The pedagogy mix: teaching marketing effectively in business/management education

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Abstract

Purpose – This paper aims to explore the key factors through which an optimum pedagogy mix can be determined towards effective teaching practice and enhanced student learning outcomes in business/management education.

Design/methodology/approach – An exploratory research design has been used. A sample of 310 was analyzed using exploratory factor analysis. A structured questionnaire was developed to collect data. It was pre-tested, and essential modifications were made before its final implementation.

Findings – The study has presented the idea of pedagogy mix, which refers to a set of most obvious teaching methods/tools suitable to deliver marketing education in a context-bound manner. Eight factors have been identified that help to decide and/or maintain an optimum mix of pedagogies for effective teaching. An adequate "pedagogy mix" would help achieve educational objectives and equip students with the essential competencies.

Practical implications – The study is particularly significant to educators who are in the initial years of their careers. The identified factors help educators decide and/or maintain an optimum mix of pedagogies by offering an understanding of different pedagogies, their strategic relevance and student needs.

Originality/value – An institution’s academic philosophy and commitment to the learning outcomes make it excellent or poor. Present institutions have and retain a main focus on preparation for professional careers, and without a perfect blend of pedagogies, it cannot be achieved. An optimum pedagogy mix would facilitate the key learning process and proffer the intricacies of the concerned profession. In this sense, this paper is a significant attempt, particularly in management education and higher education in general, that enables the educators of higher academics to decide and utilize an idyllic blend of pedagogies towards the successful execution of an educational process of higher order and ensuring the holistic student development.

Keywords Pedagogical innovations, Pedagogy mix, Pedagogical competence, Teaching competence, Creativity in teaching and learning, Experiential learning, Management education

Paper type Research paper

1. Introduction

The perspective of a business school differentiates it from others in terms of geographic, demographic, cultural and regulatory factors (AACSB, 2010). It signifies differences in the mission and academic culture of B-schools, which ultimately affect their way of education impartation (AACSB, 2018, 2010). Many studies have delved into the gaps—between scholastic theories and real-time practices of marketing, in the liberal and vocational values of education, and in the processes of designing curriculum—that make them more “fit to the purpose” in terms of fostering student employability. Insufficient engagement between academics and marketing professionals has been a concern for years (Hughes et al., 2012).

Marketing is a valued domain of business/management education in higher education. Practical experience and exposure are required for teachers to teach effectively and for students to learn the intricacies of marketing in an applied manner diligently. Conceptually, marketing education can be accepted as a program designed to prepare students with a core understanding of marketing concepts, theories and their applications in actual marketing contexts and related competencies. It faces multifarious challenges and opportunities owing to changing cultural, social, economic, political, technological and ethical factors. For example, marketing is closely associated with the economic as well as social wellbeing of consumers. It is because marketing
keeps consumers aware of the products/services (such as the features of products/services, benefits and value for money) and gives them reasons why they should choose a brand. However, some of the marketers’ practices may damage consumer welfare (individual consumers or society as a whole), such as encouraging an excessive interest in material possession, promoting nonessential goods, creating false wants, or neglecting social and/or public concerns, which is an ethical issue. As an academic sub-discipline of or a program/subject in management/business education, marketing is at the forefront of bringing pertinent areas and creating important insights that continue to shape future marketing professionals and practices.

The marketing profession, in terms of its philosophy, focus and practices, has changed during the last 10–15 years, and the use of traditional teaching methods has always been in question for their relevance and learning outcomes in the modern context. Like other theoretical domains of social sciences, marketing cannot be taught solely in the classroom. Teaching marketing is not just using a cluster of practices described in the referred books. It is dynamically unique at every teaching, learning and practice level. Generally, academicians struggle with the overlapping and sometimes competing demands of developing students with a wide range of competencies, managing courses, giving pastoral care, generating funds, researching and publishing. Teaching marketing is greatly affected by selecting and blending the best-suited pedagogies. Differences in the teaching philosophy of teachers and institutions are critical to their commitments to responsible teaching and student development and selecting the most relevant pedagogy (Maheshkar, 2019; Maheshkar and Sharma, 2021). It makes teaching excellent otherwise defeats the purpose of the educational process. Diversity and inclusion should be the core of business/management education for future business leaders (Crittenden et al., 2020).

As the socio-economic environment becomes more dynamic and complex, the need for an optimum pedagogy mix becomes even more important in business/management education. The fundamental principle of the pedagogy mix is to offer a fine blend of concepts, cases and teaching instruments that assures successful compliance with an educational process. However, no specific framework or rule for deciding an optimum pedagogy mix exists. Observing marketing practitioners’ actions to understand their practical approaches and the necessary skills may help to determine the relevance of teaching practices in use. Therefore, the need for such factors has been felt to determine an optimum mix of pedagogies.

2. Theoretical background
As a process, mastering the art of teaching is developmental and challenging. Maheshkar’s (2019) Teacher Competency Framework states, “Pedagogy is a psychology-based collaborative practice of teaching that ensures effective student learning outcomes.” To be effective in teaching, one must understand and acknowledge the critical role of educational paradigms, pedagogical principles and choices. Teachers need to learn the critical evaluation of their practices about the teaching-learning process. The idea of pedagogy mix refers to the most credible combination of different teaching methods and instruments to develop necessary student competencies. It helps in harmonizing the purpose of the stakeholders. The primary attribute of a pedagogy mix is that it overcomes the limitations of a particular pedagogy (e.g. project-based learning is resource-intensive, and its success significantly depends on students’ capabilities and interests).

The theory of pedagogy mix links teachers’ pedagogical behaviors (i.e. teaching-related actions and attitudes), student cognition, and the teaching-learning process. On an epistemological basis, it helps teachers identify how they can engage students in a learning process and select the most relevant teaching strategies for the concerned area of study in possible contexts, where maximum transferability of knowledge, skills and attitudes must be a primary condition. Determination of an optimum mix of pedagogies must consider the educational values and principles associated with the teaching process because it significantly affects teachers’ approaches to teaching and learning. Theoretically, the ideology of the pedagogy mix advocates the principles of Universal Design for Learning (UDL), which Rose and Meyer
(2002) proposed. So, it was believed that the pedagogy mix gives students various ways of acquiring knowledge, offers them alternatives for expressing their idea(s) and engages them in learning by systematically challenging and motivating their interests.

Alam (2014), a professor of marketing (School of Business, State University of New York), has also suggested the use of such a teaching strategy that combines two or more teaching techniques. Diversity in student characteristics and a combination of multiple methods expand students’ learning scope. The amalgamation of different teaching mechanisms is a student-centric approach that promotes the development of cognitive competencies in students and prepares them for future marketing roles. As Madhavaram and Laverie (2010) suggested, marketing educators should develop pedagogical competence, including content knowledge, pedagogical approaches, course management, classroom management student management. It has already been revealed that teaching-learning styles and skills greatly differ from country to country, mostly in culturally diverse countries (Yamazaki et al., 2018). Therefore, marketing education varies worldwide regarding experiences, perceptions and attitudes of students and teachers and the national/regional culture. It is also a reason that made using an optimum mix of pedagogies more significant.

3. Review of literature
Pedagogy aims to transform students into intellectuals with leadership skills, effective communication and interpersonal capabilities relevant to their future roles in the marketing domain of business and management. An effective educational framework contains a structured curriculum, an array of possible learning contexts and an effective system for assessing students’ learning and providing them feedback in a way that directs their performance in a positive direction. It has noted in the different studies that B-schools failed to make available necessary teaching tools and perspectives (Maheshkar, 2019; AACSB, 2010).

Business graduates are expected to have the necessary competencies to deal with the particularities and complexities of prospective business situations (Maheshkar, 2019). In the case of marketing, developing students with essential competencies in response to the current business environment, marketing educators need such teaching methods through which students’ critical engagement in the learning process can be achieved. During the last two decades, various studies have been conducted on marketing education, including teaching methods capable of delivering experiential learning to students (e.g. Brennan, 2012; Ardley and Taylor, 2010; Camarero et al., 2010; Ganesh and Qin, 2009). It was observed that marketing education is greatly conceptual and textbook-oriented in most institutions (Graham and Stewart, 1994). Here, institutions and teachers need to consider that understanding various concepts and theories is imperative (Alam, 2014), but how to use these in real-time situation(s) is comparatively a more critical matter to academic practices. So, marketing educators need optimum teaching tools (Laverie et al., 2008).

In the current scenario, businesses and society have faced various changes that directly or indirectly affect marketing practices (e.g. business and social practices after the COVID-19 Pandemic). The challenge for educators is to impart a vision to students so that they can predict their future marketing roles in response to the profession’s changing demands. Pedagogical competence is necessary to be an outstanding marketing teacher/trainer. In this way, they require good knowledge of pedagogy principles and practices, including communication skills, empathy, motivation and teaching ethics. Adding some elements of entertainment is further encouraging student engagement in the classroom. Hunt and Madhavaram (2006) studied teaching marketing strategy and suggested the use of pedagogy that includes the analytic hierarchy process, case study methods, computer-assisted processes, simulated situations, experiential assignments, historic analysis, structured projects, scenario planning, shareholder-value analysis and business intelligence tools. Similarly, there are many studies on individual tools for effective teaching and learning of marketing.
Considering the sensitivity of pedagogic affairs in management education, a systematic review of the studies believed significant was performed to identify the possible aspects of pedagogy and related challenges to educators. For better ease of understanding, this review is summarized in Table 1.

### Table 1. Pedagogies used in marketing classrooms

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Studies</th>
<th>Develop/Support competencies</th>
<th>Advantages</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case Study Method</strong></td>
<td>Avery (2014)</td>
<td>Critical Thinking</td>
<td>Contextual</td>
<td>Generalizability</td>
</tr>
<tr>
<td></td>
<td>Rooth and Smith (2009)</td>
<td>Analytical Skills</td>
<td>Revolve around limited variables</td>
<td>Sloppy and Biased Views</td>
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<tr>
<td></td>
<td>Bruner et al. (1999)</td>
<td>Problem-Solving</td>
<td>Present complex real-life situations</td>
<td>Microscopic</td>
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<td></td>
<td>Siciliano and McAleer (1997)</td>
<td>Meta-cognitive Skills</td>
<td>Particularistic</td>
<td>Reliability and replicability</td>
</tr>
<tr>
<td></td>
<td>Christenson and Hanson (1987)</td>
<td>Decision-Making Skills</td>
<td>Causal mechanism;</td>
<td>Qualitative measures</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Delivers diagnostic and decision-making skills;</td>
<td>Particularistic</td>
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<td></td>
<td></td>
<td></td>
<td>Lived reality</td>
<td></td>
</tr>
<tr>
<td><strong>Experiential Learning Projects</strong></td>
<td>Camarero et al. (2010)</td>
<td>Reflective Observation</td>
<td>Teach how to work in teams; Teach complexity of project execution, control and completion;</td>
<td>Training and guidance needed</td>
</tr>
<tr>
<td></td>
<td>Ardley and Taylor (2010)</td>
<td>Analytical Skills</td>
<td>Respect and tolerance for diversity</td>
<td>Every student varies in learning</td>
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<tr>
<td></td>
<td>Ganesh and Qin (2009)</td>
<td>Strategic Thinking Skills</td>
<td>Long-term sustenance</td>
<td>Economic Needs</td>
</tr>
<tr>
<td></td>
<td>Young et al. (2008)</td>
<td>Implementation of theory into practice</td>
<td>Competence in Self-organization; Problem-solving, decision making and work in collaboration</td>
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<td></td>
<td></td>
<td>Knowledge Management</td>
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<td>Situation Handling</td>
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<td></td>
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<td>Communication Skills</td>
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<td>Confidence Building</td>
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<td>Leadership</td>
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<td>Experimentation</td>
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<tr>
<td><strong>Simulation</strong></td>
<td>Ernst (2015)</td>
<td>Collective decision making</td>
<td>Improves managerial judgments, strategic thinking and more realistic decisions;</td>
<td>Strong implementation of the theory is needed</td>
</tr>
<tr>
<td></td>
<td>Cadotte and MacGuire (2013)</td>
<td>Analytical thinking skills</td>
<td>Actively engage students; Explore the impact of multiple decisions</td>
<td>Preparation time and cost are not fit for all the cases</td>
</tr>
<tr>
<td></td>
<td>Ganesh and Qin (2009)</td>
<td>Cross-functional Integration</td>
<td>A higher degree of accuracy</td>
<td>Risk in implementation</td>
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<tr>
<td></td>
<td></td>
<td>Risk Analysis</td>
<td></td>
<td>Sometimes difficult to interpret simulation outcomes</td>
</tr>
<tr>
<td><strong>Live Projects</strong></td>
<td>Gundala et al. (2014)</td>
<td>Activity planning</td>
<td>Students have the opportunity to learn tacit knowledge that is otherwise hard to find;</td>
<td>Students' personality factors</td>
</tr>
<tr>
<td></td>
<td>Ardley and Taylor (2010)</td>
<td>Resource Management</td>
<td>Leads students to examine important ideas and issues; Gap between theory and practice realized</td>
<td>Project design and development</td>
</tr>
<tr>
<td></td>
<td>Camarero et al. (2010)</td>
<td>Management</td>
<td></td>
<td>Learning support, and evaluation can't be planned for every concept</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negotiation</td>
<td></td>
<td>Takes time and cost</td>
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<td></td>
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<td>Time Management</td>
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<td>Opportunity recognition</td>
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<td>Leadership</td>
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<td></td>
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<td>Critical Thinking</td>
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(continued)
It has already been mentioned that there are so many emerging aspects influencing the ways of business and society. These factors are frequently evolving marketing practices. Thus, to be contextual and competitive, the teaching of marketing should also consider such factors. To be effective in the pedagogic practice and committed student development, it is significant to consider the roots of marketing practices and the development of scholarship and scholastic abilities. There are enormous advancements in marketing thought and practices, but most academic programs do not consider marketing roots and theories (Key et al., 2020). Marketing education must address the industry-academia divide concerning its dominant focus, theoretical frameworks and incorporation of things that matter. Quality teaching should lead to gainful employment and be capable of equipping students with the skills necessary for the profession. Therefore, respecting the growing demand for effective,

### Table 1.

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<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Plays</td>
<td>Harlache et al. (2018)</td>
<td>Communication</td>
<td>Introduces problem/situation dramatically</td>
<td>Everyone can’t find it comfortable</td>
</tr>
<tr>
<td></td>
<td>Pelletier and Hopkins (2018)</td>
<td>Confidence-building</td>
<td>Gives an understanding of others’ roles</td>
<td>It may deviate from objectives</td>
</tr>
<tr>
<td></td>
<td>Rodriguez and Boyer (2018)</td>
<td>Creativity</td>
<td>Cooperative and enhance student learning; Role players’ involvement</td>
<td>Sometimes role play creates cerebral disturbance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavioral</td>
<td>Enhanced confidence, self-perception and social skills</td>
<td>Proper fabrication of all the roles, situations and outcomes needed</td>
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<td></td>
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<td>Modulation</td>
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<td>Emotional</td>
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<td>Intelligence</td>
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<td>Conflict Resolution</td>
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<td></td>
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<td>Persuasion</td>
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<td>Time Management</td>
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<td></td>
<td></td>
<td>Coordination</td>
<td></td>
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<tr>
<td>Group Projects</td>
<td>D’Alessandro and Volet (2012)</td>
<td>Managing with others</td>
<td>Promote communication</td>
<td>Group members show destructive behavior when they get less preferred or inferior tasks</td>
</tr>
<tr>
<td></td>
<td>Laverie et al. (2008)</td>
<td>Planning and Coordination</td>
<td>Practicing interpersonal and group management skills</td>
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<td></td>
<td></td>
<td>Conflict Resolution</td>
<td>Give a multicultural experience</td>
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<td></td>
<td></td>
<td>Reflective Thinking</td>
<td>Students can learn problem-solving, critical thinking and work ethics</td>
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<td></td>
<td>Task Management</td>
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<td></td>
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<td>Working in teams</td>
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<td></td>
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<td>Sharing</td>
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<td>Responsibility</td>
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<tr>
<td>e-Learning Tools</td>
<td>Ferrell and Ferrell (2020)</td>
<td>Use of IT-based tools into business practices i.e. documentation</td>
<td>Advancement of learning through technology; Support and enhance learning; 360° flexibility and accessibility from a remote location</td>
<td>Internet access and its cost, quality and speed Knowledge of ICT uses is required</td>
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<td></td>
<td>Purinton and Burke (2020)</td>
<td>ERP and Analytics</td>
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<td></td>
<td>Buzzard et al. (2011)</td>
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<tr>
<td>Videos and Movies</td>
<td>Bravo et al. (2011)</td>
<td>Observational skills</td>
<td>Add some value of entertainment</td>
<td>Required recourses</td>
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<td></td>
<td></td>
<td>Analytical Skills</td>
<td>Highly valued means of teaching and learning</td>
<td>Equipment failure</td>
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<td></td>
<td></td>
<td>Creativity</td>
<td>Promote active cognitive processing, even when learners seem to be</td>
<td>Complexity in maintaining coherence between videos and instruction</td>
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<td></td>
<td></td>
<td></td>
<td>behaviorally inactive; Adds re-enforcement, develops higher-order</td>
<td>Deciding the suitability of video content</td>
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<td></td>
<td></td>
<td></td>
<td>thinking and improves communication</td>
<td>for positive learning outcomes</td>
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<td></td>
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<td>Students may misunderstand the context</td>
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context-bound and student-centric teaching, proposing the factors helpful in deciding an optimum mix of pedagogies would be a significant attempt towards advancing marketing education.

4. Methodology
Exploratory research gives a clear idea of the problem and allows the development of concepts and operational definitions. Because of the suitability to ascertain probable pedagogical elements to find the discernible factors to decide an *optimum pedagogy mix*, this study has used an exploratory research design. However, some effects of the qualitative research method may reflect because the study uses a systematic review of a wide array of literature from various published and unpublished sources.

4.1 Sample design and data collection
The target population for the study was teachers in the marketing area of business/management education and visiting faculties from different industrial backgrounds. Snowball sampling was used for sample selection. The survey was shared with 150 respondents in contact and reach, and also requested them to share the survey with potential respondents in their contact and reach. It was targeted to collect data from at least 500 respondents. Improperly filled surveys were disqualified. Finally, the data of a sample of 310 was entered into the analysis. This sample was a good mix of educators from institutions in different South Asian countries (Figure 1). Hence, it signifies that the sample represented the target population well.

![Figure 1. Country-based distribution of sample](Authors' own creation)

The criteria for the finalization of this sample were –

1. Respondents were taken from master level of instruction;
2. Respondents belong to university-led B-schools in South Asian countries;
3. Respondents had at least 5 years of teaching experience;
4. Respondents from premier B-schools were not part of the sample; and
5. Respondents had teaching experience in marketing or related subjects.
4.2 Data collection tool
A questionnaire was developed for data collection. It contains 31 structured items related to pedagogy. These items were derived from the factors examined in different studies (as mentioned in Table 1) based on their relevance to marketing education. All these items were rated on Likert’s five-point scale, ranging from strongly agree to strongly disagree. For reliability, necessary amendments were made to the questionnaire based on the reviews received from the senior professors in management education. A pre-testing of this modified 29 items questionnaire was done on 5% of the initially proposed sample size (convenience sampling; N = 25) before its implementation. The value of Cronbach’s Alpha (0.702) confirmed the inter-item consistency of variables, i.e. the data collection instrument was reliable. Some minor changes were made based on the results of this pre-test.

4.3 Analytical tools
Exploratory factor analysis (EFA) was used via principal component analysis. Initially, all the necessary conditions were checked before analysis, i.e. multivariate outliers, multicollinearity or singularity, normality and linearity. Kaiser-Meyer-Olkin (KMO) test and Bartlett’s Test of Sphericity examined the applicability of factor analysis. KMO measure of sampling adequacy shows the test statistics 0.752, which confirms the adequacy of the distribution of values for factor analysis. The p value of Bartlett’s Test of Sphericity was less than 0.05 (0.000 < 0.05). It indicates that collected data do not generate any identity matrix; thus, multivariate was about normal. The threshold value for a rotated factors loading is taken at least 0.40.

5. Analysis, results and discussion
As already noted, using multiple teaching techniques is a general practice for teaching marketing (Alam, 2014). It is because rarely a single method/tool can be entirely capable of delivering all the marketing concepts and context-bound skills and/or considering the differences in students’ learning abilities. An optimum mix of pedagogies promotes the holistic development of students and prepares them to take charge of their future marketing roles. A key feature of the best pedagogy mix is integrating student-centric competency-based teaching approaches (Maheshkar, 2019). Nearly 80% of teachers in the marketing area responded that multiple means make teaching effective, but they prefer the way they are comfortable with. The use of a pedagogy mix is troublesome because they see its determination as a complex process and needs a higher level of engagement and resources. However, it is a fact that no single teaching method or tool can deliver possible knowledge, skills and attitudes relevant to the profession. EFA has formed eight factors by aggregating items based on the shared relationships (Table 2). These factors majorly affect the development of students’ cognitive, affective and psychomotor learning domains. All these factors are briefly described below.

5.1 Development of critical thinking
Thinking free from personal biases is an approach that considers the critical analysis of an issue and the related facts to get a rational conclusion/solution. From an academic perspective, critical thinking is a necessary outcome of an educational process. And from a business perspective, it is one of the essentials to business decision-making as well as change management. Organizations are increasingly demanding graduates with critical thinking because it leads to competencies mainly—effective communication, information management, problem-solving and innovation (Maheshkar, 2019). Case study methods, sessions on recent developments in the field (i.e. making students familiar with business culture and skill demands), assignments and classroom presentations are marked as major pedagogical
approaches to develop critical thinking and problem-solving skills \textit{(P1, Table 2)}. Teaching through cases and team-based assignments is significant in developing students’ analytical abilities, enabling them to sketch the lived reality.

\subsection*{5.2 Concept-building}
A \textit{concept} is an abstraction of the core traits of an object/event. It groups certain facts that help in making sense of patterns of resemblance and distinction \textit{(Barr et al., 1997)}. Concepts empower students to identify, label, classify and relate the objects/events to develop a system of ideas. According to \textit{Blessinger (2020)}, learning requires a deep knowledge base of subject matter, which can be possible through direct and guided instructions. In the case of marketing, students are required to have an understanding of fundamental concepts, theories and their applications, so they can be able to conceptualize, develop and implement new ideas or reinvent existing ideas. Educators can use the lecture method, contents relevant to the curriculum, lectures of other experts and/or classroom discussions to teach the intricacies of marketing \textit{(P2, Table 2)}. All these ways were found adequate to engage students in an active learning process.

\subsection*{5.3 Experiential learning}
Experiential learning is an educational process of learning the applications of academic theory and content via real-world experiences. Particularly in business/management

\begin{table}[h]
\centering
\begin{tabular}{|l|c|c|c|c|c|c|c|c|}
\hline
\textbf{Pedagogical Components} & \textbf{P1} & \textbf{P2} & \textbf{P3} & \textbf{P4} & \textbf{P5} & \textbf{P6} & \textbf{P7} & \textbf{P8} \\
\hline
Case Studies & 0.716 & & & & & & & \\
Recent Developments in the Field & 0.613 & & & & & & & \\
Assignments (Group-based Activities) & 0.654 & & & & & & & \\
Classroom Presentations & 0.620 & & & & & & & \\
Lecture Method & & 0.617 & & & & & & \\
Use of Appropriate Contents & & 0.604 & & & & & & \\
Lectures from External Experts & & 0.526 & & & & & & \\
Classroom Discussions & & 0.505 & & & & & & \\
Field Lectures & & 0.607 & & & & & & \\
Workshops & & 0.584 & & & & & & \\
Live Projects & & 0.578 & & & & & & \\
Simulation & & 0.561 & & & & & & \\
Student Exchange & & 0.479 & & & & & & \\
Cross-cultural Activities/Exercises & & 0.440 & & & & & & \\
Seminars & & & & & & & & 0.556 \\
Expert Lecture Series & & & & & & & & 0.497 \\
Industrial Visits & & & & & & & & 0.439 \\
Program Review by Experts & & & & & & & & 0.402 \\
Story Telling & & & & & & & & 0.498 \\
Role Playing & & & & & & & & 0.497 \\
Movies and Videos & & & & & & & & 0.489 \\
Dramatics & & & & & & & & 0.457 \\
Periodic Feedback & & & & & & & & 0.497 \\
Open House & & & & & & & & 0.459 \\
Grievance Handling & & & & & & & & 0.401 \\
Decision-Making Exercises & & & & & & & & 0.506 \\
Root-cause Analysis & & & & & & & & 0.473 \\
In-basket Exercises & & & & & & & & 0.431 \\
Scenario-building Exercises & & & & & & & & 0.486 \\
\hline
\textbf{Note(s):} a. 8 components extracted
\textbf{Source(s):} Authors’ own work
\end{tabular}
\caption{Components for deciding marketing pedagogy mix}
\end{table}
education, it advances the program outcomes in terms of employability skills. It can be offered within the classroom, community, or workplace settings. Many marketing teachers have personally experienced and regarded that learning through experiences is essential for gaining the tacit facts about the business environment and the marketing profession (Brennan, 2012; Ardley and Taylor, 2010; Ganesh and Qin, 2009). Thus, field lectures, workshops, live projects, simulations, student exchange and cross-cultural activities/exercises are the most feasible experiential learning methods (P3, Table 2). O'Regan et al. (2023) have established that employability workshops on socio-emotional skills, designed and delivered in collaboration with employers, significantly influence student work readiness. Another study by Trechsel et al. (2023) highlighted how self-led projects outside formal curricula transform students’ learning experiences; thus, it is significant in higher education.

5.4 Industry intervention
A systematic industrial intervention in designing, developing and delivering an academic program certainly promotes student development. B-schools must stay abreast and adjust their curriculum and teaching practices to the ever-changing demands of business and society (Davies and Pillay, 2000). Industry intervention can be made through seminars, expert lecture series, industrial visits and program reviews by industry practitioners (P4, Table 2). For marketing students, it offers practical exposure to market dynamics, consumer traits and cross-cultural issues. As a pedagogical factor, it improves students’ job readiness. Active engagement and cooperation between teachers and practitioners ensure the success of academic programs in business/management education. There are ample evidences that industry interventions and collaboration to design, develop and change curriculum and teaching practices can boost program effectiveness and students’ employability potential (O’Regan et al., 2023).

5.5 Student engagement and creativity
In business education, “engaging students in a learning process” and “encouraging creativity” are two major responsibilities of teachers. It is a common belief that learning improves when students find it interesting and have a propensity for exploration. Marketing is a dynamic profession that requires a participative approach, understanding of others and own role boundaries, social skills, emotional intelligence, understanding of complex relationships, self-sufficiency and commitment to learning (Čepic et al., 2015). Developing students with these competencies need a higher level of intellectual involvement of both students and teachers. Storytelling, role-playing, dramatics, movies and videos and the like can engage students in learning and promote their creativity (P5, Table 2).

5.6 Giving and receiving feedback
Evaluating students and/or the issues affecting their academic performance, knowing their academic experiences and suggesting them corrective measures are significant to the effectiveness of an educational system. Giving and receiving feedback is a reliable measure to improve the quality of teaching and learning activities. Giving feedback to students is a much sensitive matter. It is because mistreated feedback may be disastrous to them. So, it should be like art that uses higher-order thinking, vocabulary that leaves a positive effect and valid suggestions. According to Maheshkar (2019), the most critical perspective of feedback in pedagogy is that it must be realistic, non-threatening and acceptable to the students, i.e. feedback should be reflective in terms of enhanced learning.

5.7 Problem-solving attitude and skills
Problem-solving leads to almost every managerial function and closely relates to planning. As Kneale (2009) stated, “An employer is seeking evidence that an employee will look into a
position (research), think about it (evaluation), decide if the relevant facts are available, and propose and implement a reasoned course of action.” In this sense, educators should have such pedagogies that develop student competence to apply probable intellectual resources in a collective and coherent mode to deal with complex problems, which is regarded as their Integrative Problem-solving Competency (Annelin and Boström, 2023; Bianchi et al., 2022; Lööngren and van Poeck, 2021; Maheshkar, 2019). Educators can develop students with problem-solving skills through decision cases, root-cause analysis, in-basket exercises and multiple-choice questions in the tests and quizzes (P7, Table 2). The information and learning about the impact of the time element on decisions should also be shared with the students.

5.8 Research aptitude
In the present competitive business environment, marketing managers should have an analytical aptitude to keep their organizations’ 4Ps updated towards competitors. Teachers can use short research projects, scenario-building exercises, competitor analysis and the like to develop research aptitude in students (P8, Table 2).

Further, evaluating the reliability of these factors, Cronbach’s Alpha has been checked for each factor, which confirmed that all the factors are consistent. The scope of this study is limited to South Asian countries only. There may be a possibility of fluctuations in the statistical data, and probably the results may vary in other regions outside the South Asian countries. Perceptual differences among the respondents could be a reason for this deviation, even if this research has been executed in a highly controlled environment. Thus, standardization of resultant factors would be desirable for deciding the pedagogy mix and practicing it in the classroom.

6. Practical implication
The adequacy of any teaching mechanism depends on its ability to achieve the proposed learning outcomes. It is also influenced by the educators’ ability to select pedagogy suitable to the level of instruction. Educators’ teaching philosophy, willingness to achieve educational objectives and academic competencies are significant to decide the best mix of pedagogies. Here, it is necessary to determine how the decided pedagogy mix is most relevant to teaching marketing. Therefore, the best pedagogy mix should have the ability to –

1. Achieve the educational objectives of the academic program;
2. Consider student characteristics (e.g. cultural backgrounds, learning styles);
3. Ensure knowledge acquisition through enriched learning experiences;
4. Avoid the limitations of a particular teaching method.

Business practitioners have the least trust in the academic theory of marketing. As Pitt (in Key et al., 2020) stated, “… marketing gets ignored because it ignores many important and interesting things that really matter.” The pedagogy-practice divide is a current area of debate in the marketing discipline. Educators should recognize the issues and contradictions between academics and practitioners (Deighton et al., 2021). The pedagogic factors can help overcome this industry-academia divide with a shared focus on the competence of existing academic theories to explain these observations; if not, then consider what would be new theories or frameworks. Marketing educators who embrace this pedagogy mix would reap the benefits of blended learning. Critical thinking skills, problem-solving and creativity are the core of the marketing curriculum (Dahl et al., 2018), which should be carefully considered while deciding the pedagogy mix. A perfect blend of pedagogies makes education more accessible to students.
Several elements of the learner himself/herself could influence which approach is the best. It cannot be neglected that every student differs from others regarding their socio-economic background and behavioral traits. Thus, the best mix of pedagogies should accommodate the learning needs of students from diverse backgrounds. It is an individual teacher’s responsibility to wisely employ the derived factors for deciding the pedagogy mix for effective teaching of marketing in management/business education.

7. Scope for future research
The core idea of the marketing pedagogy mix is interesting. However, in its present form, the study is limited to introducing the concept of marketing pedagogy mix and detecting factors through which an effective blend of pedagogies could be decided. Educators must be aware of the difference between actual and perceived learning. A prospective study could capture the perceived or actual effectiveness of the factors identified to decide the marketing pedagogy mix. It may be interesting to compare the results in other developing countries in many institutions and validate them for implementation purposes. It is necessary to fully understand the characteristics of activities that would lead to greater or lesser perceptions of effectiveness. Thus, thoughtful empirical analysis of the antecedents of perceived effectiveness or perceived learning would be interesting. Of course, if a researcher could analyze and evaluate the real effectiveness of these factors, it would be even more valuable in actual learning.

8. Conclusion
Ideally, the marketing profession expects budding managers to have the ability to utilize knowledge and experiences from context to context so that they can be able to achieve higher levels of performance in their marketing careers. An institution’s academic philosophy and commitment to the learning outcomes make it excellent or poor. Present institutions have and retain a main focus on preparation for professional careers, and without a perfect blend of pedagogies, it cannot be achieved. A pedagogy mix decided based on the identified factors would facilitate the key learning process and proffer the marketing profession’s intricacies in an actual business environment. Hence, it is believed that these factors would be helpful to marketing educators in deciding the most feasible and effective mix of pedagogies towards developing students with a holistic understanding of marketing and competencies necessary to the profession. Also, these pedagogic factors would be helpful to marketing educators, in particular, and management educators, in general, to effectively deal with the teaching-learning challenges they face due to student attributes, institutional criteria and employers’ expectations for specific competencies in budding managers.

References


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