

IMPROVING TEACHING AND LEARNING OF MARKETING EDUCATION FOR GREEN ECONOMY THROUGH INNOVATIVE APPROACHES IN PUBLIC UNIVERSITIES IN SOUTH EAST NIGERIA

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Abstract

This study examined the extent to which innovative approaches can improve the teaching and learning of marketing education for green economy in public universities in South East Nigeria. The study was guided by two research questions. The descriptive survey research design was adopted with a population of 619 business education students of years three and four from all the four federal universities in the region. The sample size for the study was 310 students drawn using purposive sampling technique. The instrument for data collection was the researchers' structured questionnaire that was further subjected to face validity by three experts. A reliability coefficient value of 0.87 was obtained using the Cronbach Alpha statistical tool. Data were analysed using mean and standard deviation. Findings showed that blended learning as an innovative approach greatly improve the teaching and learning of marketing education for green economy in public universities. Furthermore, electronic learning was found to greatly improve the teaching and learning of marketing education for green economy. Based on these findings, it was recommended that effort be intensified in the incorporation of ICTs in the teaching and learning process of marketing education among others.

Keywords: Improving, teaching learning, marketing education, green economy, public universities

Introduction

Traditionally, teaching and learning are concepts involving interaction between a facilitator and a learner. Teaching itself is explained as the process of imparting knowledge, instructing someone to do something by which attention is given to the needs, experiences, and feelings of the learner (Sequeira, n.d). It is an

interpersonal influence purported at bringing about a change on the learner. This change is what is termed learning. Learning apparently seeks to recall and get clearer what, how and why an event occurs. It is an enduring change in the mechanisms of behaviour (Domjan, 2010). By this definition, learning is said to undergo various perspectives such as

physical or mental activities; or classified as formal, informal and non formal. In whichever way it is conceived, learning is directed at problem solving of the learner for effective transformation and adaptability. This idea of transformation is what informed the primary role of the university education.

A university education is recognised as education given after Post Basic Education in Nigeria (Federal Republic of Nigeria (FRN), 2013). This education has some of its objectives, contributing to National Development through high level manpower, providing accessible and affordable quality learning opportunities in both formal and informal education to meet the needs and interest of all Nigerians; and providing high quality career counseling and lifelong learning programmes to prepare students with, and reduction of skill shortages through the production of skilled manpower relevant to the labour market, among others (FRN, 2013). From these objectives, it can be deduced that various programmes are established to address peculiar challenges. One of such challenges is shortage of skilled manpower that will favourably compete in any economy.

Economy in a generic sense suggests making do with a small amount, carefully managing resources so they could go as far as possible. It is the management of financial matters for a community, businesses as well families. It could also be seen as a financial community where

individuals *Asuquo, Olori, & Adizu* transactions to earn a living. However, while it is established that economy is subjected to various debates by different schools of thoughts, the present study tends to look at green economy considering the high rate of unproductive graduates amidst high technological boom in the 21st century. A green economy therefore aims at ensuring equitable distribution of economic benefits and effective ecological resources. It results in improved wellbeing and social equity while significantly reducing environmental risks and ecological scarcity (United Nations Environment Programme (UNEP), 2010). Green economy is concerned with the provision of the economic development, environmental protection and social inclusiveness of the individuals. In terms of economy, resources and energy efficiency are promoted while ensuring the creation of decent work and green jobs. Environment is concerned with protection of bio-diversity and ecosystems while enhancing environmental sustainability goals globally. Social inclusiveness involves poverty reduction, well being, livelihood, social protection and access to essential services. One could rightly say that, green economy is economically viable, resilient, self-directed, self-reliant and pro poor. It is therefore not unlikely that there is a direct relationship between marketing education and green economy.

Marketing as a branch of business education is conceived in two perspectives. First, as a practice where knowledge and skills are exchanged for money by school leavers. Second, as a practice where stock of knowledge by educational institutions and skills are exchanged for money (Inyang & Etuk, 2015). Both practices as indicated by the authors are centred on money making. This education is experience, knowledge and skills acquired in marketing practice to equip learners with the capacity to identify users needs and satisfy the needs profitably. Drawing from these objectives, marketing education could be perceived as a systematic training and designed instructions purported at acquisition of knowledge and competencies on marketing theories and practice. It is not surprising that providing meaningful knowledge and practice of marketing education offers sufficient knowledge in marketing, advertising, sales for employment security or admission for higher studies in tertiary institutions, promoting marketing management effectively, training managers to establish on their own and producing competent marketing professionals as some of the objectives of marketing education in Nigeria (Adesoga & Sunday, 2019).

In spite of these laudable objectives, the teaching and learning of marketing education in public universities is carried out through traditional approaches.

approaches Asuquo, Olori, & Adizu centeredness (Gibbs & Coffey, 2004). By these approaches, teachers are always seen as experts playing key roles while the students are mere listeners and in most cases passive. This approach is also found not to be suitable especially in this 21st century following the presence of technological expansion where information is obtained through the use of mass media. Besides, training of youth for sustainable national economic growth demands a shift from traditional teaching to innovativeness (El-Khawas & Salmi, 2001). The adoption of innovative approaches in teaching and learning of marketing education attempts to provide effective and efficient practices for practical and workable solutions to real life marketing problems.

Innovativeness connotes improvement, development as well as renewable associated with teaching and learning process. Innovative approaches thus, are strategies or methods that are applied by facilitator to stimulate learning while encouraging learners to rediscover themselves through their capabilities, skills, attitude and knowledge. The approach sustains students support, capacities, skills acquisition and optimal attainment of learning outcome (Scott, et al, 2007). This innovativeness spans across all areas of learning as well as disciplines. In university education, innovation provides opportunities for students to brainstorm through the use of

many approaches. Some of these approaches are work-based teaching learning approach, application of online teaching approach, student-centred and self-directed approach, collaborative learning approach, teleconferencing approach, blended learning approach and electronic learning approach. These approaches among other reasons, propel students to be active learning agents, while embarking on real life tasks, working in groups and interrelating with others and their environment effectively (Yu & Hang, 2010). Furthermore, greater possibility for interaction and collaboration among learners and between learners and teachers are provided in these approaches (Parajuli, 2016). Considering the wide range of approaches found in innovation, the present study attempts to study blended and electronic learning approaches. The choice of these two is based on the fact that they involve the integration of various styles using different media.

Blended learning as an innovative approach is a hybrid learning that combines the features of traditional schooling with the aid of online learning to deliver personalised differentiated instruction across a group of learners (Powell, et al, 2015). This learning incorporates direct and indirect instruction, collaborative learning, individualised and computer assisted learning. It is believed that with the application of this learning (b-learning) in

marketing *Asuquo, Olori, & Adizu* universities, the students are said to freely participate in the teaching and learning process. In line with this prospect, Osguthorpe and Graham (2013), indicated that b-learning has helped the students in getting prepared before the lessons, review materials, investigate the content and conduct self evaluation themselves. Similar studies further showed that b-learning has positively affected lesson attitudes (El-Deghaidy & Nouby, 2018) and students positive perception (Ates, Turali & Guneyce, 2008). These empirical evidences clearly demonstrate the efficacy of blended learning in the promotion of teaching and learning. However, as to whether it has been integrated in marketing education for the promotion of green economy in public universities in South East has remained contentious following the persistent use of face to face contact which is predominantly traditional. In addition to this approach for improving teaching and learning of marketing education is electronic learning.

Electronic learning is also referred to as e-learning. This is concerned with the delivery of learning materials through electronic media. It involves harnessing the potentials of digital technology in presenting a concept, viewing the concept in various contexts, creating links with existing knowledge and leading discussion that enhances students understanding of the concept and its

context (Asogwa, et al, 2012). E- learning involves a setting in which the teacher manages a convergence of digital information from a wide range of sources and devices at presenting, discussing and reflecting on a concept with a class group. This implies that it is a conglomeration of many devices directed at a given group for the assimilation of knowledge. Thus, one could say that it represents an approach that grants access to education and training to learners while emancipating them from constraints of time and space owing to its flexibility. While commenting on its flexibility, Adelalu and Adu (2015) indicated that it enhances the possibility of using carefully prepared computer programmes to ensure that learners are accurately and systematically instructed.

This further explains the place of e-learning in improving teaching and learning of marketing education in public universities. Buttressing the relevance of this approach, Osadebe, et al (2017) showed that online library has significantly improved the academic progress of students in the university. While the study provided empirical evidence on the relevance of online library which is an aspect of e-learning, no mention was made with regard to a given discipline and perhaps how it has promoted the acquisition of relevant skills and competencies for the promotion of green economy. The present study attempts to provide empirical evidence to

further aut *Asuquo, Olori, & Adizu* learning to marketing education. This is cause for concern considering the fact that a technological era as 21st century calls for the use of technology in the teaching and learning of various disciplines such as marketing education in universities required for the promotion of green economy. Hence, the need for the study to ascertain the extent to which innovative approaches can improve teaching and learning of marketing education for green economy in public universities in South East, Nigeria.

Purpose of the Study

The purpose of the study was to determine the extent to which innovative approaches can improve the teaching and learning of marketing education for green economy in public universities in South East, Nigeria. Specifically, the study sought to:

1. ascertain the extent to which blended learning can improve the teaching and learning of marketing education for green economy in public universities in South East, Nigeria.
2. determine the extent to which electronic learning can improve the teaching and learning of marketing education for green economy in public universities in South East, Nigeria.

Research Questions

The following questions guided the study

1. To what extent can blended learning improve the teaching and learning of

- marketing education for green economy in public universities in South East, Nigeria?
2. To what extent can electronic learning improve the teaching and learning of marketing education for green economy in public universities in South East, Nigeria?

Methodology

The study adopted the descriptive survey research design. This design, according to Nworgu (2015) aims at studying a group of people or items by collecting and analysing data from only a few considered to be representatives of the entire group. The population of the study was 619 students comprising 335 year three and 284 final year students of the business education department from the four federal universities that offer the programme. The source of information was from the examinations and records of the department in the various institutions in 2021/ 2022 academic session. The sample size of 310 students, which is 50 per cent of the entire population was selected using the purposive sampling technique. The instrument for data

collection was the researchers' structured questionnaire titled, "Improving Teaching and Learning of Marketing Education for Green Economy through Innovative Approaches" (ITELMEGEIA).

The questionnaire was made up of two sections. Section A provided demographic information of the respondents, while section B had two clusters providing information on the research questions and structured on a four-point rating scale of very great extent (4-points), great extent (3-points), moderate extent (2-points) and low extent (1-point). The questionnaire was further subjected to face validity by three experts, two from the Department of Business Education, and one from Measurement and Evaluation Unit of Science Education, all from the University of Nigeria, Nsukka. The reliability coefficient value of 0.87 was obtained using the Cronbach Alpha statistical tool. Data were analysed using mean and standard deviation. Decision making was based on a criterion mean of 2.50. Mean scores of 2.50 and above were regarded as great extent, while below 2.50 was low.

Results

Table 1: Mean and standard deviation of respondents on the extent to which blended learning can improve the teaching and learning of marketing education for green economy (n = 302)

S/N	Statement	$\bar{x}$	SD	Remark
1	Allowing me to evaluate my understanding of business concept	2.86	0.69	Great extent
2	Affecting my attitude towards business activities	2.69	0.89	Great extent
3	Preparing me to participate in income generating	2.80	0.89	Great extent

	activities			
4	Providing me with quick assimilation of business ideals for profit maximisation	2.68	0.96	Great extent
5	Encouraging diversity in learning to be abreast with the technological business world	2.71	0.85	Great extent
6	Providing me with more time for acquisition of critical thinking skills for business transactions	2.73	0.94	Great extent
7	Equipping me with practical skills of translating business ideas to reality.	2.60	0.88	Great extent
	Cluster mean	2.72		Great extent

Table 1 had the mean scores of great extent for all the items and standard deviation ranging from 0.69 to 0.96. The cluster mean of 2.72 further indicated that the extent to which blended learning can improve teaching and learning of marketing education for green economy was to a great extent in public universities in South East Nigeria.

Table 2: Mean and standard deviation of respondents on the extent to which electronic learning can improve the teaching and learning of marketing education for green economy (n = 302)

S/N	Statement	$\bar{x}$	SD	Remark
1	Creating problem solving skills for active participation in a business world	2.72	1.05	Great extent
2	Arousing my interest in learning to be self reliant	2.67	0.95	Great extent
3	Encouraging experiential learning style to be self dependent	2.43	0.97	Low extent
4	Participating in real life events to be enterprising	2.75	0.98	Great extent
5	Stimulating the curiosity to learn to achieve bright future	2.66	1.04	Great extent
6	Creating business opportunities for economic diversification	2.61	0.96	Great extent
7	Encouraging learning by doing to gain more understanding of business transactions	2.73	0.94	Great extent
8	Exposing the flexibility of learning to appreciate various stages in business dealings	2.63	0.79	Great extent
	Cluster mean	2.67		Great extent

Table 2 shows that respondents had the mean scores of great extent for six items, except item three with mean score of low extent. The standard deviation ranged from 0.79 to 1.05, indicating the closeness of the mean scores. The cluster mean of 2.67 further revealed that to a great extent, electronic learning can

improve teaching and learning of marketing education for green economy in public universities in South East Nigeria.

Discussion of Results

The study shows that blended learning as an innovative approach can greatly

improve the teaching and learning of marketing education for green economy in public universities in South East Nigeria. The recognition of these enormous contributions may not have been unconnected with the fact that blended learning incorporates various strategies in teaching learning in order to making it cooperative. While this learning is acknowledged by respondents to touch various aspects of human capabilities in such areas as understanding of business concepts required to actively participate in income generating activities, the finding also corroborates with Osguthorpeve and Graham's (2013) study that students were equipped with the knowledge and skills to conduct self evaluation themselves. By having this appraisal, it is believed that lapses or weakness identified will be adequately addressed to offer proper adaptability in various facets of life in diverse economy such as green. This view also agrees with the findings of exhibiting positive attitudes by Deghaidy and Nouby (2018). The show of positive attitudes by students is believed to help in inspiring them to explore, identify opportunities capable of reducing the shortage skilled manpower incapable of solving lingering unemployed situations in the society. The study shows that electronic learning can greatly improve the teaching and learning of marketing education for green economy in public universities in South East Nigeria. The recognition of this extent is premised on the fact that

meeting technological challenges in a technological era as 21st century calls for the aggressive application of technology in teaching learning situations. This is also true considering that electronic learning involves the integration of various media interventions for the facilitation of teaching learning process. Supporting its relevance in learning situation, it was found to have significantly improved the academic progress of students in the university according to Osadebe, et al (2017). No wonder, electronic learning was reported as having the potentials of digital technology in presenting a concept, viewing the concept in various contexts, creating links with existing knowledge and leading discussion that enhances students understanding of the concept and its context (Asogwa, et al, 2012). It then presupposes that with adequate application of this learning, students will be provided with adequate knowledge and skills capable of promoting green economy. This invariably is believed to promote self reliance among prospective graduates.

Conclusion

The study concluded that the application of innovative approaches to teaching learning in marketing education was found to greatly promote green economy in public universities in South East Nigeria. This objective was achieved in this study through the use of blended and

electronic learning which are components of innovative approaches.

Recommendations

In view of the findings of this study, the following recommendations are made

1. Effort should be made by business education lecturers to inculcate practical skills to the students through the use of collaborative learning for green economy.
2. Effort should be made by business education lecturers to optimise the use of experiential learning style on students for the promotion of green economy.

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