

Stakeholders' Convictions and Pedagogy for Teaching Marketing Management

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Abstract

Marketing is an applied discipline (Brown, 1996) and pedagogy can be considered as a set of theories, principles and practices used to teaching any area of study. In case of determination of pedagogy for teaching 'Marketing Management', stakeholders' convictions (students, teachers, industry professional) play important role. The results indicated that the MBA students, MBA teaching faculties and industry professionals having different convictions about how Marketing Management taught more effectively with aligning the skills required by the profession. The study has found comparatively high dispersion between the convictions of teachers and students, low dispersion between teacher and industry professionals and explicitly high dispersion between students and industry professionals towards pedagogical consideration for teaching marketing management.

Keywords: Marketing Management; Stakeholders' Convictions; Pedagogy; Marketing Education; Management Education

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"Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably and responsibly, with due regard for the environment and the social fabric".

-Marketing and Sales Standards Setting Board (MSSSB), 2006

Academics are generally struggling with the overlapping and sometimes competing demands of teaching students with a wide range of competencies, managing courses, providing a pastoral care to their students, generating funds, and publishing the research. The present generation of students is more confident, more career conscious and more IT cultured, but also as having poor numeracy and literacy skills, lower motivation and a reduced attention span; more interested in direct practice without firm theoretical base, under-prepared and time ruined. The task for marketing educators is to settle and meet the demands of these key aspects even as at the same time driving modern knowledge and understanding of marketing management. To ensuring the effectiveness of teaching marketing management, following aspects are required to consider:

1. How do we ensure that theories, concepts and their utilities developed by academics are relevant, and reaching to its appropriate audiences, notify the practice and contribute to further development of the profession and discipline of marketing?

2. What part is, and should be played by marketing education?
3. What is the knowledge base a marketer might be expected to have?
4. How students can be equipped with marketing skills and tools to enter in a career of marketing management?
5. What should be the balance between skills and knowledge of marketing management?
6. How marketing students of today can help to grow the marketing profession and discipline of tomorrow?

Teaching marketing management is greatly affect by the teachers' pedagogy, students' attitude towards it, and marketing practitioners' actions noticed by academics in a way to gaining the understanding from their experiences and theories in use (Stewart et. al., 2009). A central issue of today's marketing education is to determine the relationship between theory (academics) and practice (Industrial requirements), and create an equilibrium. If we look back, it was the time when business studies were offered by very few institutions. But now, things are drastically different and higher education has become wider, but the role and purpose of higher education, B-schools, and more specifically, marketing education is under scrutiny among fears of a loss of individuality and focus (Bennis & O'Toole, 2005; Schibrowsky et. al., 2002; Starkey & Madan, 2001; Grey, 2001). New generations of marketing practitioners are rising up who have a formal marketing education. Simultaneously a new generation of academics is growing up who have limited or no direct practical experience. How do we settle these trends and what significance do they have for the future of marketing education? Teachers, students and industry professionals have their own convictions towards the composition of theories and

concepts delivered to students, and set of practices practiced in the profession.

Particularly, the applicability of teaching marketing management always be in question for its learning outcomes. Marketing management is one of the subjects which require practical experience and exposure to both the teacher to effectively teach this subject and students to learn intricacies of the subject matter. It is necessary to identify the pedagogical issues by examining how required practices, resources and the subjected relationships would be operationalised. This requires research participation of teachers by collaborating with industry people for identification of issues and framing the contextual solutions. Since, professed beliefs of every individual playing major role to predict any object or phenomenon their own way. Teachers must understand the learning process to design and implement the teaching methods align with students' needs (Hsu, 1999) and real ground requirements which effectively enhance the requested learning. Students learn more when they are motivated and interested in the course and curriculum offered. It is important to make a distribution between a logical and an empirical linkage between approaches, outcomes of students' learning and professions' skill requirements.

Purpose of Study

This study aimed to study the stakeholders' convictions towards the teaching marketing management and the determination pedagogy for marketing management. This might give us an idea of existed differences of what is taught to students of marketing management, what is learnt by the students and what is practiced in the industry to determination of a mix of pedagogies relevant to the competent teaching of marketing management to B-Students.

Review of Literature

The pedagogical structure of business education was developed on the basis of functional organizations of business processes at the beginning of the twentieth century. These functionally specialized disciplines designed to meet the organizations' needs structured around functional areas. With an objective of aligning curriculum and teaching models to the changing business environment, business education has been subjected to several rounds of reviews all over the world (Seethamraju, 2012; Chyung et. al., 2006; Kelley & Bridges, 2005; Davis et. al., 2002).

Recent years have seen a turn towards 'practice' as an analytic object in management studies (Brownlie et. al., 2008). Informed by the wider rotation towards practice in understanding modern social theory (Schatzki, Knorr-Cetina & von Savigny, 2001) have also grown that offer more penetrative treatment of context and processes (Brownlie et. al., 2008). Researchers have examined the relationship between teachers' pedagogical beliefs and teaching practices

(Liu, 2011). Marketing has passed a long way, since its rise as an academic discipline (Naude & Ivy, 1999). There are many researches that has enlightened gaps between academics' and the practitioners' marketing (Rossiter, 2001, 2002; Gummesson, 2002; Smith & Katz, 2005), the liberal and vocational values of education (Aistrich et. al., 2006), and redesign the curriculum that make it more "fit to the purpose" in terms of fostering employability (Davis et. al., 2002; Kelley & Bridges, 2005; Chyung et. al., 2006). Insufficient engagement between academics and marketing professionals has been a matter of concern for years (Hughes et. al., 2012).

Any pedagogy may be good or bad, which depends on a teacher's conviction and his/her teaching philosophy. Teacher's conviction is a serious consideration and plays a critical role in the determination of pedagogies that can make possible or ruin the learning of students (Singh & Sinha, 2006). Teachers should not only be a source of knowledge and skills, but also, they require attending their relationships with students. Educators' organization, clarity, and comprehensiveness are important to the student learning process (Feldman, 1998). Teachers must have the capacity to recognize students' needs and respond to them accordingly.

According to Shor (1992), some teachers are lack of experience and maturity, allow freedom to their students. Many teachers have been doing the same monotonous practices for so long and even they do not bother to appraise their expertise and pedagogical tools to delivering their knowledge of related area of study. It is usually found that teachers use their authority to influence and manipulate students' decisions; this is an intermediated influential factor that can be manipulate students' cognitive environ. Students usually carrying high expectations; they are expecting a balanced curriculum between theory and practice, and the application of marketing concepts under the realistic conditions (Liu, 2010) that enable them to do the real marketing job (Stringfellow et. al., 2006).

The learning effectiveness of students is likely be reflected in marketing skills those are important to cope with students' future marketing roles, either as a practitioner or educationist (Gray et. al., 2007). Lazer and Kelley (1960) suggested that marketing students and practitioners should take an interdisciplinary approach towards thinking about and solving the marketing problems. Marketing and Sales Standards Setting Board (MSSSB) have set standards of competence for marketing and sales occupations such as analytical skills, to address changing customer expectations and leadership and people skills (MSSSB, 2004). Hunt and Madhavaram (2006) have studied teaching marketing strategy and their study was concluded as to replace the traditional lecture discussion approach. They have recommended several pedagogical vehicles including analytic hierarchy

process, cases methods, computer assisted processes and simulated situations, experiential assignments, historic analysis, structured projects, scenario planning, shareholder-value analysis, and business-intelligence tools. The Chartered Institute of Marketing (CIM, 2010) also has participated in identifying key skills and has offered a Professional Marketing Standards Framework. This CIM framework advocates the role specific and organizational level specific business competencies as per the organized marketing roles.

Employers are looking for marketing professionals those who have developed the ability to identify problems, analyze and interpret data, make relevant decisions, and solve real-world problems (Wilkins 2000). The debate on 'balance between theory and practice' (Tremblay et. al., 2012; Seethamraju, 2012; Melink & Pavlin, 2009) has enhanced the need for a closer examination of what marketing management education is needed and who will meet these needs as being a student, a teacher, as well as an employer who increasingly demand for 'work-ready' marketing managers. Usually, professionals have thought teaching marketing management is too theoretical; means discussion of concepts, models and debates in the academic literature is perceived prior than the development of transferable skills, over more job-related knowledge and skills, or both (Gray et. al., 2007).

Walker et. al. (1998) stated in their research 'A case for more integrative multi-disciplinary marketing education', marketing education is multi-disciplinary in nature. They believe all courses should include essentials which are purposefully designed to integrate all course material in such a way as to reinforce students' appreciation of the multidisciplinary marketing practice. Some of past researches expressed professionals' dissatisfaction with the business/management educators. Students are required practical skills to sustain in the real world of practice (Lantos, 1994). AACSB claims as well that businessschools fail to provide the necessary tools (in problem-finding, problem-solving, communication, and people skills) and perspectives (viewing functional areas as part of a whole and applying a global outlook) that are essential for college graduates (Weight et. al., 1994; AACSB International, 2008, 2011, 2012).

Methodology

Relationship between Students and Teachers

Table 1a: Descriptive Statistics & Correlation (Student teachers)

	Mean	Std. Deviation	N	Pearson Correlation
Students	37.91	4.77810	100	0.149
Teachers	39.37	4.97195	100	

An exploratory research method was used to find out the relationships between the convictions of students, teachers and professionals about the teaching pedagogies used to teaching marketing management. Sample size of 300 were decided, 100 for each category. For collecting responses 3 separate questionnaires were developed in a way that covered possible elements of teaching and learning including pedagogy, teaching philosophy and stakeholders' convictions, either directly or indirectly. Each questionnaire consisted equal number of items. Apart from the some basic statements to establish the background of research, questionnaire offered 30 structured items related to pedagogy, teaching and learning philosophy, and in-practice teaching tools; and asked respondents rank any 10 pedagogical components relevant to the effective delivery of marketing management. Responses to each statement were taken on five-point Likert's scale ranging from 'strongly agree' to 'strongly disagree'.

The responses were collected through Simple Convenient Sampling Method. This purposive sample has included– 1) student of business studies having specialization of marketing management, 2) teachers who teach marketing management, and 3) marketing professionals from different institutions. The questionnaire tested over the 5% of the total sample and made changes accordingly before implementing it. The statistical analysis has done through descriptive statistics, and correlation and regression analysis.

This research has been done on Indian B-Schools so it needs to be validated in other institutions of developing countries.

Analysis

The responses received from the stakeholders have showed a worthy difference between the stakeholders' convictions towards the pedagogy practiced for teaching marketing management to students of B-schools of Indian Universities, i.e., there is no strong association between what is taught, learnt and practiced.

The statistical analysis presented respective descriptive Means and Standard Deviations. Pearson's coefficient of correlation was used to investigate the relationship between the convictions of stakeholders. Simple linear regression analysis was performed to investigate the simultaneous effect of stakeholders' different convictions on each other.

Correlation analysis shows positive correlation ($r = 0.149$) between students' and teachers' convictions concerning the way to teach marketing management. Theoretically, this relationship should possess at-least mediate correlation, but the undertaken study has shown statistically poor association which is disappointing for effectiveness of pedagogical practices. So as to evaluate the tendency of current relationship between students' convictions and teachers' convictions, a simple linear regression has evaluated.

Table 1b: Regression co-efficient and R square (Students teachers)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R Square
	β	Std. Error	Beta			
1 (Constant)	32.274	3.809	.149	8.473	.000	0.022
Teachers	.143	.096		1.491	.139	

a. Dependent Variable: Student

From the Table 1b, the convictions of students and teachers have only 2.2% relationship. The results indicated wide difference between the convictions of students and teachers towards the pedagogy used to teach marketing management. It is apparent that the value of t (8.473) is statistically significant, which notifies convictions of students and teachers might consist wide differences for consideration of pedagogical components to teaching marketing management effectively.

Relationship between Teachers and Professionals

Table 2a: Descriptive statistics & correlation (Teachers-Professionals)

	Mean	Std. Deviation	N	Pearson Correlation
Teachers	39.37	4.97195	100	0.121
Professionals	34.62	5.18112	100	

Correlation analysis shows positive correlation ($r = 0.121$) between the convictions of teachers and professionals for the ways to teach marketing management, but very poor. Comparatively, it is lower than the relationship existed between the convictions of students and teachers. It is also very disappointing to the academic fitness in terms of pedagogical practices and competence building. So, evaluating the relationship between the convictions of teachers and professionals regression analysis has been done.

Table 2b: Coefficients & R Square

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R Square
	β	Std. Error	Beta			
1 (Constant)	29.664	4.146	.121	7.154	.000	0.015
Teachers	.126	.104		1.205	.231	

The Table 2b has shown the relationship between the convictions of teachers and professionals' is only 1.5%. The result confirms the wide convictional difference between the teachers and professionals marketing management, which affect the teaching marketing management dynamically. The value of t (7.473) is significant, which signifies that there is no significant relationship exists between the convictions of teachers and professionals for the pedagogy used to teaching marketing management.

Relationship between Professionals and Students

Table 3a: Descriptive Statistics & Correlation (Professionals-Students)

	Mean	Std. Deviation	N	Pearson Correlation
Professionals	34.62	5.18112	100	-0.035
Students	37.91	4.77810	100	

Correlation analysis shows extremely poor and negative relationship ($r = -0.035$) between the convictions of professionals and students concerning the way to teach marketing management. The results shows that students are

almost unaware of required and expected skill requirements of the profession. This can be concluded as there is difference between the theories and concepts taught to students and real practices of the profession.

Table 3b: Coefficients and R Square

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R Square
	β	Std. Error	Beta			
1 (Constant)	38.984	3.259	-.034	11.962	.000	0.001
Teachers	-.031	.093		-.333	.740	

The statistics shown in the Table 3b, notify the only 0.1% relationship between the convictions of students and professionals. The strength of the relationship clearly has enlightened the disjoint between the academic theories and professional practices of marketing management. Here, the value of t (11.962) is also highly significant and notified that there is no significant relationship exist between the convictions of professionals and the convictions of students for the pedagogy used to teach marketing.

Discussion

The interrelationship of theory and practice has characterized marketing as a discipline of management studies. The marketing students of today will be the practitioners of tomorrow and will contribute potential to the profession. The one of challenges for educators is to give students a vision in a way through which they can be able to sketch their future marketing roles and responsibilities against the demand of professions.

Students need to be equipped with the different transferable skills and competencies required by the profession of marketing with highlighting the particularities and complexities of individual situations. Devices such as case studies, dissertations, live projects, role-play, dramatic enactment and debate with fellow students, practitioners and academics are some of the teaching and learning strategies which can be used to link stakeholders beliefs. With skilful management, educators can create not only realistic scenarios, but also the conditions which are more likely to allow students to be active collaborators of learning processes.

Followings are the reasons identified during the study which considerably responsible for the large gaps in the convictions of students, teachers and professionals towards pedagogical practices used for teaching marketing management.

1. Institutions are not familiar with skill requirement needs profession, students' expectations and teaching competencies.
 - A. Unsatisfactory researches.
 - B. Lack of interaction between students, teachers and industry people.
 - C. Insufficient communication and cooperation between teacher and administrators.

2. Institutions not selecting the right service design and standards i.e. student-centric-industry-driven service design.
3. Institutions' performance deviates from their promises i.e. external institutional image and communication varies from the actual, causes are:
 - A. Institutions are unable to educating students in terms of their future roles and responsibilities as a professional.
 - B. Deficient communication between teachers and institutional management/administration.
 - C. Deficiencies in academic empowerment, teamwork and collaborative research.
 - D. Unproductive recruitments and selection of academic staff.
4. Strategies which facilitate the high quality learning are still not achieved their way into practice.

This study reveals the need to align marketing management with usability of classroom concepts and field realities towards maximizing the association among stakeholders. There is something problematic between producing generalists whose marketing specific knowledge is limited and specialist who is divorced from reality (as correlation analysis stated the relationship between professionals and students). Marketers without abilities to understand market dynamics, manage information, evaluate and communicate the financial impact of marketing strategies, forge networks and alliances, and manage themselves and other people are not marketers in practical sense. The study feels a strong need to focus on bringing academics and practitioners together. Marketing teachers need to have a clear vision and confidence that comes from close collaboration with the students and professionals; this collaboration will make a relevant and unique contribution in the process of development of future marketing professionals.

An organized course contributes to a more positive student evaluation and their instructional methods (Abrantes et. al., 2007). The expansion of higher education has increased emphasis on students' learning outcomes and the advent of new pedagogical approaches (OECD, 2012). B-schools of Indian universities have insistent requirement to review and revise their program structures in way where learning opportunities are able to deliver not just theoretical knowledge, but also development to the critical areas.

Engaging practitioners with academics is one of the challenges to marketing educationists. There should be a continuing call (McDonald, 2009) for academics to work with the recognized professional bodies to increase the standing of marketing as a profession, and to maintain the balance between pedagogical practice and profession's skill demand.

Conclusion

It was evident that for teaching subjects like marketing, teachers need to have good exposure of field requirements; this means they must have some practical exposure of marketing operations. Students also expect and would like to have as much practical exposure as possible through various methods like projects, case studies, industry visits, exchange programs and the likes. Industry people have also shown an inclination towards hiring those students who can be put on the job immediately after coming out of B-schools.

Students' and employers' expectations are possibly attributable with the changes in teaching practices over the years. To effectively meet the needs of marketing management students, marketing educators must develop their curriculum including the real time activities and perspectives, incorporate regular feedback, use of technology, provide trusted guidance, include the opportunity for social and interactive learning, be visual and include communication which should be real, relevant and relational. The main contribution of this study is that it has been put the perception of all the three angles of a triangle i.e. students, teachers and industry personnel together. This will reduce the longstanding gap between what is being taught in B-schools of Indian Universities and what is being required by industry personnel in the area of Marketing Management.

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