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Revisiting the Issue of Marketing Education and Professional Practice in Nigeria

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Ayozie Daniel [α] & Ajibola Raman [σ]

Abstract - This paper explains the historical development of marketing education and professional practice in Nigeria, it considers the marketing problems and advanced recommendations towards solving the numerous challenges. Emphasis was on the marketing curricular in Nigeria tertiary institutions. Also the important issue of the relationship between the marketing education and the marketing professional practice was considered. The onus of professionalism and success is moving from the professional institutes to the individual marketers. Here lies the success of marketing education in Nigeria, as qualified marketers will be practicing their art at a consistently high level, or they will bring the professional institute into disrepute. The focus of marketing is changing from brand to people and service which coupled with the shift from a manufacturing to a service economy means that much classical marketing theory is becoming if not redundant but less important. This has implications for the way marketing is taught, learned and practiced in Nigeria. The paper considers the role of marketing professional institute in the development of marketing education, the relationship between the professional institute and marketing education in Nigeria, the challenges and set backs of marketing education, and practicable recommendations to solve the problem at hand.

I. Introduction

Nonyenlu (1989) defined marketing education as the systematic training and instruction leading to the acquisition of a body of knowledge concerning the theory and practice of marketing. Marketing as defined by the chartered institute of marketing United Kingdom (1984) is the management process responsible for identifying, anticipating, and satisfying the needs and wants of consumer profitability. The American association defined as the performance of business activities that directs the flow of goods and services from the producer to the consumer or user (AMA 1985). McDonald (1993) stated that it is a matching process between a company's capabilities and the wants of consumer. All these definitions show that marketing deals with the problems of an organization in providing goods and services to satisfy the demands of specific groups, persons or organizations (Oyedijo, 1995). They see marketing as the process in which companies deliver solutions to customers need problems in return for payment (Wilmshurst, 1978).

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A marketer is simply someone who wants to obtain a resource from another person and is willing to offer something of value in return. (Ayozie, 2000, CIM, 2004)

Marketing concept has undergone five alternative approaches and this can be used by a company to guide and direct its marketing activities (Kotler 1978). This includes the production concept which holds that consumers will prefer the product that are widely available and (then to the product concept) that states that consumers will favour products that are high in quality, performance and features, the selling concept that holds that consumers will not buy enough , unless the organization uses an aggressive selling and promotion technique, to the marketing concept which holds that the key to achieving organizational goals consists in determining the needs and wants of target markets and delivering the desired satisfaction to customers more effectively and efficiently than competitors, and lastly, the new societal marketing concept, which holds that the organization's tasks is to determine the needs, wants and interest of target markets and to deliver the desired satisfactions more effectively and efficiently than competitors in a way that preserves or enhances the consumers and the society's well-being. (Kotler 2008, Ayozie 1998). The societal marketing concept arose because of the need to achieve a balance between consumer wants and interests, company profits and objectives, and the long-run societal welfare which are sometimes conflicting.

Management education gave rise to marketing education in Nigeria, and the former took off in the Nigerian tertiary institutions in early 1960's. A lot of remarkable changes have occurred, and its development have soared. Then, there is a great need to review it and relate theory to practice in the industry, tertiary institutions and society at large.

II. Origin of Marketing Education

Management education which gave rise to marketing education started in Nigeria forty years ago. Marketing education an offshoot of the former is even younger. Nwokoye (1987).

The University of Nigeria, Nsukka (UNN) pioneered management education in Nigeria, by setting up a college of administration in 1961. Akpala (1988), opined that, the UNN students for the bachelors (B.Sc) degree programme in the business administration and finance departments in the 1974/75 academic session,

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the faculty expanded into four departments of Accountancy, Finance, Management and Marketing. So from 1961-1974 marketing was not originally accorded a separate status, but was within the B.Sc programme in Business Administration. Nwokoye (1989), Ayozie (2000).

According to Onah and Ani (1979), Kaduna polytechnic offered OND courses in Marketing, Purchasin and Supply, and this provided middle level manpower, while the first 19 HND graduands in marketing came out in 1974. Apart from Kaduna Polytechnic no other polytechnic offered full marketing programmes before 1975. So history accords Kaduna Polytechnic that status of being the first tertiary institution of learning in Nigeria to offer a full academic programme in Marketing and this would have occurred with the establishment of Kaduna poly in 1968. Before the end of the 1960's, University of Lagos and Ahmadu Bello University, Zaria, both established in 1962, taught marketing courses within their programme in Business Administration.

From 1970, with the end of the Nigerian civil war, there was a rapid growth in marketing education in Nigeria, in terms of institutions offering the courses, programmes and enrolment. This witnessed the establishment of 16 Federal Universities, four federal universities of technology, 9 states universities and 23 new polytechnics. Presently, there are ----- federal universities, ----- state universities, ------ private universities, ----- federal polytechnics, ---- state polytechnics, ---- private polytechnics, all offering marketing courses as an entity or as part of the Business Administration course. These numbers tripled in the 1980's, with both the federal and state governments establishing their own institutions, and in the mid 90's, when private individuals were allowed to establish private polytechnics (i.e. Lagos City Polytechnic and our Savior Institute of Science and Technology) and private universities. With this emergence of institutions; more mounted separate programmes in Marketing either as a separate entity like Federal Polytechnic Ilaro (1979) or included marketing programme in Business Administration or management courses. Ayozie (2002).

Both the government and private polytechnics have proved to be more active in pursuing marketing as a separate academic discipline. Data from the Advertising Practitioners Council of Nigeria "AVERTISING ANNUAL VOLUME for 1995, indicated that while ten universities offered a B.Sc progamme in marketing, fourteen polytechnics offered either an ND or HND programme in marketing. These figures correspond with the pattern when crosschecked from the Jamb brochure for applicants admission.

Although the post graduate programme started very slowly, it is available only in few universities. The University of Lagos, Ahmadu Bello University (1977/78) an the University of Nigeria (1970/71) were the earliest universities to offer the master of Business Administration (MBA) programme with marketing management options. MBA and MSc programme have been established in many universities; UNIPORT 18980/81, Rivers State University of Science and Technology (1982/83) with even a PhD programme in Marketing, Ogun State University 1995, Abia State University (1987) with many others following in that order.

Some polytechnics and other specialized institutions like Yaba College of Technology, Nigerian Institute of Journalism and the National Institute of Marketing of Nigeria (NIMN), offer specialized courses in marketing management.

Doctoral/PhD programme are now offered in many universities. Institutes like the University of Nigeria, Rivers State University of Science and Technology, Usman Dan Fodio University, Sokoto, and many private universities in Nigeria offer PhD programmes in marketing. This is a far cry, compared to what is obtainable in India, Malaysia or the western world and even many of these Nigerian Universities have suffered from the brain drain and academic flight to either Europe, southern African countries, or even Asia and America.

Some specialized professional bodies, parastatals and industry firms have assisted by offering both short or residential courses, seminars and workshops on areas in marketing and management education. These include the Nigerian Institute of Journalism Ogbe, the Nigerian marketing association, the Advertising Practitioners Councils of Nigeria APCON, the National Institute of Marketing of Nigeria, the Nigerian Institute of Management, Centre for management Development, the Administrative Staff College of Nigeria and Private Consulting Firms like Omolayole, Walton Solomon, Zus bureau, Danayo Communication, ADCOMS, etc.

III. What are Aims and Objectives of the Marketing Education

For the marketing profession and knowledge to survive, to be respected and practiced like other professions, it needs to have a clear cut objective, so as to guide the curriculum designers. The objectives for National Diploma/Higher National Diploma or BSc programmes in the polytechnics and universities includes giving the student sufficient knowledge in marketing, sales, advertising and related subjects, so as to enable them secure employment or pursue higher studies in tertiary institutions. But most of these objectives are not pursued enough and in most cases reflect the individual perspectives of their authors.

A solution to these deficiencies was made in the 1985/86 by the executive council of the Nigerian Association of Schools of Management education and training, who commissioned a study into the objectives

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of management and marketing education in order to seek broad based inputs into the definition of objectives of management by both the scholars, practitioners in industry, and other bodies concerned with the development of management education in Nigeria.

In the study conducted by Nwokoye (1987), which covers mailing questionnaires to polytechnics and universities offering marketing and management studies, which were best to professional bodies and industrial concerns on what should be the broad objectives of management education in Nigeria; the answers of the academicians and industrial practitioners are summarized as thus:

1. Emphasizing aspect of management education like practical experience for student.
2. Indicating in the learner knowledge, skills attitude, positive attitudes and awareness of certain factors relating to the internal and external environment of management.
3. Developing, producing and providing things like relevant educational materials or people to man high and middle level positions in Nigerian economy.

Respondent answers on the functional area of business that they were most familiar with and what specific educational objectives that should be in areas like marketing, stated the other responses as:

a. To train managers who can establish on their own.
b. To promote marketing management effectively.
c. To equip students with fundamental and advanced concept in marketing.
d. To produce marketing oriented managers.
e. To develop marketing as a field of studies with emphasis on local conditions.
f. To make marketing play its rightful role in the economic development of Nigeria.

Specifically, The Federal Polytechnic, Ilaro (2008) prospectus stated its own objectives and goals of marketing as:

- Conduct product planning for manufacturing organizations
- Organize sales and distribution of goods
- Carry out effective sales and advertising
- Undertake market research and other similar functions
- Prepare sales report and other marketing functions

The above set of goals and objective pose a big challenge to the academicians, and educational planners, and will serve as a guide in providing a meaningful marketing educational knowledge and practice on Nigeria.

IV. The Marketing Circular in the Polytechnics and Universities for the Undergraduate (HND/ND/BSC) Programmes in Nigeria

Some polytechnics prepare students for a two year National Diploma (ND) programme in marketing and business administration and management which would be followed by another two years studies for the Higher National Diploma (HND). The ND programme provides an adequate background to prepare a student for HND in marketing, and gives the student an option either in marketing, business administration or purchasing and supply. The universities run programmes that award the bachelors degree (BSc) in Marketing after three or four years depending on the qualification of the student. The minimum admission requirement into polytechnics requires five credits in five subjects including English language and mathematics while the universities programme requires the same number of credits.

The National Board for Technical Education (NBTE) based in Kaduna, Nigeria regulated and accredits progammes in polytechnics and colleges of technology while the Nigerian University Commission (NUC) with other relevant professional bodies accredits programmes for the universities. The NBTE also sets minimum guideline in the syllabus for the ND and HND programmes in marketing. In between the ND and HND programmes, is a provision for one year industrial attachment for all ND diplomats, where they are expected to gain practical experiences, before proceeding for their HND programmes.

Data from the APCON (2008) annual volume indicated that polytechnics offered either ND or HND programmes in marketing more than the universities. This simply explains that presently polytechnics are producing more to the quality of marketing education in Nigeria at the undergraduate level, more than the universities.

A typical eight semesters (4 years) programme in marketing, contains more than thirty five courses comprising of more than 100 units of credits. This includes the ND programme in business studies, marketing, business administration and purchasing and supply.

The courses for HND/ND in marketing are thus:

1. Marketing concentration courses (e.g. Marketing management, sales management, entrepreneurship education, marketing research, advertising, distribution and logistic management, agricultural marketing, international marketing, industrial marketing, marketing communication, marketing planning and control. Marketing problems and cases, financial aspect of marketing, advertising public relations, etc)

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2. Behavior and Social Sciences Courses (e.g. behavioral aspect of marketing, micro economics, macro economics, social psychology)
3. Business Core Courses (e.g. entrepreneurship education development, principles of management, practice of management, marketing management)
4. Accounting Courses (e.g. Principles of accounting, cost accounting, managerial accounting, business finance)
5. Quantitative Courses (e.g. Business Mathematics, business statistics, qualitative studies in business, computer programming).
6. General studies courses. (e.g. use of English, logic, literary appreciation, history, contemporary social studies, citizenship education, communication in English)
7. Sciences (e.g. Biology, physics, natural science, chemistry, etc)

The curricular for BSc programme in marketing have basically a similar spread of courses like the ND/HND version, but it consists more of general studies and behavioral science courses. The advantage of the polytechnic education is its emphasis on practical knowledge and skill acquisition in marketing and sales, which is essential in the competitive business world of today.

V. Revisiting the Marketing Education and the Marketing Proffession

A profession is simply a calling or a vocation, especially one that involves some branch of learning or science. A profession provides a code of conduct and ethics, that serves as a guide to the members of the profession to practice.

Nwokoye 1989 postulated that the assimilation of the requisite body of knowledge or education qualifies one to practice the profession. The challenges and demand faced by the profession dictates the substance of such education. Thus, a reversible situation exists, where the requisite education and professional practice constantly interacts. This interaction takes care of the new ideas in a constantly changing business environment.

VI. What is the Role of Maketing Proffessional Institute in the Development of Marketing Education or Vice-Versa

First, it is imperative to consider the status of marketing in Nigeria. Is marketing like Medicine, Law, Advertising and Accounting, a profession or just a vocation. Available literature, Onah (1985), Okunola (1985) stated that underlying assumptions, that if marketing should be regarded as a profession, then it should be in the same footing as other professions stated earlier (law, banking, advertising, medicine and accounting). Since marketing is now presently on the same footing as accounting, medicine or law, who should then be regarded as a members? Should traders, market men and women, street hawkers, be regarded as members of the profession since they are all practicing marketing?

I agreed with Nwokoye's submissions in 1989 that "Marketing Practitioners are a monthly amalgamation of subgroups that differ sharply in practice and in the nature of their practice. But then it is still necessary to have both one monolithic marketing profession as in law, and still permit many different professional groups in marketing, so as to cater for interest groups in advertising (APCON) sales, marketing research, public relations, (NIPR) and International Marketing. This is in line with what is obtainable abroad especially in the UK ad USA.

These groups should recognize each other, liase, co-exist and co-operate as the need arises, while individuals can belong to as many of the groups as they find it rewarding and where they have career prospects. Taking a look at advertising, it consists of ADVAN. Ayozie (2004) created by the generators of advertising, the manufacturers or producers, or the clients, to protect their interest and have a greater voice in the state of affairs in the advertising. The Newspaper Proprietors Association of Nigeria (NPAN), the Broadcasting Organisation of Nigeria which is the association of radio and television houses, the outdoor advertising Association of Nigeria, and the AAPN (Association of Advertising Practitioners of Nigeria and all of those did form what is known as APCON, which is the sectorial group that regulates the practice of advertising in Nigeria. Directives, guidelines and the Advertising code of practice are implemented through APCON. Marketing has to borrow this wonderful idea from advertising, which is even a subsidiary. This will make modern marketing profession practice to acquire the status o a profession comparable to law, medicine and accounttancy and penalties must exist for purporting to practice marketing without due registration and acquiring the necessary skills, with the marketing professional body.

Marketing should not be regarded as monolithic profession but should be many professional institute making within marketing.

VII. The Role the Marketing Professional Institutes Play in the Marketing Education in Nigeria

A part from APCON and NIPR, no other profession in marketing has the legal backing of the government. The National Institute of Marketing of Nigeria was granted the charter of Government in 2003 by harmonizing the submissions by the Chartered

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Institute of Marketing of Nigeria and the Nigerian Marketing Association.

NIMARK existence for many years, although it has performed creditably well, but it has no legal status, so also does it apply to the vibrant Chartered Institute of Marketing of Nigeria (CIMN). Among the problem of NIMARK (established in 1978), is that Goal Aspiration (Nwokoye1989), it wants to model itself in the mould of Accountancy and Banking, without taking consideration the peculiarities of each profession. There is a total alienation between the Academicians and the practitioners of marketing, denying the Association that espirit-de-corps and better contribution to NIMARK'S growth. NIMARK has organized as a semi-cult, handled and coordination by the Lagos and Blue Chip Mafias. Marketing is not like Accountancy or Banking, and it cannot attract membership by not being dynamic, down to earth, and identifying with all stratas of marketing profession. Marketing cannot attract members by holding out to them a sheltered professional practice protected by barriers erected by the association and which is appreciated due to sufficient information dissemination and lack of comradene.

The inadequacies of Nigerian Institute of Marekting and its failure to be dynamic gave rise to growth of splinter groups like CIMN, when has risen up the challenge of giving marketers a pride of place. It reached out to the neglected academics in the polytechnics and universities, who provides the bulk of potential marketers (i.e. the students) and serve as a think tank to the profession.

NIMARK did not embrace all marketing related associations and bring them under one umbrella as its operated in the UK. (THE CHARTERED INSTITUTE OF MARKETING). In essence, while a section of NIMN should be in charge of the day to day activities, another section should take up the role of regulation of the practice and coming up with the practical education, seminars and conferences that will enable the marketers to come up with the dynamism of the 21st century.

Marketing profession in Nigeria should combine the attributes of the highly successful Chartered Institute of Marketing of United Kingdom, the American Marketing Association, and even the APCON. In essence it can conduct examinations for all categories of students, and still provide quality services to its members. Marketing in Nigeria must have it's own peculiarity. Such quality services should include journals, bi-weekly news magazines, employment services, books, monographs, conferences and seminars, both for the practitioners and academicians, professional recognitions by the government and the industry, public awareness campaigns by establishing strong Nigeria network of branches and industry groups, international networking opportunities, comprehensive personnel and professional development, continuous transition from student to Fellow based on Educational attainment and professional experience, continuing professional development (CPD), life time learning programme lending to registered and chartered Marketer status (as obtainable in the UK). Marketing Information such as quarterly members newsletter, "connections) list of registered members, comprehensive use of information and library information and library service, and the most important of all the personal benefits such as job vacancy services, use of NIMN's training facilities, Access to consultancy services, free personal advice, specific marketing and sales legal advice, independent financial and insurance advice covering pensions, investment and family protection, travel service and the marketing website in Nigeria, so that members will have privileged access to certain areas of the website and promptly.

NIMN, in case there is a merger, should have a common goal, co-operate and co exist, and should aspire to greater heights of efficiency and performance.

In essence, there should be just one Apex professional Organisation in Marketing, which admits members from diverse groups, but should also have a Hard core membership group, consisting of experienced marketing educators (Academicians) and top marketing managers in the industry. To resemble the UK CIM, and the AMA, The marketing professional body should recruit more academicians Educators and Lecturers into its ranks, and get them more involved in its activities.

VIII. The Relationshi between the Marketing Professional Body and the Marketing Education in Nigeria

The home truth is that, marketing education should provide the professional body with the people from whom to draw its membership and the patriotic volunteers who will deliver benefits to the generality of its members. The Marketing Professional through its activities, publications, conferences, workshop and seminars, should reinforce the marketing education by providing valuable educational materials, and the latest ideas and empirical findings on research theory, practical examples and developments in marketing. This they can do by advising their students both in the undergraduate and postgraduate studies to register and participate fully in the activities of the NIMN. They can also write and analyze research works, case studies and other academic materials that will be useful to the institute.

The list of professional institutes in marketing or its allied field is endless. At the last count, it is now up to ten professional marketing institutes including the fight about the ownership of the national institute of marketing of Nigeria (NIMN). It includes the institute of Brand management, the institute of certified sales professionals, Direct marketing association of Nigeria.

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The chartered institute of sales in Nigeria and the triplicate, the institute of sales management in Nigeria with office in Lagos.

Every institute at its conception Development and establishment should be a timely response to the national aspiration and needs of NIMN and Nigerian. The institutes should be strategically dedicated to marketing education and to deliver an up to date counseling, training, research, technical and professional help to member in all areas of marketing management. It should also concentrate on training indigenous professionals for or industries in areas like the hospitality, manufacturing, construction, Tourism, oil and gas and in the service sectors. The institute must be able to provide excellent services through professional educational, relevant and time rewarding programmes, services and benefits that will encourage appropriate marketing altitude for the existing, emerged and emerging marketing professionals in Nigeria. It should be able to breed better educated, more courageous and vibrant marketers who can cope with the current economic and social needs of Nigeria.

The institute (NIMN) should establish and maintain a vibrant and highly reliable data bank and information service system for use by its members. It should facilitate stronger cooperation by all stakeholders in the marketing industry and facilitate greater involvement in the promotion of international trade and advertising with high level of competitiveness at the local market level. It must provide empowerment and support in a continuous basis to host instructors, teachers, researchers and lecturers of marketing and it allied field in both the secondary, vocational and tertiary institutions, via packaged trainings continuous professional development programmes compulsory /mandatory training exhibitions, meetings, industries exposure and mentoring sessions. These should be a work improvement training programmes which should be facilitated by well established marketers, sales personnels, researchers consultants and lecturers, tutors and researcher.

IX. The Short Comings, Set Backs, Problems and Chalenges of Marketing Profession in Nigeria

Nwokoye (1989) enumerated the marketing problems as such:

(i) Limited employment opportunities for graduates
(ii) Very poorly defined professional status, creating morale problems among marketers.
(iii) Scarcity of relevant books and teaching materials.
(iv) Insufficient number of qualified lecturer, teachers and academicians.
(v) Inadequate provision of opportunities for practical experience for students

Ayozie (1999, 2000, 2004) included some other challenges including other problems as:

(i) Lack of closer and proper interaction between the Academicians and the industry.
(ii) Lack of practical industry experience among the marketing educators
(iii) Very poor remuneration and incentives for the educators, thereby reducing their interest and commitment to research on marketing.
(iv) Insufficient Nigerian textbooks to give the necessary Nigerian focus to marketing education.
(v) Difficulties in getting funds to publish and book piracy in Nigeria.
(vi) High cost of publication of textbooks and academic journals.
(vii) Empire building by the industry practitioner making it practically impossible for the educators to learn from them
(viii) Insufficient opportunities for the educators to improve on their academic knowledge the qualifications. Very few polytechnics and universities offer masters or PhD programs in marketing.
(ix) Insufficient funds and financial assistance to lecturers and students of marketing.
(x) Insufficient undergraduates opportunities for students who wants to study marketing
(xi) Very poor academic background or relevant marketing educators.
(xii) Insufficient marketing textbooks in both the school ad public libraries.
(xiii) Frequent closures of the universities and polytechnics, occasioned by the constant strikes, lockouts and closures by the lecturers and students.
(xiv) Difficulties in graduating PhD holders on time in Nigerian universities.
(xv) Inadequate research materials and space.

Nigerian Marketing Lecturers have to rely so much on foreign textbooks that are in most cases marginally relevant to or own peculiar Nigerian environment. Ever since the three first known marketing profession published their works i.e. modern marketing for Nigeria, Nwokoye (1990) marketing in many textbooks have been written by Nigerian Educators, so as to give Nigerian relevance to marketing (see marketing principles and practice by Ayozie, Omotunde and Asolo (1997). Marketing for West Africa (Uche Okafor 1994), Marketing a behavioral Approach (Achumba), and many others. Although the Nigerian environment does not favour publishing and writing concerted efforts have been made by the present day marketing lecturers and educators to fill in this vacuum. Book piracy and lack of exposure makes their work to fiddle away.

There is a threat to marketing education where students can either depend only on handouts, and hurriedly printed materials. Educators have risen up to

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the challenges of writing, publishing co-authoring books, and through exchange of locally printed textbooks done by them.

For the problem of inadequate number of marketing lecturers in Nigeria, most of them hold terminal qualifications in marketing. Nigeria in my modest estimation does not have more than ten Professors of marketing. Because marketing is not presently a rigidly defined discipline, it has accommodated teachers whose terminal qualifications are in areas other than marketing. While those people make useful contributions, there are problems which according to Elliott (1986) include a weakening of the overall teaching effect due to confusion over what constitutes appropriate subject matter in marketing theory and research.

Most of the Nigerian universities cannot mount many doctoral programmes in either marketing or business because of poor staffing, which is made worse by poor remuneration, strikes, closures and brain drain. Considering the many benefits of being a full member and fellow of the UK Chartered Institute of Marketing, and the American marketing Association, the marketing professional institute must be modeled to be like them. Back home the professional status of marketing continues to be a source of concern to most marketing practitioners. This is compounded by the factionalisation of the NIMN, chartered assassination, continuous and rapid court actions over issues that can be amicably resolved. There is also sit tight approach by factional presidents, who are interested on personal aggrandizement, rather than professional growth of the institute. Most members would like to append some respected and recognizable symbols after their names as proof of having passed some rigidly recognized professional examinations as their counterparts do in other disciplines like Accountancy and banking. Members should be able to attain all the professional recognitions and satisfaction that we aspire to by belonging either to the umbrella Marketing institute like the NIMN or to any of the constituents professional groups like advertising, sales, and marketing research. Marketing Education presently had failed to properly provide for students industrial attachment scheme and practical exposures in the industry; for now only the polytechnics provide a semblance of practical knowledge and education.

Nwokoye (1987) postulated in his research that to improve marketing education, marketing students in polytechnics and universities should be required to acquire some practical experience before graduation. That is now a challenge for curriculum designers to find creative ways to provide substitutes for direct placement in the industrial sector. This we can get by constant industrial visits to interact with industry practitioners and ask questions on practical things that might not be answered by textbooks and lecturers. There should be co-authoring and research by practitioners and lecturers. Case studies should be in real company issue.

Marketing department in tertiary institutions should be more restructured so as to attract the best students, who are genuinely interested in studying.

The curricular must be responsive to the need and requirements of prospective employers of our products. Efforts must be activated as done in UK, to make marketing graduates secure jobs in companies for example, by establishing a referred service/ counseling unit to assist students on job hunting techniques or simply borrow a leaf from CIM UK by having a job vacancy service unit where students and graduates can receive monthly/weekly listings of advertised sales and marketing jobs collated all over Nigeria, and selected from a choice of salary bands.

X. Recommendations

The author has deliberately painted the problems in details because it clearly illustrates that the marketing education has lost a vital opportunity in the past in Nigeria, and even now to elevate itself and create a degree of indispensability. Nigeria cannot afford to lose another opportunity. Things have to change. The next years will provide the technology to restore the potential of a very viable marketing education and professional practice, a panacea towards making the Nigeria market highly viable and profitable.

Nothing is more certain than the inextricable match of technology, the increasing levels of globalization, and the pletora of choice faced by consumers everywhere, as this will contribute to change in the forthcoming years. The question the marketing practitioners and educators will ask themselves is can it successfully interprete where the market and product is, can it supply the skills, the resources and fresh clear thinking which will make it a significant player in the new years to come. For many, the answer will be a resounding ”NO”. in the light of the above, the recommendations needed are:

(I) Management faculties and departments should adopt a long term view in recruiting staff to full lecturing position, since already- made candidates quit terminal doctorate are presently in short supply. There is an adage in Nigeria that says, ‘the young shall grow and the old should not die”. Bright First Degree (HND or BSC) holders should be recruited as Higher Instructors and graduate assistants and latter sent out on suitable in-service training arrangement to acquire the much needed higher degrees ands academic knowledge. Not only does education cement the social and economic changes that are taking place, but it also opens up the whole populations around the world to the information and messages.

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(II) The delivery systems of information are undergoing profound changes today. We watch the satellite television, AIT, ALJAZERRA and CNN that instantly bring the timely news and reports into our room. I read the international editions of newspapers around the world in the mobile sets, ipads, phone, blackberries, and other new technologies on internet.

All these happened in the last decades. What is the implication of these for marketing in the next millennium? Marketing education must avail itself to these changes.

Business and management schools must be connected to the internet, to avail themselves on the varied marketing information available now all over the world. Schools must be connected to the world wide web.

Management schools must be kept up with the computer technology in the new millennium. This will give marketing education a competitive edge. Lecturers must be sensitive to and respond to rage rapid transformations in technology. Let them all be linked with computer, internet, Email, where information can be obtained without leaving the offices and lecture rooms. Internet appliance and ICT knowledge is very necessary.

There is the need to provide industrial working experiences for marketing students. The suggested alternatives to direct placement in companies should be:

(a) Placing students on campus from where they commute to places of work, provided the institution is located in an industrial area, to offer sales and marketing places to students. Students might visit the companies on Fridays and Saturdays only, thereby eliminating accommodation problem and reducing cost and enhancing efficiency for supervision by lecturers. We can borrow a leaf from the college of education.

(b) Supervised visits by all final year students to marketing and advertising companies should be arranged. Federal Polytechnic Ilaro does that now. This will raise the awareness of the students in the marketing profession, and offer them the opportunity of interacting with industry practitioners.

(c) Students should be encouraged to go into free lance sales/marketing. No salary should be paid, but the company can provide pocket expenses and access to its facilities and knowledge of the experienced sales staff.

(d) There should be a very close interaction between academic and industrial practitioners, so that mutual respect would be developed. Successful ex-students in the industry should be invited to share there experiences, problems and prospects.

(e) To further enhance marketing education and make it more relevant. Opportunities should be increased for interaction between students and teaching staff/lecturers, with our viable marketing companies by:

(i) Exposing students and lecturers regularly to seminars, workshops, symposia and talks to be given by a top marketing practitioners from our leading companies.

(ii) Arranging educational visits to companies by students.

(iii) Working out exchanges programmes between lecturers and the companies,, whereby the lecturers can spend short periods in the companies, and company marketing executives can be in residence at our companies to give seminars.

(iv) The much talked about sabbatical leave by very senior lecturers, could be spent in the companies to observe practical marketing assignments.

(v) Government should assist in tackling the problem of scarcity and high prices of locally produced textbooks by:

(vi) Providing tax and other incentives especially finances to lecturers and publishers to stimulate local production of textbooks and academic materials.

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