

## REBUILDING TRUST IN MARKETING EDUCATORS FOR STUDENTS' ACADEMIC SUCCESS

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### Abstract

Marketing education is a sub-sector of the general business education programme that is geared towards inculcating the right types of skills, knowledge and attitudes. Marketing educators gives the necessary guidelines for starting a business and proper orientation in dealing with marketing and business risks. This paper focused as its points of departure, an exposure of deficiencies in our educational system. The lacks in the capacity to produce trusted marketing educators to prepare students for academic success, job creation, assume responsibilities and the avenues through which marketing educators disseminate marketing knowledge, skills and stimulate the spirit of marketing education ethics to the students. The paper also highlighted levels and forms of rebuilding trust in marketing educators as well as ways of ensuring skills development and academic success in vocational marketing education. Among recommendations made was that, marketing educators should regularly be evaluated by University academic staff and other professional bodies, also government should improve in funding marketing educators to the extent to which students benefits from the programme.

**Keywords:** Academic Success, Business risks, Marketing, Educators, Rebuilding Trust

### Introduction

Marketing education is that education that provides training, experience and skills that are suitable to equip individuals with required skills necessary for job creation and economic sustainability. Marketing education is a programme designed to prepare secondary and post-secondary students to conduct the critical business function associated with directing the flow of products and services from the producer to the consumer.

A fundamental understanding of the marketing concept and basic marketing skills are essential not only to students entering the field of marketing but for everyone entering the workforce. Marketing education courses provide students with knowledge and skills that are highly transferable and will last a lifetime. Marketing education is built upon three areas of interdisciplinary content. These foundations of economics, human resource skills and marketing concepts are necessary to understand and apply the eight functions of marketing which include:

1. Distribution
2. Financing

3. Marketing – information management
4. Product planning
5. Promotion
6. Purchasing
7. Risk management
8. Selling

Marketing education is all about learning how to use the marketing process to take an idea and bring it to the consumer.

**The Concept of Marketing:** Instead of a product-centered philosophy, business shifted to a customer-centered philosophy. The job is not to find the right customers for your product, but to find the right products for your customers. The marketing concept holds that the key to achieving organizational goals is being more effective than the competitors in creating, delivering, and communicating superior customer value to your chosen target markets.

### **The Concept of Marketing Education**

Marketing education is an educational programme that equips the students with the knowledge, skill; motivation needed to start up a business and promotes it to an enviable height. Philip Kotler, regarded by many specialists in this field “the father of modern marketing”, believes that, in general terms, market must be seen as “human activity oriented in the direction of satisfying needs and wishes through exchange processes. In a single term, “marketing” means a combination of methods, techniques and tools which analyse the market, explores the market’s factors in order to adapt supply and can represent a new optic regarding the reality of life. The educational marketing aims “the marketing application service” and enjoys the attention of regarding the individual training objectives. Therefore marketing is a purposeful activity of an individual or group of associated individuals undertaken to create, promote and make profit through production and distribution of economic goods and services. Marketing education is an offering undertaken in any formal or informal school system which provides students with knowledge, skills and attitude to be an innovator, a developer of new product, market, or move efficient methods of production and distribution of goods and services. It includes all activities aimed at fostering marketing mindset, skills, attitudes covering a range of activities such as idea generation, a business start-ups, growth and innovation (Egbule, 2012).

### **Trust in Marketing Educators**

Trust in marketing is increasingly important in a number of ways:

- a. Must be accessible and willing to engage in conversation.
- b. Must be of a good value and quality.
- c. Expected to be environmentally and socially conscious.
- d. Must be responsive and accountable to fix mistake.

For students wanting to make an informed decision on a complex decision, trust-based marketing education is claimed to provide students with unbiased advice. When impartial and candid information is presented, a student’s loyalty towards the programme increases and greater lifetime profitability per recipient will be achieved.

### **Causes of Lack of Trust in Marketing Educators**

**i. Lack of Competent Teachers in Marketing Education:** Generally speaking, the teacher is a major actor in the institution or programme setting. Consequently, teacher quality, quantity, experience and motivation exert considerable effects on programme output (Ebgule, 2012b).

Specifically, teachers' quality depends on three basic knowledge bases content knowledge, pedagogic knowledge and pedagogic content knowledge. These teachers should be well grounded in the subject matter, be self-confident and exhibit high levels of professionalism in the possession and in inculcating marketing skills on the students to succeed academically.

**ii. Poor Infrastructural Facilities:** In the training of marketing educators, infrastructures are physical facilities such as road, airport, utility supply systems, communication systems, water and waste disposal systems and the services. Availability of these infrastructure facilities makes marketing education and establishment of small scale business easy. These facilities are not existing both in urban and rural areas. More worrisome is the poor electricity/power supply which has greatly slowed down the pace of industrialization, lack of facilities in training institution to train the teachers, this could make the student to feel that their career in marketing education will not be successful in the global world.

**iii. Inadequate Appropriation of Funds to the Marketing Department:** Education at all levels in Nigeria has been underfunded and this has generally impacted negatively on quality programme delivery as well as the products. Okebukola (2012) reported that data on funding inadequacies show that the education system in Nigeria has less than a sixth of what is required to deliver quality education at all levels. Good funding of marketing education programme is necessary to guarantee quality tools, facilities, equipment, retain and motivate requisite staff. Therefore, marketing educators will be seen as incompetent of impacting knowledge to marketing education students.

**iv. Poor Entrepreneurial Capacity by the Marketing Educators Trainers:** Entrepreneurial capacity is the inability to have the qualities needed to succeed in business. Entrepreneurial capacity has been one of the major challenges of Nigerian educational system. Successive governments have not given adequate attention to marketing education in the country. Government prefers spending money on jamboree and other insignificant projects instead of investing in capacity building that will remarkably transform the economy.

**v. Political Instability and Unnecessary Strike by ASUU and NASUU:** This refers to changes in government; high level of corruption, bad governance. This result in changing the policies and does not augur well with the establishment of tertiary institution, this has also made it impossible for effective training of marketing educators, healthy development of students and economic growth (Egbule 2015).

**vi. Technological Backwardness:** Nigeria is a developing nation and being technologically backward has made other countries to place less value on our Nigerian graduates, thus resulting in high level of unemployment. This affects marketing education as the needed skilled manpower

and machineries for qualitative training of students to succeed academically are not easily come by.

**vii. Information and Communication Technology (ICT) in Teaching and Learning:** The world has become a global village on account of information and communication technology, resulting in globalism which connotes any explanation or description of a world which is characterized by networks of connections that span multi-continental distances. Consequently, lack of a functional ICT hub for training and retraining of teacher mar students trust in marketing educators, and marketing education programme at large as they feel insecure in the emerging economy and their academic pursuit.

**viii. Poor Curriculum Development:** Lack of involvement of marketing educators in curriculum planning and implementation is another risk facing the students, as wrong use of methodology and irrelevant learning materials will be inculcated as new innovation will be neglected or not in use.

**ix. Poor Level of Integrity by the Training Institution:** It has been noticed that training institution that has integrity are very few. These institutions display low level of integrity in their administrative procedures. Some of the educators engages in academic malpractices. These low level of integrity makes the marketing education students to lose trust in both the educators and the entire programme as there seems no hope for them to succeed in their academic pursuit.

### **Strategies for Rebuilding Trust in Marketing Educators**

Although there are serious issue and challenges education programme in Nigeria specially when mirrored from world best practices, we should look at the future with optimism considering our abundant resources and opportunities.

According to Ayodele in Ojeifo (2012) introduction of workshops, conferences, and seminars to deliberate on marketing education is very necessary. There should be some form of genuine school based learning incorporated in marketing education as part of the national economic development strategies. The following are some strategies to rebuild trust in marketing educators for students' academic success.

- 1. Training of Teachers (in service training):** The quality of teachers in a nation's educational institution can never be separated from the education received. As an academic discipline which has a body of theoretical formations (Emem, 2010), teacher education has become one of the greatest challenges of our time. There is need to train and retrain professional teachers who will be able to sufficiently motivate the young marketing education students with a thrust for knowledge. Skilled manpower should be employed, staff development should be encouraged to update the existing staff of marketing education.
- 2. Adequate Funding:** Generation of local, private and public funds to create small businesses in terms of practical aspect of marketing. Adequate funding of the programme and reward for originator of innovation by government is a sure way to encourage marketing educators/students to take the course seriously knowing that rewards awaits those that are innovative and are able to act on them for economic growth.

- 3. Supervision of Teachers for Quality Control:** Following the importance of marketing education in national economic development, the need for establishment of National Quality Assurance and Monitoring system assigned with the responsibility of synchronizing minimum standards across the marketing education programmes of institutions. The federal Ministry of education can liaise with other statutory quality assurance agencies to harmonise minimum standards and monitoring system as the programme progresses.
- 4. National Marketing Education Framework:** A national marketing education framework should be established to serve as a rallying point for all marketing education activities in the country. This should specify in clear terms the national philosophy, objectives and implementation strategies at the various levels of the educational system, including the secondary school. On this note, a national committee on marketing education with membership drawn from stakeholders and all levels of education is proposed.
- 5. Involvement of Teachers in Curriculum Development:** The involvement of marketing educators in curriculum development is very important for effective and quality assurance implementation. Involvement of marketing educators in curriculum development will reduce irrelevant learning materials and will provide proper pedagogic approaches in teaching.
- 6. Staff Development:** The fact remains that the quality and quantity of teachers as presently constituted is far from guaranteeing quality marketing educators in Nigeria. There is a high need for inspiring, innovative, dedicated, knowledgeable and creative teachers of marketing education at the various tertiary institutions. The improvement of quality of marketing educators also presupposes that the quality of both pre service and in service trainings has to improve. Periodic training in modern methods of teaching marketing education is crucial and all marketing educators should have practical exposure in business skills, marketing management and growth.
- 7. Change of Methodologies/Approaches for Marketing Education:** To rebuild trust in marketing educators, programme that emphasize on practical instead of theories should be integrated into the curricula. A blend of the various approaches such as the focused, radiant, unified and magnet approaches should be adopted in teaching marketing education. The recent theoretical method of teaching marketing should give way to move pragmatic and practical-based delivery methods. Teaching and learning of market education should be more removed from the confines of the classroom into forms, and the business community. The use of role models as well as video of successful marketing educators is vital in fostering marketing mindset. Also, the use of guest lecturers should be supplemented by making use of lecturers in the university with marketing education record as part of the teaching pool.
- 8. The Use of Information and Communication Technology (ICT) in Teaching and Learning:** For easy teaching of marketing education, the use of ICT is very important because of increasing integration of national economies into expanding international markets presently, the world is looked upon as a single digitalized community that is connected by electronic, transport and communication systems. Most specifically many

marketing educators have acquired global images, often transcending their local, national and continental basis to embrace marketing educators in the globe.

**9. Internship Programme:** Granting that students industrial work experience scheme (SIWES) is an integral part of marketing education, the practice need to be robust. Develop marketing education internship programmes matching students with locally successful marketing educators with clearly established education programme. In addition, other students who are not covered in the official SIWES programme need to be encouraged to engage in a sort of apprenticeship to acquire some marketing skills during the period.

**10. Ensuring High Quality Entrepreneurial Capacity by the Marketing Educators Trainers:** For marketing educators to meet the economic, political and social trends of the time, the nation must use qualify marketing training professionals/teachers in implementing marketing education programme. The use of professionals helps in keeping pace with the rapid changes in the work environment and the content of the programme especially now that instruction is fast shifting from pure instruction to include learning facilitation and innovation. These professionals are pivotal in promoting marketing education policies/reforms and strategies in Nigeria.

## Conclusion

It is only when marketing education is properly taught in the Nigerian universities through appropriate selection and combination of different strategies that the course would be easy to the educators and interesting to the students, appropriate marketing education skills would be developed in them and they would be economically sustainable and academically successful. The success of teaching learning exercise depends greatly on the teacher's resourcefulness. It is necessary that aggressive efforts should be geared toward marketing educators in order rebuild trust and to gain meaningfully from economic productivity. The need to rebuild trust in marketing educators for students' academic success has now become a national issue because of numerous and growing problems of unemployment among Nigerian graduates. Marketing education development which emphasise students skills development will stem the tide of mass unemployment and poverty. The spate of vices associated with unemployment and idleness will also be reduced to a minimum level. It is our hope that in the near future and with good marketing educators in Nigeria, the problem of unemployment will become a history.

## Suggestions

Arising from the above challenges to rebuild trust in marketing educators for students' academic success, the following recommendations are made:

- (1) Training and retraining of marketing educators and other resource persons should be intensified in order to equip them with knowledge and skills needed for functional training of their students.
- (2) The government should ensure that adequate provision of material resources that could facilitate effective teaching/learning of this course considering its importance to address the unemployment challenges facing young school graduates.
- (3) Curriculum planners should review the curriculum for more practical oriented learning where marketing education students can be taught the necessary marketing skills.

- (4) The Federal Ministry of Education should ensure that national research efforts are synthesized with a view to having a blue print for a more robust marketing education development in the country.
- (5) Relevant machines, equipment and tools should be provided through collaboration between government and the organized private sector to facilitate the practical teaching methods and result-oriented learning modes of the students.
- (6) The Federal Government in collaboration with the state governments should provide good salary packages/incentives for performing/deserving marketing educators by way of encouragement.
- (7) Ensure technological development, adaptation and innovation for competitiveness in a globalised economic environment to facilitate the development of the country into a vibrant technology driven economy.
- (8) Any new discovery with high potentials for marketing education skills should be encouraged and fully funded.
- (9) Federal government should fund the teachers on conferences, seminars and workshops to acquaint them with the modern operations and innovations in the field of vocational for effective teaching.
- (10) The Federal government should ensure adequate supervision of marketing education teaching and routine planning and revision of marketing education curriculum.

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