

TEACHING MARKETING INNOVATIVELY: EVIDENCE FROM AZERBAIJANI HEIS

By

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MASTER'S THESIS

submitted to ADA University for the degree of

Master of Arts in Educational Management

May 2023

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STATEMENT OF AUTHENTICITY

I have read the policies and guidelines of ADA University regarding plagiarism. Therefore, I ensure that this thesis titled “Teaching marketing innovatively: Evidence from Azerbaijani HEIs” is all my original work and there is no use of any other authors’ ideas without my acknowledgment.

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ABSTRACT

TEACHING MARKETING INNOVATIVELY: EVIDENCE FROM AZERBAIJANI HIGHER
EDUCATION INSTITUTIONS

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This thesis explored the teaching methods utilized in marketing programs of Azerbaijani HEIs and student perceptions of the employed teaching methods by using qualitative research methods. Azerbaijan represented transformations in various fields over the years and the development of business had a remarkable contribution to the economy of the country (Republic of Azerbaijan Ministry of Economy Entrepreneurship Development, n.d.). The development of the higher education system in the Republic of Azerbaijan necessitated the adoption of Western practices (TEMPUS, 2010). The significant position of the skilled labor force in marketing and sales is elucidated by the high demand for such specialists in the labor market (Business Insight LLC & SIAR LLC, 2019). That said, the significant role of growing the specialists in the field of marketing is undeniable for future perspectives of Azerbaijan's economic development. The Ministry of Science and Education of the Republic of Azerbaijan (2013) reports its second direction in the State Strategy of the development of education as nurturing teachers that employ ITMs in their instructional practices. Nevertheless, the practices in HE shows inconsistency with the active use of ITMs in classrooms which is argued to hinder improved student learning in the marketing programs. The study explored two research questions: (1) "What are the teaching methods used in marketing programs of Azerbaijani HEIs?"; (2) "What are the student perceptions of the employed teaching methods in terms of improved learning?". The findings show that traditional lecture and seminar teaching method is common across marketing

programs. However, the findings regarding student perceptions of these methods inform about student dissatisfaction with lecture and seminar methods and the need for adopting teaching methods that can help improve their learning.

Keywords: teaching marketing, innovative teaching methods, business education, entrepreneurship education

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This work is dedicated to my family members Huseyn Mastiyev, Rasmiyya Mastiyeva and Javid Mastiyev who have supported my education unconditionally.

ACKNOWLEDGEMENTS

This study would not be possible without the remarkable support of several people. I am deeply grateful to my family members as they have shown any kind of support for my success in education. I also appreciate the motivational support of my friends Sabina Hasanova, Afag Ismayilzada, Gulshan Jabiyeva, and Nazim Asadov throughout the conduct of this study.

I would like to deeply thank my supervisor Dr. Jeyran Aghayeva, for making up her time to discuss, provide feedback, and guidance to improve my research study. I am very thankful to my course instructor and the Dean of the School of Education, Dr. Ulviyya Mikayilova, my committee members Dr. Samira Hajiyeva and Dr. Vafa Yunusova for the valuable feedback they provided which helped me develop quality work.

I express my gratitude to the participants who have voluntarily participated and shared valuable information about their educational experiences necessary for the realization of my study.

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CHAPTER 1: INTRODUCTION

As a central element of every business, marketing activities are evolving and being used by different enterprises in Azerbaijan as well as the rest of the world. Owing to the development of entrepreneurship between the late 19th century and the beginning of the 20th century, Baku has transformed into a huge industrial center with a remarkable reputation (Republic of Azerbaijan Ministry of Economy Entrepreneurship Development Fund, n.d.). Such a significant role of entrepreneurship in the development of the national economy boosted the demand for a greater number of educated professionals in the field of business where marketing specialists possess major roles and responsibilities (Business Insight LLC & SIAR LLC, 2019). A survey conducted amongst small and medium entrepreneurship organizations upon the request of the Small and Medium Enterprises Development Agency informs that, the highest demand in the labor force for those companies are marketing and sales specialists (Business Insight LLC & SIAR LLC, 2019). In this regard, studying the teaching methods and student perceptions of used teaching methods in marketing programs is significant as the generated findings can help in drawing implications for both research and instructional practices in teaching marketing.

Offering a total of 22 undergraduate marketing programs by 18 different universities in 4 different languages, education of marketing in Azerbaijan has a great potential for nurturing such educated specialists in the field of business (State Examination Center, 2022). According to the State Statistical Committee of the Republic of Azerbaijan (2022), the number of students admitted to marketing programs for the academic year of 2021-2022 is 1105 whereas, the total number of students enrolled in marketing programs is 4096. In relation to the priority in the education system of the Republic of Azerbaijan on the development of human capital, the learners' adoption of up-to-date knowledge and skills required for modern world must be

ensured (State Strategy for the development of education in the Republic of Azerbaijan, 2013). This initiative is being realized through the adoption of Western educational practices in higher education in Azerbaijan (TEMPUS, 2010).

The significance of innovative teaching is remarked on by the Ministry of Science and Education of Azerbaijan as well. The 2nd strategic direction in the State Strategy for the development of education in the Republic of Azerbaijan (2013) highlights the importance of transforming competent educators who employ innovative teaching methods in practice. The use of innovative teaching methods is substantial in conforming the current educational practices with the above-discussed reforms made in the education system of Azerbaijan.

Contemporary research signifies the employment of innovative teaching and learning approaches for improved effectiveness of teaching and learning (Kalyani & Rajasekaran, 2018; Fraser, 2019; Puranik, 2020; Gilbert et al., 2021). The authors define effective teaching as a process of producing beneficial and purposeful learning for students with the aid of relevant techniques (Centra, 1993 as cited in Sajjad, 2010); or as creating the situations where appropriate learning happens; a successful educator is someone that has managed to shape such kinds of situations in an effective way (Braskamp & Ory, 1994, as cited in Sajjad, 2010). According to the Law on Education of the Republic of Azerbaijan (2009), effectiveness is one of the major principles of state policy in the field of education. Effectiveness in education is defined as the management of education and scientific creativity with modern methods that are constantly developing, useful, and result-oriented (Law on Education, 2009).

Learning through the use of traditional didactic teaching approaches has become less important rather than active teaching techniques in higher education. Especially teaching & learning a highly dynamic subject of marketing in the modern era of digitalization calls for

adopting new methodologies to facilitate student learning. Owing to the nature of marketing as a discipline, the use of active and/or innovative learning techniques are proven by the research to be particularly relevant (Bonaparte, 2019). Active teaching & learning is understood as the employment of relevant methods that engages the learners in class, demonstrated by meaningful learning activities that stimulate students to think about their learning experiences (Prince 2004 as cited in Misseyanni et al., 2018). In addition to the creation of active learning, innovative teaching strategies are needed to close the gap between student entrepreneurship skills and the modern demands of handling entrepreneurship activities (Anderson & Lees, 2017). Bennett (2006 as cited in Samuel & Rahman, 2018) characterizes innovative teaching methods as the methods which require educators to stimulate learning and through this help the learners to rediscover their knowledge, skills, and attitudes. Many studies present game-based simulations as one of the most common innovative teaching methods for marketing classes (Küster & Vila, 2006; Vos, 2014; Farashahi & Tajeddin, 2018). Practicing innovative teaching methods is aiding in the transformation of the entrepreneurial mindset of the students which often associates with creative thinking (Mavlutova et al., 2020). However, it should be noted that employing the most innovative method solely does not translate into improved student learning. The effectiveness of teaching & learning experiences is ensured when the traditional methods are adequately supported with innovative teaching methods (Nicolaidis, 2012). In addition to that, innovative methods present the learners with opportunities of encountering learning practices that embrace real-work issues to be accounted for in their development as professionals.

Definition of Terms

“Teaching methods are a system of conscious and purposeful actions in order to regulate the cognitive and practical activity of the student and secure his own acquisition of the educational content” (Al-Taai, 2021, n.p.).

Traditional teaching methods associated with didactic or in other word lecture-oriented approaches, are defined as the educator’s transmission of knowledge and skills to learners via the use of lecture, reading sources, and other ways of presenting. (Bui & Kumar, 2023).

Active learning is defined as the process of student involvement in learning by demonstrating higher-order thinking actions such as analyzing, synthesizing, and evaluating (Bonwell & Eison, 1991).

Innovative teaching methods are characterized by their nature of direct influence on the student thought process and behavior, urgency for student-to-student and student-to-instructor interaction patterns, and superior extent of learner engagement in the process of teaching and learning (Belousova et al., 2015).

In this study, the term innovative teaching methods is used as an umbrella term and the terms active learning and ITMs (innovative teaching methods) are used interchangeably.

Simulation is understood as the demonstration of reality in more basic and dynamic forms by operating interactive games which improve experiential learning practices (Ranchhod et al., 2013).

Problem Statement

Azerbaijan has encountered many transformations in many fields since gaining independence from the Soviet Union and those transformations were reflected in higher education as well (Isakhanli & Pashayeva, 2018). The complex process of transition from the

Soviet higher education system to the modern international education system necessitated major changes in teaching and learning at Azerbaijani HEIs (higher education institutions). The major educational reform was made by adopting a new structure, a Western higher educational system consisting of three-level education (TEMPUS, 2010). The introduction of a Western-based structure illuminated the need for employing teaching and learning activities beyond traditional approaches in the universities of Azerbaijan.

The development of higher education was accelerated after independence and it was noticed by the increased number of universities, the establishment of private universities, and the growing number of students enrolled at different HEIs. Nevertheless, the teaching methods were considerably restrictive to change in the HE (higher education) of Azerbaijan. The dominant use of traditional methods in classes restrains students from improved learning that meets the labor market standards (Aghayeva, 2019). The educational reforms in favor of the transition to the Western approaches in teaching possess only formal nature (Musayeva et al., 2018).

Particularly, the innovations made in the digital world require educators to refer to innovative teaching methods for improved learning in marketing classes (Bonaparte, 2019). The issue of employing traditional methods largely in the majority of HEIs of Azerbaijan presents the possible problem of improving student learning via currently used methods in undergraduate marketing programs. In order to have an initial view of the argued problem, the preliminary survey was conducted amongst 16 marketing students in HEIs of Baku. The survey results inform that 93.8% of the students in marketing programs experience lectures as a commonly used teaching method followed by written quizzes and presentations (See Appendix A). These lectures are dominantly guided by the instructor's speech and classes with this method entail minimal student involvement. Nevertheless, listening to a class passively does not respond to the

achievement of deep and lasting learning (Musayeva et al., 2018). Local and western scholars agree upon the argument that traditional methods are not considered to yield student learning at their best (Aghayeva 2019; Bonaparte 2019). The evidence found in the Azerbaijani literature on teaching methods in HE and the preliminary survey data collected from 16 marketing students are the major initiatives in exploring the teaching methods in marketing programs and the students' perceptions about the employed methods.

Purpose of the Study

The purpose of this study was to identify the teaching methods employed by instructors in undergraduate marketing programs. The study also aims at exploring the students' perceptions of the currently used methods in terms of improved learning.

Research Questions

Throughout this study, the answers to the two main research questions illustrated below have been explored:

1. What are the teaching methods used in marketing programs of Azerbaijani HEIs?
2. What are the students' perceptions of the employed teaching methods in terms of improved learning?

Significance of the Study

The remarkable position of marketing programs in both HE (higher education) and the labor market of Azerbaijan is undeniable. Due to the higher demand for marketing and sales specialists in the small and medium enterprises of Azerbaijan (Business Insight & SIAR LLC, 2019) and the substantial number of students enrolled in marketing programs (State Statistical Committee, 2022), it is important to study the teaching methods and student perceptions of the used methods in marketing programs to help the researchers and policy-makers to have an initial

understanding of how the students learn marketing at universities. The findings of this study can inform future policies related to effective teaching in HE and the preparation of future marketing professionals in Azerbaijan. Studying teaching methods in marketing programs can also help fill the literature on teaching marketing at the HE level in Azerbaijan.

CHAPTER 2: LITERATURE REVIEW

Introduction

The review of literature on the teaching methods used in marketing programs is presented to gain familiarity with the utilized methods in teaching marketing in global experiences of HEIs (higher education institutions) and identify the need for further research on the given topic. The findings of the literature create a basis for exploring answers to the research questions of “What are the teaching methods used in marketing programs of Azerbaijani HEIs?” and “What are the students' perceptions of the employed teaching methods in terms of improved learning?” effectively. The main aim of the literature review is to explore the teaching methods used in marketing programs around the universities in the world, the student perceptions of the used methods, and identify the implications of utilizing innovative teaching methods for improved teaching & learning. Research on Western countries, more specifically, the US and European countries draws attention according to the extended contributions of western scholars to the research on the discussed topic and enhanced educational experience in teaching marketing with innovative methods in the given regions. The literature review for this particular study integrates the knowledge in the research field about two major themes. Firstly, the literature on teaching methods used in marketing and business studies, and secondly, perceptions of marketing students about different teaching methods are reviewed in this section.

Theories of Action: Espoused theory and theory-in-use

In this study, the teaching activities informed by “Theories of Action” perspective will be described. The two kinds of theories of action - espoused theory and theory-in-use explain the distinction between what individuals claim or espouse to act in a particular way and the theories

that can be tacit through the reflections made on the taken actions respectively (Argyris & Schön, 1974).

“All learned human action upon which we focus is designed” (Argyris, 1997, p.10).

Design, in this sense, refers to the set of actions that need to be taken for the attainment of the intended consequences (Argyris & Schön, 1974). Individuals create two different types of designs and those designs implicate firstly, the theories people espouse when interacting in an effective way with others, and secondly, the theories individuals actually use (Argyris & Schön, 1974). In the process of teaching and learning, the designs can be defined as the activities used by the teachers for reaching their intended outcomes of student learning (Argyris, 1997).

In this study, the framework of Theories of Action is addressed as the following; the Espoused theory is referred to identify what the educators espouse about their methods or in teaching marketing, as well as, the reflections on the current methods used by the teachers in classrooms with the help of Theory-in-use. The consistency between the espoused theories and theories-in-action in the perspective of teaching and learning activities used in marketing programs in Azerbaijani HEIs (higher education institutions) will be further explored by referring to the discussed framework of “Theories of Action”.

Teaching marketing in higher education

The evolution of entrepreneurship as a practice has led to the extended prominence of this discipline and thereby a significant demand for entrepreneurship education emerged both in developed and developing countries (Mason, 2011). Entrepreneurship education is approached as a way of minimizing poverty and also accelerating economic development in many different nations (Mason, 2011). Marketing is an integrated part of entrepreneurship that aids an entrepreneur in learning how to successfully launch a new venture and expand it further (Hisrich,

1992). In relation to that, the past decades present the growth in the teaching of marketing in different universities around the world (Ferrell et al., 2015).

The nature of marketing as a discipline requires a differentiated approach to teaching (Bonaparte, 2019). The research supports the creation of active learning in universities by marketing educators (Bonaparte, 2019). Particularly, the use of appropriate teaching methods is proven to contribute to the improved effectiveness of teaching which incorporates active learning of the students (Bonaparte, 2019). The review of studies on teaching marketing elucidates a number of teaching methods utilized in teaching the different concepts of marketing at HEIs. These methods are broken down into two categories based on the level of innovation they infer in the teaching & learning process; traditional versus non-traditional, or innovative teaching methods. The traditional methods of teaching marketing are identified as lectures, case studies, and practical exercises in European experiences, whereas the use of technology-based teaching methods is largely employed by American HEIs for teaching marketing (Küster & Vila, 2006). The major innovative teaching methods of marketing have been found to be game-based simulations, creation of a business plan, live marketing projects, role plays, internships, and on-site visits (Brennan, 2014; Kuchera & Redman, 2020).

The table 1 illustrated in the following part presents a clear overview of the innovative and traditional teaching methods used in teaching marketing.

Table 1

Innovative versus traditional teaching methods in marketing

Innovative teaching methods	Traditional teaching methods
<ul style="list-style-type: none"> • Game-based simulation • Creation of a business plan • Live marketing project • Role play • Internship • On-site visit 	<ul style="list-style-type: none"> • Lecture • Case study • Practical exercise

Particularly in teaching business, many researchers agree that traditional methods are not effective in terms of affecting entrepreneurship attributes on the learners (Mason, 2011). The review of literature on teaching marketing illuminated simulation to be the most studied, and popular method that is given focus by different scholars. The findings of a comparative study (Küster & Vila, 2006) conducted on the North American and European universities on the three most referred teaching methods in the existing literature of business education- lectures, case studies, and simulation show that the most appropriate teaching method of the three is simulation. However, focusing on the learning outcome of developed skills and employability when investigating teaching methods, the study does not implicate the diverse approaches of students to the learning process itself, rather than the direct outcomes. Although the major issue of this study was not the approaches of the students to learning, exploring not only the teaching methods but also student perceptions towards the used teaching methods could help in

understanding the level of student-centeredness in teaching and learning. Another study (Vos & Brennan, 2010) conducted in the HEIs of the UK characterizes simulation as an enjoyable, effective method for knowledge and skill acquisition. However, lack of the literature about marketing simulations not only in Azerbaijan, but in post-Soviet countries with a very similar education system to Azerbaijan as well, obstructs the implications of the found innovative teaching method and its compatibility in the education system of Azerbaijani universities.

Student perceptions of teaching methods used in marketing classes

The role of marketing educators has changed over the years and such change is characterized by the salient role of student learning rather than teacher's instruction as a defining element of education (Karns, 2005). Perceptions of the students in any field of study are an influential aspect that helps both the instructors and the learners improve teaching & learning experiences (Karns, 2005). A study conducted in the US among various students of majors including marketing found that the students' perceptions of their academic program and various choices in their approaches to the learning process relate to each other (Faranda et al., 2020). An important result of this study (Faranda et al., 2020) is the strongest preference demonstrated by marketing students for the strategic approach which is defined as the student's main intention to perform the best by scoring the highest possible mark in a course. In this sense, it can be argued that the perceptions of the students on different teaching methods could be on the basis of how achievable the methods make their successful performance represented in grades. The results of a quantitative study suggest that the use of traditional lectures is not helpful for business students in terms of pursuing their entrepreneurship ventures (Fatoki & Oni, 2014). On the other hand, research conducted in one of the universities of Latvia (Budanceva et al., 2016) shows that the interest of the majority of the students in terms of teaching methods is focused on practical

activities utilized. Particularly, in business education, the students would prefer to be involved in the classes of experts who work in the business field, to have site visits to outstanding companies, and to have more emphasis on case studies, and projects (Budanceva et al., 2016). The literature on student perceptions of particularly teaching marketing is limited, which forms another drive, in addition to the previously discussed issues for exploring the student perceptions of teaching methods in marketing programs.

Summary

The review of the literature identified the two categories of traditional and innovative teaching methods utilized in teaching marketing and/or related studies of entrepreneurship. Marketing simulation has been found to be the most innovative teaching method followed by expert guest lecturers, site visits, and marketing plans which is drawn the vigorous attention of scholars in studying marketing programs around the world. Yet, the gap in the literature about utilized teaching methods in Azerbaijani HEIs needs to be filled to understand how the commonly suggested innovative methods are relatable to Azeri students' learning experiences and the student perceptions to be drawn on utilized teaching methods for helping Azerbaijani educators in improving teaching experiences by their selected methods. The scholars agree upon the idea that student perceptions of the teaching methods are dominant in the extent of preferred practicality those methods infer (Budanceva et al., 2016). This literature review could help in identifying the perceptions of marketing students towards the used teaching methods in the Azerbaijani HEIs context by comparing and contrasting the existing knowledge.

CHAPTER 3: METHODOLOGY

The purpose of this study is to identify the teaching methods employed by instructors in undergraduate marketing programs. The study also aims at exploring the students' perceptions of the currently used methods in terms of improved learning. Throughout this study, the answers to the two main research questions illustrated below have been explored:

What are the teaching methods used in marketing programs of Azerbaijani HEIs?

What are the students' perceptions of the employed teaching methods in terms of improved learning?

This chapter presents the process for conducting the study systematically. The methodology chapter includes the research design, research site, participants, sampling, research instruments, data analysis, trustworthiness, positionality statement, ethical considerations, delimitation, limitations, and a timeline for the study.

According to Merriam & Tisdell (2016), researchers who hold the position of the interpretive paradigm are concerned with understanding the world to be formed by the experiences individuals encounter in life. Understanding the teaching and learning experiences of both instructors and students in marketing programs refers to the defined interpretivism paradigm.

The research study utilized the qualitative research method. Qualitative research is a type of research design where the variables to be addressed in a research problem are unknown to the inquirer so he/she needs further exploration (Creswell, 2012). According to the respective research questions of this study, there was a need for exploring teaching methods employed in marketing programs and understand the student perceptions of those methods. In this regard, a

qualitative research method was relevant to find answers to the research questions. The research questions were explored and answered with the help of data gathered from sampled population.

Research Site

The research study was conducted in both public and private universities in Baku which offer undergraduate marketing programs. Ease of mobility and accessibility, the larger number of universities offering marketing programs in Baku, and affordability due to mobility were three main reasons for selecting the universities in the capital city as the research sites (Maruyama & Ryan, 2014). Focusing on private and public universities was helpful in identifying the common and unique teaching methods used in marketing programs, and answering the research questions in a more comprehensive form. Access to the selected four universities that offer marketing programs was requested with the help of permission requested by ADA University from the relevant higher educational institutions.

Participants

There are two groups of participants involved in this study. These groups are the current 3rd and 4th-year undergraduate students, and the instructors teaching marketing courses at the defined public and private universities currently. The rationale behind targeting junior and senior students and instructors teaching was to enable the collection of up-date data from the participants. The purpose of selecting students in their 3rd or 4th years of studies was to obtain comprehensive data from experienced students in the academy. Studying undergraduate program students and instructors facilitated the presentation of more comprehensive work since the number of marketing programs, as well as the participants, are much higher at this level of education. This also helped the process of triangulation to ensure trustworthiness. The profiles of the study participants are clearly illustrated in Table 2 below. The anonymity of the participants

was ensured via the use of pseudonyms throughout this work. In addition to that, the transcribed interview data is secured with a passcode which is only accessible to the researcher.

Table 2

Participant profile

Participant profiles of the students	
Student: Jabir Aliyev Gender: Male Age: 19 Year of study: 3 GPA: >70 Employment status: employed	Student: Gulshan Aslanova Gender: Female Age: 20 Year of study: 3 GPA: >80 Employment status: unemployed
Student: Sahil Mammadov Gender: Male Age: 21 Year of study: 4 GPA: >90 Employment status: employed	Student: Nazim Imanov Gender: Male Age: 21 Year of study: 4 GPA: >70 Employment status: unemployed
Student: Tarlan Karimov Gender: Male Age: 20 Year of study: 3 GPA: >60 Employment status: unemployed	Student: Hasan Behbudov Gender: Male Age: 24 Year of study: 4 GPA: >51 Employment status: employed
Student: Zahra Abilova Gender: Female Age: 20 Year of study: 3 GPA: >90 Employment status: unemployed	Student: Aykhan Rajabov Gender: Male Age: 20 Year of study: 3 GPA: >65 Employment status: unemployed
Student: Yagub Ismayilov Gender: Male Age: 19 Year of study: 3 GPA: >75 Employment status: volunteer	
Participant profiles of the instructors	

Instructor: Gulnara Muradova Gender: Female Years of experience: >20 Educational degree: Phd	Instructor: Ayaz Tagiyev Gender: Male Years of experience: >20 Educational degree: Master's
Instructor: Osman Guluzade Gender: Male Years of experience: >30 Educational degree: Phd	Instructor: Aylin Huseynova Gender: Female Years of experience: 1 Educational degree: Master's

Sampling

The recruitment of the participants for this study was managed through non-probability sampling. Non-probability sampling is defined as a type of sampling where the researcher intends to find out, acknowledge and form insights, thus he/she chooses the most yielding sample from which a lot of information can be obtained (Merriam & Tisdell, 2016). Purposive sampling was applied in reaching the desired number of participants in marketing programs of universities in Baku by intentionally selecting the HEIs based on two different characteristics. Hence, purposive sampling suggests the researchers to purposefully choose the participants, research sites from which they can learn the best (Merriam & Tisdell, 2016). The universities were selected based on types of ownership (public and private) and establishment history (universities established before and after educational reforms in HE of Azerbaijan). 4 marketing programs in 4 different HEIs in Baku were sampled. 2 marketing programs of public HEIs and 2 marketing programs of private HEIs were identified as research sites. Accordingly, 2 of these marketing programs were newly established and 2 of them were relevantly older established. Including both public and private universities with different years of experience in the HE of Azerbaijan helped to explore the overall position of teaching marketing in local universities. It enabled me to see the problem through the lenses of firstly HEIs that have been more affected by the Soviet HE

system and secondly Universities that were established after the reforms made on the transition to the Western HE system.

9 students and 4 instructors were the numbers of samples for this study. The exact participant sample size was defined based on the saturation process. Saturation happens when the collected data no more contributes new insights into the studied phenomenon (Sherman & Webb, 1988). The instructors were selected based on the criteria of teaching junior and senior-year undergraduate students. The students were selected based on their different academic results, to be specific, higher and relevantly lower GPAs for eliminating possible biases from the students toward teaching methods.

Research Instruments

The instruments used for data collection are semi-structured interviews and document analysis.

A semi-structured interview is a type of interview where a mix of reasonably more and less structured interview questions or in some cases, only flexibly worded questions are included, and the interviewer in this type of interview usually has a list of guiding questions and necessary issues that need to be investigated (Merriam & Tisdell, 2016). Interviews directed open-ended questions to the students and instructors respectively. Collecting data from students, and instructors enabled the triangulation process as well. The purpose was to acquire the data which would inform me about their teaching and learning experiences which were not constrained by my or any other scholar's perspectives. As a data collection method, the interviews were selected based on the opportunity of directing the questions which require detailed information from the participants. Semi-structured interviews are characterized by their flexibility and versatility (Kallio et al., 2016). One interview was conducted with each participant. The duration of each

interview in this study ranged from 30-45 minutes. The total duration for the interviews with students and instructors was approximately 8 hours. Semi-structured interviews give the interviewer the opportunity to lead the interview process by follow-up questions to the answers of the participant without limiting the participant's individual expressions on the asked question(s) (Kallio et al., 2016). The interview questions for the students and the teachers were designed beforehand and the probes (sub-questions) for gathering additional information from the participants were used while the interview process continued (Cresswell, 2012). That said, the participants elaborated on their answers or clarified what they were intending to express (Creswell, 2012).

Document analysis is another useful method used in qualitative research (Morgan, 2022). It involves the process of systematic review and evaluation of both printed and electronic documents. (Bowen, 2009). Both public and private documents were used as the sources of data for this study (Cresswell, 2012). Public documents included accessible information such as marketing programs' descriptions, program mission, and vision statements available on the university websites. On the other hand, efforts were made to acquire private documents such as syllabi, and curricula from the universities. Referring to the "Theories of Action" used as the theoretical framework for this study, the aforementioned documents helped to create a better understanding of the educators' planned way of teaching, meaning how they espouse their intended strategies for teaching marketing courses (Argyris, 1997). Further analysis of the collected data identified the current strategies instructors use and the reflections made on the teaching & learning experiences that define "theory-in-use" (Argyris, 1997).

Data Analysis

The collected data from the interviews was transcribed and coding was managed for analyzing the data. In order to manage transcription, I converted the audio recordings of the interviews into text data (Bailey, 2008). Hand analysis was utilized for analyzing the collected data in this study. The next step in the data analysis part was coding. Coding incorporates segmentation and labeling of text in favor of creating larger themes and descriptions in the collected raw data. Themes are the specific groups of similar codes that create a significant idea. The created themes helped in identifying the frequently used, unique, or already expected ideas to be generated during the research process. Three themes were created as a result of data analysis: common teaching methods, student perceptions of the used methods, and student expectations related to teaching methods. These themes were created around similar codes generated from the collected data (Creswell, 2012).

Trustworthiness

The accuracy of generated findings or constructed interpretations is vital in qualitative research (Merriam & Tisdell, 2016). This accuracy is defined as trustworthiness by term. Different strategies exist for ensuring the credibility, or trustworthiness of a particular qualitative research study. For this study, triangulation, member checks, and peer review strategies were used for supporting trustworthiness (Merriam & Tisdell, 2016).

Triangulation is used to validate the findings generated by diverse participants (in this study instructors, and students), and data collection methods (document analysis and semi-structured interviews) (Shenton, 2004). In this study, the collected data was generated via multiple sources, namely, students and instructors of marketing programs in Baku. The responses of the two groups of participants to the addressed questions were triangulated to understand how

valid the findings are. Moreover, data collected with the help of two data collection methods, document analysis, and interviews also supported the triangulation process (Cresswell, 2012).

Member checks are another intended strategy used for ensuring the trustworthiness of the study (Merriam & Tisdell, 2016). This strategy implies that the scholar requests the participants to check the accuracy of work by reviewing the report of findings. The participants checked the findings generated through the analysis of data collected from interviews and helped me to understand if my interpretations represent reality (Merriam & Tisdell, 2016).

Peer debriefing strategy in supporting the trustworthiness of the findings is explained as the process of getting the work checked by another party who is an expert in the given field (Shenton, 2004). The discussions with the course instructor, thesis supervisor, and defence committee members helped me to widen my perspectives of the study and recognize the possible biases by the feedback received from the aforementioned experts (Shenton, 2004).

Positionality Statement

Positionality discloses the possible influence coming from the researcher's background-racial, gender, educational, career-related and other relevant factors which might affect the research methods (Massoud, 2022). The influence of my positionality is undeniable in this study. As a learner who recently graduated from a public university with an International Marketing Management degree, gained relevant experience in the field of digital marketing, and pursued her academic career in the sphere of education management, there is a certain angle from which I approached while conducting this study. During the very early years of my studies at the undergraduate level, I was finding myself observing the teaching strategies of my instructors. I accepted that as a student my perceptions of the teachers' methods were not only shaped by how effectively they were designed, but also, by how those teachers were approaching each student in

the class, what efforts were being made for increasing student engagement, and what was the role of teachers in encouraging the students in active learning. I had several concerns as a student about the teaching and learning activities in our marketing classes; effect of surface learning through review of reading materials, and passive learning where the teacher was mainly speaking and sometimes interrupting her/his speech to ask the questions, however, these questions were failing to yield productive discussions. My perceptions of the Azerbaijani instructors' teaching strategies were not only shaped by my experience when studying marketing. The stories of my friends, relatives, and other acquaintances about the teaching and learning experiences in different universities have influenced the way through which I perceived the generalized traditional teaching style of the instructors in Azerbaijani HEIs. I appreciate teaching with more engaging, practice-based, interactive activities, however, going further, understand that, arranging the classes fueled with catalyzed student interactions sometimes even lead to chaos and obstruct the instructor from fair delivery of the class. Innovativeness is not easy to be adopted in different classes when students are not yet prepared for the change. Regarding my learning preference for learning by doing, I have an orientation for practice-based teaching and learning practices in marketing classes. This orientation might influence the data analysis and interpretation process. However, to eliminate this influence, I am planning to conduct member checks with interview participants (Cresswell, 2012). Member checks will help ensure the findings are reflecting the reality they intended to describe during interviews.

Apart from the possible negative effects of my position in this study, having the same educational background and relevant work experience in marketing will tremendously help me communicate with the students, and understand their concerns, and appreciation about certain teaching methods easily. Being an Azerbaijani with similar cultural, ethnic, and psychosocial

characteristics, I presume the possible challenges of collecting unambiguous, unbiased, and honest data from the participants. These challenges can be defeated by understanding the context of speech as a native speaker, meaning both non-verbal and verbal expressions of the participants during interviews, considering their reactions to the questions, mimics, and gestures. I realize that my educational and career background in the field of marketing may have both positive and negative influences on this study. However, awareness of these issues guides me in minimizing those effects and reaching the desired level of trustworthiness in this research.

Ethical Considerations

A researcher is highly required to conform to ethical considerations while conducting a study. Especially, in data collection and presenting findings reports this conformance is drawn significant attention. To ensure that ethical considerations are met, the participants of this study were presented the informed consent (Arifin, 2018). The people interviewed were informed about the purpose of the study, their role in this study as participants, and how the collected data would be stored and used. The confidentiality of the participants was secured under all terms. Access to the collected data is only available to me and the principal investigator or supervisor of this study as this data is saved in secured documents with a password. The participants' identities are not disclosed to preserve their anonymity. In this sense, pseudonyms were used for each participant throughout this study.

Delimitation of the Study

One of the main directions in the purpose of this study was to understand the marketing students' perceptions of the teaching methods used in Azerbaijani universities. Only junior and senior year students were sampled as participants to achieve this understanding effectively. The rationale behind this selection was that first and second-year students cover a limited number of

marketing classes based on their academic experience and this directly affects how effectively they describe the employed teaching methods and their perceptions about those methods as well.

Limitations of the Study

One of the main limitations of this study is the lack of literature on either business or marketing education in the context of Azerbaijan. This obstructed me from the process of supporting certain arguments with the proper evidence. The second limitation relates to the sampled universities. This study did not involve the universities which offer marketing programs beyond Baku which excluded the different views of the participants from regions that have diverse cultural, social, or financial backgrounds. This decision was made due to the reasons of affordability, mobility, ease of access and time restrictions. Marketing programs offered at only the undergraduate level were the focus of this study and this hindered presumably the valuable contribution of participants studying at a higher level of HE who are mastering their skills in the marketing field.

Timeline

Planning the timeline for conducting the research ahead helped me become prepared and organized for each step. After having the Pre-defense in early January, I started sending the letter of request to interview sampled participants with the support of ADA University. While the process of waiting for the response from the universities took time, in the meantime, I used this time productively by spending on an initial collection of the necessary public documents- marketing programs' objectives, goals, mission, and vision statements, and curricula. This process incurred between January 10-January 28. As soon as one of the universities confirmed my request, I started the arrangement of the interviews based on the time availability of the participants and me. The interview process persisted for approximately 4 weeks, from January 28

till February 25. The institutions were requested to share the needed private documents such as syllabi and curricula used in document analysis. Meanwhile, interviews are being conducted, I will simultaneously transcribe the interviews which were already conducted. During the specified time, I started analyzing the collected documents as well. Document analysis is persisted for 1,5 weeks. The analysis of data took 6 weeks and ended by March 18. After the data analysis was completed, I started writing the respective chapters of my research. The finalized process of writing took 1 month which happened between March 18 and April 15. The illustrated timelines included discussions with my supervisor and simultaneous improvements to my work as well.

CHAPTER 4: FINDINGS

The purpose of this study was to identify the teaching methods employed by instructors in undergraduate marketing programs. The study also aimed at exploring the students' perceptions of the currently used methods in terms of improved learning.

The following research questions were explored using qualitative research methods for this study; 1) What are the teaching methods used in marketing programs of Azerbaijani HEIs?; 2) What are the students' perceptions of the employed teaching methods in terms of improved learning? After analyzing the collected data, three major categories are formed in relation to the above-mentioned two research questions. Those categories include common teaching methods, student perceptions of the employed methods, and student expectations related to teaching methods. The below given section provides the reader with a brief overview of the findings, and a detailed description of each finding relevant to each of the research questions respectively.

Overview of the findings

The study looked into the range of teaching methods that are employed by the instructors teaching at marketing programs of Azerbaijani HEIs (higher education institutions). In addition to that, the findings related to the student perceptions of actually used methods are generated in this study. The study findings are categorized around the research questions respectively; the first category is formed around first research question and the second and third categories are created around the second research question.

In the following three sections of findings, first, the teaching methods used in marketing programs of Azerbaijan, second, student perceptions of the employed teaching methods in marketing programs and third, student expectations related to teaching methods are presented. The findings of the document analysis are provided after the section on findings generated from

the interviews. After the presentation of all the findings, a summary is provided for a better overview of the study findings against research questions. In the following sections, the discussions, implications of findings, and a conclusion are stated.

Research question 1: What are the teaching methods used in marketing programs of Azerbaijani HEIs?

According to the data from the interviews, the teaching methods used in marketing programs in Azerbaijani HEIs are categorized into two major groups: 1. Common teaching methods; 2. Less common teaching methods as illustrated in Table 3.

Table 3

Teaching methods found in marketing programs of Azerbaijani HEIs

Common teaching methods	Less common methods
lectures seminars questioning individual student presentations	case study quiz project/practical exercises web-based search

Common teaching methods used

Different instructors and students of marketing programs in Baku were asked to describe the teaching methods used in classes during the interviews. The data suggest that the teaching methods that are used across different marketing programs can differ. However, as represented in Table 3, common methods that are used in almost all of the studied marketing programs include lectures, questioning, demonstration of lecture presentations, and individual student presentations. The data supporting the findings overviewed in this section will be presented in the further sections of this chapter which are traditional lecture/seminar teaching methods and less common teaching methods: projects, case studies, quizzes, and web-based search.

The data suggest that most programs conform with the traditional lecture/seminar format of teaching which had long been relevant to the Soviet Higher Education System. In this type of teaching, the students are not the center of the learning. Lectures are led by the instructor who explains, and in certain cases dictates the content for the students to record in a written format. The participants informed that poor student involvement is observed in lecture classes. The instructors utilize visual aids in lectures which encourages relatively more active listening of the students. Seminar classes are managed by student retelling of the taught content in lectures, and questioning of student learning with content-based questions asked by the instructor. Seminar classes mainly target the summative assessment of student learning pertaining to content knowledge.

Less common teaching methods

In addition to the common teaching methods used across all marketing programs, methods and strategies including projects, case studies, quizzes, web-based search tasks are also practiced in some of the marketing programs. The support of the findings in this category will be introduced in the further section named less common teaching methods: projects, case studies, quizzes, and web-based search.

The design of projects can change regarding different aspects; the instructor, course, or learning targets. Projects are mainly assigned to either a large group of students or to each student individually. Quizzes are utilized for summative assessment of student learning. The content of the quizzes comprises close-ended, multiple-choice questions. The instructors refer to course readings and lectures for developing the quizzes. The format of the quizzes is written. Case studies are shared by the instructors and the students are expected to review them and reflect upon them individually. Web-based search is used by some instructors with the intention

of consolidating learned knowledge in the lectures. The students can voluntarily search about different topics covered in courses, review relevant statistics in public sources for their own learning. The details of the mentioned findings and relevant data to support those findings are provided in the next section of this paper. Moreover, in the following section, based on the findings of this study, a clear description of the most common teaching method which is traditional lectures and seminars are provided.

Traditional lecture/seminar teaching method

Participant responses suggest that lectures are the most popular teaching method used in marketing programs of Azerbaijani HEIs. Although the nature of lectures are different across the marketing programs offered at HEIs, all of the participants say that lectures embrace a considerable part of the teaching and learning process. The faculty members of marketing programs were asked to provide information about the teaching and learning process during the interviews. Mr. Taghiyev with more than twenty years' work experience involving academy and other fields described the lecture and seminars while answering to the questions posed in the interview:

Əskər hallarda mühazirə dərslərsə, PowerPoint-də təqdimatlar hazırlanır və təqdim olunur. Təqdimat ilə onlara dərslər başa salınması həyata keçirilir. Bu mühazirə prosesidir. Seminar dərslərinə tələbələr artıq bir neçə mövzu keçdikdən sonra özləri hazırlayırlar. [In most cases, if it is a lecture class, presentations are made via powerpoint and presented. Topics are explained to them via Powerpoint presentations. This is a lecture process. After several topics are covered, students prepare for seminar class.]

The instructor's description of the teaching and learning process aligns with what traditional teaching methods offer in Soviet and/or post-soviet HE practices. The data faculty

members shared about lectures are similar to what data collected from students suggest.

According to data, both groups of participants describe the teaching methods in compliance with the characteristics of traditional methods used in the Soviet/post-soviet HE system. Lectures are led via the instructor's explanation of new knowledge and the questions posed by the audience. As a visual aid for learning, PPT presentation is utilized during the delivery of the lecture. Mr. Taghiyev's statement about seminar classes aligns with the information other participants shared in the same context during the interviews. Lectures are used for the delivery of new knowledge to learners, in seminar classes an instructor intends to assess the student learning gained from the lecture. While the center of learning is the instructor in lectures, meaning, the learning is dominated and shaped around the instructor's speech, in seminars the individual assessment of student learning takes place by evaluation of each student's learning.

Jabir talked about the teaching methods his instructors use in the program in the interview:

Belə deyim, bizdə sırf mühazirə/seminar formatıdır, qeyri heç nə yoxdur. Bir dərs mühazirədirsə, bir dərs seminardır. Bu formada keçirlər, mühazirədə müəllim danışır.

[Let me tell you, we have only a lecture/seminar format, nothing else. If a class is a lecture, another class is a seminar. They teach in this format, and the instructor speaks during the lecture.]

Jabir's description of the classes elucidates the use of traditional lecture/seminar teaching method which was relevant to Soviet Higher Education System and its relevant teaching practices. In relation to that, Jabir's statement about the instructor's speaking during a lecture resembles a traditional lecture. A large group of the students conveyed similar information with Jabir's about the way they are being taught in Azerbaijani HEIs. Nazim's narratives about the

lessons support what Jabir had described regarding employed teaching methods during the interview:

Mühazirə dərsləri normal mühazirə dərsləri kimi idi. Müəllim, dərsi izah edirdi. Bütün müəllimlər belə idi, heç bir başqa metodu yox idi. Seminarda isə dərslər tələb etmə metodu fərqli idi. Məsələn biri təqdimat tələb edirdi, digəri dərslər. [The lectures are as of normal lectures. The teacher was explaining the topic. All teachers were like that, there was no other method. In the seminar, the method of assessing student learning was different. For example, one required a presentation, the other one retelling of the learned knowledge.]

Nazim's statements are also responsive to traditional lecture/seminar methods. The student explains "normal lectures" as the one which is delivered in compliance with more traditional teaching. Similar to Jabir's case, Nazim's instructors were leading the lectures with explanations and also dictation of course content. According to Nazim's and Jabir's responses, the instructor was only person speaking during the lecture, hence, the students were not so often involved into any exchange of ideas in the class. Yagub shared very similar information during the interview, more specifically regarding explanations and dictation of content in the lectures:

.... 10 səhifəlik mühazirədir, müəllim başlayır ancaq onu oxumağa, ondan danışmağa.

[For a ten page long lecture, the instructor starts to read it only, and talks about it.]

Yagub's statement clarifies the general overview of lecture classes where an instructor reads the lesson content and explains the subject matter during the time allocated for the lesson. This characteristic of the above-mentioned teaching method could be more representative of teacher-centered learning rather than student-centered.

Other than lecture classes, the information Nazim shared throughout the interview shows that seminars are seen as a way of assessing student knowledge:

Bir müəllim onuncu mövzunu mühazirədə keçir və seminarada deyir ki, həmin mövzunu danışın. [Our teacher explains topic 10 in the lecture class and then, in the seminar class he asks us to narrate the same topic.]

It is evident from the above-mentioned statement and in general the conversations that took place with Nazim in the interview that seminar classes target summative assessment of what students have learned from the lecture. The student performance in seminar classes embraces narrating the content delivered by the instructor in lecture classes. In this type of learning process, the student-to-instructor and instructor-to-student interaction patterns prevail. In these regards, student learning is framed around taught content and instructor knowledge only.

Less common teaching methods: projects, case studies, quizzes, and web-based search

The study involves a homogeneous sample of participants from different marketing programs. While analyzing the data collected via the interviews, additional teaching methods were found. These methods are considerably less common across the marketing programs than the teaching methods discussed in the earlier section. However, the list of additional methods can complement the previous findings about lecture/seminar teaching methods. The findings show that there are also a number of complementary teaching methods that are used to facilitate teaching and learning processes in addition to the common teaching method of using lectures and seminars. These methods include projects, case studies, quizzes and web-based search. The design and content of projects vary based on various instructors and programs. The interviews with the participants provided detailed information about the use of projects as a teaching method in marketing programs. Zahra, junior marketing student of a public university described the details about projects:

Bizə kartlar paylanırdı, orada məhsullar var idi və biz də seçdiyimiz bir məhsul üzrə kampaniya yaradırdıq. Yeni il kampaniyası yaratmalıydıq, məsələn, marketləri, onların kampaniyalarını araşdırmalı idik. Hər qrup bir marketin satış kampaniyaları haqda araşdırıb. Yəni bu tipdə tapşırıq idi. [We were given cards assigned with products on them and we were supposed to create a campaign for a product of our choice. We had to create a New Year's campaign, for example, we had to research supermarkets and their sales campaigns. Each group investigated campaigns of one supermarket. Thus, there was this kind of task.]

The use of projects as a teaching method distinguishes the program from those programs where the only teaching method is traditional lectures and seminars. However, the majority of participants who experienced the project as a teaching method discussed the scarce use of it in the teaching and learning process. Gulshan, a third-year marketing student was asked to describe the project they were assigned in one of the marketing courses:

Bir də ki, bizdə əvəzedici müəllim vardı ki, yalnız onun dərsində layihə olmuşdu. Yerli şirkərlərdən məsələn, Azərsu, Bizim Tarla kimi, seçib onların marketinq strategiyasını izah edirdik və bu yaxşı idi. Təqdimat idi, təqdimat hazırlayırdıq və mövzuya özümüz hazırlayırdıq. [In addition, we had a substitute teacher who was the only instructor to use the project in class. We selected local companies like Azersu, Bizim Tarla and explained their marketing strategy, and that was good. It was a presentation, we created a presentation and prepared on the topic ourselves.]

Gulshan's statements suggest that the project method was used only once and by a substitute teacher but not the course instructor. It shows that the use of projects as a teaching

method is not very common in the program. A senior marketing student Sahil also shared his experiences with different methods and added about the projects to his speech:

Yenə də müəllimdən müəllimə dəyişir əslində metodlar. Elə müəllimlər var ki, lecture edir, özü danışır dayanmadan dərslə, elə müəllimimiz də var dərslərdə qrup proyektı varsa onu edib təqdim edirik müəllimə. [Again, the methods change from instructor to instructor. There are teachers who lecture and talk non-stop throughout the lesson. On the other hand, we have a teacher who assigns a group project and we present it to him.]

Sahil's experiences are very similar to what Gulshan experienced in terms of learning via projects. It is clear from the student's statements that projects are not a very common method for all instructors, however even if it is not used very frequently, it is still preferred by some educators in the program.

The interviews with participants identified that case studies, quiz and web-based search are also practiced by some instructors of marketing programs. Ms. Muradova, an instructor of a marketing program shares about her methods:

...mən öz şəxsi kabinetimə tələbələr üçün müxtəlif materiallar yüklədikdən sonra onlar da görür. Yəni oraya aiddir mühazirə mətnləri, təqdimat, test forması [quiz], case-lər də yerləşdirirəm, seminar üçün materiallar və digər bölmə var, orada kitablar, məqalələr və s. [After I upload various materials for students to our personal cabinet, they also get access to them. In other words, it includes lecture texts, presentations, test forms [quiz], I also upload cases, materials for the seminar, and there is another section, where books, articles, etc. are uploaded.]

The description of methods by Ms. Muradova presents case studies and quizzes as additional methods used other than lectures and seminars. A faculty member, Mr. Guluzade also shared information about the use of additional methods:

Keçdiyimiz mövzulardan müəyyən bir mövzu verilir, məsələn xidmət bazarından, təhsil bazarında cəlbedicilik nədir? Tələbələr öz fikrini deyə bilər, internetdə araşdırma apara bilər, real təcrübələrdən istifadə edə bilər, bunu cavablandırılar, bəzi hallarda istiqamət də verə bilirəm. [For example, a certain topic is assigned from the topics we have covered, for example, from the service market, what is attractiveness in the education market? Students can express their opinion, do research on the web, refer to real experiences, they answer it, and in some cases I can even give directions.]

Mr. Guluzade's description of used methods informs about the additional method employed in classrooms which is web-based search. As Mr. Guluzade explains, in the web-based search method, the students are suggested to search for certain topics assigned to them by the instructor out of class time and share the new information for further discussions in class.

This section introduced the findings related to the teaching methods used in the different marketing programs of Azerbaijani HEIs. The data suggest that the most commonly used teaching methods in teaching marketing are traditional lectures and seminars. The other methods which are less commonly employed in marketing programs include projects, case studies, quizzes, and web-based search.

Research question 2: What are the students' perceptions of the employed teaching methods in terms of improved learning?

Student perceptions of the employed teaching methods

This section of the findings presents the student perceptions of the used teaching methods in terms of improved learning. The researcher addressed questions to understand the perceptions of the students about the utilized teaching methods during the interviews. Regarding the finding related to the first research question, the students provided data about their attitude, approaches and preferences for the commonly used methods of lecture and seminar. Yagub explained the influence of the lectures on his learning:

...Bəzi müəllimlər var çox yazdırır [dictation of the lecture content] məsələn, o mənim xoşuma gəlmir. Daha çox vaxtımı alır mənim. Hamısı yox, bəziləri yazdırır və bu çox vaxt alır. Enerji alır.

[...There are some instructors that dictate lectures very often, I do not prefer it. It mostly consumes my time. Not all of them do that, however, a number of them do and it takes too much time. It takes energy.]

A group of instructors uses the method of dictating lectures for students to manually record them in a written format. Yagub finds manual recording of lecture time and energy-consuming. It could be challenging for the students to be active listeners as the learners are asked to listen and write down what their instructor(s) talk about simultaneously. A third-year marketing student Tarlan shared some pieces of information related to the dictation of lectures which supports what other students have shared in the same context:

Lap əvvəldə sizə qeyd etdim, bəzi müəllimlər var, hansı ki, ənənəvi qaydayla, əllə müəhazirə yazdırmaq kimi bir üsuldən istifadə edirlər. ...Mən düşünürəm ki, yazı yazmaq sadəcə vaxt itkisidir.

[In the very beginning, I have mentioned that there are certain instructors who use the traditional method of getting the lectures to be written down manually by the students. I think writing is just a waste of time...]

Tarlan clearly defines the dictation of lectures as a traditional method which does not help his learning at its best. A significant part of instructional time is allocated for student recording of lectures although the content is accessible to the students via their lms accounts.

During the interviews, the students were also asked questions related to their expectations of the program and actual experiences that occurred during their studies. Based on the student responses, it was revealed that, nowadays many students prioritize learning digital marketing and pursuing their careers in this field. A large sample of students expressed their future learning plans related to digital marketing. In relation to that, those students agreed upon the need for adequate use of practical teaching methods which can help them to have deeper learning. The limited use of innovative teaching methods creates a gap between student expectations and actual teaching and learning experiences. A marketing student Zahra shared her opinions about the used teaching methods used by her instructors and her expectations in terms of improved learning in the interview:

Bayaq dediyim kimi rəqəmsal marketinq, əvvəl tədris olunmurdu, daha sonra üçüncü kursa keçəndə və dərslərin hamısını görəndə özüm də məmnun oldum ki, rəqəmsal marketinq tədris olunacaq, çünki özüm də araşdırırdım bu haqda. Amma, praktikanın azlığı gözləntilə üst-üstə düşmədi. Rəqəmsal marketinq, SMM [social media marketing]

deyəndə daha çox praktiki şeylər gözləyirdim ama bir az daha nəzəri oldu. [As I mentioned before, digital marketing was not taught until 3rd year. In the third year, I reviewed all the lessons. I was happy that digital marketing would be taught because I was searching about it myself. The lack of practice did not align with my expectations. When I said digital marketing, SMM [social media marketing], I was expecting more practical stuff, but it turned out to be a bit more theoretical.]

Zahra's statement explains the misalignment between the expected and actual teaching and learning experiences. The student described the type of learning she acquired to be more theoretical rather than practical. The student's perceptions of the currently employed methods suggest that the used methods are not fully meeting the student's learning needs but rather help her get the foundational knowledge on the subject matter(s). It is significant to note that a large sample of students have mentioned their expectations and actual plans of learning digital marketing throughout the interviews. Nazim shared his learning plans for future:

Öyrənmə planı olaraq rəqəmsal marketing öyrənmək istəyirəm. Amma, o da öyrənmə olaraq biraz uzun prosesdir. SMM-i filan daha yaxşı öyrənməliyəm, iş təcrübəm çox olmalıdır. [I have digital marketing as a plan for my future learning. But it seems to take a long learning process. I need to learn SMM and other things, I need to gain a lot of work experience.]

Nazim expressed his plan of learning digital marketing and becoming a professional in this subject. Similar to Nazim many of the students who plan learning digital marketing unanimously expressed that learning marketing in today's world demands exposure to real practices. Sahil's statements about the actual teaching methods used in his classes support the idea of learning by doing:

... Çox yaxşı müəllimlərimiz oldu, amma praktiki olaraq göstərə biləcəyimiz şeylər öyrənmədik. Daha praktiki olsaydı, daha yaxşı olardı. ...Məsələn rəqəmsal marketing dərsi keçirik, müəllim bizdən həmişə kontent yaratmağımızı istəyir, amma özü də SEO [search engine optimization] məsələsini Google Ads-də göstərə bilər, real olaraq işləyə bilərik ki, mənə kömək edərdi bu. Əlavə kurslara gedib öyrənmək əvəzinə, bunu müəllim mənə öyrətsə daha yaxşı olar. [We had very good instructors, but we didn't learn things that we could practically perform. It would be better if the methods were more practical. For example, we have a digital marketing course where our instructor often wants us to create content, but he could also show the SEO issues [search engine optimization] on Google Ads. We could actually practice, and it could help me. It would be better if the teacher could teach me this instead of going to extra courses to learn.]

Similar to Zahra's perceptions of the teaching methods, Sahil communicates his experiences related to learning digital marketing through adequate use of innovative methods that offer realistic learning improvement for the students. Sahil explains the learning improvement as a visible improvement in digital marketing, as such, relevant application of learned theories into practice. Additionally, Sahil communicates that it would be more helpful if the instructors utilize the methods which stimulate students to practice their learning, rather than learning how to practice the digital marketing knowledge in other educational centers.

Similar to Zahra and Sahil's statements, Hasan, a senior marketing student, shared his perceptions about the significance of more practical teaching methods. While describing the teaching and learning experiences he had in the program, he described the role of used methods by his instructors:

Mühazirələrdə daha çox müəllim danışır dərsi izah edir. Məncə mühazirə yönümlüdənsə praktiki cəhətdən həm daha maraqlı olar, həm tələbəni cəlb edər, həm də yadda qalan olar. Çünki adi deyilən söz insanın bir neçə saat sonra yadından çıxıb bilər, amma insan onu görəndə, edəndə istər-istəməz öyrənəcək. [In lectures, mainly, the instructors talk and explain the lesson. I think it will be more interesting, engaging and memorable to learn something in a practical way than a lecture-oriented one. Because something that we listened to can be forgotten after a few hours, but a person will inevitably learn it when he sees and practices it.]

Hasan mentioned the importance of student engagement, memorability of gained knowledge, and practice-based teaching methods for improved learning. Generally, the students' perceptions related to engagement explain that marketing students including Hasan are in favor of active learning experiences. The use of the traditional lecture method where the class is led by the instructor's speech is not considered the most yielding method for improved learning and ultimate satisfaction of the student with the course(s). In this type of teaching method, the student engagement in lessons pertains to passive listening of the learners. However, the student's statements show that the use of traditional methods is not adequate in terms of fostering deep knowledge and hands-on skills any marketing student needs.

Mühazirələrin, yəni necə deyim, sırf ənənəvi formada keçirilməsi, öyrənmək üçün çətinlik deyil də maraq olmadığı üçün öyrənmirik belə deyim, çünki onu oxusaq onsuz da ondan nəşə öyrənəcəyik. Sadəcə maraq olmadığı üçün biz onu özümüz bilə-bilə oxumuruq. Yəni, mühazirələrdə ən azından dəyişiklik olsa, necə deyim sizə, müəyyən fərqli metodlar olsa məncə bizim üçün yaxşı olar. [Lectures, i.e. how can I say, they are held in traditional form, it is not a difficulty to learn, but we do not learn because we are

not interested. Because if we read the content, we will learn something from it, just because we are not interested, we do not engage into learning intentionally. In other words, if there is at least a change in the teaching methods, it would be better for us.]

The students are expected to read the materials and as an outcome they mainly obtain theoretical knowledge on a subject matter. The only support the student gets for comprehending the knowledge is the speech of the instructor during the lectures. Nevertheless, Jabir perceives lectures neither in the role of a challenge nor a facilitator in their learning. Jabir also thinks that change in teaching methods can stimulate positive student attitude towards learning reflected as enhanced student engagement. Jabir's statements about the crucial role of creating student engagement in teaching supports what active learning suggests. The intended change in the teaching methods is understood as a transition from traditional teaching methods to ITMs (innovative teaching methods).

The majority of the students shared similar thoughts about the teaching methods used in their programs. Almost all of the marketing students unanimously accept that the traditional methods are outdated in today's education and labor phase. Yet, there are some students who hold different perceptions about learning marketing. Aykhan, a third-year marketing student speaks about the role of studying marketing in student success:

Məncə marketinq elə sahədir ki, burada məsələn elə insan var ki, heç oxumadan uğur qazana bilər, məsələn insan gərək yaradıcı düşünsün, hər şeyə yaradıcı baxsın. Ona görə nə qədər təhsil alsan da yaradıcı olmasan uğur qazana bilməzsən. Məncə marketinq sahəsi belədir. Amma heç oxumayıb da çox yaradıcı bir insan olsan, çox yaradıcı olsan, hər şeyə başqa cür baxsan uğur qazanacaqsan. [I think that marketing is a field where people can be successful without even studying, for example, a person must think creatively, look at

everything creatively. Therefore, no matter how much you study, you cannot succeed if you are not creative. I think marketing is such a field. But if you are a very creative person who has never studied, if you are very creative, if you look at things differently, you will succeed.]

Aykhan's perceptions about the role of a particular marketing program in student success is shaped by common experiences the students around him had. He argues that, in order to learn marketing deeply and be successful in the field, one does not have to benefit from formal education necessarily. He supports the aforementioned argument by stating the most significant factor influencing students' improved learning to be student creativity.

During the analysis, it was identified that students from the same programs hold almost identical perceptions related to the utilized teaching methods. In addition to that, students who had work experience shared additional information about their perceptions of the used methods that unemployed students did not share. Students who were employed agreed upon the mismatch between the utilized teaching methods and job market demand. As discussed in this section, regardless of any differences in the profiles of the students, a large thread of the students' perceptions coincided with the future plan of learning digital marketing. The data shows that the student perceptions of used methods do not differ based on the characteristics of different age and gender.

Student expectations related to teaching methods

The findings on student expectations related to teaching methods are presented in this section. During the interviews, the students were asked questions about their expectations from the programs, and the expected teaching methods to be used by their instructors in teaching marketing. The majority of the students spoke about the significant contribution the use of

practical teaching methods could make in their learning. The findings suggest that, marketing students in Azerbaijan prefer the teaching methods which require the practice of learned knowledge. It was found that the student expectations related to teaching methods include site visits, participation in marketing events (conferences, seminars, webinars), and project-based learning. A junior marketing student Jabir talked about his expectations related to teaching methods during the interview:

Universitetin öz nəzdində bir çox dəyişikliklər olsa, universitetin özündə bir çox konfranslar təşkil olunsa, sırf bizim ixtisasa aidiyyatı olmasa belə ən azından, təbii ki, deyə bilmərəm sırf marketinqlə bağlı, bizim fakültə ilə bağlı sırf bəzi konfranslar keçirilsə və yaxud daha geniş imkanlar olsa müəyyən müəssisələrə, praktika üçün yox da ekskursiya məqsədli aparılacaq, onların iş gedişatını görsək, düşünürəm ki, bizim üçün daha faydalı ola bilər. Çünki biz məktəb rejimindən də görmüşük də, sırf dərstdə 45 dəqiqə oturub burada 45 yox 80 dəqiqə otururuq. Başqa heç nə yoxdur. Yəni bu tipdə dəyişikliklər olsa təbii ki, yaxşı olar. [If there were many changes from the university's side; if many conferences are organized in the university itself, even if it is not only related to our major [marketing], at least, of course, I cannot say only related to marketing, and if only some conferences related to our faculty were held, or if there were wider opportunities, e.g. if we were taken to certain companies, for an excursion rather than internship, if we would see the work progress, I think it would be more helpful for us. Because we have seen from the school system that we sit in the class for 45 minutes, but here in the university we sit for 80 minutes instead of 45. There is nothing else. Certainly, it would be good if there were these kinds of changes.]

Jabir's statements included two major points related to teaching methods which were site visits and participation in events. The student believes that participation in events even not directly related to marketing can significantly contribute to the improvement of his learning. In addition to instructor efforts for innovative teaching, he views the support of university administration necessary for realization of such events. Jabir also expressed his expectation of visiting companies to see the actual work progress real-time. The student perceives the teaching and learning process in higher education to be very similar to a typical lesson taught in general education. The change Jabir wants to see in the teaching and learning process involves mainly characteristics of active learning with the use of ITM to keep the students engaged and help them achieve significant learning improvement. Gulshan's thoughts support Jabir's perception about the similarity between the teaching and learning process in general education and higher education:

Özünüz də bilirsiniz ki, 80 dəqiqə boyunca dərstdə dayanmadan eyni müəllimi dinləmək qeyri mümkündür. Daha çox praktika əsaslı və yaxud da məsələn, semestr sonu layihələr hazırlasaq, bizə daha çox kömək edər. Çünki, dərslərdə praktika olmur. Mən elə bilirəm ki, əsas da bu azlıq təşkil eləyir. [You know that it is impossible to listen to the same instructor for 80 minutes unstopably. If we engage in more practice-based activities or, for example, end-of-semester projects, it could help us better. Because there is no practice in classes. I think that is what is mainly lacking.]

Jabir and Gulshan's thoughts are similar in terms of student ability to maintain engagement in an 80 minutes long lecture where only the instructor speaks. In addition to Jabir's thoughts about the expected methods, Gulshan perceives projects to be helpful in maintaining engagement and improved learning of the students. Gulshan's understanding of improved learning suggests

the main insufficiency in the teaching methods to be the limited employment of practical teaching methods.

During the interviews, the students brought up their methods of preference which have never been experienced in the program. Based on the previous teaching and learning experiences, going ahead, the students had formed their perceptions about the innovative teaching methods for learning marketing better. Sahil mentioned about the additional method(s) he would like to see in the teaching process:

Təklif kimi buyura bilərdim ki, hasısa şirkətə universitetdən müraciət edə, qəbul eləməyənləri universitet özü qəbul eləyə bilər. Deyərdim ki, belə imkanlar olsaydı daha yaxşı olardı. Yəni, dərsi universitetdə yox, gedib həmin şirkətdə edərk. Az müəllimlərimiz cəhd göstərdi, amma olmadı. [As a suggestion, I could say that the university can apply to any company, and those companies which do not accept the cooperation can be invited to the university itself. I would say that it would be better if there were such things. That is, during the lesson, we would visit the company and hold the class there but not in the university. Few of our teachers tried, but it didn't work.]

Similarly with Jabir's perceptions, Sahil views site visits as an opportunity to acquire deeper knowledge about the real-time processes happening in any business. Relying on the information Sahil had provided, it can be concluded that inadequate university support influences the instructors' active use of innovative teaching methods where site visits are the best example.

Findings of Document Analysis

The purpose of analyzing public and private documents of HEIs offering marketing programs was to find answers to the research questions and triangulate the data collected via interviews. The different types of analyzed documents included syllabus, curricula, and general

description of the selected marketing programs. While reviewing the documents the utilized strategy was about understanding alignment between what different formal procedures related to instruction are suggested in the documents against the information interviews provided. The findings of the reviewed documents suggest that marketing programs target the improvement of student learning in forms of deep theoretical knowledge on subject matter and hands-on skills necessary for the job market. The stated learning objectives in the documents support active learning. Yet, the interviews inform that there is a misalignment between the employed teaching methods to create an active learning environment by referring to ITMs.

Summary

This section presented the findings of the study which intended to explore answers to two research questions: “What are the teaching methods used in marketing programs of Azerbaijani HEIs?” and “What are the student perceptions of the employed teaching methods in terms of improved learning?”. The findings of this study were generated from three major categories formed through the collected and analyzed data from the students and instructors. The categories include 1) Teaching methods used in marketing programs; 2) Student perceptions of the employed teaching methods; 3) Student expectations related to teaching methods. The findings in regard to the first category suggest that the use of traditional lecture and seminar teaching methods persist amongst the faculty of marketing programs. Yet, there are few programs where additional methods of project, case study, web-based search and quiz are used. Nevertheless, the use of before-mentioned methods are not so common in those programs and are limitedly employed based on instructors’ individual preference in teaching methodology. The findings related to the second research question presents the marketing students’ perceptions of the employed teaching methods. The study found that the students were commonly not satisfied with

the use of purely traditional teaching methods of lectures and seminars as they were outdated and did not adequately help with the improvement of the students' learning as desired. On the other hand, the data informed that, the students' expected teaching methods included site visits, project-based learning and participation in events.

CHAPTER 5: DISCUSSIONS

Local and western scholars agree upon the argument that traditional methods are not considered to yield student learning at their best (Aghayeva 2019; Bonaparte 2019). The purpose of this study was to identify the teaching methods employed by instructors in undergraduate marketing programs. The study also aims at exploring the students' perceptions of the currently used methods in terms of improved learning.

The findings of this study were presented in detailed form in the chapter 4. The presented findings were generated to answer two research questions: 1) “What are the teaching methods used in marketing programs of Azerbaijani HEIs?”, 2) “What are the student perceptions of the employed teaching methods in terms of improved learning?”. To make the discussions of the findings clearer, revisiting the findings of the literature review can be helpful. The findings of the literature review were formed around three main categories:

- Traditional teaching methods used in marketing programs
 - Lectures, case studies, practical exercises (Küster & Vila, 2006)
- Innovative teaching methods used in marketing programs
 - Game based simulations, creation of a business plan, live marketing projects, role plays, internship, on-site visit (Brennan, 2014; Kuchera & Redman, 2020)
- Student preference on used methods
 - Student interest for practical activities in teaching and learning (Budanceva et al., 2016)

The findings relevant to the first research question- “What are the teaching methods used in marketing programs of Azerbaijani HEIs?” have similarity with some of the findings of a study (Küster & Vila, 2006) remarked in the literature review. The findings of this study suggest

that most common teaching methods and strategies used in marketing programs of Azerbaijan include lectures, questioning, and demonstration of lecture presentations, individual student presentations whereas relevantly less common other methods used include case studies, quiz, web-based search and project or practical exercises. The findings of a study conducted in European HEIs (Küster & Vila, 2006) present some similar traditional teaching methods used across different marketing programs which are lectures, case studies, and practical exercises. The literature review highlighted the most significant findings about the innovative teaching methods to involve game-based simulations, creation of business plan and live marketing projects (Brennan, 2014). The findings of this study regarding the first research question reveal no similarity between the used teaching methods in marketing programs of Azerbaijani HEIs and ITMs (innovative teaching methods) found in the literature.

The findings that answer to the second research question “What are the student perceptions of the employed teaching methods in terms of improved learning?” suggest that student perceptions of the employed methods are shaped by the level of practicality those methods offer to them in the learning process. In addition to that, a literature review about student perception of the traditional lecture method informs that students find this method unhelpful in terms of developing their encouragement for pursuing their entrepreneurship venture (Fatoki & Oni, 2014). However, the findings of this study related to student perceptions of used teaching methods did not touch upon the role of the traditional lecture method in students’ pursuing of business ventures. Hence, the students are more prone to prefer practical teaching methods emphasized to be helpful for their learning improvement. A similar finding in the literature review suggests that a great thread of the students show interest in practical activities in terms of teaching methods for their learning (Budanceva et al., 2016). In addition to practicality, the study

findings elucidates the student perceptions of innovative teaching methods to be formed consistently with the elements of engagement and active learning environment they contribute to teaching and learning process. Other than the similarities identified between the findings of the literature review and this study, the findings of some studies were inconsistent with the respective findings of this study in relation to the second research question. The finding of the literature review suggest that student perceptions in marketing programs are influenced by their strategic, or in other words, grade-oriented approach to learning (Budanceva et al., 2016). The study (Budanceva et al., 2016) shows that students prefer teaching and learning experiences that help them perform well and achieve good results defined as grades. However, the data acquired via interviews elucidated that student preference of teaching methods are not actually linked to how achievable the teaching methods make good grades. Different from the previously stated finding, the findings of this study show that student perceptions of teaching methods which involve their approaches, preferences and attitudes towards learning are mainly concerned with how well the teaching methods equip the lessons with engagement and active learning.

The findings of this study revealed the inadequate use of ITMs in marketing classes of Azerbaijan in reviewing the consistency between the ITMs suggested by the literature (Brennan, 2014; Kuchera & Redman, 2020) and actually employed teaching methods in marketing programs of Azerbaijani HEIs. Revisiting the theoretical framework of this study, the Espoused theory clarifies how the marketing instructors in Azerbaijan espouse their teaching practices. From the review of documents, it is concluded that the educators are in favor of utilization of ITMs and active learning strategies in marketing. Theory in-use suggests that there is an incompliance between marketing educators' espoused teaching methods and the methods currently used in their practices (Argyris, 1997).

A distinguished finding which was not coincided in the literature review was unanimous student aptitude to learn digital marketing. The learners' demand of acquiring necessary knowledge and skills in digital marketing is learning by doing. The large thread of the students are pruned to learn digital marketing by practicing it with real-time tasks. The data informed that this type of teaching and learning experiences are not observed in Azerbaijani marketing classrooms.

While presenting the findings, the limitations of this study including exclusion of participants from regions of Azerbaijan, exclusion of participants from other levels of HE (higher education), and poor literature in Azerbaijani business education to support arguments were acknowledged.

Implications

This section provides the reader with a clear description of implications for future research studies and recommendations for HEIs in Azerbaijan that offer marketing programs relying on the findings of this study.

Implications for future research

Regardless of its relatively small scale, the findings of this study are helpful to inform the researchers about the actually utilized teaching methods across different marketing programs in Azerbaijan so that they can use those findings for future research projects. As the data suggests, common teaching methods and strategies used in teaching marketing in Azerbaijani HEIs include lectures, seminars, questioning, individual student presentations as well as comparingly less common other methods such as quiz, case studies, web-based search, projects or practical exercises. Regarding the findings of this study related to the first research question, I suggest future research be conducted in marketing programs in the regions of Azerbaijan for studying a

more heterogeneous sample of participants and draw an overview of teaching and learning practices in marketing programs offered in the different regions.

The findings relevant to the second research question which explored student perceptions of the utilized methods show the student tendency to prefer teaching methods which enable them to practice their learning. In addition to that, the students unanimously expressed their zeal for engaging lessons where active learning experiences occur. In compliance with the findings of this study, I make a suggestion for researchers who are interested in business/marketing education to test the impact of major ITMs found in my literature review (game-based simulations, live marketing projects, creation of a business plan) in student learning outcomes. The majority of the student answers informed the misalignment between teaching methods and the contribution it is likely to make on their career readiness which ultimately reconciles with student employability. The researchers can compare the impact of ITMs and traditional teaching methods in student employability.

In addition to aforementioned responses obtained within this study, the data shared by the participants also shows inconsistency between the type of knowledge and skills the content helps to provide the learner with and actual knowledge and skillset requirements of labor market. In that sense, I suggest the further research to be conducted by the evaluation of the curriculum content used in marketing programs of Azerbaijan to inform the content's conformance level with educational reforms made in favor of using innovative teaching methods in HE of Azerbaijan (TEMPUS, 2010).

Implications for practice

The implications for practice entail the relevant recommendations for the educators of marketing programs in Azerbaijan.

Faculty involvement in ITMs. Relying on the findings of the literature review regarding ITMs in teaching marketing and the findings of this study regarding student perceptions of the employed teaching methods, I suggest the faculty members of marketing programs in Azerbaijan to utilize ITMs suggested by the literature. In order to be prepared for employing the ITMs literature suggests, the faculty members can participate in teacher professional development activities. In addition to engagement in TPD, the faculty members can raise their awareness about the teaching trends by referring to recent scholarly works done about innovative teaching in HE, particularly focusing on business and/or marketing education.

Institutional quality assurance and support of teaching. The second initiative in implications of this study is to present recommendations for HEIs that offer marketing programs in Azerbaijan. The institutions are suggested to 1) observe the teaching practices taken across different programs on a timely basis; 2) evaluate the used teaching methods for quality assurance of teaching; 3) support faculty members in participating in TPD. In accordance with what contemporary research studies in teaching marketing as well as the findings of this study suggest, the institutions can provide assistance for faculty members to access the TPD activities focusing on the use of ITMs for educators.

Conclusion

This study used qualitative research method to determine the teaching methods used in marketing programs of Azerbaijan and understand the student perceptions of employed methods in terms of improved learning. The generated data identified the range of teaching methods employed by instructors of marketing programs that are lectures, questioning, and demonstration of lecture presentations, individual student presentations along with other complementary methods involving case studies, quiz, web-based search and project or practical exercises. The

findings responding to the second research question related to student perceptions of the employed teaching methods in marketing programs suggest that, student perceptions are positively inclined to the practicality the utilized methods infer. Another subject of concern in student perceptions of teaching methods are associated with the role of teaching methods in creating student engagement and an active learning environment for the sake of improved learning.

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<https://doi.org/10.1108/02634501011086472>

APPENDICES

APPENDIX A

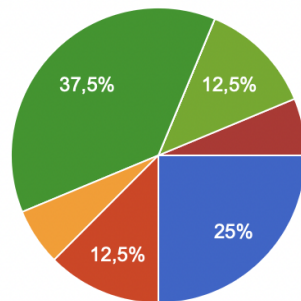
Preliminary Survey Results

Question 1.

Please specify the university you are currently studying at.
Zəhmət olmasa hal-hazırda təhsil aldığınız universiteti seçin.

 Kopyala

16 yanıt



- Azerbaijan State University of Econo...
- Azerbaijan State Architecture and Con...
- Khazar University/Xəzər Universiteti
- Azerbaijan State Oil and Industry Univ...
- Azerbaijan Academy of Labor and So...
- Azerbaijan Tourism and Management...
- Azerbaijan Cooperation University/Az...
- Azerbaijan University/ Azərbaycan Uni...

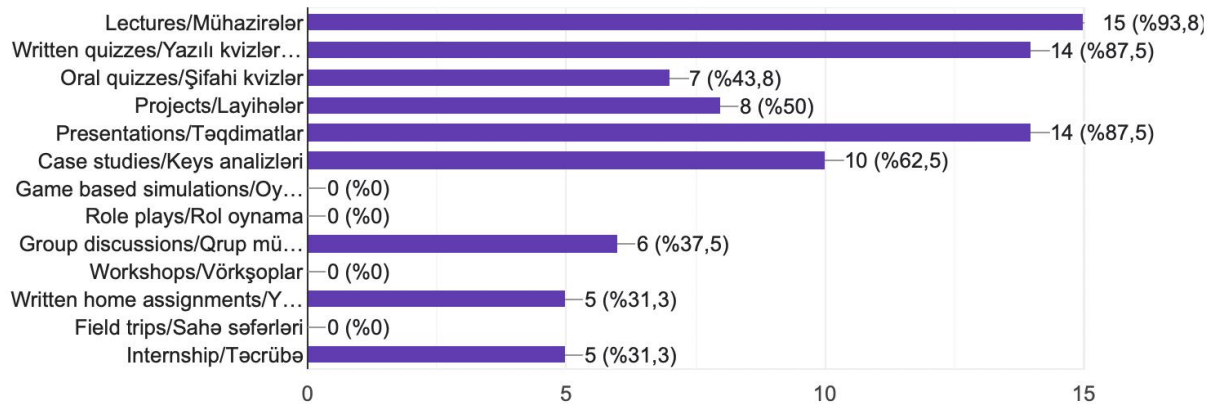


Question 2.

Which teaching strategies do you experience in marketing classes?
Marketinq dərsləriniz zamanı hansı öyrətmə metodlarından istifadə olunur?

 Kopyala

16 yanıt



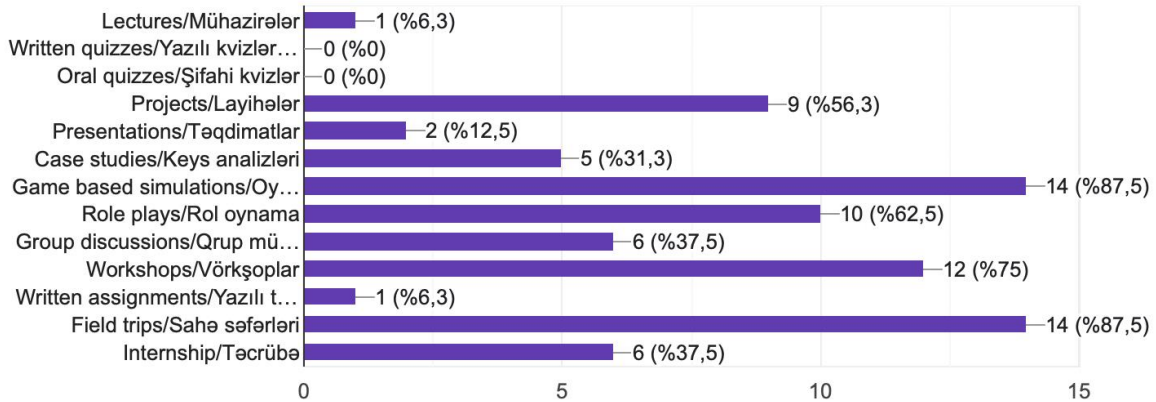
Question 3.

Which teaching methods do you consider to be more helpful for you to learn different marketing concepts?



Marketing dərsləri zamanı hansı tədris metodlarının müxtəlif marketing konsepsiyalarını öyrənməkdə sizə daha çox kömək ola biləcəyini hesab edirsiniz?

16 yanıt



Question 4.

To what extent do you agree with this statement:

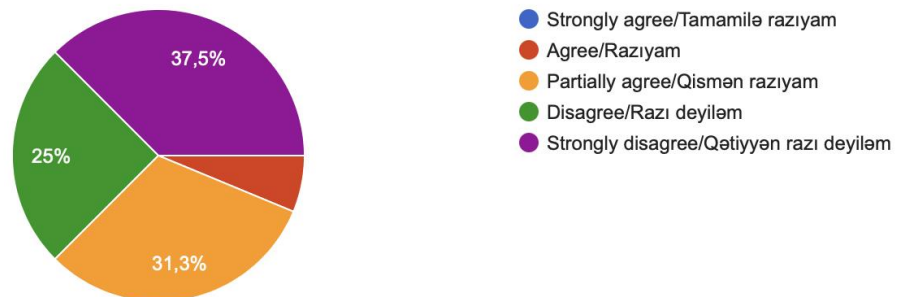


Most of the teaching activities promote active engagement of the students in my marketing lessons.

Bu ifadə ilə nə dərəcədə razısınız:

Tədris fəaliyyətlərinin əksəriyyəti tələbələrin marketing dərslərində fəal iştirakını təşviq edir.

16 yanıt



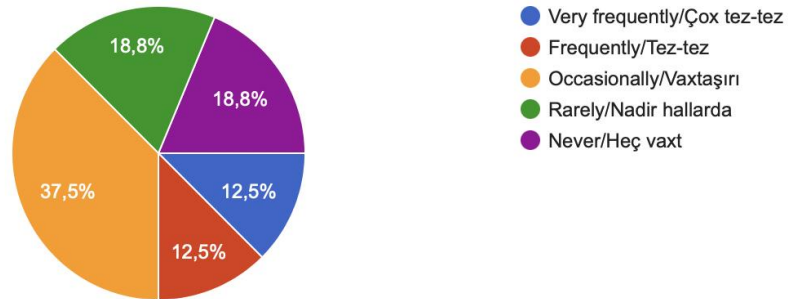
Question 5.

How often do the employed teaching & learning activities refer to working within a group of students in marketing classes?



Marketing dərsləriniz zamanı hansı tezlikdə qrup işlərinə cəlb olunursunuz?

16 yanıt



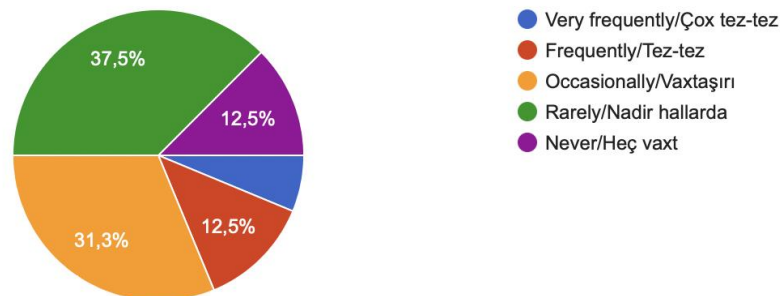
Question 6.

How often do you reflect on the latest marketing trends in your teaching & learning activities?



Tədris və öyrənmə fəaliyyətlərinizdə ən son marketing tendensiyalarına hansı tezlikdə istinad edirsiniz?

16 yanıt



Question 7.

To what extent do you agree with this statement:

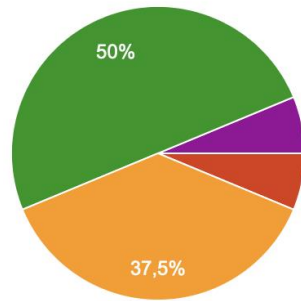
The teaching methods used in marketing classes help me improve my creative thinking abilities.

 Kopyala

Bu ifadə ilə nə dərəcədə razısınız:

Marketing dərslərində istifadə olunan tədris metodları mənə kreativ düşünmə bacarıqlarımı təkmilləşdirməyə kömək edir.

16 yanıt



- Strongly agree/Tamamilə razıyam
- Agree/Razıyam
- Partially agree/Qismən razıyam
- Disagree/Razı deyiləm
- Strongly disagree/Qətiyyən razı deyiləm

Question 8.

To what extent do you agree with this statement:

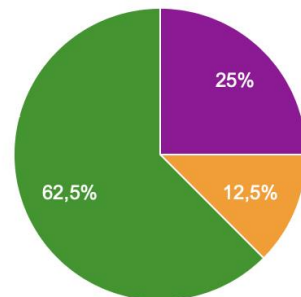
The teaching methods used in marketing classes help me improve my problem-solving skills.

 Kopyala

Bu ifadə ilə nə dərəcədə razısınız:

Marketing dərslərində istifadə olunan tədris metodları mənə problem həll etmə bacarıqlarımı təkmilləşdirməyə kömək edir.

16 yanıt



- Strongly agree/Tamamilə razıyam
- Agree/Razıyam
- Partially agree/Qismən razıyam
- Disagree/Razı deyiləm
- Strongly disagree/Qətiyyən razı deyiləm

Question 9.

To what extent do you agree with this statement:

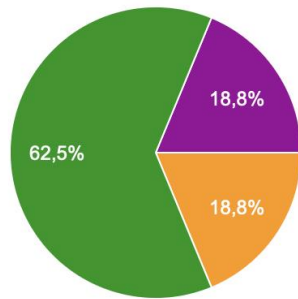
The teaching methods used in marketing classes help me improve my decision-making skills.

 Kopyala

Bu ifadə ilə nə dərəcədə razısınız:

Marketing dərslərində istifadə olunan tədris metodları mənə qərar qəbul etmə bacarıqlarımı təkmilləşdirməyə kömək edir.

16 yanıt



- Strongly agree/Tamamilə razıyam
- Agree/Razıyam
- Partially agree/Qismən razıyam
- Disagree/Razı deyiləm
- Strongly disagree/Qətiyyən razı deyiləm

Question 10.

Please choose the relevant option to describe your marketing classes;

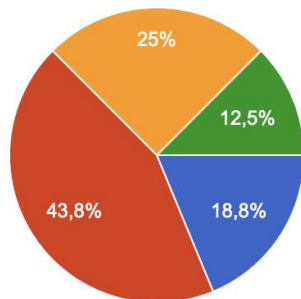
During our marketing classes

 Kopyala

Zəhmət olmasa marketing dərslərinizi təsvir etmək üçün uyğun variantı seçin;

Marketing dərsləri zamanı

16 yanıt



- The teacher is more dominantly leading the class, students are in the role of listeners. / Müəllim dərsi olduqca domi...
- The teacher mainly delivers the knowledge, some interactions happen when students ask questions/ Əsasən...
- The teacher delivers the lesson with the help of probe questions to the student...
- The teacher leads the lesson by interactive activities, students are eng...

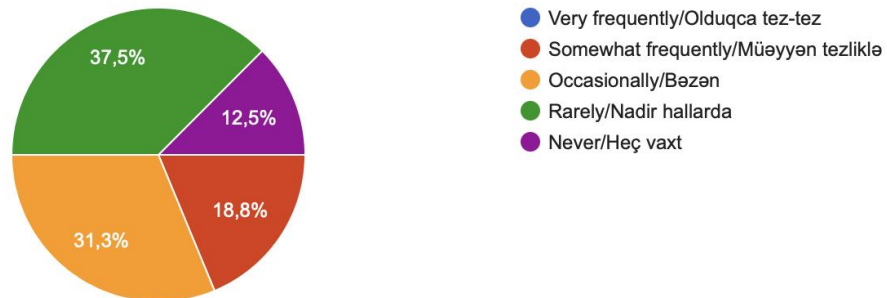
Question 11.

How often do you get a chance to apply the learned knowledge from readings into practice in your marketing classes?



Hansı tezlikdə oxu materiallarından öyrəndiyiniz bilikləri praktikada tətbiq edə bilərsiniz?

16 yanıt



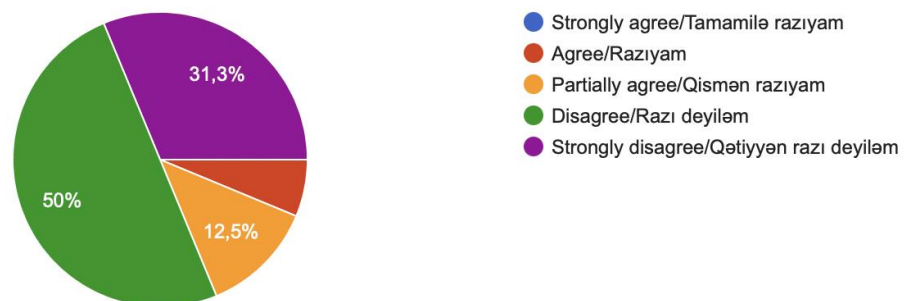
Question 12.

To what extent do you agree that the used teaching activities in your marketing classes help you learn the knowledge and skills both in traditional and digital marketing?



Marketing dərslərinizdə istifadə olunan tədris fəaliyyətlərinin həm ənənəvi, həm də rəqəmsal marketing sahəsində bilik və bacarıqları öyrənməyə kömək etməsi ilə nə dərəcədə razısınız?

16 yanıt



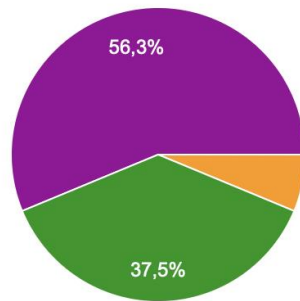
Question 13.

To what extent do you agree that learning different marketing concepts through currently employed teaching methods will help you be prepared for the requirements of the labor market?



Hal-hazırda tətbiq olunan tədris metodları vasitəsilə müxtəlif marketing konsepsiyalarını öyrənməyin əmək bazarının tələblərinə hazır olmağınıza nə dərəcədə kömək edəcəyiylə razısınız?

16 yanıt



- Strongly agree/Tamamilə razıyam
- Agree/Razıyam
- Partially agree/Qismən razıyam
- Disagree/Razı deyiləm
- Strongly disagree/Qətiyyən razı deyiləm

APPENDIX B

Interview Protocol for Students

Research study: Teaching marketing innovatively: Evidence from Azerbaijani HEIs

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Position of the interviewee:

The purpose of this study is to identify the wide range of teaching methods used in marketing programs by the instructors in Azerbaijani HEIs and understand what the students' perceptions about the currently employed methods are. To achieve the purpose of this study, interviews are conducted and relevant data is collected from the junior and senior year undergraduate students, the instructors teaching at undergraduate level marketing programs, as well as the public and private documents about marketing programs. The confidentiality of the participants is highly important for meeting the ethical considerations of my study. The identity of participants will not be disclosed in the study and the collected data will only be available to me and my supervisor in secured documents with passwords.

Introduction: The researcher greets the interviewee and introduces information about her educational and career background.

Procedures: The researcher informs the participant about the expected duration of 30-45 minutes of the interview, audio recording of the interview, and the use of data in the Master's Thesis. The participant is also informed that her/his name will not be disclosed in the study.

Instead, pseudonyms will be used to emphasize their quotations from the interviews.

Consent: The participants are informed about the voluntary format of the interviews. The researcher explains the right of the interviewee to choose whether to answer or skip the questions based on their willingness.

Questions:

1. Could you please introduce yourself?
2. What brought you to this program?
3. What did you expect to learn when applying to the university and specialty you are currently studying?
4. How well did these expectations match your actual experiences?
5. What are you doing to learn marketing?
6. How do your peers approach learning marketing?
7. Could you please describe the teaching methods you experience in class?
8. What are the methods your teachers use that help you learn best?
9. What would you change in the teaching methods currently used in classes?
10. What would you add to the teaching methods currently used in classes?
11. Which teaching method is least helpful to you in your learning process?
12. What challenges do you face while learning marketing?
13. What extracurricular activities does your teacher involve you in?
14. Could you please talk about the support services offered at your university that facilitate your studies?
15. What are your learning plans for the future?

16. Do you have any other ideas that I didn't include in the questions that you would like to share?

Conclusion: The interview is finalized by thanking the participant for their contribution to the study.

Tələbələr üçün Müsahibə Protokolu

Tədqiqat işi: Marketingin innovativ şəkildə tədrisi: Azərbaycan ali məktəblərindən sübutlar

Müsahibə vaxtı:

Tarix:

Yer:

Tədqiqatçı:

Müsahib:

Tədqiqatçının mövqeyi:

Bu tədqiqatın məqsədi Azərbaycan ali təhsil müəssisələrindəki marketing proqramlarında müəllimlər tərəfindən istifadə olunan müxtəlif tədris metodlarını müəyyən etmək və tələbələrin istifadə olunan metodları necə qavramasını başa düşməkdir. Bu tədqiqatın məqsədinə nail olmaq üçün üçüncü və dördüncü kurs bakalavr tələbələrindən, onların müəllimlərindən müsahibələr vasitəsilə məlumat toplanılır. Həmçinin bu tədqiqat işində istifadə etmək məqsədiylə marketing proqramlarıyla əlaqəli ictimai və özəl sənədlərdən də məlumat toplanılır. İştirakçıların məxfiliyi tədqiqatımın etik mülahizələrinə cavab vermək üçün çox vacibdir. İştirakçıların şəxsiyyəti tədqiqatda açıqlanmayacaq və toplanmış məlumatlar yalnız parollarla qorunan sənədlərdə mənə və tədqiqat işi rəhbərimə açıq olacaq.

Giriş: Tədqiqatçı müsahibini salamlayır və öz təhsili və karyerası haqqında məlumat verir.

Prosedurlar: Tədqiqatçı müsahibə üçün nəzərdə tutulmuş 45-60 dəqiqəlik müddəti, müsahibənin audio yazılması və magistr tezisində toplanılacaq məlumatların istifadəsi barədə iştirakçıya məlumat verir. Həmçinin iştirakçıya tədqiqatda onun adının açıqlanmayacağı bildirilir. Bunun əvəzinə, magistr tezisində müsahibələrdən sitatları vurğulamaq üçün təxəllüslərdən istifadə olunacaq.

Razılıq: İştirakçılar müsahibənin könüllü formatı haqqında məlumatlandırılır. Tədqiqatçı iştirakçıya sualları cavablandırmaq və ya ötürmək hüququna malik olduğunu izah edir.

Suallar:

1. Özünüzü təqdim edə bilərsinizmi?
2. Sizi bu proqrama gətirən nə olub?
3. Hazırda oxuduğunuz universitetə və ixtisasa müraciət edərkən öyrənmə gözləntiləriniz nələr idi?
4. Bu gözləntilər sizin real təcrübələrinizlə nə dərəcədə üst-üstə düşdü?
5. Marketinqi öyrənmək üçün nə edirsiniz?
6. Sizin həmyaşıdlarınız marketinq öyrənməyə necə yanaşırlar?
7. Zəhmət olmasa sinifdə təcrübə etdiyiniz tədris üsullarını təsvir edə bilərsinizmi?
8. Müəllimlərinizin istifadə etdiyi metodlardan öyrənməyinizə ən yaxşı şəkildə kömək edən hansıdır?
9. Hazırda dərslərdə istifadə olunan tədris metodlarında nəyi dəyişərdiniz?
10. Hazırda dərslərdə istifadə olunan tədris metodlarına nə əlavə edərdiniz?
11. Öyrənmə prosesinizdə sizə ən az kömək edən tədris metodu hansıdır?
12. Marketinqi öyrənərkən hansı çətinliklərlə qarşılaşırsınız?
13. Müəlliminiz sizi hansı dərslərdən kənar fəaliyyətlərə cəlb edir?
14. Zəhmət olmasa, universitetinizdə öyrənmənizi asanlaşdıran dəstək xidmətləri haqqında danışa bilərsinizmi?
15. Gələcək üçün öyrənmə planlarınız nələrdir?
16. Suallara daxil etmədiyim və sizin paylaşmaq istədiyiniz başqa fikirləriniz varmı?

Nəticə: Müsahibə tədqiqata verdiyi töhfəyə görə iştirakçıya təşəkkür etməklə yekunlaşdırılır.

APPENDIX C

Interview Protocol for Instructors

Research study: Teaching marketing innovatively: Evidence from Azerbaijani HEIs

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Position of the interviewee:

The purpose of this study is to identify the wide range of teaching methods used in marketing programs by the instructors in Azerbaijani HEIs and understand the students' perceptions about the currently employed methods. To achieve the purpose of this study, interviews are conducted and relevant data is collected from the junior and senior year undergraduate students, the instructors teaching at undergraduate level marketing programs, as well as the public and private documents about marketing programs. The confidentiality of the participants is highly important for meeting the ethical considerations of my study. The identity of participants will not be disclosed in the study and the collected data will only be available to me and my supervisor in secured documents with passwords.

Introduction: The researcher greets the interviewee and introduces information about her educational and career background.

Procedures: The researcher informs the participant about the expected duration of 30-45 minutes of the interview, audio recording of the interview, and the use of data in the Master's Thesis. The participant is also informed that her/his name will not be disclosed in the study.

Instead, pseudonyms will be used to emphasize their quotations from the interviews.

Consent: The participants are informed about the voluntary format of the interviews. The researcher explains the right of the interviewee to choose whether to answer or skip the questions based on their willingness.

Questions:

1. Could you please provide some information on your academic/career background?
2. Could you provide some information about your teaching philosophy?
3. Can you talk about the activities you use in your teaching process?
4. What kind of teaching methods do you believe would help improve student learning?
5. According to your teaching philosophy, how do you define innovative teaching methods?
6. What encourages you to use innovative teaching methods in marketing classes?
7. What supports your teaching process?
8. In your opinion, what are the difficulties of using innovative methods?
9. What do you think is the most preferred style of teaching by the learners in marketing classes?

What activities does this kind of teaching involve?
10. Do you have any other ideas that I did not include in the questions that you would like to share?

Conclusion: The interview is finalized by thanking the participant for their contribution to the study.

Müəllimlər üçün Müsahibə Protokolu

Tədqiqat işi: Marketingin innovativ şəkildə tədrisi: Azərbaycan ali məktəblərindən sübutlar

Müsahibə vaxtı:

Tarix:

Yer:

Tədqiqatçı:

Müsahib:

Tədqiqatçının mövqeyi:

Bu tədqiqatın məqsədi Azərbaycan ali təhsil müəssisələrindəki marketing proqramlarında müəllimlər tərəfindən istifadə olunan müxtəlif tədris metodlarını müəyyən etmək və tələbələrin istifadə olunan metodları necə qavramasını başa düşməkdir. Bu tədqiqatın məqsədinə nail olmaq üçün üçüncü və dördüncü kurs bakalavr tələbələrindən, onların müəllimlərindən müsahibələr vasitəsilə məlumat toplanılır. Həmçinin bu tədqiqat işində istifadə etmək məqsədiylə marketing proqramlarıyla əlaqəli ictimai və özəl sənədlərdən də məlumat toplanılır. İştirakçıların məxfiliyi tədqiqatımın etik mülahizələrinə cavab vermək üçün çox vacibdir. İştirakçıların şəxsiyyəti tədqiqatda açıqlanmayacaq və toplanmış məlumatlar yalnız parollarla qorunan sənədlərdə mənə və tədqiqat işi rəhbərimə açıq olacaq.

Giriş: Tədqiqatçı müsahibini salamlayır və öz təhsili və karyerası haqqında məlumat verir.

Prosedurlar: Tədqiqatçı müsahibə üçün nəzərdə tutulmuş 45-60 dəqiqəlik müddəti, müsahibənin audio yazılması və magistr tezisində toplanılacaq məlumatların istifadəsi barədə iştirakçıya məlumat verir. Həmçinin iştirakçıya tədqiqatda onun adının açıqlanmayacağı bildirilir. Bunun əvəzinə, magistr tezisində müsahibələrdən sitatları vurğulamaq üçün təxəllüslərdən istifadə olunacaq.

Razılıq: İştirakçılar müsahibənin könüllü formatı haqqında məlumatlandırılır. Tədqiqatçı iştirakçıya sualları cavablandırmaq və ya ötürmək hüququna malik olduğunu izah edir.

Suallar:

1. Zəhmət olmasa akademik/karyera keçmişiniz haqqında məlumat verə bilərsinizmi?
2. Tədris fəlsəfəniz haqqında məlumat verə bilərsinizmi?
3. Tədris prosesində istifadə etdiyiniz fəaliyyətlərdən danışa bilərsinizmi?
4. Sizcə, hansı tədris metodları şagirdin öyrənməsini təkmilləşdirməyə kömək edir?
5. Tədris fəlsəfənizə görə innovativ tədris metodlarını necə olmalıdır?
6. Marketing dərslərində innovativ tədris metodlarından istifadə etməyə sizi nə sövq edir?
7. Tədris prosesinizi nə dəstəkləyir?
8. Sizcə, innovativ metodlardan istifadənin hansı çətinlikləri var?
9. Sizcə, marketing dərslərində tələbələr tərəfindən ən çox hansı tədris metoduna üstünlük

verilir?

Bu cür tədris hansı fəaliyyətləri əhatə edir?

10. Suallara daxil etmədiyim və sizin paylaşmaq istədiyiniz başqa fikirləriniz varmı?

Nəticə: Müsahibə tədqiqata verdiyi töhfəyə görə iştirakçıya təşəkkür etməklə yekunlaşdırılır.