

## Chapter 10

### Marketing Programme as Business Education Competencies on Workplace Needs among Graduates

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#### **Introduction**

Marketing is perceived from various viewpoints, encompassing the identification and fulfillment of customer needs, the flow of goods and services, and the impact on the well-being of society and the ultimate consumer. According to Kotler and Keller (2016), marketing is described as a social and managerial procedure in which people and collectives acquire desired products and services by generating and exchanging valuable offerings with others. Additionally, marketing is perceived as the practice, collection of organizations, and procedures for generating, transmitting, providing, and trading products that possess worth for consumers, customers, collaborators, and the broader community (AMA, 2018). Marketing is commonly understood as the execution of actions that guide the movement of goods, services, and concepts from creators to customers, ensuring optimal timing, pricing, location, and effective communication. Marketing is a crucial aspect of any organization, encompassing various processes aimed at generating value for customers, effectively communicating with them, and delivering products or services. Additionally, it involves managing customer relationships to benefit both the organization and its stakeholders. Hence, it is imperative for both consumers and producers to have access to the insights of marketing education. Business education is a program that is available at various levels of the educational system, including primary, junior, and senior secondary schools, as well as three-year colleges of education, two-year ordinary diploma (OND) and higher diploma (HND) programs in colleges of technology or polytechnics, and four-year undergraduate programs at universities. This program is enriched with numerous important goals. Some of the objectives include: sparking students' curiosity by introducing them to entrepreneurial concepts, instilling the practical aspects of business from early education, fostering interpersonal and human relations abilities, equipping students with foundational skills for entering the workforce without additional training, teaching students the fundamental concepts, theories, principles, and application of accounting, marketing/distribution, and office technology management (OTM)/secretarial education (Igboke, 2010). The overall pattern is for every alternative's of business education to generate competent and clever graduates who have expertise, abilities, principles, and perspectives in the field of business. Hence, it is crucial to focus education for business on all the diverse aspects linked to the professional realm.

Each category of Business education products includes a combination of various courses in their curricular preparations. According to Sani (2011), the American National Conference on the Future of Business Education (1985) highlighted that the curriculum for business education includes a wide range of courses. These courses consist of key-boarding, book-keeping, accounting, economics, office practice, computer science, word processing, shorthand, business communication and report writing, business English, consumer education, and entrepreneurship education. As per the findings of Okwuanaso and Nwazor (2010), Business education encompasses various primary classifications of courses. The list of courses includes: bookkeeping and accounting courses (which encompass all

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courses related to accounting), clerical and general office courses, stenographic and secretarial courses, distributions/marketing courses, business teaching courses, business administration courses, and economic understanding courses.

### Marketing Programme

The marketing education program aims to impart knowledge and skills related to marketing concepts as well as the fundamental principles of business necessary for comprehending and advancing in the field of marketing (Adornato, 2019). The field of marketing education offers students a chance to gain valuable knowledge, skills, attitudes, and competencies. These assets will help students excel in their studies, utilize personalized study plans, and achieve success both in the classroom and in the professional world. Additionally, marketing education equips students with the tools they need to become informed adult consumers. It equips students with the necessary skills for long-term career prospects in specialized roles within organizations. Hence, advertising in educational institutions is not solely focused on promoting goods and services. Instead, it revolves around understanding the specific needs of the customers and ensuring that the school places the utmost importance on delivering those products and services while upholding their quality standards.

According to the Marketing Education Resource Center (2010), this particular program was created to cater to the requirements of students at various interest levels. These include students who are interested in exploring marketing as a potential career, students who are looking to kickstart their marketing careers, and students who are interested in pursuing further education in the field of marketing. According to a source from 2019, Wikipedia claimed that a marketing education program, when pursued as an academic discipline, equips students with the necessary skills for achieving long-term success. In their study, Adams, Womble, and Jones (2012) found that Hatzios and Health-Camp identified 10 distinct attributes of marketing. These attributes encompass both tangible and symbolic aspects, such as the presence of well-trained marketing students, successful graduates in high-paying jobs, active involvement of marketing teachers in job placement, students with hands-on experience, and a wide range of promising career options.

Students studying marketing and professionals in the field have been educated on the art of shaping consumer behavior through the strategic delivery of pertinent information and captivating communication methods, often employing imaginative tools. According to Benneth in Blythe's (2018) research, consumer behavior is a complex interplay between the emotional and cognitive aspects of behavior, as well as the influence of environmental factors, through which individuals engage in various exchanges in their lives. Studying the behavior of both students and adult consumers is crucial for understanding their actions. This understanding enables the establishment of effective customer relationship management and partner relations management strategies, facilitating successful connections with customers. In various parts of the globe, there are a multitude of emerging job opportunities and countless positions being filled in the field of marketing.

Opportunities in the field of marketing span various industries and businesses, encompassing both the private and public sectors (Marketing Education Resource Centre, 2010). Marketing encompasses a vast network of individuals, including sales representatives, advertisers, retailers, wholesalers, financial professionals, public relations experts, educators, investors, and electronic marketers who utilize the internet. Entrepreneurs who have excelled in marketing have created new job prospects in the global workforce. Job prospects in this field encompass various sectors, such as micro-enterprises, publishing, event coordination, workforce administration, business advisory, service provision, and market analysis. The precise goals of marketing education aim to fulfill the societal, professional, and individual desires and requirements of students and adult purchasers.

Marketing education plays a crucial role in fostering a positive work ethic among students. By comprehending their individual obligations to society, they can actively participate in endeavours that prioritize the well-being of themselves and others. It additionally nurtures the cognitive, emotional, ethical, artistic, practical, or professional facets of existence. According to a source from 2019, it was stated that having a solid grasp of the marketing concept and possessing basic marketing skills are crucial for individuals entering the marketing field as well as those joining the workforce in general.

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As stated by McCabe and Black (2013), marketing education is commonly perceived within the realm of consumerism, where the capacity to make choices is associated with self-determination and empowerment (Schwartz, 2004). Nevertheless, there is also evidence suggesting that an abundance of options, even if they are all favourable, can result in perplexity, anxiety, unease, remorse over unselected alternatives, postponed decision-making, and apathy (Carmon, et al., 2003). Within an academic setting, Schwartz (2014) explored the overwhelming nature of the multitude of choices faced by contemporary university students. In their research conducted in 2016, Ackerman and Gross examined how the presence of choice influenced individuals' perceptions and satisfaction regarding the curriculum offered for a minor in marketing.

Although students desired the option to choose, they also highly appreciated the availability of guidance and direction. The extent to which students perceive choice can vary based on their level of interest and familiarity with the available options. In situations where there is a sense of familiarity, students might lean towards having a certain degree of choice rather than being presented with an overwhelming number of options or being deprived of any choice whatsoever. According to Iyengar (2010), this offers a certain level of independence, although it does not present an overwhelming number of options that could potentially discourage individuals.

### **Challenges facing Business Education Programme**

Business education is a specialized curriculum designed to equip graduates with the necessary skills and knowledge to excel in various professional roles within the corporate world. It aims to empower individuals to effectively manage their business endeavors, enabling them to make informed decisions as astute consumers and responsible citizens in a thriving business-oriented society. According to Igboke (2005), business education encompasses the necessary mindset for individuals to thrive in the realm of commerce, whether as creators or purchasers of products and services provided by businesses. According to Otamiri (2008), business education was seen as a combination of pedagogical and entrepreneurial training. According to him, business education encompasses the exploration of technologies and associated sciences, as well as the development of practical skills (including teaching skills), attitudes, comprehension, and knowledge pertaining to different sectors of the economy and social existence.

The vocational education programme includes a crucial business education component, designed to provide students with the necessary skills to effectively navigate society. Business education places emphasis on developing proficiency in various domains. Consequently, it is anticipated that different aspects of business education, such as business subjects in high schools, should be effectively instructed by individuals who have received adequate training in the realm of business education. Business educators are the skilled individuals who possess the necessary qualifications to instruct various aspects of business education within secondary schools. The business education program consists of accounting, marketing, business management, entrepreneurship, and other relevant subjects that equip students for careers in the business realm or for advanced studies in business-related areas. Nevertheless, the primary emphasis of this research revolved around the evaluation of accounting and entrepreneurial business education curricula.

### **The present position of Business Education in Nigeria**

Unlike in the olds, technologies have been used in business education to develop global competences needed in the world of business. According to Amahi and Ogben (2014), the acquisition of modern technologies in the business education units and the introduction of business machines have exposed the students to the operation of different machines. Sometimes ago, blended teaching was developed as a result of its flexibility with technology resulting to interactions between the teacher and students. However, e-learning which affords learners opportunity to interact with expert always be blended with face to face by the teacher for proper understanding. E-learning has been introduced in business education to facilitate learning. This is a new technology tool for improving teaching and learning (Utoware & Kren-Ikidi, 2014).

The use of e-learning has made business education programme to sustain its relevance in providing the needs of the recipients and the society at large. Sani (2011) posited that a product of new

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technologies which includes e-learning has redefined the education delivery system. Mortiori (2012) added that the new technologies that facilitate teaching and learning of business education are slide presentation or power point, mobile devices, database, overhead projector computers, interactive whiteboard, voice recognition internet. Projectors, slides, video, films are some of the media which were most often used (Nwokocha & Onwuchekwa, 2014).

The interactive Whiteboard (IWB) has made business education lecturers to integrate the tool into their lecture and as well further their expertise in teaching and facilitate learning. Other innovations practice now in business education includes mobile phones, electronic books, on-line collaborative workplace, radio/television/ broadcast. Olise (2014) asserted that business education use this new technology to support learning as they are used for individual or collaborative learning in producing a global worker. Olise (2014) added that with electronic books, business educators have used complex images/concepts as illustrations in interactive with three dimensional presentations than using traditional drawings and photographs. Also, on-line collaborative workplace allows students to work together on common document. E.g. spreadsheet, power point presentation uploaded by the lecturer could be used by the students to work on-line on his/her own leisure. On the other hand, radio/television/ broadcast can be used by business educators for individualize instructions, to support learning and provide direction in producing skillful workers needed in the world of business. With these technologies, in the teaching environments, student can compete effectively with modern office challenges in working with the computer.

### Concept of Adaptability to Workplace Needs

Adaptability to workplace needs refers to the ability of individuals or organizations to adjust and modify their approach, skills, and strategies in response to changing circumstances or requirements within the work environment. It involves being flexible, open-minded, and willing to learn new things in order to meet the evolving demands of the job. This concept recognizes that workplaces are dynamic and constantly evolving and that being able to adapt is crucial for success and growth.

According to Dam (2019), in today's ever-evolving landscape, organizations are encountering dynamic and shifting environments that underscore the significance of bolstered organizational flexibility and adaptability. Organizations must constantly evolve and grow due to various factors such as heightened competition, evolving markets, innovation, and technological advancements. Consequently, the rapid rate of environmental and organizational transformations puts additional stress on workers to become more flexible, versatile, and accepting of ambiguity to effectively handle novel or evolving job circumstances (Pulakos et al., 2010).

The ability to effectively adapt to a dynamic work environment is commonly known as "personal adaptability." The importance of individual adaptability in the modern workforce is widely recognized, with some researchers suggesting it should be considered as a distinct category of job performance alongside task and contextual performance (Tucker, Pleban, & Gunther, 2010; Griffin, Neal, & Parker, 2017). Personal adaptability is crucial in today's rapidly changing work environment, as it enables individuals to navigate through unforeseen challenges and seize new opportunities. Research has shown that employees who possess high levels of personal adaptability are more likely to thrive in ambiguous and uncertain situations, demonstrating higher job satisfaction and overall performance.

Despite the significance of adaptability in the workplace, there remains a scarcity of comprehensive studies on personal adaptability (Griffin & Hesketh, 2013). In recent times, the exploration of adaptability and adaptive behaviors has gained attention from researchers. They have delved into various aspects such as adaptive performance (Pulakos et al., 2010; Pulakos et al., 2012), the ability to adapt to different tasks (e.g., LePine, Colquitt, & Erez, 2010), adjusting to work transitions, being adaptable in one's career (Savickas, 2015), and the adaptability of leaders (Mueller-Hanson et al., 2015).

According to Oreg (2013) adaptability to workplace needs is defined as the capacity to adjust and respond effectively to changing demands and circumstances in the workplace. This includes being open to new ideas, learning new skills, and being able to navigate through uncertainty and ambiguity. The concept of adaptability is seen as crucial in today's rapidly changing work

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environment, where employees are often required to take on new roles and responsibilities, work with diverse teams, and adapt to evolving technologies. It is also believed that individuals with high levels of adaptability are more likely to be successful in their careers

The concept of individual adaptability seems to be closely connected to the process of adaptation, which refers to the evolutionary mechanism through which a population becomes more well-suited to its environment. The process of adaptation is believed to assist living beings in adapting to ever-changing and/or challenging surroundings, thereby playing a role in the preservation of the species (King, Stansfield, & Mulligan, 2016). In the field of evolutionary biology, there is a clear differentiation between: (a) the process of adaptation; (b) the state of being adapted, known as adaptedness; and (c) an adaptive trait, which refers to a specific characteristic of an organism that increases the likelihood of its survival and reproduction (Orr, 2015). The latter element seems comparable to the definition of adaptability in Webster's (2011) dictionary, which is described as the characteristic of being adaptable and the capacity to adjust or be adjusted to suit altered situations.

### Summary of Literature Review

The study reviewed some related literature in order to investigate the theories, meanings, and conceptualizations of various constructs used in the study. This study, which focuses on the influence of business education programme competencies on adaptability to workplace needs among graduates of tertiary institutions in Rivers State, discussed and analyzed the construct of the study under the conceptual, theoretical, and empirical reviews to give credence to the study.

The conceptual review covered the concepts of education, business education, and business education programme, future of business education in the 21st century; challenges facing the business education programme, dimensions of the business education programme, concept of adaptability to workplace needs, among others. Based on the reviewed literature, it can be deduced that business education programme play a critical role in meeting the needs of graduates in Rivers State. The literature review highlighted the importance of business education in equipping graduates with the necessary skills and knowledge for the ever-evolving workplace. Additionally, it emphasized the need for adaptability in order to meet the changing demands of industries and employers in the 21st century.

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