

## EVALUATION OF MARKETING SKILLS NEEDED BY BUSINESS EDUCATION STUDENTS FOR SELF-EMPLOYMENT IN COLLEGES OF EDUCATION, KANO STATE

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### ABSTRACT

The study evaluates the Marketing skill needed by business education students for self-employment in colleges of education in Kano State. Two specific research objectives and questions guided the study. The population for the study was all 913 final-year business education students across the three colleges of education that were used for the study. The sample size for the study was 256 respondents. The descriptive survey research design was adopted for the study. A structured, 19 items four-point rating scale questionnaire was used for the data collection. The instrument was pilot tested and it gave rise to a reliability coefficient of 0.95 which was determined using the Cronbach Alpha ( ) coefficient. The collected data were analyzed using percentage scores for the personal data of the respondents and mean scores with the benchmark of 2.50 and above for agreeing or disagreeing with the questionnaire items and the grand mean. The study revealed that skills for identifying customer needs and wants, product development skills, and branding skills among others were identified as the marketing skills needed by business education students for self-employment. On the other hand, inadequate funding of the programme, mismanagement of funds, and inadequacy of teaching and learning materials among others were identified as the constraints that hinder the effective acquisition of the marketing skills that are needed by business education students for self-employment. The study concluded that if society wanted to reduce the current level of employment, emphasis should be laid on the acquisition of marketing skills and termination of the hindrances to their effective acquisition. Finally, the study among others recommended that teaching and learning business education courses should be more practical based as this will help to improve the student's creativity.

**Keywords:** Business education, marketing, marketing skill, and self-employed.

### 1.0 INTRODUCTION

Business education deals with the intellectual and practical preparation of people for a living in modern industrial and corporate environments. According to Iwu (2016), the discipline provides students with the necessary skills and competencies for self-reliance and paid employment. Based on this, business education is a discipline that gives students the specialized knowledge and skills they require for getting their dream jobs which could be self-employment or paid employment. Aliyu in Simiku and Oru (2016) also views business

education as an aspect of education whose objective is to assist the students in gaining skills, competencies, attitudes, and traits necessary for efficiency in the economic system. The implication of this is that business education equips the learners with the knowledge, attitudes, abilities, and competencies needed to manage their income and be efficient and successful in the economic system to bring about an ongoing process of income generation. The goal of the business education curriculum is to equip students with relevant abilities such as technical skills, managerial skills, and marketing skills, and competencies to prepare them for work either in an employed or self-employed capacity. In line with this, Adiele (2016) states that the main goal of business education is to give technical skills that will enable graduates to have the knowledge, skills, and procedures that are unquestionably necessary to launch and operate small businesses successfully.

Marketing is any activity that involves buying and selling goods and services as well as an agreement between the seller and the buyer (customer). In the opinion of Ameh and Ezeahurukwe (2016), marketing focuses largely on determining customers' or purchasers' needs and wants through research, stages in developing a product, design, and testing. In addition to this, Kotler (2005) maintains that marketing is the strategy by which two or more individuals or organizations offer and receive something of value. The author added that marketing is typically the responsibility of creating, promoting, and delivering goods and services to ensure consumer satisfaction. In the idea of Ezeani (2008), marketing entails determining the needs of consumers, planning and designing a product that satisfies those wants, figuring out the best price to be charged, advertising and sharing the product or service to identify, anticipate, and meet customer satisfaction.

Usen and Offiong (2016) opine that skills are the ability to perform a task effectively. Furthermore, Usoro (2016) notes that skills are abilities for adaptive and positive behaviors that make a person effectively and efficiently deal with the demands and challenges of everyday life. The capacity to carry out challenging work successfully and efficiently while utilizing the cognitive ability to reach the intended outcome is known as competence. As for entrepreneurial talents, Abanyam (2014), Adebisi (2015), and Eze, Ezenwafor, and Igberaharha (2016) point out they include the capacity to integrate the 5ms (men, machine, materials, money, and management), creativity, innovation, a greater level of self-esteem, environmental scanning, good problem-solving ability, tolerance for ambiguity, and goal-orientedness.

Marketing skills are instrumental to entrepreneurial success to the extent that Scheers (2011) states that no business activity can be successfully operated without the presence and application of marketing skills. To Udo in Kwajafa (2016), marketing skills are acquired to foster good relationships between producers and consumers, develop the right attitude towards commercial activities and prepare a person to enter the world market, and develop habits for effective service required in the world of commerce. This shows that Marketing skills are the ability to perform or handle any aspects of marketing activities effectively and efficiently to the satisfaction of consumers through the supply of goods and services to the consumers and also using the available skills to meet the needs of the end users. In addition to these, Oyerinde and Falana (2016) are of the view that marketing skills are necessary abilities that entail planning how to communicate with the intended market for a business owner's goods and services. The authors further state that anyone who develops these skills stands a chance to overcome the barrier of unemployment because they will allow them to define their brand in

the eyes of customers. Creating admiring marketing skills such as skills to communicate, fast track sales, customers relation, order processing, and understanding the consumers are therefore significant to students of business education.

The prosperity or collapse of a business depends on its marketing skills. Marketing strategy must therefore lay more emphasis on delivering a greater value to customers and the firm at a lower cost (Chiliya, Herbst & Robert-Combard, 2019). For marketing to be effective and successful, skill is a paramount requirement. According to Business Marketing Institute, 2013, marketing skills include; marketing plan evaluation and development, printing advertising programme, marketing deliverables, copy, layout and execution, direct mail, planning, testing, development and execution, trade show planning, promotion and execution, website development, public relations, market testing, new product launches, start-ups, and sales. From the foregoing, it could be deduced that marketing skills among others include; product development, branding, packaging, advertising, pricing, sales promotion, personal selling, and distributional skills.

Working for oneself rather than being employed by another person is self-employment. Self-employment is the process through which an individual develops his or her business enterprise without relying on another person for a living. Self-reliance, according to Umoru & Nnaji (2015), is the capacity of a person to launch their own business without relying on anybody. In another definition, Abdulkarim (2015) states that self-employment suggests that you are the company's boss since you have the legal right to make decisions that will have an impact on your firm. Self-employment reduces unemployment and poverty in society and as such helps the government of any country to achieve growth. In the opinion of Daluba and Odiba (2013), Nigerian graduates can work for themselves if they developed crucial skills such as technical know-how, managerial know-how, marketing know-how, and competencies. The implication of this is that they would be able to transfer the skills they acquired through education into self-employment, wealth generation, job creation, and fulfillment through self-reliance in entrepreneurship.

The basic objective of business education is to provide students with the skills they need to succeed academically and economically so they can fulfill the purpose of self-employment and poverty eradication after graduation. To achieve self-reliance after graduation, business education students need a greater range of marketing skills. It is thus, against this backdrop that the researchers seek to carry out a study on the evaluation of marketing skills needed by business education students for self-employment in colleges of education in Kano State.

## **2.0 STATEMENT OF THE PROBLEM**

Unemployment and its attendant problems are serious issues in Nigeria. To corroborate this, Longe (2017) is of the view that unemployed graduates are responsible for the high rate of deviant behaviors and social vices in Nigerian societies. This made the Federal Government of Nigeria encourage self-reliance in entrepreneurship by making entrepreneurship education a compulsory course for all the students in tertiary institutions of learning across Nigeria. The goal is however far from being achieved because there are numerous graduates, especially those that studied business education who are roaming about the streets without engaging in personal economic activities (self-employment) that would make them empower themselves

and also create jobs for others. This could be attributed to the fact that most of them lack marketing skills such as advertisement, sales promotion, and sales forecasting skills while undergoing school training. It is, therefore, necessary to address this issue to make them productive by bringing the basic marketing skills they require for self-employment to the fore. The problem of this study is thus, an evaluation of the marketing skills needed by business education students for self-employment in colleges of education in Kano State.

### **3.0 OBJECTIVES OF THE STUDY**

The purpose of this study is to evaluate the marketing skills needed for self-employment by business education students in Colleges of Education in Kano State. Specifically, the study sought to:

1. Evaluate the marketing skills needed by Business Education students for self-employment in Colleges of Education in Kano State.
2. Identify the constraints that hindered the effective acquisition of marketing skills needed by business education students for self-employment in Colleges of Education in Kano State.

### **3.1 Research Questions**

Based on the purpose of the study, the following research questions were developed to guide the study:

1. What are the marketing skills needed by business education students for self-employment in Colleges in Education in Kano State.?
2. What are the constraints that hinder the effective acquisition of marketing skills needed by business education students for self-employment in Colleges of Education in Kano State?

### **4.0 THEORETICAL FRAMEWORK**

This study adopts the social marketing theory. The theory emerged in the 1970s when marketing techniques were realized to be tools for selling ideas, attitudes, and behaviors rather than products and include the concept of "Edutainment" (Education and Entertainment). The theory was propounded by Philips Kotler and Gerald Zaltman. It is now being used by social welfare organizations and emphasizes individuals acquiring marketing skills for self-employment. Social marketing theory is therefore chosen for this study because it would all things being equal encourage business education students to acquire marketing skills that will enable them to be self-employed thereby changing the narratives in society by reducing the rate of unemployment and social problems in the society and contributing to economic growth and development.

### **5.0 METHODOLOGY**

A descriptive survey research design was adopted for the study. The study was conducted in two selected Federal Colleges of Education and one State College of Education running a Business Education Programme in Kano State, these colleges are; Federal College of Education

(Technical) Bichi, Federal College of Education Kano, and Saadatu Rimi College of Education Kumbotso, Kano State. The choice of the State for this study was because of the adequate number of business education students who made up the respondents for the study and the growing rate of unemployed business education graduates who will greatly benefit from the findings of the study. The population of the study was comprised of all the 913 final-year business education students in the three selected Colleges of Education in Kano State. The choice of this category of respondents was based on the fact that their training and orientation give them the potentials to engage in self-reliance in entrepreneurship that would lead to self-employment.

A sample size of 256 respondents which represents 28% of the population was selected based on the view of Nwana (2005) which states that the situation and circumstance of a study determine the proportion of the population to be studied because there is no ideal percentage that is appropriate for a descriptive research. The samples were thereafter proportionately taken from the three colleges of education. The instrument used for data collection was a 19 items structured questionnaire titled "Assessing Marketing Skill Needs Questionnaire (AMSNQ)" drafted by the researchers using four (4) point rating scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The questionnaire items were subjected to face and content validation by two experts in the Department of Business Education, Faculty of Education, Ahmadu Bello University; Zaria. In addition, one each of the Measurement and Evaluation and English Language experts from Federal College of Education (Technical) Bichi and Bayero University Kano respectively also validated the instrument. The instrument was subjected to a pilot study which was conducted at the Federal College of Education Katsina, Katsina State using 30 respondents. The pilot study gave rise to a reliability coefficient of 0.95 determined using the Cronbach Alpha ( ) coefficient. This implies an excellent internal consistency among the responses and thus, making the instrument suitable for conducting the study. The data collected concerning the research questions were analyzed using mean scores with a benchmark of 2.50 and above considered as being agreed while mean scores from 2.49 downward were considered as disagreed.

## 6.0 RESULTS

The results which were obtained from the analysis of the data collected were presented in Tables 1-5.

**Table 1: Distribution of Respondent's base on their Departments**

| Department                                 | Frequency  | Percent       |
|--|------------|---------------|
| Accounting Education                       | 142        | 55.5%         |
| Office Technology and Management Education | 88         | 34.4%         |
| Marketing Education                        | 18         | 7.0%          |
| Entrepreneurship Education                 | 8          | 3.1%          |
| <b>Total</b>                               | <b>256</b> | <b>100.0%</b> |

**Source:** Field survey Data 2023

Table 1 shows the distribution of the respondents based on departments. Based on the findings, it was revealed that 55.5% of the total respondents were from Accounting Education Department, 34.4% from Office Technology and Management Education Department, 7.0% from Marketing Education Department, and 3.1% were from Entrepreneurship Education Department. This indicates that the majority of the respondents were from Accounting Education Department.

**Table 2: Shows Distribution of the Respondent Based on Gender.**

| Gender       | Frequency  | Percent       |
|--------------|------------|---------------|
| Male         | 146        | 57.0%         |
| Female       | 110        | 43.0%         |
| <b>Total</b> | <b>256</b> | <b>100.0%</b> |

**Source:** Field survey Data 2023

Table 2 shows the distribution of the respondents based on gender. From the table, it could be seen that most of the respondents were male with a proportion of 57.0%, while the females take 43.0%. This indicates that the majority of the respondents were male.

**Table 3: shows the Age Range of the Respondents.**

| Age Group    | Frequency  | Percent       |
|--------------|------------|---------------|
| 15-20        | 70         | 27.3%         |
| 21-25        | 134        | 52.3%         |
| 26-30        | 35         | 13.7%         |
| 31-35        | 17         | 6.6%          |
| <b>Total</b> | <b>256</b> | <b>100.0%</b> |

**Source:** Field survey Data 2023

Table 3 presents the age distribution of the respondents. From the information shown in the table, it is clear that 27.3% of the respondents are within the age group of 15-20 years, while 52.3% are within the age range of 21-25. Furthermore, the respondents that fall within the age range of 26-30 years make up 13.7% and 6.6% go to the age group between 31-35 years. This indicates that the majority of the respondents are between the ages of 21 to 25.

**Research Question 1:**

What are the marketing skills needed by Business Education students for self-employment in the Colleges of Education in Kano State?

**Table 4: Mean Ratings of the Respondents on Marketing Skills Needed by Business Education Students for Self-employment the Colleges of Education in Kano State**

| S/N | Items | SA | A | D | SD | Mean | Decision |
|-----|-------|----|---|---|----|------|----------|
|-----|-------|----|---|---|----|------|----------|



|                   |   |     |     |    |    |             |               |
|-------------------|---|-----|-----|----|----|-------------|---------------|
| 1                 | Skills for identifying customer needs and wants | 147 | 86  | 16 | 7  | 3.45        | Agreed        |
| 2                 | Product development skills                      | 104 | 127 | 21 | 4  | 3.29        | Agreed        |
| 3                 | Branding skills                                 | 99  | 111 | 34 | 12 | 3.16        | Agreed        |
| 4                 | Packaging skills                                | 97  | 121 | 29 | 9  | 3.19        | Agreed        |
| 5                 | Advertising skills                              | 97  | 126 | 29 | 4  | 3.23        | Agreed        |
| 6                 | Marketing consultancy skills                    | 92  | 121 | 30 | 12 | 3.14        | Agreed        |
| 7                 | Distribution skills                             | 103 | 121 | 25 | 7  | 3.25        | Agreed        |
| 8                 | Personal selling skills                         | 93  | 126 | 25 | 12 | 3.17        | Agreed        |
| 9                 | Customer relation skills                        | 105 | 122 | 19 | 10 | 3.25        | Agreed        |
| 10                | Pricing skills                                  | 93  | 128 | 27 | 8  | 3.19        | Agreed        |
| <b>Grand mean</b> |   |     |     |    |    | <b>3.23</b> | <b>Agreed</b> |

**Source:** Field survey Data 2023

Table 4 shows the distributions of the responses regarding the marketing skills needed by business education students for self-employment in colleges of education in Kano State. Based on the results, it could be seen that all the items fall within the benchmark mean of 2.50 and above that is interpreted as agreed. The grand mean of 3.23 also falls within the range that is considered to be agreed upon. This indicates that most of the respondents agreed that all the items are marketing skills needed by business education students in colleges of education in Kano State for self-employment. Acquisition of these skills would thus, make them stand on their own and as such, not wait for the unavailable paid employment in the public and private sectors that are contributing to unemployment and other vices in society.

### Research Question 2:

What are the constraints that hinder the effective acquisition of marketing skills needed by Business Education Students in Colleges of Education in Kano State?

**Table 5: Mean ratings of the Respondents on Constraints that hinder the Effective Acquisition of Marketing Skills Needed by Business Education Students in Colleges of Education in Kano State.**

| S/N | Items   | SA  | A   | D  | SD | Mean | Decision |
|-----|---|-----|-----|----|----|------|----------|
| 1   | Inadequate funding of the programme           | 113 | 98  | 35 | 10 | 3.22 | Agreed   |
| 2   | Mismanagement of fund                         | 82  | 114 | 43 | 17 | 3.01 | Agreed   |
| 3   | Inadequacy of teaching and learning materials | 87  | 113 | 41 | 15 | 3.06 | Agreed   |
| 4   | Emphasis on theoretical knowledge             | 88  | 107 | 50 | 11 | 3.06 | Agreed   |

|                   |   |     |     |    |    |             |               |
|-------------------|---|-----|-----|----|----|-------------|---------------|
| 5                 | Poor remuneration for teachers                            | 83  | 107 | 54 | 12 | 3.01        | Agreed        |
| 6                 | Poor condition of service for teachers                    | 80  | 119 | 46 | 11 | 3.04        | Agreed        |
| 7                 | Insufficiency of qualified teachers                       | 93  | 101 | 44 | 18 | 3.05        | Agreed        |
| 8                 | Inadequate inspection and supervision of schools          | 90  | 103 | 47 | 16 | 3.04        | Agreed        |
| 9                 | Disruption of school calendars due to industrial disputes | 100 | 78  | 57 | 21 | 3.00        | Agreed        |
| <b>Grand Mean</b> |   |     |     |    |    | <b>3.05</b> | <b>Agreed</b> |

**Source:** Field survey Data 2023

Table 5 shows the results of the responses of the respondents regarding the constraints hindering the effective acquisition of the marketing skills needed by business education students for self-employment in Kano State. The result revealed that the respondents agreed that the entire items are hindrances to the effective acquisition of marketing skills for self-employment by business education students in colleges of education in Kano State. This is because the mean scores for all the items and the grand mean were within the benchmark mean of 2.50 and above which is taken to be agreed.

## 7.0 DISCUSSION OF FINDINGS

The findings of research question one revealed the marketing skills and marketing skills that are required for self-employment by business education for self-employment in colleges of education in Kano State. This shows that effective and efficient use and application of the skills by business education students in the college of education will without doubt; make the students to be self-employed and self-reliant after graduation. This corroborates the position of Oyerinde and Falana (2016) which states that students who acquired marketing skills will be able to cross the bars of unemployment and become self-reliant. It therefore explains the fact that if students have the required skills, they can become self-employed and subsequently, employer of labor.

In the case of research question two, the findings revealed that constraints such as inadequate funding of the programme, mismanagement of funds, inadequacy of teaching and learning materials, emphasis on theoretical knowledge, poor remuneration for teachers, and poor condition of service among others are factors hinder the effective acquisition of the marketing skills needed by business education students for self-employment in Kano State. These among others confirm the view of Gbenidio (2012) who points out that teaching and learning facilities are still insufficient in Nigerian tertiary institutions because education in Nigeria remains poorly funded.

## 8.0 CONCLUSION

This study found out the marketing skills that are needed by business education students for self-employment as well as the constraints hindering their effective acquisition in colleges of education in Kano State. This implies that if we want to make business education functional



leading to a reduction in the level of unemployment in society through the abilities of the products to employ themselves and create jobs for others, emphasis should be laid on the acquisition of marketing skills and doing everything humanly possible to avoid the constraints that would affect their effective acquisition.

## **9.0 RECOMMENDATIONS**

Based on the findings of the study and the conclusion which was drawn, the researchers made the following recommendations:

1. Teaching and Learning business education courses should be more practical based as this will help to improve the creativity of students.
2. Government should provide financial resources through granting of loans that will help the students to on graduation, set up their enterprises as a way of helping them to sustain the acquired skills, and also make them self-reliant and employers of labor.
3. Some of the marketing skills identified should be integrated into the Colleges of education curriculum, to expose students to them as early as possible.
4. On annual basis Conferences, seminars and workshops should be organized for teachers and students as this will assist them to update their knowledge and skills in business education programmes.

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