face real life situation in Nigeria while 43% responded ‘No’ showing that the knowledge acquired is not enough to enable them face real life situation in the country. Our marketing education requires technical, vocational, intellectual and entrepreneurial skills. According to Rogers (1979), much significant learning is acquired through doing. The use of multiple learning outcome variables that would help to ensure the achievement of multiple goals should be brought to fore to enable the graduates face real life situation. Many measures of learning outcomes can be applied, they include: the ability to get a job and expected performance on the job (Clark, Flasherfy, and Mottne 2001); task-performance and goal achievement (Deefer, Schmelz, Kennedy and Ramsey 2002; Overall course value perceptions (Marks 2000), and Exam scores (Hamer 2000; Ritchies and Volk 2000). In Nigeria the last option [exam scores] is the only measure of learning outcomes and this is apparently insufficient to enthrone functional marketing education.

Table 4.25: Model(s) of Education Practiced in the Tertiary Institutions

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Indicate the model(s) of education currently in practice in the department of marketing?</td>
<td>Pedagogic model</td>
<td>72</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andragogic model</td>
<td>12</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Generative model</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contrastive model</td>
<td>12</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pedagogic and Andragogic models</td>
<td>12</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don’t know</td>
<td>06</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008
The table indicated above shows that 55% of the respondents believe that the educational model currently in practice in the marketing departments in Nigeria is pedagogic model, 14% argued that it is generative model while 9% believe it is andragogic model. However, 9% held that the model currently in practice is pedagogic and andragogic models. 9% of the students indicated “Don’t now while 4% answered contrastive and generative models. In Nigerian context, it is no longer reasonable to adapt only the pedagogic model. For us to adapt a more functional and innovative approach to marketing education, it must be premised in self-employment, self reliance and entrepreneurial education models.

Table 4.26: The Nature of Our Marketing Curriculum

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>What is the nature of the marketing curriculum?</td>
<td>Static</td>
<td>64</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dynamic</td>
<td>69</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

From the above table, one can confirm the views of 52% of the respondents to have favored dynamic curriculum while 48% opted for static curriculum. In this circumstance marketing curriculum is not dynamic enough having attracted 52% of the respondents only. Curriculum should be dynamic and flexible enough to accommodate change when the need arises.
Table 4.27: Mode of Learning Practiced

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Does the marketing department use problem based or holistic learning [academic excellence, vocational skill development, moral, spiritual and ethical growth?]</td>
<td>Yes</td>
<td>111</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
<tr>
<td>31</td>
<td>Does the faculty organize the curriculum around competencies and skills that all students were required to demonstrate at the end of their programme?</td>
<td>Yes</td>
<td>76</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>56</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
<tr>
<td>32</td>
<td>Does the outcome based approach allow the marketing curriculum to fit into the wider context of business and required graduates to create value for their employers by producing relevant solutions to marketing problems?</td>
<td>Yes</td>
<td>48</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

The above table suggests that 84% of the respondents misconcept the learning model currently practiced in our tertiary institution many believe that it is holistic and problem based. Only 16% believes we are not practicing holistic and problem based learning. This misconception is rooted in the respondent’s shallow knowledge of the tenets of marketing.

There is also the wrong notion that marketing curriculum is organized around the competencies and skills that all students were required to demonstrate as indicated by 58% of the respondents. However 42% of them disagreed and believe that curriculum is not
organized around competencies and skills that all students were required to demonstrate at the end of their programme. This view is realistic.

In certain areas where the out-come based approach is applied in marketing curriculum, it is not allowed to fit into the wider context of business and does not allow graduates to create value for their employers by producing relevant solutions to marketing problems. This is the views of 52% of the respondents while 11% believe that the curriculum does not allow the graduates to identify and solve marketing problems 37% of the respondents believe in the outcome approach and relevance of the present curriculum. The views of the above 52% are over riding and portrays the actual situation.

Table 4.28: Whether the Curriculum Encourages Creativity and Entrepreneurship

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>Does the curriculum encourage critical thinking?</td>
<td>Yes</td>
<td>76</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>56</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

The table above suggests 58% of the respondent believe that the curriculum encourages critical thinking. However, the remaining 42% of the respondents disagree and believe that the curriculum does not encourage critical thinking.

Table 4.29: Library Facilities

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Is the departmental library sufficiently equipped with current marketing books, journals, reference materials, magazines, newspapers, etc.</td>
<td>Averagely equipped</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below averagely equipped</td>
<td>46</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all</td>
<td>67</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above averagely equipped</td>
<td>02</td>
<td>01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008
Table 4.30: How Serviceable the Library is

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Are the marketing students allowed to borrow books from the departmental library?</td>
<td>Yes</td>
<td>04</td>
<td>03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>128</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

The table above indicates that 70% of the respondents believe that most marketing departments do not have functional departmental library. This view is however negated by about 30% of the respondents. In the few institutions where marketing library exists 51% of respondents agree that they are sparsely equipped while 35% of the respondents concur they are below averagely equipped. 13% agreed that the libraries were averagely equipped while 01% of the respondents believe the libraries were above averagely equipped.

In another dimension 97% of the respondents firmly agreed that where the marketing library exists, students are not allowed to borrow books. However, 3% of the respondents believe that students are allowed to borrow books from the library.
Table 4.31: Student’s Enrolment

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>Does increase in school fees and the general high cost of procuring tertiary education affect student’s enrolment in the marketing discipline?</td>
<td>Yes</td>
<td>75</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partially</td>
<td>37</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

The above table tends to suggest that 57% of the respondents agreed that increase in school fees would likely reduce student’s enrolment and would increase the general high cost of procuring tertiary education in Nigeria. 28% of the respondents believe that it would partially reduce the number of student’s enrolment and would partially increase the general high cost of procuring tertiary education. In another dimension, 15% of the respondents argued that increase in school fees and the general cost of procuring high education would not reduce student’s enrolment for tertiary marketing education.

Fig. 4.10

Table 4.32: Accreditation Status

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>Is your marketing department accredited by relevant regulatory body?</td>
<td>Yes</td>
<td>96</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008
Table 4.33: Accreditation Grade

<table>
<thead>
<tr>
<th>Q/No.</th>
<th>Question</th>
<th>Responses</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>If your marketing programme has been accredited, which grade of accreditation was given?</td>
<td>Interim accreditation</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partial accreditation</td>
<td>09</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Don’t know</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full accreditation</td>
<td>71</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field Survey 2008

Fig. 4.11

Accreditation Grade

It can be inferred from the above table that 73% of the respondents agreed that various marketing programmes have been accredited while 17% of the respondents don’t know whether their marketing programmes have been accredited. 10% held that they have not been accredited. Accreditation of programmes in Nigerian tertiary institutions does not ensure quality and functionality education in Nigeria.

4.2 TESTING OF HYPOTHESES

In testing hypothesis we are concerned with statistical inferences that help us to make decisions. When we make assumptions, such assumptions may or may not be true; they are generally statements about the probability distributions of the population. Procedures which enable us to decide whether to accept or reject hypotheses or to determine whether observed samples differ significantly from expected results are called Tests of Hypothesis, Tests of Significance or Rules of Decision, Olisakwe (1988)
The Null Hypothesis

The Null Hypothesis is formulated for the purpose of nullifying the hypothesis. Such hypotheses are often called null hypothesis or statistical hypothesis and are denoted by the symbol: Ho.

The Alternative Hypothesis

Alternative hypothesis is also known as the research hypothesis. A research hypothesis makes a statement that actually predicts the outcome of an investigation. Alternative hypothesis is denoted by the symbol: \( H_1 \). In testing the hypotheses formulated in this study, the statistical tool used was the multiple linear regressions and the ‘F’ Test

Hypothesis One

\( H_0: \) Marketing graduates employment is not adversely affected by the curricula contents of the tertiary institutions in Nigeria.

\( H_1: \) Marketing graduates employment is adversely affected by the curricula contents of the tertiary institutions in Nigeria.

Questions 6, 8, 13, 14, and 20 are used.

Regression

Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you employed?</td>
<td>1.6136</td>
<td>.48877</td>
<td>132</td>
</tr>
<tr>
<td>Does the academic curriculum contain normal entrepreneurial propensity?</td>
<td>1.6591</td>
<td>.47582</td>
<td>132</td>
</tr>
<tr>
<td>Can you say that the academic programme of the Marketing Department is overwhelmed by theories, principles, concepts that are foreign-based?</td>
<td>1.2273</td>
<td>.42067</td>
<td>132</td>
</tr>
<tr>
<td>Are crafts people integrated into marketing education delivery in your institution?</td>
<td>1.2955</td>
<td>.45798</td>
<td>132</td>
</tr>
<tr>
<td>Identify the type of learning received in the higher institution</td>
<td>5.0682</td>
<td>1.07854</td>
<td>132</td>
</tr>
</tbody>
</table>

Model Summary(b)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.384(a)</td>
<td>.148</td>
<td>.121</td>
<td>.45833</td>
<td>1.442</td>
</tr>
</tbody>
</table>

a Predictors: (Constant), Identify the type of learning received in the higher institution, Can you say that the academic programme of the Marketing Department is overwhelmed by theories, principles, concepts that are foreign-based?, Are crafts people integrated into marketing education delivery in your institution?, Does the academic curriculum contain normal entrepreneurial propensity?

b Dependent Variable: Are you employed?
ANOVA(b)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>4.617</td>
<td>4</td>
<td>1.154</td>
<td>5.495</td>
<td>.000(a)</td>
</tr>
<tr>
<td>Residual</td>
<td>26.678</td>
<td>127</td>
<td>.210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31.295</td>
<td>131</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Predictors: (Constant), Identify the type of learning received in the higher institution, Can you say that the academic programme of the Marketing Department is overwhelmed by theories, principles, concepts that are foreign-based?, Are crafts people integrated into marketing education delivery in your institution?, Does the academic curriculum contain normal entrepreneurial propensity?

b Dependent Variable: Are you employed?

Coefficients(a)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>2.759</td>
<td>.279</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-.129</td>
<td>.097</td>
<td>-.126</td>
<td>-1.323</td>
</tr>
<tr>
<td></td>
<td>-2.66</td>
<td>.100</td>
<td>-.229</td>
<td>-2.648</td>
</tr>
<tr>
<td></td>
<td>.107</td>
<td>.092</td>
<td>.100</td>
<td>1.159</td>
</tr>
<tr>
<td></td>
<td>-.147</td>
<td>.043</td>
<td>-.323</td>
<td>-3.440</td>
</tr>
</tbody>
</table>

a Dependent Variable: Are you employed?

Decision Rule

Using the ANOVA table, which tests the acceptability of the model from a statistical perspective, if F-value calculated is greater than F-value critical, then reject the Null hypothesis and accept the alternate hypothesis.

Decision

The critical F-value (at degree of freedom 4 against 127 and critical value of 0.05) being 2.37 is lesser than the calculated F-value which is 5.495. Therefore the Null hypothesis is rejected and the Alternate Hypothesis is accepted. Thus, Marketing graduates employment is adversely affected by the curricula contents of the tertiary institutions in Nigeria.

This decision is strengthened by the fact that the significance value of the F statistic (0.000) is less than 0.05, which means that the variation explained by the model is not due to chance.

To establish the strength of the relationship between the model and the dependent variable, the model summary table is used.
$R$ (which is 0.384), the multiple correlation coefficient, is the linear correlation between the observed and model-predicted values of the dependent variable, indicates a weak relationship.

While $R$ Square (which is 0.148), the coefficient of determination, is the squared value of the multiple correlation coefficient, shows that about 14.8% the variation is explained by the model.

**HYPOTHESIS TWO**

$H_0$: Quality marketing education is not hindered by the poor funding of the tertiary institutions in Nigeria by their respective agencies.

$H_1$: Quality marketing education is hindered by the poor funding of the tertiary institutions in Nigeria by their respective agencies.

Questions 9, 17, 18, and 19 are used.

**Regression**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is funding up to 28 percent of the consolidated revenue fund prescribed by UNESCO?</td>
<td>1.1591</td>
<td>.47582</td>
<td>132</td>
</tr>
<tr>
<td>Are the teachers equipped with sufficient teaching quality-service, skillful teaching and research skills?</td>
<td>2.6364</td>
<td>1.57399</td>
<td>132</td>
</tr>
<tr>
<td>Do you have equipped marketing laboratory in your institution?</td>
<td>1.5909</td>
<td>1.01104</td>
<td>132</td>
</tr>
<tr>
<td>Are there ICT facilities for marketing education delivery in your Department</td>
<td>1.7500</td>
<td>.43466</td>
<td>132</td>
</tr>
</tbody>
</table>

**Model Summary(b)**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.264(a)</td>
<td>.070</td>
<td>.048</td>
<td>.46430</td>
<td>1.965</td>
</tr>
</tbody>
</table>

a Predictors: (Constant), Are there ICT facilities for marketing education, Are the teachers equipped with sufficient teaching quality-service, skillful teaching and research skills?, Do you have equipped marketing laboratory in your institution?

b Dependent Variable: Is funding up to 28 percent of CRF consolidated revenue fund prescribed by UNESCO?
ANOVA(b)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.065</td>
<td>3</td>
<td>.688</td>
<td>3.194</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>27.594</td>
<td>128</td>
<td>.216</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29.659</td>
<td>131</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a  Predictors: (Constant), Are there ICT facilities for marketing education, Are the teachers equipped with sufficient teaching quality-service, skillful teaching and research skills?, Do you have equipped marketing laboratory in your institution?

b  Dependent Variable: Is funding up to 28 percent of the consolidated revenue fund prescribed by UNESCO?

Coefficients(a)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.861</td>
<td>.175</td>
<td>4.908</td>
</tr>
<tr>
<td></td>
<td>Are the teachers equipped with sufficient teaching quality [service, skillful teaching and research skills]</td>
<td>.037</td>
<td>.027</td>
<td>.123</td>
</tr>
<tr>
<td></td>
<td>Do you have equipped marketing laboratory in your institution?</td>
<td>.095</td>
<td>.042</td>
<td>.201</td>
</tr>
<tr>
<td></td>
<td>Are there ICT facilities for marketing education</td>
<td>.028</td>
<td>.096</td>
<td>.026</td>
</tr>
</tbody>
</table>

a  Dependent Variable: Is funding up to 28 percent of the consolidated revenue fund prescribed by UNESCO?

Decision Rule

Using the ANOVA table, which tests the acceptability of the model from a statistical perspective, **if F-valued calculated is greater than F-value critical, then reject the Null hypothesis and accept the alternate hypothesis.**

Decision

The critical F-value (at degree of freedom 3 against 128 and critical value of 0.05) being 2.60 is lesser than the calculated F-value which is 3.194. Therefore the Null hypothesis is rejected and the Alternate Hypothesis is accepted. Thus, **Quality marketing education is hindered by the poor funding of the tertiary institutions in Nigeria by their respective agencies.**

This is decision is strengthened by the fact that the significance value of the F statistics (0.026) is less than 0.05, which means that the variation explained by the model is not due to chance.

To establish the strength of the relationship between the model and the dependent variable, the model summary table is being used. **R (which is 0.264), the multiple correlation coefficient, is the linear correlation between the**
observed and model-predicted values of the dependent variable, indicates a weak relationship.

While $R^2$ (which is 0.070), the coefficient of determination, is the squared value of the multiple correlation coefficient, shows that about 7% the variation is explained by the model.

**HYPOTHESIS THREE**

$H_0$: Functional marketing education is not inhibited by inadequacies in Integrated Communication Technology (ICT), Information Technology (IT) facilities and teaching aids in the tertiary institutions in Nigeria.

$H_1$: Functional marketing education is inhibited by inadequacies in Integrated Communication Technology (ICT), Information Technology (IT) facilities and teaching aids in the tertiary institutions in Nigeria.

Questions 10, 17, 18, 19, and 29 are used.

**Regression**

**Descriptive Statistics**

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the education you received solve your personal as well as national needs?</td>
<td>1.2045</td>
<td>.40491</td>
<td>132</td>
</tr>
<tr>
<td>Are the teachers equipped with sufficient teaching quality-service, skillful teaching and research skills?</td>
<td>2.6364</td>
<td>1.57399</td>
<td>132</td>
</tr>
<tr>
<td>Do you have equipped marketing laboratory in your institution?</td>
<td>1.5909</td>
<td>1.01104</td>
<td>132</td>
</tr>
<tr>
<td>Are there ICT facilities for marketing education</td>
<td>1.7500</td>
<td>.43466</td>
<td>132</td>
</tr>
<tr>
<td>Do you think the knowledge acquired is enough for you to face real life situation in Nigeria?</td>
<td>1.4318</td>
<td>.49722</td>
<td>132</td>
</tr>
</tbody>
</table>

**Model Summary(b)**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.567(a)</td>
<td>.322</td>
<td>.300</td>
<td>.33871</td>
<td>1.614</td>
</tr>
</tbody>
</table>

a Predictors: (Constant), Do you think the knowledge acquired is enough for you to face real life situation in Nigeria?, Do you have equipped marketing laboratory in your institution?, Are there ICT facilities for marketing education, Are the teachers equipped with sufficient teaching quality-[service, skillful teaching and research skills]?

b Dependent Variable: Does the education you received solve your personal as well as national needs?
ANOVA(b)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>6.907</td>
<td>4</td>
<td>1.727</td>
<td>15.051</td>
<td>.000(a)</td>
</tr>
<tr>
<td>Residual</td>
<td>14.570</td>
<td>127</td>
<td>.115</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21.477</td>
<td>131</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Predictors: (Constant), Do you think the knowledge acquired is enough for you to face real life situation in Nigeria?, Do you have equipped marketing laboratory in your institution?, Are there ICT facilities for marketing education, are the teachers equipped with sufficient teaching quality [service, skillful teaching and research skills]?

b Dependent Variable: Does the education you received solve your personal as well as national needs?

Coefficients(a)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.183</td>
<td>.160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the teachers equipped with sufficient teaching quality-service, skillful teaching and research skills?</td>
<td>.070</td>
<td>.020</td>
<td>.274</td>
<td>3.550</td>
</tr>
<tr>
<td>Do you have equipped marketing laboratory in your institution?</td>
<td>.008</td>
<td>.030</td>
<td>.019</td>
<td>.256</td>
</tr>
<tr>
<td>Are there ICT facilities for marketing education</td>
<td>.119</td>
<td>.070</td>
<td>.127</td>
<td>1.697</td>
</tr>
<tr>
<td>Do you think the knowledge acquired is enough for you to face real life situation in Nigeria?</td>
<td>.430</td>
<td>.061</td>
<td>.528</td>
<td>7.067</td>
</tr>
</tbody>
</table>

a Dependent Variable: Does the education you received solve your personal as well as national needs?

Decision Rule

Using the ANOVA table, which tests the acceptability of the model from a statistical perspective, if F-valued calculated is greater than F-value critical, then reject the Null hypothesis and accept the alternate hypothesis.

Decision

The critical F-value (at degree of freedom 4 against 127 and critical value of 0.05) being 2.37 is lesser than the calculated F-value which is 15.051. Therefore the Null hypothesis is rejected and the Alternate Hypothesis is accepted. Thus, Functional marketing education is inhibited by inadequacies in Integrated Communication Technology (ICT), Information Technology (IT) facilities and teaching aids in the tertiary institutions in Nigeria.

This is decision is strengthened by the fact that the significance value of the F statistic (0.000) is less than 0.05, which means that the variation explained by the model is not due to chance.

To establish the strength of the relationship between the model and the dependent variable, the model summary table is used.
$R$ (which is 0.567), the multiple correlation coefficient, is the linear correlation between the observed and model-predicted values of the dependent variable, indicates a strong (though not too strong) relationship.

While $R$ Square (which is 0.322), the coefficient of determination, is the squared value of the multiple correlation coefficient, shows that about 32.2% the variation is explained by the model.

**HYPOTHESIS FOUR**

$H_0$: Inadequacy in marketing laboratory does not affect consumer’s/customer’s need determination in marketing education.

$H_1$: Inadequacy in marketing laboratory affects consumer’s/customer’s need determination in marketing education.

Questions 18 and 22 are used.

**Regression**

**Descriptive Statistics**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the needs of the consumers/customers of marketing education in Nigeria determined and delivered satisfactorily?</td>
<td>1.7273</td>
<td>.44706</td>
<td>132</td>
</tr>
<tr>
<td>Do you have equipped marketing laboratory in your institution?</td>
<td>1.5909</td>
<td>1.01104</td>
<td>132</td>
</tr>
</tbody>
</table>

**Model Summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.198(a)</td>
<td>.039</td>
<td>.032</td>
<td>.43988</td>
<td>1.703</td>
</tr>
</tbody>
</table>

a Predictors: (Constant), Do you have equipped marketing laboratory in your institution?
b Dependent Variable: Are the needs of the consumers/customers of marketing education in Nigeria determined and delivered satisfactorily?

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>1</td>
<td>1.027</td>
<td>5.308</td>
<td>.023(a)</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>130</td>
<td>.193</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>131</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Predictors: (Constant), do you have equipped marketing laboratory in your institution?
b Dependent Variable: are the needs of the consumers/customers of marketing education in Nigeria determined and delivered satisfactorily?
<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.867</td>
<td>.072</td>
<td>26.07</td>
</tr>
<tr>
<td>Do you have equipped marketing laboratory in your institution?</td>
<td>-0.088</td>
<td>.038</td>
<td>-.198</td>
<td>-2.304</td>
</tr>
</tbody>
</table>

a Dependent Variable: Are the needs of the consumers/customers of marketing education in Nigeria determined and delivered satisfactorily?

**Decision Rule**

Using the ANOVA table, which tests the acceptability of the model from a statistical perspective, *if F-valued calculated is greater than F-value critical, then reject the Null hypothesis and accept the alternate hypothesis.*

**Decision**

The critical F-value (at degree of freedom 1 against 130 and critical value of 0.05) being 3.84 is lesser than the calculated F-value which is 5.308. Therefore the Null hypothesis is rejected and the Alternate Hypothesis is accepted. Thus, **Inadequacy in marketing laboratory affects consumer’s/customer’s need determination in marketing education.**

This decision is strengthened by the fact that the significance value of the F statistic (0.023) is less than 0.05, which means that the variation explained by the model is not due to chance.

To establish the strength of the relationship between the model and the dependent variable, the model summary table is used.

* R (which is 0.198), the multiple correlation coefficient, is the linear correlation between the observed and model-predicted values of the dependent variable, indicates a weak relationship.

While *R Square (which is 0.039)*, the coefficient of determination, is the squared value of the multiple correlation coefficient, shows that about 3.9% the variation is explained by the model.

**HYPOTHESIS FIVE**

*H₀: Professionalism has not been integrated into Nigeria’s tertiary marketing education policy and practice.*

*H₁: Professionalism has been integrated into Nigeria’s tertiary marketing education policy and practice.*
Questions 20, 21, 22, 23, and 24 are used.

**Regression**

**Descriptive Statistics**

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you a registered student member of the National Institute of Marketing of Nigeria (NIMN)?</td>
<td>1.7045</td>
<td>.45798</td>
<td>132</td>
</tr>
<tr>
<td>Do you think the course content of the marketing programme addresses the issues in Nigerian marketing environment?</td>
<td>3.2955</td>
<td>1.32929</td>
<td>132</td>
</tr>
<tr>
<td>Are the needs of the consumers/customers of marketing education in Nigeria determined and delivered satisfactorily?</td>
<td>1.7273</td>
<td>.44706</td>
<td>132</td>
</tr>
<tr>
<td>Does national institute marketing of Nigeria (NIMN) regulate marketing practice and teaching towards professionalism in Nigeria?</td>
<td>2.0909</td>
<td>.92839</td>
<td>132</td>
</tr>
<tr>
<td>Are crafts people integrated into marketing education delivery in your institution?</td>
<td>1.2955</td>
<td>.45798</td>
<td>132</td>
</tr>
</tbody>
</table>

**Model Summary(b)**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.267(a)</td>
<td>.071</td>
<td>.042</td>
<td>.44830</td>
<td>1.886</td>
</tr>
</tbody>
</table>

a Predictors: (Constant), Are crafts people integrated into marketing education delivery in your institution?, Are the needs of the consumers/customers of marketing education in Nigeria determined and delivered satisfactorily?, Do you think the course content of the marketing programme addresses the issues in Nigerian marketing environment?, Does National Institute Marketing of Nigeria (NIMN) regulate marketing practice and teaching towards professionalism in Nigeria?

b Dependent Variable: Were you a registered student member of the National Institute of Marketing of Nigeria (NIMN)?

**ANOVA(b)**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>1.954</td>
<td>4</td>
<td>.488</td>
<td>2.431</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>25.523</td>
<td>127</td>
<td>.201</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>27.477</td>
<td>131</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Predictors: (Constant), Are crafts people integrated into marketing education delivery in your institution?, Are the needs of the consumers/customers of marketing education in Nigeria determined and delivered satisfactorily?, Do you think the course content of the marketing programme addresses issues in Nigerian marketing environment?, Does National Institute Marketing of Nigeria (NIMN) regulate marketing practice and teaching towards professionalism in Nigeria?

b Dependent Variable: Were you a registered student member of the National Institute of Marketing of Nigeria (NIMN)?
**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Constant</td>
<td>.140</td>
<td>.261</td>
<td>4.376</td>
</tr>
<tr>
<td></td>
<td>Do you think the course content of the marketing programme addresses the issues in Nigerian Marketing environment?</td>
<td>-.008</td>
<td>.030</td>
<td>-.258</td>
</tr>
<tr>
<td></td>
<td>Are the needs of the consumers/customers of marketing education in Nigeria determined and delivered satisfactorily?</td>
<td>.180</td>
<td>.090</td>
<td>.176</td>
</tr>
<tr>
<td></td>
<td>Are crafts people integrated into marketing education delivery in your institution?</td>
<td>.206</td>
<td>.087</td>
<td>.206</td>
</tr>
</tbody>
</table>

a Dependent Variable: Were you a registered student member of the National Institute of Marketing of Nigeria (NIMN)?

**Decision Rule**

Using the ANOVA table, which tests the acceptability of the model from a statistical perspective, *if F-valued calculated is greater than F-value critical, then reject the Null hypothesis and accept the alternate hypothesis.*

**Decision**

The critical F-value (at degree of freedom 4 against 127 and critical value of 0.05) being 2.37 is lesser than the calculated F-value which is 2.431. Therefore the Null hypothesis is rejected and the Alternate Hypothesis is accepted.

This decision may not be completely accepted considering the fact that the significance value of the F statistics (0.051) is slightly greater than 0.05, which means that the variation explained by the model is due to chance. This being the case, we have to reject the already accepted alternate hypothesis. Therefore the Null hypothesis should be accepted. Our decision is therefore that *Professionalism has not been integrated into Nigeria’s tertiary marketing education policy and practice.*

To establish the strength of the relationship between the model and the dependent variable, the model summary table is used.

*R (which is 0.267), the multiple correlation coefficient, is the linear correlation between the observed and model-predicted values of the dependent variable, indicates a weak relationship. While R Square (which is 0.071), the coefficient of determination, is the squared value of the multiple correlation coefficient, shows that about 7.1% the variation is explained by the model.*
CHAPTER FIVE
DISCUSSION OF RESEARCH FINDINGS

5.1 INTRODUCTION

In the preceding chapter, the primary data collected for this study were presented, analysed and interpreted. The findings are brought to fore in this chapter; streamlined and reconciled with the objectives, statement of problems, hypotheses and research questions of this study. Also the Innovative Systems of Model of Marketing Education formulated to bridge the gap identified in this study is housed in this chapter.

In general our educational system is still very backward when compared to international benchmarks and standards. For example a recent survey of the best 200 universities in the world did not feature any university from Africa. Similarly a recent survey of the best 100 universities in Africa, featured no university in the North or Eastern Nigeria. University of Ibadan supposedly the best university in Nigeria, came 60th in Africa and is about the 7000th in world ranking Egwu S.O. (2006:13). Restricting our findings to the domain of this study which is marketing education, we still discover some hiccups that have retarded growth in this area. Poor quality marketing education has a multiplying effect that has jeopardized the growth of both the economic and social sectors of the Nigerian economy. According to Sir Eric Ashby, Education Review and Reform Commission of (1960), there will be no Economic Development in Nigeria without appropriate educational system. The expansion of marketing education without careful planning, proper curricula, and entrepreneurial, vocational and technical relevance has been a serious drawback.

Marketing graduates whose interest the researcher gave pride of place, were asked to assess the quality of marketing education in terms of curriculum, content, coverage, service, teaching, style, methodology, relevance, problem-solving, employability, entrepreneurial, funding, facilities, professionalism and learning models. Their responses and suggestions are summarized as follows:

- More practical necessitating field work/survey.
- Modern marketing technology and trend should be observed.
- Lecturers should improve in style and methodology.
- Functional marketing library should be maintained.
- Marketing departments should provide and sustain marketing laboratory.
- Marketing departments should provide opportunities for excursion and practical.
Government should provide employment in the interim to marketing students.
Lecturers should give the right quality and quantity education.
Lecturer’s effectiveness and punctuality to lectures are crucial.
Timely release of examination results.
Bridging of theory practice – gap in marketing.
Setting standard examination question papers.
Library should contain current marketing books, journals, business magazines, reference materials.
Industrial attachment (IT) programme should be articulated and enhanced.
Provision of facilities – lecture halls, lecturer’s offices, laboratory for practical.
Proper account of annual dues, levies and other payments by students.
Provision of adequate transport services to student’s movement for lectures.
Problem-based marketing education is required.
More government funding to enhance teaching, research, service and learning.
Entrepreneurial, vocational and technical knowledge are required in marketing education.
Consumer oriented marketing education are relevant in Nigeria.
Marketing education should be reviewed to reflect professionalism and need satisfaction.
Provision of ICT and Information Technology Facilities for marketing education.
Create awareness for student’s enrolment in the NIMN.
Academic programme should not be based on foreign theories, concepts and principles that are not relevant to Nigerians.
Stoppage of indiscriminate hike in school fees payment.
Encouragement of virtual library/instructional materials.
Lecturers should be encouraged to embark on innovative marketing research.
Marketing lecturers should be encouraged to participate in seminars, workshops, conferences writing and presenting of conference papers.
Holistic learning should be encouraged in marketing education.
Improvement on students’ assignments and text of knowledge.
Drawing local examples for illustration purposes.
Occasional visits to marketing companies/business organisations.
Industrial training for all marketing students.
Highly motivated and well paid lecturers.
ICT and Information Technology training for lecturers and students
- Involve practical learning skill.
- Make courses ICT oriented.
- Educating the mis-educated to be marketing oriented.
- Know what the market wants and then deliver them accordingly.
- Assess performance and make efforts to improve
- Provision of and combination of crafts, practical and intellectual people in marketing educating delivery in Nigeria.
- Increase on the job training of teachers.
- Make indigenous approaches to solve local problems.
- Adapt more of case studies and andragogic learning methods.
- Increase the entrepreneurial contents.
- Reduce foreign preference in lecturer’s recruitment and employment.
- Teaching method should be interactive in nature.
- Employ more qualified lecturers to teach in marketing.
- Teaching should be practically, operationally ‘domestically, holistically and case studies based learning.
- Physical facilities and motivational strategies for teachers and administrators.
- Tutorials should be encouraged to improve student’s performance.

Rooting from the above responses/suggestion, the researcher prognosticated and entrenched ‘Systems- innovative Model of Marketing Education that would engender self employment, self reliance, entrepreneurial, vocational and technical skills in marketing graduates. This model has been amply demonstrated in this study (chapter two) and has been recommended to tertiary institutions offering marketing in Nigeria.

5.2 SYSTEMS INNOVATIVE MARKETING EDUCATION MODEL IN NIGERIA
[FORMULATED BY THE RESEARCHER]
To address the identified problems enumerated in the preceding scenario, the researcher has formulated and incorporated ‘A Systems–Innovative Marketing Education Model for Self Employment, Self-Reliance, Problem Based Learning, Holistic, Entrepreneurial, Task Result Oriented, Success and Relevance. I shall begin by focusing attention on the major concepts which constitute what I consider the theoretical base of this study. A contrastive sketch of Traditional and Formal western type of education spells that education is culture specific.
This means that education in every culture must seek ways of transmitting the norms, values, science, art and the world view in which it is a part (Otagburuagu, 1994:28). Education is indeed the net-work of all human efforts undertaken in formal, informal, non-formal, traditional or modern way to make individuals cultivate the right set of habits and skills which will enable them to survive and to operate meaningfully as rational members of their society. Although there are various definitions of education, derived from different philosophical orientations, there is a common point of convergence which is ‘behavioral change for effectiveness in ones environment’. Ohuche (1991) agrees with Fafunwa (1974) that “education is the aggregate of all the processes by which a child or young adult develops abilities, attitudes, and other forms of behaviour which are positive value to the society in which he lives, adding that it is a process of transmitting culture in terms of continuity and growth. In this regard, however, Nigerian marketing education has proved elusive signifying theories, concepts, principles and in some cases practices that are alien to the peoples culture and have created many jobless graduates roaming the streets.

Rooting from the above analogy, one can discern that there is a strong correlation between marketing education (independent variable) and self employment, self-reliance, entrepreneurial skill, holistic, problem-based and task-result oriented (dependent variables) skills. These dependent variables can be actualized through a properly articulated and integrated marketing education model premised in a contrastive sketch of traditional and western models coupled with generative, Pedagogic and Andragogic models.

These have provided in road in the conceptualization of a Systems Model of Innovative Marketing for Tertiary Institutions in Nigeria by the researcher. This model is amply demonstrated below:
A SYSTEMS- MODEL OF INNOVATIVE MARKETING EDUCATION FOR TERTIARY INSTITUTIONS IN NIGERIA

INPUTS
- Holistic Learning
- Problem-Based Learning
- Monolithic Learning
- Vocational Learning
- Entrepreneurial Learning
- Intellectual Learning
- Self Employment Learning
- Life Long Education

PROGRAMMES
- Preparation of Post Graduate Programme 0.2
- Undergraduate Academic Programme
- Intermediate Academic Programme 0.5
- Life Long Education

GOALS
- Self employment and general employability skills
- Task-Result oriented skills
- Risk taken and self confidence
- Leadership quality
- Future-oriented
- Wealth creator 0.6

MEASURE OF PROGRESS
- Poverty alleviation
- Graduates employment
- Employer’s satisfaction
- Consumer satisfaction
- National & Individual growth
- International marketing relevance
- Indigenous entrepreneurs 0.7

SOURCE: A SYSTEMS MODEL OF INNOVATIVE TERTIARY MARKETING EDUCATION CONCEPTUALIZED BY THE RESEARCHER, 2008
ILLUSTRATIONS
The diagram illustrates an operational strategy for implementation of the desired goals. It depicts that to achieve a functional and innovative tertiary marketing education in Nigeria, the system must receive in-puts from such learning concepts as Holistic, Problem-Based, Monolithic, Entrepreneurial, Vocational, Intellectual, Self-Employment and Life Long Learning Theories.

Such learning concepts and theories are incorporated into Pedagogic, Andragogic, Contrastive and Generative models and must be culturally and environmentally sensitive, containing analytical tools and techniques, theoretical and conceptual foundations, Integrated Communication Technology ICT skills.

It entails that the academic programmes of the post graduate, undergraduate and intermediate marketing students must be positively influenced by the macro environmental factors such as the international, or global, economic, political, legal, technological, socio-cultural and competitive environments. Tertiary marketing education programmes must also be influenced by such operational or environmental influences as the ministries of education, regulatory bodies such as National Institute of Marketing of Nigeria (NIMN), Standard Organisation of Nigeria, Consumers/Customers of Marketing Education, Corporate Bodies, Target Markets, Suppliers, etc.

This implies that marketing institutions will not only receive vital inputs from both the external and internal environments but will also prepare their products to suit the taste and preferences of the environment. By so doing, their products which invariably constitute the graduates and post graduates will become relevant to themselves and to their environments.

It will help tertiary marketing institutions to produce graduates with problem-based learning, innovative ability, employability, and task-result-oriented skills, leadership quality, future-oriented, wealth creator and self confidence. These are what Nigeria requires to produce the critical mass of indigenous entrepreneurial propensities that will see her through the crucibles of economic development.

a) Contrastive and Generative Models
b) Pedagogy and Andragogy Models
c) Leap Frogging Strategy
A) Contrastive and Generative Models

The need for contrastive and generative models of marketing education and training premised in:

- Self-employment and self-reliance education.
- Strength of the traditional Nigerian educational model that was effective, practical, and result oriented.
- Aspects of the modern system that have proved helpful in specific situations and the collective experiences of the Nigeria people.

The contrasting features of traditional Nigerian education could form the basis for a new educational model which will remove the over-dependence on public sector generated employment.

B) Pedagogy and Andragogy Models

Pedagogy, the art and science of teaching children (students) and andragogy, the art and science of helping adults to learn require both modern and traditional technologies to be enhanced. Knowles (1970) distinguished between the concepts of pedagogy andragogy. According to him pedagogy is derived from two Greek words for child and leader. Andragogy on the other hand is derived from the Greek words for leader and man.

According to Knowles, the two definitions should lead to different approaches. At this scenario, there is apparent need for computers, hardware and software, online libraries, qualified teachers, ready-to learn-students, efficient curricula, built on people’s culture while Information Communication Technologies (ICT) act as catalyst. This may necessitate that marketing department of the contemporary Nigeria should have a laboratory that will house these resources and serve as nerve center for experiments and research in various areas of consumer behaviour.

I am of the view also that a lee-way to solving the teething problems affecting the growth of marketing education in Nigeria should be rooted in: A proper blend of the techniques of generative, contrastive, pedagogical and andragogical models of education. Stake holders should strive to create opportunities that provide multiple
methods for students to acquire knowledge, information, internalize it, synthesize it, and apply it.

**These techniques should be characterized by:**

a) Research and Resource: As well as curriculum development centers established to plan for the pictorial, intellectual, cultural and recreational needs of the people.

b) The model of education that encourages imagination entrepreneurship, innovativeness and self expression of individual talents in the children.

c) The overall strategy has to evolve and institutionalize a continuing and evolutionary system of marketing education which is geared towards the achievement of the stated goals of marketing education and development in the society.

d) The entire marketing educational curriculum of the various tertiary education have to be revamped and enriched to reflect the socio-economic and political aspiration of the people.

e) Strives to achieve long term gestations in marketing educational investments.

f) Underscores the consciousness of the globalize nature of knowledge and education.

g) Models that appreciate the realities of the 21st century demand in the areas of competition, intellectual, capital management and development in line with the needs of pupils, students, parents, and society.

h) Provision of adequate organisational, administrative, managerial and financial backups relevant for the achievement of the current educational and development goals of the society.

5.3 **SUMMARY**

At this scenario, it is pertinent to re-emphasize the major and minor objectives of this study upon which the research findings were made. They include:

- To develop and adapt suitable innovative and functional tertiary marketing education, models that can impart self-employment, intellectual and entrepreneurial skills in the students.
- To determine how best integrated communication and information facilities can be used to enhance the teaching and learning of marketing education in Nigeria.
- To identify how students employability, entrepreneurial technical, vocational and intellectual skills can be delivered through curriculum/programme design and innovative assessment.
- To suggest effective means of using marketing laboratory facilities to teach practical and encourage specialized studies in marketing.
- To suggest how National Institute of Marketing of Nigeria (NIMN) can assist to foster professionalism in marketing.

**On The No. 1 Objective:** The findings are that marketing education had not thieved in Nigeria considering the reports from employers that marketing graduates have not been particularly impressive (Ogwo, 2004:10). It was discovered from this research that the marketing graduates were rejected by employers because of their inability to demonstrate the practical, technical, entrepreneurial knowledge of the course. There is also the problem of adapting the theories principles and concepts learnt to real life situation in Nigeria. It therefore shows that the pedagogic type of marketing education demonstrated in academic/intellectual or the liberal art learning currently practiced in the tertiary institutions needs to be reviewed. This is substantiated by the Federal Government Pronouncement that Nigerian Educational system emphasizes theoretical knowledge at the expense of technical, vocational and entrepreneurial education adding that school curricula need urgent review to make them relevant and practice oriented. NEEDS Document (2005:34). Sequel to the above contentions, and in an effort to bridge the gap identified in this study, the researcher has formulated and incorporated a broad-based model of Systems- Innovative Marketing Education for the Tertiary Institutions in Nigeria. The model is based on imparting self employment, self-reliance, entrepreneurial, vocational, technical and intellectual skills in the students. This is in collaboration with the dictates of ‘The International Labour Organisation which considers three key issues which should form the content of marketing Education Programme to include – Intellectual knowledge, problem solving and skill for interaction (Msheliza, 2005:22). This accentuates the perennial campaign of Professor J.O. Onah to take gown to town stressing that the relevance of what is being taught in the Tertiary Institutions depends on the acceptance of the target market. This corroborates the view of Ede (2005:63) who advocates for a paradigm shift from pedagogy to andragogy on the basis that andragogy was more suited for adult learners. Ogwo (2004:12) reviewed the curricula of marketing education in universities and recommended that “the present marketing curricula can be modified and strengthened in order that marketing education could be up to the task of training young people for successful activity in the Nigerian economy and society?
According to Nwaizugbo I.C. (2006) quality measurement of marketing education depends on what the institutions thinks it can do.

Nkamnebe (2005:6) considered the pedagogical approach currently used to deliver marketing education and observed an apparent theory – practice gap. He suggested that an informal teaching (student oriented) method rather than the traditional method could be more effective.

The graduates of marketing who the researcher considered to be the first layer consumer of marketing education were also asked to air their views on the quality of our tertiary marketing education. In their responses, they revealed inadequacies ranging from poor curriculum content, coverage, service to defect teaching style and methodology. They also underscored their inability to face real life situation in Nigeria with the education received due to sparse employability, entrepreneurial, vocational and technical propensities.

**2nd Objective:** On the 2nd objective which was aimed at determining how best integrated communication and information facilities can be used to enhance the teaching and learning of marketing education in Nigeria. The findings here are that Integrated Communication Technology and Information Facilities for Marketing Education delivery are lacking. There is the problem of using ICT in literacy programme in the few tertiary institutions where the facilities exist. Rooting from the above detects the researcher has identified and advocated remedial steps. They include:

- Digital Revolution
- Convergence Technologies
- Internet
- Decreasing Cost and Increasing Capabilities
- IT Culture
- Affordability
- Digital Divide Elimination

**3rd Objective:** On the 3rd objective which directs attention on how student’s employability, entrepreneurial, vocational and technical and intellectual skills can be delivered through curriculum/programme design and innovative assessment. The findings here are that the consumers of marketing education and the stakeholders want a review of marketing education curriculum to make it relevant. In an effort to instill holistic learning and make marketing
education relevant, to the individual and societal needs, the researcher has incorporated an Innovative Marketing Model and has adapted some strategies, processes and organisation chart of Marketing Department with Entrepreneurship Focus.

**4th Objective:** The Fourth objective is an effort to underscore the need for marketing laboratory in our tertiary institutions. It was discovered in the course of this study that most tertiary institutions in Nigeria do not have marketing laboratory. This means that practical, research and specialized studies in marketing are hampered in those marketing departments. This study has reflected the need for practical, marketing research, integration of crafts and technical people in marketing education delivery and the imperatives of conducting innovative and special studies in marketing. These activities can only be enhanced in an equipped marketing laboratory.

**5th Objective:** The fifth objective which is an effort to suggest how National Institute of Marketing of Nigeria (NIMN) can assist to foster professionalism in marketing. The National Institute of Marketing of Nigeria (NIMN) was established by Act No. 25, 2003 by the National Assembly of the Federal Republic of Nigeria on 22nd July, 2003. The findings here are that NIMN has not lived up to its callings and code of conduct which includes: Good marketing practice; fair and honest profit by meeting the needs of the consumers; upholding the dignity, image and integrity of the marketing profession.
CHAPTER SIX
SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

6.1 SUMMARY OF FINDINGS

1. This study has been able to identify that the problems perverting marketing education in Nigeria are rooted in the many inadequacies, particularly in educational policies, curricula, facilities, balance between education levels, states, ethnicity, sexes, arts and sciences, quantity and quality of education, occupations, and professions. There is also a serious problem of shortage of qualified teachers for the growing national education system.

2. Quality Marketing education in Nigeria has remained elusive and devoid of functionality due to major defects in the following areas, they include:-
   (i) Students: their capacity and their motivation to learn.
   (ii) The subjects to be learned
   (iii) The teacher who knows and can teach the subjects
   (iv) Time for learning
   (v) The requisite tools for teaching.

3. Staffing: Some institutions in Nigeria, for example, the University of Nigeria recruit its staff from all over the world and when vacancies occur, they are advertised both in Nigeria and abroad. This is not a good development for the marketing discipline that requires indigenous staff to satisfy its local needs and aspirations. One major obstacle to Nigerianizing our educational curriculum is rooted in the harm done by the employment of the expatriates in our Educational institutions.
   (1) This part accounts for the development of a curriculum which is not particularly relevant to the Nigerian Economy.
   (2) The second disadvantage was that the expatriates employed showed little or no sympathy to developmental efforts in the emerging nation.
   (3) The third disadvantage is attributable to the rapid turnover of the expatriate staff which resulted in discontinuity in programme development and review.
   (4) The fourth factor here is that, reliance on the expatriate staff is very expensive.

Curriculum Development
Nigerian Tertiary Institutions must re-assess their role not in terms of metropolitan countries but in terms of their own society. In the metropolitan Western World Institutions of higher
learning are instruments of conservation (care and management of the environment) and an instrument of liberalization. The main problem with Nigerian higher institutions is that they are neither training and recruiting for an existing leadership, nor conserving or liberalizing the existing social order. Nigerian higher institutions are caught between the old and the emerging social and economic systems. The answer does not lie in making themselves poor seconds to metropolitan institutions, but in evolving a system that is uniquely suited to their environment. Another problem is noticed is the fact that most Nigerian professors were trained abroad and were indoctrinated with foreign environment. Consequent upon this, there tends to be greater affinity between the metropolitan professors and their Nigerian counterparts, than between Nigerian professors and Nigerian civil servants and other professional men and women. (Yesufu, [1973] Association of African/Universities. Indeed there is mutual distrust between the government and the academic officials. The higher educational sector should be more involved in government planning and government officials must be equally involved in educational planning, tape from the knowledge and experience of Nigeria professors obsessed with Nigerian environment. This can be achieved by the establishment of a permanent Joint Advisory Committee, whose main function would be to advise both government and various higher institutions on how best to harmonize programmes and maximize the effective use of manpower. The curriculum of Higher institutions vice-a-vice marketing education in Nigeria need drastic review and must be Nigeria bias and directed towards nation building.

**Proliferation of the Marketing Profession**

The Marketing Profession has suffered some defects in recent times due to the proliferation of the marketing body. Such proliferation stemmed from the following factors:-

(a) **Increasing number special field of study:** The Increase in the number of fields of professional study has lead to the increase in the number of professional bodies as each profession is to be under an organized umbrella.

(b) **Quest for Recognition:** Post professionals who have not gotten the pre-requisite for a membership of a recognized professional body in their profession always seek for recognition by attempting to set up their own professional body.

(c) **Avenue for Money Making:** Some see professional body as an avenue to amass wealth.
(b) **Selfishness**: Due to man’s self interest the existing professional give rigid conditions of membership by applicant. As a result, these applicants who cannot meet the conditions resort to organizing their own professional bodies.

(e) **Lack of good Laws guiding the establishment of professional body**: There are no good laws that guide the establishment of professional bodies in Nigeria especially in the case of duplication of obligations.

**Legal infrastructure**: The Nigeria economy is a mixed system where both government and private individuals/organization participate in business, establish and control educational institutions (Onah, 1979:167). We have in our economy governmental rules and regulations; laws and decrees that regulate marketing institutions of higher learning in particular and marketing practice in general. The legal challenge of marketing in Nigeria is the interpretation and understanding of existing laws. Many a time such laws are integrated in favour of government or governmental agencies.

**Communication Infrastructure**: Marketing Education and Practice in Nigeria is affected by Communication infrastructure that is at its poor state. Communication infrastructure is not well developed and has given rise to inadequate and ineffective instructional tools in our educational system and in marketing activities. In some quarters, communication facilities are still considered luxuries rather than tools of development, but with the introduction of G.S.M, the attitude of citizens and facilities are now improving.

**Power supply**: Normal academic programmes in our institutions higher learning have been constantly distorted by irregular power supply. In the same token unstable power supply has given room to an increasing cost of doing business. A host of industries run on private power generators like both the start up cost and the working capital requirement.

**Transportation**: Transportation infrastructure is another big challenge to Marketing education and practice in Nigeria. Often times lecturers and students alike cannot risk moving to their lecture venues or embarking on excursion due to poor transportation facilities. Nigeria is poor and underdeveloped. The modes of transportation, roads, waterways, are not interlinked for effective means of moving goods and services.

**Finance**: Marketing education in Nigeria is greatly affected by poor funding of the various institutions of higher learning by their owners. Privatization programme in Nigeria has encouraged private individuals to invest in the running of institutions of higher learning. Most of these individuals invest in this area simply to optimize profit at the expense of quality academic programme. In the same manner, most institutions owned by the
government are nothing short of glorified secondary schools. This has invariable affected the growth of marketing education.

**Business Policy:** Marketing education and practice have been affected by inadequacies in the following: fiscal policy, monetary policy, international trade policy, trade and policy process.

Many Nigerians believe that Nigeria’s economic problems arose from poor implementation of policies. The Nigerian vision 2010 committee identifies that Nigerian public policies suffer from both poor formulation and implementation for the following reasons:

(a) Policies are made without consulting the institutions directly affected, such that inconsistencies often exist in their interpretations.

(b) Poor co-ordination of government policies.

(c) Use of parallel structures to implement government policies.

(d) Rapid turnover of people in positions of authority has often led to policy inconsistency and lack of clear direction. Associated with this is the frequent change in government of all levels.

(e) Frequently changing policies which often cause confusion, and distortion


### 6.2 RECOMMENDATIONS

**Relevance to the Local Situation and Society**

It has become pertinent to stress that any worthwhile marketing Education Development must be relevant to the society it serves, and identify its objectives in accordance with local ethnic, economic, political and environmental realities. To be relevant, it must be organically linked to the society and the social structure and institutions in which its students grew and developed. Marketing Education in Nigeria, must take a leading part in the evolution of Nigerian society, provide positive leadership, and make great contributions to the welfare and betterment of the society.

**Developing Research**

Research is essential to the manifold Marketing Education problems afflicting the nation with research we must be able to define, analyze and solve environmental problems of our society. We should aim at creating a self-sustaining indigenous scientific community. No country can prosper simply by importing research results from outside or by commissioning foreigners to carryout its research.
Marketing Curricula

According to Onah, J.O. (1979:209) the following factors should be considered in developing Marketing curricula for Nigeria. They include

(a) The entrepreneur as the learner
(b) Conditions for effective learning of management skills and behaviour
(c) Learning aids (material and human)
(d) Operationalisation strategies and methodologies
(e) The evaluation of the curriculum
(f) A review of the state of the arts in Nigeria marketing education and training.

In his opinion on having an appropriate marketing education curriculum, Philip Kotler (1975) views and suggests a curriculum which provides for exposure to three different dimensions of Marketing, as follows:

(1) **Markets, Institutions and the Environment**, which sensitize the student to the major facets in which business operates. Courses in buyer behaviour, marketing channels, marketing and society, and marketing theory to take care of this dimension.

(2) **Marketing Skills**: which try to create and deepen the student quantitative and behavioural skills in analysis and synthesis of marketing systems, quantitative analysis of marketing problems, and marketing systems design provide for this area.

(3) **Marketing Management** focuses on the problems faced by the firm in trying to make an optimal adaptation to its changing opportunities through careful planning, organization, administration and control. This area is developed with courses in promotion decisions and management, physical distribution decisions and management, product decisions and management planning, organization administration and control of marketing management.

Local Example

The curriculum in marketing discipline should reflect and emphasis the application of art and science to the practical problems of Nigerian development though maintaining the universal validity of the underlying principles.

Indigenization of Teaching Staff

In fact without going so far, it is pertinent to maintain that only Nigerians can teach what is Nigerian. There is no doubt that they are better placed to appreciate Nigerian society and
character. Moreover, neither by their education nor culture are Europeans better in this regard. The need for indigenization of the staff of Nigerian higher institutions is predicted upon the same logic that underlies the staffing of English Universities predominantly by Englishmen, Russian Universities by Russians, and American Universities by Americans. Having been born, bred and nurtured in the locality, only the Nigerian can truly bridge the social and communication barriers that in Nigerian Universities tends to separate the teacher from the student. The main advantages of localization or indigenization of staff are that it facilitates the mental and ideological orientation of the outlook of both teachers and students, thereby making it easier to gear the subject to Nigerian realities. However, localization of staff should not in practice, mean to complete exclusion of expatriates from teaching and research positions in Nigerian tertiary institutions, there is need for cross fertilization with other institutions. Again, certain subjects such as foreign languages, might best taught by the nationals of the countries concerned. As a matter of policy, therefore, localization should aim at filling up to 90 per cent of the staff positions with indigenes of the country in which the tertiary institution is located, and 10 percent by expatriates. But as much as possible a large proportion of the expatriates should come from other African countries (T.M. Yesufu, 1973:57).

Professionalism in Marketing

To achieve professionalism in Marketing, Professor J.O. Onah (paper on Proliferation of Professional Bodies, June 28, 2004 unpublished) pinpointed the following:-

(1) Establish a Marketing Institute that would:

(a) Lay down standards of education and training codes of practice appropriate for persons concerned in the profession.

(b) Describe standards of professional conduct

(c) Promote and organize or assist in the promotion or organization of conferences, meetings, exhibitions seminars and discussions.

(d) Publish, edit and distribute and assist in the publication of books, journals, pamphlets, papers, periodicals etc.

(e) Procure and compile information and statistics calculated to be useful to persons concerned with the profession of marketing.

According to Professor Onah, we need only one and a very active Nigerian Institute of Marketing in Nigeria stressing that it would help to stem the tide of confusing marketing students and Institutions teaching Marketing.
It is pertinent to recommend the following National Universities Commission (NUC) Report on Accreditation of Newly matured marketing programme for the knowledge of certain Deficiency and their Remedies in Marketing education.

1. Students performance is low due to lack of tutorials. Tutorials should be encouraged to improve students performance
2. The existing Marketing laboratory is not well equipped. Marketing laboratory should be well equipped to enhance teaching and learning.
3. Staff offices are not well equipped. Staff offices should be well equipped
4. Both the University and the department library lack current books and journals. More current books and journals should be provided in the libraries.

Organisational Chart with Entrepreneurial Focus
Marketing Departments in our tertiary institutions should review their curriculum to reflect entrepreneurial, vocational, technical and intellectual skills. That will make marketing graduates loose sight of white collar jobs and government job opportunities and urge them become job creators instead of job seekers. This is a movement towards Problem Based Learning (PBL) and the acquisition of entrepreneurial, intellectual, technical and vocational skills.

CONCLUSION
In conclusion, what Nigerians needed most in this era is an improved and extended marketing education and training suited to her environment which invariably will satisfy human development and national aspirations. To achieve this, the researcher has prognosticated and incorporated An Innovative Marketing Education Model and then recommends its adaptation in Nigeria’s tertiary marketing education system, believing that it offers solution to the country’s tertiary marketing education problems. Based on the pertinent findings of this research, it has become obvious that there is a glaring need for a total review of Nigeria’s tertiary marketing education system to make it relevant. This can be achieved in phases and the Mongolia’s experience in “Market Economy and Higher Education Reform Process, reviewed in chapter two of this study offer a guide line.
6.4 CONTRIBUTION TO KNOWLEDGE
Marketing education holds the key to human development and economic empowerment. Tertiary marketing institutions should adopt the Innovative Systems Model of Marketing Education prognosticated in this study as a panacea to marketing graduate employment and a lee-way to functional marketing education in Nigeria.

This study has also introduced entrepreneurial based departmental and faculty chart for self reliance and self employment marketing education in Nigeria.

6.5 SUGGESTIONS FOR FURTHER STUDIES
The diagram on the Innovative Systems Model of Marketing Education postulated in this study can be studied and modified.

More research efforts should be directed towards the identification of other reliable sources of funding tertiary marketing education in Nigeria since it has become obvious that government cannot do it alone.
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Dear Respondent,

RESEARCH ON THE GROWTH OF MARKETING EDUCATION IN NIGERIA  
(A STUDY OF TERTIARY INSTITUTIONS IN NIGERIA)

The Researcher is a Ph.D student of the Department of Marketing, University of Nigeria, Enugu Campus studying the Growth of Marketing Education in Nigeria with a view to identifying the factors that have impeded growth and to stem the tide by formulating models or adapting a models, processes that would enthrone holistic, functional, entrepreneurial, technical and problem based learning in Nigeria marketing education.

Your answers to the questions will be treated with utmost confidence.

Thank you for sincere cooperation.

Yours faithfully,

Emmanuel Ezenyilimba
(Researcher)
QUESTIONNAIRES DIRECTED TO THE MARKETING GRADUATES OF THE TERTIARY INSTITUTIONS IN NIGERIA

1) Sex: (a) Male [ ] (b) Female [ ]
2) Age bracket: (a) 16 – 26yrs [ ] (b) 27 – 37yrs [ ] (c) 38 – 48yrs [ ] (d) 49 – 59yrs [ ]
   (e) 60 and above [ ]
3) Qualification: (a) FSLL [ ] (b) WASC, GCE, NECO, NABTEB [ ] (c) “A” level GCE, OND, HSC [ ]
   (d) First degree or its equivalent [ ] (e) Master Degree [ ] (f) Doctorate Degree [ ]
4) Name and address of the higher institution you graduated from (Alma-mata)
   (a) …………………………………………. (b) ……………………………………..
5) State year of Graduation ……………………………………………………………….
6) Are you employed? (a) Yes [ ] (b) No [ ]
7) If the answer for question No 6 is No, how long have you been an applicant?
   (a) 1-2yrs [ ] (b) 3-4yrs [ ] (c) 5-7yrs [ ] (d) 8-10yrs [ ] (e) 10 and above [ ]
8) Identify the type of learning received in the Higher Institution (a) Monolithic learning [ ]
   (b) Holistic learning [ ] (c) Problem Based Learning [ ] (d) Intellectual and entrepreneurial learning [ ]
   (e) Vocational learning [ ] (f) Intellectual learning [ ]
9) Is the funding up to the 28 percent of the Consolidated Revenue Fund prescribed by UNESCO? (a) 1-5 per cent [ ] (b) 5-10 per cent [ ] (c) 11 – 15 per cent [ ]
   (d) 16 -20 percent [ ] (e) 21-25 percent [ ] (f) 26 – 30 percent [ ]
10) Does the education your received solve your personal as well as the national needs (a) Yes [ ] (b) No [ ]
11) Can you say that the standard of education has fallen in recent fears (a) 1980-1990 [ ]
    (b) 1991 – 2001[ ] (c) 2002 – 2008 [ ] (d) b and c above
12) Is the academic curriculum of the department usually reviewed (a) Frequently [ ]
    (b) Occasionally [ ] (c) hardly [ ] (d) Not at all [ ]
13) Does the academic curriculum contain normal entrepreneurial propensity
    (a) Yes [ ] (b) No [ ]
14) Can you say that the academic programme of the Marketing Department is overwhelmed
    by theories, principles, concepts that are foreign based (a) Yes [ ] (b) No [ ]
15) Are there many unemployed marketing graduates roaming the streets
    (a) Yes [ ] (b) No [ ]
16) Do you think the students of the Marketing Department are motivated to learn
17) Are the teachers equipped with sufficient teaching quality - service, skillful teaching and research skills? (a) Average [ ] (b) below average [ ] (c) Above average [ ] (d) Fairly above average [ ] (e) Not at all [ ]

18) Do you have equipped Marketing Laboratory in your institution? (a) Not at all [ ] (b) Available but poorly equipped [ ] (c) Above average [ ] (d) below average [ ]

19) Are there Integrated Communication Technology ICT facilities for Marketing Education? (a) Yes [ ] (b) No [ ]

20) Are crafts and experienced people with practical knowledge people integrated into Marketing Education delivery in your institution? (a) Yes [ ] (b) No [ ]

21) Does National Institute Marketing of Nigeria (NIMN) regulate marketing practice and teaching towards professionalism in Nigeria? (a) Poorly [ ] (b) Averagely [ ] (c) Below averagely [ ] (d) Above averagely [ ]

22) Are the needs of the consumers/customers of marketing education in Nigeria determined and delivered satisfactorily? (a) Yes [ ] (b) No [ ]

23) Do you think the course content of the marketing programme addresses the issues in Nigerian marketing environment? (a) Poorly [ ] (b) Fairly [ ] (c) Not at all [ ] (d) Fully [ ] (e) Needs to be reviewed [ ]

24) Were you a registered student member of the National Institute of marketing of Nigeria NIMN? (a) Yes [ ] (b) No [ ]

25) Evaluate teacher quality in the department as it concerns teaching style methodology
   (a) Poor [ ]
   (b) Below average [ ] (c) Average [ ] (d) Above average [ ]

26) Does the teachers teaching style affect students understanding of the course? (a) Yes [ ] (b) No [ ]

27) Do you think the student’s disposition affects his perception and understanding of the course? (a) Yes [ ] (b) No [ ]

28) What is responsible for your level of knowledge in the course (a) Interest [ ] (b) Ambition for high grade [ ] (c) Teacher’s style and methodology [ ] (d) Lectures based on books/handouts [ ]

29) Do you think the knowledge acquired is enough for you to face real life situation in Nigeria? (a) Yes [ ] (b) No [ ]

30) Indicate the model (s) of education currently in practice in the Department
   (a) Pedagogy [ ] (b) Andragogy model [ ] (c) Generative model [ ]
(d) Contrastive model [ ] (e) Pedegogy and Andragogy models [ ]
(f) Contrastive and Generative models [ ]

31) Is the curriculum (a) Static [ ] (b) Dynamic? [ ]

32) Does the marketing department make use of problem based and holistic learning academic excellence, vocational skill development, moral, spiritual and ethical growth
(a) yes [ ] (b) no [ ]

33) Does the faculty organize the curriculum around the competencies and skills that all students were required to demonstrate at the end of their programme?
(a) yes [ ] (b) No [ ]

34) Does the outcome based approach allow the marketing curriculum to fit into the wider context of business and required graduates to create value for their employers by producing relevant solutions to marketing problems.
(a) Yes [ ] (b) No [ ] (c) Partially [ ]

35) Does the curriculum encourage critical thinking? (a) Yes [ ] (b) No [ ]

36) Suggest areas of improvement on Nigerian tertiary marketing education

Researcher: E. Ezenyilimba (Ph.D Inview UNN)
## APPENDIX III

### SUMMARY OF UNIVERSITIES AND OTHER DEGREE AWARDING INSTITUTIONS IN NIGERIA BY PERCENTAGE DISTRIBUTION

<table>
<thead>
<tr>
<th>Status of Institutions</th>
<th>No. of Institutions</th>
<th>Percentage Distribution</th>
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</thead>
<tbody>
<tr>
<td>Federal Universities in Nigeria</td>
<td>17</td>
<td>19%</td>
</tr>
<tr>
<td>Federal Universities of Agriculture in Nigeria</td>
<td>03</td>
<td>3.5%</td>
</tr>
<tr>
<td>Federal Universities of Technology</td>
<td>05</td>
<td>5.75%</td>
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<td><strong>Total No. of Federal Universities</strong></td>
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<tr>
<td>State Universities in Nigeria</td>
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<td>19.5%</td>
</tr>
<tr>
<td>State Universities of Technology</td>
<td>04</td>
<td>4.6%</td>
</tr>
<tr>
<td><strong>Total No. of the State Universities</strong></td>
<td><strong>23</strong></td>
<td><strong>25%</strong></td>
</tr>
<tr>
<td>Private Universities in Nigeria</td>
<td>24</td>
<td>26.1%</td>
</tr>
<tr>
<td>Other Degree Awarding Institutions in Nigeria</td>
<td>20</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Total No. of Universities/Other Degree Awarding Institutions</strong></td>
<td><strong>92</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

For the purpose of target survey and the collection of primary data, the under-mentioned institutions offering marketing were earmarked and surveyed, they include:

1. University of Nigeria
2. University of Port Harcourt
3. Imo State University
4. University of Uyo
5. Delta State University
6. Nnamdi Azikiwe University Awka
7. University of Calabar
8. Rivers State University of Science and Technology
9. Abia State University
(10) Michael Okpara University of Agriculture
(11) Convenant University, Canaan
(12) Madonna University Okija
(13) Ebonyi State University
(14) Lagos State University
(15) Anambra State University of Science and Technology
(16) St. Paul’s University College Awka
(17) Enugu State University of Science and Technology
(18) Rivers State University of Science and Technology
(19) College of Education, Port Harcourt (Affiliated) to University of Ibadan
(20) Ebonyi State University.

INSTITUTES AND POLYTECHNICS OFFERING MARKETING

(1) Auchi Polytechnic Edo State
(2) Federal Polytechnic Ado Ekiti
(3) Federal Polytechnic Damaturu
(4) Federal Polytechnic Ede Osun State
(5) Federal Polytechnic Idah
(6) Federal Polytechnic Ilaro
(7) Federal Polytechnic Nassarawa
(8) Federal Polytechnic Nekede Owerri
(9) Federal Polytechnic Offa
(10) Federal Polytechnic Oko
(11) Abia State Polytechnic Aba
(12) Benue State Polytechnic Ugbokolo
(13) Ibadan Polytechnic Oyo
(14) Institute of Management and Technology, Enugu
(15) Kaduna State Polytechnic Zaria
(16) Kebbi State Polytechnic, Birrin Kebbi
(17) Kwara State Polytechnic Ilorin
(18) Lagos State Polytechnic, Ikeja
(19) Moshood Abiola Polytechnic, Abeokuta
(20) Osun State Polytechnic, Irec
(21) Ramat Polytechnic, Maiduguri
(22) River State Polytechnic Bori  
(23) Our Saviour Institute of Science and Technology, Enugu  
(24) Wolex Polytechnic Dopemu Ikeja.

COLLEGES OF EDUCATION AND INSTITUTES OFFERING MARKETING
(1) Alvan Ikoku College of Education, Owerri  
(2) Akwa-Ibom College of Education

UNIVERSITIES / INSTITUTIONS WITH MARKETING EDUCATION AS AN OPTION IN THE STUDY OF BUSINESS EDUCATION
1. College of Education, Port Harcourt, Rivers State (Affiliated to University of Ibadan (EDPORT)).  
2. Ebonyi State University (EBSU), Abakaliki, Ebonyi State.  
3. Rivers State University of Science and Technology (RSUST), Rivers State (1979).

STAGE II
ADVANCED PROFESSIONAL CERTIFICATE

<table>
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<td>Management Accounting</td>
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<tr>
<td>Information Technology</td>
<td>212</td>
</tr>
<tr>
<td>Marketing Research</td>
<td>213</td>
</tr>
<tr>
<td>Marketing Operations</td>
<td>214</td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>Sales Management</td>
<td>221</td>
</tr>
<tr>
<td>Product Development &amp; Management</td>
<td>222</td>
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<tr>
<td>Distribution Management</td>
<td>223</td>
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<tr>
<td>Promotional Practice</td>
<td>224</td>
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</table>

Source:- Syllabus for professional diploma in marketing [2004]

STAGE III
PROFESSIONAL DIPLOMA

- Marketing Communications Strategy 301  
- International Marketing Strategy 302  
- Strategic Marketing – Planning & Control 303  
- Strategic Marketing – Analysis & Decision 304  
- Research Project 305

Source:- Syllabus for professional diploma in marketing [2004]
### INSTITUTES AND POLYTECHNICS THAT OFFER MARKETING IN NIGERIA

**INCLUDE:**

<table>
<thead>
<tr>
<th>S/NO</th>
<th>NAMES OF INSTITUTIONS (FEDERAL), DEGREES/DIPLOMAS</th>
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<td>1.</td>
<td>Auchi Polytechnic, Edo State OND, HND</td>
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<td>2.</td>
<td>Federal Polytechnic, Ado Ekiti</td>
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<tr>
<td>3.</td>
<td>Federal Polytechnic Damaturu, Yobe State</td>
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<td>4.</td>
<td>Federal Polytechnic Ede, Osun State</td>
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<td>5.</td>
<td>Federal Polytechnic Idah, Kogi State</td>
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<td>6.</td>
<td>Federal Polytechnic Ilaro, Ogun State</td>
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<td>7.</td>
<td>Federal Polytechnic, Nassarawa State</td>
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<td>8.</td>
<td>Federal Polytechnic Neke de Owerri, Imo State</td>
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<td>9.</td>
<td>Federal Polytechnic Offa, Kwara State</td>
</tr>
<tr>
<td>10.</td>
<td>Federal Polytechnic Oko, Anambra State</td>
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</table>

*Source: JAMB Poly. Brochure 2005-2006*

### STATE INSTITUTES AND POLYTECHNICS THAT OFFER MARKETING IN NIGERIA

<table>
<thead>
<tr>
<th>S/NO</th>
<th>NAMES OF INSTITUTIONS</th>
<th>DEGREES/DIPLOMAS</th>
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<td>11.</td>
<td>Abia State Polytechnic, Aba</td>
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<tr>
<td>12.</td>
<td>Benue State Polytechnic, Ugbokolo</td>
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<tr>
<td>13.</td>
<td>Ibadan Polytechnic, Oyo.</td>
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<tr>
<td>15.</td>
<td>Kaduna State Polytechnic, Zaria</td>
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<td>16.</td>
<td>Kebbi State Polytechnic, Birrin Kebbi</td>
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<td>17.</td>
<td>Kwara State Polytechnic, Ilorin</td>
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<td>18.</td>
<td>Lagos State Polytechnic, Ikeja</td>
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<tr>
<td>19.</td>
<td>Moshood Abiola Polytechnic, Abeokuta</td>
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<td>20.</td>
<td>Osun State Polytechnic, Iree</td>
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<tr>
<td>21.</td>
<td>Ramat Polytechnic, Maiduguri</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Rivers State Polytechnic, Bori</td>
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</tbody>
</table>
PRIVATE INSTITUTES AND POLYTECHNICS THAT OFFER MARKETING CAUSES INCLUDE
23. Our Saviour Institute of Science and Technology, Enugu.
24. Wolex Polytechnic Dopemu, Ikeja.

PERCENTAGE DISTRIBUTION OF POLYTECHNICS OFFERING MARKETING IN NIGERIA

<table>
<thead>
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<th>Institutions</th>
<th>No. of Institutions</th>
<th>Percentage Distributed</th>
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</thead>
<tbody>
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HIGHER NATIONAL DIPLOMA IN MARKETING
HND 1 SEMESTER ONE

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<th>Credit Units</th>
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<td>Use of English III</td>
<td>2</td>
<td>2</td>
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<tr>
<td>BAM 412</td>
<td>Managerial Economics I</td>
<td>2</td>
<td>2</td>
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<tr>
<td>GNS 357</td>
<td>Social Psychology</td>
<td>2</td>
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<tr>
<td>ACC 314</td>
<td>Business Finance I</td>
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<td>BAM 313</td>
<td>Quantitative Studies in Business</td>
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<td>MKT 311</td>
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<td>MKT 312</td>
<td>Sales Management</td>
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<td>Agricultural Marketing</td>
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<tr>
<td>GNS 330/331/332</td>
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## HND 1 SEMESTER TWO

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<tr>
<td>ACC 323</td>
<td>Business Finance II</td>
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<td>BAM 422</td>
<td>Managerial Economics II</td>
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<td>BAM 327</td>
<td>Research Methodology</td>
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## HND II SEMESTER THREE

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<td>BAM 413</td>
<td>Entrepreneurship Development</td>
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<td>MKT 411</td>
<td>International Marketing I</td>
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<td>MKT 413</td>
<td>Marketing Communication I</td>
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<td>MKT 414</td>
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## HND II SEMESTER FOUR

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<td>ACC 426</td>
<td>Management Accounting II</td>
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<td>MKT 421</td>
<td>International Marketing</td>
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<td>2</td>
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<tr>
<td>MKT 422</td>
<td>Marketing Planning &amp; Control II</td>
<td>2</td>
<td>2</td>
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<td>MKT 423</td>
<td>Marketing Communication III</td>
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<td>MKT 424</td>
<td>Marketing Problems &amp; Cases</td>
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<td>MKT 425</td>
<td>Project</td>
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<td>MKT 426</td>
<td>Marketing Research II</td>
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<td>BAM 418</td>
<td>Small Business Management</td>
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**ELECTIVES**

- MKT 323 Product Development & Management
- MKT 314 Cooperative Marketing Societies
- MKT 416 Services Marketing Insurance
- MKT 416A Marketing Financial Services
  - 416B Marketing Hotel & Tourism Service
  - 416C Service Marketing Insurance

**Source:** National Board for Technical Education Higher National Diploma, 1991 Curriculum and Course Specifications.

**COLLEGES OF EDUCATION AND INSTITUTES OFFERING MARKETING OR MARKETING RELATED COURSES**

<table>
<thead>
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<th>S/NO</th>
<th>COLLEGES/INSTITUTES</th>
<th>MODE OF COURSES</th>
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<tr>
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<td>Alvan Ikoku College of Education Owerri</td>
<td>as Economic/Business Studies</td>
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<tr>
<td>(2)</td>
<td>Our Saviour Institute of Science and Technology, Enugu</td>
<td>as Marketing</td>
</tr>
<tr>
<td>(3)</td>
<td>Akwa-Ibom College of Education</td>
<td>as Economic/Business Studies</td>
</tr>
<tr>
<td>(4)</td>
<td>Institute of Management and Technology, Enugu</td>
<td>as Marketing</td>
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PERCENTAGE DISTRIBUTION OF COLLEGES OF EDUCATION OFFERING MARKETING COURSES AND OTHER INSTITUTIONS CATEGORIZATION

<table>
<thead>
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<th>Status of Institution</th>
<th>No. of Institutions</th>
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<tr>
<td>Federal Colleges of Education in Nigeria (Regular)</td>
<td>11</td>
<td>17%</td>
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<td>Federal Colleges of Education (Technical)</td>
<td>09</td>
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<tr>
<td>Federal Colleges of Education (Special)</td>
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<td>State Colleges of Education in Nigeria</td>
<td>41</td>
<td>63%</td>
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<td>Private Colleges of Education/Technology in Nigeria</td>
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<td><strong>Total</strong></td>
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NATIONAL INSTITUTE OF MARKETING OF NIGERIA (NIMN) PROFESSIONAL CERTIFICATE - STAGES AND SUBJECT CODES

STAGE 1

<table>
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<th>COURSE TITLE</th>
<th>CODE NO</th>
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<tr>
<td>Principles of Economics</td>
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<td>Business Communications</td>
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<tr>
<td>Elements of statistics</td>
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</tr>
<tr>
<td>11 Fundamentals of Selling</td>
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<tr>
<td>Effective Management for Marketing</td>
<td>122</td>
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<tr>
<td>Introduction to Accounts</td>
<td>123</td>
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<tr>
<td>Business Law</td>
<td>124</td>
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<tr>
<td>111 Marketing Environment</td>
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<tr>
<td>Quantitative Analysis</td>
<td>132</td>
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<tr>
<td>Consumer Behaviour</td>
<td>133</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>134</td>
</tr>
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</table>

*Source:* Syllabus for professional diploma in marketing [2004]