

Challenges of Teaching and Learning of Marketing in Secondary School in Nsukka Educational Zone, Enugu State Nigeria

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ABSTRACT

The study investigated the challenges of teaching and learning of marketing in secondary schools in the Nsukka Education zone. A descriptive survey design was adopted for the study. The population of the study consists of about 1,750 students who were offered marketing as a subject of study. The numerical strength of those that were offered marketing in SS 1 is 860 students, 552 consist of 600 students and SS3 who prepares for senior WAEC in marketing is 320 candidates. The sample size was 320 students which constitutes the number of students who wrote their WAEC in marketing in Nsukka education zone.

Three research questions were selected for the study. Questionnaires containing 17 items were the instrument for data collection. The instrument was validated by three experts, one from social science education and two from measurement and evaluation and it was subjected to face validation. Cronbach Alpha technique was used for its analyses in the determination of the internal consistency of the instrument which gave the overall reliability value of 0.65. The major findings revealed that enhancing marketing education in secondary school entails use of quality instructional resource materials in secondary schools should be adopted in a great extent, adopting the teaching methods, and employment of qualified teachers should also be taken into consideration. It was recommended that the government should equip schools with sufficient instructional resource materials for teaching and learning of marketing to rural and urban areas.

(Keywords: education, secondary education, marketing curriculum, teaching and learning)

INTRODUCTION

Education is the process through which human beings become morally and culturally accepted as good members of their immediate environment. It serves as a vehicle for socio-economic and technological advancement of any nation in the world. It is therefore a process of transmission, preservation and improvement of the culture of the people, Nwangwu (2007).

The Federal Republic of Nigeria (2004) sees education as an instrument per-excellence in achieving national development. Education has been described as something more than – schooling because people are schooled to accept a society but they are educated to create or re-create one (Offorma (2015). Ocho (2005), says it is not all types of education that can give one the ample opportunity to stand on his own but education that has quality measures and resourceful to sustain one to be useful member of the society such as entrepreneurial education.

The National Policy on Education (NPE, 2013), stated that the specific goals of education in Nigeria includes: to promote functional education for skill acquisition, job creation and poverty reduction (NPE, 2013), In order to fully realized these goals of education in Nigeria, and gain from its contribution to the national Economic growth and sustainability, government should take necessary measures to ensure that educational activities should be learner-centered for maximum self-development and self-fulfillment.

Nwadiani (2011), opined that education embraces not only the deliberate processes of schooling but it includes indirect and accidental

influences. According Igboaja (2010) education is the totality of life experiences that man acquires which enables him to cope with and derive satisfaction for living in the world and exploring the world. Therefore, education is the totality of learning experiences man acquire from primary to higher education including secondary school for optimum development.

Secondary education as the name implies is the education that comes immediately after primary education. The National Policy on Education (2013) defines secondary education as education given in institutions of learning to prepare students for higher education. The same NPE in Section 5, Sub-section 22, stated that the aim of secondary education shall be to prepare the individuals for useful living within the society, inspire students with a desire for self-improvement and achievement of excellence, raise generation of people who can think for themselves, respect the view and feelings of other, respect the dignity of labor and appreciate values (NPE, 2004:18).

Moreover, the NPE (2013), enumerated three core objectives of senior secondary education. They include:

- (i) Provide trained manpower in the applied sciences, technology and commerce at sub-professional grade.
- (ii) Inspire students with a desire for self-improvement and achievement for excellence.
- (iii) Provide entrepreneurial technical and vocational job specified skills for self-reliance and agricultural, commercial, and economic development.

Maduewisi (2005) opined, that children need a sound secondary education as much as a house needs a solid foundation in order to stand. Ochoroma (2011), stated that secondary education is the chief corner stone in educational environment. Therefore, secondary education implies the basic and fundamental education that a child received in preparation for higher education.

Marketing education is a core concept that should be elucidated as far as teaching and learning is concern. The key concepts of marketing education includes, the production concept, product concept, sales concept, and holistic concept.

The production concept believes that consumers will like or accept the products and services which are highly available and affordable. The product concept believes that consumers patronize or prefer products or services that offer than the most quality performance. The sales concept believes that when a firm focuses primarily on high sales volume and promotion of a particular product and not determining new consumer desires. The holistic concept looks at marketing as a complex activity and knowledge's that everything matters in marketing and that a broad and integrated perspective is necessary in developing, designing and implementing marketing programs and activities.

Marketing as core discipline lead to several views and perspectives of marketing by different scholars in marketing education. According to Kotler (2000), marketing is a societal process by which individual and groups obtain what they need and want through creating, offering and freely exchanging products of value with others. Egbuta (2000) defines marketing as the activities of human beings designed to satisfy intangible desire/demands through the process of exchange. The American Marketing Association, (2000), defines marketing as a process of planning and executing services and ideas to create exchanges that will satisfy individual and organizational objectives. The UK Chartered Institute of Marketing (2000), tends to see marketing as management process responsible for identifying, anticipating and satisfying customers requirement profitable.

Marketing education is a course of study in secondary school which has an interlink with entrepreneurship educations because both serves as a vocational course in preparing students in acquiring specific skills in the various endeavors. However, there are enormous problems of effective teaching and learning of marketing education in Nigerian, but for the purpose of our present study, Ayozie (2004) enumerated the challenges confronting teaching learning of marketing education. to include:

- (i) Lack of closer and proper interaction between academicians and the industry.
- (ii) Lack of practical industrial experience among marketing educators.
- (iii) Poor remuneration and incentives giving to marketing teachers.

(iv) Insufficient indigenous textbooks to give the necessary Nigerian focus to marketing education.

(v) High cost of publication of textbooks and academic journals.

(vi) Poor academic background of marketing teachers.

(vii) Empire building by the industrial practitioners, thereby making it practically impossible for the educators to learn from them.

Moreover, there are various strategies that should be adopted in achieving effective teaching and learning of marketing. These strategies include:

(i) There should be a very close interaction between the students in educational environment and industrial practitioner so that mutual respect would be developed.

(ii) The school management should expose the students and teachers regularly to seminars, conferences, workshop, and symposiums.

(iii) There should be arrangements of educational visits by the school management and leading companies.

(iv) Government should assist in tackling the problems of scarcity and high cost of locally produced textbooks for teaching and learning of marketing education.

(v) Establishing educational programs between the tutors in schools and marketing practitioners in leading companies across the school environment.

Moreover, teaching and learning as the name implies guide the experience of the learners. Teaching according to Silva (2006), is an educational activity intended to gain knowledge, linked to the school faculty or university. According to Pereina (2006), teaching can be considered as the intentional process of making it easier for one or more other persons to learn and grow intellectually and morally, providing them with planned situations for the students to have the experiences needed to produce the desired modification in a more or less stable manner.

Silva (2001) in his view, says that teaching should be two-way course in order to share with society later on. Pereina (2012) highlight that, no matter

how much a teacher wants to teach, he cannot oblige the students to learn. Santos (2001) opine that teaching is a planned response to the natural requirements of the learning process, strengthening the idea that the terms are distinct and inseparable when discussing teaching process is referred to.

Teaching cannot be the same as learning, although both concepts are interlinked. In the view of Pereina (2012), learning is something that is relatively permanent in nature. To back that opinion of Pereina (2012) and Silva (2006) state learning is considered a cognitive process through which the person gain knowledge and become capable of interacting with the world.

Therefore, teaching is an activity performed by the teacher and focused on the student's learning while learning is transmitted into a person to enable him to become a better person in the society. Teaching and learning cannot come to conclusion without the use of instructional materials. Instructional materials are one of the factors that guide the experience of the learners' as far as teaching and learning process is concerned. There are known learning resources, innovative instructional media or conventional materials which carry information or messages from a source (teacher) to a receiver (students) during teaching and learning process.

Ajayi (2000) contributed that marketing/economics educations is one of the vocational subjects in secondary school which should involve the use of effective instructional material. Keith (2000) asserted that school with a well-equipped library performs higher than schools where libraries are less developed. He says libraries provide instructional materials to enrich the curriculum and gives unlimited opportunities for students teaching.

Okpala (2010) reported that the government indicated that efforts would be made in providing some educational services such as counseling and educational resource centers among others and maintained that teaching should be practical, exploratory, and experimental in nature. National Teacher's Institute (2008) noted that teaching and learning process cannot be completed if the roles of instructional materials are ignored. Hence, the Institute described instructional materials as media and also refers media as anything that carries information between a source and the receiver. Examples of those

media communication include; film, television, radio, sound recording, photographs, printed materials, projected visuals, etc.

The National Teachers Institute stated in (2012) that improvised instructional materials should be able to convey special instructional messages just as the original material will do. Tella (2007) opined that in making use of instructional materials, such materials must be previewed that is, having full knowledge of the materials, prepares the environment where it will be used, prepare the audience by means of making sure that the materials used will attract attention, arouse, motivate and provide the rationale and finally present which course could be use in the beginning, middle or end of the lesson. Murphy (2012) finally expressed that assessing education means the teachers have to use I.C.T resources to appeal to the interest of younger learners.

Based on this opinion, Dorgu (2015), explained the types of teaching methods which are based on domains of learning; but for the purpose of this research, cognitive and psychomotor development method were considered in this study.

The Cognitive Development Method helps the learners to comprehend, analyze, synthesize and evaluate information. It helps learners develop good cognitive abilities. Though the cognitive development methods are essentially didactic. Teaching methods under this category includes; Discussion methods, lecture methods questioning/Socratic method, team teaching method, talk chalk/recitation method field trip/excursion method. Base on the current study, psychomotor development method is equally important as far as teaching and learning of marketing education is concern. These are activity-based methods of teaching that aim at motor skill development in learners. This method requires that learners can illustrate, demonstrate or perform certain skills using manual dexterity. This method includes demonstration method, discovery and project method. These methods are all geared toward imparting knowledge and requisite skills to students of marketing educators in secondary schools in Nsukka Education zone.

Statement of Problem

The problems of teaching and learning of marketing education in secondary school in

Nsukka education zone poses a great challenge in secondary schools. Teachers in various secondary schools in Nsukka Education Zone are not meeting standards in terms of skills and knowledge acquisition for their students. It is in this platform that the authors have investigated and discovered those problems that pose a great menace to various schools in Nsukka Education zone. It was discovered by the chief examiners report, that the performance of the students that wrote marketing in "WAEC" was very poor. This serves as a prove that the students were not putting more effort in learning marketing as a subject of study. The teachers in various secondary schools in Nsukka education zone failed to visit the internet to update themselves with current information and most of the test-books the teachers adopted in imparting knowledge to the learners were outdated and moribund.

Some of the teachers that offered marketing education failed to update themselves by attending conferences, seminars, and workshops which could have been a great leverage to the students. In addition to this, the school management fails to establish educational forums and programs that will attract marketing practitioners to come and impact practical skills and knowledge to the learners of marketing education; which aim is to inculcate the value of self-reliance into the students that studied marketing education.

It is in this scenario; the researcher has to proffer solutions on the problems militating against the continuous teaching and learning of marketing education. Several measures and parameters have been adopted in order to cushion the effect in various schools in Nsukka education zone.

Purpose of the Study

Generally, the study stands to ascertain challenges to the teaching and learning of marketing in secondary schools in Nsukka Educational Zone.

Specifically, the study sought to :

(i) Determine the extent to which lack of quality instructional materials alert teaching and learning of marketing education.

(ii) Determine the extent to which poor wage of teaching methods affect the teaching and learning of marketing education.

(iii) Determine the extent to which lack of qualified teachers affect teaching and learning of marketing education.

Research Questions

Three research questions were proposed for the following study:

(i) To what extent does a lack of instructional materials affect the teaching and learning of marketing in secondary school education zone?

(ii) To what extent does poor usage of teaching methods affect the teaching and learning of marketing in secondary school in Nsukka zone?

(iii) To what extent does lack of qualified teachers hinder effective teaching and learning of marketing in secondary school in Nsukka Education zone?

RESEARCH METHOD

The research design adopted for the study is survey research design. The study was carried out in Nsukka education zone. The population of the study consisted of 1,780 students who were offered marketing as a subject. The numerical strength of those that offers marketing in SS 1 is 860 students, SS 2 consist of 600 students and SS 3 students who prepares for WAEC in marketing is 320 candidates. The sample size was taken from the students who offer marketing in WAEC in Nsukka education zone.

The instrument of data collection was a questionnaire entitled: Challenges of Teaching and Learning of Marketing Education in Secondary School in Nsukka Education Zone. The instrument adopted 17 items in a Likert type of instrument scored on a 4–point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument has two sections: Section “A” contain 17 – items structured in 3 clusters on challenges of teaching and learning of marketing in secondary school in Nsukka education zone. The instrument was subjected to face validation by three experts in Odumegwu Ojukwu University, one from social

science education and two from measurement and evaluation. They were requested to examine the instrument and assess the suitability of the language and relevance of the items in addressing the study. They did both the editorial and the organization of the sentences to suit the purpose. Their corrections and suggestions formed the basis for the modification of the items on the instrument. The comments and corrections made independently by the experts helped the research to modify and produce the final instrument.

The Cronbach Alpha was adopted for the analysis. The researcher and one trained research assistant administered the instrument directly and retrieved same from the respondents. The mean score less than 2.50 was rejected and a mean score of 2.50 and above constitute accepted. The application of mean and standard deviation was adopted as a tool for statistical analysis.

Research Question One: To what extent does lack of instructional materials hinder teaching and learning of marketing in secondary school in Nsukka Education zone?

The data presented in Table 1 revealed that items 1, 2, 3, 4 and 5 had a mean score of 3.27, 3.49, 2.91, 3.56 and 2.92 with standard deviation of 7.50, 6.21, 6.95, 6.85 and 6.85, respectively. The mean score is above the mean bench mark of 2.50 and were all accepted. The result of the analysis of the data collected from the respondent indicate that teaching resource-materials are veritable tools for the teaching and learning of marketing in Nsukka education zone.

Research Question Two: To what extent does poor usage of teaching method affect teaching and learning of marketing in secondary school in Nsukka education zone?

The data presented in Table 2 revealed that the data collected for research question two gave mean score of 3.51, 3.41, 3.39, 2.55, 3.32, 3.21, 3.12 with standard deviation of 5.36, 7.36, 7.55, 7.83, 7.99, 7.99, and 7.29, respectively. The above mean score was above the bench mark of 2.50. This indicates that all the teaching methods mentioned are very relevant for the teaching and learning of marketing in secondary school in Nsukka Education Zone.

Research Question Three: To what extent does lack of qualified teachers in teaching and learning of marketing in Nsukka Education Zone?

The result of the analysis of data collected for research question 3 gave varied mean score for the items. The mean score for item 13 is 2.50. This mean score indicates that teachers with O.N.D in marketing do not have the vocational skills to teach marketing in secondary schools. This is in contrast with item 14 which has mean

score of 2.04 indicating that teachers with H.N.D in Business Administration have adequate knowledge of the subject matter. From item 15, the result shows that teachers with low grade in marketing can still teach marketing in secondary school. Result of the analysis of item 16 indicates that teachers with N.C.E in Business Education have the relevant skills to teach marketing. For the last item 17, the result indicate that industrial training is a pre-requisite for teachers of marketing in secondary schools

Table 1: Mean Responses on Lack of Instructional Materials for Teaching and Learning of Marketing in Secondary Schools in Nsukka Education Zone.

S/N	Items	No	\bar{x}	SD	Decision
1.	The use of whiteboard affect teaching and learning of marketing	62	3.27	750	Accepted
2.	The use of textbooks affect teaching and learning of marketing	62	3.49	6.21	Accepted
3.	The use of journals affect teaching and learning of marketing	62	2.91	6.95	Accepted
4.	The use of visual aids affect teaching and learning of marketing	62	2.92	6.85	Accepted
5.	The use of magazine affect teaching and learning of marketing	62	2.92	6.85	Accepted

Table 2: The Means Response on Poor Usage of Teaching Methods for Teaching and Learning of Marketing in Secondary School in Nsukka Education Zone.

S/N	Items	No	\bar{x}	SD	Decision
6.	Poor usage of discussion method affects in teaching and learning of marketing	62	3.51	5.36	Accepted
7.	Poor usage of demonstration method affect teaching and learning of marketing	62	3.41	7.36	Accepted
8.	Poor usage of fieldtrip method affect teaching and learning of marketing	62	3.39	7.55	Accepted
9.	Poor usage of lecture method affect teaching and learning of marketing	62	2.55	7.83	Accepted
10.	Poor usage of questioning method affect teaching and learning of marketing	62	3.302	7.99	Accepted
11.	Poor usage of team-teaching method affect teaching and learning of marketing	62	3.23	7.99	Accepted
12.	Poor usage of discovery method affect teaching and learning of marketing	62	3.12	7.29	Accepted

Table 3: The Mean Responses on the Extent of Unqualified Teachers in Teaching and Learning of Marketing in Nsukka Education Zone.

S/N	Items	No	\bar{x}	SD	Decision
13.	Teachers with O.N.P in marketing do not have vocational skill in teaching and learning of marketing	62	2.50	1.01	Accepted
14.	Teachers with H.N.D in B. Admin do not have integral knowledge in marketing	61	2.04	8.56	Rejected
15.	Teachers who have low grade in marketing might not be qualified in teaching and learning of marketing	60	2.44	8.80	Rejected
16.	Teachers with N.C.E in Business Edu. Lack relevant skills in teaching and learning of marketing	60	1.99	9.30	Rejected
17.	Teachers without industrial training might lack practical skill in teaching and learning of marketing	62	2.96	8.66	Rejected

Educational Implications and Findings

The findings of this research have the following educational implication:

(i) The study reveals that teachers in various secondary schools are aware of the usage of instructional materials in marketing education as a subject of study. The implication of this is that teaching and learning with the use of instructional materials is on the increase, but this may not be true as the findings reveals that teachers who teach marketing don't use it to a very high extent. This implies that the benefit of the use of instructional materials is not well implemented in teaching and learning of marketing.

(ii) The study revealed that lack of qualified teachers in marketing can hinder the effective teaching and learning of marketing. It was discovered by the researchers that industrial training is a pre-requisite for teachers of marketing in secondary schools. The implication of the study shows that if teachers fail to go for industrial training, it implies a lack of practical skills that could have been useful to the learners.

(iii) The study revealed that all the teaching methods mentioned for teaching and learning of marketing are veritable tools for imparting knowledge to the learners. Therefore, effort should be made by the teachers in order to ensure that all the teaching methods for teaching and learning are well exhausted so that practical skills will be infuse into the student and to enable them to become a better person at the nearest future.

RECOMMENDATIONS

Based on the results of the study, the following recommendations were made.

(i) The government should equip schools with enough instructional materials for teaching and the teaching of marketing in both urban and rural areas.

(ii) School management should organize seminars, workshops, and conferences that will enable marketing teachers to acquire integral skills and knowledge for effective teaching and learning of marketing.

(iii) Professional bodies should come together with the government to produce more marketing text books, journals, and magazines for effective teaching and learning of marketing.

(iv) The school management should ensure that oral and written interviews are conducted with teachers who read marketing resources.

(v) Departmental heads in secondary schools should encourage and sponsor the use of activity methods of teaching marketing. This will stimulate the students' interest and motivate them towards the course. Such method could include field trips and role-playing exercises.

CONCLUSION

Education is the process through which human beings become morally and culturally developed to be a good member of their immediate environment or society. The study was adopted by the researcher to investigate the challenges militating against the success of marketing as a subject of study in secondary school in Nsukka Education Zone. The evidence in the findings of this study established modus operandi which serves as a guide to both staffs and students on practical knowledge and ethical issues of marketing in education. Base on the findings, the researchers made several recommendations that will enhance effective teaching and learning of marketing in secondary schools.

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