

# **THE PLACE OF MARKETING EDUCATION IN ECONOMIC DEVELOPMENT: IMPLICATION FOR NIGERIA ECONOMIC GROWTH**

**Sangodapo, A.<sup>1</sup>, Mamman, J. S.<sup>2</sup>, Olawale, A. O.<sup>3</sup>, and Popoola, K. N.<sup>4</sup>**

## **ABSTRACT:**

Marketing education encourages cross-border business understanding and advances Nigeria's economic participation globally in today's globalized world. Despite this capability, marketing education in Nigeria remains undervalued and underutilized in contributing to the country's economic advancement. It is on this premise that this work evaluated the place of marketing education in the economic development of Nigeria. The research has two specific purposes, research questions, and research hypotheses each. The study used descriptive survey design. The population of the study was 60 comprising of 30 identified marketing educators and 30 proportionally selected STEM lecturers in public higher Institutions in Osun State. The researcher made use of census sampling technique. Data were collected through the use of questionnaire which contains 21 items. The face and content validation of the instrument was done by three experts. The reliability co-efficient of the instrument is 0.79. The researcher distributed 60 copies of questionnaire, and only 56 copies that were correctly filled were used for the analysis. Mean rating, and standard deviation were used to analyze responses to research questions. Independent sample t-test was used to test the hypotheses at 0.05 significant level. Findings revealed that marketing education is a critical tool of economic development ( $\bar{x} = 3.78$ ;  $SD = 0.328$ ), and associated problems affecting the efficiency of marketing education were visible ( $\bar{x} = 3.69$ ;  $SD = 0.330$ ). Further to this, there was no statistically significant difference between marketing educators and non-marketing educators assessments of contributions of marketing education to economic development of Nigeria ( $t = -2.38$ ,  $df = 54$ ,  $P = 0.498$ ), and challenges limiting the effectiveness of marketing education in economic growth ( $t = -2.14$ ,  $df = 54$ ,  $P = 0.546$ ). The research concluded that marketing education is capable of contribution to the revival, stability, and growth of economy of Nigeria. The study recommended that government should introduce marketing education to the curricular of STEM programmes in Nigeria.

## **Author's Affiliation:**

<sup>1</sup> & <sup>4</sup>Department of Business Education, School of Vocational and Technical Education, Osun State Polytechnic, Iree, Nigeria.

<sup>2</sup>Department of Business and Entrepreneurship Education, Faculty of Education, Kwara State University, Malete, Nigeria.

<sup>3</sup>Department of General Education, School of Vocational and Technical Education, Osun State Polytechnic, Iree, Nigeria.

**Keywords:**  
Economic Development,  
Economic Growth, Marketing  
Education, Marketing Educator,  
Non-Marketing Educator.

**Corresponding Mail:**  
[akinbodesangodapo4phd@gmail.com](mailto:akinbodesangodapo4phd@gmail.com)  
+234 803 564 3104

## Introduction

In a globalized economy, the ability to innovate, meet consumer demands, and strategically position goods and services is essential for competitive edge. Nigeria, which faces issues like high youth unemployment, excessive reliance on oil, and low industrial productivity, needs to incorporate marketing education into its national development framework in order to encourage entrepreneurship, boost domestic production, and increase its competitiveness within the global market.

Marketing inculcates in the consciousness of students the strategy or power to identify problems or areas of needs within the community or areas which a specific market covers, and this identification is the basis of marketer's recommendation for production. This feature differentiates marketing from other business related field, and at the same time proclaims marketing as mother of all business studies. The innovation, risk taking, and creativity preached by entrepreneurship will definitely lack market value without marketing input through marketing research. Further to this, we should not forget that the questions of what to produce, where to produce, and for whom to produce are only answered by qualified and professional marketers, while the question of how to produce is answered by all functional areas of business management, marketing inclusive.

According to Olalekan and Adeyemi (2022), marketing education aims to give students the skills they need to recognize consumers' needs or requirements, generate value for customers, and maintain competitive corporate operations. Case studies, internships, and experience learning allow marketing to transcend academic theory into practical application. Therefore, marketing education is defined as the systematic process of teaching and studying marketing principles, techniques, and strategies, which includes both academic education and the development of practical skills in marketing field.

According to Uche and Bello (2023), the contemporary approach to marketing education places a strong emphasis on technological integration, flexibility in changing business contexts, and conformity to global economic trends. This all-encompassing approach guarantees that graduates will serve as consumer or industrial needs identifiers, inventors, and entrepreneurs in addition to employees. Further to this, by equipping students with employable skills, marketing education improves employability. Graduates frequently have a combination of creative, analytical, and communication abilities that are valued in many industries. Students that receive marketing training report greater levels of job readiness and flexibility, particularly in SMEs and

start-ups (Agbo & Eze, 2023).

Marketing education has been profoundly impacted by economies' digital revolution. Modern curriculum increasingly include concepts like e-commerce, SEO, content marketing, and social media marketing (Ibrahim & Olatunde, 2022). Schools that don't incorporate these components run the danger of graduating students who aren't prepared for the digital economy. Marketing education is the mother of entrepreneurship therefore, they are closely related. Students are given the skills they need to launch and maintain their own businesses through exposure to branding, market analysis, and client interaction, whereas, entrepreneurship do not teach into details the critical aspect of marketing. According to Onwuegbuchulam and Edem (2023), marketing education is a crucial component for aspiring Nigerian business owners, particularly those in the technology, fashion, and agricultural sectors. Marketing education empowers them to identify societal need and caters for the need profitably.

According to Egbetokun, Siyanbola, and Irefin (2023), marketing expertise helps companies modify their goods and business plans to satisfy global demand, which promotes export growth and global trade. Notwithstanding its significance, Nigerian marketing education is beset by issues like antiquated instructional materials, a lack of industry cooperation, and inadequate technology infrastructure (World Bank, 2021). To fully realize it's potential for national growth. Marketing education therefore, is a strategic tool for national development, not just an academic field. It develops the human capital required for inclusive economic growth, entrepreneurship, and innovation. Nigeria's sustainable development objectives can be greatly aided by marketing education when it is in line with international standards and has the necessary infrastructure.

National development describes the thorough and ongoing enhancement of a nation's social, political, and economic structures in order to raise the standard of living and quality of life for its people. According to the National Bureau of Statistics (2022), indices of national development in Nigeria includes reducing poverty, creating jobs, expanding infrastructure, advancing technology, and encouraging equitable economic participation across all sectors and geographical areas. Meanwhile, from the standpoint of marketing education, national development is a process and an objective that is fueled by the availability of highly qualified human capital that can efficiently identify human needs, manage, innovate, and distribute goods and services.

Nigeria's national development depends on changing the educational system to satisfy the needs of an innovative and knowledge-based economy (Adebayo & Uche, 2023). Developing

skills in areas like identification of human needs (in form of marketing opportunity), digital marketing, customer relationship management, branding, and market research, marketing education plays a crucial part in accomplishing national economic growth. Furthermore, Olalekan and Adeyemi (2022) stress that intentional alignment between marketing education policies and national development strategies, such as Nigeria's National Development Plan (2021–2025) and Economic Recovery and Growth Plan (ERGP), is necessary for the country to achieve sustainable development.

Researchers targeted the opinions of marketing educators, and non-marketing educators as their responses were considered very sacrosanct to the position or place of marketing education to the economic growth of Nigeria. Marketing educators are academic professionals that specialize in the teaching, research, and creation of marketing-related courses within higher education institutions. They are in charge of training students for professions in fields including advertising, market research, consumer behavior, and strategic marketing and are usually connected to business or management universities. In order to match educational material with industry demands and economic development objectives, marketing educators are essential (Abubakar & Bala, 2022).

On the other hand, academics who focus on fields other than marketing, such as physics, education, humanities, engineering, or social sciences, are referred to as non-marketing educators. They support the educational process generally and frequently have insightful knowledge about the multidisciplinary applicability of marketing education, although not being actively involved in marketing instruction. Non-marketing educators have a crucial role in forming institutional policies and developing cross-disciplinary curricula (Okoye & Uche, 2021). Having both groups permits comparisons between individuals directly involved in marketing education and those from other disciplines. This may draw attention to knowledge gaps, misunderstandings, or congruence regarding the function of marketing education in the advancement of a country. At the same time, a range of academic fields are essential to national development.

### **Statement of the Problems**

Despite the increasing emphasis on education as a driver of national development, marketing education in Nigeria remains undervalued and underutilized in contributing to the country's economic advancement. While marketing plays a critical role in facilitating need identification, trade, enhancing entrepreneurship, promoting innovation, and improving consumer

engagement, its relevance is often overlooked in national education policies and economic planning frameworks. There exists a significant disconnect between the potential contributions of marketing education and the level of institutional support, funding, and curriculum integration it receives. Furthermore, the rapid changes in global markets, digital transformation, and Nigeria's quest for economic diversification call for a workforce equipped with practical marketing competencies. However, many Nigerian tertiary institutions continue to offer outdated or insufficiently practical marketing programs that do not align with current industry needs or national development goals. Compounding this challenge is the lack of awareness or appreciation among non-marketing stakeholders including educators, policymakers, and employers of the strategic value of marketing education in fostering economic growth, entrepreneurship, and employment generation. If this neglect persists, Nigeria risks producing graduates who are ill-prepared to compete in a knowledge-based economy or contribute meaningfully to the nation's economic development. There is therefore a pressing need to investigate the current place of marketing education in Nigeria's economic development agenda, identify barriers to its effectiveness, and explore strategies for repositioning marketing education as a vital tool for national progress. Hence the reason for this study.

### **Purpose of the Study**

The specific purposes of this study are to:

- i. Examine the contributions of marketing education to economic development of Nigeria.
- ii. Investigate the challenges limiting the effectiveness of marketing education in Nigeria

### **Research Questions**

The following research questions were raised to guide the study:

- i. What are the contributions of marketing education to the economic development of Nigeria?
- ii. What are the challenges limiting the effectiveness of marketing education on economic growth in Nigeria?

### **Formulation Hypotheses**

The following hypotheses were formulated to be tested at 0.05 level of significance.

$H_01$ : There is no significant difference in the mean ratings of marketing and non-marketing educators on the contribution of marketing education to the economic

development of Nigeria

H<sub>02</sub>: There is no significant difference in the mean ratings of marketing and non-marketing educators on the challenges limiting the effectiveness of marketing education on economic growth in Nigeria.

## Methodology

This study made use of descriptive survey design. The population of the study was 60 comprising of 30 identifiable marketing education specialists (marketing education and marketing lecturers in public higher institutions in Osun State), and 30 non-marketing related lecturers selected from other disciplines, specifically from Science, Technology, Engineering, and Mathematics (STEM) in the public higher Institutions in Osun State. The researchers based the determination of number of non-marketing education lecturers on the proportion of marketing education lecturers at each of the public higher institutions in Osun State. The reason why the researchers limit the study to Osun State was to be able to scrutinize and monitor those that are really marketing education specialists. The scrutiny was time consuming, therefore prevented the researcher from expanding the study to other states or zones of the country. The sample size was 56 marketing education specialist and non-marketing education specialist that correctly completed and returned the questionnaire appropriate time. The researcher made use of census sampling technique where the whole population was involved in responding to the instrument of data collection. Data were collected through the use of researcher self-designed questionnaire titled “The Place of Marketing Education in National Development of Nigeria” (TPMENDN) which contains 21 items. The questionnaire was structured based on 4 point modified Likert type rating scale of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point. The face and content validation of the instrument was done by three experts in the fields of Marketing Education, Entrepreneurship Education, and Test and Measurement. Their corrections and observations were included in the final draft of the instrument. The reliability of the instrument was determined by the statistical analysis of the data collected from the conduct of pilot study. Cronbach Alpha method was used to determine the internal consistency and reliability of the instrument. The reliability co-efficient of 0.79 was obtained. The researcher distributed 60 copies of questionnaire, and only 56 copies that were correctly filled were used for the analysis. Descriptive statistics: mean

rating, and standard deviation were used to analyse responses to research questions. Independent sample t-test was used to test the hypotheses at 0.05 significant level. Items with the mean scores between 3.25 - 4.00 are considered Strongly Agree (SA), items with mean ratings of 2.50 – 3.24 are considered Agree (A). Those items with 1.75 – 2.49 are measured as Disagree (D), while mean ratings of 1.00 – 1.74 are categorized as Strongly Disagree (SD). The null hypotheses were rejected if the observed significant value (P-Value) of T-Test is less than 0.05 threshold of significance or vice versa.

## Result

The results of data analysis were presented in line with the research questions.

Analysis of respondents' demographic variables

**Table 1: Distribution of Respondents by Profession**

Professions	Frequency	Percentage (%)
Marketing Educators	29	52%
Non-Marketing Educators	27	48%
Total	56	100%

**Source:** *Field Survey, 2025*

The analysis of data in Table 1 reveals that there were 29 marketing educators professional/specialist representing 52 %. There were also 27 non-marketing educators specialist who specialized on STEM representing 48 %. This portrayed the distribution of respondents based on their area of specialization.

**Research Question One:** What are the contributions of marketing education to the economic development of Nigeria?

**Table 2:** Respondents ratings on the contributions of marketing education to the economic development of Nigeria.

S/N	Items	Mean	S.D.	Remarks
1	Marketing education directly supports employment in sectors such as advertising, retail, public relations, and e-commerce. ,	4.00	.000	SA

2	Marketing education promotes production of goods and services that meet market demands, reduce waste, and enhance customer satisfaction, and contribute to a more efficient economy	4.00	.000	SA
3	Marketing education inculcate the ability to identify human, societal or community needs and provide for the needs profitably	3.93	.192	SA
4	Marketing education aids in product development, branding, distribution, and customer relations, which are critical for the growth of manufacturing and service industries.	3.89	.248	SA
5	Marketing education enhances industrial development by linking production with market needs.	3.89	.248	SA
6	Marketing education fosters entrepreneurial thinking through training in market planning, market analysis, and customer engagement,	3.87	.279	SA
7	Marketing education equips individuals with relevant knowledge and skills needed for economic growth in Nigeria	3.76	.325	SA
8	Marketing education helps local businesses understand global markets and effectively promote Nigerian products internationally.	3.72	.392	SA
9	Marketing education boosts exports, attracts foreign exchange, and enhances Nigeria's balance of trade position	3.70	.432	SA
10	Graduates of marketing education often create self-employment opportunities, further reducing unemployment rates	3.67	.483	SA
11	Marketing Education helps to produce competent professionals who function effectively in both public and private sectors to enhance productivity and innovation in the economy	3.62	.501	SA
12	Marketing education enhance understanding of market dynamics, consumer behavior, evidence-based	3.58	.554	SA

decisions that fostering of sustainable economic development.				
13	Marketing educators contribute to national policy formulation, especially in trade and investment.	3.45	.611	SA
<b>Grand Weighted Average</b>		<b>3.78</b>	<b>.328</b>	SA

On every item, the vast majority of respondents had very strong opinions. This strong opinion is reflected in the fact that all mean scores fell within the predetermined judgment range of 3.25 to 4.00. The responses of the respondents were comparatively consistent, as indicated by the standard deviation, which fell within the acceptable range of  $\pm 1.95$  and varied from 0.000 to 0.611. The average mean of 3.78 and the average standard deviation of 0.328 demonstrate this. This suggests that marketing education contribute positively and meaningfully to the economic development of Nigeria.

**Research Question Two:** What are the challenges limiting the effectiveness of marketing education on economic growth in Nigeria?

**Table 3:** Respondents ratings on challenges limiting the effectiveness of marketing education on economic growth in Nigeria

S/N	Items	Mean	S.D.	Remarks
14	Many tertiary institutions offering marketing education suffer from under-funding, which affects the quality of teaching, learning resources, and infrastructure.	4.00	.000	SA
15	The weak link between educational institutions and the marketing industry leads to insufficient exposure of students to real-world marketing practices.	4.00	.000	SA
16	The under-utilization of marketing talents reduces the potential impact of marketing education on economic growth in Nigeria	3.78	.342	SA
17	Frequent changes in educational and economic policies, coupled with weak implementation of policies, often disrupt long-term planning and sustainability of marketing education programs	3.69	.391	SA

18	Many institutions lack adequate ICT tools, internet connectivity, and simulation software needed for effective marketing education.	3.66	.416	SA
19	There is a lack of adequately trained marketing educators, especially those with industry experience.	3.53	.473	SA
20	Under-valuation of marketing education compared to other disciplines like medicine or engineering create negative perception, affects enrollment, policy attention, and investment in the discipline.	3.50	.492	SA
21	The marketing education curriculum in many Nigerian institutions has not really kept pace with current industry trends such as digital marketing, data analytic, e-commerce, and global marketing strategies.	3.43	.525	SA
<b>Grand Weighted Average</b>		<b>3.69</b>	<b>.330</b>	SA

Table 3 showed that a greater proportion of respondents strongly agreed with every item. Since all mean scores are equal to or higher than the predetermined decision value of 3.25, this agreement is established. All of the standard deviations in the table fell within the  $\pm 1.96$  benchmark, ranging from 0.000 to 0.525. This suggests that the respondents' answers were not too deviated from the mean. This is demonstrated by the average mean and standard deviation, which are 3.69 and 0.330, respectively. The implication of this is that items 14 to 21 have constituted challenges limiting the effectiveness of marketing education on economic growth in Nigeria

### ***Testing of Hypotheses***

$H_01$ : There is no significant difference in the mean ratings of marketing and non-marketing educators on the contribution of marketing education to the economic development of Nigeria

**Table 4: Showing Independent Samples t-test of Respondents on the Contributions of Marketing Education to the Economic Development of Nigeria**

**Source:** *Field Survey, 2025*

Table 4 determined whether there is a significant difference between respondents' mean

ratings on the contributions of marketing education to economic development of Nigeria was conducted through an independent sample t-test. The mean score for marketing educators and non- marketing educators regarding the contributions of marketing education on the economic development of Nigeria were 3.72 (SD = 0.319) and 3.69 (SD = 0.323) respectively. Both means are higher than the 3.25 threshold of strongly agreed. According to the t-test, there is no statistically significant difference between marketing educators and non-marketing educators respondents' assessments of contributions of marketing education to economic development of Nigeria ( $t = -2.38$ ,  $df = 54$ ,  $P = 0.498$ ). Thus, the hypothesis was accepted.

$H_02$ : There is no significant difference in the mean ratings of marketing and non-marketing educators on the challenges limiting the effectiveness of marketing education on economic growth in Nigeria.

**Table 5: Showing Independent Samples t-test of Respondents on the Challenges Limiting the Effectiveness of Marketing Education on Economic Growth in Nigeria**

**Source:** *Field Survey, 2025*

Group	N	Mean	SD	t-cal	df	P-value	Decision
Marketing Educators	29	3.63	0.321	-2.14	54	0.546	$H_01$ Accepted
Non-Marketing Educators	27	3.50	0.329				

An independent sample t-test was used in Table 5 to assess if respondents' mean ratings on the challenges limiting the effectiveness of marketing education on economic growth of Nigeria differed significantly. Regarding the challenges limiting marketing education effectiveness

Group	N	Mean	SD	t-cal	df	P-value	Decision
Marketing Educators	29	3.72	0.319	-2.38	54	0.498	$H_01$ Accepted
Non-Marketing Educators	27	3.69	0.323				

towards Nigeria's economic growth, the mean scores of marketing educators and non-marketing

educators were 3.63 (SD = 0.321) and 3.50 (SD = 0.329) respectively. The strongly agreed criterion of 3.25 was met by both means. The t-test indicates that there is no statistically significant difference between respondents who are marketing educators and those who are not in terms of challenges limiting the effectiveness of marketing education on Nigeria's economic growth ( $t = -2.14$ ,  $df = 54$ ,  $P = 0.546$ ). The hypothesis was accepted.

## **Discussion of Findings**

Finding on research question one (Table 2) revealed that marketing education contribute positively and meaningfully to the economic development of Nigeria. Researchers believe that marketing education encourages creativity and independence. Numerous Nigerian graduates who have received top-notch marketing education frequently identify customers needs, start their own businesses in relation to identified needs, apply their knowledge of branding, market segmentation, and customer relationship management to create long-lasting ventures. In addition to lowering unemployment, this entrepreneurial spirit boosts GDP. Further to this, researchers also feel that marketing education has the ability to revolutionize governmental institutions and non-profit organizations. These organizations can serve more general development objectives by enhancing service delivery, engaging stakeholders more successfully, and advancing social causes with the use of marketing expertise because of the fact that marketing principles and technique is universal. This correlates to the finding of Okorie and Olamide (2023) who found that marketing education equips individuals with essential skills for entrepreneurship and business management, thereby contributing to economic development. The study emphasizes the need for integrating marketing education into national development strategies to harness its full potential. Similarly, Adewale and Adebayo (2020) evaluated the efficacy of marketing education in Nigeria by a meta-analysis. The study found that by strengthening skills in market analysis, customer relationship management, and strategic planning, marketing education dramatically boosts firm success. These enhancements support the country's overall economic growth.

The above finding on research question one was further established by the result of hypothesis one testing where it was found that there was no statistically significant difference between marketing educators and non-marketing educator's respondents' assessments of contributions of marketing education to economic development of Nigeria. In the opinion of the

researchers, the reason for this finding may be as a result of the issues confronting Nigeria's economy, such as unemployment, low productivity, and insufficient innovation may be understood equally by educators who specialize in marketing and those who do not. A unified view of the importance of marketing education in resolving these difficulties may be influenced by this shared national background. Non-marketing educators may have been exposed to some marketing concepts due to the increasingly interdisciplinary nature of education, particularly in the areas of project management, school administration, and community engagement. A more cohesive perspective on the advantages of marketing education may result from this exposure.

The implication of this is that both marketing and non-marketing educators agree that the environment is favorable for decisions about policies that improve marketing education. It implies that initiatives to enhance or broaden marketing courses might have broad institutional and multidisciplinary support. There is potential for interdisciplinary research, program development, and collaborative entrepreneurship training programs that span faculties because academics outside the marketing sector also acknowledge marketing education significance. The idea that marketing education is not only pertinent in its own field but is also acknowledged nationally as a strategic tool for economic development is supported by the non-significant difference. This can be utilized to promote policy support, modernized curricula, and more financing. The finding relates to a meta-analysis that was carried out by Adefulu, and Adebawale (2020) to assess the efficacy of marketing education in Nigeria. Their analysis of numerous primary research revealed that marketing graduates' performance is highly influenced by the quality of their marketing education. The study showed a broad consensus regarding the significance of raising the quality of marketing education in order to boost organizational performance, although, the study did not explicitly compare the opinions of marketing educators and non-marketing educators. In a similar vein, Agu (2018) evaluated the discrepancy between marketing theory and practice in Nigeria by surveying marketing educators, practitioners, and graduating students. According to the study, there is a need for closer ties between marketing education and business operations in order to improve graduate performance. Despite concentrating on marketing stakeholders, the study highlights the widespread understanding of the contribution of marketing education to economic growth.

Finding on research question two (Table tree) identified challenges limiting the effectiveness of marketing education on economic growth in Nigeria comprising under-funding, outdated curriculum, availability of qualified and professional marketing educators, weak link between educational institutions and the marketing industry, inadequate ICT tools, and internet connectivity, and many others. In the opinion of the researchers, the lack of effective digital marketing material in the majority of marketing programmes in our schools is a significant gap as Nigeria joins the global digital economy. Graduates lack the skills necessary to develop cutting-edge company solutions that can spur economic growth if they are not trained in SEO, content marketing, data analysis, and e-commerce. Researchers opine that experiential learning elements like internships, case studies, simulations, and real-world projects are frequently absent from marketing education in Nigeria. Students' employability and entrepreneurial potential are impacted when they graduate with little ability to apply marketing theories successfully due to a lack of hands-on experience with actual market conditions. This is in correlation to the finding of Owhoeku, Oparaku, and Ordu (2023) who affirmed that the incorporation of contemporary marketing tools and technologies into the educational process is restricted by the lack of digital infrastructure in educational institutions. In order to support efficient teaching and learning, 21st-century sustainable marketing education necessitates a strong digital infrastructure, comprising hardware, software, and internet connection. At the same time, Adefulu, and Adebawale (2020) found that Nigeria has a severe shortage of qualified marketing educators, and many schools use lecturers with backgrounds outside of marketing, which results in poor instruction and shallow subject matter delivery, undermining the standard of marketing education and its applicability to modern business practices.

The above finding on research question two was further established by the result of hypothesis two testing where it was found that there is no statistically significant difference between respondents who are marketing educators and those who are not in terms of challenges limiting the effectiveness of marketing education on Nigeria's economic growth. The reason in researchers' opinion indicated that the educational and economic systems in which marketing educators and non-educators work are identical. They will therefore probably face comparable challenges, like insufficient finance, out-of-date curricula, and restricted access to contemporary teaching tools. Educators and non-educators, including industry professionals and policy makers,

have a vested stake in the effectiveness of marketing education. Their comparable objectives might cause them to see the obstacles to advancement in a similar way. The implication of this is that the outcome underlines the need for systemic improvements rather than isolated or sector-specific remedies. Solutions should focus on the full marketing education ecosystem, including curriculum redesign, teaching infrastructure investment, experiential learning promotion, and the fortification of academic and industry ties, as both marketing educators and non-marketing educators perceive the same limitations. While specific research comparing perceptions between marketing educators and non-educators are limited, the finding is associated with the work of Okorie and Olamide (2023), and Olalekan, and Adeyemi (2022) who pointed out that problems like insufficient funding and out-of-date curricula are major barriers to marketing education's ability to effectively support economic growth.

## **Conclusion**

Marketing education occupies a strategic position in the economic development of Nigeria. It serves as a catalyst for entrepreneurship, business innovation, and workforce preparedness, key drivers of national productivity and economic growth. Through the acquisition of market-oriented skills, individuals are better equipped to create and manage sustainable businesses, stimulate job creation, and respond effectively to market demands both locally and globally. The findings of this study reveal that marketing education, when effectively implemented, has the potential to address critical developmental challenges such as youth unemployment, poor business performance, and low industrial competitiveness. Furthermore, the lack of significant differences in perception between marketing educators and non-marketing educators regarding the constraints facing marketing education underscores a broad consensus on the systemic issues limiting its impact. To unlock the full potential of marketing education in Nigeria, there is a need for collaborative reform efforts involving policymakers, educators, industry stakeholders, and development partners. Strategic investments in curriculum modernization, infrastructure, practical training, and academia-industry partnerships are essential. When these structural challenges are addressed, marketing education can serve as a transformative tool for inclusive and sustainable economic development in Nigeria.

## **Recommendations**

The following recommendation are made from the purpose and findings of this study:

1. Government and professional associations should introduce marketing education into the curricular of Science, Technology, Engineering, and Mathematics (STEM) academic programmes to boost the STEM students' mindset towards identification of societal needs and catering for the needs profitably to the producers and satisfactorily to the consumers.
2. Government should invest heavily in marketing education towards resolving the identified problems militating against the effectiveness of marketing education in improving economic growth of Nigeria.

## References

Abubakar, A., & Bala, K. (2022). Marketing education and its relevance in a dynamic economic environment: A study of Nigerian tertiary institutions. *Nigerian Journal of Business Education*, 9(1), 35–47.

Adebayo, S. T., & Uche, J. C. (2023). Entrepreneurial intentions and marketing education among Nigerian university students. *African Journal of Business Education*, 9(2), 89–102.

Adefulu, A. & Adebawale, I. S. (2020). Marketing education, the Nigerian experience: A meta - analysis. *Academy of Marketing Studies Journal*, 24(1), n.a.

Agbo, M. I., & Eze, C. A. (2023). *Marketing education and graduate employability in Nigeria: Challenges and opportunities. Journal of Business and Management Studies*, 12(1), 45–56.

Egbetokun, A., Siyanbola, W., & Irefin, I. (2023). Education, innovation capability and SMEs' performance in Nigeria. *Technological Forecasting and Social Change*, 18(9), 122334.

Ibrahim, A. A., & Olatunde, B. O. (2022). Digital transformation in Nigerian tertiary education: Implications for marketing and business education. *International Journal of Educational Technology in Higher Education*, 19(1), 34–46.

Okorie, C. & Olamide, A. (2023). Relevance of Marketing Education and Economic Growth in Nigeria. *SIREN Journals*, 6(1), 40-48 .

Okoye, C. N., & Uche, J. I. (2021). Interdisciplinary perspectives on business education: The role of non-business educators in curriculum reform. *African Journal of Educational Research and Development*, 14(2), 88–97.

Olalekan, F. A., & Adeyemi, K. J. (2022). Repositioning marketing education for national development in Nigeria. *Nigerian Journal of Business Education*, 9(2), 92–104.

Onwuegbuchulam, C. E., & Edem, E. T. (2023). Marketing knowledge as a driver of youth entrepreneurship in Nigeria: Evidence from selected business incubators. *African Journal of Entrepreneurship and Innovation*, 6(1), 60–73.

Owhoike, N. G., Oparaku, O. C., & Ordu, B. C. N. (2023). Digital infrastructure and sustainable development of marketing education curriculum in tertiary institutions in Nigeria. *International Journal of Research and Scientific Innovation (IJRSI)*, X(X), 56-67.

Uche, A. C., & Bello, H. M. (2023). Curriculum review and the future of marketing education in Nigeria. *African Educational Research Journal*, 11(3), 118–128.

World Bank. (2021). *Improving skills development in Africa: The role of technical and vocational education and training*. World Bank Publications.