

**INFLUENCE OF MARKETING EDUCATION AND BUSINESS EDUCATION
STUDENTS: CHALLENGES AND PRACTICE**

BY

ABDULLAHI D.U. EZE¹, FADILAH KABIR², KASIM SHEHU IDRIS³
ezeabdan@gmail.com¹, 08037752541¹, fedilahkabir2014@gmail.com 07064840181²
kasimshheidris@gmail.com 08033514301³

**BUSINESS EDUCATION DEPARTMENT
SCHOOL OF VOCATIONAL AND TECHNICAL EDUCATION
FEDERAL COLLEGE OF EDUCATION, ZARIA**

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Abstract

This paper titled Influence of Marketing Education and Business Education Students: Challenges and Practice. Two objective and two hypotheses was adopted: firstly determine whether any difference exists between marketing education and business education students regarding practicing marketing skills learnt at federal college of education, Zaria, secondly, Examine whether any difference exists between marketing education and business education students regarding challenges faced not to practice marketing at federal college of education, Zaria, while the hypotheses are: firstly, There is no significant difference between marketing education and business students regarding practicing marketing skills learnt at federal college of education zaria. Secondly, There is no significant difference between marketing education and business education students regarding challenges faced not to practice marketing at federal college of education zaria. Survey methodology was adopted for this paper. The population of the study was 1000 consisting B.ed, NCE, and Pre-NCE students of business education department, while the sample size is 200 this was achieved by 20% of the population. The findings of this study revealed that, there is no significant difference between marketing education and business education students with regarding to practicing marketing skills learnt. The students were found to have many skills to practice marketing but the office of consultancy stop students from practicing. This was indicated by a mean score of 1.8. which was in agreement that students of business education were prevented to practice even in their classroom and hostel in small scale business. Based on the findings conclusion and recommendations was made among others: office of consultancy F.C.E, Zaria should allow business education students to practice marketing skills learnt from the marketing option.

Key words: Marketing Education, Business Education, Students, Challenges and Practice

Introduction

Marketing Education, have been effectively applied to several works of life for more than 50 years. The teachings of marketing have been applied in the Banks, physicians, accounting firms, investment analysts, politicians, churches, mosques, architectural firms, universities, and colleges of education. Practicing of marketing have become the ways of life, the government, private ownership and students has grown the ambition of practicing marketing. Thus, due to the population of those practicing marketing government policies has tried to reduce the number of the population practicing marketing and business education students is not exempted. Marketing education in business education teaches students about principles of marketing, commerce, economics, these skills enables the students to practice buying and selling within and outside the college environment.

Business education means many things to many people. Salome (2012) sees business education as a programme in education that prepares students for entry into and advancement of jobs within the business. Aliyu (2006) have it as a programme one needs to be proud of if properly designed, adequately prepared and religiously harmonized. Aliyu further affirms that business education is an educational programme which involves acquisition of skills, knowledge and competences which makes the recipient/beneficiary proficient. It is an umbrella under which all business programmes take a shield, such as marketing, business administration, secretarial studies and accounting.

Thus, some of the challenges of marketing education students are preventing them from practicing the skills in marketing. Lack of motivation by students, lecturers and management of the college at large. Allowing the students to sell their products within the school environment will boost the practice of marketing education in business education. Based on the

aforementioned the researcher investigates the influence of marketing education and business education students: challenges and practice.

Objective of the Study

The major objective of this paper is Influence of Marketing Education and Business Education Students: Challenges and Practice while the specific objective are:

1. determine whether any difference exists between marketing education and business education students regarding practicing marketing skills leant at federal college of education, Zaria.
2. Eexamine whether any difference exists between marketing education and business education students regarding challenges faced not to practice marketing at federal college of education, Zaria.

Research Questions

In line with the specific objectives answers were sought to the following research questions:

1. What is the difference between marketing education and business education students regarding practicing marketing skills leant at federal college of education, Zaria?
2. What is the difference between marketing education and business education students regarding challenges faced not to practice marketing at federal college of education, Zaria?

Research Hypotheses

Answering the research question the following hypotheses was drawn:

1. H₀₁ There is no significant difference between marketing education and business education students regarding practicing marketing skills learnt at federal college of education Zaria.
2. H₀₂ There is no significant difference between marketing education and business education students regarding challenges faced not to practice marketing at federal college of education Zaria.

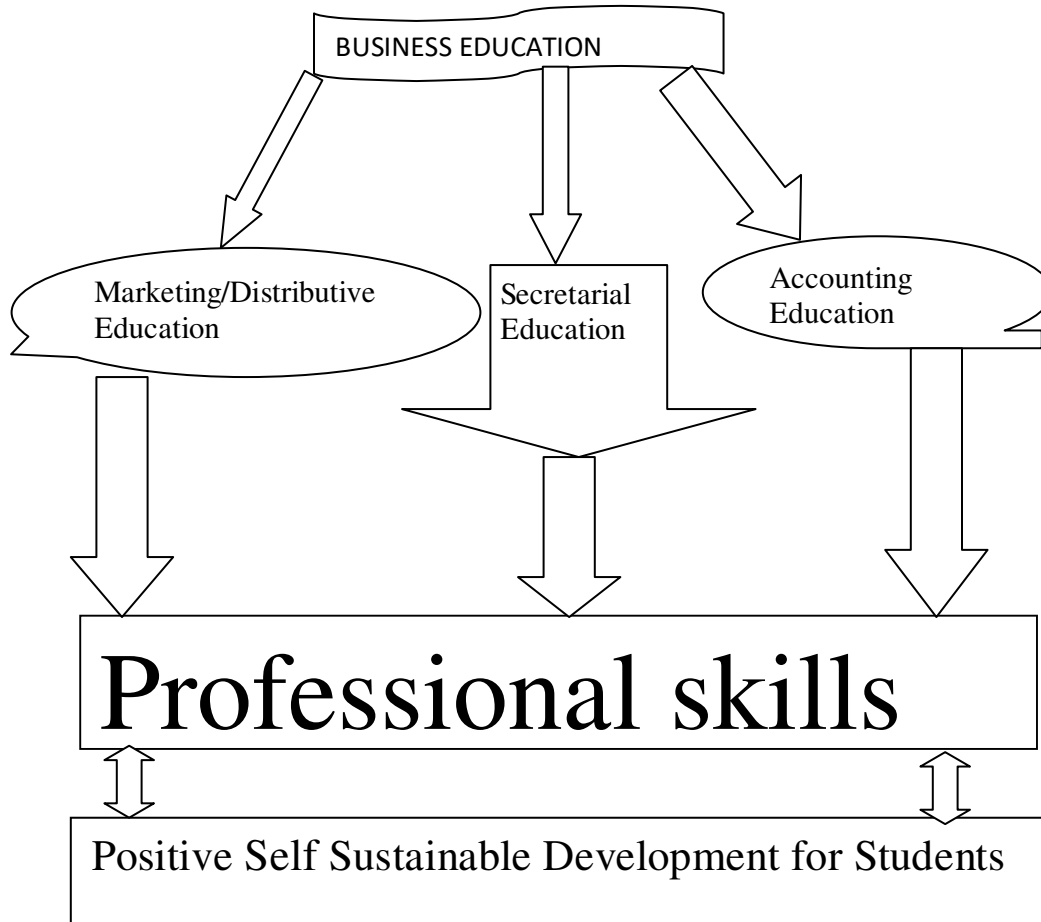
Review of Related Literature

According to McCabe and Black (2013), generally viewed marketing education as in a consumer context, the ability to choose between options has been linked to self-determination and empowerment (Schwartz, 2004). However, evidence also exists that extensive choice, even when all choices are good, may lead to confusion, stress and discomfort, regret for alternatives not chosen, deferred decisions, and indifference (Carmon, Wertenbroch, & Zeelenberg, 2003). In an educational context, Schwartz (2004) discussed how the world of the modern college student is so laden with choice that it can become overwhelming. Ackerman and Gross (2006) studied the impact of choice on perceptions of and satisfaction with curriculum for a minor in marketing. While students wanted choice, they also valued the provision of guidance and direction. Students' perceptions of choice may depend on how interested they are and how familiar they are with the choices. When familiarity exists, students may prefer to have some (limited) choice rather than having either many choices or no choice at all. This provides some degree of freedom, but not so much choice that it is demotivating (Iyengar, 2010).

Furthermore, there may be excitement about choices because of interest. Such positive feelings elicited help the chooser overlook potential stress from the process of deliberation and regret over alternatives not chosen. The desirability of students having choices within a class has been less explored. Marketing education courses can be structured to include varying levels of choice. Courses offering no choice are structured so that all students are assigned the same material, are responsible for the same assignments, and are assessed in the same ways. Choice can be introduced into a course, for example, by allowing students to choose from among alternative assignments and activities. However, the gap with the present study is that it does not look on choice courses but allowing students to practice marketing in the school premises, in areas like selling Zobo, Selling of Shoes and Bags, and Special Snacks, with this some of the students will have means of sustainable development.

The Components of Business Education

Business education is segmented into three areas such as Marketing/Distributive, Secretarial and Accounting education.



The teachings of business education orient students to the acquisition of skills which positively affect their wellbeing as individuals in society. The segmentation of business education provides career opportunities for Business Education students as retailing, wholesaling, computer operation and word processing, record keeping, financial reporting, auditing, advertising and so on. Thus, all these recommendations of business education are a vital tool for marketing practice.

3.1 Research Design

Descriptive survey design was used in conducting the study. The design involved collecting and analyzing data gathered. The choice of the design was based on the opinion of Douglass (2006) who highlighted that descriptive survey research design is the most dominant technique for educational research. Kerlinger (2005) emphasized that this design should be employed when a research work involves the use of questionnaire to seek the opinions of respondents. The design was considered suitable because it enables the researcher to understand the social phenomenon from the participants' perspective. It constitutes the most convenient way to obtain real facts and figures needed, in which the results of the analyses were used for decision taking and generalization.

3.2. Population for the Study

The population for the study is 1000 students of business education department, which comprised B.Ed and NCE students of the college.

Table 1.2 Populations for the Study

VARIABLES	NUMBEROF STUDENTS
B.Ed	400
NCE	550
PRE-NCE	50
TOTAL	1000

Source field work 2017

3.3 Sample size and Sampling Procedure

The sample size of the study was 200, despondence this is in line with Odukunle (2005) who recommended that if the population is less than 2500 for descriptive study 20% is enough to establish the existence or non existence of a relationship. In order to get the required sample size, two hundred students were randomly selected seventy students (80) from B.Ed and (90) NCE while Pre-NCE is (30).

Presentation and Analysis of Data

Research Question One: What is the difference between marketing education and business education students regarding practicing marketing skills learnt at federal college of education, Zaria?

Table 4.1 Difference between marketing education and business education students regarding practicing marketing skills learnt at federal college of education Zaria

Variable	Practicing Marketing Education	
	Freq.	%.
B.Ed Students	80	160
NCE Students	100	200
Pre-NCE	20	40
Total	200	400

Source: Field work 2017

Result on Table 4.1 showed the difference in the number of B.Ed, NCE and Pre-NCE students of Business Education Department. The result revealed that the respondents B.Ed students 80 (160%) who practiced marketing in Business Education premises, NCE students 100 (200%) students is dealing in buying and selling in Business education premises, Pre-NCE students 20 (40%) while pre-NCE students that are yet to join the department also practiced marketing in business education premises.

Research Question Two: What is the difference between marketing education and business education students regarding challenges faced not to practice marketing at federal college of education, Zaria?

Table 4.2 Difference between marketing education and business education students regarding challenges faced not to practice marketing at federal college of education, Zaria?

Variable	Challenges in Marketing Education	
	Freq.	%.
B.Ed Students	120	166
NCE Students	80	160
Pre-NCE	-	-
Total	200	326

Source: Field work 2017

Result on Table 4.1 showed the difference in the number of B.Ed, NCE and Pre-NCE students of Business Education Department. The result revealed that the respondents B.Ed students 120 (166%) whom does not practice marketing in Business Education premises, NCE students 80 (160%) students who is having challenges dealing in buying and selling in Business education premises, while pre-NCE students does not have interest in practicing any marketing in business education premises.

Table 4.11: t-test Analysis of the Difference between marketing education and business education students regarding practicing marketing skills learnt at federal college of education Zaria

Variable	X	Std.	t-cal	t-crit.	Sig.
Practicing Marketing Education	1.0	.76	2.5	1.4	.000
Challenges in Marketing Education	2.0	1.34			

Table 4.1 presents t-test analysis of the difference between marketing education and business education regarding students Practicing Marketing Education and Challenges in Marketing Education. The Table revealed that a student Practicing Marketing Education in business education premises is calculated t-value (2.5) was greater than the critical t-value (1.4) at 5% level of significance. The mean score showed that students are Practicing Marketing Education in business education department. Therefore, null hypothesis one which stated that, there is no significance difference between marketing education and business education students regarding practicing marketing skills learnt at federal college of education Zaria was accepted.

Table 4.2: t-test Analysis of the Difference between marketing education and business education students regarding challenges faced not to practice marketing at federal college of education Zaria

Variable	X	Std.	t-cal	t-crit.	Sig.
Practicing Marketing Education	1.4	.71	1.3	1.8	.000
Challenges in Marketing Education	2.4	1.1			

Table 4.2 presents t-test analysis of the difference between marketing education and business education regarding students Practicing Marketing Education and Challenges in Marketing Education. The Table revealed that the students having Challenges in practicing Marketing Education in business education premises is calculated t-value (1.3) was greater than the critical t-value (1.8) at 5% level of significance. The mean score showed that students are having Challenges in practicing Marketing Education in business education department. Therefore, null hypothesis two which stated that, there is no significance difference between

marketing education and business education students regarding challenges faced not to practice marketing at federal college of education Zaria was rejected.

Discussion of Major Findings

The result of this study revealed that, t-test analysis of the difference between marketing education and business education regarding students Practicing Marketing Education and Challenges in Marketing Education. The Table revealed that a student Practicing Marketing Education in business education premises is calculated t-value (2.5) was greater than the critical t-value (1.4) at 5% level of significance. The mean score showed that students are Practicing Marketing Education in business education department. Therefore, null hypothesis one which stated that, there is no significance difference between marketing education and business education students regarding practicing marketing skills learnt at federal college of education Zaria. This was revealed by the calculated t-value of 2.5 greater than the critical t-value of 1.4 which implies that, the difference is statistically significant ($p=0.005$). This finding was in line with Schwartz (2004) discussed how the world of the modern college students is so laden with choice that it can become overwhelming.

Conclusion and Recommendations

Conclusion The findings of this study present a number of issues and challenges on requisite skills and job opportunities of graduates of business education from federal college of education Zaria. Based on the two objectives that the research work addressed, the researcher concluded:- (i) office of consultancy Federal College of Education Zaria should allow business education students to practice marketing skills learnt from the marketing option.

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