

MARKETING SKILL REQUIRED FOR GREEN ECONOMY BY BUSINESS EDUCATION STUDENTS IN AKWA IBOM STATE COLLEGE OF EDUCATION

BY

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Abstract

This study determined the marketing skill required for green economy by Business Education students in Akwa Ibom State College of Education. Three specific objectives, three research questions and three null hypotheses were formulated for the study. The descriptive survey design was used in the study. The population of the study comprised 15 lecturers from the department of Business Education. The sample size consists of all the 15 lecturers earlier stated as the population. Purposive sampling technique was used for the study. The instrument titled: “Marketing Skill Required for Green Economy by Business Education Students Questionnaire (MSRGEBSQ)” was used for data collection. The instrument was face validated by two experts in the School of Business Education, College of Education. The reliability of the instrument was .85 using Cronbach Alpha reliability technique. Mean standard deviation was used in answering the research questions while independent t-test analysis was adopted in testing the null hypotheses at 0.05 level of significance. The findings of the study showed that creativity, analytical thinking and forecasting skills are highly required for green economy by business education students in Akwa Ibom State College of Education. From the findings, it was concluded that marketing skills are indispensable tools for green economy by business education students in Akwa Ibom State College of Education. Therefore, it was recommended among others that business educators in the Colleges of Education should ensure that students acquire relevant skills of marketing suitable for the green economy.

Keywords: Marketing Skill Required Creativity Skill, Analytical Thinking Skill, Forecasting Skill, Green Economy, Business Education Students.

Introduction

The green economy is a new economic paradigm that aims to achieve development while protecting the environment. The green economy can be defined as a sustainable economy

and society with zero carbon emissions and a one-planet footprint where all energy is derived from renewable resources which are naturally replenished. However, Saxena and Khandelwal (2018) reported that green

economy is a profitable sector that comprises green product, organic agriculture, renewable energy, clean technology and natural resources, which suggest that marketer must seize this opportunity in order to gain competitive advantage. The transition to a green economy requires the right enabling environment. Mishulina (2017) maintained that green economy can also be seen as system of economic activities related to the production, distribution and consumption of goods and services that result in improved human wellbeing over the long term, while not exposing future generations to significant environmental risks and ecological scarcities.

Green economy policies can help developing countries attain economic and social gains on several fronts, like deployment of cleaner energy technologies and improved access to energy services; improved resource efficiency through investments in cleaner production approaches; increased food security through the use of more sustainable agricultural methods; and access to emerging new markets for their green goods and services (Bushehri, 2012). It is the desire of every nation to attain the level of green economy. Therefore, it is not an overstatement that marketing skills are veritable instruments for green economy.

The American Marketing Association defined marketing as the process of

planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational goals (Ituen, Christiana, & Idongesit & Makrop, 2018). Macdonald (2014) defined marketing as consisting of management tasks and decisions directed at successfully meeting opportunities and threats in a dynamic environment, by effectively developing and transferring a need-satisfying market offering to consumers, in such a way that the objectives of the business, the consumer and society will be achieved. Marketing is a way to inform the customer about the firm, its products and services, create and maintain customer relationships. It could be convinced that marketing cannot be effectively occurred in isolation of certain skills.

Skill is seen as the ability of an individual to execute a given task. According to Usoro (2016) skills are abilities for adaptive and positive behavior that enable one to deal effectively with the demands and challenges of everyday life. Scheers (2011) revealed that no business activity can be successfully operated without the assistance of the marketing skills. It is vital for business operators to acquire and possess marketing skills. Again, Doyle (2020) revealed that important marketing skills required for green economy include communication, technology, public speaking, negotiation, creativity, forecasting, and analytical thinking skills.

Developing appreciating marketing skills to communicate, fast track sales, customers' relation, order processing, creativity, forecasting, and analytical thinking are important to the success of green economy (Ekwu & Abaka, 2014). It is necessary for students to acquire among others such marketing skills like creativity skill, analytical thinking skill and forecasting skill.

Creativity is a core skill that underpins new product development, advertising and strategy development. According to Jerzyk (2014), creativity skill is aligned with innovation in problem-solving and it comprises a sub-set of skills including flexibility, originality, fluency and elaboration. Creativity skill makes advertisement popular among the consumers and motivates them to purchase specific products or services. Dimnwobi, Ekesiobi and Mgbemena (2016) opined that creativity is marked by the ability to create, bring into existence, to invent into a new form, to produce through imaginative skill, to make to bring into existence something new. Creativity is the source of inventions and new solutions that, when applied, become innovations. Creativity skill entailed the ability to crystallize socio cultural information available in terms of time or as a resonance updated information with the present communication time. Creativity skills are capable of helping nations to achieve developmental goals of green economy. The following skills are

critical in creativity: aesthetic sensibility, brainstorming themes for advertisements, developing concepts for new products, devising press releases, devising rewards and loyalty Ituen, Christiana, & Idongesit packaging options, event planning, writing advertising copy and others.

Analytical thinking skills refer to an individual's ability to identify a problem, investigate to find out relevant facts, and find a logical solution. Analytical thinking skills are the ability to collect information and thoroughly analyze that information. Chan (2013) opined that analytical thinking skills are used when detecting patterns, brainstorming ideas, observing data, collecting data, interpreting data, integrating new information, synthesizing information, and making decisions based on the situation. The analytical skills render an important contribution in enabling the individuals to achieve all the goals and objectives. Adegboyega (2012) maintained that analytical thinking skills are regarded as one of the indispensable skills, which the individuals need to groom in the implementation of the production processes, service organizations, projects, assignments, reports and so forth which lead to green economy. Below are some of the skills embedded in analytical thinking: analyzing consumer survey data, analyzing consumer demographics and preference, applying principles of differentiation to marketing plans,

applying principle of segmentation to marketing cases, applying strategies for targeting to marketing projects, calculating appropriate retail pricing for products, completing analyses of competitors/competitive analysis, conducting market research, conducting media research, conducting swot analyses, and so on (Chan, 2013).

Forecast is an estimate of the monetary or unit sales of a product or service that an individual marketer or business organization expects in a specified period under a given marketing plan. Nwokoye (2014) asserted that sales forecasting is the measure of buyer demand that is explicitly used in the marketing plan, that, the sales forecasting figures are used in setting the budget sales operations as well as the allocation of these budgets over the different market areas. The acquisition of sales forecasting skills can lead to green economy by Business Education students at graduation. Hays (2016) noted that individual's ability to forecast sales can enhance identification, anticipation and creation of self-reliance opportunities. Walter (2018) added that possession of sales forecasting skills foster the prediction of the number of sales of a product or service in the future so as to explore avenue for the production and sales of such products or service. The ability to carryout sales forecasting correctly, efficiently and effectively constitutes sales forecasting skill. Undoubtedly, the above marketing skills

which are very important in green economy of any society can only be achievable through business education programm Ituen, Christiana, & Idongesit

Business Education programme gave a high hope to the nation's economic development. Okoye (2021) asserted that business education is one of the major components of vocational education required in this 21st century as an empowerment in the sustenance of Nigerian economic value. Business Education Students are supposed to develop marketing skills at graduation. Business Education involves the preparation of the students through theory and practice for skill development that guarantees attainment of green economy. According to Igboke (2015), the objectives of business education programmes at the college of education enables students to develop basic skills for personal use in the future; acquire basic knowledge and skills of business education; relate the knowledge and skills acquired to national development; prepare students for further training and provide orientation and basic skills with which to start a life of work for those who may not undergo further training.

In order to make business education students in the colleges of education relevant for the green economy, its curriculum must not only recognize but also integrate trending green economy practices. It can be seen that Business

Education in the Akwa Ibom State College of Education is equally charged with many problems such as poor funding, non-availability of instructional facilities and others. Also, it has been noticed that some students in Business Education in the College failed to develop marketing skills at graduation. The government has observed that College of Education is in a state of decay. This decaying situation portends danger to the State if poor or substandard graduates ill-equipped for the green economy are produced (Ayo-Sobowale and Akinyeme, 2011). There is no gainsaying that Business Education in the College of Education has reduced drastically. It is on this note that this study sought to determine the marketing skill required for green economy by business education students in Akwa Ibom State College of Education.

Statement of the Problem

The critical role of college of education in the country cannot be overemphasized in the production of the required graduates for the green economy. But the case of Akwa Ibom State College of Education seems untrue. Business education is an indispensable programme of studies especially in the present era where the number of college graduates that are being turned out every year made the labour market to become very competitive. It has been observed that graduates of business education programme are among the thousands of

graduates faced with myriad problems and harsh realities which include: unemployment, and poverty. These problems d

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~~These problems could be attributed to the~~ fact that some graduates of Business Education have not acquired enough necessary marketing skills such as creativity, analytical thinking and forecasting skills and so on while in school. Therefore, it is against this background that this study determined the marketing skill required for green economy by business education students in Akwa Ibom State College of Education.

Purpose of the Study

The main purpose of the study was to determine the marketing skill required for green economy by business education students in Akwa Ibom State College of Education. Specifically, the study sought to determine:

1. The creativity skill required for green economy by business education students in Akwa Ibom State College of Education.
2. The analytical thinking skill required for green economy by business education students in Akwa Ibom State College of Education.
3. The forecasting skill required for green economy by business education students in Akwa Ibom State College of Education.

Research Questions

The following research questions guided the study:

1. What are the creativity skills required for green economy by business education students in Akwa Ibom State College of Education?
2. What are the analytical thinking skill required for green economy by business education students in Akwa Ibom State College of Education?
3. What are the forecasting skill required for green economy by business education students in Akwa Ibom State College of Education?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

- H₀₁:** There is no significant difference between the mean responses of male and female students on the creativity skill required for green economy by business education students in Akwa Ibom State College of Education.
- H₀₂:** There is no significant difference between the mean responses of male and female students on the analytical thinking skill required for green economy by business education students in Akwa Ibom State College of Education.
- H₀₃:** There is no significant difference between the mean responses of male and female students on the forecasting skill required for green economy by business education

students in Akwa Ibom State College of Education.

Methodology

The study *Ituen, Christiana, & Idongesit* design and was conducted in Akwa Ibom State College of Education. The population of the study comprised 15 lecturers from the Department of Business Education. The sample size of the study comprised all the 15 lecturers from the Department of Business Education earlier stated as the population. This was due to the minimal nature of the population. Purposive sampling technique was adopted for the study. The researchers developed a 15-item structured questionnaire titled: "Marketing Skill Required for Green Economy by Business Education Students Questionnaire (MSRGEBESQ)" for data collection. The instrument was designed based on the variables of the study. The questionnaire was divided into two sections (A and B). Section A contained the personal data of the respondents. Section B contained the statements on the variables grouped in three clusters (A-C) namely: creativity skills required, analytical thinking skills required and forecasting skills required. The response options were: very highly required (VHR), highly required (HR), very low required (VLR) and not required (NR). The instrument was face validated by three experts in the Department of Business Education, College of Education. The internal consistency of

the instrument was determined using Cronbach Alpha Reliability Method. A trial test was carried out on 10 lecturers of Business Education drawn from the College of Education, Akamkpa. The rationale for adopting College of Education, Akamkpa for this reliability is because it shared the same characteristics

with the study area used for the study. Therefore, the reliability index of .85 was obtained for the study. Mean statistic was used in answering the research questions while independent t-test analysis was adopted in testing the null hypotheses at 0.05 level of significance.

Research Question 1

What are the creativity skill required for green economy by business education students in Akwa Ibom State College of Education?

Table 1: Mean responses of the respondents on creativity skill required for green economy by business education students in Akwa Ibom State College of Educationn = 267

S/N	Creativity skills	$\bar{X}$	SD	Decision
1.	brainstorming themes for advertisements	3.31	0.40	HR
2.	developing concepts for new products	3.99	0.70	VHR
3.	evaluating product packaging options	3.24	0.89	HR
4.	aesthetic sensibility	3.12	0.80	HR
5.	Planning of exam	3.28	0.82	HR
	Cluster Mean	3.39	0.72	HR

Note: VHR = Very Highly Required; HR= Highly Required; VLR= Very Low Required; Not Required = NR

Results

The result presented in Table 1 revealed that mean responses of the respondents on the creativity skill required for green economy by business education students in Akwa Ibom State College of Education have the cluster mean of 3.39 and standard deviation of 0.72. This means that creativity skills are highly required for green economy by business education students in Akwa Ibom State College of Education. All the items have their mean

above the cut-off point of 2.50. The mean of these items ranges from 3.12 – 3.99. The item 2 had the highest mean (3.99); this item is followed by item 1, 5, 3 and 4 with mean 3.31, 3.28, 3.24 and 3.12 respectively. This implies that creativity skills for these items are highly required for green economy by business education students in Akwa Ibom State College of Education.

Research Question 2

What are the analytical thinking skill required for green economy by business education students in Akwa Ibom State College of Education?

Table 2: Mean responses of the respondents on analytical thinking skill required for green economy by business education students in Akwa Ibom State College of Education

n = 15				
S/N	Analytical thinking skills	$\bar{X}$	SD	Decision
6.	analyzing consumer survey data	3.70	0.61	VHR
7.	conducting market research	3.79	0.41	VHR
8.	conducting swot analyses	3.94	0.25	VHR
9.	defining target audiences	3.78	0.42	VHR
10.	devising marketing plans	3.93	0.26	VHR
	Cluster Mean	3.83	0.39	VHR

Note: VHR = Very Highly Required; HR = Highly Required; VLR = Very Low Required; Not Required = NR

The Table 2 revealed that mean responses of the respondents on the analytical thinking skill required for green economy by business education students in Akwa Ibom State College of Education have the cluster mean of 3.83 and standard deviation of 0.39. This implies that analytical thinking skills are very highly required for green economy by business education students in Akwa Ibom State College of Education. All the items have their mean score above the cut-off point

of 2.50. The mean of these items ranges from 3.70 – 3.94. The item 8 had the highest mean (3.94); this item is followed by item 10, 7,9 and with mean 3.93, 3.79, 3.78, and 3.70 respectively. This implies that analytical thinking skills for these items are very highly required for green economy by business education students in Akwa Ibom State College of Education.

Research Question 3

What are the forecasting skill required for green economy by business education students in Akwa Ibom State College of Education?

Table 3: Mean responses of the respondents on forecasting skill required for green economy by business education students in Akwa Ibom State College of Education n = 267

S/N	Forecasting skill	$\bar{X}$	SD	Decision
11.	Measuring of buyers demand	3.22	0.52	HR
12.	Gathering information about the consumer demand	3.16	0.37	HR
13.	Projection for achieving sales revenue	3.75	0.48	VHR
14.	Predicting the number of sales of a product	3.20	0.40	HR
15.	Making informed business decisions	3.11	0.32	HR

Cluster Mean	3.29	0.42	HN
Note: VHR = Very Highly Required; HR = Highly Required; Not Required = NR			

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The Table 3 shows that mean responses of the respondents on the forecasting skill required for green economy by business education students in Akwa Ibom State College of Education has the cluster mean of 3.29 and standard deviation of 0.42. This implies that forecasting skills are highly required for green economy by business education students in Akwa Ibom State College of Education. All the items have their mean score above the cut-off point of 2.50. The mean of these items ranges from 3.11 – 3.75. The item 13 had the highest mean of 3.75; this item is followed by item 11, 14, 12 and 15

with mean 3.22, 3.20, 3.16 and 3.11 respectively. This implies that forecasting skills for these items are highly required for green economy by business education students in Akwa Ibom State College of Education.

Null Hypothesis 1

There is no significant difference between the mean responses of male and female students on the creativity skill required for green economy by business education students in Akwa Ibom State College of Education.

Table 4: Independent t-test analysis of the respondents on the creativity skill required for green economy by business education students in Akwa Ibom State College of Education

Variables	N	$\bar{X}$	SD	df	t-cal	p-value	Decision
Male	6	14.41	2.27	13	3.56	.003	S
Female	9	13.59	1.86				

Note: NS = Not significant, S = Significant, df = 13; P = 0.05, SD = Standard Deviation, ($\bar{X}$) = Mean

The result in Table 4 above reveals that the calculated t-value of 3.56 and p-value of 0.003 which is less than 0.05 level of significance at 13 degree of freedom. Therefore, the null hypothesis 1 which states that there is no significant difference between the mean responses of male and female students on the creativity

skill required for green economy by business education students is rejected. Hence, there is significant difference between the mean responses of male and female students on the creativity skill required for green economy by business education students in Akwa Ibom State College of Education.

Null Hypothesis 2

There is no significant difference between the mean responses of male and female students on the analytical thinking skill required for *Iuen, Christiana, & Idongesit* education students in Akwa Ibom State College of Education.

Table 5: Independent t-test analysis of the respondents on the analytical thinking skill required for green economy by business education students in Akwa Ibom State College of Education

Variables	N	$\bar{X}$	SD	df	t-cal	p-value	Decision
Male	6	13.24	2.79	13	2.75	.000	S
Female	9	12.43	2.48				

Note: NS = Not significant, S = Significant, df = 13; P = 0.05, SD = Standard Deviation, ($\bar{X}$) = Mean

The result in Table 5 above reveals that the calculated t-value of 2.75 and 0.000 less than 0.05 level of significance at 13 degree of freedom. Therefore, the null hypothesis 2 which states that there is no significant difference between the mean responses of male and female students on the analytical thinking skill required for

green economy by business education students is rejected. Hence, there is significant difference between the mean responses of male and female students on the analytical thinking skill required for green economy by business education students in Akwa Ibom State College of Education.

Null Hypothesis 3

There is no significant difference between the mean responses of male and female students on the forecasting skill required for green economy by business education students in Akwa Ibom State College of Education.

Table 6: Independent t-test analysis of the respondents on the forecasting skill required for green economy by business education students in Akwa Ibom State College of Education

Variables	N	$\bar{X}$	SD	df	t-cal	p-value	Decision
Male	6	14.03	1.95	13	2.34	.000	S
Female	9	13.52	1.83				

Note: NS = Not significant, S = Significant, df = 13; P = 0.05, SD = Standard Deviation, ($\bar{X}$) = Mean

The result in Table 6 above reveals the calculated t-value as 2.34 and p-value of 0.000 which is less than 0.05 level of

significance at 13 degree of freedom. Therefore, the null hypothesis 3 which states that there is no significant

difference between the mean responses of male and female students on the forecasting skill required for green economy by business education students is rejected. Hence, there is significant difference between the mean responses of male and female students on the forecasting skill required for green economy by business education students in Akwa Ibom State College of Education.

Discussion of Findings

The findings on research question 1 and null hypothesis 1 revealed that creativity skills are highly required for green economy by business education students as well as significant difference between the mean responses of male and female students on the creativity skill required for green economy by business education students in Akwa Ibom State College of Education. The result implies that development of creativity skills by Business Education students can promote green economy. The findings is in consonance with the study of Aboluwod (2018) who found out that creativity skill provides great potential for countries to strengthen their economic and social development by providing more efficient ways of producing goods and services and delivering them more effectively to a greater number of people.

Moreover, the findings on research question 2 and null hypothesis 2 showed analytical thinking skills are highly

required for green economy by business education students and there is significant difference between the mean responses of male and female students on the analytical

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green economy by business education students in Akwa Ibom State College of Education respectively. This implies analytical thinking skills are very significant for the green economy. This finding is in agreement with the findings of Adegboyega (2012) who maintained that analytical thinking skills are regarded as one of the indispensable skills, which the individuals need to groom in the implementation of the production processes, service organizations, projects, assignments, reports and so forth which lead to green economy.

Again, the findings on research question 3 and null hypothesis 3 indicated that forecasting skills are highly required for green economy by business education students as well as significant difference between the mean responses of male and female students on the forecasting skills required for green economy by business education students in Akwa Ibom State College of Education. This implies that forecasting skills are critical for the green economy. This finding is in line with the findings of Nwokoye (2014) who supported that development of forecasting skills enable individual to gather and analyse information about the demand, consumers want, competition, government policies, new products and changes in the social structure in order to

create self-reliance opportunities and in the long-run become an employer of labour.

Conclusion

The study concluded that marketing skills such as creativity, analytical thinking and forecasting skills could enhance green economy by Business Education Students in the Akwalbom State College of Education. The findings revealed that these marketing skills are highly required for green economy by Business Education Students. It also showed that the mean responses of the respondents are significantly different on the creativity, analytical thinking and forecasting skills for green economy by Business Education Students. This implies that marketing skills are indispensable tools for the achievement of green economy. Therefore, business education students need the relevant marketing skills in order to guarantee their relevancy and productivity for green economy after graduation.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The head of department of business education in the college of education should conduct regular seminars and workshops for students on the need to develop creativity skills to foster green economy in the society.

2. Lecturers in the department of business education should regularly invite marketing firms and captain of industries for special talks to the student

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analytical thinking skills.

3. Lecturers in the department of business education should ensure that students are fully exposed to the rudiments of forecasting skills so that they can contribute good inputs into the society for the attainment of green economy.

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