

The Challenges of Tertiary Management Education and Strategic Learning Panacea in Nigeria

Ezenyilimba Emmanuel (Ph.D)

Department of Marketing, Nnamdi Azikiwe University, Awka, Nigeria.

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Abstract

This study identified the problems perverting management education in Nigeria as rooted in the many inadequacies, particularly in educational policies, curricula, facilities, balance between education levels, states, ethnicity, sexes, arts and sciences, quantity and quality of education, occupations, and professions. There is also a serious problem of shortage of qualified teachers for the growing national education system. A major objective of this study is to ascertain models, theories and strategies that can address the inadequacies of the present pedagogy. Other specific objectives include: To identify the inhibitors of tertiary management education in Nigeria. To recommend measures that can stem the tide of the intractable problems of tertiary management education in Nigeria. Stemming from the above circumstances this research is bound to attract attention to issues relating to Management education and training at the tertiary institutions in Nigeria (Universities, Polytechnics, Colleges of Education); problems and prospects of management education in Nigeria; professionalism in management; Index of tertiary management education in Nigeria, Impact of multiple ownership and control of tertiary education in Nigeria and possibility of according management education the vantage position it deserves. A cross sectional research design consisting of descriptive field survey, multiple linear regressions, 'F' Test research designs were used in this study. In a similar vein, data were collected from about 132 management graduates through questionnaires structured oral interviews and observations. Secondary data were sourced from current journals, textbooks, internet, brochures, radio and newspapers. The instruments were checked, for reliability and validity using a combination of pilot survey, test-retest method and expert opinions. In conclusion, it is believed that an all encompassing Systems - Innovative Management Education Model premised in self-employment, self-reliance, entrepreneurial, technical, vocational and problem-based learning skills is the ultimate and recommended an "Organisation Chart of a Management Faculty With Entrepreneurship Focus".

Keywords: Education Management, Strategic Learning And Quantity And Quality Of Education In Nigeria.

Introduction

The aim of the management education programme is to prepare students for entry and advancement in management occupations or in occupations requiring competency in one or more of the management functions. In addition to the already existing educational curricula of various management sciences of the tertiary institutions, curriculum planners in management education should earmark academic programme that will touch the lives of individuals who require management education to improve their skills, engender high standard of living and consequent economic development. Quality Management Education in Nigeria has remained elusive and devoid of functionality due to major defects in the following areas, they include:- Students:- their capacity and their motivation to learn, the subjects to be learned the teacher who knows and can teach the subjects, time for learning, the requisite tools for teaching

Staffing:- Some institutions in Nigeria, for example, the University of Nigeria recruits its staff from all over the world. When vacancies occur, they are advertised both in Nigeria and abroad. This is a good development for the management disciplines that require indigenous staff to satisfy its local needs and aspirations. One major obstacle to Nigerianizing the educational curriculum is rooted in the harm done by the employment of the expatriates in the Educational institutions. This part accounts for the development of a curriculum which is not particularly relevant to the Nigerian Economy. The second disadvantage was that the expatriates employed showed little or no sympathy to developmental efforts in the emerging nations. The third disadvantage is attributable to the rapid turnover of the expatriate staff which resulted in discontinuity in programme development and review. The fourth factor here is that, reliance on the expatriate staff is very expensive. The fifth defect is noticed in the fact that most Nigerian professors were trained abroad and were indoctrinated with foreign environment. Consequent upon this, there tends to be greater affinity between the metropolitan professors and their Nigerian counterparts, than between Nigerian professors and Nigerian civil servants and other professional men and women. Indeed there is mutual distrust between the government and the academic officials. This paper therefore seeks to ascertain models, theories and strategies that can address the inadequacies of the present pedagogy.

Review of related Literature

Nigerian Tertiary Institutions must re-assess their role not in terms of metropolitan countries but in terms of their own society. In the metropolitan Western World Institutions of higher learning are instruments of conservation (care and management of the environment) and an instrument of liberalization. The main problem with Nigerian higher institutions is that they are neither training and recruiting for an existing leadership, nor conserving or liberalizing the existing social order. Nigerian higher institutions are caught between the old and the emerging social and economic systems. The answer does not lie in making themselves poor seconds to metropolitan institutions, but in evolving a system that is uniquely suited to their environment. The higher educational sector should be more involved in government planning and government officials must be equally involved in educational planning, tap from the knowledge and experience of Nigeria professors obsessed with Nigerian environment. This can be achieved by the establishment of a permanent Joint Advisory Committee, whose main function would be to advise both government and various higher institutions on how best to harmonize programmes and maximize the effective use of manpower. The curriculum of

Higher institutions vice-a-vice marketing education in Nigeria need drastic review and must be Nigeria bias and directed towards nation building.

Specific Challenges of Tertiary Management Education

The Management Profession has suffered some defects in recent times due to the proliferation of the marketing body. Such proliferation stemmed from the following factors:-

- (a) **Increasing number special field of study:** The Increase in the number of fields of professional study has lead to the increase in the number of professional bodies as each profession is to be under an organized umbrella.
- (b) **Quest for Recognition:-** Post professionals who have not gotten the pre-requisite for a membership of a recognized professional body in their profession always seek for recognition by attempting to set up their own professional body.
- (c) **Avenue for Money Making-** Some see professional body as an avenue to amass wealth.
- (b) **Selfishness:-** Due to man's self interest the existing professional give rigid conditions of membership by applicant. As a result, these applicants who cannot meet the conditions resort to organizing their own professional bodies.
- (e) **Lack of good Laws guiding the establishment of professional body:-** There are no good laws that guide the establishment of professional bodies in Nigeria especially in the case of duplication of obligations.

Legal infrastructure: The Nigeria economy is a mixed system where both government and private individuals/organization participate in business, establish and control educational institutions. We have in our economy governmental rules and regulations; laws and decrees that regulate management institutions of higher learning in particular and management practice in general. The legal challenge of management in Nigeria is the interpretation and understanding of existing laws. Many a time such laws are integrated in favour of government or governmental agencies.

Communication Infrastructure: Management Education and Practice in Nigeria is affected by Communication infrastructure that is at its poor state. Communication infrastructure is not well developed and has given rise to inadequate and ineffective instructional tools in our educational system and in management activities. In some quarters, communication facilities are still considered luxuries rather than tools of development, but with the introduction of G.S.M, the attitude of citizens and facilities are now improving.

Power supply:- Normal academic programmes in our institutions higher learning have been constantly distorted by irregular power supply. In the same token unstable power supply has given room to an increasing cost of doing business. A host of industries run on private power generators like both the start up cost and the working capital requirement.

Transportation: Transportation infrastructure is another big challenge to Management education and practice in Nigeria. Often times lecturers and students alike cannot risk moving to their lecture venues or embarking on excursion due to poor transportation facilities. Nigeria is poor and underdeveloped. The modes of transportation, roads, waterways, are not interlinked for effective means of moving goods and services.

Finance:- Management education in Nigeria is greatly affected by poor funding of the various institutions of higher learning by their owners. Privatization programme in Nigeria has encouraged private individuals to invest in the running of institutions of higher learning. Most of these individuals invest in this area simply to optimize profit at the expense of quality academic programme. In the same manner, most institutions owned by the government are

nothing short of glorified secondary schools. This has invariably affected the growth of management education.

Business Policy:- Marketing education and practice have been affected by inadequacies in the following: fiscal policy, monetary policy, international trade policy, trade and policy process. Many Nigerians believe that Nigeria's economic problems arose from poor implementation of policies. The Nigerian vision 2010 committee identifies that Nigerian public policies suffer from both poor formulation and implementation for the following reasons:-

- (a) Policies are made without consulting the institutions directly affected, such that inconsistencies often exist in their interpretations.
- (b) Poor co-ordination of government policies.
- (c) Use of parallel structures to implement government policies.
- (d) Rapid turnover of people in positions of authority has often led to policy inconsistency and lack of clear direction. Associated with this is the frequent change in government of all levels.
- (e) Frequently changing policies which often cause confusion, and\distortion
- (f) Corruption, embezzlement and diversion of funds (vision 2010 committee, 1997:66).

Challenges of Management Education and Economic Development in Nigeria

The challenge of marketing education in Nigeria is multi-faceted and includes:

1. **Multiple and Proliferation of Education Policies:** Management education is affected negatively by the many agencies that own and control Nigerian education. In Nigeria, education is owned and controlled by the Federal Government, State Governments, Local Governments, Missions, Communities and private proprietors which at a time were 54 in number (Fafunwa, 1974). All these agencies had individual philosophies, policies, and programmes which made it impossible to have a Nigerian policy on education.
2. **Low Enrolment at Tertiary Level:** At the tertiary level whereby the estimated population of Nigeria should give us 8 million persons enrolled for higher education only about 600,000 students are enrolled at the moment which is about 7 percent enrolment ratio, and that is below that of Britain 22 percent, Japan 23 percent or USA 36 percent (World Bank 1988, 1998). With respect to University entry through JAMB for instance, in 1997 only 29 percent of those who obtained 200 marks and above had access to University (NAE, 1998). The need to expand facilities at this level is as pressing as that of the lower level. It is therefore not a surprise that the education index of Nigeria is a mere 42 in contrast to that of the developed world of about 98.
3. **Low Education Index Problem of Development:** The problem behind the low education index of Nigeria is that half of the population of this country cannot meaningfully take part in the task of nation building. In the observation of Ciorle (1970), for a country to develop, the citizens must be educated, he declared:
... in order to develop, a country must have a very considerable proportion of trained citizens, not only to act as doctors, engineers, teachers and agriculturists but also to establish its own values of justice, selection on merit, flexibility, empiricism and efficiency.
4. Some management teachers and practitioners feel that developing countries are too primitive to understand the concept of management and therefore, it should not be taught.

5. The need for management education and training can be seen in these sectors of the Nigerian economy namely (a) The Consumer sector (b) The industrial sector (c) The International sector and (d) The Public sector (e) Political sector and as a communication process.
6. Nigerian business and industries are becoming so sophisticated and complicated that marketing management is needed to educate the consumer. Since the end of the war in 1970, the management theories and concepts have become familiar and essential to Nigerian business.
7. There is now an urgent need to evaluate the plethora of qualifications in the field of management. Many Nigerian management professionals have varied backgrounds based upon different contacts. Nigeria has now come to a stage where professionalism in management is necessary. There are people in Nigeria with certificates, diplomas and degrees from both overseas and local institutions. There is a need for evaluation and classification of these qualifications to enable Nigeria to come up with a national standard in management.
8. Business executives and management practitioners are becoming concerned about what the business school teaches. What types of students are coming out of business graduates are not practically oriented. Others feel that our institutions of higher learning tend to produce students who have acquired a lot of knowledge of aspects of business but who are weak in skills and aptitudes.
9. As Melton points out "the day of the load-taking, cigar chewing, joke-telling way of life is long over. Today's manager must be alert, able to concentrate, a good analyzer, and logical". Melton goes further to say that one cannot be an effective manager without being properly educated, nor can one be really effective without experience. Education is experience, and experience is education Onah (1979).
10. In 1959, the then Federal Government of Nigeria set up Ashby Commission to plan education for an independent Nigeria and when the report of the commission was published in 1960 under the title investment in education. It was discovered that inadequacies existed in many aspects of Nigerian education particularly in education policies, curricula, facilities, balance between education levels, regions, sexes, arts and sciences, quantity and quality of education. It also found a serious shortage of qualified teachers for the growing national education system. Most of these problems still persist today.
11. **Problem of neo-Colonialism:** Christian missions introduced and developed formal education mainly from 1842 to 1960 and beyond in Nigeria (Nduka 1964, Ukeje 1966, Fafunwa 1974, Taiwo 1980, Adesina 1982 and Aghenta 1993). The Christian Missionaries under took the business of formal education in Nigeria as an instrument for converting "heathen Nigerian" to Christianity and to train some of them for missionary work hence their school curriculum was stagnant; contained reading, writing, arithmetic, singing, catechism, bible knowledge and English language only. Their schools lacked facilities and equipment as well as qualified teachers. The curriculum consisted mainly of Arts subjects to the neglect of science and technical subjects. The mission had no educational Laws which would guide their education business instead each mission had its own guidelines making it difficult to talk of a national goal or philosophy of education. This situation affected early development of education in Nigeria and the hang-over effect is still felt in the country.

12.

[12] Lack of Functionality: The essence of education, indeed investment in education is its functionality and the bottom line for functionality is quality in education but in Nigeria, quality education appears elusive because the five well known inputs into learning are not of the right quality (1) students – their capacity and their motivation to learn (2) the subjects to be learned (3) the teacher who knows and can teach the subjects (4) time for learning and (5) the requisite tools for teaching (World Bank 1995).

13. The Ashby Commission did not solve all the problems facing Nigerian education particularly at the regional levels hence Regional governments set up the following commissions and committees to look into some specific aspects of Nigerian education; Banjo Commission (1961); Ikoku Committee (1962); Ajayi Commission (1964); Asabia Committee (1967); Dike Commission (1962) and Taiwo Committee (1968).

The commissions and committees referenced to, were not only critical of the inadequacies in Nigeria education but were emphatic in their condemnation of the poor quality and lack of relevance of the national education system to the needs of the country. The recommendations of these commissions and committees were accepted and implemented. As a result of the rapid growth of this country, new problems arose and in spite of the Nigerian Civil War (1967-1970), the 1969 curriculum conference was organized by the then federal government of Nigeria which made recommendations on the objectives, contents, methods and materials for Nigerian education (Adaralegbe, 1972).

14. Management Education and training which should be the keystone for accelerated national development have been treated with utmost disregard and contempt by educational planners in Nigeria.

- Decay in public utilities and infrastructure leading to heavy private investments in alternatives.
- Collapse of morality and values
- Political distress and insecurity of citizens
- Economic policy instability.
- Advancement in Information Technology and mechanization need.
- Need for vocational, entrepreneurial, technical, and intellectual management education / training.
- Strategies for Technology Based Management Programme in Nigeria.
- Distance learning, convergent Technologies and Management education via: video conferencing, digital satellite TV, computer mediated communication (CMC), the internet and World Wide Web (www).
- Problems of using ICT in Educational Programme: Affordability Technological Imperialism, Socialization and humanization of technology, Appropriateness and acceptability, social and development perspective.
- Management curricula that will reflect and satisfy local needs and aspirations

Faculty of Management Sciences with Entrepreneurial Focus

According to National Universities Commission, (1989:1) the general philosophy of curriculum development aims at developing the total being in this connection, the curriculum should develop the mind and impart theoretical and practical knowledge that would encourage self-reliance in the individual and of the nation stressing that it should enable him to understand, exploit, and if necessary, change his environment.

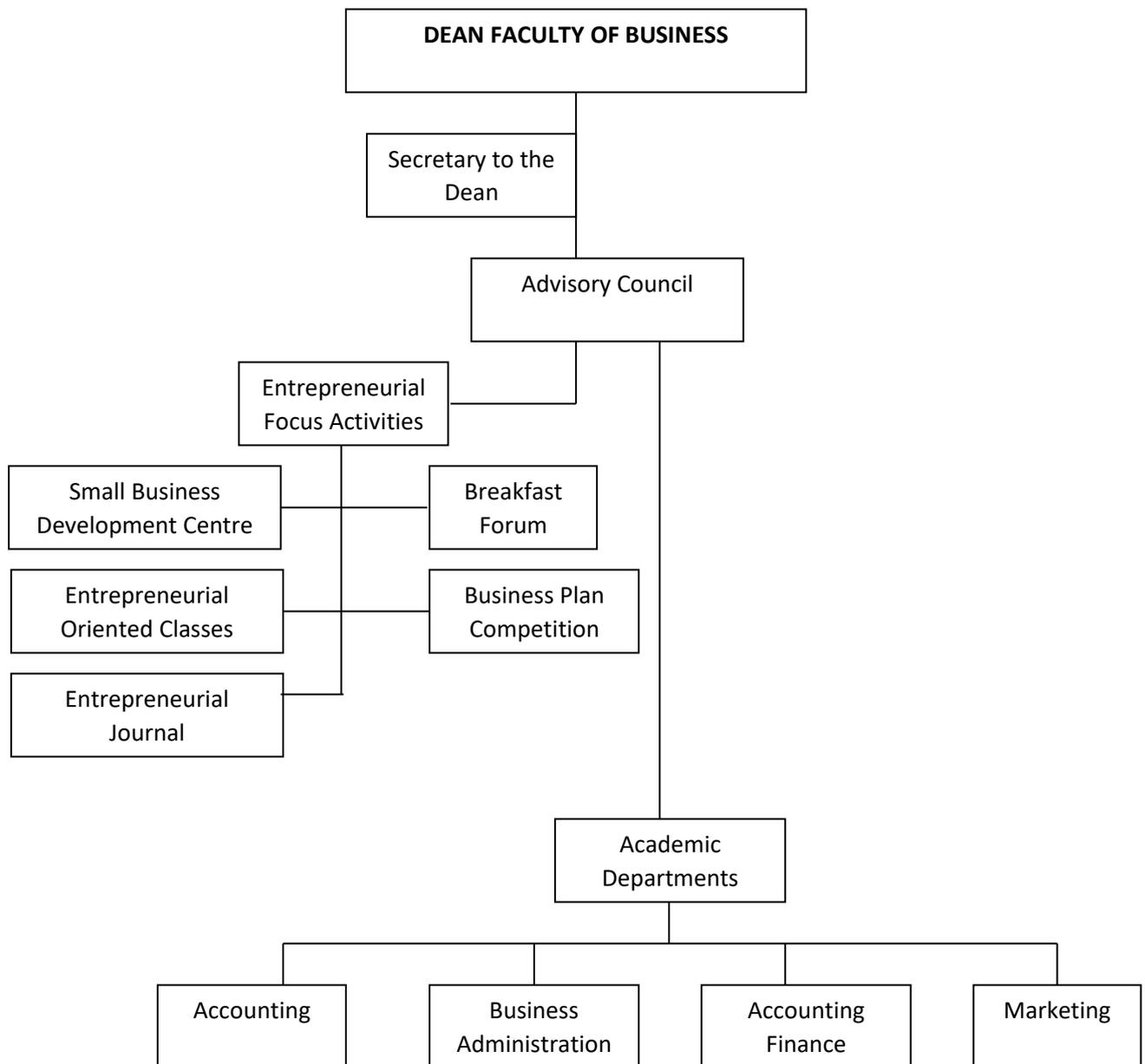
However, this objective was not fully represented in the management curriculum. The curriculum is lopsided, sidetracking the practical and technical aspects.

National Universities Commission Approved Minimum Academic Standards in Administration, Management and Management Technology for all Nigerian Universities, July, 1989 stipulates course requirements in this area to cover four major factors viz:

- [a] Theoretical and Conceptual Foundation
- [b] Tools and Techniques of Analysis
- [c] Specialization Skills
- [d] Environmental and cultural sensitivity

The above objectives can be properly articulated, integrated and enhanced through the studies proposed, gap bridging, all encompassing models, premised in pedagogic, andragogic, contrastive and generative models. According to professor Fred O. Ede on a paper titled 'Repositioning of Marketing education in Nigeria', published in *Journal of Marketing Research* vol. 1 No. 1, 2005:56, that as part of repositioning of marketing education in Nigeria each marketing department in our universities should articulate a mission (focus) for itself. He stressed that whereas some marketing department may focus on entrepreneurship, others may focus on Global marketing, tourism, non-profit marketing etc to say goodbye to the purely generic marketing programme we have in our universities today. Nigeria can be said to be on the part of human resource and economic development when it is eluded to the potentials of producing critical mass of indigenous entrepreneurs; Engineered growth based on self-employment, problem-based, entrepreneurship, holistic and mission based education, presents the bottom-line for revitalizing Nigerian management education system. To bridge the gap also the researcher has adopted an organization chart of a management faculty with entrepreneurship focus. This is demonstrated below:

Organizational Chart of a Management Faculty with Entrepreneurship Focus



Source: Adapted From Ede [2005:60] Repositioning Marketing Education In Nigeria, Journal of Marketing, Vol. 1 No 1 2005

Mission-based education is today the norm in American Universities. Business schools now direct their focus in one area of the economy where they believe they can distinguish themselves based on the needs of their relevant stakeholders. For example a medium sized University in the South-Eastern United States while applying for AACSB accreditation, adopted the entrepreneurship focus for its mission. The entire programme of the business school was realigned in light of its new focus. Ede [2005:60]. First, the school established a business advisory council comprising the faculty and selected successful small and medium-scale entrepreneurs. The council was charged with the responsibility of providing the general direction for the business school. For example, it had veto over the curricula in the various functional areas of the school (Accounting, Finance, Management, and Marketing).

Second, the school established the policy that all curricula within the various functional areas must be tied to the entrepreneurship focus. For example, those of them in Marketing shifted their emphasis from teaching generic marketing to teaching strategic marketing. Concepts like environmental scanning, objective setting, strengths, weaknesses, opportunities and threats (SWOT) analysis, vision and mission statements, strategic business units (SBUs) etc, took the centre stage in their various course syllabi. They also emphasized the development of various aspects of the marketing plan within their courses.

Third, the school established a Small Business Development Centre (SBDC). The SBDC served as a clinic and incubator for small businesses.

Fourth, the school instituted a breakfast forum held every fortnight. Attendees at the forum included faculty, business people and students. During the forum, invited guest speakers addressed the audience on specific topics of interest.

Fifth, the school held an annual business plan competition that attracted students from neighboring universities. Cash prizes and trophies were usually awarded to the winners.

Finally, the school established the journal of entrepreneurial studies. The journal was charged with the responsibility of soliciting, accepting and publishing high quality, peer-reviewed articles dealing with entrepreneurial development.

In Nigeria, there is a need for our Management programmes to adopt mission-based education. Without the articulation of a mission or focus for the management faculty, the result is a management curricula that seems as if the courses were hurriedly put together without being aimed at any specific objective. Various individuals and bodies in Nigeria, for example, have continued to call for Nigerian universities to produce graduates capable of being self-employed. Ede [2005].

Research Methodology

A cross sectional research design consisting of descriptive field survey, multiple linear regressions, 'F' Test research designs were used in this study. In a similar vein, data were collected from about 132 management graduates through questionnaires. Structured oral interview was used to elicit information from management experts [professors and Doctors in the field. Secondary data were sourced from current journals, textbooks, internet, brochures, radio and newspapers. The instruments were checked, for reliability and validity using a combination of pilot survey, test-retest method and expert opinions.

Hypothesis

H₀: Management graduates employment is not adversely affected by the curricula contents of the tertiary institutions in Nigeria.

H₁: Management graduates employment is adversely affected by the curricula contents of the tertiary institutions in Nigeria.

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Are you employed?	1.6136	.48877	132
Does the academic curriculum contain normal entrepreneurial propensity?	1.6591	.47582	132
Can you say that the academic programme of the Management students is overwhelmed by theories, principles, concepts that are foreign-based?	1.2273	.42067	132
Are crafts people integrated into management education delivery in your institution?	1.2955	.45798	132
Identify the type of learning received in the higher institution	5.0682	1.07854	132

Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.384(a)	.148	.121	.45833	1.442

a Predictors: (Constant), Identify the type of learning received in the higher institution, Can you say that the academic programmes of the Management Sciences are overwhelmed by theories, principles, concepts that are foreign-based?, Are crafts people integrated into management education delivery in your institution?, Does the academic curriculum contain normal entrepreneurial propensity?

b Dependent Variable: Are you employed?

ANOVA(b)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.617	4	1.154	5.495	.000(a)
	Residual	26.678	127	.210		
	Total	31.295	131			

a Predictors: (Constant), Identify the type of learning received in the higher institution, Can you say that the academic programmes of the Management Sciences are overwhelmed by theories, principles, concepts that are foreign-based?, Are crafts people integrated into management education delivery in your institution?, Does the academic curriculum contain normal entrepreneurial propensity?

b Dependent Variable: Are you employed?

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.759	.279		9.878	.000
	Does the academic curriculum contain normal entrepreneurial propensity?	-.129	.097	-.126	-1.323	.188
	Can you say that the academic programme of the Management Department is overwhelmed by theories, principles, concepts that are foreign-based?	-.266	.100	-.229	-2.648	.009
	Are crafts people integrated into management education delivery in your institution?	.107	.092	.100	1.159	.249
	Identify the type of learning received in the higher institution	-.147	.043	-.323	-3.440	.001

a Dependent Variable: Are you employed?

Decision Rule

Using the ANOVA table, which tests the acceptability of the model from a statistical perspective, **if F-value calculated is greater than F-value critical, then reject the Null hypothesis and accept the alternate hypothesis.**

Decision

The critical F-value (at degree of freedom 4 against 127 and critical value of 0.05) being 2.37 is lesser than the calculated F-value which is 5.495. Therefore the Null hypothesis is rejected and the Alternate Hypothesis is accepted. Thus, **Management graduates employment is adversely affected by the curricula contents of the tertiary institutions in Nigeria.**

This decision is strengthened by the fact that the significance value of the F statistic (0.000) is less than 0.05, which means that the variation explained by the model is not due to chance.

To establish the strength of the relationship between the model and the dependent variable, the model summary table is used.

R (which is 0.384), the multiple correlation coefficient, is the linear correlation between the observed and model-predicted values of the dependent variable, indicates a weak relationship.

While *R Square* (which is 0.148), the coefficient of determination, is the squared value of the multiple correlation coefficient, shows that about 14.8% the variation is explained by the model.

Conclusion

A properly tailored education should be relevant to the graduate and to the society. In conclusion, it is believed that an all encompassing Systems - Innovative Management

Education Model premised in self-employment, self-reliance, entrepreneurial, technical, vocational and problem-based learning skills is the ultimate.

Recommendations

[1] An “Organisation Chart of a Management Faculty With Entrepreneurship Focus” has been recommended as a lee way for extended and functional management education in Nigeria.

[2] Tertiary Management curricular should be reviewed to reflect the following:

- (a) The entrepreneur as the learner
- (b) Conditions for effective learning of management skills and behaviour must be guaranteed
- (c) Learning aids (material and human)
- (d) Operationalisation of Problem Based Learning strategies and methodologies
- (e) The evaluation of the curriculum should be systematic and dynamic.
- (f) A review of the state of the arts in Nigeria management education and training.

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