Professionalism, Ethics and Morality: A Standardization Challenges for Marketing Educators and Industry Practitioners in Nigeria

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Abstract

Professionalism, ethics and morality: A Standardization challenges for Marketing Educators and Industry Practitioners was the subject of this study as has been widely discussed in marketing literature to be the pivot of marketing performance in the academia and industry. One of the objectives was to determine the adherence to professional ethics by marketing educators and industry practitioners. Survey design was adopted and five universities and five polytechnics and few industries in the eastern states were used; and sample size was 80. Primary and secondary data were used. The results showed unethical practices among the educators and industry practitioners. Recommendations were made including the need to have code of ethics among marketing educators and industry practitioners and to have Association of Marketing Educators for better internalization and enforcement.

Key Word: Professionalism, Ethics, Morality, Marketing Educators, Industry Practitioners.

1. Introduction

The professionalism debates in literature are varied and contentious at the various professions that exist. There are debates on standards, ethics, morality, virtues and every profession strives to excel in presenting the values and scales of reference for measuring standards in the conduct of practitioners. In particular, what should shape the behaviours of professionals between the rules and regulations in workplace, the ethics of the code of conduct of the profession and the innate morals (Sarah, 2008) have no universally acceptable model or standards. The institutions exhibit the characteristics of the practitioners and in this context, the marketing educators and industry practitioners have been in the public purview with doubtful confidence on standards of their activities and products. The academic institutions have the best of intellectuals in any society with profound development and use of theories, while the industries have the highest caliber of knowledgeable personnel in production all under the guise of experts, specialists and professionals.

Ethics is sacrosanct in the determination of professional conduct of practitioners but with different meanings and connotations. Ethics may be related to values, expert knowledge of a specific field, profession, values of society as a whole and could be individuals or group endeavours (Strauss and Frost, 2012). Ethics is the act of doing right or wrong, the study of goodness and right actions (Audi, 1995), guides the members of a profession as code of conduct when put together from the experience of practitioners, scholars and the publics (AMA, 1996). The thread that holds members of any professional association in common bounds on conduct is the code of ethics. The Lacuna on the use of ethics as a standard guide for conduct is the act of voluntarism that requires the conscience of individuals to perform. This may be the alibis professionals use to clout ethics as contentious standards of measure for conduct. Above all these, Drucker (2001) suggests the act of ethics as "Primus non nocere" "not knowingly to do no harm" or "wrong".

Morality has no universal standard but accepted as a necessary behavioural standard for judging or determining right or wrong conducts. The various organizations, institutions, societies, professional associations have the individuals conform to norms, rules, codes and doctrines that exist in such places. There are standards in morality but not standard morality for all societies. This study aims at critically evaluating the contributions of professionalism, ethics and morality to the standards exhibited by marketing educators and industry practitioners in some institutions and organizations in Nigeria.

1.2 Statement of the Problem

The teaching and practice of marketing are the two major dichotomies that have been controversial on how they impact on each other. The professionalism, ethics and morality are measures that could determine the standards of conduct and invariably performance in the two areas of knowledge and practice, hence the urge to ask the question how do marketing educators and industry practitioners react to the use of these standards, if they exist, for the improvement of marketing education and practice in Nigeria?.

1.3 Objectives of the Study

1 Determine the extent non adherence to professional ethics by marketing educators relates to poor standardization adopted by industry practitioners in Nigeria;
2 Examine the relationship between lack of professionalism by marketing educators and lack of ethical conduct by industry practitioners;
3 Determine if unethical practices adopted by marketing educators relates to standardization challenges faced by industry practitioners;
4 Assess the extent non integration of professional ethics in the teaching of marketing relates to unethical behaviours among industry practitioners.

1.4 Research Questions

i. To what extent does non-adherence to professional ethics by marketing educators relates to poor standardization adopted by industry practitioners?

ii. Is there any link between lack of professionalism exhibited by marketing educators and unethical conduct by industry practitioners?

iii. To what extent do unethical practices adopted by marketing educators relates standardization challenges faced by industry practitioners?

iv. Does non integration of professional ethics in the teaching of marketing relates to unethical behaviours of among industry practitioners?

1.5 Researc Hypotheses

2. Non strict adherence to professional ethics by marketing educators does not significantly relates to poor standardization adopted by industry practitioners
3. There is no significant relationship between lack of professionalism exhibited by marketing educators and unethical conduct of industry practitioners
4. There is no significant relationship between unethical practices of marketing educators and standardization challenges faced by industry practitioners.
5. Non-integration of professional ethics in the teaching of marketing does not significantly relates to unethical behaviours observed among industry professionals.

1.6 Scope of Study

The study covered five universities and five polytechnics in the eastern states of the federation of Nigeria that have quality academic staff of all categories. This was considered adequate for the topic under study and enough to represent institutions of higher learning in Nigeria. Marketing profession is the focus both at institutions and industry practitioner levels with holders of degree or diploma.

2.Literature Review

2.1 Theoretical framework

The institutional theory on professionalism focus on how logics are considered between theory and practice (Reay and Hinings, 2009) normative value system and as a controlling ideology (Evetts, 2003), occupational cultures, identity based on expert knowledge (Kulhmann, 2006) and mechanism of control over work and workers (Fournier, 2000 & Reed, 2002). The interpretations in applications are at Macro (societal, state, marketing, organizations and institutions) and at Micro (the groups and actors) are the dominant in literature (Evett, 2003). The normative value system deals with professional identities through mutual experiences and expertise. The central focus is, perceiving problems and finding solutions on a common platform. The perspectives of professionalism as a notion of citizenship assumes that occupational cultures and identities results from expert knowledge and practices (Kulhmann, 2006) and on regulatory mechanism it assumes self discipline or self regulate of employees.

There are also theories of utilitarianism and deontological aspects of study on lecturers' act for the good of self and others. Utilitarianism is based on consequences or outcome of acts and decisions that benefits others and the rules (Catherine & Rainbow, 2002) and about the good of others (Desjardins, 2006). Deontological theory on

work place ethics is that people should adhere to their obligations and duties when confronted with ethical dilemma by upholding what is ethical, justified or correct (Catherine & Rainbow, 2002).

2.2 Concepts of professionalism, ethics and morality

Professionals in institutions of work are involved in discourses of ethics and the policy framework of the organizations (Sarah, 2008) and this may include social work ethics as against traditional professional ethics on codes and exceptional cases. Professions have corporate and individual obligations on formal and informal rules (Abbott, 1983). Professionals are educated and socialized, develop professional habits and know the work and standard expected when performing given tasks. Professionals receive high training from universities and much of the professionalism are occupational practices possibly regulated and supervised by professional associations and are expert based (O'Reilly and Reed, 2011). The Oxford Advance Learner's Dictionary (New 8th Edition) defines professionalism as the high standard that you expect from a person who is well trained in a particular job. Professionalism has variously been defined and a number of criteria for professionalism abound in the literature (Achor, 2000:31; Onah, 1992). Vollmer and Mill (1966) defined it as the ideology and associated activities that can be found in many diverse occupational groups where members aspire to professional status. It has also been defined as a set of principles, ideas, attitudes and activities that characterize and guide the behavior of members of any occupational group which is anxious to gain and maintain both in-group and out-group acceptance of its professional standing"(Nwosu, 2001.).

Professionalism is application of scientific knowledge to specific cases in rigorous institutionalized ways (Abbott, 1988 & Friedson, 1994, 2001). In modern literature core values and norms and practices are dominant (Brock, Leblobizi and Muzio, 2014). The aspects of special knowledge, conduct and standards in a given occupation are associated with professionalism (Flyrbjerg, 2001; Fournier, 2009& Freidson, 2001) including control of professional practices.

2.3   Empirical Studies
2.3.1   Professionalism in work environment

The professionals are practitioners of different professions and are considered experts in the context of the level of contribution to society. The work environment provides the meeting point between professionalism and managerialism as an organized practice of any profession (Friedson, 2001).Thus, specifics in professionalism are that specialized workers control their work, in free markets consumers are in command and in bureaucracy managers dominant. This requires different kinds of knowledge, organization, career, education and ideology (Friedson, 2001).The Australian Council of professions present profession as a disciplined group of individuals that adhere to ethical standards, accepted by the public as possessing special skills and knowledge in a recognized body of learning derived from research, education and training at a high level and to use the knowledge in the interest of public (Austirlian Council of Professions (2009) Definition of Profession: [http://www.professions.com.au/defineprofession.html)]. In other specifics professionalism deals with coordination of skills of autonomous workers, authority on basis of trust, and quality as core professional value (Byrkjeffot and Kragh Jerspersen, 2014, Kirkpatrick and Noordegraaf, 2015). The interface also creates perfection through pragmatic cooperation and management (De Bruijin, 2007, Reay and Hinings, 2009) cross cutting and nested identities (Spyridonidis et al, 2014) and selective coupling (Pache and Santos, 2013a, 2013b).

The work environment is a critical centre for the exhibition of professionalism and managerialism such as a hybridism and hybridization as an integrative approaches to their interface and relationships (Correia 2013, Kuhliniann et al., 2013, Noordergraaf, 2013), and based on collaborative community (Adler, Kwom and Kockscher, 2008). Hybrid professional action brings together sets of principles of professionalism and managerialism to deal with how work is coordinated, authority is established and the values that are at stake (Noordegraaf, 2015) as professional powers are surrounded by checks and balances (Fournier 1999 & Evetts, 2013).

2.3.2   Characteristics of professionals

Professionals are different from non-professionals or quacks through the level of training, education, conduct, skills and other special and peculiarity of attributes. These are the high value ratings that includes: training (extensive, in higher institution and equivalents); intellectualism as dominant component; autonomy in work place; judgment (professionally expedient with skills, experience, education and knowledge); independence (charge fees or work with organization); service valuable to society are offered with little or no self- interest; dedication to work is very high and pride is exhibited in quality of work honesty, and trustworthiness

(http://www.tsl.state.tx.us/id/tutorials/professionalism/prof.html).Through professionalization professionals gain more knowledge, skills and better exposure that equip them in surmounting challenges, are separated from charlatans and quacks and involves constant training and education (Achor, 2000). To be able to achieve high level of professionalism in marketing profession, both the industry practitioners and marketing educators must go through the professionalization process through which we keep working towards the attainment of reasonable high level of the ideal-professionalism (Achor, 2000: Nwosu, 1996). A critical notation in the characteristics tended towards professionalism as theoretical perspectives and managerialism for the practice.

Table a: **Professionalism and Managerialism**

	PROFESSIONALISM	**MANAGERIALISM**
	Protected, professionals treat cases	Well run organizations deliver products for customers
Coordination:	Skills, Norms	Hierarchy, markets
Authority:	Expertise, service ethics	Results, Accountability
Values:	Quality, Humanity	Efficiency, Profitability

Source: Noordegraal M. (2015). Hybrid professionalism and beyond: (New) Forms of public professionalism in changing organizational and social contexts. Journal of Professions and organizations, 2: 187-206 (doi:10.1093/jpo/ov002June).

The core characteristics suggest the expected standards in the theory and practice related interests for marketing educators and industry practitioners.

2.3.3   Professionalism and ethics

The code of ethics governs the activities of the professions beyond individual innate moral obligations. The standard of behaviour demand higher conduct beyond the services offered. Professionalism and ethics is not about degrees a lone but competence, ethicity, knowledge, care and pride, types of business, role performance, commitment to quality, dedication to interests of clients and sincere desire to excel (Maister 2001 & Boughton, 2009). Professionalism and ethics are about attitudes and skills. The university lecturers may not have written codes of ethics or ethical code of conduct but characteristically should have initiatives, dependability, reliability, positive attitudes, responsibility, trustworthy and respect, fairness, avoidance of ethnocentrisms (Ongonga and Akaranga, 2010). Ethical codes serves as benchmarks, motivates individual adherents, guides those involved on problems of work, warning against unethical practices, consequences and discipline of members (Tavani, 2007). Ethics promotes public respect, high moral values and confidence for adherents though may lack enforcement, non punishment for violators, limited to privacy, non-accessibility, and non-documentary, vaguely adopted and applied and usually considered as self serving, inconsistent and unrealistic.

Ethics ensures advancement of conduct in society beyond the animal level or standards. Professional associations and institutions without ethically conscious adherents suffer from moral debasement (Anderson 2003; Englehandt 2001; Arnett, Harden-Fritz and Bell, 2008).In the context of university institutions' standards on ethics, these have become dominant unethical occurrences especially with improper dressing by female students or poor dress codes, use of artificial bodies or "make ups", poor habits in attendance to lectures, wrong expenditure on expensive fashions rather than learning materials , poor reading habits and wrong use of cell phones. The University authorities seem to have instituted these unethical practices by not enforcing disciplinary measures. The lecturers often encourage non enforcement of examination regulations, malpractices, and leveraging students' weaknesses through sale of grades, pass marks, charges for normal academic services, deliberate failure of students for non-compliance to wrong guidelines or decisions and refusal to conduct normal lectures through the use of unqualified pseudo lecturers. Sexual harassment has been on the rise in various universities without exception of male or female staff and the student most usually with public knowledge.

Ethical standards marks the flagship of professionalism (Maigman & Farrel, 2004), basis for standards and the interpretation of the laws, rules and regulations that may justify actions, omissions, commissions of practitioners (Wasden 2007, Oko et al., 2014), and standards differentiate quacks and deviation from normally ascertained

standards (Ferrel Hall & White, 2001; Ganesh, Arnold and Raynolds, 2004). The university institutions hardly observe these ethical practices as rules and regulations, classical documentation of codes of ethics which lecturers perceive as nonexistent. There is the desire to act like other members in society that are ridden with unethical practices, values and gross moral decadence including concupiscence and lustful desires. In the institutions especially the universities, there are ethically managed behaviours but often in the minority and the majorities that are bereft of ethical behaviours discourage loyalty, trust and commitment for the benefit of the institutions. The conflicting interest is always between personal and professional relationships (Desjardins, 2006).

The industry practice is not an isolation or exception from these unethical practices especially on the aspects of wrong moral question exhibited for staff appraisals, poor standard and quality of work, staff relationship work ethics and unprofessional conduct in managing products for sale. There are questions of favouritism in product allocations, staff role as distributors, non adherence to due process in order processing for products and mismanagement of client accounts.

2.3.4   Professionalism and morality

Moral behaviour is applied in evaluating the personal conduct of a citizen and is judged in comparison to society's norms. There is no professional moral but professional ethics. The common relationship is that unethical and immoral practices are unprofessional act: Kant's categorical "imperatives it is the act itself rather than the person who acts, in which moral force resides" (Kant, 1785; Peterson & Wilkins, 2008). Morals are personal views of values that conform to society norms. It is the code of conduct put out by society or groups and accepted by individuals as rational persons. Professions prescribe moral conduct (Fournier 1999, Evetts, 2003).

2.3.5   Marketing education and professional standards

The premises of marketing education are the acquisition of training, education and higher academic knowledge from the universities, including equivalent from colleges of technologies and polytechnics and National Institute of Marketing of Nigeria (NIMN). The dichotomy in academic standards is the award of degrees and diplomas from universities and polytechnics respectively. The role of NIMN is for both regulation and training, though the official Gazette of the Act No: 25 of 2003; Part 1, Subsection 1(2) a, b and d clearly stated the functions of training. The membership includes students but the proviso for students in Part 1 subsection 2(1) e and subsection 2(2)e also clearly stated the status of students from other institutions but not NIMN and Part VI subsection 17(1) a, b is for the purpose of practices, fees etc. NIMN regulatory roles have not concentrated on looking critically at universities, other institutions, the lecturers and the standards. The synergy between professionalism and academics ought to start from NIMN and to streamline how graduates from universities could become professionals. The specialization of various forms of marketing education on what is acquired as knowledge and practiced in the industry has yet to be articulated for harmony.

2.3.6   Marketing educators and professional standards

The preponderance questions have always been the professional status of marketing educators and who really is a professional. The previous paragraphs of the paper noted professionals' moral responsibilities are above self interest, and is about content and knowledge quality and inferential occupations (Wilensky, 1964), standardized skills (Mintzberg, 1983) with highly experienced practice and expertise (Flyrbjerg, 2001) and competently behaved (Fournier, 2000).

These traits associated with marketing educators are great attributes with high quality of life that impacts on students and the wider society. Marketing educators rely on the use of curricular, ethics and moral standing of individuals translated into truthful relationship with the students. These qualities and attributes are scarcely found in most lecturers and that makes it difficult for earning the confidence of students. The level of discipline of a lecturer should be seen to leverage and impact on the students especially in the best of academic standards. The absence of the documented code of ethics contributes to lecturers' lack of consciousness of the ethical and moral obligations to self and students. The highest levels of ethical and moral output are in quality of lectures, grading of students performance and obligations to society. These in the submission of Ongonga and Akaranga (2014) are to be done without moral and ethical shortcomings on discrimination, sexual harassment and other abuses including extortionism often reported in the media.

2.3.7   The professional marketers and unethical practices

The practitioners of marketing in the industry are core professionals whose conduct may be objectionable to expected standards. The industry responds to the needs of society through making products available at consumers' convenience. The challenges of standardization of the practices by professional marketers are associated with unethical practices, including discourteous behaviour to customers, sales of bad products, use of non standard measures for service quality, assuming the wrong customer relationships, defective pricing and discriminatory allocation of products to customers. The sale of fake and adulterated products, non use of marketing policies in employment of non trained personnel in marketing, lack of valuable research works in diagnosing marketing problems, rejection of research findings for improved marketing practices and non involvement of academic in training marketing practitioners in the industry are predominantly defective practices.

4.   Methodology

Descriptive research method is adopted for the study and approached through survey research. The population of the study comprises marketing educators in higher institutions of learning in the South eastern states of Nigeria, and marketing practitioners working in corporate organizations in the south east region. This area of study was chosen because of easy coordination and the volume of economic activities in that region. Sample was drawn from two higher institutions in each of the states that constitute South east region of Nigeria. Samples were purposively selected based on their teaching experiences and years spent as industry practitioner .Quota was assigned to two institutions of higher learning in each of the five states SE thus:

Abia State University, Uturu 5, Abia State Polytechnic, Aba 5; Nnamdi Azikiwe University, Awka 5, Federal Polytechnic, Okoh 5; Ebonyi State University 5, Evangel University, Ebonyi State 5; University of Nigeria Enugu Campus 5,Institute of Management & Technology 5; Imo State University 5, Imo State Polytechnic, Umuagwo 5. Total number of sample for marketing educators or lecturers is 50. Quota also was assigned to the following categories of organizations in the: Manufacturing Firms=10; Service firms=10; Sales/Marketing Firms= 10'

Sub Total for Marketing educators/lecturers = 50

Sub Total for Industry Practitioners =   30

Sum Total   of Sample   **80**

So the sample for the study is 80.

The research instrument used was a 15-itemed structured questionnaire with two parts. Part A contains demographic variables of respondents while part B contains questions that specifically addressed issues of ethics, morality and professionalism in the conduct of marketing either at the industry practice/level or teaching level. The questions were framed in line with Likert five point scale of strongly disagreed (1), to strongly agreed (5). The questionnaire was pretested by using non-participants in the study who are seasoned marketing educators and industry practitioners. Their observations were quite helpful in reframing better questions. The distribution/administration of questionnaire was through emails and physically dropping copies with the respondents. The same methods were also used to retrieve copies completed. Descriptive statistics such as frequency tables, percentages, and mean were used in the presentation and analysis of data. Further analysis was done using the mean. A cutoff point was determined by finding the mean of the nominal value assigned to options in the Likert scale. For the purpose of decision making, 3.05 and above was accepted as agree while values below 3.05 was taken as rejected or not accepted. Chi-square was used as test statistic. It was used to ascertain relationship between variables studied.

5 .Data Analysis and Results

The analyses of the demographic data of the respondents show that majority of the respondents, 55 (68.8%) were male while 25(31.2%) were female. The lowest educational qualification is the first degree or its equivalent, National Higher Diploma. i.e. 15(18.8%) respondents. 40(50%) hold masters degree; 25 or 31.2% possess doctorate degrees. The lowest work experience/years spent by respondents in their organizations or teaching profession is between 6–8 years, i.e. 10 (12.5%); 22(27.5%) have spent 8 -12 years, 25(31.2%) have work for about 12- 16 years, while 23(28.8%)have worked for 23-26 years . Of the 50 respondents from the academia, 26(52%) are senior or principal lecturers while 24(48%) are either lecturer one or lecturer two. Of the 30

respondents from the industry practice, more than half, 19(63.3%) are mangers, while 11(36%) are within the ranks of sales or field marketers. . Other results from the analyzed research data are shown in tables 1 – 6.

Table 1 Descriptive Statistic on Relationship between Non adherence to Professional Ethics and Poor Standardization

Statement	SA	A	UN	D	SD	Mean	Decision
5. Non adherence to professional ethics by marketing educators relates to poor standardization exhibited by industry practitioners	25	10	21	18	6	M=3.6	Accepted
6. Do you think that poor standardization in some organizations' marketing practices is as a result of lack of professional ethics?	16	7	35	8	14	M=3.01	Rejected
12. Lack of honesty as an ingredient of morality and ethical conduct in the industry practice of marketing leads to standardization problem in product innovation.	44	8	15	6	7	M=3.91	Accepted

Source: SPSS Computation of Field Survey Data, 2015

Note: Mean score are based on responses to five-point Likert-type scales where SA ="5"=strongly agree; A=Agree "4", UN=Undecided= "3"; D= Disagree "2"; SD= strongly disagree "1"

Table 1 indicates the relationship between non adherence to professional ethics and poor standardization in industry practice. The acceptance zone of the mean rating is 3.05 and above. In the table, the mean ratings of two items fall above the cutoff point or acceptance zone of 3.05, while the mean rating of one item (3.01) falls below the acceptance level. In sum this statistics shows that there is some truth in the notion that non adherence to professional ethics by marketing educators relates to poor standardization exhibited by some industry practitioners in Nigeria. This is supported by number of respondents that answered in the affirmative, in the negative or/and neither agree nor disagree to each item in the table.

Table 2: Mean Responses on the Relationship between lack of Professionalism by Marketing Educators and Unethical conduct of industry Practitioners (n=80)

Statement	SA	A	UN	D	SD	Mean	Decision
Q7. Lack of professionalism exhibited by some marketing educators relates to unethical conduct of industry practitioners	20	25	15	10	10	3.43	Accepted
Q 14. Non adherence to code of conduct in the teaching of marketing militates against professionalism in marketing education and industry practice	18	22	25	10	5	3.48	Accepted

Source: SPSS Computation of field data, 2015

Note: Mean score are based on responses to five-point Likert-type scales where: SA="5"=strongly agree; A=Agree "4", UN=Undecided= "3"; D= Disagree "2"; SD= strongly disagree "1"

Table 2 shows that questions 7 and 14 with mean score of 3.43 and 3.48 were above weighted mean of 3.05 cutoff point for decision making. This suggests that there is a strong relationship between lack of professionalism by marketing educators and unethical conduct of industry practitioners. This is supported by the number of respondents that answered in the affirmative or agree for each of the statements in the table.

Table 3: Descriptive statistic on Relationship between unethical practices of marketing educators and Standardization Challenges faced by Industry Practitioners

Statement	SA	A	UN	D	SD	Mean	Decision
Q8. Unethical practices sometime adopted by marketing educators relates to standardization challenges faced by industry practitioners	16	25	0	9	30	M = 2.9	Rejected
Q9. Does non-integration of ethics in the teaching of marketing relates to unethical behaviours among some industry practitioners in Nigeria?	25	10	21	18	6	M = 33	Accepted
Q10. Lack of self observation of moral standards by either marketing educators or industry practitioner leads to standardization problems in the marketing profession	8	44	15	6	7	M = 3.5	Accepted

Source: SPSS Computation of field survey data, 2015

Table 3 shows mean responses or descriptive statistic on relationship between unethical practices of marketing educators and standardization challenges faced by industry practitioners. Table shows that questions 8, 9 and 10 with mean score of 2.9, 3.3 and 3.5 were above weighted mean of 3.05 cutoff point for decision making, indicating that there is a strong relationship between unethical practices of marketing educators and standardization challenges faced by industry practitioners in Nigeria. These were supported by number of respondents that answered in the affirmative and otherwise to the questions or statements in the table.

Table 4: Descriptive Statistic on Relationship between Non-integration of Professional ethics in the teaching of Marketing and unethical behaviours among Industry Professionals.

Statement	SA	A	UN	D	SD	Mean	Decision
Q 9. Does non integration of ethics in the teaching of marketing relates to unethical behaviours among some industry practitioners in Nigeria?	25	10	21	18	6	M=3.3	Accepted
Q.11. Non observation of ethical conduct by industry practitioners is a product of their exposure to non ethical conduct of marketing educators in the academia.	37	8	20	10	5	M=3.7	Accepted
Q 15. Non integration of honesty as an ingredient of morality and ethical conducts of some marketing educators negatively translates to unethical behavior by some industry practitioners in their daily practice of marketing.	44	8	22	6	0	M=4.1	Accepted

Source: SPSS Computation of Field Survey data, 2015

Table 4 shows mean responses or descriptive statistic on relationship between non integration of professional ethics in the teaching of marketing and unethical behaviors among industry practitioners in Nigeria. Table4 shows that questions 9, 11 and 15 with mean score of 3.3, 3.7 and 4.1 were above weighted mean of 3.05 cutoff point for decision making; this suggests that non-integration of professional ethics in the teaching of marketing strongly relates to unethical behaviours among industry professionals in Nigeria. This is supported by the number of respondents that responded in the positive or negative to questions or statements that address issues relating the crux of the matter.

6.Test of Hypotheses

Four hypotheses were used in the study and all tested using Chi-square test statistic. The Formula is thus:

$$X2 = \frac{\sum (FO-FE)^2}{FE}$$

Where: x2 = chi-square

$\sum$ = summation symbol

FO = Observed Frequency

Frequency Expected

Decision Rule

Reject null hypothesis if Cal $_{X2} \le$ TabX2 otherwise do not. Or Accept the alternate hypothesis if Cal$_{X2} \ge$Tab$_X$2

To perform chi-square test using questions structured in Likert 5-point scale, the response options or categories were reduced to three main categories namely agree, disagree and undecided as shown in tables 5 to 8

6.1 Test of Hypothesis 1

H$_0$:   Non strict adherence to professional ethics by marketing educators does not significantly relates to poor standardization adopted by industry practitioners

H$_1$:   Non strict adherence to professional ethics by marketing educators significantly relates to poor standardization adopted by industry practitioners

Table 5: Chi-square test for Hypothesis one: Test of Relationship between Non adherence to Professional Ethics and Poor Standardization in Industry Practice

Statement	A	D	N	Total
5. Non adherence to professional ethics by marketing educators relates to poor standardization exhibited by industry practitioners	35 (36.66)	24 (19.66)	21 (23.66)	80
6. Do you think that poor standardization in some organization's marketing practices is as a result of lack of professional ethics?	23 (36.66)	22 (19.66)	35 (23.66)	80
12. Lack of honesty as an ingredient of morality and ethical conduct in the industry practice of marketing leads to standardization problems in product innovation.	52 (36.66)	13 (19.66)	15 (23.66)	80
TOTAL	110	59	71	240

Source: SPSS Computation of field data, 2015.   Cal$_{X2}$ =18.525

Note: Computation for Expected frequencies is by multiplying CT x RT and divided by grand/overall total while observed frequencies were adapted from figure given in table1

Decision Rule

 Table 5 shows test of hypothesis using chi-square statistical tool. From the test statistic, the Cal$_{X2}$= 18.525>Tab$_X{}^2{}_{05,4}$=9.488 indicating that a rejection of the null hypothesis and acceptance of the alternate which states that "non strict adherence to professional ethics by marketing educators significantly relates to poor standardization adopted by industry practitioners".

6.2 Test of Hypothesis Two

H$_0$:   There is no significant relationship between lack of professionalism exhibited by marketing educators and unethical conduct of industry practitioners.

H$_I$:   There is significant relationship between lack of professionalism exhibited by marketing educators and unethical conduct of industry practitioners.

Table 6: Chi-square test for Hypothesis Two: Test of Relationship between Lack of Professionalism by Marketing Educators and Unethical Conduct of Industry Practitioners in Nigeria

Statement	A	D	N	TOTAL
Lack of professionalism exhibited by some marketing educators relates to unethical conduct of industry practitioners	45 (42.5)	20(17.5)	15(20)	80
Non adherence to code of conduct in the teaching of marketing militates against professionalism in marketing education and industry practice	40(42.5)	15(17.5)	25(20)	80
TOTAL	85	35	40	240

Source: SPSS Computation of field data, 2015.   Cal $x^2_= 3.48$ A= Agree, D=Disagree, N= Neither agree nor disagree

Note: Computation for Expected frequencies is by multiplying CT x RT and divided by grand/overall total while observed frequencies were adapted from figures given in table2

Decision Rule

Since the Cal $x^2 = 3.48 < TabX^2_{0.5,2} = 5.991$, therefore the null hypothesis is hereby accepted and it is concluded that there is no significant relationship between lack of professionalism exhibited by marketing educators and unethical conduct of industry practitioners.

6.3 Test of Hypothesis Three

H_0:   There is no significant relationship between unethical practices of marketing educators and standardization challenges faced by industry practitioners.

H_I: There is significant relationship between unethical practices of marketing educators and standardization challenges faced by industry practitioners

Table 7: Chi-square test for Hypothesis three: Test of Relationship between Unethical practices exhibited by marketing educators and Standardization challenges Faced by industry practitioners

Statement	A	D	N	TOTAL
Q8. Unethical practices some time adopted by marketing educators relates to standardization challenges faced by industry practitioners	41(42.6)	39(26)	0(11.33)	80
Q9. Does non integration of ethics in the teaching of marketing relates to unethical behaviours among some industry practitioners in Nigeria?	35(42.6)	24(26)	21(11.33)	80
Q10. Lack of self observation of moral standards by either marketing educators or industry practitioner leads to standardization problems in the marketing profession	52(42.6)	15(26)	13(11.33)	80
TOTAL	128	78	34	240

Note: Computation for Expected frequencies is by multiplying CT x RT and divided by grand/overall total while observed frequencies were adapted from figures given in table3

Df= (R-1) (C-1) = (3-1) (3-1) = 2x2 = 4; Level of significance 0.05;CalX^2=34.57, TabX$^2_{0.5,4=}$ 9.488

CalX^2=34.57, TabX$^2_{0.5,4=}$ 9.488

Since the calculated X^2 =34.57>tabX^2 9.488, therefore the null hypothesis is rejected and we conclude that there is significant relationship between unethical practices of marketing educators and standardization challenges faced by industry practitioners

6.4 Test of Hypothesis Four

H_O: Non-integration of professional ethics in the teaching of marketing does not significantly relates to unethical behaviours observed among industry professionals

H_I: Non-integration of professional ethics in the teaching of marketing significantly relates to unethical behaviours observed among industry professionals

Table 8:   Chi-square test for Hypothesis four: Test of Relationship between Non-integration of professional ethics in the teaching of marketing and unethical behaviours among industry professionals

Statement	A	D	N	Total
Q 9. Does non integration of ethics in the teaching of marketing relates to unethical behaviours among some industry practitioners in Nigeria?	35(44)	24(15)	21(21)	80
Q.11. Non observation of ethical conduct by industry practitioners is a product of their exposure to non ethical conduct of marketing educators in the academia.	45(44)	15(15)	20(21)	80
Q 15. Non integration of honesty as an ingredient of morality and ethical conducts of some marketing educators negatively translates to unethical behavior by some industry practitioners in their daily practice of marketing.	52(44)	6(15)	22(21)	80
Total	132	46	63	240

Source: Computation field survey data, 2015. X^2 = 15.71

Note: Computation for Expected frequencies is by multiplying CT x RT and divided by grand/overall total while observed frequencies were adapted from figure given in table 4

Df= (C-1) (R-1) = (3-1)(3-1) =2x2 = 4, sigl = 0.05

Decision Rule

Since the Calx^2 = 15.71>Tab$X^2_{0.5,4}$ = 9.488, therefore the null hypothesis is hereby rejected and the alternate is accepted which states that non-integration of professional ethics in the teaching of marketing significantly relates to unethical behaviours observed among industry professionals

7   Discussion of Results

This study was prompted by professionalism, ethical and morality issues that have bedeviled the practice of marketing at the teaching/ educational institutions level and industry practice level. This study critically probed these issues in other to ascertain the relationship between what obtains at teaching level and industry practice. However, the findings of the study show that non strict adherence to professional ethics by marketing educators significantly relates to poor standardization adopted or exhibited by industry practitioners in Nigeria. This is supported by the test of the first hypothesis. From the test statistic, the Cal$_{X2}$= 18.525>Tab$_X^2$$_{05,4}$=9.488). This result corroborates literature notion that marketing educators rely on the use of curricular, ethics and moral standing of individuals translated into truthful relationship with the students; however these qualities and attributes are scarcely found in most lecturers and that makes it difficult for earning the confidence of students. (Flyrbjerg, 2001; Fournier, 2009& Freidson, 2001).

Results also show that there is no significant relationship between lack of professionalism exhibited by marketing educators and unethical conduct of industry practitioners .This is in sharp contrast with (Maigman & Farrel, 2004) observation that ethical standards marks the flagship of professionalism. Maigman & Farrel (2004).is justified in other findings of the study and authors this paper share such belief as expressed by Maigman & Farrel. It is also established in this study that exist significant relationship between unethical practices of marketing educators and standardization challenges faced by industry practitioners. This result is

supported by literature documentation that the challenges of standardization of the practices by professional marketers are associated with unethical practices, including discourteous behaviour to customers, sales of bad products, use of non standard measures for service quality, assuming the wrong customer relationships, defective basis for standards and the interpretation of the laws, rules and regulation. These may justify actions, omissions, commissions of practitioners (Wasden 2007, Oko et al., 2014).

This study supports the notion that it is standards that differentiate quacks and deviation from normally ascertained behaviours (Achor, 2000, Ferrel Hall & White, 2001; Ganesh, Arnold and Raynolds, 2004). Achor (2000) corroborates this notion by commenting that professionalism is the hallmark of professionals and that sets quacks apart from professionals. Buttressing on the above scenario, Mark and Pun (2012) observed that non observance of ethical codes or professional standards is an image and reputation killer. The duo sampled the opinions of randomly selected non-professionals in Twain medium-sized companies over their modus operandi. Another key result of this study is that .non-integration of professional ethics in the teaching of marketing significantly relates to unethical behaviours observed among industry professionals. This is supported by the test of hypothesis four in which $Calx^2 = 15.71 > TabX^2_{0.5,4} = 9.488$. Some marketing educators exhibit unprofessional conduct and unethical behaviors like selling of grades, etc to undeserved students. In the context of university institutions' standards on ethics, these have become dominant unethical occurrences and often times lecturers lack the moral effrontery to caution against students' improper dressings, or poor dress codes, use of artificial bodies or "make ups", poor habits in attendance to lectures, wrong expenditure on expensive fashion rather than learning materials, poor reading habits and wrong use of cell phones. The universities seem to have instituted these unethical practices by not enforcing disciplinary measures. These have a long term effect on students who later practice marketing at industry level and become unethical in their conduct. This is a challenge to standardization in marketing practices.

8. Conclusion

This paper has shown that professionalism, ethics and morality are ingredients that define conducts of practitioners of any organized discipline. Like most professions, ethical standards are copiously specified in code of conduct and were members run foul to such stipulations they are made to face disciplinary actions as a way of deterring them from repeatedly committing unethical acts. The marketing profession today is faced with a range of ethical and professionalism challenges which this paper has examined and found that unethical practices of marketing educators in the higher institutions in Nigeria have a spillover effects on industry practitioners of marketing. When some lecturers fail to abide by ethics of the teaching profession in teaching students, they end up raising marketers who may take after them or exhibit attitudes or tendencies capable of rubbing off on professional standards and ethics required in serving the publics or customers. Professionalism and ethics are about attitudes and skills. The university lecturers may not have written codes of ethics or ethical code of conduct but characteristically should have initiatives, dependability, reliability, positive attitudes, responsibility, trustworthy and respect, fairness, avoidance of ethnocentrisms (Ongonga and Akaranga, 2010). These virtues are also expected to shape the professional conduct of industry practitioners. When these virtues are deficient in the way and manner practitioners conduct their marketing activities standardization challenges set in and those at the receiving end are costumers who are shortchanged in terms of product pricing and quality, provision of the right information on services and products. More importantly, unethical practices and behaviours are image and reputation dampener. When stakeholders of marketing education and industry practitioners perceived the activities of main actors in the field to be somewhat unethical, it then means that the image and reputational profile of these actors needs to be shored up. Hence the totality of what marketing educators and the industry practitioners do in their professional duties impact significantly on the corporate image and reputation of both the profession and practitioners. Professionalism can only remain the hallmark of any profession if practitioners adhere to professional ethics, which helps to promote the corporate image of the profession and practitioners alike.

9. Recommendation

Arising from the above scenarios and the key findings of the study, it is recommended that the marketing educators should imbibe moral principles as they teach students who later become marketing practitioners in various organizations. The image of marketing profession needs to be protected and promoted by various departments of marketing in higher institutions of learning and National Institute of Marketing of Nigeria

(NIMN). NIMN should mount programmes such as seminars and workshops aimed at professionalizing both industry practitioners and marketing educators across Nigeria. There should be adequate enforcement of code of conduct of the profession by NIMN and other stakeholders. The enforcement exercise should permeate various organizations for better results. The Universities and other higher institutions and NIMN and organizations should have code of ethics as a document that can instill the culture of ethical standards in all marketing professionals. The University Lecturers should form the Association of Marketing Educators for better monitoring of their standards based on the code of ethics for the members.

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