

**DETERMINING RELEVANCE OF FORMAL BACHELOR/MASTERS LEVEL
MARKETING COURSES FOR MARKETING PROFESSIONALS IN BANGALORE
WITH EXPERIENCE OF 0-20 YEARS**

by

Tridibesh Satpathy, MBA, BTech(Mechanical)

DISSERTATION

Presented to the Swiss School of Business Management, Geneva

In Partial Fulfilment

Of the Requirements

For the Degree

DOCTOR OF BUSINESS ADMINISTRATION
SWISS SCHOOL OF BUSINESS AND MANAGEMENT GENEVA

July 2023

**DETERMINING RELEVANCE OF FORMAL BACHELOR/MASTERS LEVEL
MARKETING COURSES FOR MARKETING PROFESSIONALS IN BANGALORE
WITH EXPERIENCE OF 0-20 YEARS**

by

Tridibesh Satpathy

APPROVED BY

Anna Provodnikova, PhD

<Chair's Name, Degree>, Chair

<Member's Name, Degree>, Committee Member

<Member's Name, Degree>, Committee Member

RECEIVED/APPROVED BY:

<Associate Dean's Name, Degree>, Associate Dean

Dedication

I dedicate this degree and dissertation to my family - my wife, my son and daughter, my parents, and close relatives – who were always in the background and provided me unconditional support and encouragement, without which I would not have been able to complete this study. I love all of you very much and appreciate all the support you have always given me as I worked on this project - and for all your motivation to do whatever I have aspired to in my life.

Acknowledgments

I would like to express my sincere gratitude to Dr. Iva Buljubašić, my esteemed mentor and advisor for all her suggestions and advise throughout my DBA journey. I would also like to thank the team at Swiss School of Business Management and upGrad for all their guidance and support, and for answering all my queries. In addition, I would like to thank all my friends in the DBA journey for the fun times we had working, socializing, and motivating each other through our research process. I would also like to express my thanks to my colleagues at work for their constant support and encouragement. To conclude, I would like to thank God, and my family - my wife, my son and daughter, my parents, and close relatives. It would not have been possible for me to finish my studies without the unwavering support and sacrifice of my family over the past few years.

**DETERMINING RELEVANCE OF FORMAL BACHELOR/MASTERS LEVEL
MARKETING COURSES FOR MARKETING PROFESSIONALS IN BANGALORE
WITH EXPERIENCE OF 0-20 YEARS**

Tridibesh Satpathy

2023

Dissertation Chair: <Chair's name>

Co-Chair: <if applicable. Co-Chair's name>

ABSTRACT

It is generally believed that the relevance of most of the formal Marketing programs may be higher for freshers who are joining their initial jobs, but the relevance decreases significantly over time. However, there has been little work done on the relevance of formal marketing programs for marketing professionals in Bangalore. This research is being conducted to explore and understand the relevance of formal marketing degrees for marketing professionals who have 0-20 years of marketing experience in Bangalore. The key objectives of the study are:

1. To identify to what extent marketing professionals consider their formal marketing degrees to be relevant with respect to different aspects of marketing.
2. To determine what additional steps were taken by marketing professionals to bridge the gap between their formal education and knowledge required in be productive in their profession.
3. To determine how marketing professionals perceive the relevance of their marketing degree 20+ years after completing their formal marketing course.

The study showed that over time, there is a significant decrease in perceived relevance of formal Bachelors, Masters, or PhD/Doctoral Marketing course, compared with the knowledge required by marketing professionals on the job – and the percentage perceived relevance decreases from 86.12% for marketing professionals with experience of 0-3 years, to 46.21% for marketing professionals with more than 20 years of experience.

The study also showed that different aspects of marketing had differing decrease in relevance over time – with the most pronounced decrease in relevance being for Digital Marketing, where the perceived relevance of the formal marketing course, compared with the knowledge required by marketing professionals on the job – decreased from 88% relevance for marketing professionals with experience of 0-3 years to as low as 4% with marketing professionals with more than 20 years of experience.

By quantifying the decrease in relevance of marketing education with the egress of time, the research from this study can be used very effectively by marketing professionals, marketing students, corporates employing marketing professionals, and training providers offering marketing courses – to fine-tune and provide appropriate marketing training and courses for marketing professionals. This will help ensure that the education of all marketing professionals is relevant to their actual job roles, and that they can perform effectively and to the best of their abilities.

The research is done only for marketing professionals in Bangalore, but may be used for further study in other cities in India and also in other countries. Similar research could also be conducted in other professional fields such as Finance, Human Resources Management, Project Management, Technology, Operations, etc. By identifying the gaps in education over time for professionals in any field, it will be possible to fine-tune the training requirements for such professionals to maximize their performance in their field of expertise.

Directed by: Dr. Iva Buljubašić

TABLE OF CONTENTS

LIST OF TABLES	VIII
LIST OF FIGURES	XI
CHAPTER I: INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Problem Statement	3
1.3 Research Question	3
1.4 Purpose of Research.....	4
CHAPTER II: REVIEW OF LITERATURE	6
2.1 Introduction.....	6
2.2 Market Size	6
2.3 Relevance of Marketing Courses in different countries	8
2.4 Impact of the Internet, Digitisation and recent innovations on Marketing Education.....	10
2.5 Understanding the evolution of different aspects of Marketing	12
2.5.1 Marketing Strategy.....	13
2.5.2 Marketing Research	15
2.5.3 Corporate Sales	17
2.5.4 Retail Sales.....	19
2.5.5 Branding.....	21
2.5.6 Advertising.....	23
2.5.7 Digital Marketing.....	24
2.5.8 Marketing Analytics.....	26
2.6 Some recommendations to make Marketing Education in India more relevant to working professionals	28
2.7 Summary	29
CHAPTER III: METHODOLOGY	30
3.1 Research Philosophy.....	30
3.2 Research Approach	30
3.3 Research Strategy.....	31
3.4 Research Population and Sampling Methods	32
3.5 Time Horizon	38
3.6 Data Collection Procedures.....	38
3.7 Ethical Considerations	39

3.8 Threats to Validity	39
3.9 Limitations and Delimitations.....	40
3.10 Data Analysis	41
3.11 Conclusion	41
CHAPTER IV: RESULTS.....	43
4.1 Procedure of analyzing research findings	43
4.2 Marketing Professionals with experience of 0-3 years after completing Formal Marketing Program in Bangalore	44
4.2.1 Survey	44
4.2.2 Demographics	44
4.2.3 Relevance of Different Aspects of Marketing Courses to actual work experience	50
4.2.4 Relevance of Overall Formal Marketing Courses to Marketing Professionals.....	75
4.2.5 Upskilling and learning new skills.....	89
4.3 Marketing Professionals with experience of 4-7 years after completing Formal Marketing Program in Bangalore	90
4.3.1 Survey	90
4.3.2 Demographics	90
4.3.3 Relevance of Different Aspects of Marketing Courses to actual work experience	97
4.3.4 Relevance of Overall Formal Marketing Courses to Marketing Professionals.....	126
4.3.5 Upskilling and learning new skills.....	140
4.4 Marketing Professionals with experience of 8-12 years after completing Formal Marketing Program in Bangalore	141
4.4.1 Survey	141
4.4.2 Demographics	141
4.4.3 Relevance of Different Aspects of Marketing Courses to actual work experience	147
4.4.4 Relevance of Overall Formal Marketing Courses to Marketing Professionals.....	178
4.4.5 Upskilling and learning new skills.....	192
4.5 Marketing Professionals with experience of 13-20 years after completing Formal Marketing Program in Bangalore	193
4.5.1 Survey	193
4.5.2 Demographics	193
4.5.3 Relevance of Different Aspects of Marketing Courses to actual work experience	200
4.5.4 Relevance of Overall Formal Marketing Courses to Marketing Professionals.....	233
4.5.5 Upskilling and learning new skills.....	248

4.6 Marketing Professionals with more than 20 years of experience	249
4.6.1 Survey	249
4.6.2 Demographics	250
4.6.3 Relevance of Different Aspects of Marketing Courses to actual work experience	257
4.6.4 Relevance of Overall Formal Marketing Courses to Marketing Professionals.....	288
4.6.5 Upskilling and learning new skills.....	303
 CHAPTER V: DISCUSSION.....	 304
5.1 Discussion of Results.....	304
5.2 Answer to Research Question 1	305
5.3 Answer to Research sub question 1	307
5.3.1 Digital Marketing.....	310
5.3.2 Advertising.....	311
5.3.3 Branding.....	312
5.3.4 Marketing Research	313
5.3.5 Marketing Strategy.....	314
5.3.6 Retail Sales.....	315
5.3.7 Corporate Sales	316
5.3.8 Marketing Analytics.....	317
5.4 Answer to Research sub question 2	318
5.5 Answer to Research sub question 3	320
 CHAPTER VI: SUMMARY, IMPLICATIONS AND RECOMMENDATIONS	 322
6.1 Summary	322
6.2 Implications.....	324
6.3 Recommendations for future research	326
6.3 Conclusion	327
 REFERENCES	 329

LIST OF TABLES

Table 1: Stratified Sample of Survey Participants	33
Table 2: Gender Data of Study Participants.....	35
Table 3: Course Data of Study Participants	36
Table 4: Company Size of Study Participants	36
Table 5:Marketing Strategy Statistical Analysis (0-3 years)	53
Table 6: Marketing Research Statistical Analysis (0-3 years).....	56
Table 7: Corporate Sales Statistical Analysis (0-3 years).....	59
Table 8: Retail Sales Statistical Analysis (0-3 years)	62
Table 9: Branding Statistical Analysis (0-3 years)	65
Table 10: Advertising Statistical Analysis (0-3 years)	68
Table 11: Digital Marketing Statistical Analysis (0-3 years)	71
Table 12: Marketing Analytics Statistical Analysis (0-3 years)	74
Table 13: Overall Marketing Course Statistical Analysis (0-3 years)	77
Table 14: Statistical Analysis for Gender (0-3 years).....	80
Table 15: Statistical Analysis for Course Type (0-3 years)	85
Table 16:Statistical Analysis for Company size (0-3 years).....	88
Table 17:Marketing Strategy Statistical Analysis (4-7 years)	101
Table 18:Marketing Research Statistical Analysis (4-7 years).....	104
Table 19: Corporate Sales Statistical Analysis (4-7 years).....	108
Table 20: Retail Sales Statistical Analysis (4-7 years)	111
Table 21: Branding Statistical Analysis (4-7 years)	114
Table 22: Advertising Statistical Analysis (4-7 years)	117
Table 23: Digital Marketing Statistical Analysis (4-7 years)	121

Table 24: Marketing Analytics Statistical Analysis (4-7 years)	125
Table 25: Overall Marketing Course Statistical Analysis (4-7 years)	128
Table 26: Statistical Analysis for Gender (4-7 years).....	132
Table 27: Statistical Analysis for Course Type (4-7 years)	136
Table 28: Statistical Analysis for Company size (4-7 years).....	139
Table 29: Marketing Strategy Statistical Analysis (8-12 years)	151
Table 30: Marketing Research Statistical Analysis (8-12 years).....	155
Table 31: Corporate Sales Statistical Analysis (8-12 years).....	159
Table 32: Retail Sales Statistical Analysis (8-12 years)	163
Table 33: Branding Statistical Analysis (8-12 years)	166
Table 34: Advertising Statistical Analysis (8-12 years)	169
Table 35: Digital Marketing Statistical Analysis (8-12 years)	173
Table 36: Marketing Analytics Statistical Analysis (8-12 years)	177
Table 37: Overall Marketing Course Statistical Analysis (8-12 years)	180
Table 38: Statistical Analysis for Gender (8-12 years).....	184
Table 39: Statistical Analysis for Course Type (8-12 years)	189
Table 40: Statistical Analysis for Company size (8-12 years).....	191
Table 41: Marketing Strategy Statistical Analysis (13-20 years).....	204
Table 42: Marketing Research Statistical Analysis (13-20 years).....	208
Table 43: Corporate Sales Statistical Analysis (13-20 years).....	212
Table 44: Retail Sales Statistical Analysis (13-20 years)	216
Table 45: Branding Statistical Analysis (13-20 years)	220
Table 46: Advertising Statistical Analysis (13-20 years)	224
Table 47: Digital Marketing Statistical Analysis (13-20 years)	228
Table 48: Marketing Analytics Statistical Analysis (13-20 years)	232

Table 49: Overall Marketing Course Statistical Analysis (13-20 years)	235
Table 50: Statistical Analysis for Gender (13-20 years).....	239
Table 51: Statistical Analysis for Course Type (13-20 years)	245
Table 52:Statistical Analysis for Company size (13-20 years).....	247
Table 53: Marketing Strategy Statistical Analysis (>20 years)	261
Table 54: Marketing Research Statistical Analysis (>20 years).....	265
Table 55: Corporate Sales Statistical Analysis (>20 years).....	268
Table 56: Retail Sales Statistical Analysis (>20 years)	272
Table 57: Branding Statistical Analysis (>20 years)	276
Table 58: Advertising Statistical Analysis (>20 years)	280
Table 59: Digital Marketing Statistical Analysis (>20 years)	283
Table 60: Marketing Analytics Statistical Analysis (>20 years)	287
Table 61: Overall Marketing Course Statistical Analysis (>20 years)	290
Table 62: Statistical Analysis for Gender (>20 years).....	294
Table 63: Statistical Analysis for Course Type (>20 years).....	300
Table 64: Statistical Analysis for Company size (>20 years).....	302
Table 65: Relevance of Overall Marketing Course	305
Table 66: Relevance of Different Aspects of Marketing over time	308
Table 67: Bridging Gap in Formal Marketing Education.....	318
Table 68:Overall Relevance of Marketing courses for >20 years of experience.....	320

LIST OF FIGURES

Figure 1: Type of Marketing Courses done by Survey Participants (0-3 years).....	45
Figure 2:Size of Company of Survey Participants (0-3 years)	46
Figure 3: Gender of Survey Participants (0-3 years)	47
Figure 4: Age of Survey Participants (0-3 years)	48
Figure 5: Age and Gender of Study Participants (0-3 years).....	49
Figure 6:Relevance of Marketing Strategy (0-3 years).....	52
Figure 7: Relevance of Marketing Research (0-3 years)	55
Figure 8: Relevance of Corporate Sales (0-3 years)	58
Figure 9: Relevance of Retail Sales (0-3 years).....	61
Figure 10: Relevance of Branding (0-3 years).....	64
Figure 11: Relevance of Advertising(0-3 years).....	67
Figure 12: Relevance of Digital Marketing (0-3 years)	70
Figure 13: Relevance of Marketing Analytics (0-3 years).....	73
Figure 14:Relevance of Overall Marketing Course (0-3 years).....	76
Figure 15: Gender-wise Relevance of Marketing Courses (0-3 years).....	79
Figure 16: Course-type Relevance of Marketing Courses (0-3 years).....	84
Figure 17: Upskilling of Survey Participants (0-3 years)	89
Figure 18: Type of Marketing Course done by Survey Participants (4-7 years)	91
Figure 19: Size of Company of Survey Participants (4-7 years)	92
Figure 20: Gender of Survey Participants (4-7 years)	93
Figure 21: Age of Survey Participants (4-7 years)	95
Figure 22: Age and Gender of Survey Participants (4-7 years).....	96
Figure 23:Relevance of Marketing Strategy (4-7 years).....	100

Figure 24: Relevance of Marketing Research (4-7 years)	103
Figure 25: Relevance of Corporate Sales (4-7 years)	107
Figure 26: Relevance of Retail Sales (4-7 years).....	110
Figure 27:Relevance of Branding (4-7 years).....	113
Figure 28: Relevance of Advertising (4-7 years).....	116
Figure 29: Relevance of Digital Marketing (4-7 years).....	120
Figure 30: Relevance of Marketing Analytics (4-7 years).....	124
Figure 31: Relevance of Overall Marketing Course (4-7 years).....	127
Figure 32: Gender-wise Relevance of Marketing Courses (4-7 years).....	131
Figure 33: Course-type Relevance of Marketing Courses (4-7 years).....	135
Figure 34: Upskilling of Survey Participants (4-7 years)	140
Figure 35: Type of Marketing Course done by Survey Participants (8-12 years)	142
Figure 36:Size of Company of Survey Participants (8-12 years)	143
Figure 37:Gender of Survey Participants (8-12 years)	144
Figure 38:Age of Survey Participants (8-12 years)	145
Figure 39:Age and Gender of Study Participants (8-12 years).....	146
Figure 40:Relevance of Marketing Strategy (8-12 years).....	150
Figure 41:Relevance of Marketing Research (8-12 years)	154
Figure 42: Relevance of Corporate Sales (8-12 years)	158
Figure 43: Relevance of Retail Sales (8-12 years).....	162
Figure 44: Relevance of Branding (8-12 years).....	165
Figure 45: Relevance of Advertising (8-12 years).....	168
Figure 46: Relevance of Digital Marketing (8-12 years).....	172
Figure 47: Relevance of Marketing Analytics (8-12 years).....	176
Figure 48: Relevance of Overall Marketing Course (8-12 years).....	179

Figure 49: Gender-wise Relevance of Marketing Courses (8-12 years).....	183
Figure 50: Course-type Relevance of Marketing Courses (8-12 years).....	187
Figure 51: Upskilling of Survey Participants (8-12 years).....	192
Figure 52: Type of Marketing Course done by Survey Participants (13-20 years)	194
Figure 53: Size of Company of Survey Participants (13-20 years)	195
Figure 54: Gender of Survey Participants (13-20 years)	196
Figure 55: Age of Survey Participants (13-20 years)	198
Figure 56: Age and Gender of Study Participants (13-20 years).....	199
Figure 57: Relevance of Marketing Strategy (13-20 years).....	203
Figure 58: Relevance of Marketing Research (13-20 years)	207
Figure 59: Relevance of Corporate Sales (13-20 years)	211
Figure 60: Relevance of Retail Sales (13-20 years).....	215
Figure 61:Relevance of Branding (13-20 years).....	219
Figure 62: Relevance of Advertising (13-20 years).....	223
Figure 63:Relevance of Digital Marketing (13-20 years).....	227
Figure 64: Relevance of Marketing Analytics (13-20 years).....	231
Figure 65: Relevance of Overall Marketing Course (13-20 years).....	234
Figure 66: Gender-wise Relevance of Marketing Courses (13-20 years).....	238
Figure 67: Course-type Relevance of Marketing Courses (13-20 years).....	243
Figure 68:Upskilling of Survey Participants (13-20 years)	248
Figure 69: Type of Marketing Course done by Survey Participants (>20 years)	251
Figure 70: Size of Company of Survey Participants (>20 years)	252
Figure 71: Gender of Survey Participants (>20 years)	253
Figure 72: Age of Survey Participants (>20 years)	255
Figure 73: Age and Gender of Study Participants (>20 years).....	256

Figure 74: Relevance of Marketing Strategy (>20 years).....	260
Figure 75: Relevance of Marketing Research (>20 years)	264
Figure 76: Relevance of Corporate Sales (>20 years)	267
Figure 77: Relevance of Retail Sales (>20 years).....	271
Figure 78: Relevance of Branding (>20 years).....	275
Figure 79: Relevance of Advertising (>20 years).....	279
Figure 80: Relevance of Digital Marketing (>20 years).....	282
Figure 81: Relevance of Marketing Analytics (>20 years).....	286
Figure 82: Relevance of Overall Marketing Courses (>20 years)	289
Figure 83: Gender-wise Relevance of Marketing Courses (>20 years).....	293
Figure 84: Course-type Relevance of Marketing Courses (>20 years).....	298
Figure 85: Upskilling of Survey Participants (>20 years)	303
Figure 86: Mean of Relevance of Overall Marketing Education.....	306
Figure 87: Relevance of Digital Marketing	310
Figure 88: Relevance of Advertising	311
Figure 89: Relevance of Branding	312
Figure 90: Relevance of Marketing Research.....	313
Figure 91: Relevance of Marketing Strategy	314
Figure 92: Relevance of Retail Sales	315
Figure 93: Relevance of Corporate Sales.....	316
Figure 94: Relevance of Marketing Analytics	317
Figure 95: Summary - Relevance of Formal Marketing Courses	323

CHAPTER I: INTRODUCTION

This section will provide a high-level overview of the subject under study within the current knowledge set. A background of the subject along with key points will be provided, and the importance of the research will be underscored. Furthermore, the motivation and expected outcomes of the research will be outlined in this section, along with the justification of why the research is important, and why it must be performed. Finally, this section will address the gap this research will fill in existing literature.

1.1 Introduction

Marketing is one of the most popular professions globally – a search in LinkedIn shows that approximately 8% of total global professionals work in the field of Marketing. Most marketing professionals typically study a formal bachelor or masters level degree program in Marketing (1-4 years of dedicated study). However, there has always been a question over how relevant their formal education stays over the period of their marketing career.

Some of the reasons for the decrease in the relevance of formal marketing programs over time could be:

- a) Tools used for Marketing including Social Media marketing, Corporate Sales, Branding and Advertising etc. constantly keep evolving and hence the relevance of what was learnt earlier keeps diminishing.
- b) Formal marketing courses taught in colleges may be outdated.
- c) Customer preferences keep changing and customers spend much more time on media which were not popular or even available earlier. For example, marketing channels such as LinkedIn, Google, Facebook, Twitter, Instagram etc. were not even available 20+ years ago, but customers increasingly spend more time on these channels now – and marketing dollars follow where customers spend more time.

Although this is a global question, I wanted to do this study in Bangalore, which is one of the biggest and most cosmopolitan cities in India. With a population of more than 12.75 million in 2021, the population of Bangalore is more than that of countries such as Switzerland or New Zealand. Bangalore is also considered as the Silicon Valley of India with a vibrant ecosystem of startups and mature companies, and is also the hub in India for Information Technology firms, Private Equity/Venture Capital companies, space research, defense, aeronautics and pharmaceuticals. I believe that this research study done in Bangalore can be replicated to gain insights for other cities in India and also globally.

This section is intended to describe the problem this research proposes to address or solve. It will also detail out and justify the rationale behind why this problem requires to be solved. The problem statement will later be used to phrase the research questions.

1.2 Problem Statement

Marketing as a field has evolved significantly over the years with proliferation of social media and data analytics, and much better connected, and well informed customers.

(Kotler and Chernev, 2022) Moreover, internet has changed the world of marketing forever - the increased connectivity and access to information have disrupted, or at least forced to evolve, many of the existing marketing platforms and models. (Dash, Kiefer and Paul, 2021).

LinkedIn shows that 9% of professionals in Bangalore work in the field of Marketing - however, there has been little work done on the relevance, over time, of formal marketing programs for marketing professionals in Bangalore.

1.3 Research Question

The objectives of the research are predetermined to demonstrate what the study will achieve when completed. The study will seek to achieve this by answering the central question and the relevant sub-questions posed below.

What is the relevance of formal marketing degrees for marketing professionals who have 0-20 years of marketing experience in Bangalore?

Research sub questions:

1. Since marketing is a broad field, what is the relevance of the formal marketing degree to different aspects of marketing such as digital marketing, marketing strategy, market research, branding and advertising etc.? Do some aspects of marketing remain more relevant even after several years of formal education?
2. What do marketing professionals typically try to bridge the gaps in their formal education and the knowledge required to do their work efficiently?
3. What is the relevance of formal marketing degrees after 20+ years of course completion?

1.4 Purpose of Research

The focus of this exploratory research was to study relevance of marketing degrees for practicing marketing professionals in Bangalore after an egress of time which could be anywhere from 0-20 years. The key objectives of the study were:

1. To identify to what extent marketing professionals consider their formal marketing degrees to be relevant with respect to different aspects of marketing.
2. To determine what additional steps were taken by marketing professionals to bridge the gap between their formal education and knowledge required in be productive in their profession for example, self-study, company sponsored courses, formal marketing courses, learning of the job etc.

3. To determine how marketing professionals perceive the relevance of their marketing degree 20+ years after completing their formal marketing course

CHAPTER II: REVIEW OF LITERATURE

2.1 Introduction

The literature review conducted for this research lays out the current knowledge set available for the topic under scrutiny. By defining the boundaries of what is known, the identification of gaps in existing knowledge becomes possible. The literature review will also be used to identify existing material that supports the research topic in question.

2.2 Market Size

India has the third-largest higher education system in the world, with an estimated 36.1 million students (51.4 percent male and 48.6 percent female) enrolled across 993 universities, 38,179 colleges, and 10,725 standalone institutions during 2018-19. Bangalore, with 1009 colleges, has maximum number of colleges in any city in India. (Department of Higher Education, 2020).

Formal Marketing courses in India are taught through MBA (Masters in Business Administration) colleges – which typically have both undergraduate and graduate level courses in Marketing. Bangalore has more than 280 MBA colleges, each with more than 125 students enrolled in Marketing courses annually – which indicates approximately 35,000 students undertake professional courses in Marketing each year. (Shiksha.com, 2022)

Since LinkedIn is the most popular platform for professionals in Bangalore, a search in LinkedIn will give an approximate market size of professionals in Marketing field in Bangalore. A LinkedIn search for professionals in Bangalore throws up more than 4,800,000 results. A search for “Bangalore” and “Marketing” shows more than 448,000 results. This shows that approximately 9.3% of adult professionals in Bangalore work in the Marketing field.

In a study about Indian Higher Education system, (Shome and Gupta, 2018), the authors believe that although today India possesses a highly developed higher education system, which offers the facility of education and training in almost all aspects of human creativity and intellectual endeavors, but there is an immediate need to enlarge the adaptive capacity of the higher education system so that it is more responsive to the changing world of work and meets the diversified needs of economy. This would make higher education in India more relevant for students enrolled in professional courses such as Marketing.

2.3 Relevance of Marketing Courses in different countries

There has been little work done on the relevance of formal marketing programs for marketing professionals in India or Bangalore.

So, to gain better insights, we can refer to research and surveys done in US and Europe, about the relevance of formal courses in Sales and Marketing to marketing professionals. Marketing Week's 2019 Career and Salary Survey, which questioned 4,415 marketers in the USA, shows they clearly find their way into the profession via a wide variety of routes. Just 25.7% have a marketing undergraduate degree as their highest qualification, and 16.3% a marketing master's degree, diploma or doctorate. Of those who say they have studied a marketing degree, just 32.2% found it very useful, with 55.9% describing it as fairly useful and 11% not very useful. Similarly, 35.9% of marketers who have studied a professional qualification – whether from the Chartered Institute of Marketing or another organization – describe their course as very useful, 50.3% fairly useful and 12.6% not very useful. (Rogers, 2019)

While studying the relationship between Marketing Education and Marketing Career Success in the US, (Bacon, 2017), the research concluded that because marketing knowledge is not useful, or not enough knowledge is related to the particular careers where students eventually settle, or simply because students forget most of their specific marketing knowledge, an undergraduate marketing education is not uniquely associated with success in a marketing career. So, in the US, there seems to be a low correlation

between formal marketing courses and their relevance in building successful careers for marketing professionals.

In a research done in Europe (Di Gregorio et al., 2019), digital marketing manager, social media manager, e-commerce manager, and big data analyst have been unanimously identified as the key job positions of the future. Although the job market has heavily moved to online platforms and specialized websites, the traditional job title of brand/product manager still holds a strong position no matter the level of digitalization of a company. This clearly suggests that the strategic nature and core activities ascribed to the marketing profession are still in great demand in the new digital era. However, the skillset and capabilities required to conduct such activities has broadened, expanding job opportunities towards digital, analytical, and technical roles.

2.4 Impact of the Internet, Digitization, and recent innovations on Marketing Education

The relevance formal higher education requires an interplay between content and form of education on one hand, and specific conditions facilitating changes and improvements at work on the other. (Vold, Haave and Kaloudis, 2020).

The growth of internet and digital transformation has made it even more important for Sales and Marketing trainers, universities and training institutes to make appropriate changes in their course curriculum. As questions arise about the ability of business schools to anticipate and respond to changing industry dynamics, many schools are taking the challenge seriously by orienting their marketing courses toward digital relevancy. (Langan, Cowley and Nguyen, 2019)

Changes in field of Sales and Marketing are primarily driven by rapid evolution of Information Technology platform. Even in Information Technology, there are several challenges that surround the pace and trajectory of change in theory and practice. There are issues surrounding the evolving roles of “educators” and “trainers,” and there are even issues surrounding the responsibilities that theory and practice have to their constituents: as careers get more difficult to build around academic technology majors steps (Andriole, 2006).

In this context, it is important to understand the difference and importance between formal education and informal education which could be provided through online programs, MOOCs etc. Formal degree programs excel at general education: an MBA, for instance, gives students a little bit of everything they might need as a leader, from finance to marketing to operations. But if the objective is to hone specific skills, rather than get a broad overview, one might prefer a targeted executive education program or online course (Clark, 2017).

Another challenge to the relevance of Marketing courses is the growth of MOOC (Massive Open Online Courses) programs offered by several institutes and online platforms. While advanced online and computer technologies are gradually decreasing the barriers of traditional professional development programs, instructional designers are still faced with the challenge of designing online venues for professional development based on sound design principles that take advantage of the strengths of the online medium. (Barcena, Read and Martin-Monje, 2015) Also, the interaction between faculty and students is significantly reduced in online MOOC programs – and may result in decrease in learning outcomes.

2.5 Understanding the evolution of different aspects of Marketing

An informal interview was conducted of 20 marketing professionals to determine which are the most relevant aspects of Marketing Courses which are taught to students, and those that are relevant for actual working professionals. Based on suggestions from the 20 marketing professionals, and also referring to syllabus of 3 marketing programs taught in 3 colleges in Bangalore, 8 significant aspects of Marketing courses were identified as mentioned below:

1. Marketing Strategy
2. Marketing Research
3. Corporate Sales
4. Retail Sales
5. Branding
6. Advertising
7. Digital Marketing
8. Marketing Analytics

To have better understanding to answer the Research Questions relevant for this study, all the different Marketing Aspects were studied in detail to determine if there has been significant change in actual marketing practices in these Marketing Aspects over a period of time. Significant evolution in the Marketing Aspects over a period of time would decrease the relevance of formal Marketing Education with the egress of time.

2.5.1 Marketing Strategy

Multiple studies about Marketing Strategy show that Marketing Strategy as a discipline has significantly evolved over the years.

Marketing Strategy is a construct that lies at the conceptual heart of the field of strategic marketing and is central to the practice of marketing (Morgan et al., 2018). Marketing Strategy performance is the function of a dynamic, interactive process incorporating internal firm resources, external environmental factors, and competitive actions (Ibrahim and Harrison, 2019). To remain relevant and responsive, organizations require effective planning and a sound Marketing Strategy to anticipate disruptions and new technology-enabled competition (Ferrell, Hartline and Hochstein, 2021).

The last decade has seen marketing strategy evolve rapidly in three major directions, which can be summarized in three Ds: digital, data-rich, and developing markets (Sridhar and Fang, 2019). The marketing domain has grown increasingly rich with data, frameworks, and analyses that enable marketers to craft and execute effective strategies, but they simultaneously represent a potential barrier to Marketing Strategy formation due to their diversity and complexity (Palmatier and Crecelius, 2019). Use of digital technologies can facilitate the firm's market choices and the adoption of effective marketing programs, and offer insights into the adoption of digital tools in more effectively implementing and controlling the firm's Marketing Strategy (Katsikeas, Leonidou and Zeriti, 2019). Today, social media is counted as an integral part of Marketing Strategies, which has led to a paradigm change in this field. Social media has

been growing over the recent past and is predicted to be exponentially growing in the future (Pour, Hosseinzadeh and Mahdiraji , 2021).

Artificial intelligence (AI) in marketing is currently gaining importance, due to increasing computing power, lower computing costs, the availability of big data, and the advance of machine learning algorithms and models (Huang and Rust, 2020). In the future, it is important to consider the impact of Artificial Intelligence (AI) in strategic marketing decision management, more so as an effective response to the external contingencies of high volumes of data and uncertain environmental conditions (Eriksson, Bigi and Bonera , 2020).

There is also significant interest in sustainable marketing to build relationship with the existing and future customers, and to promote eco-friendly products to save environment, resources, and society - this is one of the important aspects which marketers need to think of at the Marketing Strategy level (Kushwaha et al., 2022). Environmental concerns and consumer demand for environmentally friendly products have led to the emergence of a green marketing, and companies devise Marketing Strategies to balance their sales and profit objectives with social and environmental concerns (Oliveira and Sousa, 2020). Companies should take care of people (i.e. societal impact) and planet (i.e. environmental impact) in addition to making profits (i.e. economic impact) as they devise their Marketing Strategy (Larivière and Smit, 2022).

2.5.2 Marketing Research

Multiple studies about Marketing Research show that Marketing Research as a discipline has significantly evolved over the years.

Marketing Research supports decision making through collecting, analyzing, and interpreting information to identify and solve marketing problems (Malhotra, Nunan and Birks, 2020). Some concepts covered in Marketing Research include experimental design, survey research methods, international market research, panel data fusion, endogeneity, regression, structural equation modeling (SEM), conjoint analysis, and text analysis etc. – and effective Marketing Research can better help identify customer needs and wants, and improve customer satisfaction and customer retention (Homburg, Klarmann and Vomberg, 2021).

Recently, the growth of digital marketing and new forms of customer data have disrupted many traditional aspects of Marketing Research. Companies are increasingly able to collect data directly from their customers, via large technology firms or from specialist data providers, and do Marketing Research more effectively and differently from how it was done earlier (Nunan and Di Domenico, 2018). Social and digital marketing offers significant opportunities to organizations through lower costs, improved brand awareness and increased sales (Dwivedi et al., 2021). New information and communication technologies, including email and website marketing, search engine marketing, user-generated content, co-creation marketing, social media marketing, immersive marketing and AI-based marketing have significantly impacted the field of Marketing Research (LE et al., 2021, pp.7–25). In the future, Artificial Intelligence (AI) and Machine Learning

could become very important in doing effective Marketing Research (Gkikas and Theodoridis, 2019).

Effective Market Researchers in the current era are no longer solely nerds and number jocks, but have broadened their skills beyond data collection and analysis to become sophisticated consultants who can advise on Marketing Strategy (Hague, 2021, pp.1–20). The marketing researcher of the future must fulfill the roles of being a *social scientist* and a *storyteller*, and develop the ability to engage their clients, add value, and interpret data (Cluley, Green and Owen, 2019).

2.5.3 Corporate Sales

Multiple studies about Corporate Sales show that Corporate Sales as a discipline has significantly evolved over the years.

In a business-to-business (B2B) setting, a firm's salespeople often have more direct, prolonged, and intimate contact with the customer and market environments than any other employees of the firm. In fact, for customers in many B2B situations, the Corporate salesperson is the face of the firm (Javalgi, Hall and Cavusgil, 2014). The Corporate Sales buying landscape is increasingly reflecting the 24/7 consumer world, where customers expect speed and accuracy, as well as digital and in-person touch points (Driedonks and Paulowsky, 2020).

Social media has also changed how buyers and sellers interact, and increased involvement through social media may yield positive results for sales organizations if corporate salespeople utilize it in facilitating their behaviors (Agnihotri et al., 2016). Use of social media for Corporate Sales relates positively with proactive servicing and value-oriented prospecting of corporate customers (Bowen et al., 2021). With the increase in number of marketing channels available for Corporate Sales, it is important to consider the needs of the customer when deciding the preferred marketing channels and to adapt channel management to their own organization (Günther, 2021).

The development of Information and Communication Technology (ICT) has had a profound impact on Corporate Sales organizations as sales technology has been widely deployed to facilitate the daily work of sales force, and nowadays, such technologies

inherently support B2B sales processes in multiple ways and have direct impact on the performance of sales force and eventually the generated revenue (Pöntinen, 2021).

With the growth of internet technologies, data mining techniques for extracting interesting information from the web can significantly help the Corporate Sales and Marketing efforts of a company (Yadao and A. Vinaya Babu, 2020). Customer big data analytics can also improve customer relationship performance and sales growth in B2B firms (Hallikainen, Savimäki and Laukkanen, 2019). Artificial Intelligence (AI) can be used to turn vast amounts of data into information for superior knowledge creation and knowledge management in Corporate Sales (Paschen, Wilson and Ferreira, 2020).

Companies involved with Corporate Sales have an opportunity to capitalize on the way that buyers and sellers are functioning now—and will continue to function in the future—by digitizing sales channels, building hybrid sales teams, and creating a true omnichannel experience for customers (Andersen et al., 2021).

2.5.4 Retail Sales

Multiple studies about Retail Sales show that Retail Sales as a discipline has significantly evolved over the years.

Retailing encompasses the business activities involved in selling goods and services to consumers for their personal, family, or household use (Bankim and Vaja, 2015).

For many decades, acquisitions and sales in retail were managed based on personal experience and using basic statistics such as data about average sales in time-period and generic trends (Bruzzone et al., 2020).

The prevalence of the Internet in recent times has made ecommerce or Online Retail Sales extremely popular, and has transformed the traditional Retail Sales paradigms (Harfoushi et al., 2013). Social media can impact businesses and provide intelligence on how to allocate resources to develop Retail Sales marketing campaigns (Dolega, Rowe and Branagan, 2021). Social Media can also have a significant impact on Retail Sales, especially in the context of green (aka organic, natural and healthy) retailing (Lu and Miller, 2019).

In order to find an effective method to improve the accuracy of sales forecasting of retail goods which are strongly influenced by season and holiday, it is recommended to combine traditional time series model, with hybrid models based on time series model and machine learning models using Artificial Intelligence (AI) (Jiang, Ruan and Sun, 2021). A retailer can now also use geospatial analytics to understand the interactions between its online and offline channels. With these insights, it can create a higher-

performing retail network (Hearne et al., 2019). Data analytics can play a critical role in contemporary logistics and especially in demand data management and forecasting of Retail Sales and retail distribution networks (Lalou, Ponis and Efthymiou, 2020).

In the near future, the rise of augmented reality (AR) technology for Retail Sales presents marketers with promising opportunities to engage customers and transform their brand experience, more so when product-related uncertainty is high - demonstrating the technology's potential to increase sales by reducing uncertainty and instilling purchase confidence (Tan, Chandukala and Reddy, 2021).

2.5.5 Branding

Multiple studies about Branding show that Branding as a discipline has significantly evolved over the years.

Brands are important and valuable assets, and effective branding requires integrating particular areas of expertise such as brand name development, design, market research, brand personality, etc. using a systematic and coherent approach (Murphy, 1988). The valuation of any company is significantly dependent on the power of its brands and effectiveness of branding done by the company (Fernández, 2001). Over time, branding as a phenomenon has transformed into a multidimensional, multifunctional, and malleable entity (Bastos and Levy, 2012).

Traditionally, corporate brand identity was considered to be directed and controlled by managers. However, more recent research has begun to recognize the limits of this view, which has led to the emergence of a stakeholder-driven, dynamic perspective, in which multiple stakeholders co-create diverse corporate brand meanings (Iglesias et al., 2020). Technological advances have resulted in a hyperconnected world, requiring a reassessment of branding research from the perspectives of firms, consumers, and society (Swaminathan et al., 2020). Effective marketing requires marketing professionals to develop and implement successful internet-based branding strategies (Gielens and Steenkamp, 2019). Currently, it is possible to monitor and manage brand reputation online and in real-time using the internet, multiple social media, and other tools (Rust et al., 2021). Quality of content provided by brands on social media and company-users' interactivity are of major

importance to Millennials – and significantly impacts a company’s branding activity (Dabbous and Barakat, 2020).

Successful brand marketers going forward will be those who can find integrative branding solutions that balance and blend multiplicity, in terms of what marketers can do, and heterogeneity, in terms of the consumers being marketed to (Keller, 2021).

2.5.6 Advertising

Multiple studies about Advertising show that Advertising as a discipline has significantly evolved over the years.

Advertising is pervasive as advertisers bombard consumers with appeals or reminders from the moment they wake up till the moment they fall asleep – and estimates of the number of ad messages that reach consumers vary from 100 to 1,000 a day (Tellis, 2003, pp.3–20).

Advertising informs consumers about multiple available choices and even creates new wants which can stimulate economic activity in the long run (Dyer, 2008, pp.15–30).

Advertising is constantly evolving, more so with new opportunities available with online advertising, where the share of online advertising is expected to increase as more media is consumed over the Internet and as more advertisers shift spending to online technologies (Evans, 2009). It is highly possible that consumers first impressions and purchase behavior may be made in the opening moments of a Web site visit, or when they are inadvertently viewing online advertising (McCoy et al., 2007). Also, several studies show that effectiveness of traditional advertising media such as Television advertising has declined over time (Rubinson, 2009).

2.5.7 Digital Marketing

Multiple studies about Digital Marketing show that Digital Marketing as a discipline has significantly evolved over the years.

In December 1995, internet users were approximately only 16 million. On the other hand, in June 2019, the number increased to 4,536 million which is approximately 58.8% of the total world population (Busca and Bertrandias, 2020). After the induction of world wide web technology, people have become used to the virtual world. When people (e.g., customers) shifted to the internet or virtual marketplaces, marketers focused their marketing attention on this market (Faruk, Rahman and Hasan, 2021).

Within this emergent virtual domain, corporate blogs, online communities, social networks and wikis have redefined the routine lives of individuals and changed the way people relate to information, brands, other people and even themselves (Jackson and Ahuja, 2016). Digital marketing has not just revolutionized how businesses market to B2C customers, but also significantly impacted B2B marketing (Vieira et al., 2019).

If the emergence of the Internet was revolutionary in the way we communicate and obtain information, currently the use of mobile phones and mobility technologies affects consumers' habits and promotes the transformation of classic business models (Kotane, Znotina and Hushko, 2019). Digital marketing extends beyond internet marketing, and also includes mobile phones (both SMS and MMS), social media marketing, display advertising, search engine marketing and many other forms of digital media (Yasmeen,

Tasneen and Fatima, 2015). Digital and flattened marketplaces today are customer oriented backed by service orientation approach and have business models such as ecommerce, online shopping, easy communication and relationship building – these business models were not possible earlier (Kingsnorth, 2022, pp.5–15). Digital Marketing has currently become an integral part of any marketing plan and key component of the marketing mix for marketing professionals (Dominici, 2009).

2.5.8 Marketing Analytics

Multiple studies about Marketing Analytics show that Marketing Analytics as a discipline has significantly evolved over the years.

In today's competitive markets, merely storing and reporting information is insufficient. Companies must possess the ability to comprehend vast amounts of data, apply insights to their market approach, respond to new competitors, and adapt to shifting market conditions. To achieve this, Marketing Analytics has become a central component of data-driven decision-making (Petrescu and Krishen, 2023). Marketing Analytics is an interdisciplinary and inclusive area of study which aims to be insightful and ultimately enable timely and influential firm-driven marketing campaigns (Krishen and Petrescu, 2017). Marketing Analytics capability includes pattern identification, real-time solutions and data governance; and Marketing Analytics capability accelerates marketing agility and marketing effectiveness of any company (Akter et al., 2022). Contributions in Marketing Analytics may come from a variety of fields including expert systems, marketing science, data mining, statistics, and operations research (France and Ghose, 2019).

A firm can use Marketing Analytics to enhance its Customer Relationship Management (CRM) and brand management capabilities, thereby improving its marketing performance (Cao and Tian, 2020). The robust use of the analytics tools has helped firms increase performance in terms of sales, revenues, profits, customer satisfaction, and competition (Arunachalam and Sharma, 2019). Effective Marketing Analytics significantly contributes to strategic business value and profitability (Akter et al., 2023).

A firm can attain sustained competitive advantage from its sensing, seizing and reconfiguring capabilities, which are manifested by the use of Marketing Analytics, marketing decision-making, and product development management (Cao, Duan and El Banna, 2019). The performance of sensing, seizing, and reconfiguring becomes higher for a firm when they adopt Artificial Intelligence (AI) on the strength of the Marketing Analytics platform (Hossain et al., 2022).

Access to large, diverse data has increased exponentially, due to the expansion of digital environments (e.g., websites, online forums, social media, mobile apps, commercial peer-to-peer mutualization systems) - and more sophisticated Marketing Analytics tools have emerged to both collect and extract meaning from these data (Davis, Grewal and Hamilton, 2021). Leveraging the vast amount of data available in the exhaust stream of digital marketing and advertising, and coupling this with almost limitless data storage and processing capacity, the move from rules-based to intelligent Marketing Analysis is driving efficiencies across a number of marketing initiatives and capabilities (Booth, 2019).

2.6 Some recommendations to make Marketing Education in India more relevant to working professionals

Adults are voluntary learners, they have the comprehensive range of abilities, tend to relate learning to their past experiences, learn for a current need and have the ability to take up responsibility for their own learning. (Kapur, 2019)

In an Indian context, there have been some suggestions to make curriculum of management education more relevant, including making the curriculum dynamic with annual review and updating as per industry trends and focus. The Board of Studies of universities should ensure annual revision in the curriculum. It should be clear that business management is for “business of making students competent”. Also, universities can go for different MBA courses for different backgrounds, or a bridge course may be introduced for the students from different backgrounds to cope up with courses.

(Venkata, Prasad and Jhansi, 2021)

In a study about how to address the widening theory-praxis gap in marketing, (Nenonen et al., 2017) the authors propose that one viable solution to this challenge is involving practitioners in research processes as active, reflective, and empowered participants.

In another study about Reimagining Higher Education in Indian Universities, (John and Hasnain, 2020), it is recommended that special initiatives are required to enhance employability. Curriculum and content must be continually renewed through teaching, for which Learning Support Networks and specific skill development network should be set up.

2.7 Summary

Through the Literature Review, it can be concluded that all the different aspects of Marketing, and Marketing Overall, has evolved significantly over the years. One of the key drivers of this evolution is the Internet and Mobile phone revolution which has impacted the way in which marketing professionals can be effective in their job roles – concepts such as social media, artificial intelligence, machine learning, big data, ecommerce etc. have become much more pervasive now than they were 10-20 years ago.

In this context, it is very apt to study how relevant the formal Marketing Course done by Marketing professionals several years ago, is to their current job role.

CHAPTER III: METHODOLOGY

This section will articulate the various aspects of how the research will be conducted, the guiding principles, the nature and philosophy of the research.

This exploratory study will help to determine Relevance of Formal Bachelor/Masters level Marketing Courses for Marketing Professionals in Bangalore with 1-20 years of experience. It will give an idea about to what extent marketing professionals consider their formal marketing degrees to be relevant with respect to different aspects of marketing. This study will be conducted through a survey research using structured questionnaire. The data collection and analysis for this exploratory deductive study will be through Quantitative methods.

3.1 Research Philosophy

Quantitative studies involve the examination of relations between variables (Kolb, 2008). Since this study involves the use of surveys and questionnaires, the present research will be based on quantitative principles, and will lead to formulation and validation of hypotheses relevant for this study. Empirical observations and measurements of data gathered from research audience will objectively help us explain the research variables and causal relationships of interest for this study.

3.2 Research Approach

Main qualitative methods include observation, in-depth individual interviews, focus groups, biographical methods such as life histories and narratives, and analysis of

documents and texts (Rogers, 2019). Quantitative research, on the other hand, is essentially about collecting and analyzing numerical data to explain a particular phenomenon, typically through use of surveys, structured interviews, and measurements and observations (Nardi, 2018). Surveys help to define the attitude, belief, value or idea being measured (Fink, 2023). For our study, a Quantitative method was used using Questionnaires to collect primary data through structured questionnaires administered to marketing professionals in Bangalore with 0-20, and more than 20 years of work experience.

A deductive approach was applied to the study - Deductive reasoning is a logical approach where we progress from general ideas to specific conclusions (Streefkerk, 2019).

The investigation undertaken for this study was of descriptive nature, and based on the premise that problems can be solved, and practices improved through observation, analysis, and description (Koh and Owen, 2000). The research attempted to explore and explain the research questions, and determine the relevance of formal Bachelor/Masters level marketing courses for marketing professionals in Bangalore after their course completion.

3.3 Research Strategy

The strategy of research is method applied to study the nature of data to produce results in-line with the research objectives. Quantitative strategies are best applied to studies that

involve mathematical, statistical, and fact-based approaches, while qualitative strategies are applied to studies that involve the life experiences of subjects (Barnham, 2015).

This research used a quantitative approach through the use of questionnaires to record the experiences and views of the subjects. Specifically, the questions were designed to delve into how relevant formal marketing courses were to actual marketing practitioners after an egress of 0-20+ years. Quantitative Research Methodologies can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Bhandari, 2020). So, Quantitative Research used in our study was used to create and examine relevant hypotheses for the study and help answer the research questions for this study.

3.4 Research Population and Sampling Methods

Sample Selection

For the research problem, marketing professionals in Bangalore were contacted through LinkedIn, personal and business contacts.

The survey was conducted using Stratified sampling based on years of experience of survey participants - Stratified sampling is a sampling method used to divide the universe into several subgroup of population that are individually more homogeneous than the total population (Etikan and Bala, 2017).

Years of Experience:

For our research, the stratification of the sample data was done based on years of experience of participants in the survey, such as 0-3 years, 4-7 years, 8-12 years, 13-20 years and greater than 20 years of experience after completing their formal marketing course.

A summary of the stratified sample of participants used for the study is provided in the table below:

Table 1: Stratified Sample of Survey Participants

Experience in years (after marketing course)	Number of survey questionnaires provided	Number of responses	Responses valid for this research
0-3 years	210	103	85
4-7 years	275	123	80
8-12 years	165	92	68
13-20 years	125	80	51
More than 20 years	207	105	76
	982	503	360

Source: Author's work

Survey Questionnaires were handed out to total 982 marketing professionals in Bangalore through online google forms; 503 people responded to the survey; and after reviewing all the responses, 360 responses were considered valid and complete for our research study.

Of the 360 responses received, 85 participants had 0-3 years of experience, 80 participants had 4-7 years of experience, 68 participants had 8-12 years of experience, 51

participants had 13-20 years of experience, and 76 participants had more than 20 years of experience.

Gender:

The Gender data of the participants was also captured as part of the survey, and it included 240 male participants (67% of total number of participants in survey) and 120 female participants (33% of total number of participants in the survey). Detailed breakup is provided in the table below:

Table 2: Gender Data of Study Participants

Experience in years (after marketing course)	Males	Females
0-3 years	50	35
4-7 years	59	21
8-12 years	46	22
13-20 years	38	13
More than 20 years	47	29
	240	120
	67%	33%

Source: Author's work

Marketing Course Completed:

Another relevant information which was captured as part of the survey was what was the highest level of marketing course completed by the participants (i.e., Bachelors, Masters or PhD/Doctoral Program). The sample had 51% participants who had completed their Bachelors Marketing Program, 38% participants who had completed their Masters Marketing Program, and 11% participants who had completed their PhD/Doctoral Marketing Program. Detailed breakdown of the sample based on Course Completed is provided in the table below:

Table 3: Course Data of Study Participants

Experience in years (after marketing course)	Bachelors	Masters	PhD/Doctoral Programs
0-3 years	51	25	9
4-7 years	32	42	6
8-12 years	34	26	8
13-20 years	25	17	9
More than 20 years	43	27	6
	185	137	38
	51%	38%	11%

Source: Author's work

Company Size:

To ensure that the sample was representative, responses were got from participants working in companies of different sizes such as fewer than 100 employees, 100-1000 employees, 1001-5000 employees, 5001-10000 employees, 10001-20000 employees, and more than 20000 employees. The details of sample breakup based on company size is shown in the table below:

Table 4: Company Size of Study Participants

Experience in years (after marketing course)	Less than 100 employees	100 - 1000 employees	1001-5000 employees	5001-10000 employees	10001-20000 employees	More than 20000 employees
0-3 years	24	12	15	7	4	23
4-7 years	21	11	15	10	7	16
8-12 years	24	14	9	7	3	11
13-20 years	8	9	11	8	6	9
More than 20 years	10	9	16	12	8	21
	87	55	66	44	28	80
	24%	15%	18%	12%	8%	22%

Source: Author's work

As can be seen from the above table, 24% of the study participants worked in companies with fewer than 100 employees, 15% work in companies with 100-1000 employees, 18% worked in companies with 1001-5000 employees, 12% worked in companies with 5001-10000 employees, 8% worked in companies with 10001-20000 employees, and 22% worked in companies with more than 20000 employees.

Procedure

The survey included people who had graduated from different colleges, had different work experience levels, worked in multiple companies of different sizes and were working in different aspects of marketing such as Marketing Strategy, Marketing Research, Corporate Sales, Retail Sales, Branding, Advertising, Digital Marketing and Marketing Analytics.

To get a better understanding of how relevant each aspect of Marketing course was to marketing professionals, all survey participants were asked to provide the percentage relevance of the different aspects of the marketing course to their actual work – in addition to how relevant the overall Marketing course was to their professional work.

This data was then tabulated and analyzed, and provides significant insights into how different aspects of the marketing course have different levels of relevance to marketing professionals. The obtained data was analyzed using Microsoft Excel tools to derive relevant conclusions for the research.

The study also highlighted what steps were taken by marketing professionals to bridge the gap between their formal education and knowledge required to be productive in their profession. It also determined how much the relevance of formal courses decreases with egress of time.

3.5 Time Horizon

The research study was initiated in Bangalore, India on 15th Dec 2022, and data gathering continued till 21st Feb 2023. To keep the research within an acceptable time frame such that the research is viable, and the results observed and presented are still valid, a time frame of 6 months from the first questionnaire administered will be set. An estimate is between June 2023 to September 2023 to complete the thesis.

3.6 Data Collection Procedures

All questionnaires and surveys were conducted in English and were sent through Google Forms online to interested participants. Data from all the surveys was collected through Microsoft Excel and Google Spreadsheets.

To maintain confidentiality of participants, the study used an alphanumeric coding beginning with letter Participant, followed by a suitable number for each participant. The alphanumeric coding began with 1 (i.e., Participant 1) and continued till 360 (i.e. Participant 360) for the 360 participants in the survey.

All the data was transcribed instantaneously upon completion to preserve the accuracy and numbering of the information.

3.7 Ethical Considerations

The researcher informed all participants taking the survey that the data collected through surveys will be used for academic purposes only. To maintain ethical practices within this study, the participation was kept completely voluntary, and respondents could discontinue their participation at any time. Neither a participation led to an incentive, nor discontinuation of participation led to any penalty.

All responses of participants will be kept under strict confidentiality, and any data shared will be included in the dissertation as aggregates or ranges. No data will be shared by the researcher with other participants, including identities, unless the latter participant was introduced to the researcher through the former, and provides permission for sharing his/her information.

3.8 Threats to Validity

The threats to validity of this research study could be misinterpretation of questions, multiple possible attempts, and researcher's bias.

Misinterpretation of questions: The participants could have misinterpreted the questions which might have influenced the way they responded to the questions. As a result, the choice of words by participants might have affected the results of this research study. Though the survey questions were tested with four volunteers, the risk might have persisted.

Multiple possible attempts: Although the survey system was set to allow one response per IP address to reduce the risk of multiple attempts by same participant. If participants attempted the survey from different devices, this risk might not have been fully eliminated. However, the Researcher manually checked all the entries to ensure that only complete and valid entries were accepted as part of this study.

Researcher's bias

The researcher's bias might have crept in research work as my formal marketing education was 20+ years ago, and my personal experiences might have influenced the wording of questions in the survey. While analyzing and writing the results, the researcher questioned his interpretations and re-examined the analyses to avoid researcher's bias as much as possible. Also since this was a quantitative study, the mathematical analysis of data would have helped remove some of the Researcher's bias.

3.9 Limitations and Delimitations

Limitations: There was one main limitation of this research study. Convenient sampling method was used to meet the probability sample size, which may not be fully representative of the entire population. The findings, therefore, are not generalizable.

Delimitations: To delimit the scope of the research study, two ways were chosen to be implemented. First, the survey was brief to ensure that all the participants remained engaged in answering the questions. Second, since the data collected was not a normal distribution, and did not fit any popular probability distribution, to keep the data analysis simple and relevant, commonly used measures such as mean, median, mode, variance and standard deviation were considered to analyze the results of the survey – and Microsoft Excel was extensively used for the analysis. These delimitations influenced the study.

3.10 Data Analysis

After the surveys were completed, all responses were collected and transcribed in Microsoft Excel and Google Spreadsheets. While analyzing the data collected, it was determined that the data did not follow a normal distribution, and did not fit any popular probability distribution. So, to keep the data analysis simple and relevant, commonly used, easily understood, and widely accepted statistical measures, such as mean, median, mode, variance and standard deviation were used to analyze the results of the survey. Microsoft Excel was extensively used for the analysis through use of Pivot tables and advanced statistical functions.

3.11 Conclusion

This research used a quantitative approach through the use of questionnaires to record the experiences and views of the subjects. Specifically, the questions were designed to delve into how relevant formal marketing courses were to actual marketing practitioners after an egress of 0-20+ years.

For our research, the survey was conducted using Stratified sampling based on years of experience of survey participants. The stratification of the sample data was done based on years of experience of participants in the survey, such as 0-3 years, 4-7 years, 8-12 years, 13-20 years and greater than 20 years of experience after completing their formal marketing course.

All questionnaires and surveys were conducted in English and were sent through Google Forms online to interested participants. Total of 360 valid responses were received as part of the study. Data from all the surveys was collected through Microsoft Excel and Google Spreadsheets.

Microsoft Excel was extensively used for the analysis of the data through use of Pivot tables and advanced statistical functions.

CHAPTER IV: RESULTS

4.1 Procedure of analyzing research findings

To gain better understanding of the research problem, all the sample data collected was stratified based on years of experience of participants in the survey, such as 0-3 years, 4-7 years, 8-12 years, 13-20 years and greater than 20 years of experience after completing their formal marketing course.

So, the results from each of the above stratified samples will be first discussed and analyzed (in sections 5.2 through 5.6), and then the Research Questions for this study will be discussed and answered in section 5.7

4.2 Marketing Professionals with experience of 0-3 years after completing Formal Marketing Program in Bangalore

4.2.1 Survey

A total of 210 survey questionnaires were provided to 210 marketing professionals with experience of 0-3 years in Bangalore who were identified through LinkedIn connections, personal relationships, and through informal friend networks. All the questionnaires were administered as online google forms, and data provided by the participants was stored and analyzed in Microsoft Excel. Of the 210 marketing professionals who were administered the questionnaires, 103 responses were received, and 85 responses were found to be complete and relevant for this study.

So, the total relevant participants in the 0-3 year cohort of marketing professionals in Bangalore is 85 – which is an appropriate stratified sample size for this study.

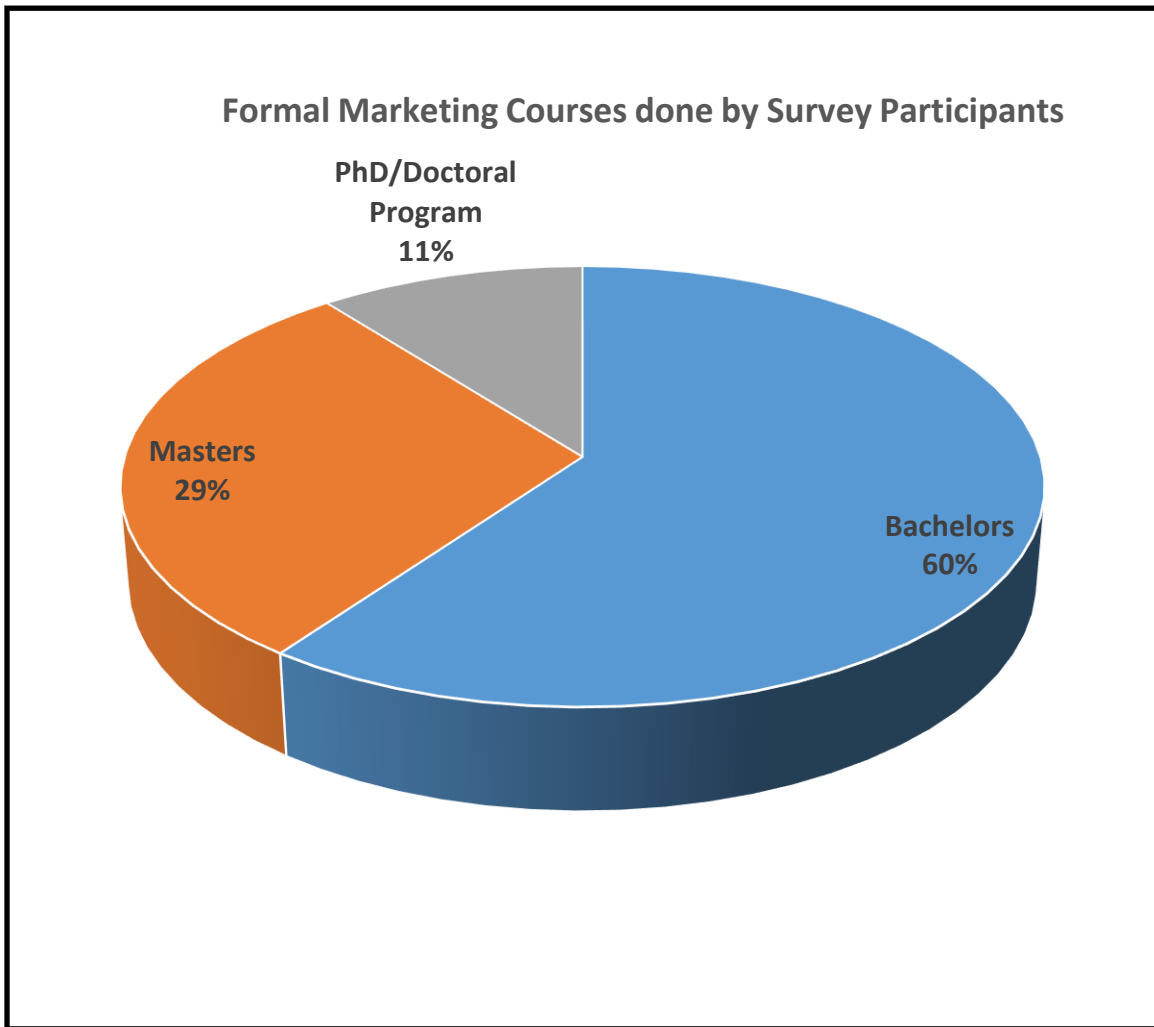
4.2.2 Demographics

4.2.2.1 Marketing Course Completed by participants

The survey questionnaires were administered to people who had done Bachelors, Masters and Phd/Doctoral programs to get a better understanding of the relevance of their formal marketing course to their actual work experience. Out of the 85 marketing professionals with work experience of 0-3 years, 60% participants, i.e. 51 out of 85 participants had completed their Bachelors program in Marketing; 29% participants, i.e. 25 out of 85 participants, had completed their Masters program in Marketing; and 11% participants, i.e. 9 out of 85 participants, had completed their PhD/Doctoral Marketing Program.

Figure below shows the analysis for the course type of survey participants with experience of 0-3 years.

Figure 1: Type of Marketing Courses done by Survey Participants (0-3 years)



Source: Author's work

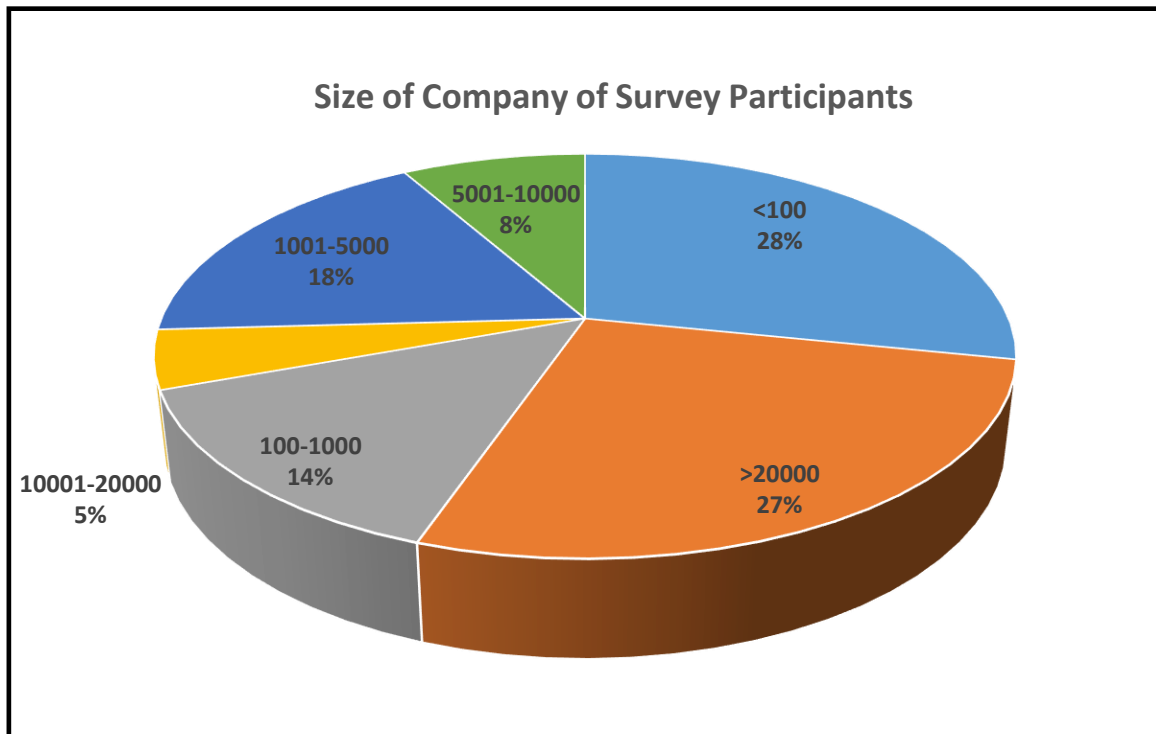
4.2.2.2 Company Size

To ensure that the survey covers people from big and small companies, survey questionnaires were administered to people working in companies of different sizes. 28%

participants, i.e. 24 out of 85 participants, belonged to companies with fewer than 100 employees; 14% participants, i.e. 12 out of 85 participants, belonged to companies with 100-1000 employees; 18% participants, i.e. 15 out of 85 participants, belonged to companies with 1001-5000 employees; 8% participants, i.e. 7 out of 85 participants, belonged to companies with 5001-10000 employees; 5% participants, i.e. 4 out of 85 participants, belonged to companies with 10001-20000 employees; and 27% participants, i.e. 23 out of 85 participants, belonged to companies with more than 20000 employees.

Figure below shows the analysis for the company size of survey participants with experience of 0-3 years.

Figure 2: Size of Company of Survey Participants (0-3 years)



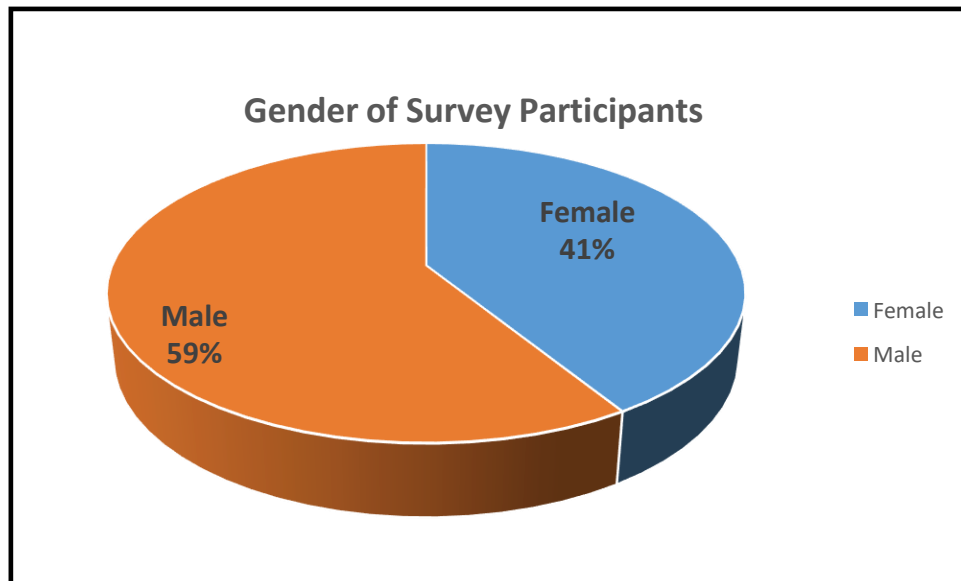
Source: Author's work

4.2.2.3 Age and Gender

Survey questionnaires were administered to both males and females. Overall, there were 59% males, i.e., 50 out of 85 participants were males; and there were 41% females, i.e. 35 out of 85 participants were females.

Figure below shows the information for the gender of survey participants with experience of 0-3 years.

Figure 3: Gender of Survey Participants (0-3 years)



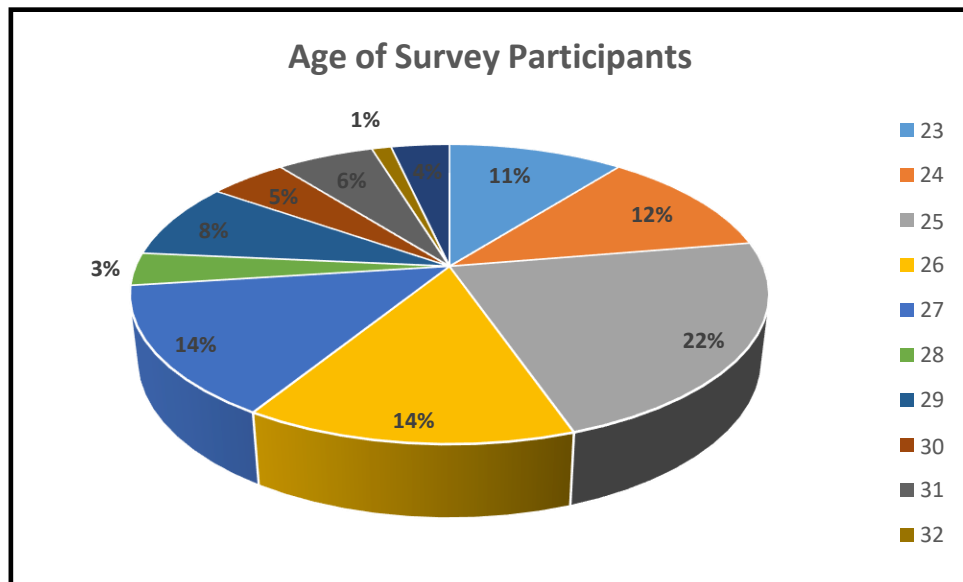
Source: Author's work

The age group of survey participants with experience of 0-3 years after their formal marketing program varied from 23 – 33 years. 11% participants, i.e. 9 out of 85 participants, were 23 years old; 12% participants, i.e. 10 out of 85 participants, were 24 years old; 22% participants, i.e. 19 out of 85 participants, were 25 years old; 14% participants, i.e. 12 out of 85 participants, were 26 years old; 14% participants, i.e. 12 out

of 85 participants, were 27 years old; 4% participants, i.e. 3 out of 85 participants, were 28 years old; 8% participants, i.e. 7 out of 85 participants, were 29 years old; 5% participants, i.e. 4 out of 85 participants, were 30 years old; 6% participants, i.e. 5 out of 85 participants, were 31 years old; 1% participants, i.e. 1 out of 85 participants, were 32 years old; and 4% participants, i.e. 3 out of 85 participants, were 33 years old.

Figure below shows the detailed analysis for the age of all the 85 survey participants with work experience of 0-3 years.

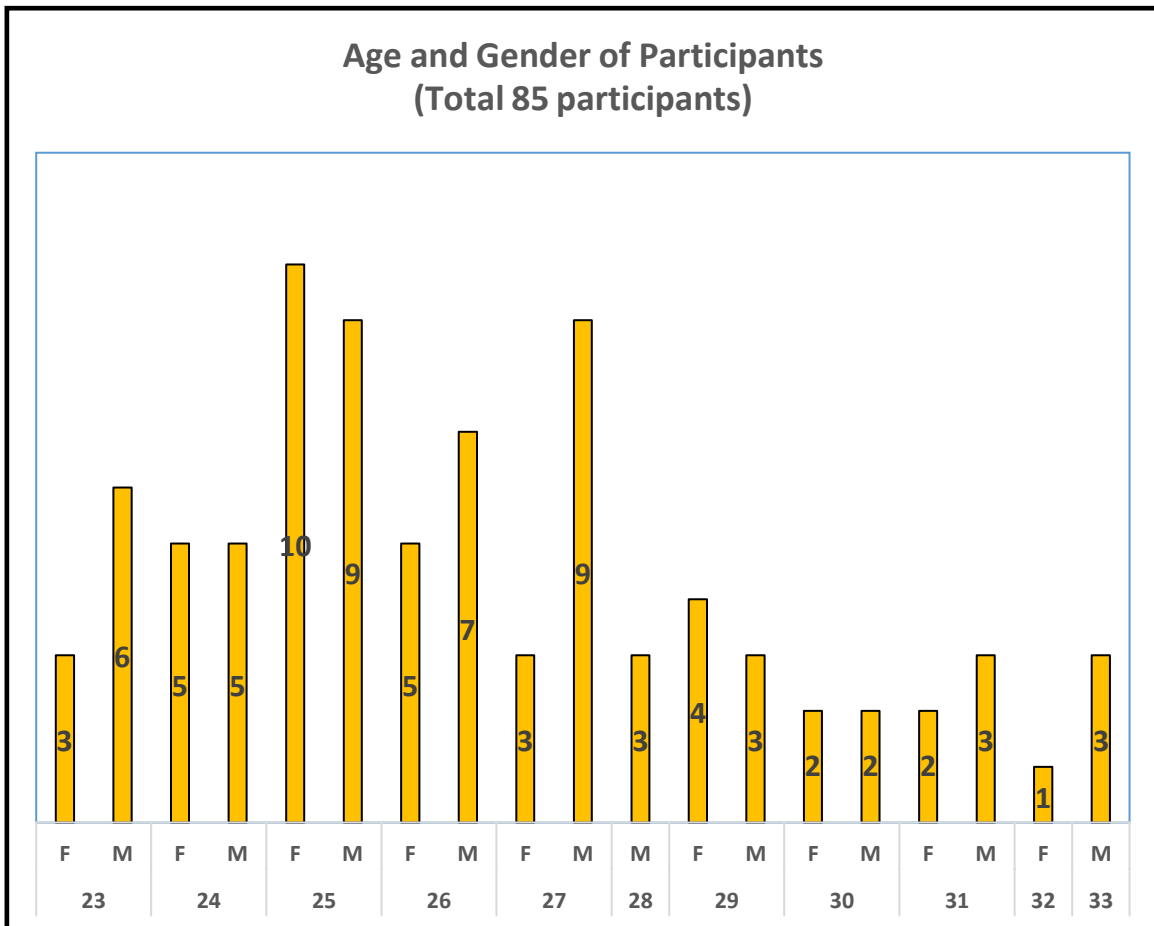
Figure 4: Age of Survey Participants (0-3 years)



Source: Author's work

Figure below shows the detailed analysis for the age and gender of all the 85 survey participants with work experience of 0-3 years.

Figure 5: Age and Gender of Study Participants (0-3 years)



Source: Author's work

4.2.3 Relevance of Different Aspects of Marketing Courses to actual work experience

An informal interview was conducted of 20 marketing professionals to determine which are the most relevant aspects of Marketing Courses which are taught to students, and those that are relevant for actual working professionals. Based on suggestions from the 20 marketing professionals, and also referring to syllabus of 3 marketing programs taught in 3 colleges in Bangalore, 8 significant aspects of Marketing courses were identified as mentioned below:

9. Marketing Strategy
10. Marketing Research
11. Corporate Sales
12. Retail Sales
13. Branding
14. Advertising
15. Digital Marketing
16. Marketing Analytics

To get a better understanding of how relevant each aspect of Marketing course was to marketing professionals, all survey participants were asked to provide the percentage relevance of the different aspects of the marketing course to their actual work.

This data was then tabulated and analyzed; and provides significant insights into how different aspects of the marketing course have different levels of relevance to marketing professionals.

4.2.3.1 Relevance of Marketing Strategy

In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Marketing Strategy as taught in their formal marketing education program, was to how Marketing Strategy was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 65% relevant to those who said it was 91% relevant.

1% participant, i.e. 1 out of 85 participants, said that Marketing Strategy taught in his/her formal marketing course was 65% relevant; 1% participant, i.e. 1 out of 85 participants, said that Marketing Strategy taught in his/her formal marketing course was 69% relevant; 1% participant, i.e. 1 out of 85 participants, said that Marketing Strategy taught in his/her formal marketing course was 73% relevant; 12% participants, i.e. 10 out of 85 participants, said that Marketing Strategy taught in their formal marketing course was 82% relevant; 15% participants, i.e. 13 out of 85 participants, said that Marketing Strategy taught in their formal marketing course was 83% relevant; 13% participants, i.e. 11 out of 85 participants, said that Marketing Strategy taught in their formal marketing course was 84% relevant; 8% participants, i.e. 7 out of 85 participants, said that Marketing Strategy taught in their formal marketing course was 85% relevant; 9% participants, i.e. 8 out of 85 participants, said that Marketing Strategy taught in their formal marketing course was 86% relevant; 9% participants, i.e. 8 out of 85 participants, said that Marketing Strategy taught in their formal marketing course was 87% relevant; 9% participants, i.e. 8 out of 85 participants, said that Marketing Strategy taught in their formal marketing course was 88% relevant; 8% participants, i.e. 7 out of 85 participants, said that Marketing Strategy taught in their formal marketing course was 89% relevant; 7% participants, i.e. 6 out of 85 participants, said that Marketing Strategy taught in their

formal marketing course was 90% relevant; and 5% participants, i.e. 4 out of 85 participants, said that Marketing Strategy taught in their formal marketing course was 91% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Marketing Strategy taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 6: Relevance of Marketing Strategy (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Marketing Strategy was in

real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Strategy in their formal Marketing program was 85.18% relevant. Other relevant parameters are Median which shows a relevance of 85% and Mode which shows relevance of 83%.

The Variance was 17.48, and Std Deviation was 4.18.

Table below shows the statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Marketing Strategy taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 5: Marketing Strategy Statistical Analysis (0-3 years)

Statistical Analysis Relevance of Marketing Strategy for Marketing Professionals with 0-3 years experience	
Mean	85.18
Median	85
Mode	83
Variance	17.48
Std Deviation	4.18

Source: Author's work

4.2.3.2 Relevance of Marketing Research

In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Marketing Research as taught in their formal marketing education program, was to how Marketing Research was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 70% relevant to those who said it was 89% relevant.

1% participant, i.e. 1 out of 85 participants, said that Marketing Research taught in his/her formal marketing course was 70% relevant; 2% participants, i.e. 2 out of 85 participants, said that Marketing Research taught in their formal marketing course was 71% relevant; 4% participants, i.e. 3 out of 85 participants, said that Marketing Research taught in their formal marketing course was 80% relevant; 9% participants, i.e. 8 out of 85 participants, said that Marketing Research taught in their formal marketing course was 81% relevant; 14% participants, i.e. 12 out of 85 participants, said that Marketing Research taught in their formal marketing course was 82% relevant; 14% participants, i.e. 12 out of 85 participants, said that Marketing Research taught in their formal marketing course was 83% relevant; 6% participants, i.e. 5 out of 85 participants, said that Marketing Research taught in their formal marketing course was 84% relevant; 8% participants, i.e. 7 out of 85 participants, said that Marketing Research taught in their formal marketing course was 85% relevant; 8% participants, i.e. 7 out of 85 participants, said that Marketing Research taught in their formal marketing course was 86% relevant; 8% participants, i.e. 7 out of 85 participants, said that Marketing Research taught in their formal marketing course was 87% relevant; 11% participants, i.e. 9 out of 85 participants, said that Marketing Research taught in their formal marketing course was 88% relevant;

and 14% participants, i.e. 12 out of 85 participants, said that Marketing Research taught in their formal marketing course was 89% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Marketing Research taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 7: Relevance of Marketing Research (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Marketing Research was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Research in their formal Marketing program was 84.31% relevant. Other relevant parameters are Median which shows a relevance of 84% and Mode which shows relevance of 82%.

The Variance was 14.86, and Std Deviation was 3.85.

Table below shows the statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Marketing Research taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 6: Marketing Research Statistical Analysis (0-3 years)

Statistical Analysis Relevance of Marketing Research for Marketing Professionals with 0-3 years experience	
Mean	84.31
Median	84
Mode	82
Variance	14.86
Std Deviation	3.85

Source: Author's work

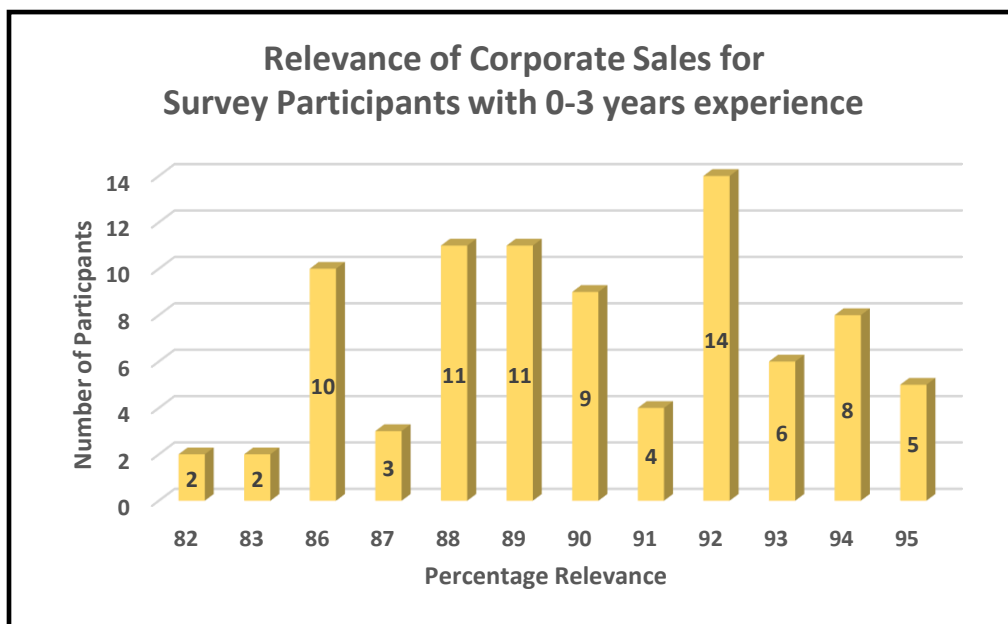
4.2.3.3 Relevance of Corporate Sales

In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Corporate Sales as taught in their formal marketing education program, was to how Corporate Sales was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 82% relevant to those who said it was 95% relevant.

2% participants, i.e. 2 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 82% relevant; 2% participants, i.e. 2 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 83% relevant; 12% participants, i.e. 10 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 86% relevant; 4% participants, i.e. 3 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 87% relevant; 13% participants, i.e. 11 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 88% relevant; 13% participants, i.e. 11 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 89% relevant; 11% participants, i.e. 9 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 90% relevant; 5% participants, i.e. 4 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 91% relevant; 16% participants, i.e. 14 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 92% relevant; 7% participants, i.e. 6 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 93% relevant; 9% participants, i.e. 8 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 94% relevant; and 6% participants, i.e. 5 out of 85 participants, said that Corporate Sales taught in their formal marketing course was 95% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Corporate Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 8: Relevance of Corporate Sales (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Corporate Sales was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Corporate Sales in their formal Marketing program was 89.94% relevant. Other relevant parameters are Median which shows a relevance of 90% and Mode which shows relevance of 92%.

The Variance was 9.94, and Std Deviation was 3.15.

Table below shows the statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Corporate Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 7: Corporate Sales Statistical Analysis (0-3 years)

Statistical Analysis Relevance of Corporate Sales for Marketing Professionals with 0-3 years experience	
Mean	89.94
Median	90
Mode	92
Variance	9.94
Std Deviation	3.15

Source: Author's work

4.2.3.4 Relevance of Retail Sales

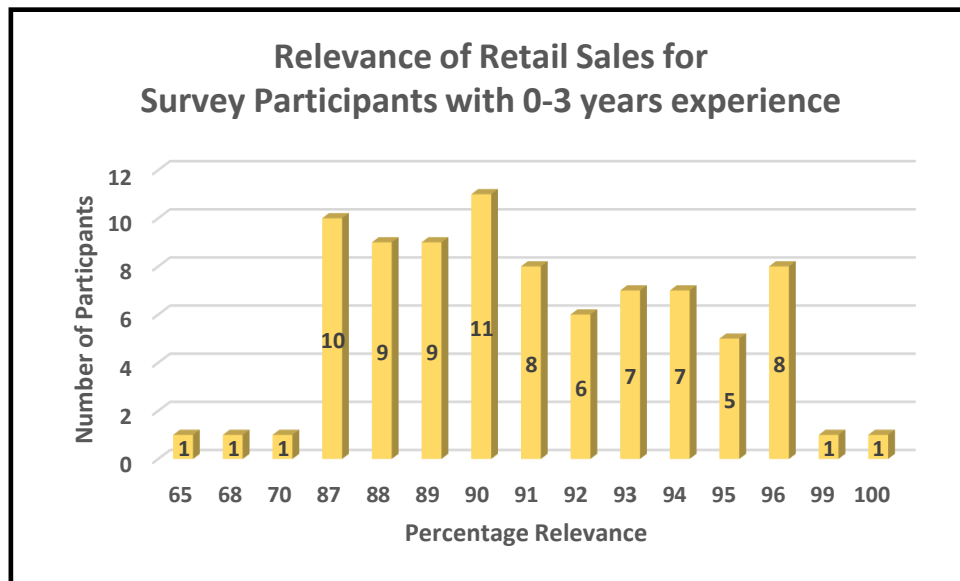
In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Retail Sales as taught in their formal marketing education program, was to how Retail Sales was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 65% relevant to those who said it was 100% relevant.

1% participant, i.e. 1 out of 85 participants, said that Retail Sales taught in his/her formal marketing course was 65% relevant; 1% participant, i.e. 1 out of 85 participants, said that Retail Sales taught in his/her formal marketing course was 68% relevant; 1% participant, i.e. 1 out of 85 participants, said that Retail Sales taught in his/her formal marketing course was 70% relevant; 12% participants, i.e. 10 out of 85 participants, said that Retail Sales taught in their formal marketing course was 87% relevant; 11% participants, i.e. 9 out of 85 participants, said that Retail Sales taught in their formal marketing course was 88% relevant; 11% participants, i.e. 9 out of 85 participants, said that Retail Sales taught in their formal marketing course was 89% relevant; 13% participants, i.e. 11 out of 85 participants, said that Retail Sales taught in their formal marketing course was 90% relevant; 9% participants, i.e. 8 out of 85 participants, said that Retail Sales taught in their formal marketing course was 91% relevant; 7% participants, i.e. 6 out of 85 participants, said that Retail Sales taught in their formal marketing course was 92% relevant; 8% participants, i.e. 7 out of 85 participants, said that Retail Sales taught in their formal marketing course was 93% relevant; 8% participants, i.e. 7 out of 85 participants, said that Retail Sales taught in their formal marketing course was 94% relevant; 6% participants, i.e. 5 out of 85 participants, said that Retail Sales taught in their formal marketing course was 95% relevant; 9% participants, i.e. 8 out of 85 participants, said

that Retail Sales taught in their formal marketing course was 96% relevant; 1% participant, i.e. 1 out of 85 participants, said that Retail Sales taught in his/her formal marketing course was 99% relevant; and 1% participant, i.e. 1 out of 85 participants, said that Retail Sales taught in his/her formal marketing course was 100% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Retail Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 9: Relevance of Retail Sales (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Retail Sales was in real-life. The Mean of the survey data showed that on an average, the survey participants

believed that what they learnt about Retail Sales in their formal Marketing program was 90.44% relevant. Other relevant parameters are Median which shows a relevance of 91% and Mode which shows relevance of 90%.

The Variance was 28.92, and Std Deviation was 5.38.

Table below shows the statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Retail Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 8: Retail Sales Statistical Analysis (0-3 years)

Statistical Analysis Relevance of Retail Sales for Marketing Professionals with 0-3 years experience	
Mean	90.44
Median	91
Mode	90
Variance	28.92
Std Deviation	5.38

Source: Author's work

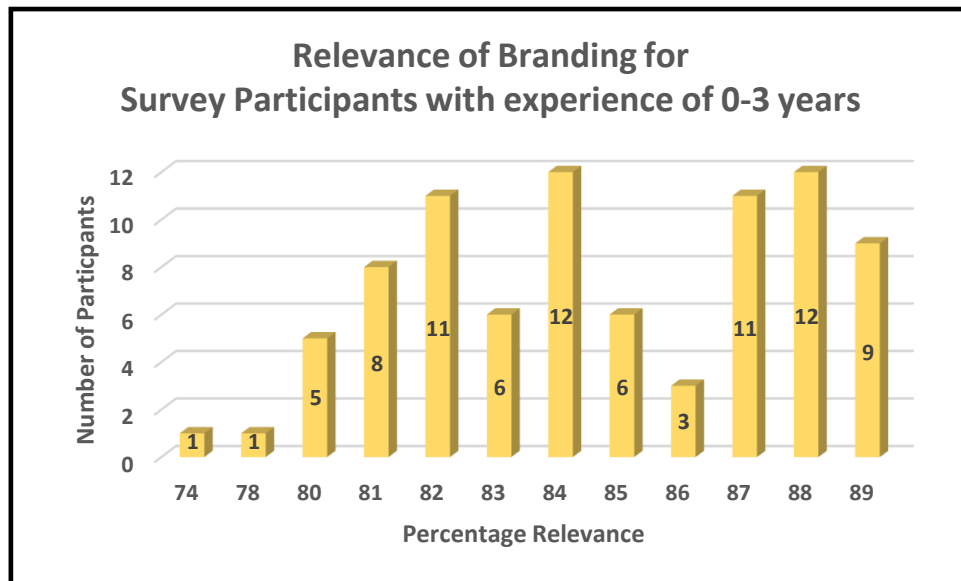
4.2.3.5 Relevance of Branding

In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Branding as taught in their formal marketing education program, was to how Branding was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 74% relevant to those who said it was 89% relevant.

1% participant, i.e. 1 out of 85 participants, said that Branding taught in his/her formal marketing course was 74% relevant; 1% participant, i.e. 1 out of 85 participants, said that Branding taught in his/her formal marketing course was 78% relevant; 6% participants, i.e. 5 out of 85 participants, said that Branding taught in their formal marketing course was 80% relevant; 9% participants, i.e. 8 out of 85 participants, said that Branding taught in their formal marketing course was 81% relevant; 13% participants, i.e. 11 out of 85 participants, said that Branding taught in their formal marketing course was 82% relevant; 7% participants, i.e. 6 out of 85 participants, said that Branding taught in their formal marketing course was 83% relevant; 14% participants, i.e. 12 out of 85 participants, said that Branding taught in their formal marketing course was 84% relevant; 7% participants, i.e. 6 out of 85 participants, said that Branding taught in their formal marketing course was 85% relevant; 4% participants, i.e. 3 out of 85 participants, said that Branding taught in their formal marketing course was 86% relevant; 13% participants, i.e. 11 out of 85 participants, said that Branding taught in their formal marketing course was 87% relevant; 14% participants, i.e. 12 out of 85 participants, said that Branding taught in their formal marketing course was 88% relevant; and 11% participants, i.e. 9 out of 85 participants, said that Branding taught in their formal marketing course was 89% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Branding taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 10: Relevance of Branding (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Branding was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Branding in their formal Marketing program was 84.59% relevant. Other relevant parameters are Median which shows a relevance of 84% and Mode which shows relevance of 84%.

The Variance was 10.03, and Std Deviation was 3.17.

Table below shows the statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Branding taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 9: Branding Statistical Analysis (0-3 years)

Statistical Analysis Relevance of Branding for Marketing Professionals with 0-3 years experience	
Mean	84.59
Median	84
Mode	84
Variance	10.03
Std Deviation	3.17

Source: Author's work

4.2.3.6 Relevance of Advertising

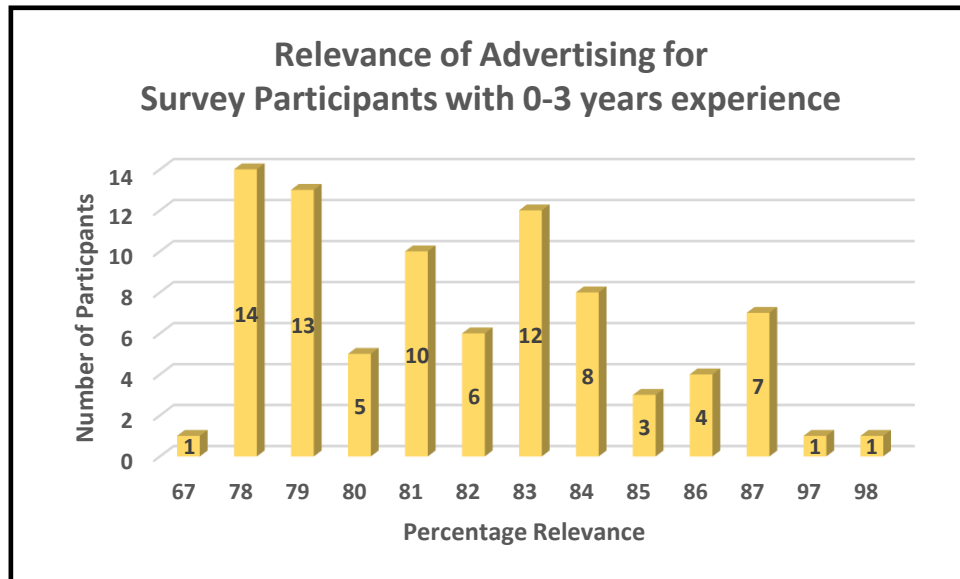
In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Advertising as taught in their formal marketing education program, was to how Advertising was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 67% relevant to those who said it was 98% relevant.

1% participant, i.e. 1 out of 85 participants, said that Advertising taught in his/her formal marketing course was 67% relevant; 16% participants, i.e. 14 out of 85 participants, said that Advertising taught in their formal marketing course was 78% relevant; 15% participants, i.e. 13 out of 85 participants, said that Advertising taught in their formal marketing course was 79% relevant; 6% participants, i.e. 5 out of 85 participants, said that Advertising taught in their formal marketing course was 80% relevant; 12% participants, i.e. 10 out of 85 participants, said that Advertising taught in their formal marketing course was 81% relevant; 7% participants, i.e. 6 out of 85 participants, said that Advertising taught in their formal marketing course was 82% relevant; 14% participants, i.e. 12 out of 85 participants, said that Advertising taught in their formal marketing course was 83% relevant; 9% participants, i.e. 8 out of 85 participants, said that Advertising taught in their formal marketing course was 84% relevant; 4% participants, i.e. 3 out of 85 participants, said that Advertising taught in their formal marketing course was 85% relevant; 5% participants, i.e. 4 out of 85 participants, said that Advertising taught in their formal marketing course was 86% relevant; 8% participants, i.e. 7 out of 85 participants, said that Advertising taught in their formal marketing course was 87% relevant; 1% participant, i.e. 1 out of 85 participants, said that Advertising taught in his/her formal marketing course was 97% relevant; and 1%

participant, i.e. 1 out of 85 participants, said that Advertising taught in his/her formal marketing course was 98% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Advertising taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 11: Relevance of Advertising (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Advertising was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Advertising in their formal Marketing program was 81.87% relevant. Other relevant parameters are Median which shows a relevance of 81% and Mode which shows relevance of 78%.

The Variance was 16.49, and Std Deviation was 4.06.

Table below shows the statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Advertising taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 10: Advertising Statistical Analysis (0-3 years)

Statistical Analysis Relevance of Advertising for Marketing Professionals with 0-3 years experience	
Mean	81.87
Median	81
Mode	78
Variance	16.49
Std Deviation	4.06

Source: Author's work

4.2.3.7 Relevance of Digital Marketing

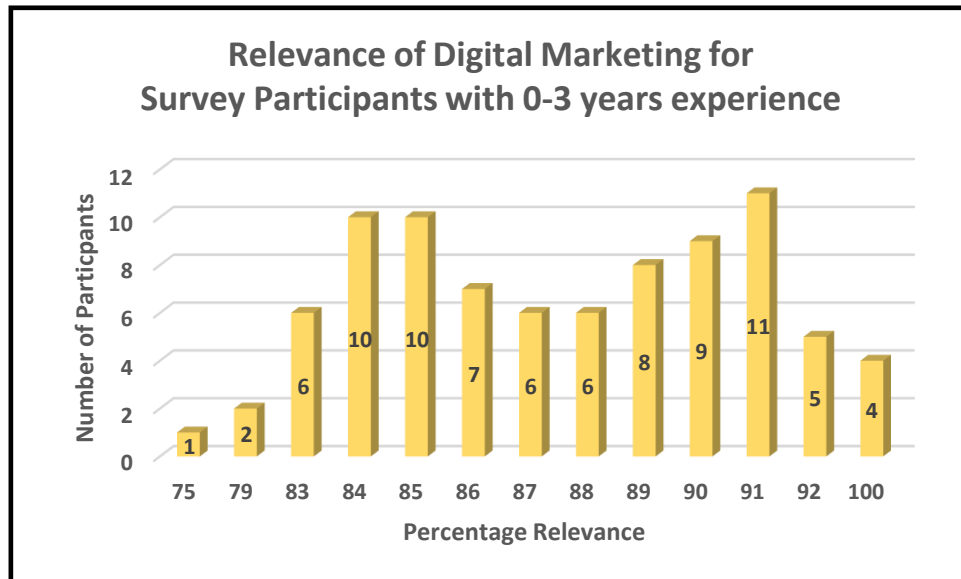
In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Digital Marketing as taught in their formal marketing education program, was to how Digital Marketing was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 75% relevant to those who said it was 100% relevant.

1% participant, i.e. 1 out of 85 participants, said that Digital Marketing taught in his/her formal marketing course was 75% relevant; 2% participants, i.e. 2 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 79% relevant; 7% participants, i.e. 6 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 83% relevant; 12% participants, i.e. 10 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 84% relevant; 12% participants, i.e. 10 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 85% relevant; 8% participants, i.e. 7 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 86% relevant; 7% participants, i.e. 6 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 87% relevant; 7% participants, i.e. 6 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 88% relevant; 9% participants, i.e. 8 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 89% relevant; 11% participants, i.e. 9 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 90% relevant; 13% participants, i.e. 11 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 91% relevant; 6% participants, i.e. 5 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 92% relevant;

and 5% participants, i.e. 4 out of 85 participants, said that Digital Marketing taught in their formal marketing course was 100% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Digital Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 12: Relevance of Digital Marketing (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Digital Marketing was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Digital Marketing in their formal Marketing program was 87.72% relevant. Other relevant parameters are Median which shows a relevance of 88% and Mode which shows relevance of 91%.

The Variance was 18.54, and Std Deviation was 4.31.

Table below shows the statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Digital Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 11: Digital Marketing Statistical Analysis (0-3 years)

Statistical Analysis Relevance of Digital Marketing for Marketing Professionals with 0-3 years experience	
Mean	87.72
Median	88.00
Mode	91.00
Variance	18.54
Std Deviation	4.31

Source: Author's work

4.2.3.8 Relevance of Marketing Analytics

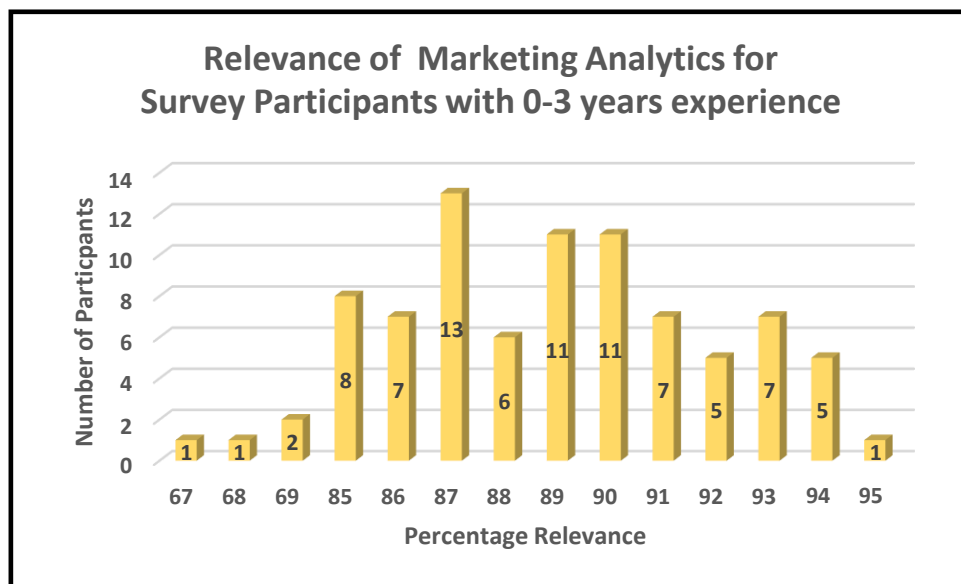
In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Marketing Analytics as taught in their formal marketing education program, was to how Marketing Analytics was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 67% relevant to those who said it was 95% relevant.

1% participant, i.e. 1 out of 85 participants, said that Marketing Analytics taught in his/her formal marketing course was 67% relevant; 1% participant, i.e. 1 out of 85 participants, said that Marketing Analytics taught in his/her formal marketing course was 68% relevant; 2% participants, i.e. 2 out of 85 participants, said that Marketing Analytics taught in their formal marketing course was 69% relevant; 9% participants, i.e. 8 out of 85 participants, said that Marketing Analytics taught in their formal marketing course was 85% relevant; 8% participants, i.e. 7 out of 85 participants, said that Marketing Analytics taught in their formal marketing course was 86% relevant; 15% participants, i.e. 13 out of 85 participants, said that Marketing Analytics taught in their formal marketing course was 87% relevant; 7% participants, i.e. 6 out of 85 participants, said that Marketing Analytics taught in their formal marketing course was 88% relevant; 13% participants, i.e. 11 out of 85 participants, said that Marketing Analytics taught in their formal marketing course was 89% relevant; 13% participants, i.e. 11 out of 85 participants, said that Marketing Analytics taught in their formal marketing course was 90% relevant; 8% participants, i.e. 7 out of 85 participants, said that Marketing Analytics taught in their formal marketing course was 91% relevant; 6% participants, i.e. 5 out of 85 participants, said that Marketing Analytics taught in their formal marketing course was 92% relevant; 8% participants, i.e. 7 out of 85 participants, said that Marketing

Analytics taught in their formal marketing course was 93% relevant; 6% participants, i.e. 5 out of 85 participants, said that Marketing Analytics taught in their formal marketing course was 94% relevant; and 1% participant, i.e. 1 out of 85 participants, said that Marketing Analytics taught in his/her formal marketing course was 95% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Marketing Analytics taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 13: Relevance of Marketing Analytics (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Marketing Analytics was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Analytics in their formal

Marketing program was 88.19% relevant. Other relevant parameters are Median which shows a relevance of 89% and Mode which shows relevance of 87%.

The Variance was 27.08, and Std Deviation was 5.20.

Table below shows the statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Marketing Analytics taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 12: Marketing Analytics Statistical Analysis (0-3 years):

Statistical Analysis Relevance of Marketing Analytics for Marketing Professionals with experience of 0-3 years	
Mean	88.19
Median	89
Mode	87
Variance	27.08
Std Deviation	5.20

Source: Author's work

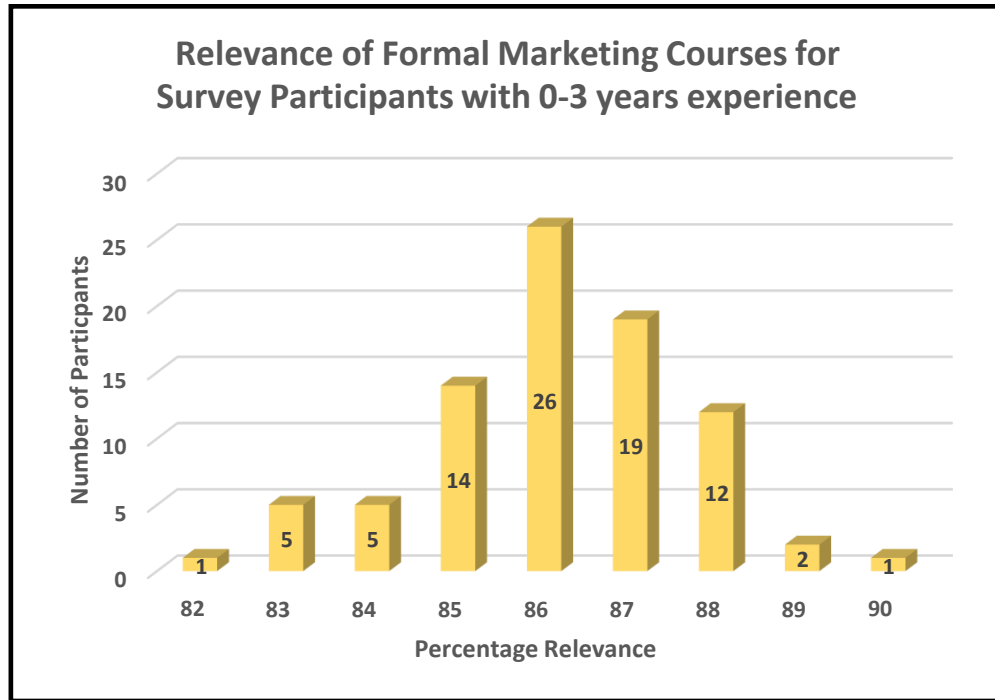
4.2.4 Relevance of Overall Formal Marketing Courses to Marketing Professionals

In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Overall Marketing as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The responses from participants varied from those who said that their overall marketing education program was 82% relevant to those who said it was 90% relevant.

1% participant, i.e. 1 out of 85 participants, said that Overall Marketing taught in his/her formal marketing course was 82% relevant; 6% participants, i.e. 5 out of 85 participants, said that Overall Marketing taught in their formal marketing course was 83% relevant; 6% participants, i.e. 5 out of 85 participants, said that Overall Marketing taught in their formal marketing course was 84% relevant; 16% participants, i.e. 14 out of 85 participants, said that Overall Marketing taught in their formal marketing course was 85% relevant; 31% participants, i.e. 26 out of 85 participants, said that Overall Marketing taught in their formal marketing course was 86% relevant; 22% participants, i.e. 19 out of 85 participants, said that Overall Marketing taught in their formal marketing course was 87% relevant; 14% participants, i.e. 12 out of 85 participants, said that Overall Marketing taught in their formal marketing course was 88% relevant; 2% participants, i.e. 2 out of 85 participants, said that Overall Marketing taught in their formal marketing course was 89% relevant; and 1% participant, i.e. 1 out of 85 participants, said that Overall Marketing taught in his/her formal marketing course was 90% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 14: Relevance of Overall Marketing Course (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 86.12% relevant. Other relevant parameters are Median which shows a relevance of 86% and Mode which shows relevance of 86%.

The Variance was 2.32, and Std Deviation was 1.52.

Table below shows the statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 13: Overall Marketing Course Statistical Analysis (0-3 years)

Statistical Analysis Relevance of Marketing Analytics for Marketing Professionals with 0-3 years experience	
Mean	86.12
Median	86
Mode	86
Variance	2.32
Std Deviation	1.52

Source: Author's work

4.2.4.1 Impact of Gender on Relevance of Overall Marketing Course

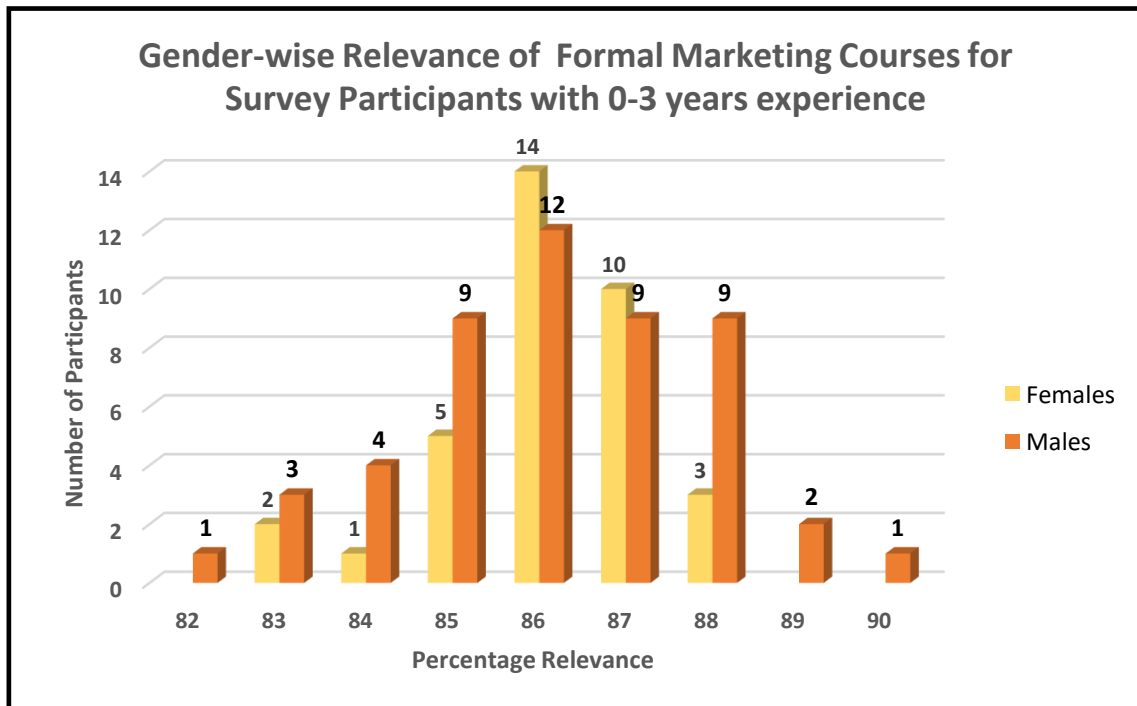
In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The gender of the respondents (male/female) was captured as part of the survey to determine if there was any significant difference between the learning experience based on gender, and if the gender impacted relevance of learning from the formal marketing course to actual work done by marketing professionals.

0% female participants, i.e. 0 out of 35 female participants, and 2% male participants, i.e. 1 out of 50 male participants, said that Overall Marketing taught in their formal marketing course was 82% relevant; 6% female participants, i.e. 2 out of 35 female participants, and 6% male participants, i.e. 3 out of 50 male participants, said that Overall Marketing taught in their formal marketing course was 83% relevant; 3% female participants, i.e. 1 out of 35 female participants, and 8% male participants, i.e. 4 out of 50 male participants, said that Overall Marketing taught in their formal marketing course was 84% relevant; 14% female participants, i.e. 5 out of 35 female participants, and 18% male participants, i.e. 9 out of 50 male participants, said that Overall Marketing taught in their formal marketing course was 85% relevant; 40% female participants, i.e. 14 out of 35 female participants, and 24% male participants, i.e. 12 out of 50 male participants, said that Overall Marketing taught in their formal marketing course was 86% relevant; 29% female participants, i.e. 10 out of 35 female participants, and 18% male participants, i.e. 9 out of 50 male participants, said that Overall Marketing taught in their formal marketing course was 87% relevant; 9% female participants, i.e. 3 out of 35 female participants, and 18% male participants, i.e. 9 out of 50 male participants, said that

Overall Marketing taught in their formal marketing course was 88% relevant; 0% female participants, i.e. 0 out of 35 female participants, and 4% male participants, i.e. 2 out of 50 male participants, said that Overall Marketing taught in their formal marketing course was 89% relevant; and 0% female participants, i.e. 0 out of 35 female participants, and 2% male participants, i.e. 1 out of 50 male participants, said that Overall Marketing taught in their formal marketing course was 90% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 15: Gender-wise Relevance of Marketing Courses (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the female survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 86.09% relevant, and male survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 86.14% relevant. Other relevant parameters are Median which shows a relevance of 86% for both female and male participants in the survey, and Mode which shows relevance of 86% for both female and male participants in the survey.

The Variance was 1.43 for females and 2.98 for males. Std Deviation was 1.20 for females and 1.73 for males.

Table below shows the gender based statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 14: Statistical Analysis for Gender (0-3 years)

Statistical Analysis		
Gender Relevance of Formal Marketing Courses for Marketing Professionals with experience of 0-3 years		
	Females	Males
Mean	86.09	86.14
Median	86	86
Mode	86	86
Variance	1.43	2.98
Std Deviation	1.20	1.73

Source: Author's work

Since the Mean, Median and Mode of the analyzed data for males and females is not significantly different, we can infer that there is no statistically significant gender based difference in the relevance of marketing courses to actual work performed by either female or male marketing professionals in Bangalore with experience of 0-3 years.

4.2.4.2 Impact of Course Type on Relevance of Overall Marketing Course

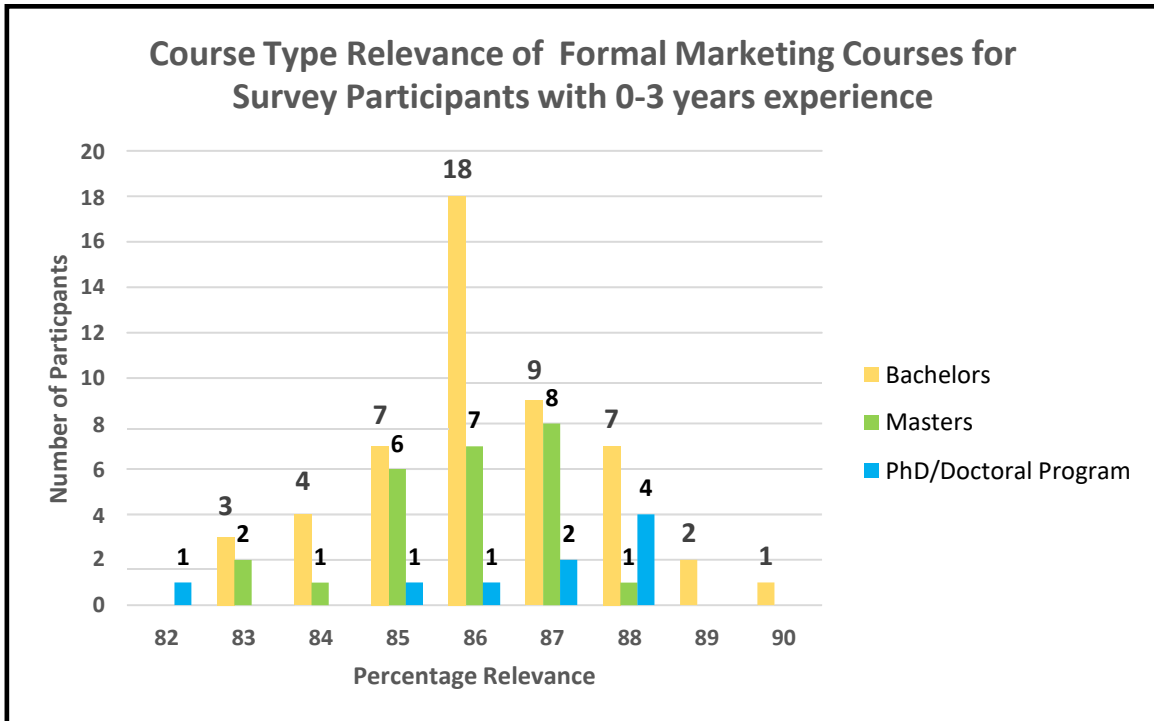
In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The Marketing Course Type of the respondents (Bachelors/Masters/PhD or Doctoral) was captured as part of the survey to determine if there was any significant difference between the learning experience based on Course Type, and if the Course Type impacted relevance of learning from the formal marketing course to actual work done by marketing professionals.

0% Bachelors Course participants, i.e. 0 out of 51 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 25 Masters Course participants, and 11% PhD/Doctoral Course participants i.e. 1 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 82% relevant; 6% Bachelors Course participants, i.e. 3 out of 51 Bachelors course participants, 8% Masters Course participants, i.e. 2 out of 25 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 83% relevant; 8% Bachelors Course participants, i.e. 4 out of 51 Bachelors course participants, 4% Masters Course participants, i.e. 1 out of 25 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 84% relevant; 14% Bachelors Course participants, i.e. 7 out of 51 Bachelors course participants, 24% Masters Course participants, i.e. 6 out of 25 Masters Course participants, and 11% PhD/Doctoral Course participants i.e. 1 out of 9 PhD/Doctoral Course participants, said that Overall Marketing

taught in their formal marketing course was 85% relevant; 35% Bachelors Course participants, i.e. 18 out of 51 Bachelors course participants, 28% Masters Course participants, i.e. 7 out of 25 Masters Course participants, and 11% PhD/Doctoral Course participants i.e. 1 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 86% relevant; 18% Bachelors Course participants, i.e. 9 out of 51 Bachelors course participants, 32% Masters Course participants, i.e. 8 out of 25 Masters Course participants, and 22% PhD/Doctoral Course participants i.e. 2 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 87% relevant; 14% Bachelors Course participants, i.e. 7 out of 51 Bachelors course participants, 4% Masters Course participants, i.e. 1 out of 25 Masters Course participants, and 44% PhD/Doctoral Course participants i.e. 4 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 88% relevant; 4% Bachelors Course participants, i.e. 2 out of 51 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 25 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 89% relevant; and 2% Bachelors Course participants, i.e. 1 out of 51 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 25 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 90% relevant.

Figure below shows the detailed analysis for how the 85 survey participants with work experience of 0-3 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 16: Course-type Relevance of Marketing Courses (0-3 years)



Source: Author's work

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the Bachelors Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 86.18% relevant; Masters Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 85.84% relevant; and PhD/Doctoral Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 86.56% relevant. Other relevant parameters are Median which shows a relevance of 86% for both Bachelors Course and Masters Course participants in the survey, and relevance of 87% for PhD/Doctoral Course students. The Mode shows relevance of 86% for Bachelors

Course participants in the survey, relevance of 87% for Masters Course participants in the survey, and relevance of 88% for PhD/Doctoral Course participants in the survey.

The Variance was 2.39 for Bachelors Course participants, 1.64 for Masters Course participants, and 4.03 for PhD/Doctoral Course participants. Std Deviation was 1.55 for Bachelors Course participants, 1.28 for Masters Course participants, and 2.01 for PhD/Doctoral Course participants.

Table below shows the Course Type based statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 15: Statistical Analysis for Course Type (0-3 years)

Statistical Analysis			
Relevance of Different types of Marketing Course for Marketing Professionals with 0-3 years experience			
	Bachelors	Masters	PhD/Doctoral
Mean	86.18	85.84	86.56
Median	86	86	87
Mode	86	87	88
Variance	2.39	1.64	4.03
Std Deviation	1.55	1.28	2.01

Source: Author's work

Since the Mean, Median and Mode of the analyzed data for Bachelors, Masters and PhD/Doctoral survey participants is not significantly different, we can infer that there is no statistically significant Course Type based difference in the relevance of marketing

courses to actual work performed by marketing professionals in Bangalore with experience of 0-3 years.

4.2.4.3 Impact of Company Size on Relevance of Overall Marketing Course

In the survey conducted, participants with experience of 0-3 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The Company Size of the companies where the respondents were working was also captured as part of the survey to determine if the Company Size impacted relevance of learning from formal marketing courses to actual work done by marketing professionals.

The participants in the survey were categorized into companies with fewer than 100 employees, 100-1000 employees, 1001-5000 employees, 5001-10000 employees, 10001-20000 employees and more than 20,000 employees.

A statistical analysis of the 85 survey participants with experience of 0-3 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life, and the survey participants were categorized based on the size of the company they were working in.

Table below shows the Company Size based statistical analysis for how the 85 survey participants with work experience of 0-3 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 16: Statistical Analysis for Company size (0-3 years)

Statistical Analysis						
Size of Company - Relevance of Marketing Course for Marketing Professionals with 0-3 years experience						
	<100 employees	100-1000 employees	1001-5000 employees	5001-10000 employees	10001-20000 employees	>20000 employees
Mean	85.08	86.50	86.07	86.71	87.25	86.65
Median	85	87	86	87	88	86
Mode	83	86	85	86	88	86
Variance	3.73	0.64	1.50	0.57	0.92	1.51
Std Deviation	1.93	0.80	1.22	0.76	0.96	1.23

Source: Author's work

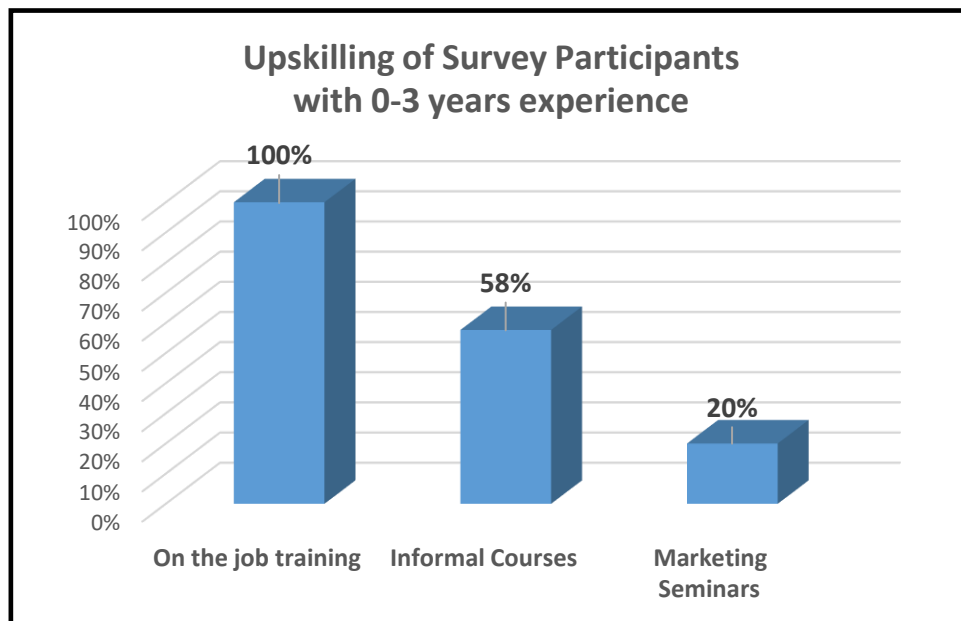
Since the Mean, Median and Mode of the analyzed data for participants working in companies of different sizes is not significantly different, we can infer that there is no statistically significant Company Size based difference in the relevance of marketing courses to actual work performed by marketing professionals in Bangalore with experience of 0-3 years.

4.2.5 Upskilling and learning new skills

In the survey conducted, marketing professionals with experience of 0-3 years after their formal marketing program mentioned three primary ways to keep upskilling and learning to be relevant to their jobs. 100% participants i.e. 85 out of 85 participants mentioned that they got on the job training; 58% participants i.e. 49 out of 85 participants mentioned that they attended informal marketing courses, typically conducted by their companies; and 20% participants i.e. 17 out of 85 participants mentioned that they attended Marketing Seminars.

Figure below shows the detailed analysis for how the survey participants with work experience of 0-3 years learnt new skills and upskilled themselves to be more relevant to their jobs.

Figure 17: Upskilling of Survey Participants (0-3 years)



Source: Author's work

4.3 Marketing Professionals with experience of 4-7 years after completing Formal Marketing Program in Bangalore

4.3.1 Survey

A total of 275 survey questionnaires were provided to 275 marketing professionals with experience of 4-7 years in Bangalore who were identified through LinkedIn connections, personal relationships, and through informal friend networks. All the questionnaires were administered as online google forms, and data provided by the participants was stored and analyzed in Microsoft Excel. Of the 275 marketing professionals who were administered the questionnaires, 123 responses were received, and 80 responses were found to be complete and relevant for this study.

So, the total relevant participants in the 4-7 year cohort of marketing professionals in Bangalore is 80 – which is an appropriate stratified sample size for this study.

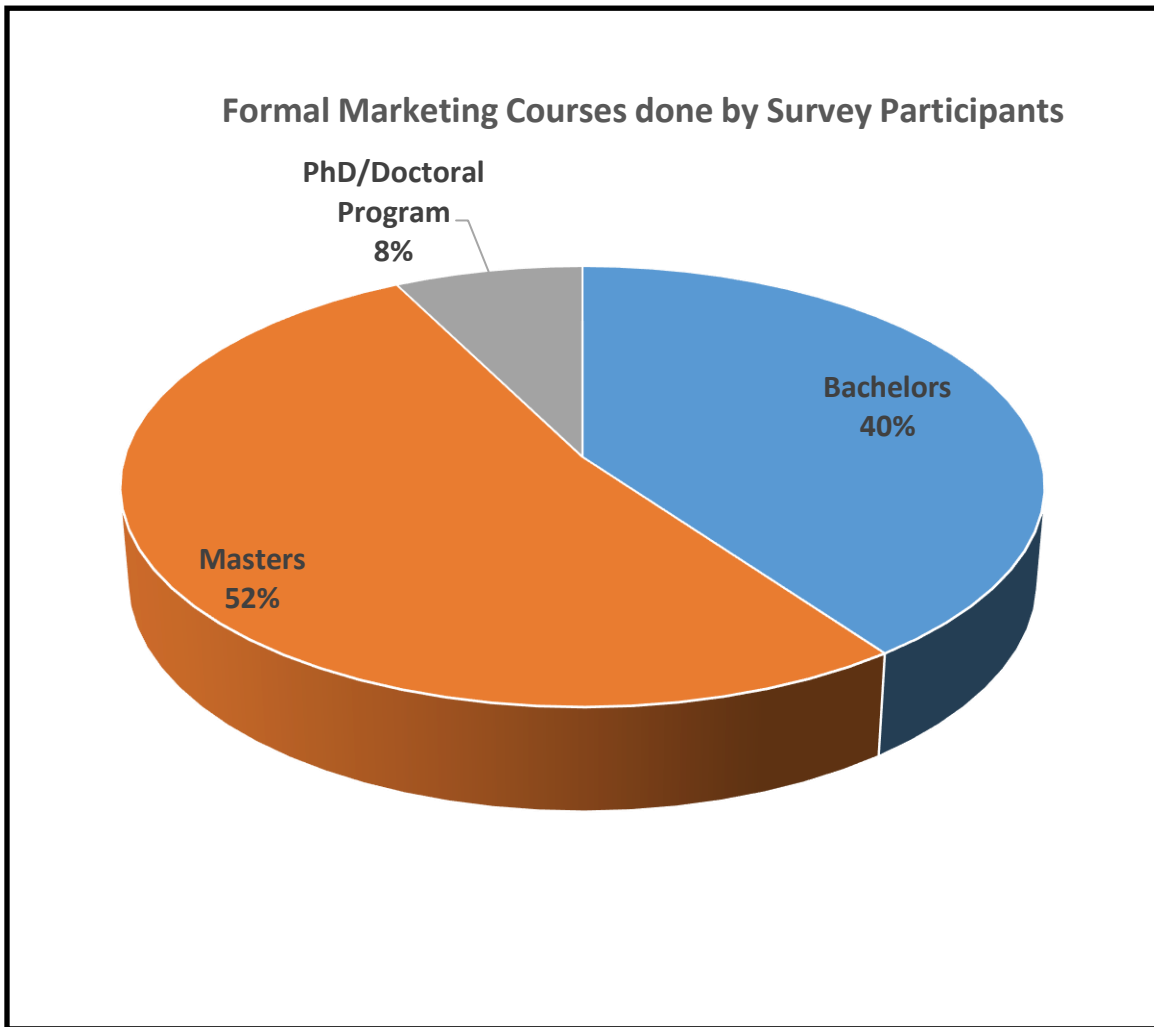
4.3.2 Demographics

4.3.2.1 Marketing Course Completed by participants

The survey questionnaires were administered to people who had done Bachelors, Masters and Phd/Doctoral programs to get a better understanding of the relevance of their formal marketing course to their actual work experience. Out of the 80 marketing professionals with work experience of 4-7 years, 40% participants, i.e., 32 out of 80 participants had completed their Bachelors program in Marketing; 53% participants, i.e. 42 out of 80 participants, had completed their Masters program in Marketing; and 8% participants, i.e. 6 out of 80 participants, had completed their PhD/Doctoral Marketing Program.

Figure below shows the analysis for the course type of survey participants with experience of 4-7 years.

Figure 18: Type of Marketing Course done by Survey Participants (4-7 years)



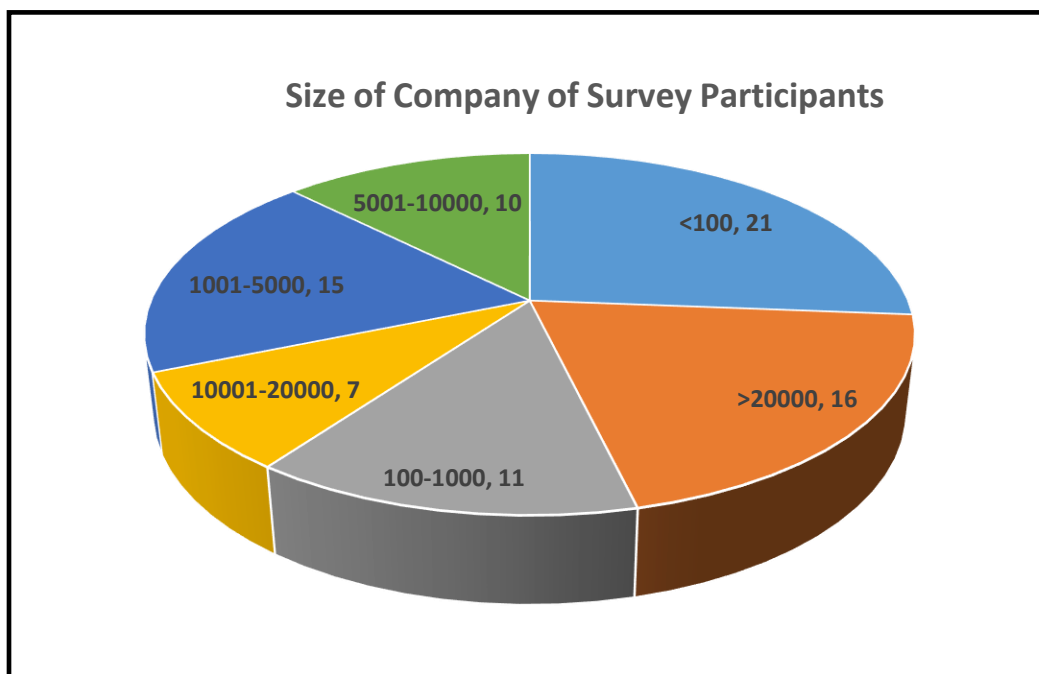
Source: Author's work

4.3.2.2 Company Size

To ensure that the survey covers people from big and small companies, survey questionnaires were administered to people working in companies of different sizes. 26% participants, i.e. 21 out of 80 participants, belonged to companies with fewer than 100 employees; 14% participants, i.e. 11 out of 80 participants, belonged to companies with 100-1000 employees; 19% participants, i.e. 15 out of 80 participants, belonged to companies with 1001-5000 employees; 13% participants, i.e. 10 out of 80 participants, belonged to companies with 5001-10000 employees; 9% participants, i.e. 7 out of 80 participants, belonged to companies with 10001-20000 employees; and 20% participants, i.e. 16 out of 80 participants, belonged to companies with more than 20000 employees.

Figure below shows the analysis for the company size of survey participants with experience of 4-7 years.

Figure 19: Size of Company of Survey Participants (4-7 years)



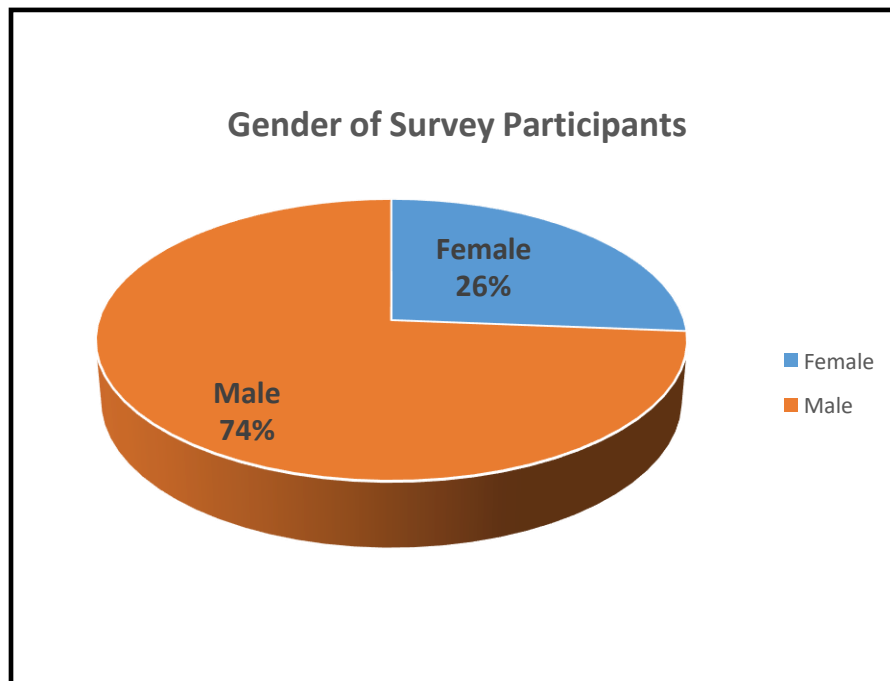
Source: Author's work

4.3.2.3 Age and Gender

Survey questionnaires were administered to both males and females. Overall, there were 74% males, i.e., 59 out of 80 participants were males; and there were 26% females, i.e. 21 out of 80 participants were females.

Figure below shows the information for the gender of survey participants with experience of 4-7 years.

Figure 20: Gender of Survey Participants (4-7 years)



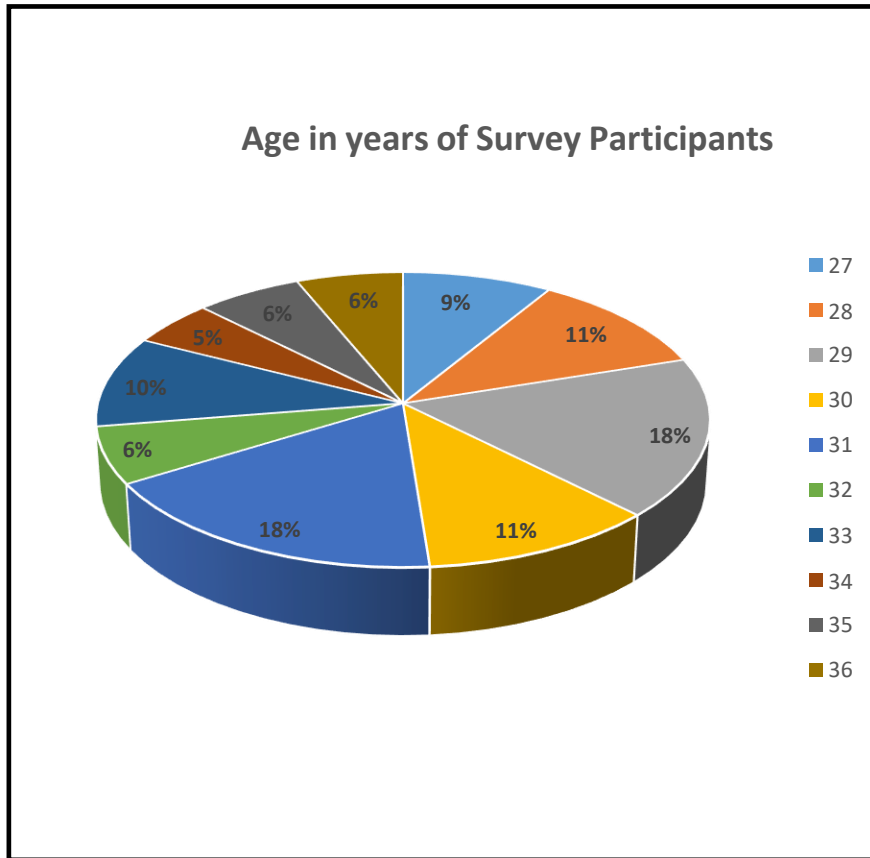
Author's work

The age group of survey participants with experience of 4-7 years after their formal marketing program varied from 27 – 36 years. 9% participants, i.e. 7 out of 80 participants, were 27 years old; 11% participants, i.e. 9 out of 80 participants, were 28

years old; 18% participants, i.e. 14 out of 80 participants, were 29 years old; 11% participants, i.e. 9 out of 80 participants, were 30 years old; 18% participants, i.e. 14 out of 80 participants, were 31 years old; 6% participants, i.e. 5 out of 80 participants, were 32 years old; 10% participants, i.e. 8 out of 80 participants, were 33 years old; 5% participants, i.e. 4 out of 80 participants, were 34 years old; 6% participants, i.e. 5 out of 80 participants, were 35 years old; and 6% participants, i.e. 5 out of 80 participants, were 36 years old.

Figure below shows the detailed analysis for the age of all the 80 survey participants with work experience of 4-7 years.

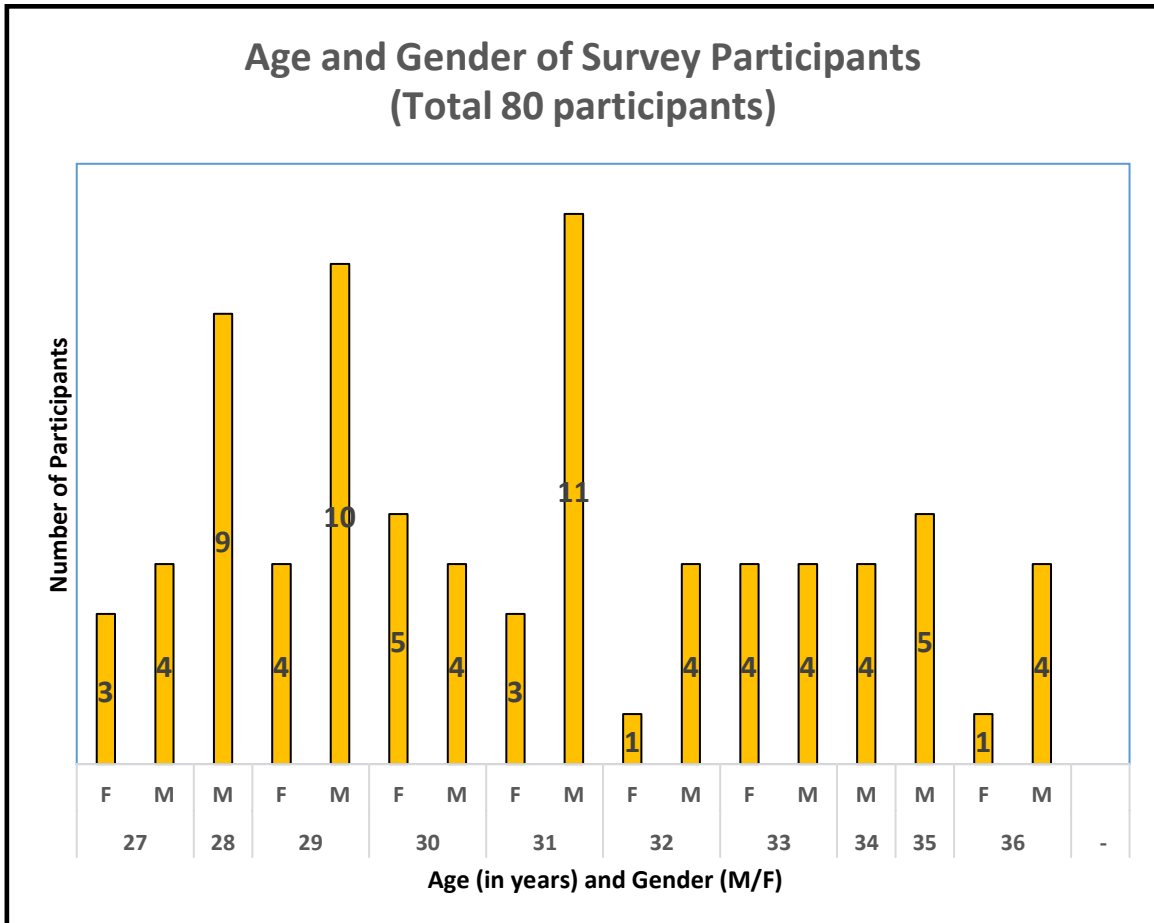
Figure 21: Age of Survey Participants (4-7 years)



Source: Author's work

Figure below shows the detailed analysis for the age and gender of all the 80 survey participants with work experience of 4-7 years.

Figure 22: Age and Gender of Survey Participants (4-7 years)



Source: Author's work

4.3.3 Relevance of Different Aspects of Marketing Courses to actual work experience

An informal interview was conducted of 20 marketing professionals to determine which are the most relevant aspects of Marketing Courses which are taught to students, and those that are relevant for actual working professionals. Based on suggestions from the 20 marketing professionals, and also referring to syllabus of 3 marketing programs taught in 3 colleges in Bangalore, 8 significant aspects of Marketing courses were identified as mentioned below:

1. Marketing Strategy
2. Marketing Research
3. Corporate Sales
4. Retail Sales
5. Branding
6. Advertising
7. Digital Marketing
8. Marketing Analytics

To get a better understanding of how relevant each aspect of Marketing course was to marketing professionals, all survey participants were asked to provide the percentage relevance of the different aspects of the marketing course to their actual work.

This data was then tabulated and analyzed, and provides significant insights into how different aspects of the marketing course have different levels of relevance to marketing professionals.

4.3.3.1 Relevance of Marketing Strategy

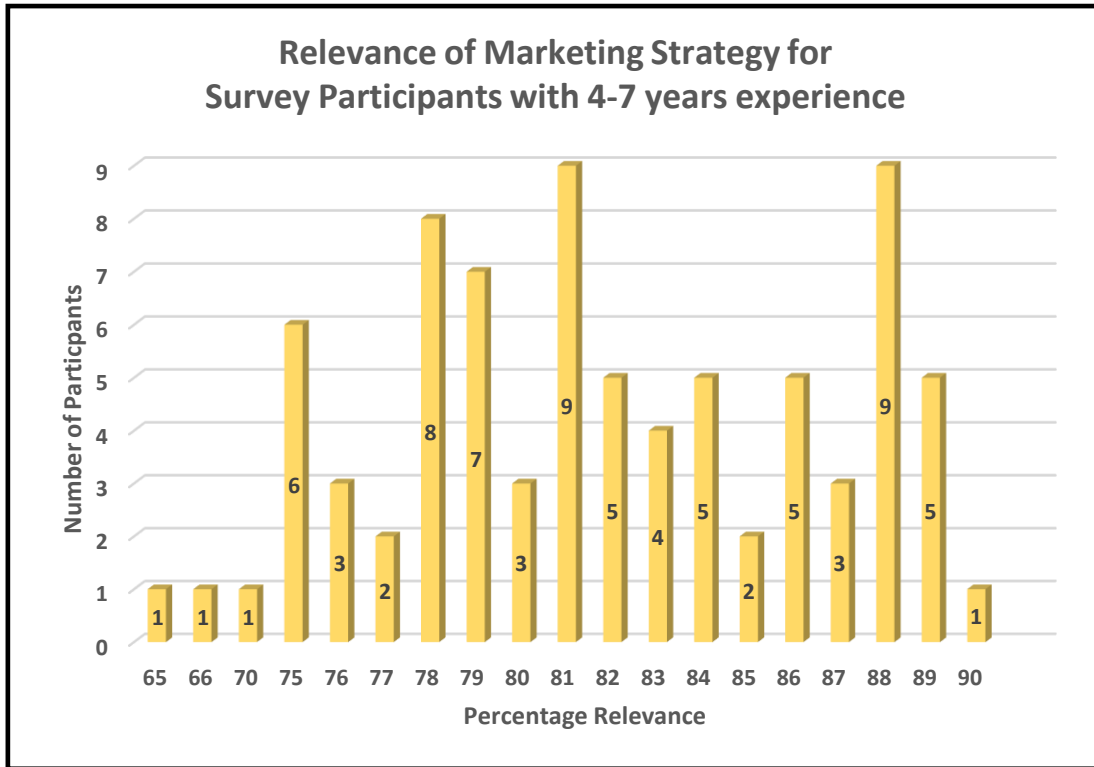
In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Marketing Strategy as taught in their formal marketing education program, was to how Marketing Strategy was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 65% relevant to those who said it was 90% relevant.

1% participant, i.e. 1 out of 80 participants, said that Marketing Strategy taught in his/her formal marketing course was 65% relevant; 1% participant, i.e. 1 out of 80 participants, said that Marketing Strategy taught in his/her formal marketing course was 66% relevant; 1% participant, i.e. 1 out of 80 participants, said that Marketing Strategy taught in his/her formal marketing course was 70% relevant; 8% participants, i.e. 6 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 75% relevant; 4% participants, i.e. 3 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 76% relevant; 3% participants, i.e. 2 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 77% relevant; 10% participants, i.e. 8 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 78% relevant; 9% participants, i.e. 7 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 79% relevant; 4% participants, i.e. 3 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 80% relevant; 11% participants, i.e. 9 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 81% relevant; 6% participants, i.e. 5 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 82% relevant; 5% participants, i.e. 4 out of 80 participants,

said that Marketing Strategy taught in their formal marketing course was 83% relevant; 6% participants, i.e. 5 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 84% relevant; 3% participants, i.e. 2 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 85% relevant; 6% participants, i.e. 5 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 86% relevant; 4% participants, i.e. 3 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 87% relevant; 11% participants, i.e. 9 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 88% relevant; 6% participants, i.e. 5 out of 80 participants, said that Marketing Strategy taught in their formal marketing course was 89% relevant; and 1% participant, i.e. 1 out of 80 participants, said that Marketing Strategy taught in his/her formal marketing course was 90% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Marketing Strategy taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 23:Relevance of Marketing Strategy (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Marketing Strategy was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Strategy in their formal Marketing program was 81.61% relevant. Other relevant parameters are Median which shows a relevance of 81% and Mode which shows relevance of 81%.

The Variance was 27.48, and Std Deviation was 5.24.

Table below shows the statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Marketing Strategy taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 17: Marketing Strategy Statistical Analysis (4-7 years)

Statistical Analysis Relevance of Marketing Strategy for Marketing Professionals with experience of 4-7 years	
Mean	81.61
Median	81
Mode	81
Variance	27.48
Std Deviation	5.24

Source: Author's work

4.3.3.2 Relevance of Marketing Research

In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Marketing Research as taught in their formal marketing education program, was to how Marketing Research was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 72% relevant to those who said it was 89% relevant.

4% participants, i.e. 3 out of 80 participants, said that Marketing Research taught in their formal marketing course was 72% relevant; 1% participant, i.e. 1 out of 80 participants, said that Marketing Research taught in his/her formal marketing course was 75% relevant; 9% participants, i.e. 7 out of 80 participants, said that Marketing Research taught in their formal marketing course was 79% relevant; 9% participants, i.e. 7 out of 80 participants, said that Marketing Research taught in their formal marketing course was 80% relevant; 13% participants, i.e. 10 out of 80 participants, said that Marketing Research taught in their formal marketing course was 81% relevant; 10% participants, i.e. 8 out of 80 participants, said that Marketing Research taught in their formal marketing course was 82% relevant; 5% participants, i.e. 4 out of 80 participants, said that Marketing Research taught in their formal marketing course was 83% relevant; 11% participants, i.e. 9 out of 80 participants, said that Marketing Research taught in their formal marketing course was 84% relevant; 8% participants, i.e. 6 out of 80 participants, said that Marketing Research taught in their formal marketing course was 85% relevant; 18% participants, i.e. 14 out of 80 participants, said that Marketing Research taught in their formal marketing course was 86% relevant; 4% participants, i.e. 3 out of 80 participants, said that Marketing Research taught in their formal marketing course was 87% relevant; 8% participants, i.e. 6 out of 80 participants, said that Marketing Research

taught in their formal marketing course was 88% relevant; and 3% participants, i.e. 2 out of 80 participants, said that Marketing Research taught in their formal marketing course was 89% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Marketing Research taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 24: Relevance of Marketing Research (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Marketing Research was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Research in their formal

Marketing program was 82.99% relevant. Other relevant parameters are Median which shows a relevance of 84% and Mode which shows relevance of 86%.

The Variance was 13.66, and Std Deviation was 3.70.

Table below shows the statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Marketing Research taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 18: Marketing Research Statistical Analysis (4-7 years)

Statistical Analysis Relevance of Marketing Research for Marketing Professionals with experience of 4-7 years	
Mean	82.99
Median	84
Mode	86
Variance	13.66
Std Deviation	3.70

Source: Author's work

4.3.3.3 Relevance of Corporate Sales

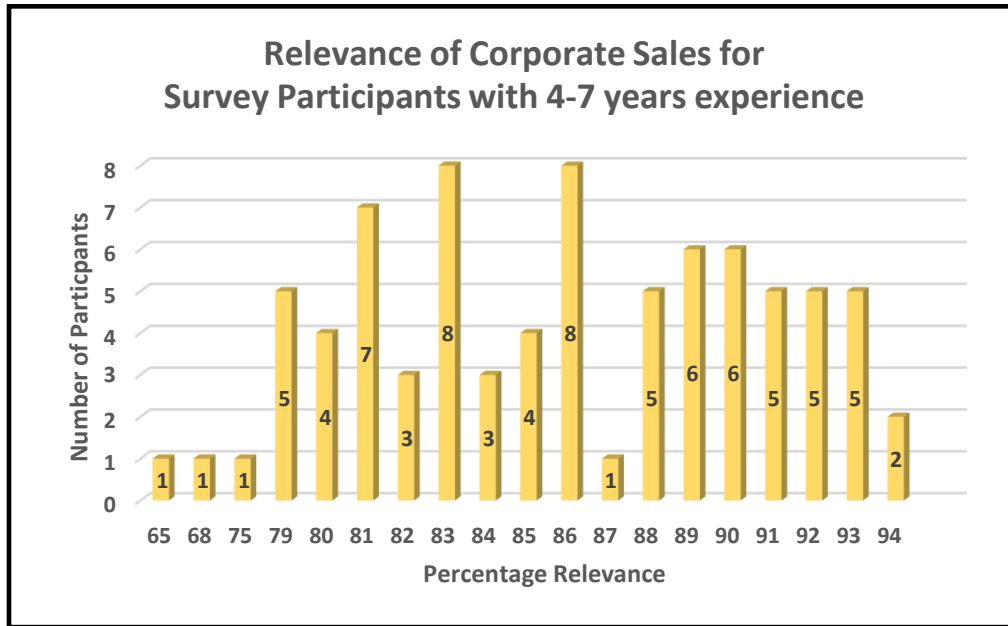
In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Corporate Sales as taught in their formal marketing education program, was to how Corporate Sales was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 65% relevant to those who said it was 94% relevant.

1% participant, i.e. 1 out of 80 participants, said that Corporate Sales taught in his/her formal marketing course was 65% relevant; 1% participant, i.e. 1 out of 80 participants, said that Corporate Sales taught in his/her formal marketing course was 68% relevant; 1% participant, i.e. 1 out of 80 participants, said that Corporate Sales taught in his/her formal marketing course was 75% relevant; 6% participants, i.e. 5 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 79% relevant; 5% participants, i.e. 4 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 80% relevant; 9% participants, i.e. 7 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 81% relevant; 4% participants, i.e. 3 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 82% relevant; 10% participants, i.e. 8 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 83% relevant; 4% participants, i.e. 3 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 84% relevant; 5% participants, i.e. 4 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 85% relevant; 10% participants, i.e. 8 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 86% relevant; 1% participant, i.e. 1 out of 80 participants, said that Corporate Sales taught in his/her formal marketing course was 87% relevant; 6%

participants, i.e. 5 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 88% relevant; 8% participants, i.e. 6 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 89% relevant; 8% participants, i.e. 6 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 90% relevant; 6% participants, i.e. 5 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 91% relevant; 6% participants, i.e. 5 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 92% relevant; 6% participants, i.e. 5 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 93% relevant; and 3% participants, i.e. 2 out of 80 participants, said that Corporate Sales taught in their formal marketing course was 94% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Corporate Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 25: Relevance of Corporate Sales (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Corporate Sales was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Corporate Sales in their formal Marketing program was 82.48% relevant. Other relevant parameters are Median which shows a relevance of 81% and Mode which shows relevance of 83%.

The Variance was 26.48, and Std Deviation was 5.14.

Table below shows the statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Corporate Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 19: Corporate Sales Statistical Analysis (4-7 years)

Statistical Analysis Relevance of Corporate Sales for Marketing Professionals with 4-7 years experience	
Mean	82.48
Median	81
Mode	83
Variance	26.38
Std Deviation	5.14

Source: Author's work

4.3.3.4 Relevance of Retail Sales

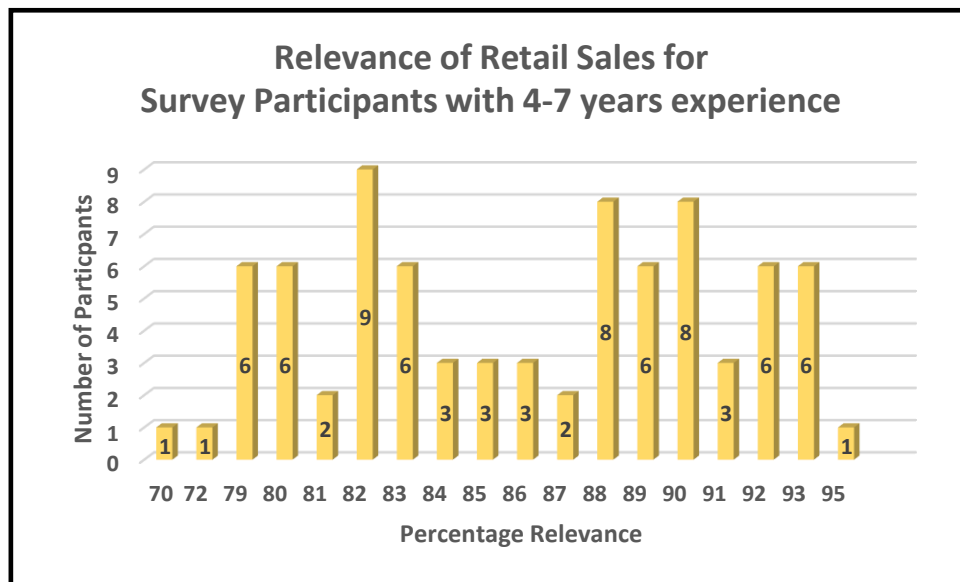
In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Retail Sales as taught in their formal marketing education program, was to how Retail Sales was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 70% relevant to those who said it was 95% relevant.

1% participant, i.e. 1 out of 80 participants, said that Retail Sales taught in his/her formal marketing course was 70% relevant; 1% participant, i.e. 1 out of 80 participants, said that Retail Sales taught in his/her formal marketing course was 72% relevant; 8% participants, i.e. 6 out of 80 participants, said that Retail Sales taught in their formal marketing course was 79% relevant; 8% participants, i.e. 6 out of 80 participants, said that Retail Sales taught in their formal marketing course was 80% relevant; 3% participants, i.e. 2 out of 80 participants, said that Retail Sales taught in their formal marketing course was 81% relevant; 11% participants, i.e. 9 out of 80 participants, said that Retail Sales taught in their formal marketing course was 82% relevant; 8% participants, i.e. 6 out of 80 participants, said that Retail Sales taught in their formal marketing course was 83% relevant; 4% participants, i.e. 3 out of 80 participants, said that Retail Sales taught in their formal marketing course was 84% relevant; 4% participants, i.e. 3 out of 80 participants, said that Retail Sales taught in their formal marketing course was 85% relevant; 4% participants, i.e. 3 out of 80 participants, said that Retail Sales taught in their formal marketing course was 86% relevant; 3% participants, i.e. 2 out of 80 participants, said that Retail Sales taught in their formal marketing course was 87% relevant; 10% participants, i.e. 8 out of 80 participants, said that Retail Sales taught in their formal marketing course was 88% relevant; 8% participants, i.e. 6 out of 80 participants, said

that Retail Sales taught in their formal marketing course was 89% relevant; 10% participants, i.e. 8 out of 80 participants, said that Retail Sales taught in their formal marketing course was 90% relevant; 4% participants, i.e. 3 out of 80 participants, said that Retail Sales taught in their formal marketing course was 91% relevant; 8% participants, i.e. 6 out of 80 participants, said that Retail Sales taught in their formal marketing course was 92% relevant; 8% participants, i.e. 6 out of 80 participants, said that Retail Sales taught in their formal marketing course was 93% relevant; and 1% participant, i.e. 1 out of 80 participants, said that Retail Sales taught in his/her formal marketing course was 95% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Retail Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 26: Relevance of Retail Sales (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Retail Sales was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Retail Sales in their formal Marketing program was 83.52% relevant. Other relevant parameters are Median which shows a relevance of 83% and Mode which shows relevance of 79%.

The Variance was 23.36, and Std Deviation was 4.83.

Table below shows the statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Retail Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 20: Retail Sales Statistical Analysis (4-7 years)

Statistical Analysis Relevance of Retail Sales for Marketing Professionals with 4-7 years experience	
Mean	83.52
Median	83
Mode	79
Variance	23.36
Std Deviation	4.83

Source: Author's work

4.3.3.5 Relevance of Branding

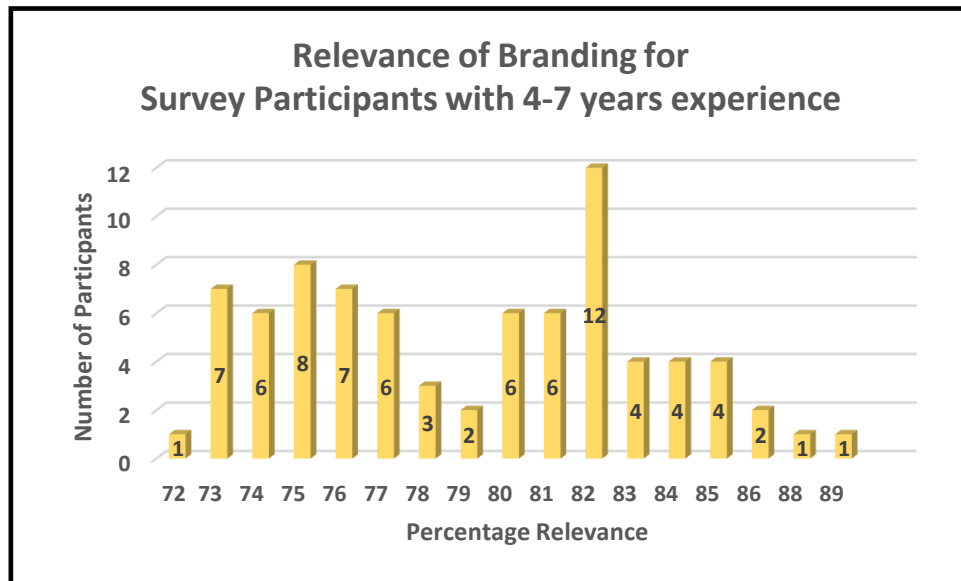
In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Branding as taught in their formal marketing education program, was to how Branding was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 72% relevant to those who said it was 89% relevant.

1% participant, i.e. 1 out of 80 participants, said that Branding taught in his/her formal marketing course was 72% relevant; 9% participants, i.e. 7 out of 80 participants, said that Branding taught in their formal marketing course was 73% relevant; 8% participants, i.e. 6 out of 80 participants, said that Branding taught in their formal marketing course was 74% relevant; 10% participants, i.e. 8 out of 80 participants, said that Branding taught in their formal marketing course was 75% relevant; 9% participants, i.e. 7 out of 80 participants, said that Branding taught in their formal marketing course was 76% relevant; 8% participants, i.e. 6 out of 80 participants, said that Branding taught in their formal marketing course was 77% relevant; 4% participants, i.e. 3 out of 80 participants, said that Branding taught in their formal marketing course was 78% relevant; 3% participants, i.e. 2 out of 80 participants, said that Branding taught in their formal marketing course was 79% relevant; 8% participants, i.e. 6 out of 80 participants, said that Branding taught in their formal marketing course was 80% relevant; 8% participants, i.e. 6 out of 80 participants, said that Branding taught in their formal marketing course was 81% relevant; 15% participants, i.e. 12 out of 80 participants, said that Branding taught in their formal marketing course was 82% relevant; 5% participants, i.e. 4 out of 80 participants, said that Branding taught in their formal marketing course was 83% relevant; 5% participants, i.e. 4 out of 80 participants, said that Branding taught in their

formal marketing course was 84% relevant; 5% participants, i.e. 4 out of 80 participants, said that Branding taught in their formal marketing course was 85% relevant; 3% participants, i.e. 2 out of 80 participants, said that Branding taught in their formal marketing course was 86% relevant; 1% participant, i.e. 1 out of 80 participants, said that Branding taught in his/her formal marketing course was 88% relevant; and 1% participant, i.e. 1 out of 80 participants, said that Branding taught in his/her formal marketing course was 89% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Branding taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 27:Relevance of Branding (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Branding was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Branding in their formal Marketing program was 79% relevant. Other relevant parameters are Median which shows a relevance of 80% and Mode which shows relevance of 82%.

The Variance was 17.65, and Std Deviation was 4.20.

Table below shows the statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Branding taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 21: Branding Statistical Analysis (4-7 years)

Statistical Analysis Relevance of Branding for Marketing Professionals with 4-7 years experience	
Mean	79
Median	80
Mode	82
Variance	17.65
Std Deviation	4.20

Source: Author's work

4.3.3.6 Relevance of Advertising

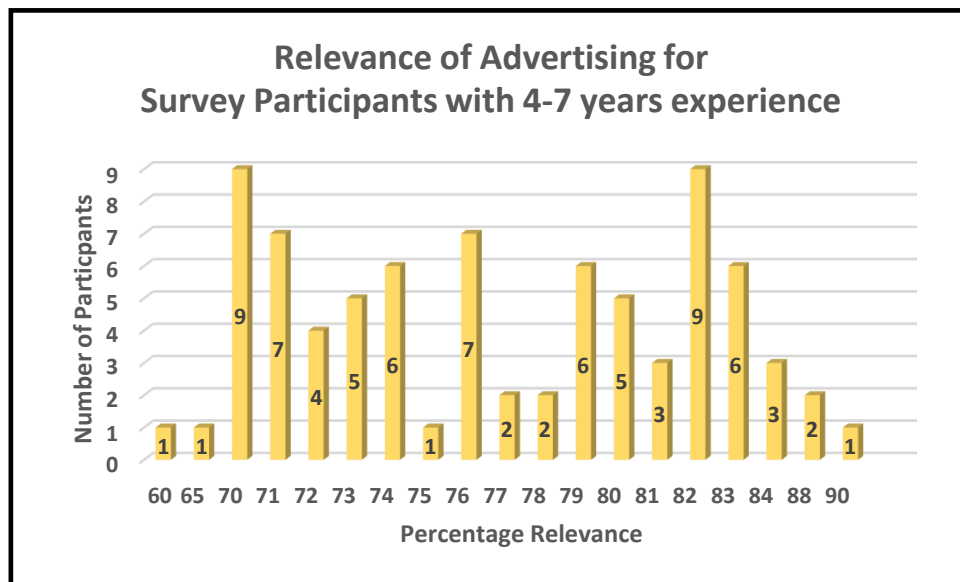
In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Advertising as taught in their formal marketing education program, was to how Advertising was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 60% relevant to those who said it was 90% relevant.

1% participant, i.e. 1 out of 80 participants, said that Advertising taught in his/her formal marketing course was 60% relevant; 1% participant, i.e. 1 out of 80 participants, said that Advertising taught in his/her formal marketing course was 65% relevant; 11% participants, i.e. 9 out of 80 participants, said that Advertising taught in their formal marketing course was 70% relevant; 9% participants, i.e. 7 out of 80 participants, said that Advertising taught in their formal marketing course was 71% relevant; 5% participants, i.e. 4 out of 80 participants, said that Advertising taught in their formal marketing course was 72% relevant; 6% participants, i.e. 5 out of 80 participants, said that Advertising taught in their formal marketing course was 73% relevant; 8% participants, i.e. 6 out of 80 participants, said that Advertising taught in their formal marketing course was 74% relevant; 1% participant, i.e. 1 out of 80 participants, said that Advertising taught in his/her formal marketing course was 75% relevant; 9% participants, i.e. 7 out of 80 participants, said that Advertising taught in their formal marketing course was 76% relevant; 3% participants, i.e. 2 out of 80 participants, said that Advertising taught in their formal marketing course was 77% relevant; 3% participants, i.e. 2 out of 80 participants, said that Advertising taught in their formal marketing course was 78% relevant; 8% participants, i.e. 6 out of 80 participants, said that Advertising taught in their formal marketing course was 79% relevant; 6% participants, i.e. 5 out of 80 participants,

said that Advertising taught in their formal marketing course was 80% relevant; 4% participants, i.e. 3 out of 80 participants, said that Advertising taught in their formal marketing course was 81% relevant; 11% participants, i.e. 9 out of 80 participants, said that Advertising taught in their formal marketing course was 82% relevant; 8% participants, i.e. 6 out of 80 participants, said that Advertising taught in their formal marketing course was 83% relevant; 4% participants, i.e. 3 out of 80 participants, said that Advertising taught in their formal marketing course was 84% relevant; 3% participants, i.e. 2 out of 80 participants, said that Advertising taught in their formal marketing course was 88% relevant; and 1% participant, i.e. 1 out of 80 participants, said that Advertising taught in his/her formal marketing course was 90% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Advertising taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 28: Relevance of Advertising (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Advertising was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Advertising in their formal Marketing program was 76.71% relevant. Other relevant parameters are Median which shows a relevance of 76% and Mode which shows relevance of 70%.

The Variance was 31.42, and Std Deviation was 5.61.

Table below shows the statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Advertising taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 22: Advertising Statistical Analysis (4-7 years)

Statistical Analysis Relevance of Advertising for Marketing Professionals with 4-7 years experience	
Mean	76.71
Median	76
Mode	70
Variance	31.42
Std Deviation	5.61

Source: Author's work

4.3.3.7 Relevance of Digital Marketing

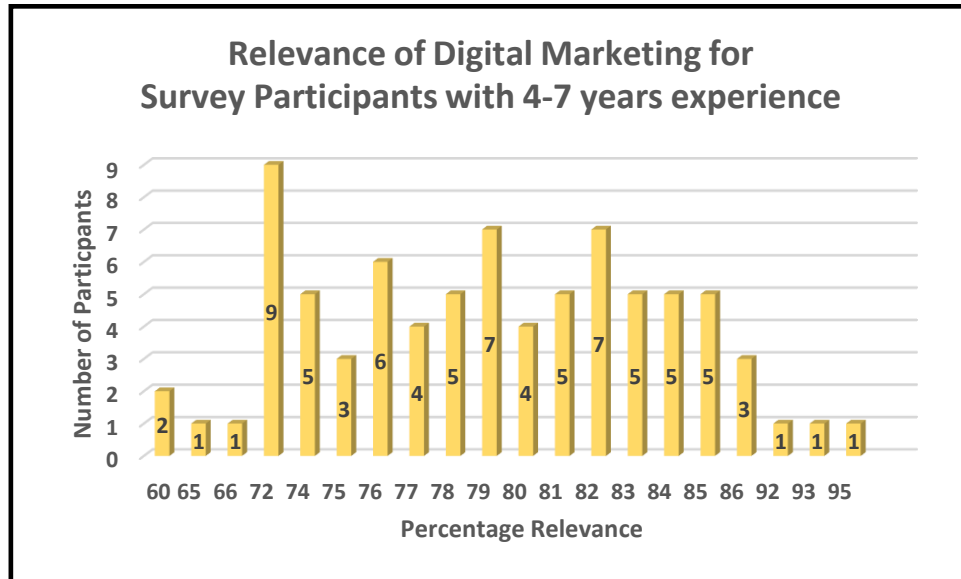
In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Digital Marketing as taught in their formal marketing education program, was to how Digital Marketing was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 60% relevant to those who said it was 95% relevant.

3% participants, i.e. 2 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 60% relevant; 1% participant, i.e. 1 out of 80 participants, said that Digital Marketing taught in his/her formal marketing course was 65% relevant; 1% participant, i.e. 1 out of 80 participants, said that Digital Marketing taught in his/her formal marketing course was 66% relevant; 11% participants, i.e. 9 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 72% relevant; 6% participants, i.e. 5 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 74% relevant; 4% participants, i.e. 3 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 75% relevant; 8% participants, i.e. 6 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 76% relevant; 5% participants, i.e. 4 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 77% relevant; 6% participants, i.e. 5 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 78% relevant; 9% participants, i.e. 7 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 79% relevant; 5% participants, i.e. 4 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 80% relevant; 6% participants, i.e. 5 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 81% relevant; 9%

participants, i.e. 7 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 82% relevant; 6% participants, i.e. 5 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 83% relevant; 6% participants, i.e. 5 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 84% relevant; 6% participants, i.e. 5 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 85% relevant; 4% participants, i.e. 3 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 86% relevant; 1% participant, i.e. 1 out of 80 participants, said that Digital Marketing taught in his/her formal marketing course was 92% relevant; 1% participant, i.e. 1 out of 80 participants, said that Digital Marketing taught in his/her formal marketing course was 93% relevant; and 1% participant, i.e. 1 out of 80 participants, said that Digital Marketing taught in his/her formal marketing course was 95% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Digital Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 29: Relevance of Digital Marketing (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Digital Marketing was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Digital Marketing in their formal Marketing program was 78.83% relevant. Other relevant parameters are Median which shows a relevance of 79% and Mode which shows relevance of 72%.

The Variance was 38.10, and Std Deviation was 6.17.

Table below shows the statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Digital Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 23: Digital Marketing Statistical Analysis (4-7 years)

Statistical Analysis Relevance of Digital Marketing for Marketing Professionals with experience of 4-7 years	
Mean	78.73
Median	79
Mode	72
Variance	38.10
Std Deviation	6.17

Source: Author's work

4.3.3.8 Relevance of Marketing Analytics

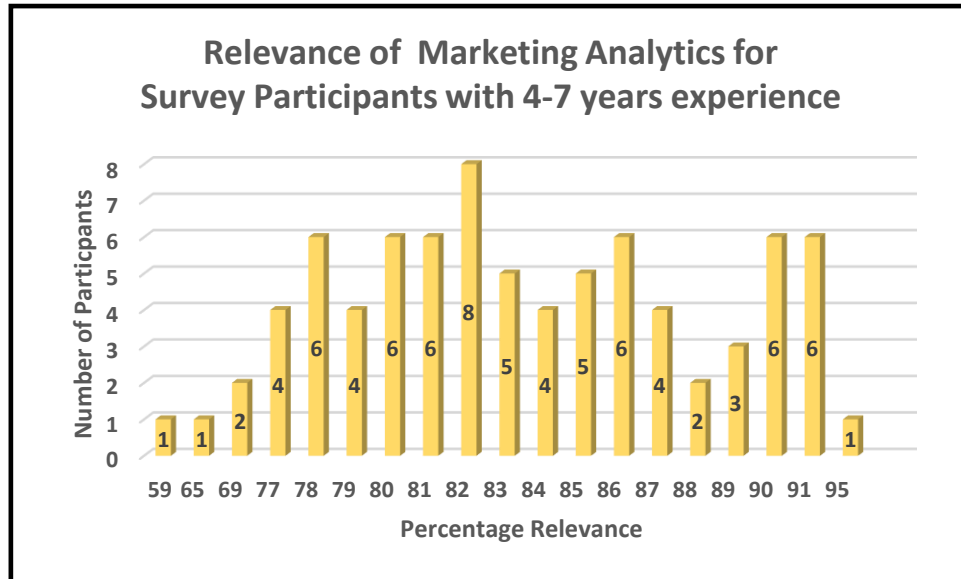
In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Marketing Analytics as taught in their formal marketing education program, was to how Marketing Analytics was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 59% relevant to those who said it was 95% relevant.

1% participant, i.e. 1 out of 80 participants, said that Marketing Analytics taught in his/her formal marketing course was 59% relevant; 1% participant, i.e. 1 out of 80 participants, said that Marketing Analytics taught in his/her formal marketing course was 65% relevant; 3% participants, i.e. 2 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 69% relevant; 5% participants, i.e. 4 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 77% relevant; 8% participants, i.e. 6 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 78% relevant; 5% participants, i.e. 4 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 79% relevant; 8% participants, i.e. 6 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 80% relevant; 8% participants, i.e. 6 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 81% relevant; 10% participants, i.e. 8 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 82% relevant; 6% participants, i.e. 5 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 83% relevant; 5% participants, i.e. 4 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 84% relevant; 6% participants, i.e. 5 out of 80 participants, said that Marketing Analytics taught in their

formal marketing course was 85% relevant; 8% participants, i.e. 6 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 86% relevant; 5% participants, i.e. 4 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 87% relevant; 3% participants, i.e. 2 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 88% relevant; 4% participants, i.e. 3 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 89% relevant; 8% participants, i.e. 6 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 90% relevant; 8% participants, i.e. 6 out of 80 participants, said that Marketing Analytics taught in their formal marketing course was 91% relevant; and 1% participant, i.e. 1 out of 80 participants, said that Marketing Analytics taught in his/her formal marketing course was 95% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Marketing Analytics taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 30: Relevance of Marketing Analytics (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Marketing Analytics was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Analytics in their formal Marketing program was 83% relevant. Other relevant parameters are Median which shows a relevance of 83% and Mode which shows relevance of 82%.

The Variance was 36.18, and Std Deviation was 6.01.

Table below shows the statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Marketing Analytics taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 24: Marketing Analytics Statistical Analysis (4-7 years)

Statistical Analysis Relevance of Marketing Analytics for Marketing Professionals with 4-7 years experience	
Mean	83
Median	83
Mode	82
Variance	36.18
Std Deviation	6.01

Source: Author's work

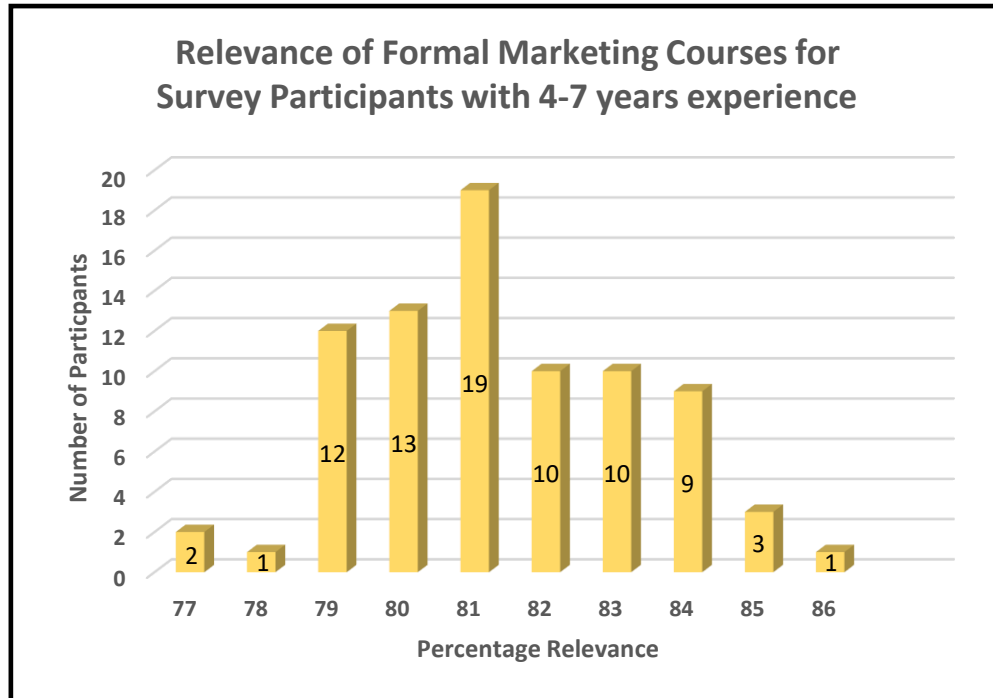
4.3.4 Relevance of Overall Formal Marketing Courses to Marketing Professionals

In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Overall Marketing as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The responses from participants varied from those who said that their overall marketing education program was 77% relevant to those who said it was 86% relevant.

3% participants, i.e. 2 out of 80 participants, said that Overall Marketing taught in their formal marketing course was 77% relevant; 1% participant, i.e. 1 out of 80 participants, said that Overall Marketing taught in his/her formal marketing course was 78% relevant; 15% participants, i.e. 12 out of 80 participants, said that Overall Marketing taught in their formal marketing course was 79% relevant; 16% participants, i.e. 13 out of 80 participants, said that Overall Marketing taught in their formal marketing course was 80% relevant; 24% participants, i.e. 19 out of 80 participants, said that Overall Marketing taught in their formal marketing course was 81% relevant; 13% participants, i.e. 10 out of 80 participants, said that Overall Marketing taught in their formal marketing course was 82% relevant; 13% participants, i.e. 10 out of 80 participants, said that Overall Marketing taught in their formal marketing course was 83% relevant; 11% participants, i.e. 9 out of 80 participants, said that Overall Marketing taught in their formal marketing course was 84% relevant; 4% participants, i.e. 3 out of 80 participants, said that Overall Marketing taught in their formal marketing course was 85% relevant; and 1% participant, i.e. 1 out of 80 participants, said that Overall Marketing taught in his/her formal marketing course was 86% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 31: Relevance of Overall Marketing Course (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 81.33% relevant. Other relevant parameters are Median which shows a relevance of 81% and Mode which shows relevance of 81%.

The Variance was 3.77, and Std Deviation was 1.94.

Table below shows the statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 25: Overall Marketing Course Statistical Analysis (4-7 years)

Statistical Analysis Relevance of Marketing Analytics for Marketing Professionals with 8-12 years experience	
Mean	81.33
Median	81
Mode	81
Variance	3.77
Std Deviation	1.94

Source: Author's work

4.3.4.1 Impact of Gender on Relevance of Overall Marketing Course

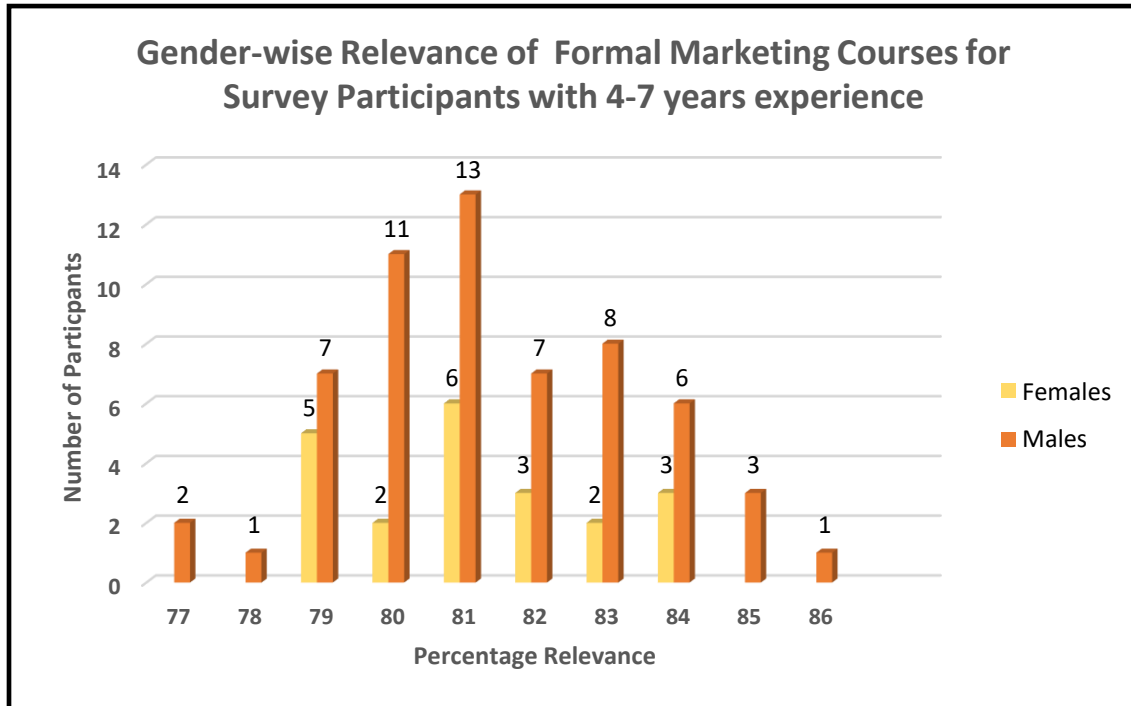
In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The gender of the respondents (male/female) was captured as part of the survey to determine if there was any significant difference between the learning experience based on gender, and if the gender impacted relevance of learning from the formal marketing course to actual work done by marketing professionals.

0% female participants, i.e. 0 out of 21 female participants, and 3% male participants, i.e. 2 out of 49 male participants, said that Overall Marketing taught in their formal marketing course was 77% relevant; 0% female participants, i.e. 0 out of 21 female participants, and 2% male participants, i.e. 1 out of 49 male participants, said that Overall Marketing taught in their formal marketing course was 78% relevant; 24% female participants, i.e. 5 out of 21 female participants, and 12% male participants, i.e. 7 out of 49 male participants, said that Overall Marketing taught in their formal marketing course was 79% relevant; 10% female participants, i.e. 2 out of 21 female participants, and 19% male participants, i.e. 11 out of 49 male participants, said that Overall Marketing taught in their formal marketing course was 80% relevant; 29% female participants, i.e. 6 out of 21 female participants, and 22% male participants, i.e. 13 out of 49 male participants, said that Overall Marketing taught in their formal marketing course was 81% relevant; 14% female participants, i.e. 3 out of 21 female participants, and 12% male participants, i.e. 7 out of 49 male participants, said that Overall Marketing taught in their formal marketing course was 82% relevant; 10% female participants, i.e. 2 out of 21 female participants, and 14% male participants, i.e. 8 out of 49 male participants, said that

Overall Marketing taught in their formal marketing course was 83% relevant; 14% female participants, i.e. 3 out of 21 female participants, and 10% male participants, i.e. 6 out of 49 male participants, said that Overall Marketing taught in their formal marketing course was 84% relevant; 0% female participants, i.e. 0 out of 21 female participants, and 5% male participants, i.e. 3 out of 49 male participants, said that Overall Marketing taught in their formal marketing course was 85% relevant; and 0% female participants, i.e. 0 out of 21 female participants, and 2% male participants, i.e. 1 out of 49 male participants, said that Overall Marketing taught in their formal marketing course was 86% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 32: Gender-wise Relevance of Marketing Courses (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the female survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 81.19% relevant, and male survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 81.37% relevant. Other relevant parameters are Median which shows a relevance of 81% for both

female and male participants in the survey, and Mode which shows relevance of 81% for both female and male participants in the survey.

The Variance was 2.96 for females and 4.10 for males. Std Deviation was 1.72 for females and 2.02 for males.

Table below shows the gender based statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 26: Statistical Analysis for Gender (4-7 years)

Statistical Analysis		
Gender Relevance of Formal Marketing Courses for Marketing Professionals with experience of 8-12 years		
	Females	Males
Mean	81.19	81.37
Median	81	81
Mode	81	81
Variance	2.96	4.10
Std Deviation	1.72	2.02

Source: Author's work

Since the Mean, Median and Mode of the analyzed data for males and females is not significantly different, we can infer that there is no statistically significant gender based difference in the relevance of marketing courses to actual work performed by either female or male marketing professionals in Bangalore with experience of 4-7 years.

4.3.4.2 Impact of Course Type on Relevance of Overall Marketing Course

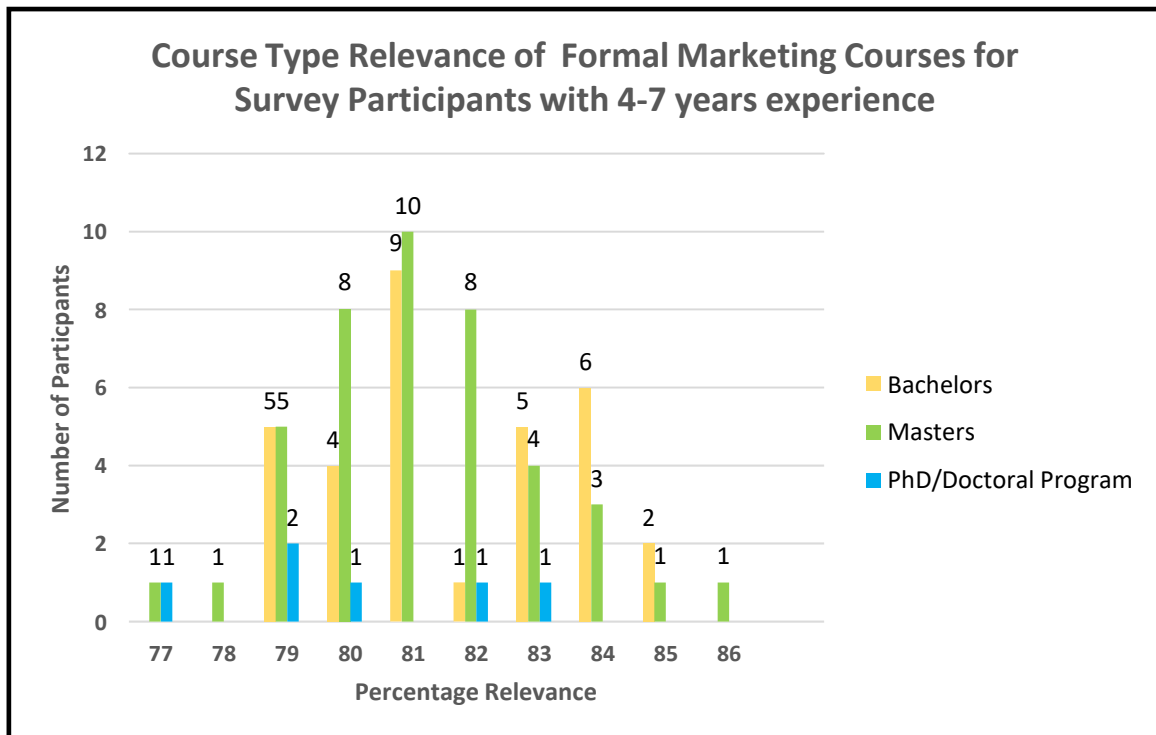
In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The Marketing Course Type of the respondents (Bachelors/Masters/PhD or Doctoral) was captured as part of the survey to determine if there was any significant difference between the learning experience based on Course Type, and if the Course Type impacted relevance of learning from the formal marketing course to actual work done by marketing professionals.

0% Bachelors Course participants, i.e. 0 out of 32 Bachelors course participants, 2% Masters Course participants, i.e. 1 out of 32 Masters Course participants, and 17% PhD/Doctoral Course participants i.e. 1 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 77% relevant; 0% Bachelors Course participants, i.e. 0 out of 32 Bachelors course participants, 2% Masters Course participants, i.e. 1 out of 32 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 78% relevant; 16% Bachelors Course participants, i.e. 5 out of 32 Bachelors course participants, 12% Masters Course participants, i.e. 5 out of 32 Masters Course participants, and 33% PhD/Doctoral Course participants i.e. 2 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 79% relevant; 13% Bachelors Course participants, i.e. 4 out of 32 Bachelors course participants, 19% Masters Course participants, i.e. 8 out of 32 Masters Course participants, and 17% PhD/Doctoral Course participants i.e. 1 out of 6 PhD/Doctoral Course participants, said that Overall Marketing

taught in their formal marketing course was 80% relevant; 28% Bachelors Course participants, i.e. 9 out of 32 Bachelors course participants, 24% Masters Course participants, i.e. 10 out of 32 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 81% relevant; 3% Bachelors Course participants, i.e. 1 out of 32 Bachelors course participants, 19% Masters Course participants, i.e. 8 out of 32 Masters Course participants, and 17% PhD/Doctoral Course participants i.e. 1 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 82% relevant; 16% Bachelors Course participants, i.e. 5 out of 32 Bachelors course participants, 10% Masters Course participants, i.e. 4 out of 32 Masters Course participants, and 17% PhD/Doctoral Course participants i.e. 1 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 83% relevant; 19% Bachelors Course participants, i.e. 6 out of 32 Bachelors course participants, 7% Masters Course participants, i.e. 3 out of 32 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 84% relevant; 6% Bachelors Course participants, i.e. 2 out of 32 Bachelors course participants, 2% Masters Course participants, i.e. 1 out of 32 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 85% relevant; and 0% Bachelors Course participants, i.e. 0 out of 32 Bachelors course participants, 2% Masters Course participants, i.e. 1 out of 32 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 86% relevant.

Figure below shows the detailed analysis for how the 80 survey participants with work experience of 4-7 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 33: Course-type Relevance of Marketing Courses (4-7 years)



Source: Author's work

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the Bachelors Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 81.72% relevant; Masters Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was

81.21% relevant; and PhD/Doctoral Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 80% relevant. Other relevant parameters are Median which shows relevance of 81% for all Bachelors Course, and Masters Course participants, and relevance of 80% for PhD/Doctoral Course students. The Mode shows relevance of 81% for Bachelors Course and for Masters Course participants in the survey, and relevance of 79% for PhD/Doctoral Course participants in the survey.

The Variance was 3.69 for Bachelors Course participants, 3.49 for Masters Course participants, and 4.80 for PhD/Doctoral Course participants. Std Deviation was 1.92 for Bachelors Course participants, 1.87 for Masters Course participants, and 2.19 for PhD/Doctoral Course participants.

Table below shows the Course Type based statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 27: Statistical Analysis for Course Type (4-7 years)

Statistical Analysis			
Relevance of Different types of Marketing Course for Marketing Professionals with experience of 4-7 years			
	Bachelors	Masters	PhD/Doctoral
Mean	81.72	81.21	80.00
Median	81	81	80
Mode	81	81	79
Variance	3.69	3.49	4.80
Std Deviation	1.92	1.87	2.19

Source: Author's work

Since the Mean, Median and Mode of the analyzed data for Bachelors, Masters and PhD/Doctoral survey participants is not significantly different, we can infer that there is no statistically significant Course Type based difference in the relevance of marketing courses to actual work performed by marketing professionals in Bangalore with experience of 4-7 years.

4.3.4.3 Impact of Company Size on Relevance of Overall Marketing Course

In the survey conducted, participants with experience of 4-7 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The Company Size of the companies where the respondents were working was also captured as part of the survey to determine if the Company Size impacted relevance of learning from formal marketing courses to actual work done by marketing professionals.

The participants in the survey were categorized into companies with fewer than 100 employees, 100-1000 employees, 1001-5000 employees, 5001-10000 employees, 10001-20000 employees and more than 20,000 employees.

A statistical analysis of the 80 survey participants with experience of 4-7 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life, and the survey participants were categorized based on the size of the company they were working in.

Table below shows the Company Size based statistical analysis for how the 80 survey participants with work experience of 4-7 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 28: Statistical Analysis for Company size (4-7 years)

Statistical Analysis						
Size of Company - Relevance of Marketing Course for Marketing Professionals with 4-7 years experience						
	<100 employees	100-1000 employees	1001-5000 employees	5001-10000 employees	10001-20000 employees	>20000 employees
Mean	81.43	82.18	80.73	81.20	80.29	81.69
Median	81	82	81	81	80	82
Mode	79	83	81	80	70	80
Variance	5.36	2.56	3.21	4.40	0.57	3.56
Std Deviation	2.31	1.60	1.79	2.10	0.76	1.89

Source: Author's work

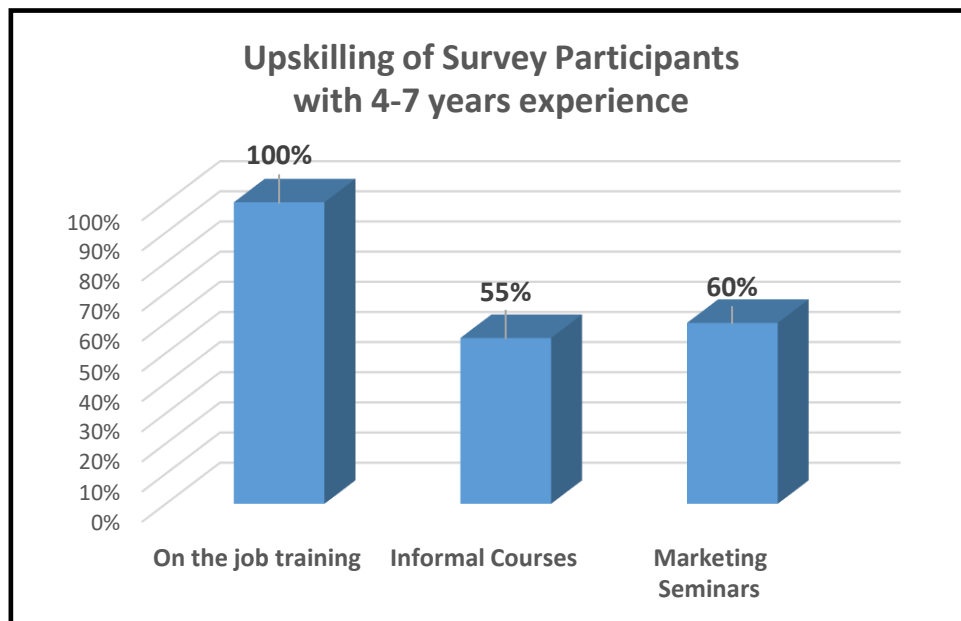
Since the Mean, Median and Mode of the analyzed data for participants working in companies of different sizes is not significantly different, we can infer that there is no statistically significant Company Size based difference in the relevance of marketing courses to actual work performed by marketing professionals in Bangalore with experience of 4-7 years.

4.3.5 Upskilling and learning new skills

In the survey conducted, marketing professionals with experience of 4-7 years after their formal marketing program mentioned three primary ways to keep upskilling and learning to be relevant to their jobs. 100% participants i.e., 80 out of 80 participants mentioned that they got on the job training; 55% participants i.e. 44 out of 80 participants mentioned that they attended informal marketing courses, typically conducted by their companies; and 60% participants i.e. 48 out of 80 participants mentioned that they attended Marketing Seminars.

Figure below shows the detailed analysis for how the survey participants with work experience of 4-7 years learnt new skills and upskilled themselves to be more relevant to their jobs.

Figure 34: Upskilling of Survey Participants (4-7 years)



Source: Author's work

4.4 Marketing Professionals with experience of 8-12 years after completing Formal Marketing Program in Bangalore

4.4.1 Survey

A total of 165 survey questionnaires were provided to 165 marketing professionals with experience of 8-12 years in Bangalore who were identified through LinkedIn connections, personal relationships, and through informal friend networks. All the questionnaires were administered as online google forms, and data provided by the participants was stored and analyzed in Microsoft Excel. Of the 165 marketing professionals who were administered the questionnaires, 92 responses were received, and 68 responses were found to be complete and relevant for this study.

So, the total relevant participants in the 8-12 year cohort of marketing professionals in Bangalore is 68 – which is an appropriate stratified sample size for this study.

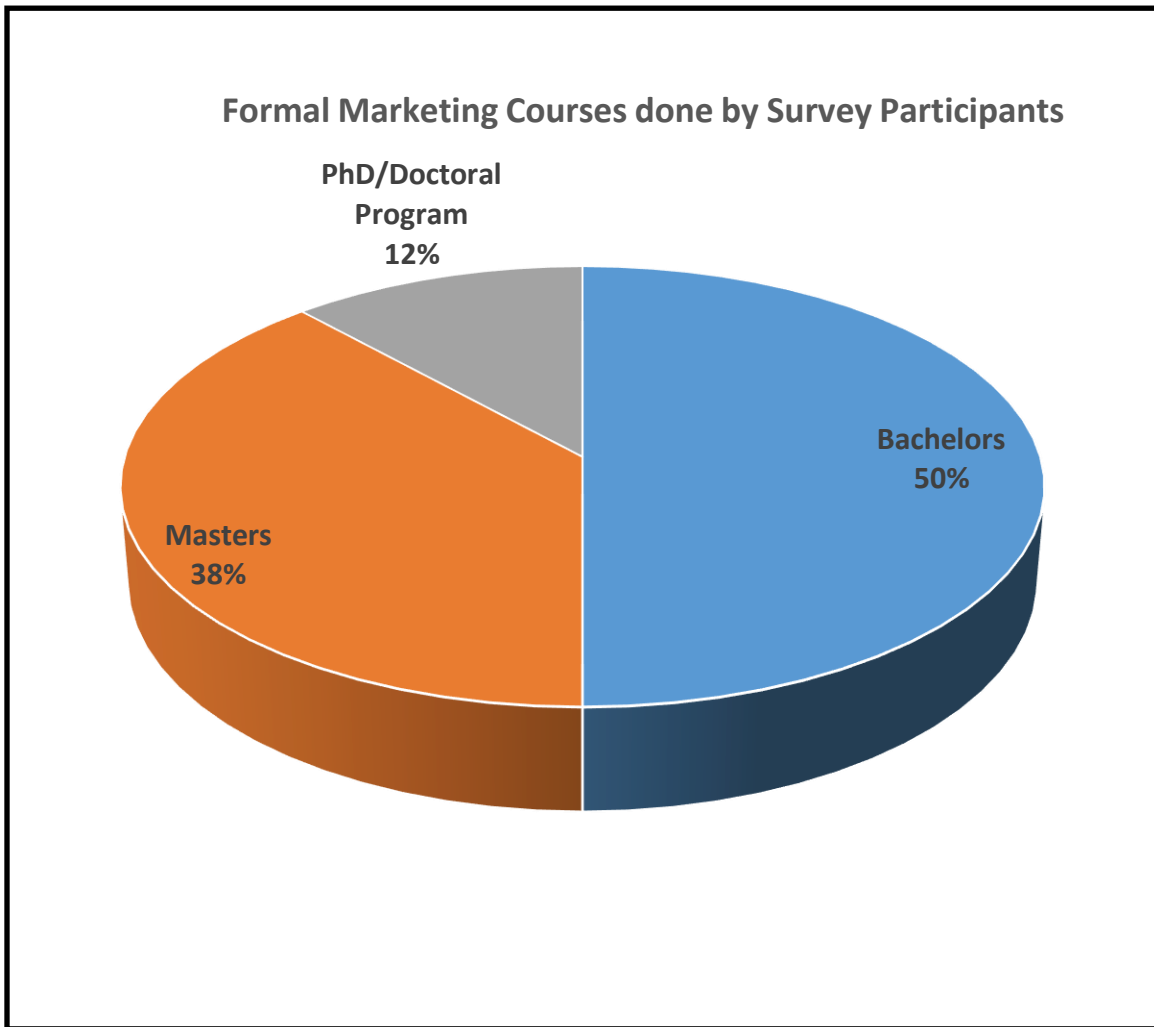
4.4.2 Demographics

4.4.2.1 Marketing Course Completed by participants

The survey questionnaires were administered to people who had done Bachelors, Masters and Phd/Doctoral programs to get a better understanding of the relevance of their formal marketing course to their actual work experience. Out of the 68 marketing professionals with work experience of 8-12 years, 50% participants, i.e., 34 out of 68 participants had completed their Bachelors program in Marketing; 38% participants, i.e. 26 out of 68 participants, had completed their Masters program in Marketing; and 12% participants, i.e. 8 out of 68 participants, had completed their PhD/Doctoral Marketing Program.

Figure below shows the analysis for the course type of survey participants with experience of 8-12 years.

Figure 35: Type of Marketing Course done by Survey Participants (8-12 years)



Source: Author's work

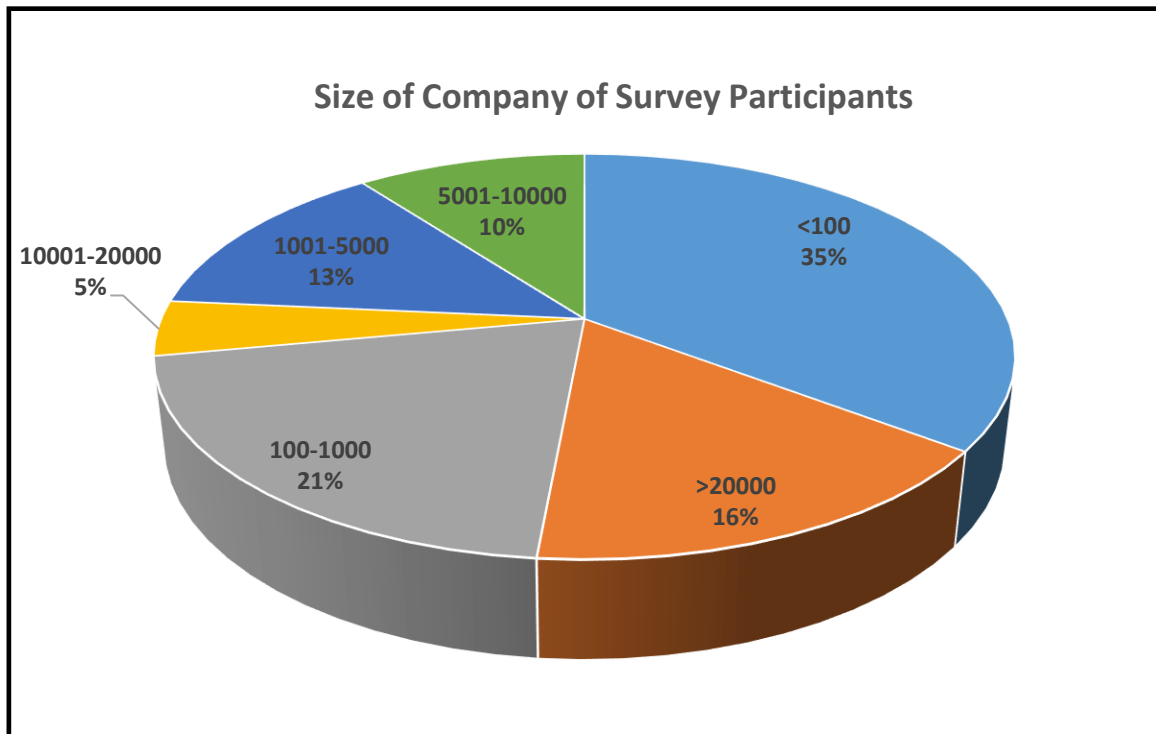
4.4.2.2 Company Size

To ensure that the survey covers people from big and small companies, survey questionnaires were administered to people working in companies of different sizes. 35%

participants, i.e. 24 out of 68 participants, belonged to companies with fewer than 100 employees; 16% participants, i.e. 11 out of 68 participants, belonged to companies with 100-1000 employees; 21% participants, i.e. 14 out of 68 participants, belonged to companies with 1001-5000 employees; 5% participants, i.e. 3 out of 68 participants, belonged to companies with 5001-10000 employees; 13% participants, i.e. 9 out of 68 participants, belonged to companies with 10001-20000 employees; and 10% participants, i.e. 7 out of 68 participants, belonged to companies with more than 20000 employees.

Figure below shows the analysis for the company size of survey participants with experience of 8-12 years.

Figure 36: Size of Company of Survey Participants (8-12 years)



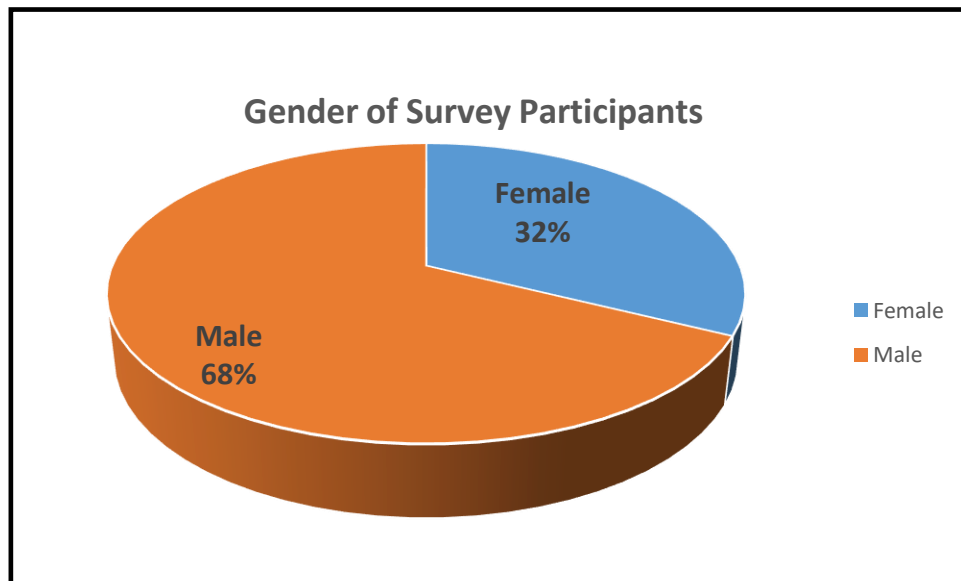
Source: Author's work

4.4.2.3 Age and Gender

Survey questionnaires were administered to both males and females. Overall, there were 68% males, i.e. 46 out of 68 participants were males; and there were 32% females, i.e. 22 out of 68 participants were females.

Figure below shows the information for the gender of survey participants with experience of 8-12 years.

Figure 37: Gender of Survey Participants (8-12 years)



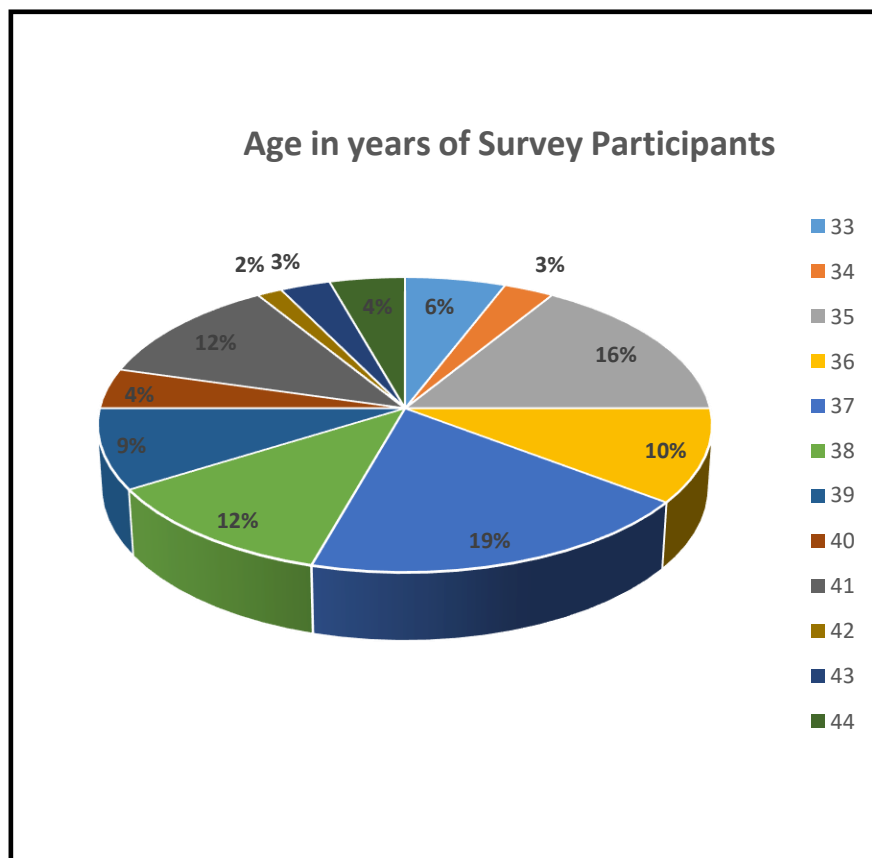
Source: Author's work

The age group of survey participants with experience of 8-12 years after their formal marketing program varied from 33 – 44 years. 6% participants, i.e. 4 out of 68 participants, were 33 years old; 3% participants, i.e. 2 out of 68 participants, were 34 years old; 16% participants, i.e. 11 out of 68 participants, were 35 years old; 10% participants, i.e. 7 out of 68 participants, were 36 years old; 19% participants, i.e. 13 out of 68 participants, were 37 years old; 12% participants, i.e. 8 out of 68 participants, were

38 years old; 9% participants, i.e. 6 out of 68 participants, were 39 years old; 4% participants, i.e. 3 out of 68 participants, were 40 years old; 12% participants, i.e. 8 out of 68 participants, were 41 years old; 1% participants, i.e. 1 out of 68 participants, were 42 years old; 3% participants, i.e. 2 out of 68 participants, were 43 years old; and 4% participants, i.e. 3 out of 68 participants, were 44 years old.

Figure below shows the detailed analysis for the age of all the 68 survey participants with work experience of 8-12 years.

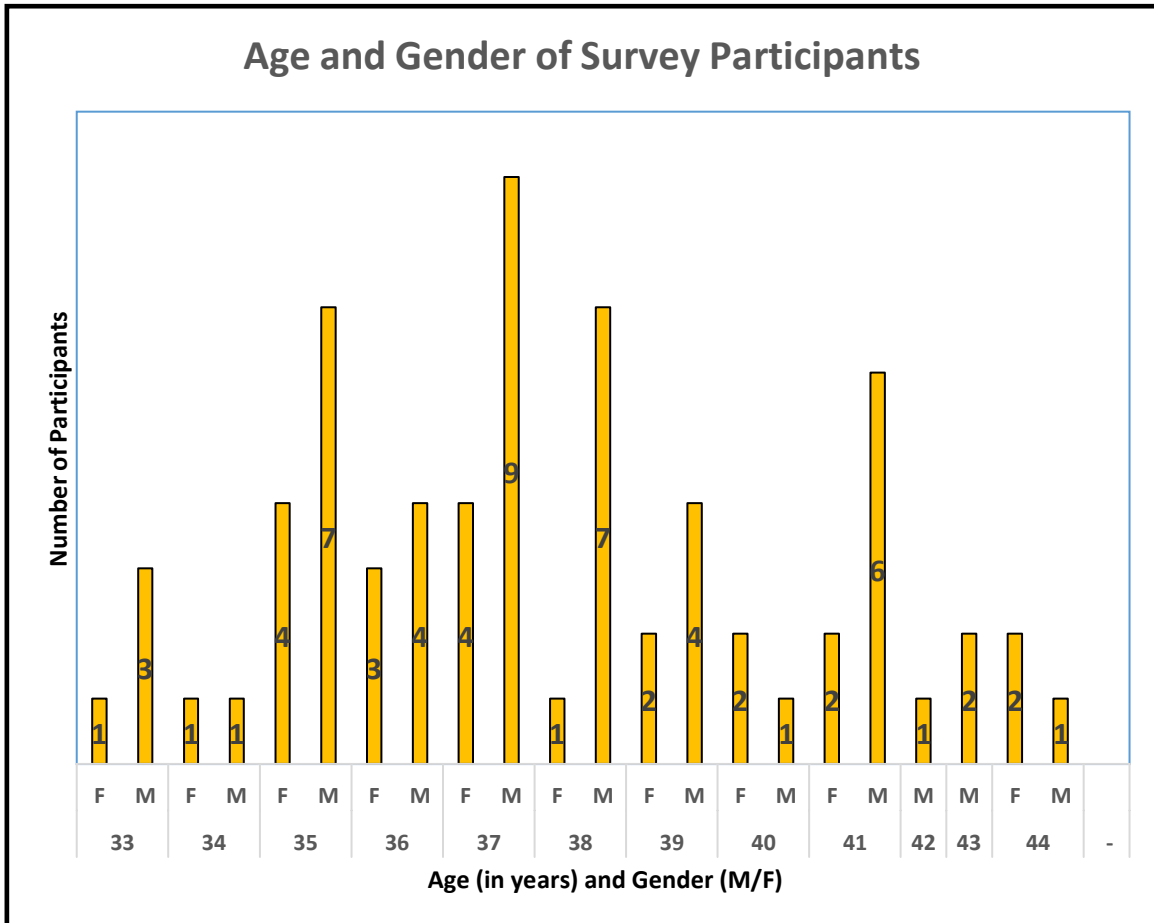
Figure 38: Age of Survey Participants (8-12 years)



Source: Author's work

Figure below shows the detailed analysis for the age and gender of all the 68 survey participants with work experience of 8-12 years.

Figure 39: Age and Gender of Study Participants (8-12 years)



Source: Author's work

4.4.3 Relevance of Different Aspects of Marketing Courses to actual work experience

An informal interview was conducted of 20 marketing professionals to determine which are the most relevant aspects of Marketing Courses which are taught to students, and those that are relevant for actual working professionals. Based on suggestions from the 20 marketing professionals, and also referring to syllabus of 3 marketing programs taught in 3 colleges in Bangalore, 8 significant aspects of Marketing courses were identified as mentioned below:

1. Marketing Strategy
2. Marketing Research
3. Corporate Sales
4. Retail Sales
5. Branding
6. Advertising
7. Digital Marketing
8. Marketing Analytics

To get a better understanding of how relevant each aspect of Marketing course was to marketing professionals, all survey participants were asked to provide the percentage relevance of the different aspects of the marketing course to their actual work.

This data was then tabulated and analyzed; and provides significant insights into how different aspects of the marketing course have different levels of relevance to marketing professionals.

4.4.3.1 Relevance of Marketing Strategy

In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Marketing Strategy as taught in their formal marketing education program, was to how Marketing Strategy was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 64% relevant to those who said it was 90% relevant.

1% participant, i.e. 1 out of 68 participants, said that Marketing Strategy taught in his/her formal marketing course was 64% relevant; 1% participant, i.e. 1 out of 68 participants, said that Marketing Strategy taught in his/her formal marketing course was 66% relevant; 12% participants, i.e. 8 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 68% relevant; 7% participants, i.e. 5 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 69% relevant; 3% participants, i.e. 2 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 70% relevant; 1% participant, i.e. 1 out of 68 participants, said that Marketing Strategy taught in his/her formal marketing course was 71% relevant; 16% participants, i.e. 11 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 72% relevant; 4% participants, i.e. 3 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 73% relevant; 6% participants, i.e. 4 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 74% relevant; 1% participant, i.e. 1 out of 68 participants, said that Marketing Strategy taught in his/her formal marketing course was 75% relevant; 4% participants, i.e. 3 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 76% relevant; 9% participants, i.e. 6 out of

68 participants, said that Marketing Strategy taught in their formal marketing course was 77% relevant; 7% participants, i.e. 5 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 78% relevant; 4% participants, i.e. 3 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 79% relevant; 4% participants, i.e. 3 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 80% relevant; 7% participants, i.e. 5 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 81% relevant; 6% participants, i.e. 4 out of 68 participants, said that Marketing Strategy taught in their formal marketing course was 82% relevant; 1% participant, i.e. 1 out of 68 participants, said that Marketing Strategy taught in his/her formal marketing course was 88% relevant; and 1% participant, i.e. 1 out of 68 participants, said that Marketing Strategy taught in his/her formal marketing course was 90% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Marketing Strategy taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 40: Relevance of Marketing Strategy (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Marketing Strategy was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Strategy in their formal Marketing program was 74.71% relevant. Other relevant parameters are Median which shows a relevance of 74% and Mode which shows relevance of 72%.

The Variance was 28.57, and Std Deviation was 5.34.

Table below shows the statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Marketing Strategy taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 29: Marketing Strategy Statistical Analysis (8-12 years)

Statistical Analysis Relevance of Marketing Strategy for Marketing Professionals with 8-12 years experience	
Mean	74.71
Median	74
Mode	72
Variance	28.57
Std Deviation	5.34

Source: Author's work

4.4.3.2 Relevance of Marketing Research

In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Marketing Research as taught in their formal marketing education program, was to how Marketing Research was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 59% relevant to those who said it was 90% relevant.

1% participant, i.e. 1 out of 68 participants, said that Marketing Research taught in his/her formal marketing course was 59% relevant; 1% participant, i.e. 1 out of 68 participants, said that Marketing Research taught in his/her formal marketing course was 65% relevant; 7% participants, i.e. 5 out of 68 participants, said that Marketing Research taught in their formal marketing course was 70% relevant; 1% participant, i.e. 1 out of 68 participants, said that Marketing Research taught in his/her formal marketing course was 71% relevant; 7% participants, i.e. 5 out of 68 participants, said that Marketing Research taught in their formal marketing course was 72% relevant; 12% participants, i.e. 8 out of 68 participants, said that Marketing Research taught in their formal marketing course was 73% relevant; 9% participants, i.e. 6 out of 68 participants, said that Marketing Research taught in their formal marketing course was 74% relevant; 1% participant, i.e. 1 out of 68 participants, said that Marketing Research taught in his/her formal marketing course was 75% relevant; 3% participants, i.e. 2 out of 68 participants, said that Marketing Research taught in their formal marketing course was 76% relevant; 3% participants, i.e. 2 out of 68 participants, said that Marketing Research taught in their formal marketing course was 77% relevant; 10% participants, i.e. 7 out of 68 participants, said that Marketing Research taught in their formal marketing course was 78% relevant; 4% participants, i.e. 3 out of 68 participants, said that Marketing Research taught in their formal marketing

course was 79% relevant; 12% participants, i.e. 8 out of 68 participants, said that Marketing Research taught in their formal marketing course was 80% relevant; 3% participants, i.e. 2 out of 68 participants, said that Marketing Research taught in their formal marketing course was 81% relevant; 10% participants, i.e. 7 out of 68 participants, said that Marketing Research taught in their formal marketing course was 82% relevant; 7% participants, i.e. 5 out of 68 participants, said that Marketing Research taught in their formal marketing course was 83% relevant; 3% participants, i.e. 2 out of 68 participants, said that Marketing Research taught in their formal marketing course was 84% relevant; 1% participant, i.e. 1 out of 68 participants, said that Marketing Research taught in his/her formal marketing course was 88% relevant; and 1% participant, i.e. 1 out of 68 participants, said that Marketing Research taught in his/her formal marketing course was 90% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Marketing Research taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 41:Relevance of Marketing Research (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Marketing Research was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Research in their formal Marketing program was 76.97% relevant. Other relevant parameters are Median which shows a relevance of 78% and Mode which shows relevance of 73%.

The Variance was 28.78, and Std Deviation was 5.36.

Table below shows the statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Marketing Research taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 30: Marketing Research Statistical Analysis (8-12 years)

Statistical Analysis Relevance of Marketing Research for Marketing Professionals with 8-12 years experience	
Mean	76.97
Median	78
Mode	73
Variance	28.78
Std Deviation	5.36

Source: Author's work

4.4.3.3 Relevance of Corporate Sales

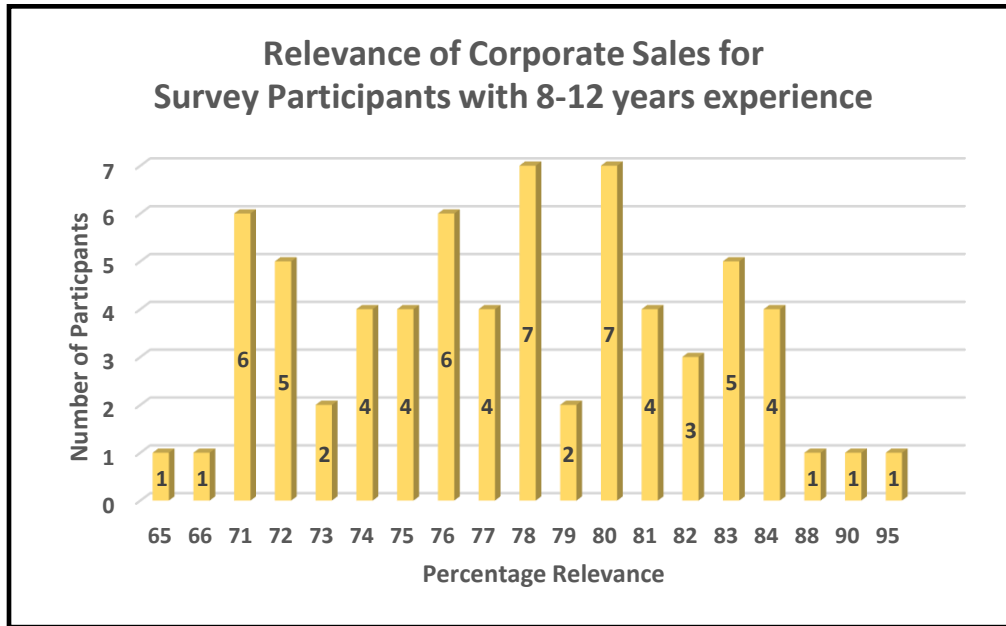
In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Corporate Sales as taught in their formal marketing education program, was to how Corporate Sales was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 82% relevant to those who said it was 95% relevant.

1% participant, i.e. 1 out of 68 participants, said that Corporate Sales taught in his/her formal marketing course was 65% relevant; 1% participant, i.e. 1 out of 68 participants, said that Corporate Sales taught in his/her formal marketing course was 66% relevant; 9% participants, i.e. 6 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 71% relevant; 7% participants, i.e. 5 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 72% relevant; 3% participants, i.e. 2 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 73% relevant; 6% participants, i.e. 4 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 74% relevant; 6% participants, i.e. 4 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 75% relevant; 9% participants, i.e. 6 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 76% relevant; 6% participants, i.e. 4 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 77% relevant; 10% participants, i.e. 7 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 78% relevant; 3% participants, i.e. 2 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 79% relevant; 10% participants, i.e. 7 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 80% relevant; 6%

participants, i.e. 4 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 81% relevant; 4% participants, i.e. 3 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 82% relevant; 7% participants, i.e. 5 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 83% relevant; 6% participants, i.e. 4 out of 68 participants, said that Corporate Sales taught in their formal marketing course was 84% relevant; 1% participant, i.e. 1 out of 68 participants, said that Corporate Sales taught in his/her formal marketing course was 88% relevant; 1% participant, i.e. 1 out of 68 participants, said that Corporate Sales taught in his/her formal marketing course was 90% relevant; and 1% participant, i.e. 1 out of 68 participants, said that Corporate Sales taught in his/her formal marketing course was 95% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Corporate Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 42: Relevance of Corporate Sales (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Corporate Sales was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Corporate Sales in their formal Marketing program was 77.66% relevant. Other relevant parameters are Median which shows a relevance of 78% and Mode which shows relevance of 78%.

The Variance was 27.96, and Std Deviation was 5.29.

Table below shows the statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Corporate Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 31: Corporate Sales Statistical Analysis (8-12 years)

Statistical Analysis Relevance of Marketing Research for Marketing Professionals with experience of 8-12 years	
Mean	77.66
Median	78
Mode	78
Variance	27.96
Std Deviation	5.29

Source: Author's work

4.4.3.4 Relevance of Retail Sales

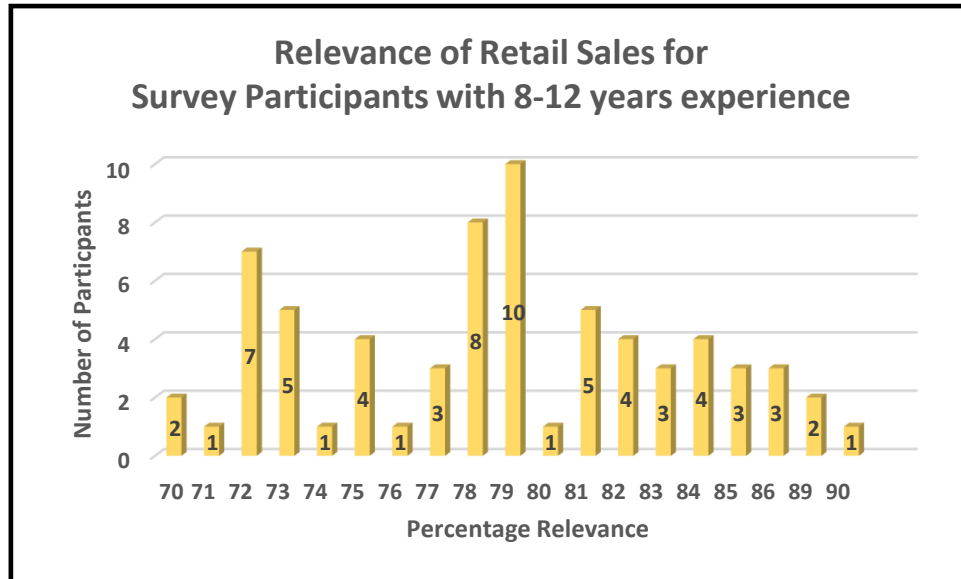
In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Retail Sales as taught in their formal marketing education program, was to how Retail Sales was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 70% relevant to those who said it was 90% relevant.

3% participants, i.e. 2 out of 68 participants, said that Retail Sales taught in their formal marketing course was 70% relevant; 1% participant, i.e. 1 out of 68 participants, said that Retail Sales taught in his/her formal marketing course was 71% relevant; 10% participants, i.e. 7 out of 68 participants, said that Retail Sales taught in their formal marketing course was 72% relevant; 7% participants, i.e. 5 out of 68 participants, said that Retail Sales taught in their formal marketing course was 73% relevant; 1% participant, i.e. 1 out of 68 participants, said that Retail Sales taught in his/her formal marketing course was 74% relevant; 6% participants, i.e. 4 out of 68 participants, said that Retail Sales taught in their formal marketing course was 75% relevant; 1% participant, i.e. 1 out of 68 participants, said that Retail Sales taught in his/her formal marketing course was 76% relevant; 4% participants, i.e. 3 out of 68 participants, said that Retail Sales taught in their formal marketing course was 77% relevant; 12% participants, i.e. 8 out of 68 participants, said that Retail Sales taught in their formal marketing course was 78% relevant; 15% participants, i.e. 10 out of 68 participants, said that Retail Sales taught in their formal marketing course was 79% relevant; 1% participant, i.e. 1 out of 68 participants, said that Retail Sales taught in his/her formal marketing course was 80% relevant; 7% participants, i.e. 5 out of 68 participants, said that Retail Sales taught in their formal marketing course was 81% relevant; 6%

participants, i.e. 4 out of 68 participants, said that Retail Sales taught in their formal marketing course was 82% relevant; 4% participants, i.e. 3 out of 68 participants, said that Retail Sales taught in their formal marketing course was 83% relevant; 6% participants, i.e. 4 out of 68 participants, said that Retail Sales taught in their formal marketing course was 84% relevant; 4% participants, i.e. 3 out of 68 participants, said that Retail Sales taught in their formal marketing course was 85% relevant; 4% participants, i.e. 3 out of 68 participants, said that Retail Sales taught in their formal marketing course was 86% relevant; 3% participants, i.e. 2 out of 68 participants, said that Retail Sales taught in their formal marketing course was 89% relevant; and 1% participant, i.e. 1 out of 68 participants, said that Retail Sales taught in his/her formal marketing course was 90% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Retail Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 43: Relevance of Retail Sales (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Retail Sales was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Retail Sales in their formal Marketing program was 78.74% relevant. Other relevant parameters are Median which shows a relevance of 79% and Mode which shows relevance of 79%.

The Variance was 24.53, and Std Deviation was 4.95.

Table below shows the statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Retail Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 32:Retail Sales Statistical Analysis (8-12 years)

Statistical Analysis Relevance of Retail Sales for Marketing Professionals with 8-12 years experience	
Mean	78.74
Median	79
Mode	79
Variance	24.53
Std Deviation	4.95

Source: Author's work

4.4.3.5 Relevance of Branding

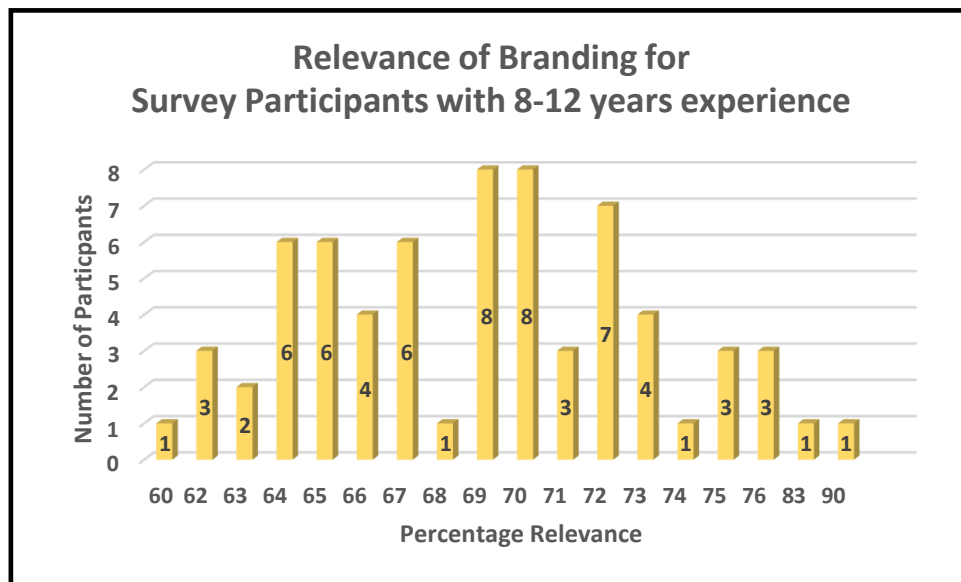
In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Branding as taught in their formal marketing education program, was to how Branding was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 60% relevant to those who said it was 90% relevant.

1% participant, i.e. 1 out of 68 participants, said that Branding taught in his/her formal marketing course was 60% relevant; 4% participants, i.e. 3 out of 68 participants, said that Branding taught in their formal marketing course was 62% relevant; 3% participants, i.e. 2 out of 68 participants, said that Branding taught in their formal marketing course was 63% relevant; 9% participants, i.e. 6 out of 68 participants, said that Branding taught in their formal marketing course was 64% relevant; 9% participants, i.e. 6 out of 68 participants, said that Branding taught in their formal marketing course was 65% relevant; 6% participants, i.e. 4 out of 68 participants, said that Branding taught in their formal marketing course was 66% relevant; 9% participants, i.e. 6 out of 68 participants, said that Branding taught in their formal marketing course was 67% relevant; 1% participant, i.e. 1 out of 68 participants, said that Branding taught in his/her formal marketing course was 68% relevant; 12% participants, i.e. 8 out of 68 participants, said that Branding taught in their formal marketing course was 69% relevant; 12% participants, i.e. 8 out of 68 participants, said that Branding taught in their formal marketing course was 70% relevant; 4% participants, i.e. 3 out of 68 participants, said that Branding taught in their formal marketing course was 71% relevant; 10% participants, i.e. 7 out of 68 participants, said that Branding taught in their formal marketing course was 72% relevant; 6% participants, i.e. 4 out of 68 participants, said

that Branding taught in their formal marketing course was 73% relevant; 1% participant, i.e. 1 out of 68 participants, said that Branding taught in his/her formal marketing course was 74% relevant; 4% participants, i.e. 3 out of 68 participants, said that Branding taught in their formal marketing course was 75% relevant; 4% participants, i.e. 3 out of 68 participants, said that Branding taught in their formal marketing course was 76% relevant; 1% participant, i.e. 1 out of 68 participants, said that Branding taught in his/her formal marketing course was 83% relevant; and 1% participant, i.e. 1 out of 68 participants, said that Branding taught in his/her formal marketing course was 90% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Branding taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 44: Relevance of Branding (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Branding was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Branding in their formal Marketing program was 69.13% relevant. Other relevant parameters are Median which shows a relevance of 69% and Mode which shows relevance of 69%.

The Variance was 24.92, and Std Deviation was 4.99.

Table below shows the statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Branding taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 33: Branding Statistical Analysis (8-12 years)

Statistical Analysis Relevance of Branding for Marketing Professionals with 8-12 years experience	
Mean	69.13
Median	69
Mode	69
Variance	24.92
Std Deviation	4.99

Source: Author's work

4.4.3.6 Relevance of Advertising

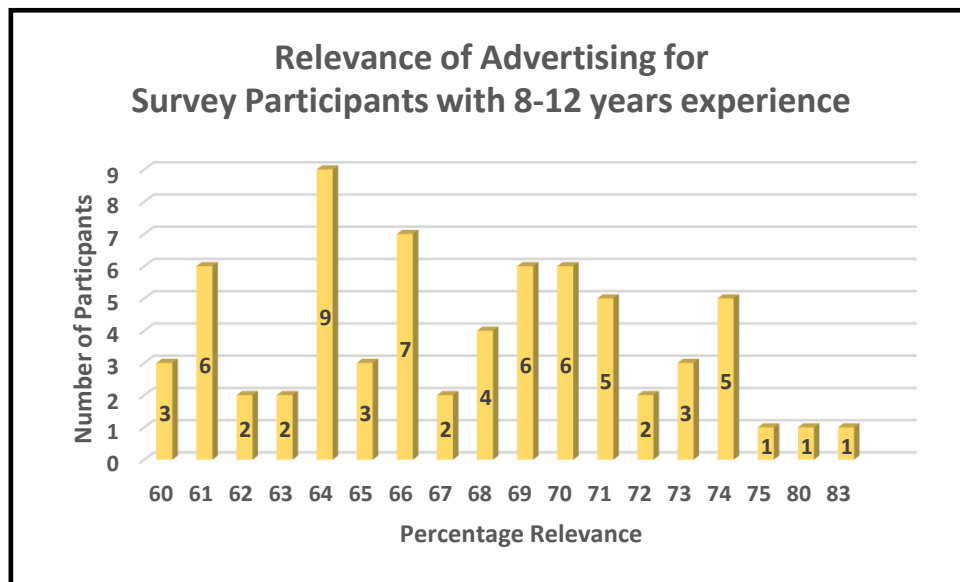
In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Advertising as taught in their formal marketing education program, was to how Advertising was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 60% relevant to those who said it was 83% relevant.

4% participants, i.e. 3 out of 68 participants, said that Advertising taught in their formal marketing course was 60% relevant; 9% participants, i.e. 6 out of 68 participants, said that Advertising taught in their formal marketing course was 61% relevant; 3% participants, i.e. 2 out of 68 participants, said that Advertising taught in their formal marketing course was 62% relevant; 3% participants, i.e. 2 out of 68 participants, said that Advertising taught in their formal marketing course was 63% relevant; 13% participants, i.e. 9 out of 68 participants, said that Advertising taught in their formal marketing course was 64% relevant; 4% participants, i.e. 3 out of 68 participants, said that Advertising taught in their formal marketing course was 65% relevant; 10% participants, i.e. 7 out of 68 participants, said that Advertising taught in their formal marketing course was 66% relevant; 3% participants, i.e. 2 out of 68 participants, said that Advertising taught in their formal marketing course was 67% relevant; 6% participants, i.e. 4 out of 68 participants, said that Advertising taught in their formal marketing course was 68% relevant; 9% participants, i.e. 6 out of 68 participants, said that Advertising taught in their formal marketing course was 69% relevant; 9% participants, i.e. 6 out of 68 participants, said that Advertising taught in their formal marketing course was 70% relevant; 7% participants, i.e. 5 out of 68 participants, said that Advertising taught in their formal marketing course was 71% relevant; 3%

participants, i.e. 2 out of 68 participants, said that Advertising taught in their formal marketing course was 72% relevant; 4% participants, i.e. 3 out of 68 participants, said that Advertising taught in their formal marketing course was 73% relevant; 7% participants, i.e. 5 out of 68 participants, said that Advertising taught in their formal marketing course was 74% relevant; 1% participant, i.e. 1 out of 68 participants, said that Advertising taught in his/her formal marketing course was 75% relevant; 1% participant, i.e. 1 out of 68 participants, said that Advertising taught in his/her formal marketing course was 80% relevant; and 1% participant, i.e. 1 out of 68 participants, said that Advertising taught in his/her formal marketing course was 83% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Advertising taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 45: Relevance of Advertising (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Advertising was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Advertising in their formal Marketing program was 67.57% relevant. Other relevant parameters are Median which shows a relevance of 67.50% and Mode which shows relevance of 64%.

The Variance was 23.53, and Std Deviation was 4.85.

Table below shows the statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Advertising taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 34: Advertising Statistical Analysis (8-12 years)

Statistical Analysis Relevance of Advertising for Marketing Professionals with experience of 8-12 years	
Mean	67.57
Median	67.50
Mode	64
Variance	23.53
Std Deviation	4.85

Source: Author's work

4.4.3.7 Relevance of Digital Marketing

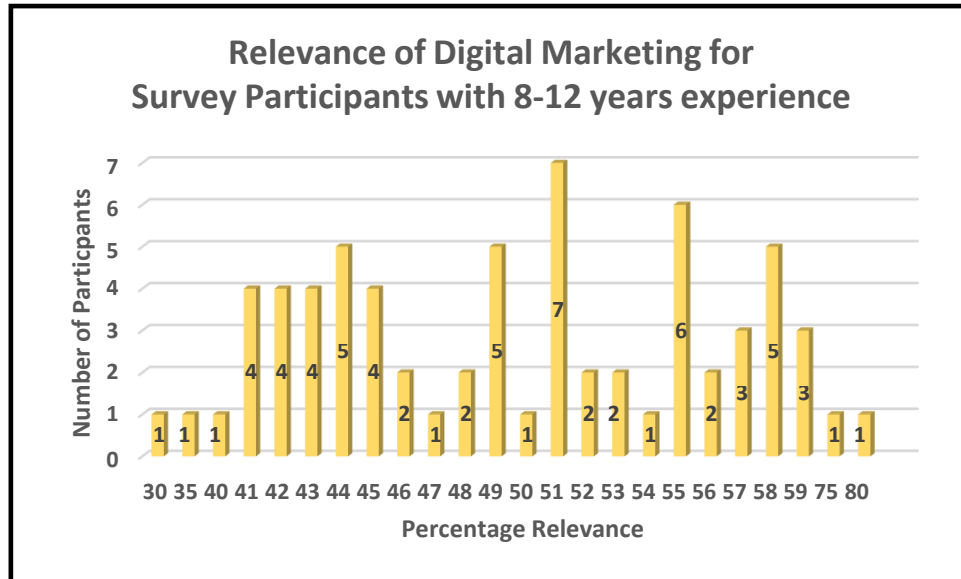
In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Digital Marketing as taught in their formal marketing education program, was to how Digital Marketing was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 30% relevant to those who said it was 80% relevant.

1% participant, i.e. 1 out of 68 participants, said that Digital Marketing taught in his/her formal marketing course was 30% relevant; 1% participant, i.e. 1 out of 68 participants, said that Digital Marketing taught in his/her formal marketing course was 35% relevant; 1% participant, i.e. 1 out of 68 participants, said that Digital Marketing taught in his/her formal marketing course was 40% relevant; 6% participants, i.e. 4 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 41% relevant; 6% participants, i.e. 4 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 42% relevant; 6% participants, i.e. 4 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 43% relevant; 7% participants, i.e. 5 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 44% relevant; 6% participants, i.e. 4 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 45% relevant; 3% participants, i.e. 2 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 46% relevant; 1% participant, i.e. 1 out of 68 participants, said that Digital Marketing taught in his/her formal marketing course was 47% relevant; 3% participants, i.e. 2 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 48% relevant; 7% participants, i.e. 5 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 49% relevant; 1%

participant, i.e. 1 out of 68 participants, said that Digital Marketing taught in his/her formal marketing course was 50% relevant; 10% participants, i.e. 7 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 51% relevant; 3% participants, i.e. 2 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 52% relevant; 3% participants, i.e. 2 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 53% relevant; 1% participant, i.e. 1 out of 68 participants, said that Digital Marketing taught in his/her formal marketing course was 54% relevant; 9% participants, i.e. 6 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 55% relevant; 3% participants, i.e. 2 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 56% relevant; 4% participants, i.e. 3 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 57% relevant; 7% participants, i.e. 5 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 58% relevant; 4% participants, i.e. 3 out of 68 participants, said that Digital Marketing taught in their formal marketing course was 59% relevant; 1% participant, i.e. 1 out of 68 participants, said that Digital Marketing taught in his/her formal marketing course was 75% relevant; and 1% participant, i.e. 1 out of 68 participants, said that Digital Marketing taught in his/her formal marketing course was 80% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Digital Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 46: Relevance of Digital Marketing (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Digital Marketing was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Digital Marketing in their formal Marketing program was 49.93% relevant. Other relevant parameters are Median which shows a relevance of 49.50% and Mode which shows relevance of 51%.

The Variance was 64.79, and Std Deviation was 8.05.

Table below shows the statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Digital Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 35: Digital Marketing Statistical Analysis (8-12 years)

Statistical Analysis Relevance of Digital Marketing for Marketing Professionals with experience of 8-12 years	
Mean	49.93
Median	49.50
Mode	51
Variance	64.79
Std Deviation	8.05

Source: Author's work

4.4.3.8 Relevance of Marketing Analytics

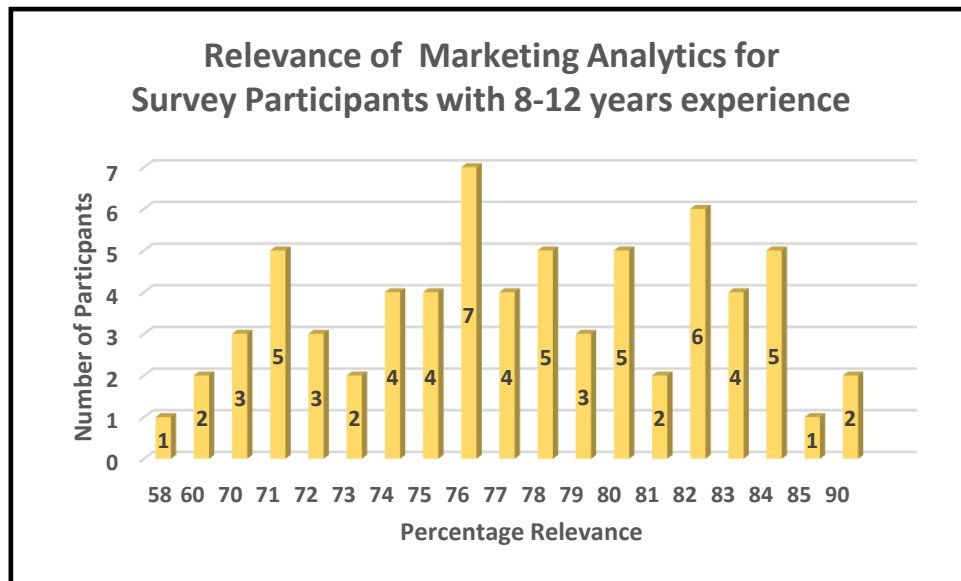
In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Marketing Analytics as taught in their formal marketing education program, was to how Marketing Analytics was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 58% relevant to those who said it was 90% relevant.

1% participant, i.e. 1 out of 68 participants, said that Marketing Analytics taught in his/her formal marketing course was 58% relevant; 3% participants, i.e. 2 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 60% relevant; 4% participants, i.e. 3 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 70% relevant; 7% participants, i.e. 5 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 71% relevant; 4% participants, i.e. 3 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 72% relevant; 3% participants, i.e. 2 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 73% relevant; 6% participants, i.e. 4 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 74% relevant; 6% participants, i.e. 4 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 75% relevant; 10% participants, i.e. 7 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 76% relevant; 6% participants, i.e. 4 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 77% relevant; 7% participants, i.e. 5 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 78% relevant; 4% participants, i.e. 3 out of 68 participants, said that Marketing Analytics taught in their

formal marketing course was 79% relevant; 7% participants, i.e. 5 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 80% relevant; 3% participants, i.e. 2 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 81% relevant; 9% participants, i.e. 6 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 82% relevant; 6% participants, i.e. 4 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 83% relevant; 7% participants, i.e. 5 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 84% relevant; 1% participant, i.e. 1 out of 68 participants, said that Marketing Analytics taught in his/her formal marketing course was 85% relevant; and 3% participants, i.e. 2 out of 68 participants, said that Marketing Analytics taught in their formal marketing course was 90% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Marketing Analytics taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 47: Relevance of Marketing Analytics (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Marketing Analytics was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Analytics in their formal Marketing program was 77.04% relevant. Other relevant parameters are Median which shows a relevance of 77% and Mode which shows relevance of 76%.

The Variance was 38.82, and Std Deviation was 6.07.

Table below shows the statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Marketing Analytics taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 36: Marketing Analytics Statistical Analysis (8-12 years)

Statistical Analysis Relevance of Marketing Analytics for Marketing Professionals with 8-12 years experience	
Mean	77.04
Median	77
Mode	76
Variance	36.82
Std Deviation	6.07

Source: Author's work

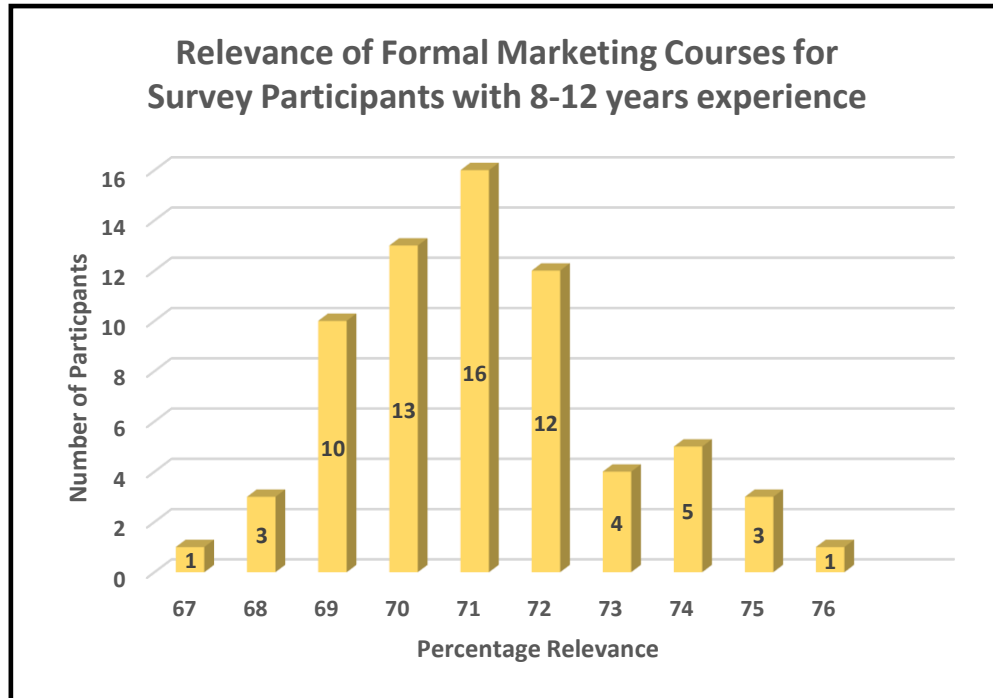
4.4.4 Relevance of Overall Formal Marketing Courses to Marketing Professionals

In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Overall Marketing as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The responses from participants varied from those who said that their overall marketing education program was 67% relevant to those who said it was 76% relevant.

1% participant, i.e. 1 out of 68 participants, said that Overall Marketing taught in his/her formal marketing course was 67% relevant; 4% participants, i.e. 3 out of 68 participants, said that Overall Marketing taught in their formal marketing course was 68% relevant; 15% participants, i.e. 10 out of 68 participants, said that Overall Marketing taught in their formal marketing course was 69% relevant; 19% participants, i.e. 13 out of 68 participants, said that Overall Marketing taught in their formal marketing course was 70% relevant; 24% participants, i.e. 16 out of 68 participants, said that Overall Marketing taught in their formal marketing course was 71% relevant; 18% participants, i.e. 12 out of 68 participants, said that Overall Marketing taught in their formal marketing course was 72% relevant; 6% participants, i.e. 4 out of 68 participants, said that Overall Marketing taught in their formal marketing course was 73% relevant; 7% participants, i.e. 5 out of 68 participants, said that Overall Marketing taught in their formal marketing course was 74% relevant; 4% participants, i.e. 3 out of 68 participants, said that Overall Marketing taught in their formal marketing course was 75% relevant; and 1% participant, i.e. 1 out of 68 participants, said that Overall Marketing taught in his/her formal marketing course was 76% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 48: Relevance of Overall Marketing Course (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 71.09% relevant. Other relevant parameters are Median which shows a relevance of 71% and Mode which shows relevance of 71%.

The Variance was 3.60, and Std Deviation was 1.90.

Table below shows the statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 37: Overall Marketing Course Statistical Analysis (8-12 years)

Statistical Analysis Relevance of Marketing Analytics for Marketing Professionals with experience of 8-12 years	
Mean	71.09
Median	71
Mode	71
Variance	3.60
Std Deviation	1.90

Source: Author's work

4.4.4.1 Impact of Gender on Relevance of Overall Marketing Course

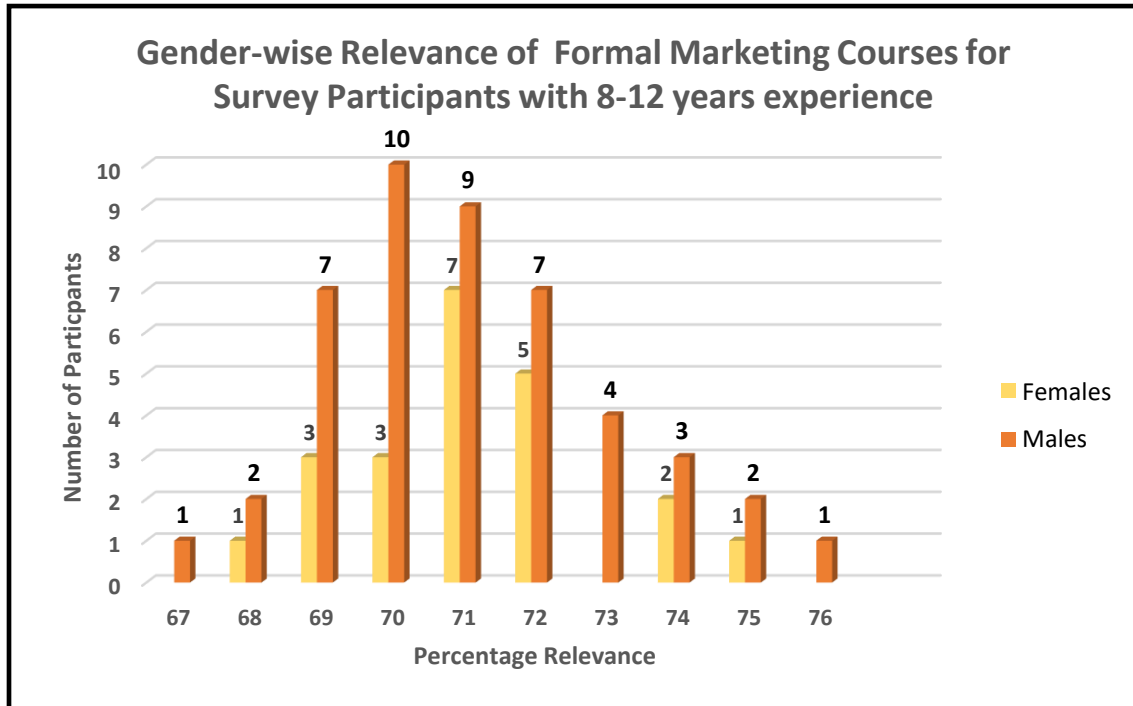
In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The gender of the respondents (male/female) was captured as part of the survey to determine if there was any significant difference between the learning experience based on gender, and if the gender impacted relevance of learning from the formal marketing course to actual work done by marketing professionals.

0% female participants, i.e. 0 out of 22 female participants, and 2% male participants, i.e. 1 out of 46 male participants, said that Overall Marketing taught in their formal marketing course was 67% relevant; 5% female participants, i.e. 1 out of 22 female participants, and 4% male participants, i.e. 2 out of 46 male participants, said that Overall Marketing taught in their formal marketing course was 68% relevant; 14% female participants, i.e. 3 out of 22 female participants, and 15% male participants, i.e. 7 out of 46 male participants, said that Overall Marketing taught in their formal marketing course was 69% relevant; 14% female participants, i.e. 3 out of 22 female participants, and 22% male participants, i.e. 10 out of 46 male participants, said that Overall Marketing taught in their formal marketing course was 70% relevant; 32% female participants, i.e. 7 out of 22 female participants, and 20% male participants, i.e. 9 out of 46 male participants, said that Overall Marketing taught in their formal marketing course was 71% relevant; 23% female participants, i.e. 5 out of 22 female participants, and 15% male participants, i.e. 7 out of 46 male participants, said that Overall Marketing taught in their formal marketing course was 72% relevant; 0% female participants, i.e. 0 out of 22 female participants, and 9% male participants, i.e. 4 out of 46 male participants, said that Overall Marketing

taught in their formal marketing course was 73% relevant; 9% female participants, i.e. 2 out of 22 female participants, and 7% male participants, i.e. 3 out of 46 male participants, said that Overall Marketing taught in their formal marketing course was 74% relevant; 5% female participants, i.e. 1 out of 22 female participants, and 4% male participants, i.e. 2 out of 46 male participants, said that Overall Marketing taught in their formal marketing course was 75% relevant; 0% female participants, i.e. 0 out of 22 female participants, and 2% male participants, i.e. 1 out of 46 male participants, said that Overall Marketing taught in their formal marketing course was 76% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 49: Gender-wise Relevance of Marketing Courses (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the female survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 71.14% relevant, and male survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 71.07% relevant. Other relevant parameters are Median which shows a relevance of 71% for both

female and male participants in the survey, and Mode which shows relevance of 71% for female participants, and relevance of 70% for male participants in the survey.

The Variance was 2.98 for females and 3.97 for males. Std Deviation was 1.73 for females and 1.99 for males.

Table below shows the gender based statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 38: Statistical Analysis for Gender (8-12 years)

Statistical Analysis		
Gender Relevance of Formal Marketing Courses for Marketing Professionals with experience of 8-12 years		
	Females	Males
Mean	71.14	71.07
Median	71	71
Mode	71	70
Variance	2.98	3.97
Std Deviation	1.73	1.99

Source: Author's work

Since the Mean, Median and Mode of the analyzed data for males and females is not significantly different, we can infer that there is no statistically significant gender based difference in the relevance of marketing courses to actual work performed by either female or male marketing professionals in Bangalore with experience of 8-12 years.

4.4.4.2 Impact of Course Type on Relevance of Overall Marketing Course

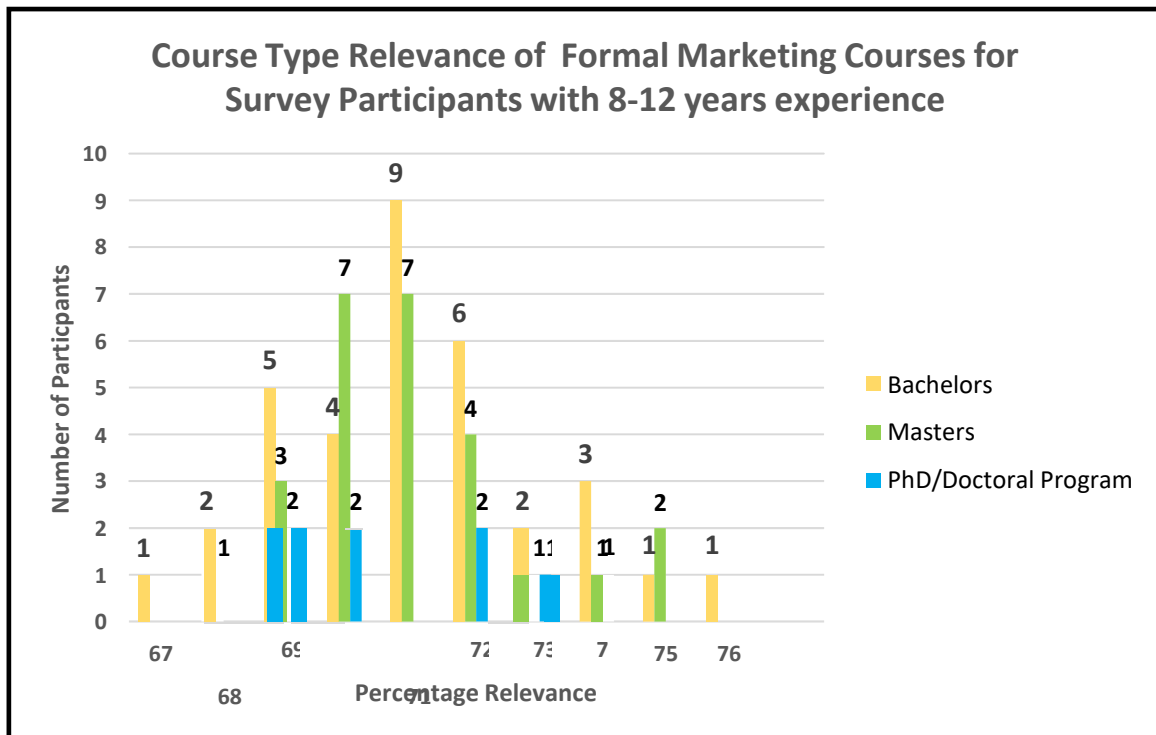
In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The Marketing Course Type of the respondents (Bachelors/Masters/PhD or Doctoral) was captured as part of the survey to determine if there was any significant difference between the learning experience based on Course Type, and if the Course Type impacted relevance of learning from the formal marketing course to actual work done by marketing professionals.

3% Bachelors Course participants, i.e. 1 out of 34 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 34 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 8 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 67% relevant; 6% Bachelors Course participants, i.e. 2 out of 34 Bachelors course participants, 4% Masters Course participants, i.e. 1 out of 34 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 8 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 68% relevant; 15% Bachelors Course participants, i.e. 5 out of 34 Bachelors course participants, 12% Masters Course participants, i.e. 3 out of 34 Masters Course participants, and 25% PhD/Doctoral Course participants i.e. 2 out of 8 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 69% relevant; 12% Bachelors Course participants, i.e. 4 out of 34 Bachelors course participants, 27% Masters Course participants, i.e. 7 out of 34 Masters Course participants, and 25% PhD/Doctoral Course participants i.e. 2 out of 8 PhD/Doctoral Course participants, said that Overall Marketing

taught in their formal marketing course was 70% relevant; 26% Bachelors Course participants, i.e. 9 out of 34 Bachelors course participants, 27% Masters Course participants, i.e. 7 out of 34 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 8 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 71% relevant; 18% Bachelors Course participants, i.e. 6 out of 34 Bachelors course participants, 15% Masters Course participants, i.e. 4 out of 34 Masters Course participants, and 25% PhD/Doctoral Course participants i.e. 2 out of 8 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 72% relevant; 6% Bachelors Course participants, i.e. 2 out of 34 Bachelors course participants, 4% Masters Course participants, i.e. 1 out of 34 Masters Course participants, and 13% PhD/Doctoral Course participants i.e. 1 out of 8 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 73% relevant; 9% Bachelors Course participants, i.e. 3 out of 34 Bachelors course participants, 4% Masters Course participants, i.e. 1 out of 34 Masters Course participants, and 13% PhD/Doctoral Course participants i.e. 1 out of 8 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 74% relevant; 3% Bachelors Course participants, i.e. 1 out of 34 Bachelors course participants, 8% Masters Course participants, i.e. 2 out of 34 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 8 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 75% relevant; and 3% Bachelors Course participants, i.e. 1 out of 34 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 34 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 8 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 76% relevant.

Figure below shows the detailed analysis for how the 68 survey participants with work experience of 8-12 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 50: Course-type Relevance of Marketing Courses (8-12 years)



Source: Author's work

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the Bachelors Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 71.12% relevant; Masters Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was

71.04% relevant; and PhD/Doctoral Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 71.13% relevant. Other relevant parameters are Median which shows a relevance of 71% for all Bachelors Course, Masters Course and PhD/Doctoral Course students. The Mode shows relevance of 71% for Bachelors Course participants in the survey, relevance of 70% for Masters Course participants in the survey, and relevance of 69% for PhD/Doctoral Course participants in the survey.

The Variance was 4.23 for Bachelors Course participants, 3.08 for Masters Course participants, and 3.55 for PhD/Doctoral Course participants. Std Deviation was 2.06 for Bachelors Course participants, 1.75 for Masters Course participants, and 1.89 for PhD/Doctoral Course participants.

Table below shows the Course Type based statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 39: Statistical Analysis for Course Type (8-12 years)

Statistical Analysis			
Relevance of different types of Marketing Course for Marketing Professionals with experience of 8-12 years			
	Bachelors	Masters	PhD/Doctoral
Mean	71.12	71.04	71.13
Median	71	71	71
Mode	71	70	69
Variance	4.23	3.08	3.55
Std Deviation	2.06	1.75	1.89

Source: Author's work

Since the Mean, Median and Mode of the analyzed data for Bachelors, Masters and PhD/Doctoral survey participants is not significantly different, we can infer that there is no statistically significant Course Type based difference in the relevance of marketing courses to actual work performed by marketing professionals in Bangalore with experience of 8-12 years.

4.4.4.3 Impact of Company Size on Relevance of Overall Marketing Course

In the survey conducted, participants with experience of 8-12 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The Company Size of the companies where the respondents were working was also captured as part of the survey to determine if the Company Size impacted relevance of learning from formal marketing courses to actual work done by marketing professionals.

The participants in the survey were categorized into companies with fewer than 100 employees, 100-1000 employees, 1001-5000 employees, 5001-10000 employees, 10001-20000 employees and more than 20,000 employees.

A statistical analysis of the 68 survey participants with experience of 8-12 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life, and the survey participants were categorized based on the size of the company they were working in.

Table below shows the Company Size based statistical analysis for how the 68 survey participants with work experience of 8-12 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 40: Statistical Analysis for Company size (8-12 years)

Statistical Analysis						
Size of Company - Relevance of Marketing Course for Marketing Professionals with 0-3 years experience						
	<100 employees	100-1000 employees	1001-5000 employees	5001-10000 employees	10001-20000 employees	>20000 employees
Mean	71.08	71.21	71.33	72.00	71.33	70.09
Median	71	71	72	71	70	70
Mode	71	71	72	71	70	70
Variance	3.38	2.03	4.25	6.67	10.33	2.49
Std Deviation	1.84	1.42	2.06	2.58	3.21	1.58

Source: Author's work

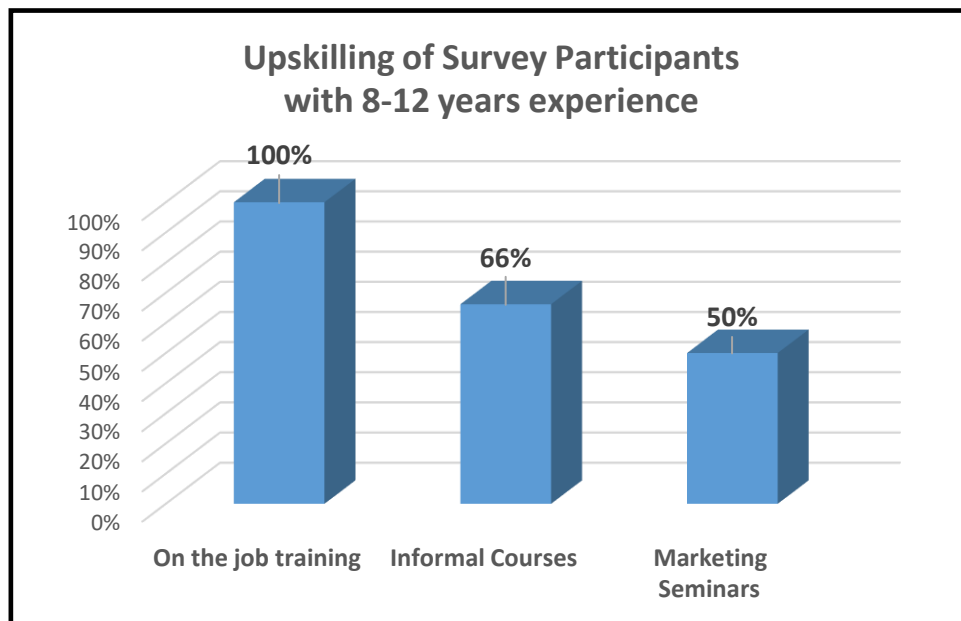
Since the Mean, Median and Mode of the analyzed data for participants working in companies of different sizes is not significantly different, we can infer that there is no statistically significant Company Size based difference in the relevance of marketing courses to actual work performed by marketing professionals in Bangalore with experience of 8-12 years.

4.4.5 Upskilling and learning new skills

In the survey conducted, marketing professionals with experience of 8-12 years after their formal marketing program mentioned three primary ways to keep upskilling and learning to be relevant to their jobs. 100% participants i.e. 68 out of 68 participants mentioned that they got on the job training; 66% participants i.e. 45 out of 68 participants mentioned that they attended informal marketing courses, typically conducted by their companies; and 50% participants i.e. 34 out of 68 participants mentioned that they attended Marketing Seminars.

Figure below shows the detailed analysis for how the survey participants with work experience of 8-12 years learnt new skills and upskilled themselves to be more relevant to their jobs.

Figure 51: Upskilling of Survey Participants (8-12 years)



Source: Author's work

4.5 Marketing Professionals with experience of 13-20 years after completing Formal Marketing Program in Bangalore

4.5.1 Survey

A total of 125 survey questionnaires were provided to 125 marketing professionals with experience of 13-20 years in Bangalore who were identified through LinkedIn connections, personal relationships, and through informal friend networks. All the questionnaires were administered as online google forms, and data provided by the participants was stored and analyzed in Microsoft Excel. Of the 125 marketing professionals who were administered the questionnaires, 80 responses were received, and 51 responses were found to be complete and relevant for this study.

So, the total relevant participants in the 13-20 year cohort of marketing professionals in Bangalore is 51 – which is an appropriate stratified sample size for this study.

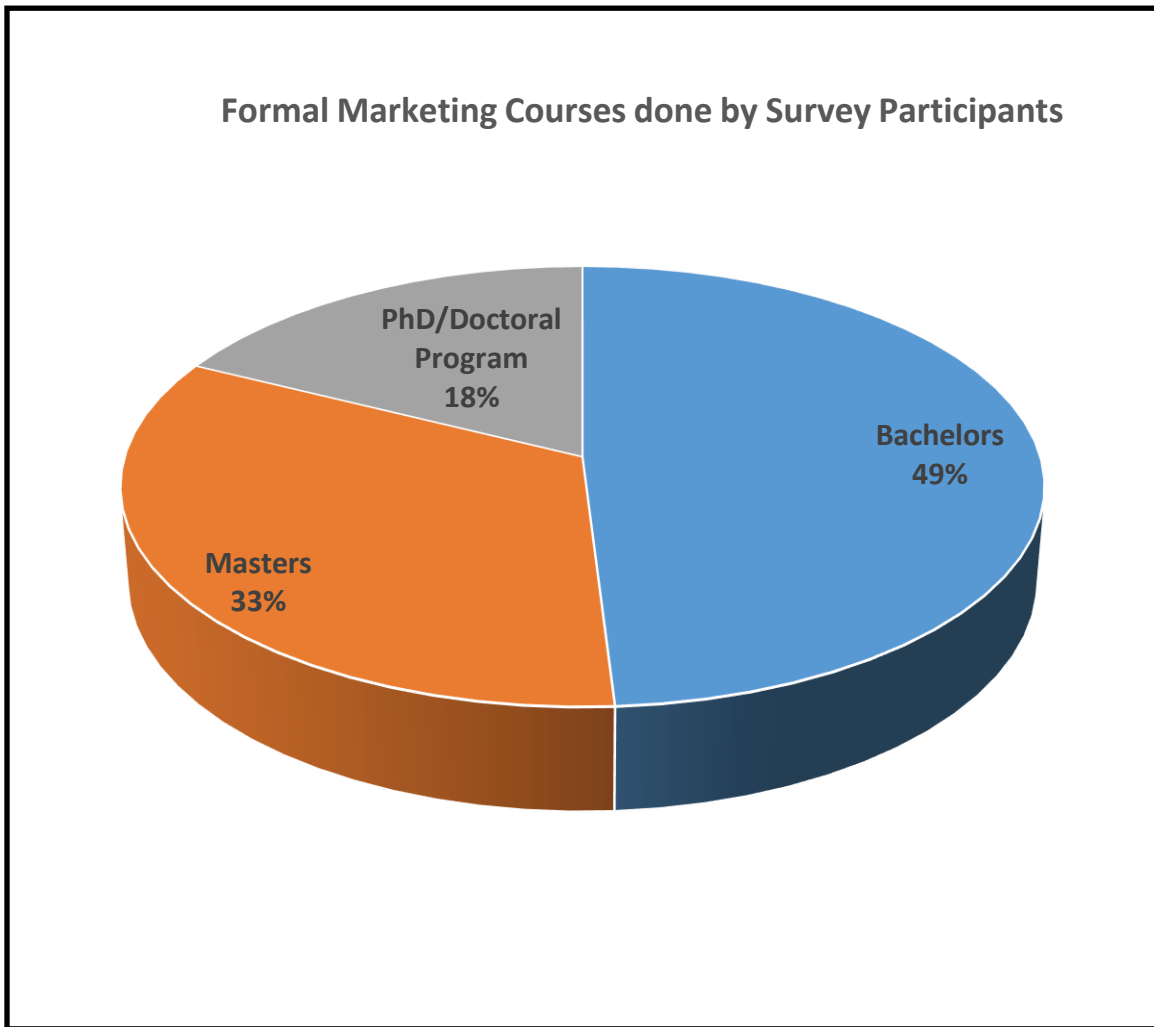
4.5.2 Demographics

4.5.2.1 Marketing Course Completed by participants

The survey questionnaires were administered to people who had done Bachelors, Masters and Phd/Doctoral programs to get a better understanding of the relevance of their formal marketing course to their actual work experience. Out of the 51 marketing professionals with work experience of 13-20 years, 49% participants, i.e. 25 out of 51 participants had completed their Bachelors program in Marketing; 33% participants, i.e. 17 out of 51 participants, had completed their Masters program in Marketing; and 18% participants, i.e. 9 out of 51 participants, had completed their PhD/Doctoral Marketing Program.

Figure below shows the analysis for the course type of survey participants with experience of 13-20 years.

Figure 52: Type of Marketing Course done by Survey Participants (13-20 years)



Source: Author's work

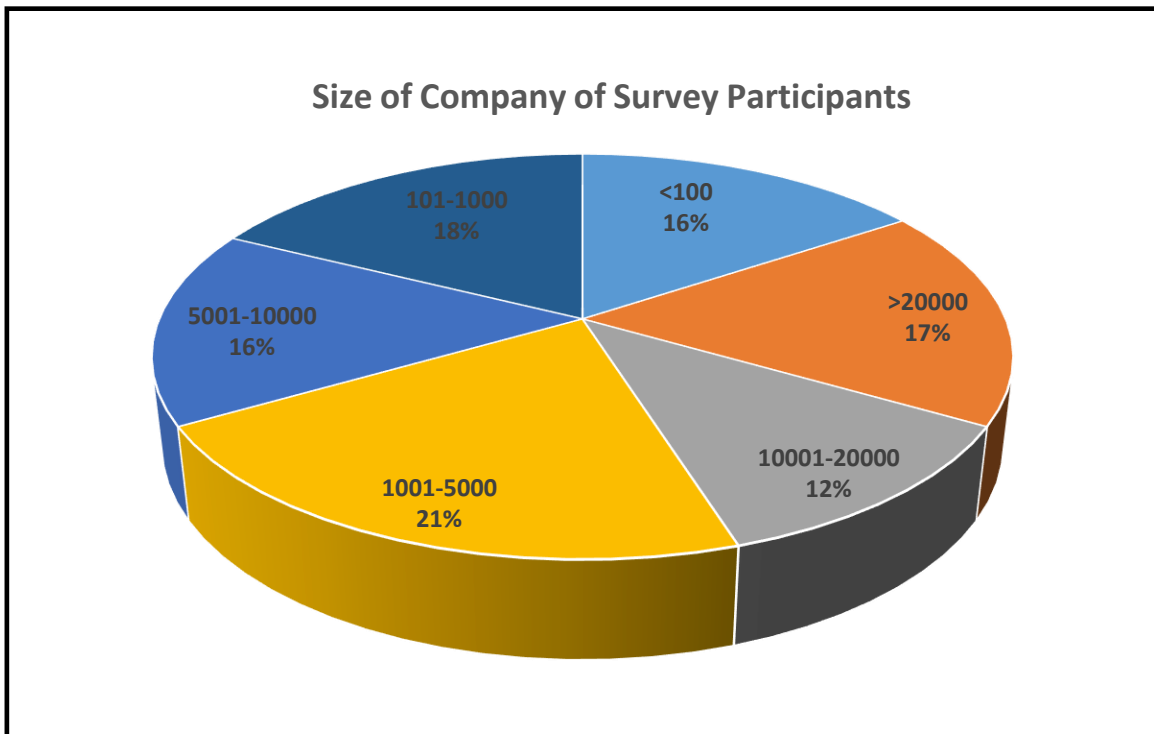
4.5.2.2 Company Size

To ensure that the survey covers people from big and small companies, survey questionnaires were administered to people working in companies of different sizes. 16%

participants, i.e. 8 out of 51 participants, belonged to companies with fewer than 100 employees; 18% participants, i.e. 9 out of 51 participants, belonged to companies with 100-1000 employees; 22% participants, i.e. 11 out of 51 participants, belonged to companies with 1001-5000 employees; 16% participants, i.e. 8 out of 51 participants, belonged to companies with 5001-10000 employees; 12% participants, i.e. 6 out of 51 participants, belonged to companies with 10001-20000 employees; and 18% participants, i.e. 9 out of 51 participants, belonged to companies with more than 20000 employees.

Figure below shows the analysis for the company size of survey participants with experience of 13-20 years.

Figure 53: Size of Company of Survey Participants (13-20 years)



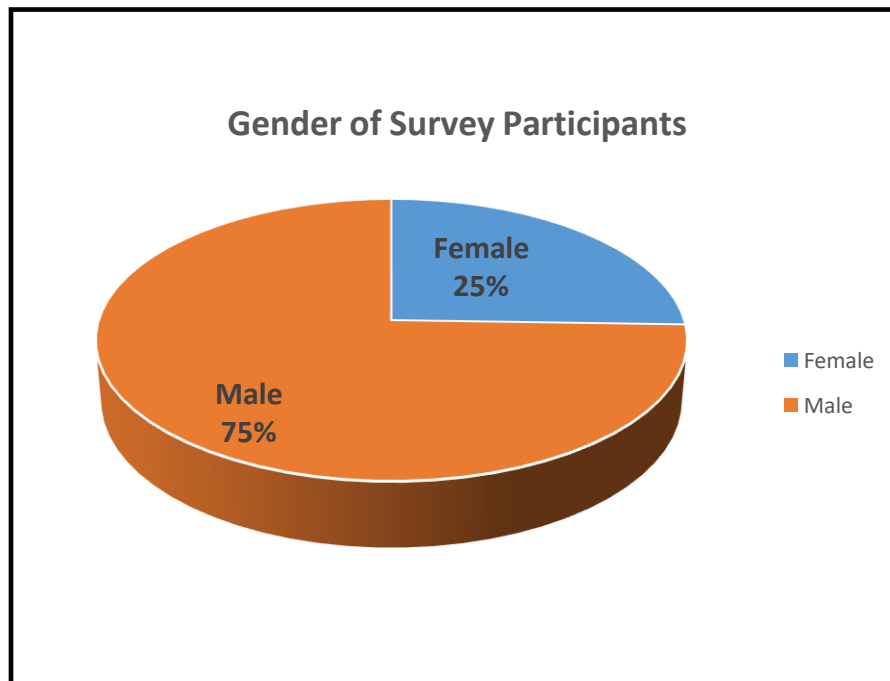
Source: Author's work

4.5.2.3 Age and Gender

Survey questionnaires were administered to both males and females. Overall, there were 75% males, i.e. 38 out of 51 participants were males; and there were 25% females, i.e. 13 out of 51 participants were females.

Figure below shows the information for the gender of survey participants with experience of 13-20 years.

Figure 54: Gender of Survey Participants (13-20 years)



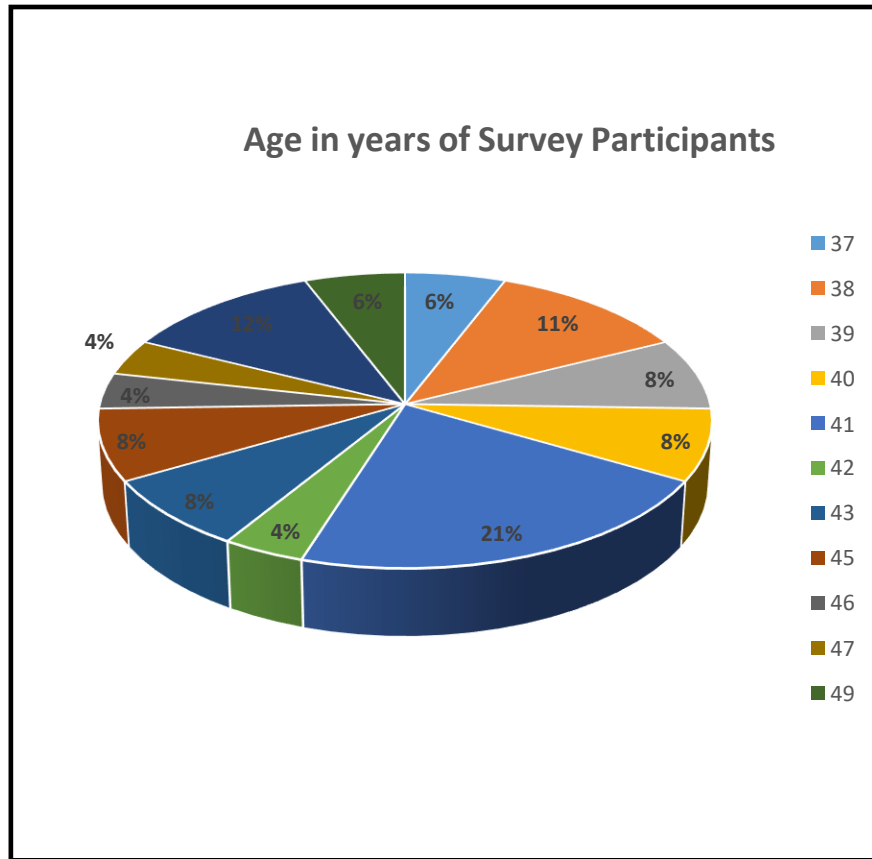
Author's work

The age group of survey participants with experience of 13-20 years after their formal marketing program varied from 37 – 49 years. 6% participants, i.e. 3 out of 51 participants, were 37 years old; 12% participants, i.e. 6 out of 51 participants, were 38 years old; 8% participants, i.e. 4 out of 51 participants, were 39 years old; 8%

participants, i.e. 4 out of 51 participants, were 40 years old; 22% participants, i.e. 11 out of 51 participants, were 41 years old; 4% participants, i.e. 2 out of 51 participants, were 42 years old; 8% participants, i.e. 4 out of 51 participants, were 43 years old; 8% participants, i.e. 4 out of 51 participants, were 45 years old; 4% participants, i.e. 2 out of 51 participants, were 46 years old; 4% participants, i.e. 2 out of 51 participants, were 47 years old; and 12% participants, i.e. 6 out of 51 participants, were 48 years old; 6% participants, i.e. 3 out of 51 participants, were 49 years old.

Figure below shows the detailed analysis for the age of all the 51 survey participants with work experience of 13-20 years.

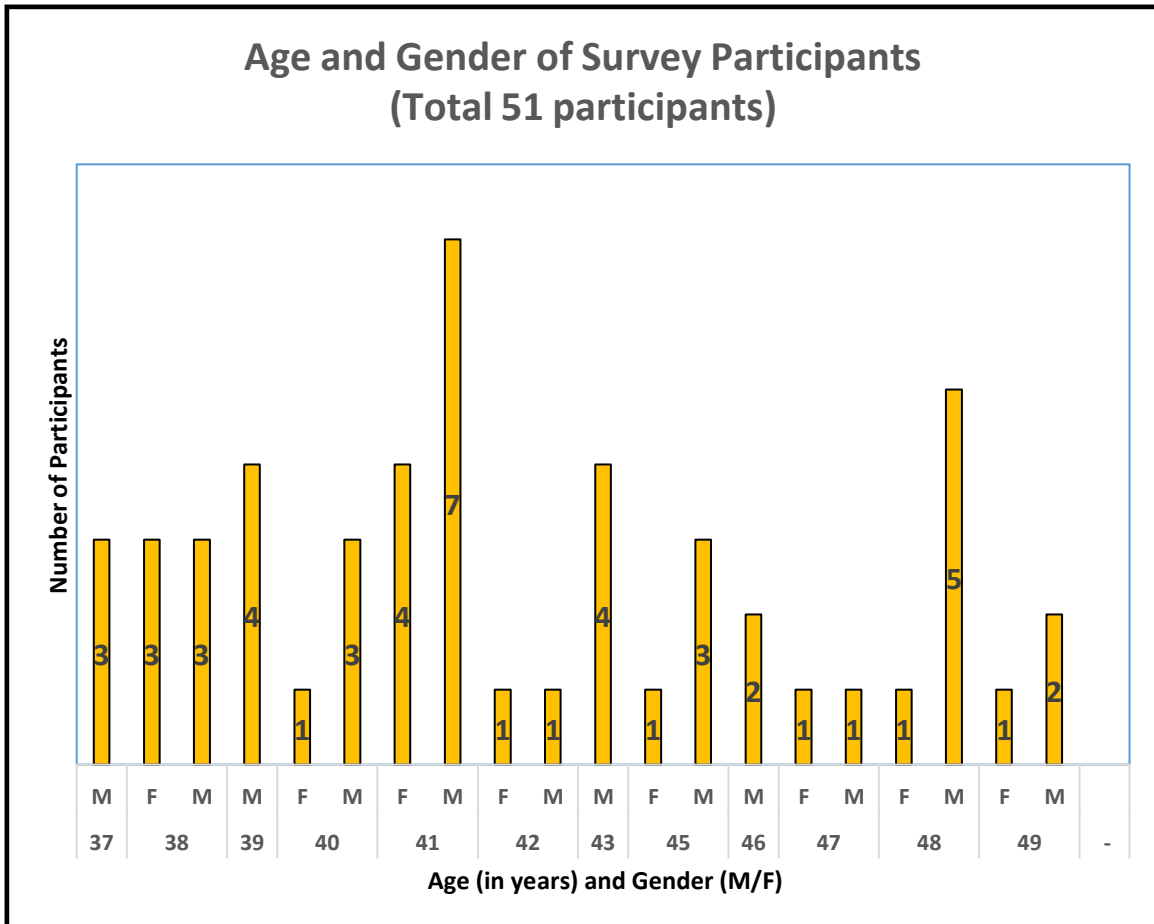
Figure 55: Age of Survey Participants (13-20 years)



Source: Author's work

Figure below shows the detailed analysis for the age and gender of all the 51 survey participants with work experience of 13-20 years.

Figure 56: Age and Gender of Study Participants (13-20 years)



Source: Author's work

4.5.3 Relevance of Different Aspects of Marketing Courses to actual work experience

An informal interview was conducted of 20 marketing professionals to determine which are the most relevant aspects of Marketing Courses which are taught to students, and those that are relevant for actual working professionals. Based on suggestions from the 20 marketing professionals, and also referring to syllabus of 3 marketing programs taught in 3 colleges in Bangalore, 8 significant aspects of Marketing courses were identified as mentioned below:

1. Marketing Strategy
2. Marketing Research
3. Corporate Sales
4. Retail Sales
5. Branding
6. Advertising
7. Digital Marketing
8. Marketing Analytics

To get a better understanding of how relevant each aspect of Marketing course was to marketing professionals, all survey participants were asked to provide the percentage relevance of the different aspects of the marketing course to their actual work.

This data was then tabulated and analyzed, and provides significant insights into how different aspects of the marketing course have different levels of relevance to marketing professionals.

4.5.3.1 Relevance of Marketing Strategy

In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Marketing Strategy as taught in their formal marketing education program, was to how Marketing Strategy was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 50% relevant to those who said it was 80% relevant.

2% participants, i.e. 1 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 50% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 55% relevant; 6% participants, i.e. 3 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 57% relevant; 6% participants, i.e. 3 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 58% relevant; 6% participants, i.e. 3 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 59% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 60% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 61% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 62% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 63% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 64% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 65% relevant; 12% participants, i.e. 6 out of 51 participants,

said that Marketing Strategy taught in their formal marketing course was 66% relevant; 6% participants, i.e. 3 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 67% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 68% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 69% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 70% relevant; 6% participants, i.e. 3 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 71% relevant; 6% participants, i.e. 3 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 72% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 73% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 74% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 75% relevant; and 2% participants, i.e. 1 out of 51 participants, said that Marketing Strategy taught in their formal marketing course was 80% relevant.

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Marketing Strategy taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 57: Relevance of Marketing Strategy (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Marketing Strategy was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Strategy in their formal Marketing program was 65.10% relevant. Other relevant parameters are Median which shows a relevance of 66% and Mode which shows relevance of 66%.

The Variance was 39.93, and Std Deviation was 6.32.

Table below shows the statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Marketing Strategy taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 41: Marketing Strategy Statistical Analysis (13-20 years)

Statistical Analysis Relevance of Marketing Strategy for Marketing Professionals with experience of 13-20 years	
Mean	65.10
Median	66
Mode	66
Variance	39.93
Std Deviation	6.32

Source: Author's work

4.5.3.2 Relevance of Marketing Research

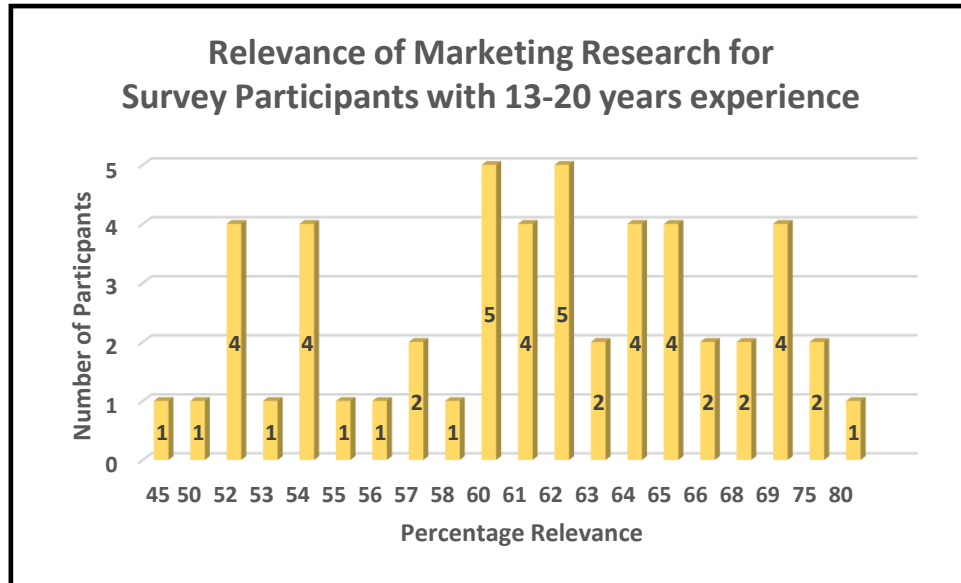
In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Marketing Research as taught in their formal marketing education program, was to how Marketing Research was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 45% relevant to those who said it was 80% relevant.

2% participants, i.e. 1 out of 51 participants, said that Marketing Research taught in their formal marketing course was 45% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Research taught in their formal marketing course was 50% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Research taught in their formal marketing course was 52% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Research taught in their formal marketing course was 53% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Research taught in their formal marketing course was 54% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Research taught in their formal marketing course was 55% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Research taught in their formal marketing course was 56% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Research taught in their formal marketing course was 57% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Research taught in their formal marketing course was 58% relevant; 10% participants, i.e. 5 out of 51 participants, said that Marketing Research taught in their formal marketing course was 60% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Research taught in their formal marketing course was 61% relevant; 10% participants, i.e. 5 out of 51 participants, said that Marketing Research taught in their formal marketing course was 62% relevant;

4% participants, i.e. 2 out of 51 participants, said that Marketing Research taught in their formal marketing course was 63% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Research taught in their formal marketing course was 64% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Research taught in their formal marketing course was 65% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Research taught in their formal marketing course was 66% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Research taught in their formal marketing course was 68% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Research taught in their formal marketing course was 69% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Research taught in their formal marketing course was 75% relevant; and 2% participants, i.e. 1 out of 51 participants, said that Marketing Research taught in their formal marketing course was 80% relevant.

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Marketing Research taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 58: Relevance of Marketing Research (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Marketing Research was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Research in their formal Marketing program was 61.27% relevant. Other relevant parameters are Median which shows a relevance of 62% and Mode which shows relevance of 60%.

The Variance was 46.38, and Std Deviation was 6.83.

Table below shows the statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Marketing Research taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 42: Marketing Research Statistical Analysis (13-20 years)

Statistical Analysis Relevance of Marketing Research for Marketing Professionals with experience of 13-20 years	
Mean	61.27
Median	62
Mode	60
Variance	46.68
Std Deviation	6.83

Source: Author's work

4.5.3.3 Relevance of Corporate Sales

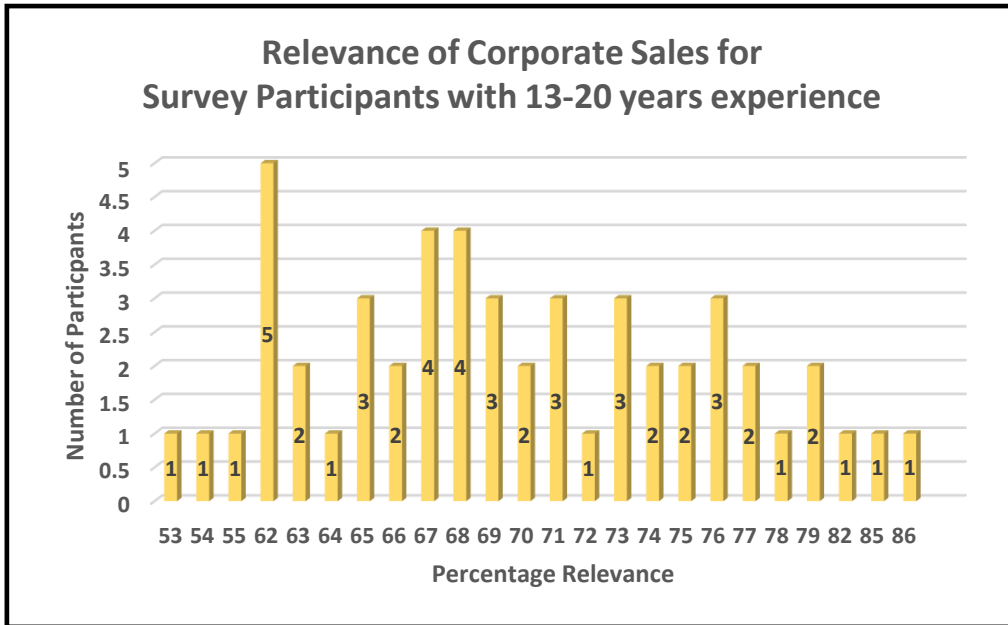
In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Corporate Sales as taught in their formal marketing education program was to how Corporate Sales was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 53% relevant to those who said it was 86% relevant.

2% participants, i.e. 1 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 53% relevant; 2% participants, i.e. 1 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 54% relevant; 2% participants, i.e. 1 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 55% relevant; 10% participants, i.e. 5 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 62% relevant; 4% participants, i.e. 2 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 63% relevant; 2% participants, i.e. 1 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 64% relevant; 6% participants, i.e. 3 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 65% relevant; 4% participants, i.e. 2 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 66% relevant; 8% participants, i.e. 4 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 67% relevant; 8% participants, i.e. 4 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 68% relevant; 6% participants, i.e. 3 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 69% relevant; 4% participants, i.e. 2 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 70% relevant; 6%

participants, i.e. 3 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 71% relevant; 2% participants, i.e. 1 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 72% relevant; 6% participants, i.e. 3 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 73% relevant; 4% participants, i.e. 2 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 74% relevant; 4% participants, i.e. 2 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 75% relevant; 6% participants, i.e. 3 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 76% relevant; 4% participants, i.e. 2 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 77% relevant; 2% participants, i.e. 1 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 78% relevant; 4% participants, i.e. 2 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 79% relevant; 2% participants, i.e. 1 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 82% relevant; 2% participants, i.e. 1 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 85% relevant; 2% participants, i.e. 1 out of 51 participants, said that Corporate Sales taught in their formal marketing course was 86% relevant;

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Corporate Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 59: Relevance of Corporate Sales (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Corporate Sales was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Corporate Sales in their formal Marketing program was 69.59% relevant. Other relevant parameters are Median which shows a relevance of 69% and Mode which shows relevance of 62%.

The Variance was 51.01, and Std Deviation was 7.14.

Table below shows the statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Corporate Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 43: Corporate Sales Statistical Analysis (13-20 years)

Statistical Analysis Relevance of Corporate Sales for Marketing Professionals with experience of 13-20 years	
Mean	69.59
Median	69
Mode	62
Variance	51.01
Std Deviation	7.14

Source: Author's work

4.5.3.4 Relevance of Retail Sales

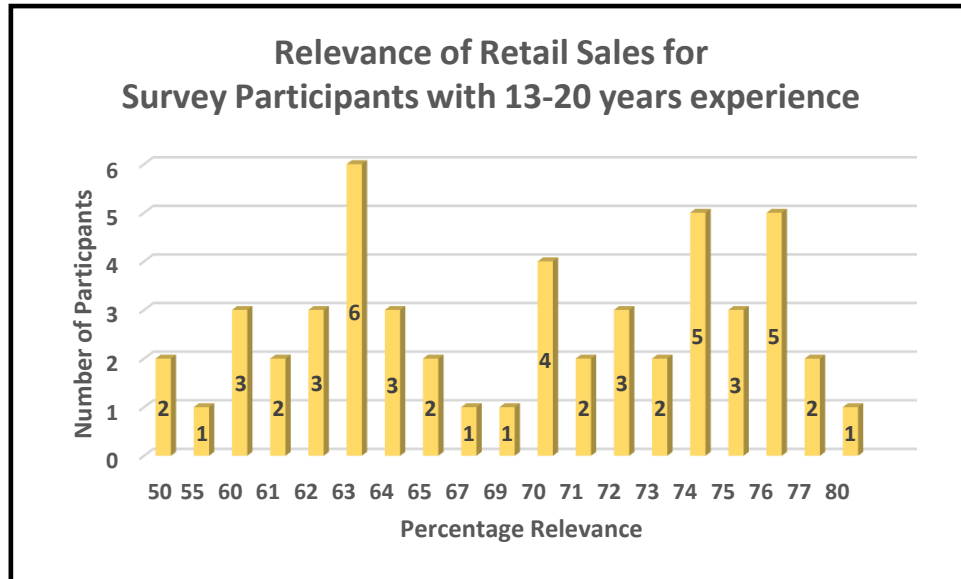
In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Retail Sales as taught in their formal marketing education program, was to how Retail Sales was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 50% relevant to those who said it was 80% relevant.

4% participants, i.e. 2 out of 51 participants, said that Retail Sales taught in their formal marketing course was 50% relevant; 2% participants, i.e. 1 out of 51 participants, said that Retail Sales taught in their formal marketing course was 55% relevant; 6% participants, i.e. 3 out of 51 participants, said that Retail Sales taught in their formal marketing course was 60% relevant; 4% participants, i.e. 2 out of 51 participants, said that Retail Sales taught in their formal marketing course was 61% relevant; 6% participants, i.e. 3 out of 51 participants, said that Retail Sales taught in their formal marketing course was 62% relevant; 12% participants, i.e. 6 out of 51 participants, said that Retail Sales taught in their formal marketing course was 63% relevant; 6% participants, i.e. 3 out of 51 participants, said that Retail Sales taught in their formal marketing course was 64% relevant; 4% participants, i.e. 2 out of 51 participants, said that Retail Sales taught in their formal marketing course was 65% relevant; 2% participants, i.e. 1 out of 51 participants, said that Retail Sales taught in their formal marketing course was 67% relevant; 2% participants, i.e. 1 out of 51 participants, said that Retail Sales taught in their formal marketing course was 69% relevant; 8% participants, i.e. 4 out of 51 participants, said that Retail Sales taught in their formal marketing course was 70% relevant; 4% participants, i.e. 2 out of 51 participants, said that Retail Sales taught in their formal marketing course was 71% relevant; 6%

participants, i.e. 3 out of 51 participants, said that Retail Sales taught in their formal marketing course was 72% relevant; 4% participants, i.e. 2 out of 51 participants, said that Retail Sales taught in their formal marketing course was 73% relevant; 10% participants, i.e. 5 out of 51 participants, said that Retail Sales taught in their formal marketing course was 74% relevant; 6% participants, i.e. 3 out of 51 participants, said that Retail Sales taught in their formal marketing course was 75% relevant; 10% participants, i.e. 5 out of 51 participants, said that Retail Sales taught in their formal marketing course was 76% relevant; 4% participants, i.e. 2 out of 51 participants, said that Retail Sales taught in their formal marketing course was 77% relevant; and 2% participants, i.e. 1 out of 51 participants, said that Retail Sales taught in their formal marketing course was 80% relevant.

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Retail Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 60: Relevance of Retail Sales (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Retail Sales was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Retail Sales in their formal Marketing program was 68.08% relevant. Other relevant parameters are Median which shows a relevance of 70% and Mode which shows relevance of 63%.

The Variance was 50.35, and Std Deviation was 7.10.

Table below shows the statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Retail Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 44: Retail Sales Statistical Analysis (13-20 years)

Statistical Analysis Relevance of Retail Sales for Marketing Professionals with experience of 13-20 years	
Mean	68.08
Median	70
Mode	63
Variance	50.35
Std Deviation	7.10

Source: Author's work

4.5.3.5 Relevance of Branding

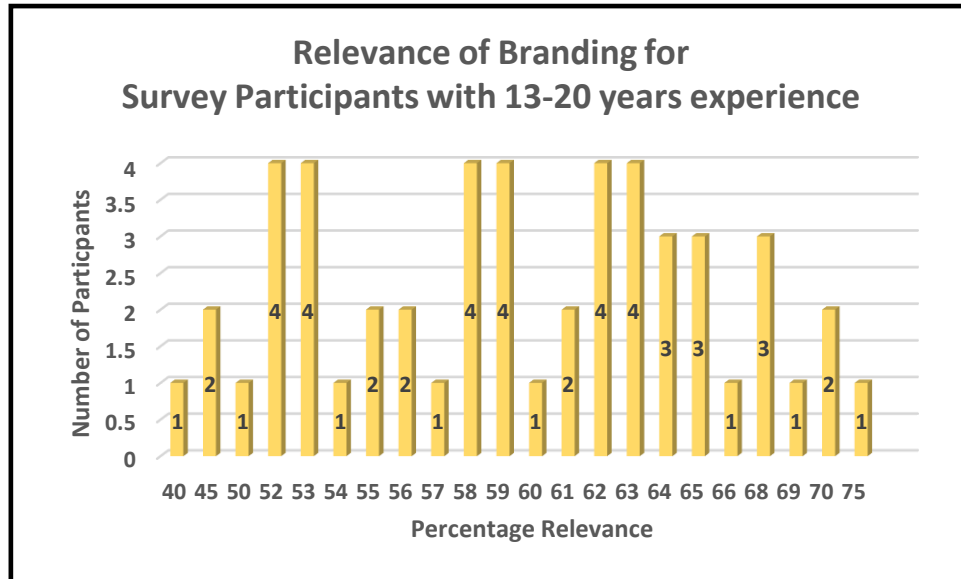
In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Branding as taught in their formal marketing education program, was to how Branding was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 40% relevant to those who said it was 75% relevant.

2% participants, i.e. 1 out of 51 participants, said that Branding taught in their formal marketing course was 40% relevant; 4% participants, i.e. 2 out of 51 participants, said that Branding taught in their formal marketing course was 45% relevant; 2% participants, i.e. 1 out of 51 participants, said that Branding taught in their formal marketing course was 50% relevant; 8% participants, i.e. 4 out of 51 participants, said that Branding taught in their formal marketing course was 52% relevant; 8% participants, i.e. 4 out of 51 participants, said that Branding taught in their formal marketing course was 53% relevant; 2% participants, i.e. 1 out of 51 participants, said that Branding taught in their formal marketing course was 54% relevant; 4% participants, i.e. 2 out of 51 participants, said that Branding taught in their formal marketing course was 55% relevant; 4% participants, i.e. 2 out of 51 participants, said that Branding taught in their formal marketing course was 56% relevant; 2% participants, i.e. 1 out of 51 participants, said that Branding taught in their formal marketing course was 57% relevant; 8% participants, i.e. 4 out of 51 participants, said that Branding taught in their formal marketing course was 58% relevant; 8% participants, i.e. 4 out of 51 participants, said that Branding taught in their formal marketing course was 59% relevant; 2% participants, i.e. 1 out of 51 participants, said that Branding taught in their formal marketing course was 60% relevant; 4% participants, i.e. 2 out of 51 participants, said that Branding taught in their

formal marketing course was 61% relevant; 8% participants, i.e. 4 out of 51 participants, said that Branding taught in their formal marketing course was 62% relevant; 8% participants, i.e. 4 out of 51 participants, said that Branding taught in their formal marketing course was 63% relevant; 6% participants, i.e. 3 out of 51 participants, said that Branding taught in their formal marketing course was 64% relevant; 6% participants, i.e. 3 out of 51 participants, said that Branding taught in their formal marketing course was 65% relevant; 2% participants, i.e. 1 out of 51 participants, said that Branding taught in their formal marketing course was 66% relevant; 6% participants, i.e. 3 out of 51 participants, said that Branding taught in their formal marketing course was 68% relevant; 2% participants, i.e. 1 out of 51 participants, said that Branding taught in their formal marketing course was 69% relevant; 4% participants, i.e. 2 out of 51 participants, said that Branding taught in their formal marketing course was 70% relevant; and 2% participants, i.e. 1 out of 51 participants, said that Branding taught in their formal marketing course was 75% relevant.

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Branding taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 61:Relevance of Branding (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Branding was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Branding in their formal Marketing program was 59.29% relevant. Other relevant parameters are Median which shows a relevance of 59% and Mode which shows relevance of 62%.

The Variance was 48.69, and Std Deviation was 6.98.

Table below shows the statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Branding taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 45: Branding Statistical Analysis (13-20 years)

Statistical Analysis Relevance of Branding for Marketing Professionals with experience of 13-20 years	
Mean	59.29
Median	59
Mode	62
Variance	48.69
Std Deviation	6.98

Source: Author's work

4.5.3.6 Relevance of Advertising

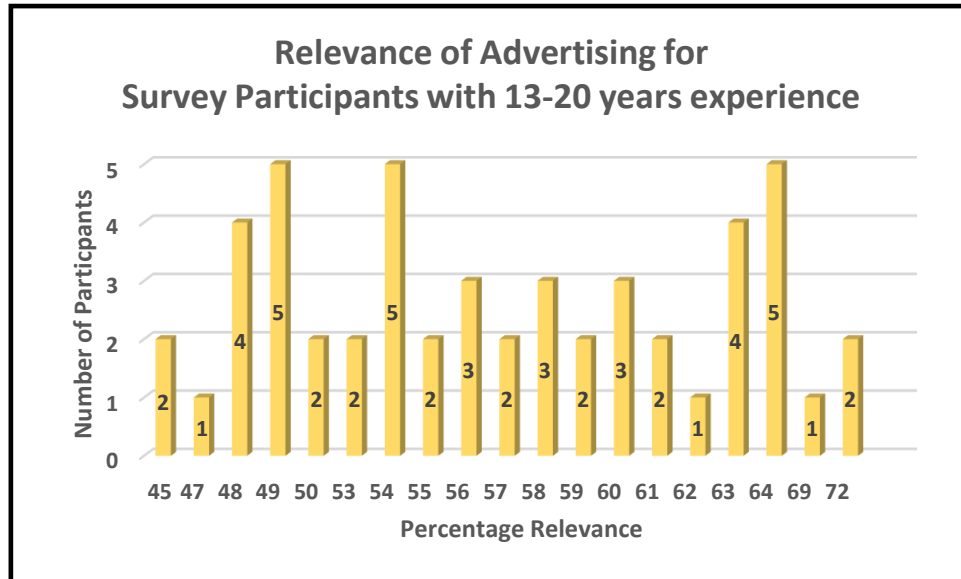
In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Advertising as taught in their formal marketing education program, was to how Advertising was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 45% relevant to those who said it was 72% relevant.

4% participants, i.e. 2 out of 51 participants, said that Advertising taught in their formal marketing course was 45% relevant; 2% participants, i.e. 1 out of 51 participants, said that Advertising taught in their formal marketing course was 47% relevant; 8% participants, i.e. 4 out of 51 participants, said that Advertising taught in their formal marketing course was 48% relevant; 10% participants, i.e. 5 out of 51 participants, said that Advertising taught in their formal marketing course was 49% relevant; 4% participants, i.e. 2 out of 51 participants, said that Advertising taught in their formal marketing course was 50% relevant; 4% participants, i.e. 2 out of 51 participants, said that Advertising taught in their formal marketing course was 53% relevant; 10% participants, i.e. 5 out of 51 participants, said that Advertising taught in their formal marketing course was 54% relevant; 4% participants, i.e. 2 out of 51 participants, said that Advertising taught in their formal marketing course was 55% relevant; 6% participants, i.e. 3 out of 51 participants, said that Advertising taught in their formal marketing course was 56% relevant; 4% participants, i.e. 2 out of 51 participants, said that Advertising taught in their formal marketing course was 57% relevant; 6% participants, i.e. 3 out of 51 participants, said that Advertising taught in their formal marketing course was 58% relevant; 4% participants, i.e. 2 out of 51 participants, said that Advertising taught in their formal marketing course was 59% relevant; 6%

participants, i.e. 3 out of 51 participants, said that Advertising taught in their formal marketing course was 60% relevant; 4% participants, i.e. 2 out of 51 participants, said that Advertising taught in their formal marketing course was 61% relevant; 2% participants, i.e. 1 out of 51 participants, said that Advertising taught in their formal marketing course was 62% relevant; 8% participants, i.e. 4 out of 51 participants, said that Advertising taught in their formal marketing course was 63% relevant; 10% participants, i.e. 5 out of 51 participants, said that Advertising taught in their formal marketing course was 64% relevant; 2% participants, i.e. 1 out of 51 participants, said that Advertising taught in their formal marketing course was 69% relevant; and 4% participants, i.e. 2 out of 51 participants, said that Advertising taught in their formal marketing course was 72% relevant.

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Advertising taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 62: Relevance of Advertising (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Advertising was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Advertising in their formal Marketing program was 56.53% relevant. Other relevant parameters are Median which shows a relevance of 56% and Mode which shows relevance of 64%.

The Variance was 45.69, and Std Deviation was 6.76.

Table below shows the statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Advertising taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 46: Advertising Statistical Analysis (13-20 years)

Statistical Analysis Relevance of Advertising for Marketing Professionals with experience of 13-20 years	
Mean	56.53
Median	56
Mode	64
Variance	45.69
Std Deviation	6.76

Source: Author's work

4.5.3.7 Relevance of Digital Marketing

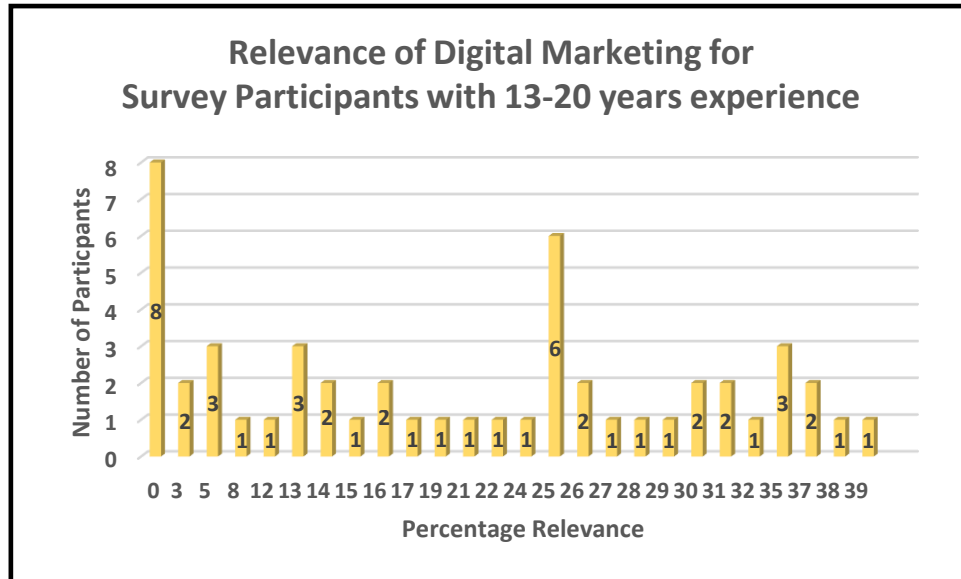
In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Digital Marketing as taught in their formal marketing education program, was to how Digital Marketing was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 0% relevant to those who said it was 39% relevant.

16% participants, i.e. 8 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 0% relevant; 4% participants, i.e. 2 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 3% relevant; 6% participants, i.e. 3 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 5% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 8% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 12% relevant; 6% participants, i.e. 3 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 13% relevant; 4% participants, i.e. 2 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 14% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 15% relevant; 4% participants, i.e. 2 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 16% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 17% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 19% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 21% relevant; 2%

participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 22% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 24% relevant; 12% participants, i.e. 6 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 25% relevant; 4% participants, i.e. 2 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 26% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 27% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 28% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 29% relevant; 4% participants, i.e. 2 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 30% relevant; 4% participants, i.e. 2 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 31% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 32% relevant; 6% participants, i.e. 3 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 35% relevant; 4% participants, i.e. 2 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 37% relevant; 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 38% relevant; and 2% participants, i.e. 1 out of 80 participants, said that Digital Marketing taught in their formal marketing course was 39% relevant.

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Digital Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 63:Relevance of Digital Marketing (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Digital Marketing was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Digital Marketing in their formal Marketing program was 18.71% relevant. Other relevant parameters are Median which shows a relevance of 21% and Mode which shows relevance of 0%.

The Variance was 156.45, and Std Deviation was 12.51.

Table below shows the statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Digital Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 47: Digital Marketing Statistical Analysis (13-20 years)

Statistical Analysis Relevance of Digital Marketing for Marketing Professionals with experience of 13-20 years	
Mean	18.71
Median	21
Mode	0
Variance	156.45
Std Deviation	12.51

Source: Author's work

4.5.3.8 Relevance of Marketing Analytics

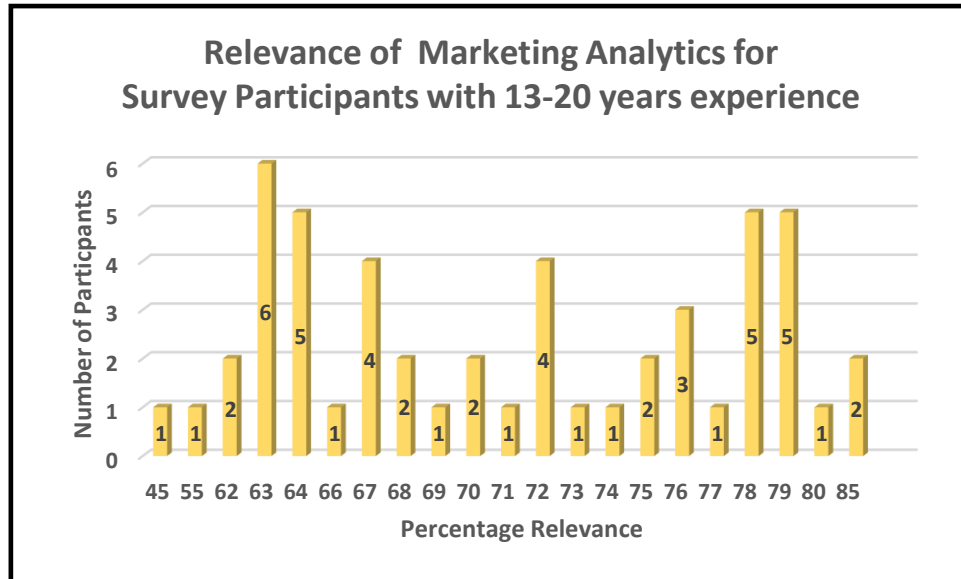
In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Marketing Analytics as taught in their formal marketing education program, was to how Marketing Analytics was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 45% relevant to those who said it was 85% relevant.

2% participants, i.e. 1 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 45% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 55% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 62% relevant; 12% participants, i.e. 6 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 63% relevant; 10% participants, i.e. 5 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 64% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 66% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 67% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 68% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 69% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 70% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 71% relevant; 8% participants, i.e. 4 out of 51 participants, said that Marketing Analytics taught in their

formal marketing course was 72% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 73% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 74% relevant; 4% participants, i.e. 2 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 75% relevant; 6% participants, i.e. 3 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 76% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 77% relevant; 10% participants, i.e. 5 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 78% relevant; 10% participants, i.e. 5 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 79% relevant; 2% participants, i.e. 1 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 80% relevant; and 4% participants, i.e. 2 out of 51 participants, said that Marketing Analytics taught in their formal marketing course was 85% relevant.

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Marketing Analytics taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 64: Relevance of Marketing Analytics (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Marketing Analytics was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Analytics in their formal Marketing program was 71% relevant. Other relevant parameters are Median which shows a relevance of 71% and Mode which shows relevance of 63%.

The Variance was 60.45, and Std Deviation was 7.78.

Table below shows the statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Marketing Analytics taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 48: Marketing Analytics Statistical Analysis (13-20 years)

Statistical Analysis Relevance of Marketing Analytics for Marketing Professionals with experience of 13-20 years	
Mean	71
Median	71
Mode	63
Variance	60.45
Std Deviation	7.78

Source: Author's work

4.5.4 Relevance of Overall Formal Marketing Courses to Marketing Professionals

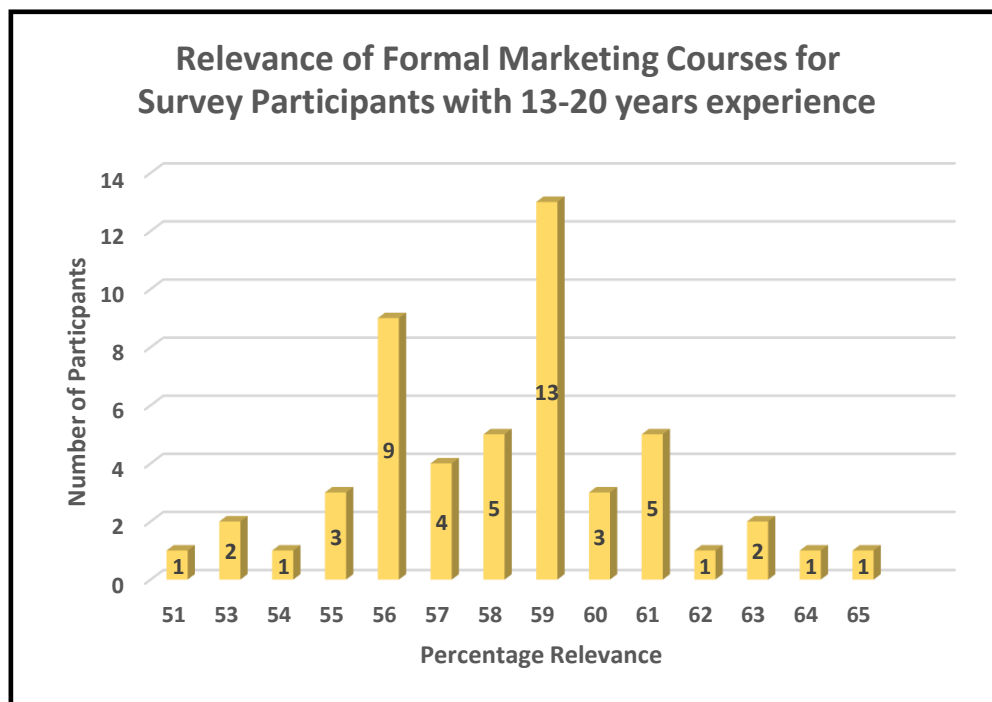
In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Overall Marketing as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The responses from participants varied from those who said that their overall marketing education program was 51% relevant to those who said it was 65% relevant.

2% participants, i.e. 1 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 51% relevant; 4% participants, i.e. 2 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 53% relevant; 2% participants, i.e. 1 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 54% relevant; 6% participants, i.e. 3 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 55% relevant; 18% participants, i.e. 9 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 56% relevant; 8% participants, i.e. 4 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 57% relevant; 10% participants, i.e. 5 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 58% relevant; 25% participants, i.e. 13 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 59% relevant; 6% participants, i.e. 3 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 60% relevant; 10% participants, i.e. 5 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 61% relevant; 2% participants, i.e. 1 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 62% relevant; 4% participants, i.e. 2 out of 51 participants, said that Overall Marketing taught in their formal marketing course was

63% relevant; 2% participants, i.e. 1 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 64% relevant; and 2% participants, i.e. 1 out of 51 participants, said that Overall Marketing taught in their formal marketing course was 65% relevant.

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 65: Relevance of Overall Marketing Course (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the survey participants

believed that what they learnt about Overall Marketing in their formal Marketing program was 58.18% relevant. Other relevant parameters are Median which shows a relevance of 59% and Mode which shows relevance of 59%.

The Variance was 8.03, and Std Deviation was 2.83.

Table below shows the statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 49: Overall Marketing Course Statistical Analysis (13-20 years)

Statistical Analysis Relevance of Overall Marketing Course for Marketing Professionals with experience of 13-20 years	
Mean	58.18
Median	59
Mode	59
Variance	8.03
Std Deviation	2.83

Source: Author's work

4.5.4.1 Impact of Gender on Relevance of Overall Marketing Course

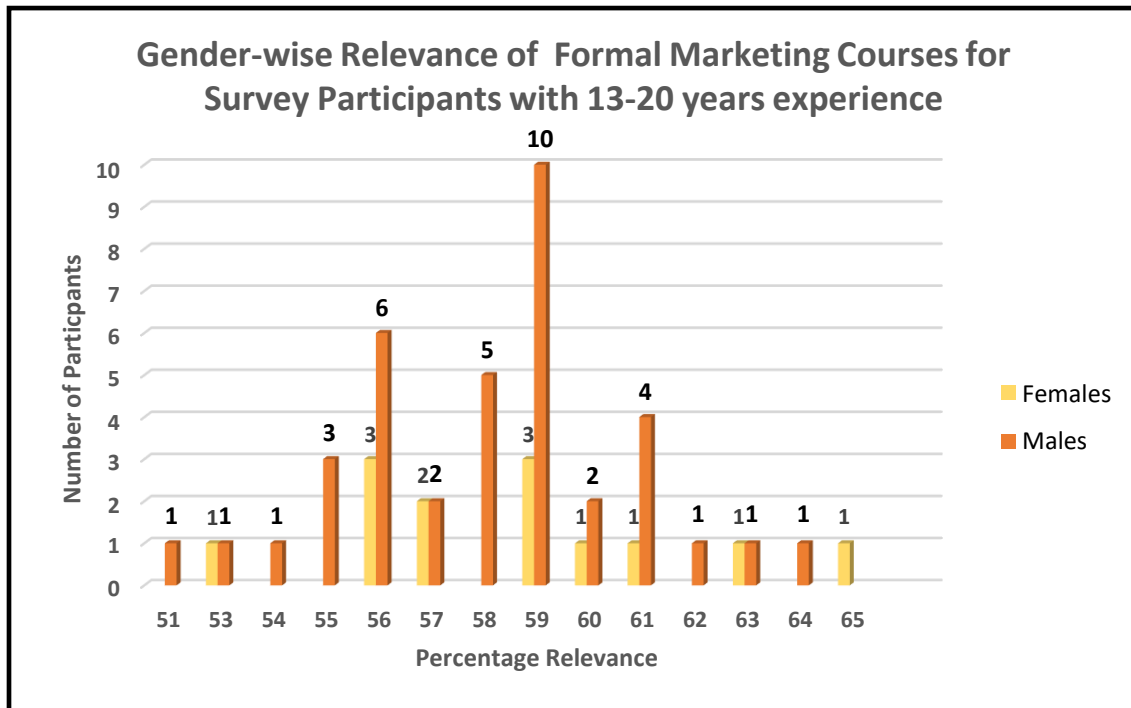
In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The gender of the respondents (male/female) was captured as part of the survey to determine if there was any significant difference between the learning experience based on gender, and if the gender impacted relevance of learning from the formal marketing course to actual work done by marketing professionals.

0% female participants, i.e. 0 out of 13 female participants, and 3% male participants, i.e. 1 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 51% relevant; 8% female participants, i.e. 1 out of 13 female participants, and 3% male participants, i.e. 1 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 53% relevant; 0% female participants, i.e. 0 out of 13 female participants, and 3% male participants, i.e. 1 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 54% relevant; 0% female participants, i.e. 0 out of 13 female participants, and 8% male participants, i.e. 3 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 55% relevant; 23% female participants, i.e. 3 out of 13 female participants, and 16% male participants, i.e. 6 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 56% relevant; 15% female participants, i.e. 2 out of 13 female participants, and 5% male participants, i.e. 2 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 57% relevant; 0% female participants, i.e. 0 out of 13 female participants, and 13% male participants, i.e. 5 out of 38 male participants, said that Overall Marketing

taught in their formal marketing course was 58% relevant; 23% female participants, i.e. 3 out of 13 female participants, and 26% male participants, i.e. 10 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 59% relevant; 8% female participants, i.e. 1 out of 13 female participants, and 5% male participants, i.e. 2 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 60% relevant; 8% female participants, i.e. 1 out of 13 female participants, and 11% male participants, i.e. 4 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 61% relevant; 0% female participants, i.e. 0 out of 13 female participants, and 3% male participants, i.e. 1 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 62% relevant; 8% female participants, i.e. 1 out of 13 female participants, and 3% male participants, i.e. 1 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 63% relevant; 0% female participants, i.e. 0 out of 13 female participants, and 3% male participants, i.e. 1 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 64% relevant; and 8% female participants, i.e. 1 out of 13 female participants, and 0% male participants, i.e. 0 out of 38 male participants, said that Overall Marketing taught in their formal marketing course was 65% relevant.

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 66: Gender-wise Relevance of Marketing Courses (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the female survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 58.54% relevant, and male survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 58.05% relevant. Other relevant parameters are Median which shows a relevance of 59% for both

female and male participants in the survey; and Mode which shows relevance of 56% for females and relevance of 59% for male participants in the survey.

The Variance was 10.44 for females and 7.40 for males. Std Deviation was 3.23 for females and 2.72 for males.

Table below shows the gender based statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 50: Statistical Analysis for Gender (13-20 years)

Statistical Analysis		
Gender Relevance of Formal Marketing Courses for Marketing Professionals with experience of 13-20 years		
	Females	Males
Mean	58.54	58.05
Median	59	59
Mode	56	59
Variance	10.44	7.40
Std Deviation	3.23	2.72

Source: Author's work

Since the Mean, Median and Mode of the analyzed data for males and females is not significantly different, we can infer that there is no statistically significant gender based difference in the relevance of marketing courses to actual work performed by either female or male marketing professionals in Bangalore with experience of 13-20 years.

4.5.4.2 Impact of Course Type on Relevance of Overall Marketing Course

In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The Marketing Course Type of the respondents (Bachelors/Masters/PhD or Doctoral) was captured as part of the survey to determine if there was any significant difference between the learning experience based on Course Type, and if the Course Type impacted relevance of learning from the formal marketing course to actual work done by marketing professionals.

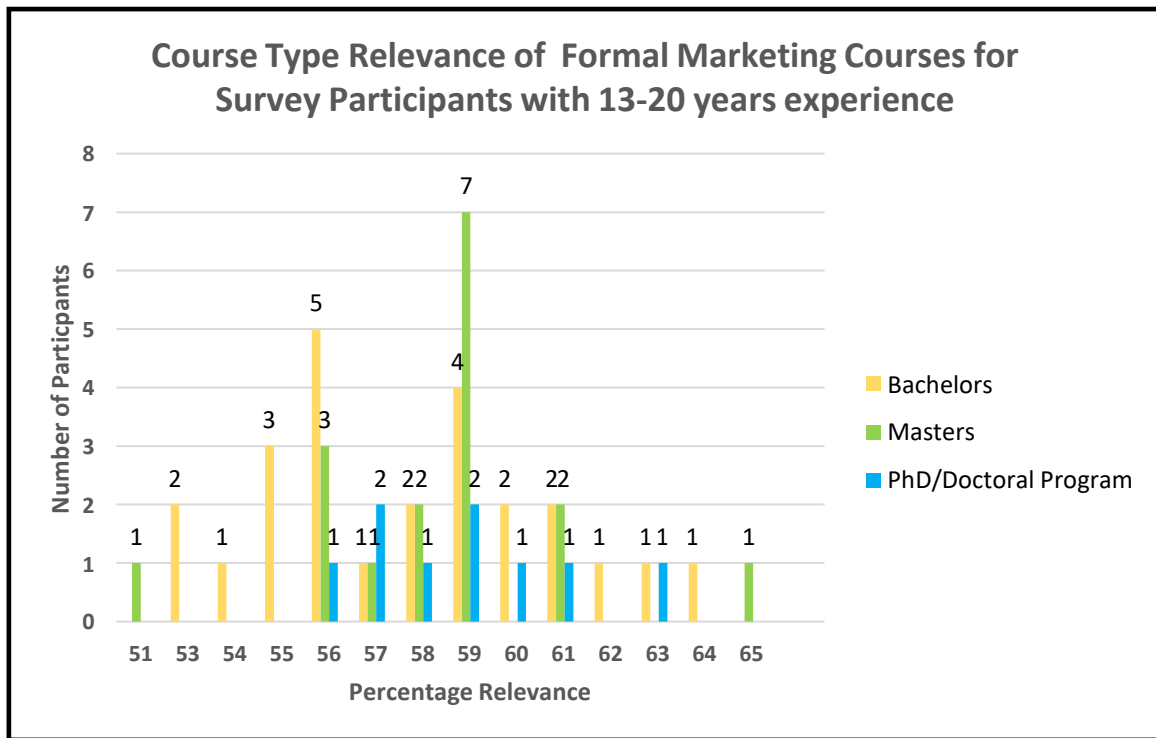
0% Bachelors Course participants, i.e. 0 out of 25 Bachelors course participants, 6% Masters Course participants, i.e. 1 out of 17 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 51% relevant; 8% Bachelors Course participants, i.e. 2 out of 25 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 17 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 53% relevant; 4% Bachelors Course participants, i.e. 1 out of 25 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 17 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 54% relevant; 12% Bachelors Course participants, i.e. 3 out of 25 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 17 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing

taught in their formal marketing course was 55% relevant; 20% Bachelors Course participants, i.e. 5 out of 25 Bachelors course participants, 18% Masters Course participants, i.e. 3 out of 17 Masters Course participants, and 11% PhD/Doctoral Course participants i.e. 1 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 56% relevant; 4% Bachelors Course participants, i.e. 1 out of 25 Bachelors course participants, 6% Masters Course participants, i.e. 1 out of 17 Masters Course participants, and 22% PhD/Doctoral Course participants i.e. 2 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 57% relevant; 8% Bachelors Course participants, i.e. 2 out of 25 Bachelors course participants, 12% Masters Course participants, i.e. 2 out of 17 Masters Course participants, and 11% PhD/Doctoral Course participants i.e. 1 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 58% relevant; 16% Bachelors Course participants, i.e. 4 out of 25 Bachelors course participants, 41% Masters Course participants, i.e. 7 out of 17 Masters Course participants, and 22% PhD/Doctoral Course participants i.e. 2 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 59% relevant; 8% Bachelors Course participants, i.e. 2 out of 25 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 17 Masters Course participants, and 11% PhD/Doctoral Course participants i.e. 1 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 60% relevant; 8% Bachelors Course participants, i.e. 2 out of 25 Bachelors course participants, 12% Masters Course participants, i.e. 2 out of 17 Masters Course participants, and 11% PhD/Doctoral Course participants i.e. 1 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 61% relevant; 4% Bachelors Course

participants, i.e. 1 out of 25 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 17 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 62% relevant; 4% Bachelors Course participants, i.e. 1 out of 25 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 17 Masters Course participants, and 11% PhD/Doctoral Course participants i.e. 1 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 63% relevant; 4% Bachelors Course participants, i.e. 1 out of 25 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 17 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 64% relevant; 0% Bachelors Course participants, i.e. 0 out of 25 Bachelors course participants, 6% Masters Course participants, i.e. 1 out of 17 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 9 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 65% relevant.

Figure below shows the detailed analysis for how the 51 survey participants with work experience of 13-20 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 67: Course-type Relevance of Marketing Courses (13-20 years)



Source: Author's work

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the Bachelors Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 57.80% relevant; Masters Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 58.35% relevant; and PhD/Doctoral Course survey participants believed that what they

learnt about Overall Marketing in their formal Marketing program was 58.89% relevant. Other relevant parameters are Median which shows a relevance of 58% for all Bachelors Course, 59% for Masters Course and 59% for PhD/Doctoral Course students. The Mode shows relevance of 56% for Bachelors Course participants, 59% for Masters Course participants, and 57% for PhD/Doctoral Course participants in the survey.

The Variance was 9.17 for Bachelors Course participants, 8.37 for Masters Course participants, and 4.86 for PhD/Doctoral Course participants. Std Deviation was 3.03 for Bachelors Course participants, 2.89 for Masters Course participants, and 2.20 for PhD/Doctoral Course participants.

Table below shows the Course Type based statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 51: Statistical Analysis for Course Type (13-20 years)

Statistical Analysis			
Relevance of Different types of Marketing Course for Marketing Professionals with experience of 13-20 years			
	Bachelors	Masters	PhD/Doctoral
Mean	57.80	58.35	58.89
Median	58	59	59
Mode	56	59	57
Variance	9.17	8.37	4.86
Std Deviation	3.03	2.89	2.20

Source: Author's work

Since the Mean, Median and Mode of the analyzed data for Bachelors, Masters and PhD/Doctoral survey participants is not significantly different, we can infer that there is no statistically significant Course Type based difference in the relevance of marketing courses to actual work performed by marketing professionals in Bangalore with experience of 13-20 years.

4.5.4.3 Impact of Company Size on Relevance of Overall Marketing Course

In the survey conducted, participants with experience of 13-20 years were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The Company Size of the companies where the respondents were working was also captured as part of the survey to determine if the Company Size impacted relevance of learning from formal marketing courses to actual work done by marketing professionals.

The participants in the survey were categorized into companies with fewer than 100 employees, 100-1000 employees, 1001-5000 employees, 5001-10000 employees, 10001-20000 employees and more than 20,000 employees.

A statistical analysis of the 51 survey participants with experience of 13-20 years was conducted to determine how relevant they thought the study of Overall Marketing was in real-life, and the survey participants were categorized based on the size of the company they were working in.

Table below shows the Company Size based statistical analysis for how the 51 survey participants with work experience of 13-20 years believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 52: Statistical Analysis for Company size (13-20 years)

Statistical Analysis						
Size of Company - Relevance of Marketing Course for Marketing Professionals with experience of 13-20 years						
	<100 employees	100-1000 employees	1001-5000 employees	5001-10000 employees	10001-20000 employees	>20000 employees
Mean	59.00	59.78	57.27	58.75	56.83	57.33
Median	59	59	56	59	57	58
Mode	59	58	56	57	70	53
Variance	4.86	6.94	5.42	16.79	3.37	8.25
Std Deviation	2.20	2.64	2.33	4.10	1.83	2.87

Source: Author's work

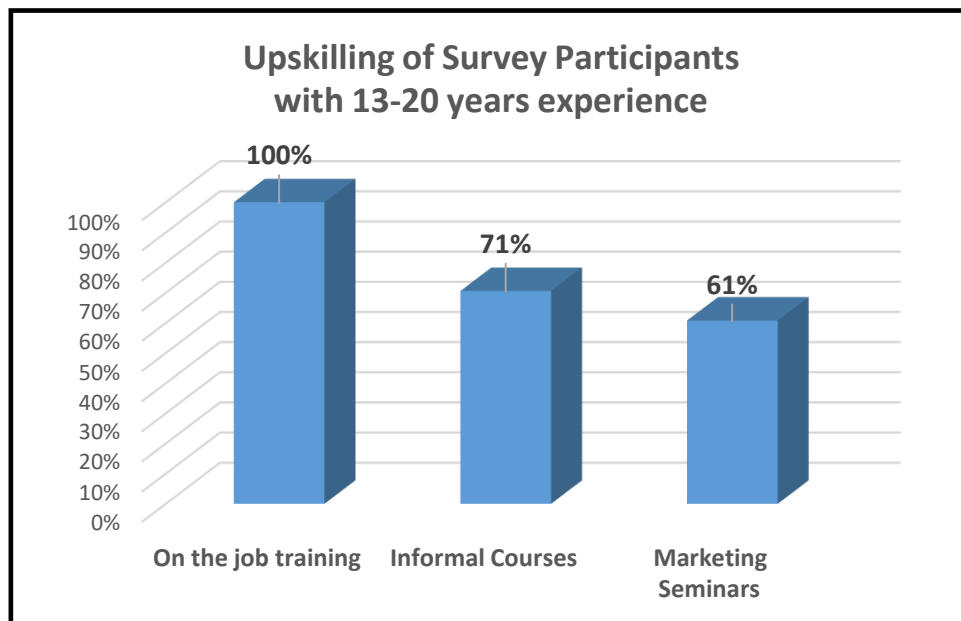
Since the Mean, Median and Mode of the analyzed data for participants working in companies of different sizes is not significantly different, we can infer that there is no statistically significant Company Size based difference in the relevance of marketing courses to actual work performed by marketing professionals in Bangalore with experience of 13-20 years.

4.5.5 Upskilling and learning new skills

In the survey conducted, marketing professionals with experience of 13-20 years after their formal marketing program mentioned three primary ways to keep upskilling and learning to be relevant to their jobs. 100% participants i.e. 51 out of 51 participants mentioned that they got on the job training; 71% participants i.e. 36 out of 51 participants mentioned that they attended informal marketing courses, typically conducted by their companies; and 61% participants i.e. 31 out of 51 participants mentioned that they attended Marketing Seminars.

Figure below shows the detailed analysis for how the survey participants with work experience of 13-20 years learnt new skills and upskilled themselves to be more relevant to their jobs.

Figure 68:Upskilling of Survey Participants (13-20 years)



Source: Author's work

4.6 Marketing Professionals with more than 20 years of experience

4.6.1 Survey

Although the objective of this thesis is to focus on experiences of marketing professionals with experience of 0-20 years, the third Research sub question focuses on the relevance of formal marketing degrees after 20+ years of course completion. So, data was also collected about marketing professionals with more than 20 years of experience – because that information also provides important insights about the relevance of marketing education with egress of significant time – and several participants in the 13-20 years of experience cohort will move to the more than 20 years of experience cohort in some years.

A total of 207 survey questionnaires were provided to 207 marketing professionals with more than 20 years of experience in Bangalore who were identified through LinkedIn connections, personal relationships, and through informal friend networks. All the questionnaires were administered as online google forms, and data provided by the participants was stored and analyzed in Microsoft Excel. Of the 207 marketing professionals who were administered the questionnaires, 105 responses were received, and 76 responses were found to be complete and relevant for this study.

So, the total relevant participants in the more than 20 year cohort of marketing professionals in Bangalore is 76 – which is an appropriate stratified sample size for this study.

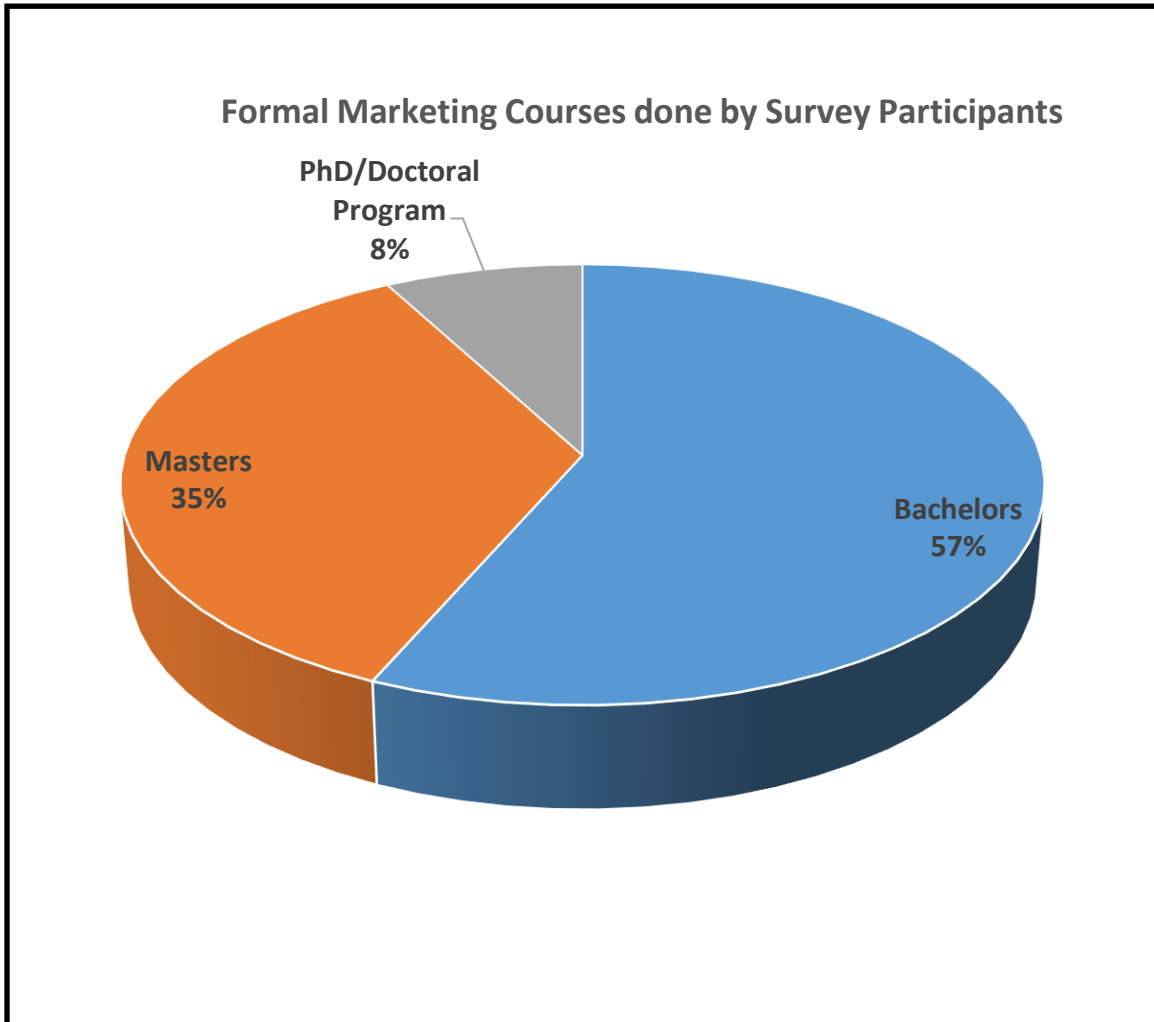
4.6.2 Demographics

4.6.2.1 Marketing Course Completed by participants

The survey questionnaires were administered to people who had done Bachelors, Masters and Phd/Doctoral programs to get a better understanding of the relevance of their formal marketing course to their actual work experience. Out of the 76 marketing professionals with more than 20 years work experience, 57% participants, i.e. 43 out of 76 participants had completed their Bachelors program in Marketing; 35% participants, i.e. 27 out of 76 participants, had completed their Masters program in Marketing; and 8% participants, i.e. 6 out of 76 participants, had completed their PhD/Doctoral Marketing Program.

Figure below shows the analysis for the course type of survey participants with more than 20 years of experience.

Figure 69: Type of Marketing Course done by Survey Participants (>20 years)



Source: Author's work

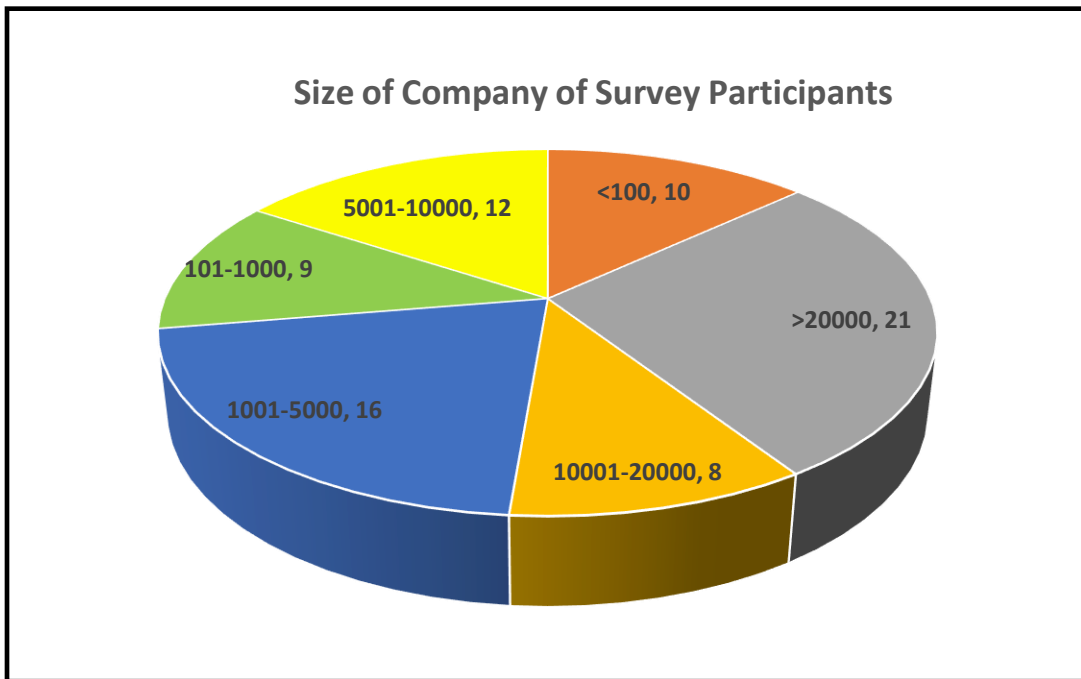
4.6.2.2 Company Size

To ensure that the survey covers people from big and small companies, survey questionnaires were administered to people working in companies of different sizes. 13%

participants, i.e. 10 out of 76 participants, belonged to companies with fewer than 100 employees; 12% participants, i.e. 9 out of 76 participants, belonged to companies with 100-1000 employees; 21% participants, i.e. 16 out of 76 participants, belonged to companies with 1001-5000 employees; 16% participants, i.e. 12 out of 76 participants, belonged to companies with 5001-10000 employees; 11% participants, i.e. 8 out of 76 participants, belonged to companies with 10001-20000 employees; and 28% participants, i.e. 21 out of 76 participants, belonged to companies with more than 20000 employees.

Figure below shows the analysis for the company size of survey participants with more than 20 years of experience.

Figure 70: Size of Company of Survey Participants (>20 years)



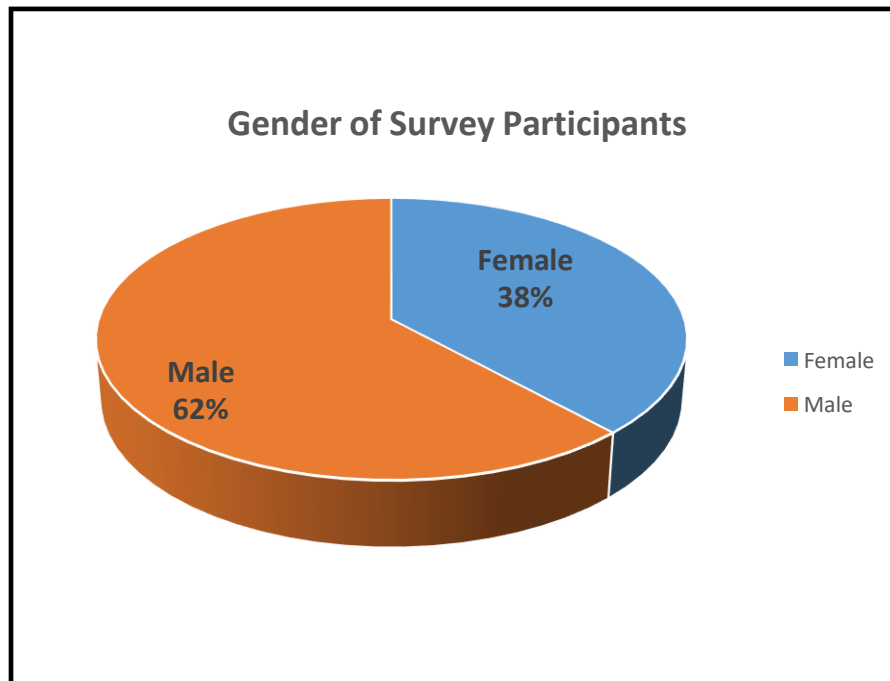
Source: Author's work

4.6.2.3 Age and Gender

Survey questionnaires were administered to both males and females. Overall, there were 62% males, i.e. 47 out of 76 participants were males; and there were 38% females, i.e. 29 out of 76 participants were females.

Figure below shows the information for the gender of survey participants with more than 20 years of experience.

Figure 71: Gender of Survey Participants (>20 years)



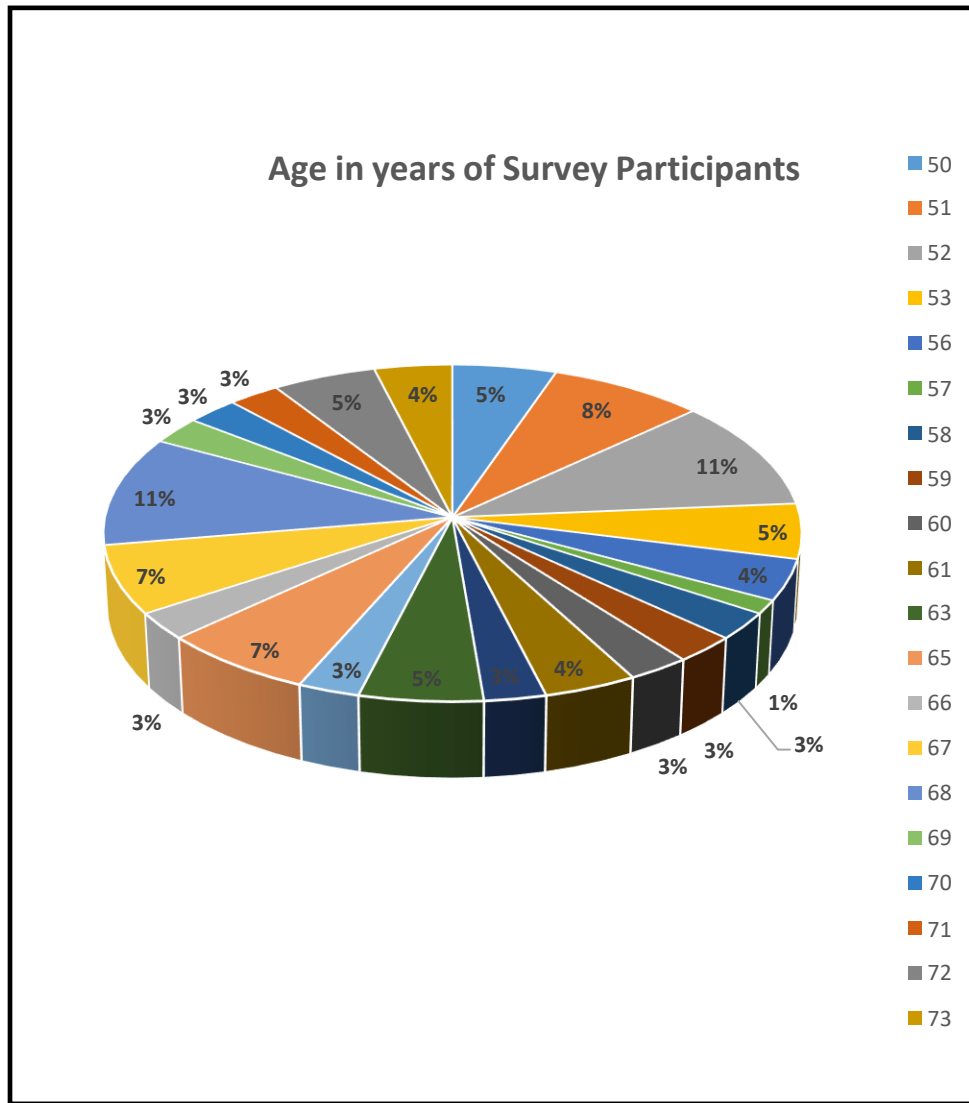
Source: Author's work

The age group of survey participants with more than 20 years of experience after their formal marketing program varied from 37 – 49 years. 5% participants, i.e. 4 out of 76 participants, were 50 years old; 8% participants, i.e. 6 out of 76 participants, were 51

years old; 11% participants, i.e. 8 out of 76 participants, were 52 years old; 5% participants, i.e. 4 out of 76 participants, were 53 years old; 4% participants, i.e. 3 out of 76 participants, were 56 years old; 1% participants, i.e. 1 out of 76 participants, were 57 years old; 3% participants, i.e. 2 out of 76 participants, were 58 years old; 3% participants, i.e. 2 out of 76 participants, were 59 years old; 3% participants, i.e. 2 out of 76 participants, were 60 years old; 4% participants, i.e. 3 out of 76 participants, were 61 years old; 3% participants, i.e. 2 out of 76 participants, were 62 years old; 5% participants, i.e. 4 out of 76 participants, were 63 years old; 3% participants, i.e. 2 out of 76 participants, were 64 years old; 7% participants, i.e. 5 out of 76 participants, were 65 years old; 3% participants, i.e. 2 out of 76 participants, were 66 years old; 7% participants, i.e. 5 out of 76 participants, were 67 years old; 11% participants, i.e. 8 out of 76 participants, were 68 years old; 3% participants, i.e. 2 out of 76 participants, were 69 years old; 3% participants, i.e. 2 out of 76 participants, were 70 years old; 3% participants, i.e. 2 out of 76 participants, were 71 years old; 5% participants, i.e. 4 out of 76 participants, were 72 years old; and 4% participants, i.e. 3 out of 76 participants, were 73 years old.

Figure below shows the detailed analysis for the age of all the 76 survey participants with more than 20 years of work experience.

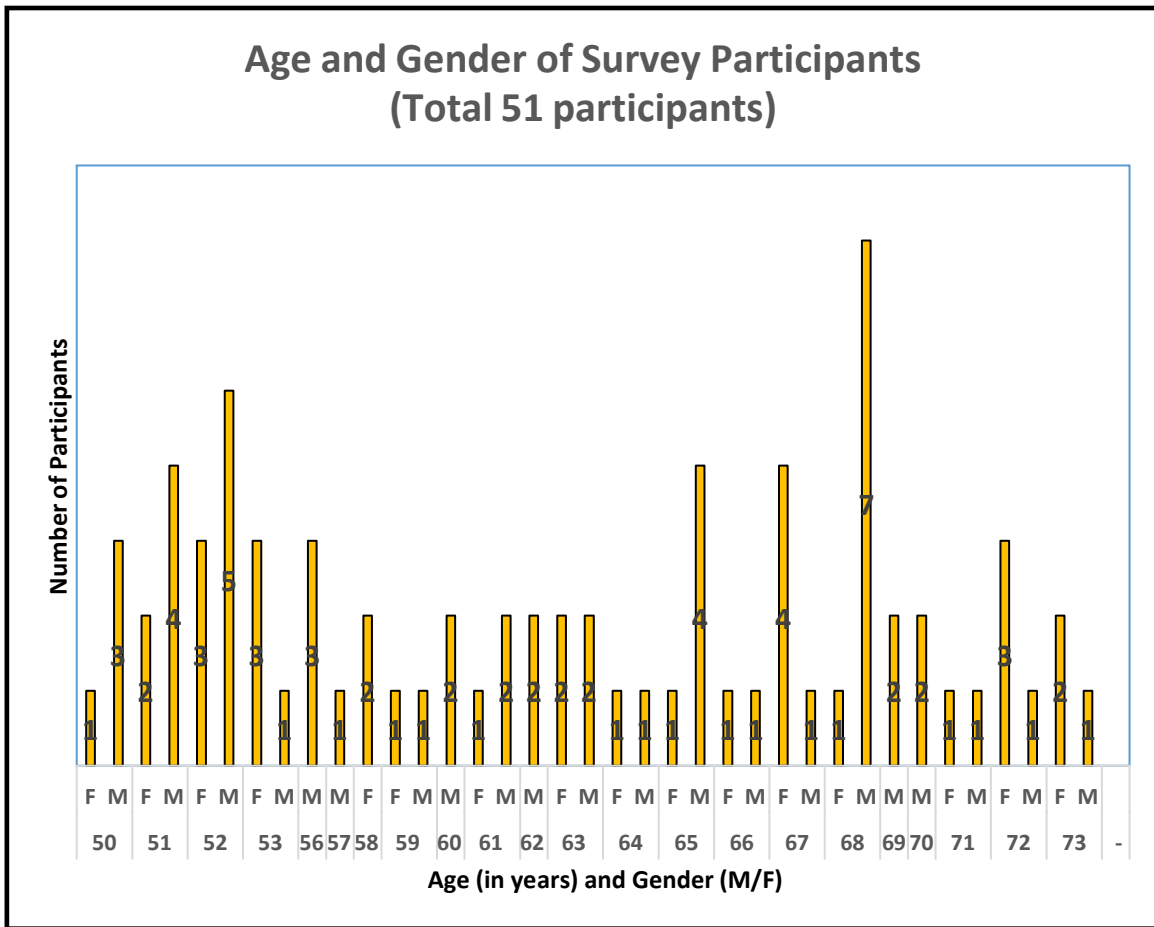
Figure 72: Age of Survey Participants (>20 years)



Source: Author's work

Figure below shows the detailed analysis for the age and gender of all the 76 survey participants with more than 20 years of work experience.

Figure 73: Age and Gender of Study Participants (>20 years)



Source: Author's work

4.6.3 Relevance of Different Aspects of Marketing Courses to actual work experience

An informal interview was conducted of 20 marketing professionals to determine which are the most relevant aspects of Marketing Courses which are taught to students, and those that are relevant for actual working professionals. Based on suggestions from the 20 marketing professionals, and also referring to syllabus of 3 marketing programs taught in 3 colleges in Bangalore, 8 significant aspects of Marketing courses were identified as mentioned below:

1. Marketing Strategy
2. Marketing Research
3. Corporate Sales
4. Retail Sales
5. Branding
6. Advertising
7. Digital Marketing
8. Marketing Analytics

To get a better understanding of how relevant each aspect of Marketing course was to marketing professionals, all survey participants were asked to provide the percentage relevance of the different aspects of the marketing course to their actual work.

This data was then tabulated and analyzed; and provides significant insights into how different aspects of the marketing course have different levels of relevance to marketing professionals.

4.6.3.1 Relevance of Marketing Strategy

In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Marketing Strategy as taught in their formal marketing education program, was to how Marketing Strategy was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 35% relevant to those who said it was 64% relevant.

8% participants, i.e. 6 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 35% relevant; 3% participants, i.e. 2 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 38% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 40% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Strategy taught in his/her formal marketing course was 43% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 45% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 47% relevant; 3% participants, i.e. 2 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 48% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 49% relevant; 11% participants, i.e. 8 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 50% relevant; 8% participants, i.e. 6 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 51% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Strategy taught in his/her formal marketing course was 52% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 53% relevant;

4% participants, i.e. 3 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 54% relevant; 7% participants, i.e. 5 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 55% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 56% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 57% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 58% relevant; 7% participants, i.e. 5 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 59% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 60% relevant; 3% participants, i.e. 2 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 61% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Strategy taught in his/her formal marketing course was 62% relevant; and 3% participants, i.e. 2 out of 76 participants, said that Marketing Strategy taught in their formal marketing course was 64% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Marketing Strategy taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 74: Relevance of Marketing Strategy (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Marketing Strategy was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Strategy in their formal Marketing program was 51.05 % relevant. Other relevant parameters are Median which shows a relevance of 51% and Mode which shows relevance of 50%.

The Variance was 57.12, and Std Deviation was 7.56.

Table below shows the statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Marketing Strategy taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 53: Marketing Strategy Statistical Analysis (>20 years)

Statistical Analysis Relevance of Marketing Strategy for Marketing Professionals with more than 20 years of experience	
Mean	51.05
Median	51
Mode	50
Variance	57.12
Std Deviation	7.56

Source: Author's work

4.6.3.2 Relevance of Marketing Research

In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Marketing Research as taught in their formal marketing education program, was to how Marketing Research was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 35% relevant to those who said it was 67% relevant.

1% participant, i.e. 1 out of 76 participants, said that Marketing Research taught in his/her formal marketing course was 35% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Research taught in his/her formal marketing course was 38% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Research taught in his/her formal marketing course was 39% relevant; 3% participants, i.e. 2 out of 76 participants, said that Marketing Research taught in their formal marketing course was 43% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Research taught in his/her formal marketing course was 45% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Research taught in his/her formal marketing course was 49% relevant; 13% participants, i.e. 10 out of 76 participants, said that Marketing Research taught in their formal marketing course was 50% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Research taught in their formal marketing course was 51% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Research taught in their formal marketing course was 52% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Research taught in their formal marketing course was 53% relevant; 3% participants, i.e. 2 out of 76 participants, said that Marketing Research taught in their formal marketing course was 54% relevant; 7% participants, i.e. 5 out of 76 participants, said that Marketing Research taught in their

formal marketing course was 55% relevant; 12% participants, i.e. 9 out of 76 participants, said that Marketing Research taught in their formal marketing course was 56% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Research taught in their formal marketing course was 57% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Research taught in their formal marketing course was 58% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Research taught in his/her formal marketing course was 59% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Research taught in his/her formal marketing course was 60% relevant; 7% participants, i.e. 5 out of 76 participants, said that Marketing Research taught in their formal marketing course was 61% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Research taught in their formal marketing course was 62% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Research taught in their formal marketing course was 63% relevant; 3% participants, i.e. 2 out of 76 participants, said that Marketing Research taught in their formal marketing course was 64% relevant; 3% participants, i.e. 2 out of 76 participants, said that Marketing Research taught in their formal marketing course was 65% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Research taught in their formal marketing course was 66% relevant; and 4% participants, i.e. 3 out of 76 participants, said that Marketing Research taught in their formal marketing course was 67% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Marketing Research taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 75: Relevance of Marketing Research (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Marketing Research was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Research in their formal Marketing program was 55.76% relevant. Other relevant parameters are Median which shows a relevance of 56% and Mode which shows relevance of 50%.

The Variance was 48.21, and Std Deviation was 6.94.

Table below shows the statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Marketing Research taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 54: Marketing Research Statistical Analysis (>20 years)

Statistical Analysis Relevance of Marketing Research for Marketing Professionals with more than 20 years of experience	
Mean	55.76
Median	56
Mode	50
Variance	48.21
Std Deviation	6.94

Source: Author's work

4.6.3.3 Relevance of Corporate Sales

In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Corporate Sales as taught in their formal marketing education program, was to how Corporate Sales was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 50% relevant to those who said it was 71% relevant.

3% participants, i.e. 2 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 50% relevant; 1% participant, i.e. 1 out of 76 participants, said that Corporate Sales taught in his/her formal marketing course was 52% relevant; 8% participants, i.e. 6 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 54% relevant; 9% participants, i.e. 7 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 55% relevant; 4% participants, i.e. 3 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 56% relevant; 8% participants, i.e. 6 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 58% relevant; 7% participants, i.e. 5 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 59% relevant; 5% participants, i.e. 4 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 60% relevant; 5% participants, i.e. 4 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 61% relevant; 5% participants, i.e. 4 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 62% relevant; 7% participants, i.e. 5 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 63% relevant; 9% participants, i.e. 7 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 64% relevant; 3%

participants, i.e. 2 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 66% relevant; 7% participants, i.e. 5 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 67% relevant; 7% participants, i.e. 5 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 68% relevant; 4% participants, i.e. 3 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 69% relevant; 3% participants, i.e. 2 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 70% relevant; and 7% participants, i.e. 5 out of 76 participants, said that Corporate Sales taught in their formal marketing course was 71% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Corporate Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 76: Relevance of Corporate Sales (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Corporate Sales was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Corporate Sales in their formal Marketing program was 61.53% relevant. Other relevant parameters are Median which shows a relevance of 62% and Mode which shows relevance of 55%.

The Variance was 32.23, and Std Deviation was 5.68.

Table below shows the statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Corporate Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 55: Corporate Sales Statistical Analysis (>20 years)

Statistical Analysis Relevance of Corporate Sales for Marketing Professionals with more than 20 years of experience	
Mean	61.53
Median	62
Mode	55
Variance	32.23
Std Deviation	5.68

Source: Author's work

4.6.3.4 Relevance of Retail Sales

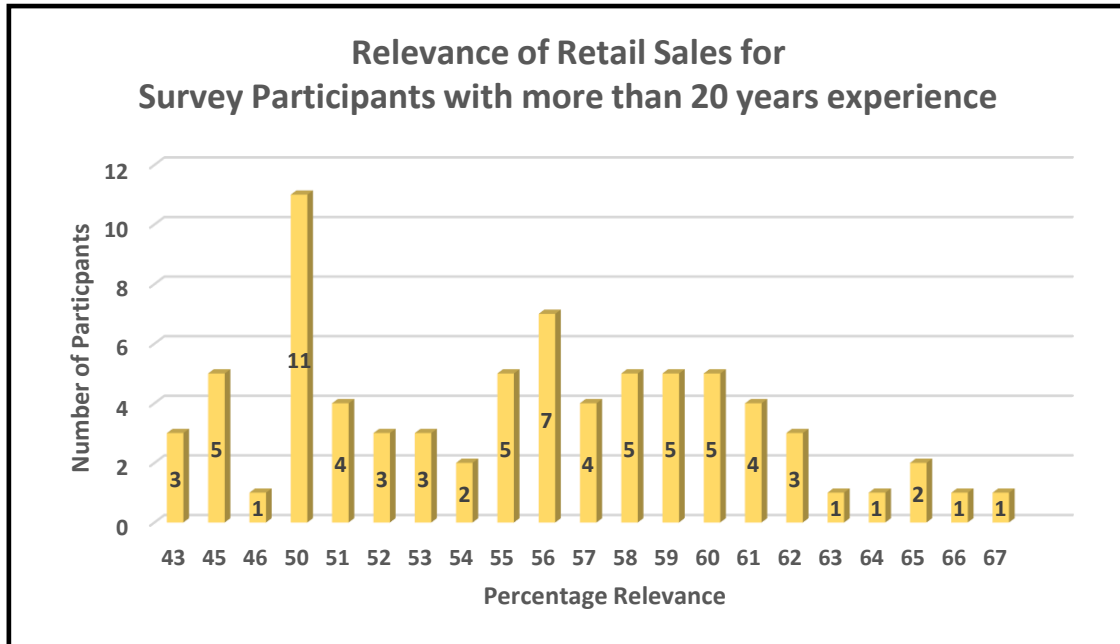
In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Retail Sales as taught in their formal marketing education program, was to how Retail Sales was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 43% relevant to those who said it was 67% relevant.

4% participants, i.e. 3 out of 76 participants, said that Retail Sales taught in their formal marketing course was 43% relevant; 7% participants, i.e. 5 out of 76 participants, said that Retail Sales taught in their formal marketing course was 45% relevant; 1% participant, i.e. 1 out of 76 participants, said that Retail Sales taught in his/her formal marketing course was 46% relevant; 14% participants, i.e. 11 out of 76 participants, said that Retail Sales taught in their formal marketing course was 50% relevant; 5% participants, i.e. 4 out of 76 participants, said that Retail Sales taught in their formal marketing course was 51% relevant; 4% participants, i.e. 3 out of 76 participants, said that Retail Sales taught in their formal marketing course was 52% relevant; 4% participants, i.e. 3 out of 76 participants, said that Retail Sales taught in their formal marketing course was 53% relevant; 3% participants, i.e. 2 out of 76 participants, said that Retail Sales taught in their formal marketing course was 54% relevant; 7% participants, i.e. 5 out of 76 participants, said that Retail Sales taught in their formal marketing course was 55% relevant; 9% participants, i.e. 7 out of 76 participants, said that Retail Sales taught in their formal marketing course was 56% relevant; 5% participants, i.e. 4 out of 76 participants, said that Retail Sales taught in their formal marketing course was 57% relevant; 7% participants, i.e. 5 out of 76 participants, said that Retail Sales taught in their formal marketing course was 58% relevant; 7%

participants, i.e. 5 out of 76 participants, said that Retail Sales taught in their formal marketing course was 59% relevant; 7% participants, i.e. 5 out of 76 participants, said that Retail Sales taught in their formal marketing course was 60% relevant; 5% participants, i.e. 4 out of 76 participants, said that Retail Sales taught in their formal marketing course was 61% relevant; 4% participants, i.e. 3 out of 76 participants, said that Retail Sales taught in their formal marketing course was 62% relevant; 1% participant, i.e. 1 out of 76 participants, said that Retail Sales taught in his/her formal marketing course was 63% relevant; 1% participant, i.e. 1 out of 76 participants, said that Retail Sales taught in his/her formal marketing course was 64% relevant; 3% participants, i.e. 2 out of 76 participants, said that Retail Sales taught in their formal marketing course was 65% relevant; 1% participant, i.e. 1 out of 76 participants, said that Retail Sales taught in his/her formal marketing course was 66% relevant; and 1% participant, i.e. 1 out of 76 participants, said that Retail Sales taught in his/her formal marketing course was 67% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Retail Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 77: Relevance of Retail Sales (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Retail Sales was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Retail Sales in their formal Marketing program was 54.96% relevant. Other relevant parameters are Median which shows a relevance of 56% and Mode which shows relevance of 50%.

The Variance was 34.23, and Std Deviation was 5.85.

Table below shows the statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Retail Sales taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 56: Retail Sales Statistical Analysis (>20 years)

Statistical Analysis Relevance of Retail Sales for Marketing Professionals with more than 20 years of experience	
Mean	54.96
Median	56
Mode	50
Variance	34.23
Std Deviation	5.85

Source: Author's work

4.6.3.5 Relevance of Branding

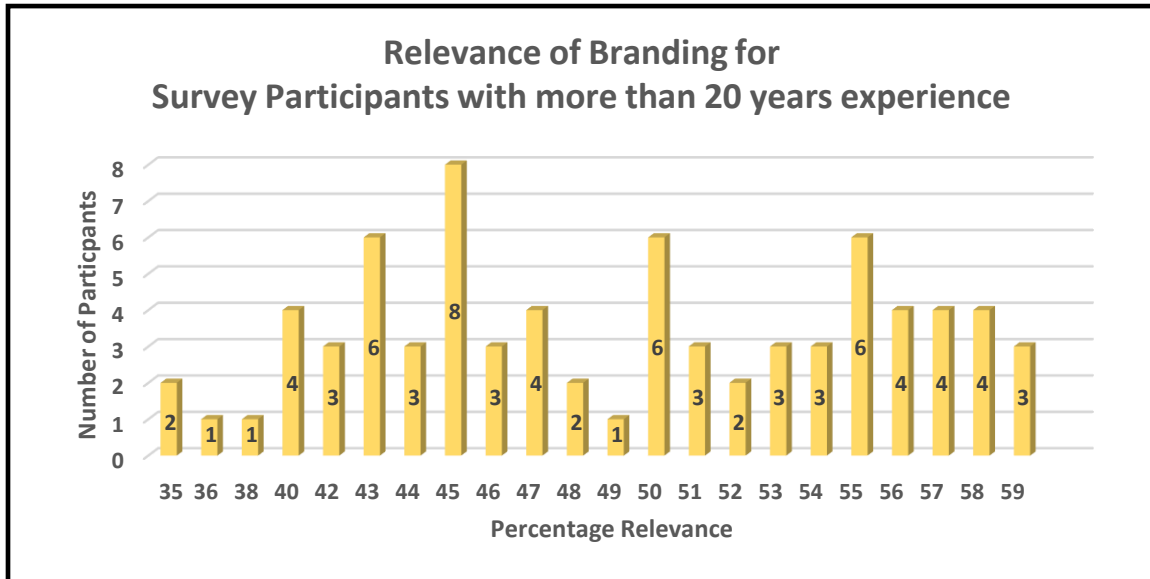
In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Branding as taught in their formal marketing education program, was to how Branding was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 35% relevant to those who said it was 59% relevant.

3% participants, i.e. 2 out of 76 participants, said that Branding taught in their formal marketing course was 35% relevant; 1% participant, i.e. 1 out of 76 participants, said that Branding taught in his/her formal marketing course was 36% relevant; 1% participant, i.e. 1 out of 76 participants, said that Branding taught in his/her formal marketing course was 38% relevant; 5% participants, i.e. 4 out of 76 participants, said that Branding taught in their formal marketing course was 40% relevant; 4% participants, i.e. 3 out of 76 participants, said that Branding taught in their formal marketing course was 42% relevant; 8% participants, i.e. 6 out of 76 participants, said that Branding taught in their formal marketing course was 43% relevant; 4% participants, i.e. 3 out of 76 participants, said that Branding taught in their formal marketing course was 44% relevant; 11% participants, i.e. 8 out of 76 participants, said that Branding taught in their formal marketing course was 45% relevant; 4% participants, i.e. 3 out of 76 participants, said that Branding taught in their formal marketing course was 46% relevant; 5% participants, i.e. 4 out of 76 participants, said that Branding taught in their formal marketing course was 47% relevant; 3% participants, i.e. 2 out of 76 participants, said that Branding taught in their formal marketing course was 48% relevant; 1% participant, i.e. 1 out of 76 participants, said that Branding taught in his/her formal marketing course was 49% relevant; 8% participants, i.e. 6 out of 76 participants, said that Branding taught in their

formal marketing course was 50% relevant; 4% participants, i.e. 3 out of 76 participants, said that Branding taught in their formal marketing course was 51% relevant; 3% participants, i.e. 2 out of 76 participants, said that Branding taught in their formal marketing course was 52% relevant; 4% participants, i.e. 3 out of 76 participants, said that Branding taught in their formal marketing course was 53% relevant; 4% participants, i.e. 3 out of 76 participants, said that Branding taught in their formal marketing course was 54% relevant; 8% participants, i.e. 6 out of 76 participants, said that Branding taught in their formal marketing course was 55% relevant; 5% participants, i.e. 4 out of 76 participants, said that Branding taught in their formal marketing course was 56% relevant; 5% participants, i.e. 4 out of 76 participants, said that Branding taught in their formal marketing course was 57% relevant; 5% participants, i.e. 4 out of 76 participants, said that Branding taught in their formal marketing course was 58% relevant; and 4% participants, i.e. 3 out of 76 participants, said that Branding taught in their formal marketing course was 59% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Branding taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 78: Relevance of Branding (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Branding was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Branding in their formal Marketing program was 48.95% relevant. Other relevant parameters are Median which shows a relevance of 50% and Mode which shows relevance of 45%.

The Variance was 40.90, and Std Deviation was 6.40.

Table below shows the statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Branding taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 57: Branding Statistical Analysis (>20 years)

Statistical Analysis Relevance of Branding for Marketing Professionals with more than 20 years of experience	
Mean	48.95
Median	50
Mode	45
Variance	40.90
Std Deviation	6.40

Source: Author's work

4.6.3.6 Relevance of Advertising

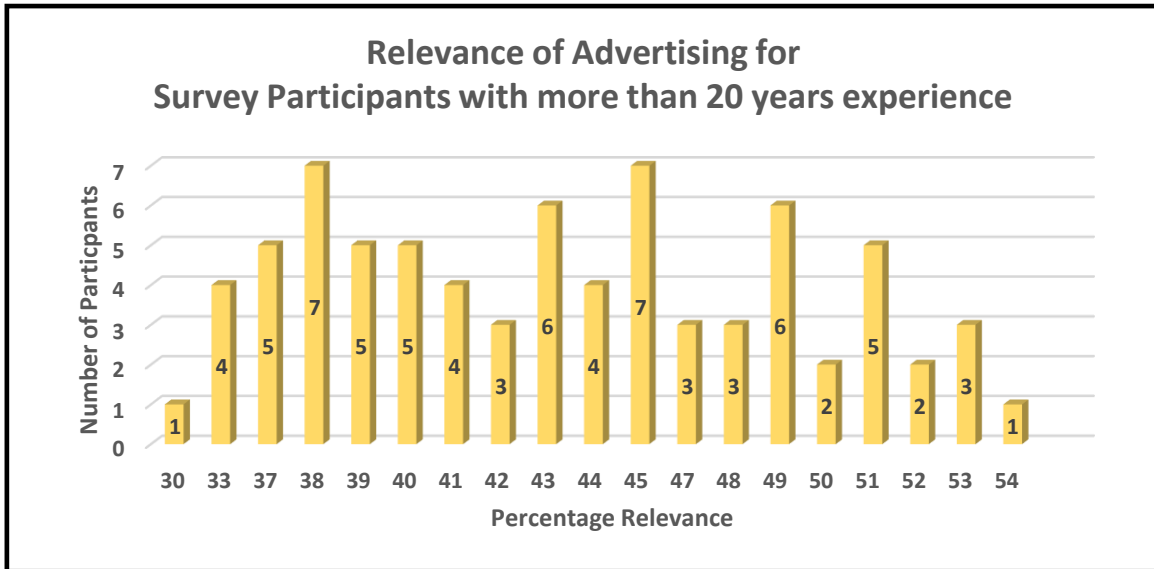
In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Advertising as taught in their formal marketing education program, was to how Advertising was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 30% relevant to those who said it was 54% relevant.

1% participant, i.e. 1 out of 76 participants, said that Advertising taught in his/her formal marketing course was 30% relevant; 5% participants, i.e. 4 out of 76 participants, said that Advertising taught in their formal marketing course was 33% relevant; 7% participants, i.e. 5 out of 76 participants, said that Advertising taught in their formal marketing course was 37% relevant; 9% participants, i.e. 7 out of 76 participants, said that Advertising taught in their formal marketing course was 38% relevant; 7% participants, i.e. 5 out of 76 participants, said that Advertising taught in their formal marketing course was 39% relevant; 7% participants, i.e. 5 out of 76 participants, said that Advertising taught in their formal marketing course was 40% relevant; 5% participants, i.e. 4 out of 76 participants, said that Advertising taught in their formal marketing course was 41% relevant; 4% participants, i.e. 3 out of 76 participants, said that Advertising taught in their formal marketing course was 42% relevant; 8% participants, i.e. 6 out of 76 participants, said that Advertising taught in their formal marketing course was 43% relevant; 5% participants, i.e. 4 out of 76 participants, said that Advertising taught in their formal marketing course was 44% relevant; 9% participants, i.e. 7 out of 76 participants, said that Advertising taught in their formal marketing course was 45% relevant; 4% participants, i.e. 3 out of 76 participants, said that Advertising taught in their formal marketing course was 47% relevant; 4%

participants, i.e. 3 out of 76 participants, said that Advertising taught in their formal marketing course was 48% relevant; 8% participants, i.e. 6 out of 76 participants, said that Advertising taught in their formal marketing course was 49% relevant; 3% participants, i.e. 2 out of 76 participants, said that Advertising taught in their formal marketing course was 50% relevant; 7% participants, i.e. 5 out of 76 participants, said that Advertising taught in their formal marketing course was 51% relevant; 3% participants, i.e. 2 out of 76 participants, said that Advertising taught in their formal marketing course was 52% relevant; 4% participants, i.e. 3 out of 76 participants, said that Advertising taught in their formal marketing course was 53% relevant; and 1% participant, i.e. 1 out of 76 participants, said that Advertising taught in his/her formal marketing course was 54% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Advertising taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 79: Relevance of Advertising (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Advertising was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Advertising in their formal Marketing program was 43.39% relevant. Other relevant parameters are Median which shows a relevance of 43% and Mode which shows relevance of 45%.

The Variance was 32.89, and Std Deviation was 5.69.

Table below shows the statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Advertising taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 58: Advertising Statistical Analysis (>20 years)

Statistical Analysis Relevance of Advertising for Marketing Professionals with more than 20 years of experience	
Mean	43.39
Median	43
Mode	45
Variance	32.38
Std Deviation	5.69

Source: Author's work

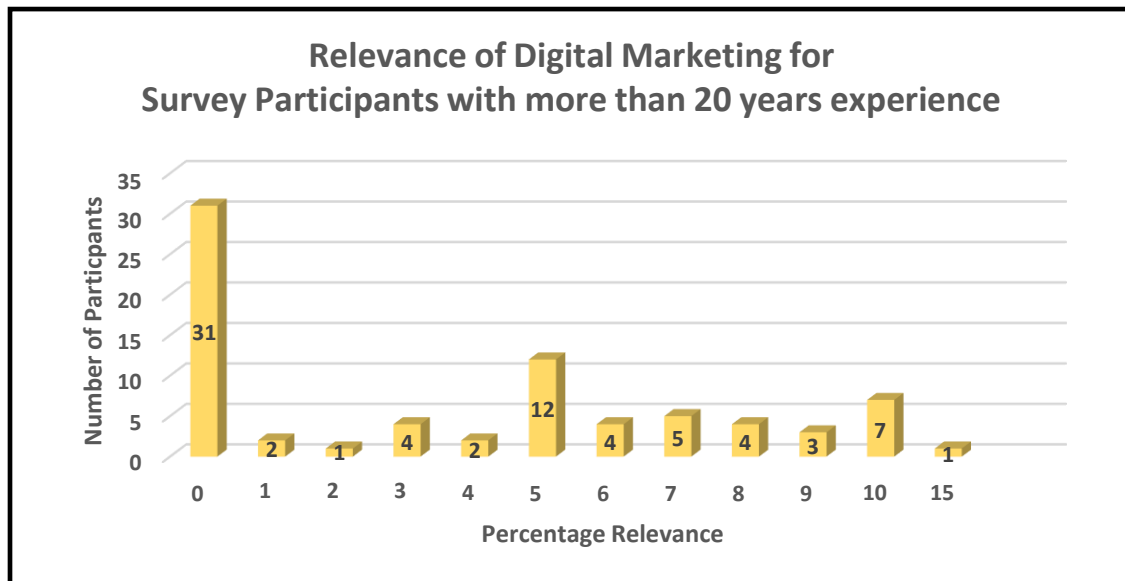
4.6.3.7 Relevance of Digital Marketing

In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Digital Marketing as taught in their formal marketing education program, was to how Digital Marketing was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 0% relevant to those who said it was 15% relevant.

41% participants, i.e. 31 out of 76 participants, said that Digital Marketing taught in their formal marketing course was 0% relevant; 3% participants, i.e. 2 out of 76 participants, said that Digital Marketing taught in their formal marketing course was 1% relevant; 1% participant, i.e. 1 out of 76 participants, said that Digital Marketing taught in his/her formal marketing course was 2% relevant; 5% participants, i.e. 4 out of 76 participants, said that Digital Marketing taught in their formal marketing course was 3% relevant; 3% participants, i.e. 2 out of 76 participants, said that Digital Marketing taught in their formal marketing course was 4% relevant; 16% participants, i.e. 12 out of 76 participants, said that Digital Marketing taught in their formal marketing course was 5% relevant; 5% participants, i.e. 4 out of 76 participants, said that Digital Marketing taught in their formal marketing course was 6% relevant; 7% participants, i.e. 5 out of 76 participants, said that Digital Marketing taught in their formal marketing course was 7% relevant; 5% participants, i.e. 4 out of 76 participants, said that Digital Marketing taught in their formal marketing course was 8% relevant; 4% participants, i.e. 3 out of 76 participants, said that Digital Marketing taught in their formal marketing course was 9% relevant; 9% participants, i.e. 7 out of 76 participants, said that Digital Marketing taught in their formal marketing course was 10% relevant; and 1% participant, i.e. 1 out of 76 participants, said that Digital Marketing taught in his/her formal marketing course was 15% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Digital Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 80: Relevance of Digital Marketing (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Digital Marketing was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Digital Marketing in their formal Marketing program was 3.78% relevant. Other relevant parameters are Median which shows a relevance of 4% and Mode which shows relevance of 0%.

The Variance was 14.71, and Std Deviation was 3.84.

Table below shows the statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Digital Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 59: Digital Marketing Statistical Analysis (>20 years)

Statistical Analysis Relevance of Digital Marketing for Marketing Professionals with more than 20 years of experience	
Mean	3.78
Median	4
Mode	0
Variance	14.71
Std Deviation	3.84

Source: Author's work

4.6.3.8 Relevance of Marketing Analytics

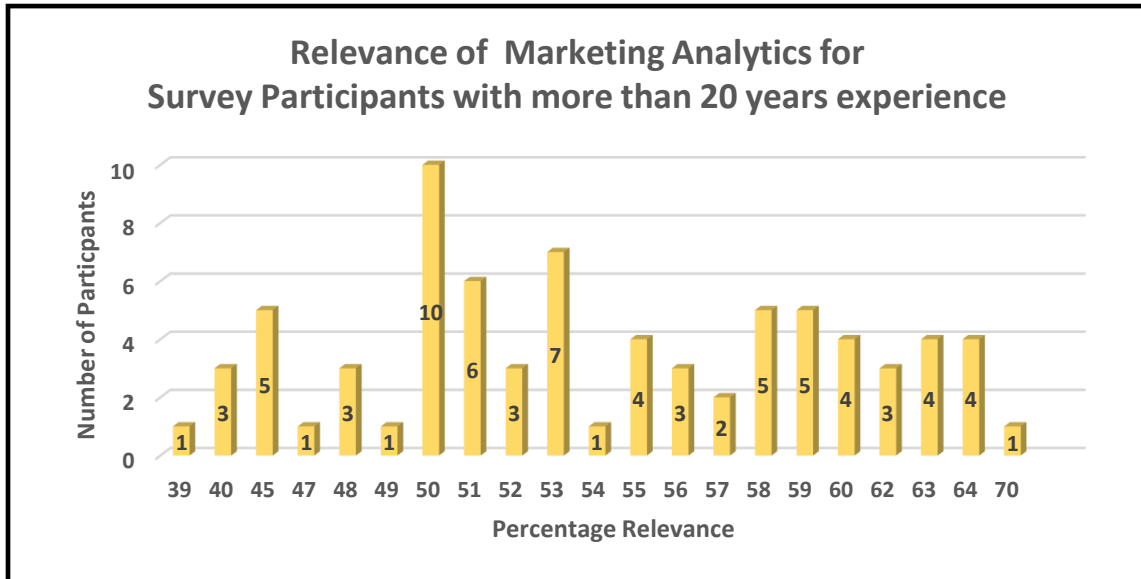
In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Marketing Analytics as taught in their formal marketing education program, was to how Marketing Analytics was practiced in their work role. The responses from participants varied from those who said that their marketing education program was 39% relevant to those who said it was 70% relevant.

1% participant, i.e. 1 out of 76 participants, said that Marketing Analytics taught in his/her formal marketing course was 39% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 40% relevant; 7% participants, i.e. 5 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 45% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Analytics taught in his/her formal marketing course was 47% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 48% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Analytics taught in his/her formal marketing course was 49% relevant; 13% participants, i.e. 10 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 50% relevant; 8% participants, i.e. 6 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 51% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 52% relevant; 9% participants, i.e. 7 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 53% relevant; 1% participant, i.e. 1 out of 76 participants, said that Marketing Analytics taught in his/her formal marketing course was 54% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Analytics

taught in their formal marketing course was 55% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 56% relevant; 3% participants, i.e. 2 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 57% relevant; 7% participants, i.e. 5 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 58% relevant; 7% participants, i.e. 5 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 59% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 60% relevant; 4% participants, i.e. 3 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 62% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 63% relevant; 5% participants, i.e. 4 out of 76 participants, said that Marketing Analytics taught in their formal marketing course was 64% relevant; and 1% participant, i.e. 1 out of 76 participants, said that Marketing Analytics taught in his/her formal marketing course was 70% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Marketing Analytics taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 81: Relevance of Marketing Analytics (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Marketing Analytics was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Marketing Analytics in their formal Marketing program was 54% relevant. Other relevant parameters are Median which shows a relevance of 53% and Mode which shows relevance of 50%.

The Variance was 42.51, and Std Deviation was 6.52.

Table below shows the statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Marketing Analytics taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 60: Marketing Analytics Statistical Analysis (>20 years)

Statistical Analysis Relevance of Marketing Analytics for Marketing Professionals with more than 20 years of experience	
Mean	54
Median	53
Mode	50
Variance	42.51
Std Deviation	6.52

Source: Author's work

4.6.4 Relevance of Overall Formal Marketing Courses to Marketing Professionals

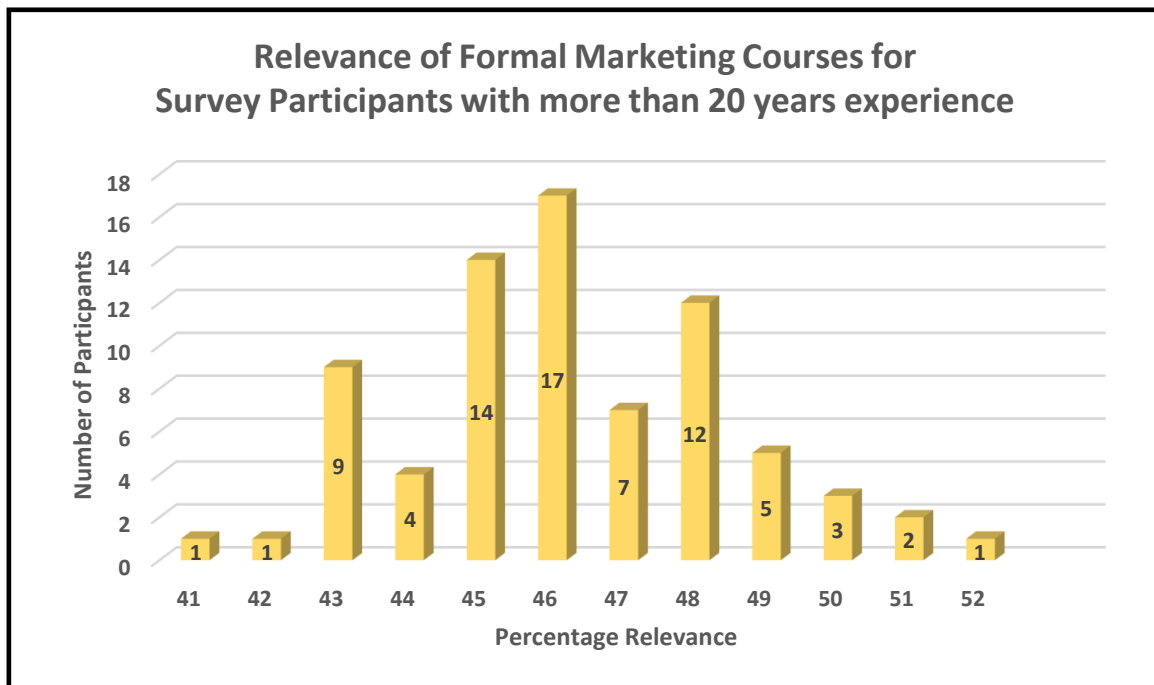
In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Overall Marketing as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The responses from participants varied from those who said that their overall marketing education program was 41% relevant to those who said it was 52% relevant.

1% participant, i.e. 1 out of 76 participants, said that Overall Marketing taught in his/her formal marketing course was 41% relevant; 1% participant, i.e. 1 out of 76 participants, said that Overall Marketing taught in his/her formal marketing course was 42% relevant; 12% participants, i.e. 9 out of 76 participants, said that Overall Marketing taught in their formal marketing course was 43% relevant; 5% participants, i.e. 4 out of 76 participants, said that Overall Marketing taught in their formal marketing course was 44% relevant; 18% participants, i.e. 14 out of 76 participants, said that Overall Marketing taught in their formal marketing course was 45% relevant; 22% participants, i.e. 17 out of 76 participants, said that Overall Marketing taught in their formal marketing course was 46% relevant; 9% participants, i.e. 7 out of 76 participants, said that Overall Marketing taught in their formal marketing course was 47% relevant; 16% participants, i.e. 12 out of 76 participants, said that Overall Marketing taught in their formal marketing course was 48% relevant; 7% participants, i.e. 5 out of 76 participants, said that Overall Marketing taught in their formal marketing course was 49% relevant; 4% participants, i.e. 3 out of 76 participants, said that Overall Marketing taught in their formal marketing course was 50% relevant; 3% participants, i.e. 2 out of 76 participants, said that Overall Marketing taught in their formal marketing course was 51% relevant; and 1% participant, i.e. 1 out

of 76 participants, said that Overall Marketing taught in his/her formal marketing course was 52% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 82: Relevance of Overall Marketing Courses (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the survey participants believed that what they learnt about Overall Marketing in their formal

Marketing program was 46.21% relevant. Other relevant parameters are Median which shows a relevance of 46% and Mode which shows relevance of 46%.

The Variance was 5.10, and Std Deviation was 2.26.

Table below shows the statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 61: Overall Marketing Course Statistical Analysis (>20 years)

Statistical Analysis Relevance of Overall Marketing Course for Marketing Professionals with more than 20 years of experience	
Mean	46.21
Median	46
Mode	46
Variance	5.10
Std Deviation	2.26

Source: Author's work

4.6.4.1 Impact of Gender on Relevance of Overall Marketing Course

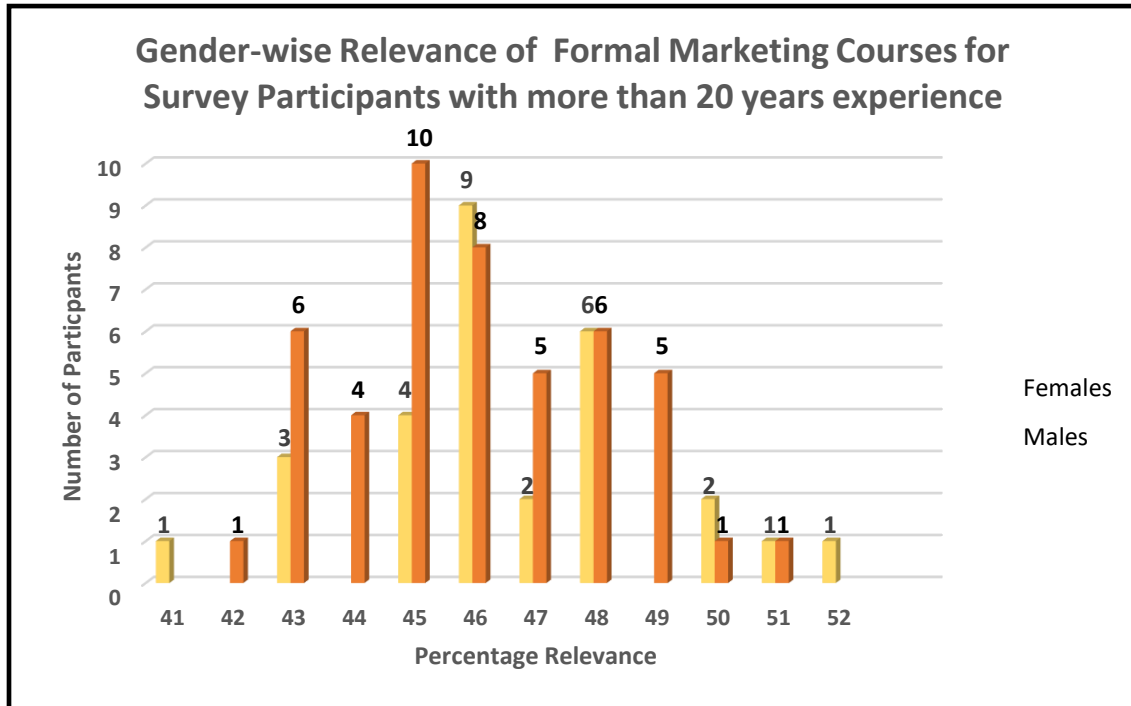
In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The gender of the respondents (male/female) was captured as part of the survey to determine if there was any significant difference between the learning experience based on gender, and if the gender impacted relevance of learning from the formal marketing course to actual work done by marketing professionals.

3% female participants, i.e. 1 out of 29 female participants, and 0% male participants, i.e. 0 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 41% relevant; 0% female participants, i.e. 0 out of 29 female participants, and 2% male participants, i.e. 1 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 42% relevant; 10% female participants, i.e. 3 out of 29 female participants, and 13% male participants, i.e. 6 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 43% relevant; 0% female participants, i.e. 0 out of 29 female participants, and 9% male participants, i.e. 4 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 44% relevant; 14% female participants, i.e. 4 out of 29 female participants, and 21% male participants, i.e. 10 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 45% relevant; 31% female participants, i.e. 9 out of 29 female participants, and 17% male participants, i.e. 8 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 46% relevant; 7% female participants, i.e. 2 out of 29 female participants, and 11% male participants, i.e. 5 out of 47 male participants, said that Overall Marketing

taught in their formal marketing course was 47% relevant; 21% female participants, i.e. 6 out of 29 female participants, and 13% male participants, i.e. 6 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 48% relevant; 0% female participants, i.e. 0 out of 29 female participants, and 11% male participants, i.e. 5 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 49% relevant; 7% female participants, i.e. 2 out of 29 female participants, and 2% male participants, i.e. 1 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 50% relevant; and 3% female participants, i.e. 1 out of 29 female participants, and 2% male participants, i.e. 1 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 51% relevant; 3% female participants, i.e. 1 out of 29 female participants, and 0% male participants, i.e. 0 out of 47 male participants, said that Overall Marketing taught in their formal marketing course was 52% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 83: Gender-wise Relevance of Marketing Courses (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the female survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 46.52% relevant, and male survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 46.02% relevant. Other relevant parameters are Median which shows a relevance of 46% for both

female and male participants in the survey; and Mode which shows relevance of 46% for females and relevance of 45% for male participants in the survey.

The Variance was 5.97 for females and 4.59 for males. Std Deviation was 2.44 for females and 2.14 for males.

Table below shows the gender based statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 62: Statistical Analysis for Gender (>20 years)

Statistical Analysis		
Gender Relevance of Formal Marketing Courses for Marketing Professionals with more than 20 years of experience		
	Females	Males
Mean	46.52	46.02
Median	46	46
Mode	46	45
Variance	5.97	4.59
Std Deviation	2.44	2.14

Source: Author's work

Since the Mean, Median and Mode of the analyzed data for males and females is not significantly different, we can infer that there is no statistically significant gender based difference in the relevance of marketing courses to actual work performed by either female or male marketing professionals in Bangalore with more than 20 years of experience.

4.6.4.2 Impact of Course Type on Relevance of Overall Marketing Course

In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The Marketing Course Type of the respondents (Bachelors/Masters/PhD or Doctoral) was captured as part of the survey to determine if there was any significant difference between the learning experience based on Course Type, and if the Course Type impacted relevance of learning from the formal marketing course to actual work done by marketing professionals.

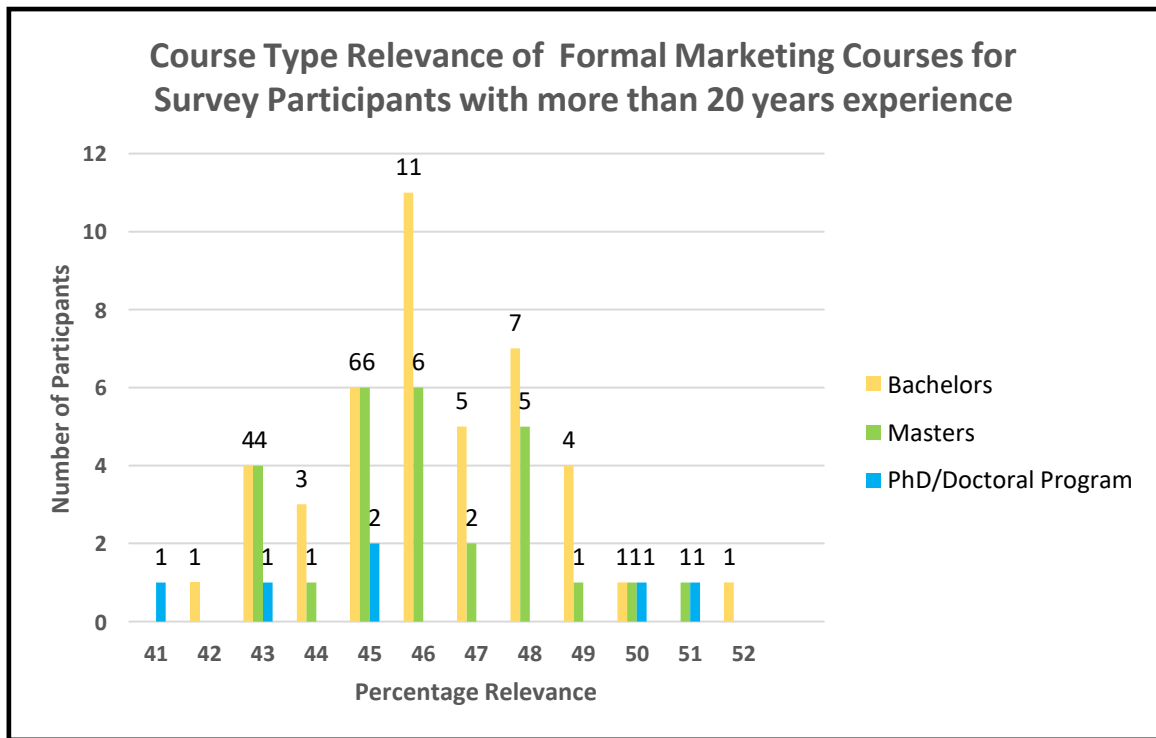
0% Bachelors Course participants, i.e. 0 out of 43 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 27 Masters Course participants, and 17% PhD/Doctoral Course participants i.e. 1 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 41% relevant; 2% Bachelors Course participants, i.e. 1 out of 43 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 27 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 42% relevant; 9% Bachelors Course participants, i.e. 4 out of 43 Bachelors course participants, 15% Masters Course participants, i.e. 4 out of 27 Masters Course participants, and 17% PhD/Doctoral Course participants i.e. 1 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 43% relevant; 7% Bachelors Course participants, i.e. 3 out of 43 Bachelors course participants, 4% Masters Course participants, i.e. 1 out of 27 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing

taught in their formal marketing course was 44% relevant; 14% Bachelors Course participants, i.e. 6 out of 43 Bachelors course participants, 22% Masters Course participants, i.e. 6 out of 27 Masters Course participants, and 33% PhD/Doctoral Course participants i.e. 2 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 45% relevant; 26% Bachelors Course participants, i.e. 11 out of 43 Bachelors course participants, 22% Masters Course participants, i.e. 6 out of 27 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 46% relevant; 12% Bachelors Course participants, i.e. 5 out of 43 Bachelors course participants, 7% Masters Course participants, i.e. 2 out of 27 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 47% relevant; 16% Bachelors Course participants, i.e. 7 out of 43 Bachelors course participants, 19% Masters Course participants, i.e. 5 out of 27 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 48% relevant; 9% Bachelors Course participants, i.e. 4 out of 43 Bachelors course participants, 4% Masters Course participants, i.e. 1 out of 27 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 49% relevant; 2% Bachelors Course participants, i.e. 1 out of 43 Bachelors course participants, 4% Masters Course participants, i.e. 1 out of 27 Masters Course participants, and 17% PhD/Doctoral Course participants i.e. 1 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 50% relevant; 0% Bachelors Course

participants, i.e. 0 out of 43 Bachelors course participants, 4% Masters Course participants, i.e. 1 out of 27 Masters Course participants, and 17% PhD/Doctoral Course participants i.e. 1 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 51% relevant; and 2% Bachelors Course participants, i.e. 1 out of 43 Bachelors course participants, 0% Masters Course participants, i.e. 0 out of 27 Masters Course participants, and 0% PhD/Doctoral Course participants i.e. 0 out of 6 PhD/Doctoral Course participants, said that Overall Marketing taught in their formal marketing course was 52% relevant.

Figure below shows the detailed analysis for how the 76 survey participants with more than 20 years of work experience believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Figure 84: Course-type Relevance of Marketing Courses (>20 years)



Source: Author's work

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Overall Marketing was in real-life. The Mean of the survey data showed that on an average, the Bachelors Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 46.30% relevant; Masters Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing

program was 46.15% relevant; and PhD/Doctoral Course survey participants believed that what they learnt about Overall Marketing in their formal Marketing program was 45.83% relevant. Other relevant parameters are Median which shows a relevance of 46% for Bachelors Course, 46% for Masters Course and 45% for PhD/Doctoral Course students. The Mode shows relevance of 46% for Bachelors Course participants, 45% for Masters Course participants, and 45% for PhD/Doctoral Course participants in the survey.

The Variance was 4.45 for Bachelors Course participants, 4.52 for Masters Course participants, and 15.37 for PhD/Doctoral Course participants. Std Deviation was 2.11 for Bachelors Course participants, 2.13 for Masters Course participants, and 3.92 for PhD/Doctoral Course participants.

Table below shows the Course Type based statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 63: Statistical Analysis for Course Type (>20 years)

Statistical Analysis			
Relevance of Different types of Marketing Course for Marketing Professionals with 8-12 years experience			
	Bachelors	Masters	PhD/Doctoral
Mean	46.30	46.15	45.83
Median	46	46	45
Mode	46	45	45
Variance	4.45	4.52	15.37
Std Deviation	2.11	2.13	3.92

Source: Author's work

Since the Mean, Median and Mode of the analyzed data for Bachelors, Masters and PhD/Doctoral survey participants is not significantly different, we can infer that there is no statistically significant Course Type based difference in the relevance of marketing courses to actual work performed by marketing professionals in Bangalore with more than 20 years of experience.

4.6.4.3 Impact of Company Size on Relevance of Overall Marketing Course

In the survey conducted, participants with more than 20 years of experience were asked how relevant their understanding of Overall Marketing, as taught in their formal marketing education program, was to how Overall Marketing was practiced in their work role. The Company Size of the companies where the respondents were working was also captured as part of the survey to determine if the Company Size impacted relevance of learning from formal marketing courses to actual work done by marketing professionals.

The participants in the survey were categorized into companies with fewer than 100 employees, 100-1000 employees, 1001-5000 employees, 5001-10000 employees, 10001-20000 employees and more than 20,000 employees.

A statistical analysis of the 76 survey participants with more than 20 years of experience was conducted to determine how relevant they thought the study of Overall Marketing was in real-life, and the survey participants were categorized based on the size of the company they were working in.

Table below shows the Company Size based statistical analysis for how the 76 survey participants with more than 20 years of work experience believed Overall Marketing taught as part of their formal Marketing course was relevant to their actual work as marketing professionals.

Table 64: Statistical Analysis for Company size (>20 years)

Statistical Analysis						
Size of Company - Relevance of Marketing Course for Marketing Professionals with more than 20 years of experience						
	<100 employees	100-1000 employees	1001-5000 employees	5001-10000 employees	10001-20000 employees	>20000 employees
Mean	44.70	45.89	46.75	46.33	46.13	46.62
Median	45	46	47	46	46	46
Mode	43	46	45	46	70	45
Variance	2.90	4.86	6.60	3.15	2.41	6.75
Std Deviation	1.70	2.20	2.57	1.78	1.55	2.60

Source: Author's work

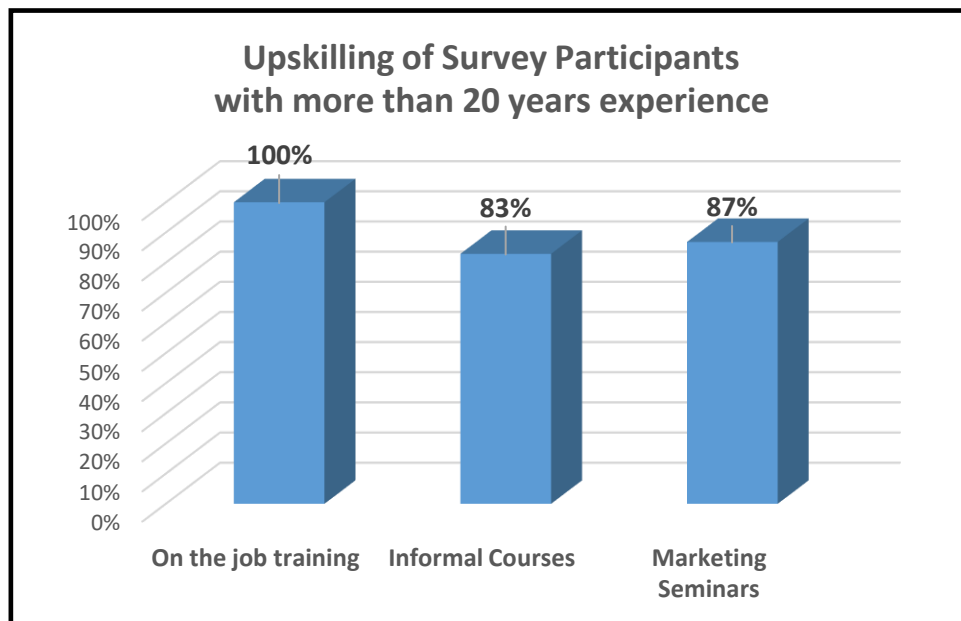
Since the Mean, Median and Mode of the analyzed data for participants working in companies of different sizes is not significantly different, we can infer that there is no statistically significant Company Size based difference in the relevance of marketing courses to actual work performed by marketing professionals in Bangalore with more than 20 years of experience.

4.6.5 Upskilling and learning new skills

In the survey conducted, marketing professionals with more than 20 years of experience after their formal marketing program mentioned three primary ways to keep upskilling and learning to be relevant to their jobs. 100% participants i.e. 76 out of 76 participants mentioned that they got on the job training; 83% participants i.e. 63 out of 76 participants mentioned that they attended informal marketing courses, typically conducted by their companies; and 87% participants i.e. 66 out of 76 participants mentioned that they attended Marketing Seminars.

Figure below shows the detailed analysis for how the survey participants with more than 20 years of work experience learnt new skills and upskilled themselves to be more relevant to their jobs.

Figure 85: Upskilling of Survey Participants (>20 years)



Source: Author's work

CHAPTER V: DISCUSSION

5.1 Discussion of Results

The objective of this study was to determine the relevance of formal marketing degrees for marketing professionals who have 0-20+ years of marketing experience in Bangalore. The data collected was analyzed thoroughly to answer the Research Questions asked as part of this study.

5.2 Answer to Research Question 1

What is the relevance of formal marketing degrees for marketing professionals who have 0-20 years of marketing experience in Bangalore?

The First Research Question is to determine the relevance of formal marketing degrees for marketing professionals who have 0-20 years of marketing experience in Bangalore.

This was answered in a lot of detail in the Sections 5.2 through 5.5:

- Section 5.2 – marketing professionals with 0-3 years of experience
- Section 5.3 – marketing professionals with 4-7 years of experience
- Section 5.4 – marketing professionals with 8-12 years of experience
- Section 5.5 – marketing professionals with 13-20 years of experience

A summary of the results of all marketing professionals with 0-20 years of experience after their marketing degree is provided in the Table below:

Table 65: Relevance of Overall Marketing Course

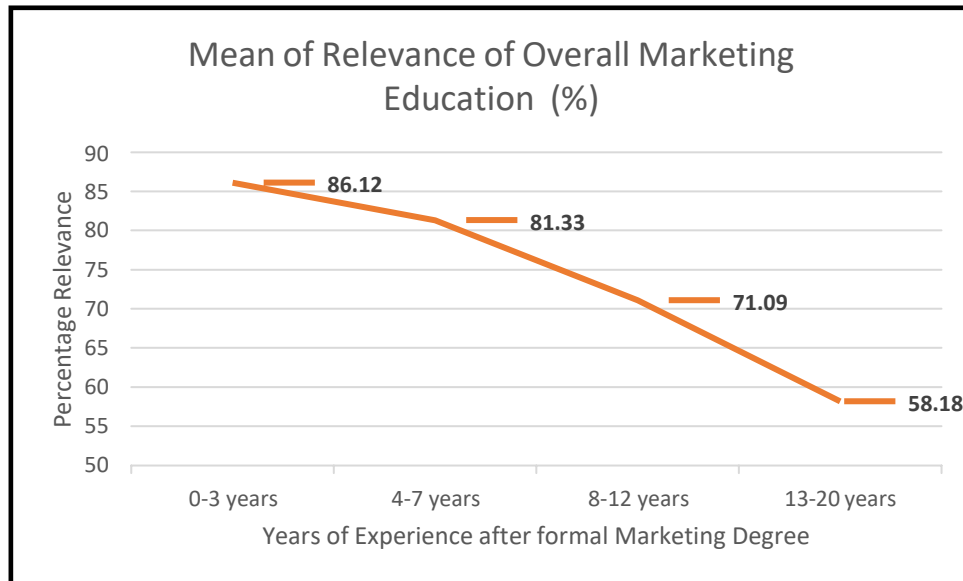
Perceived Relevance of Overall Marketing Course					
Experience in years (after marketing course)	Mean (%)	Median (%)	Mode (%)	Variance	Standard Deviation
0-3 years	86.12	86	86	2.32	1.52
4-7 years	81.33	81	81	3.77	1.94
8-12 years	71.09	71	71	3.6	1.9
13-20 years	58.18	59	59	8.03	2.83
Overall	74.18	74.25	74.25		

Source: Author's work

As can be seen from the above data, the values of Mean, Median and Mode are almost identical – which shows that the data is for the sample size of 360 participants is very relevant and can be extrapolated to the overall population of Marketing Professionals in Bangalore and results may even be valid in other cities in India.

The decrease in perceived relevance of Marketing Education over time is clearly visible in the chart shown below:

Figure 86: Mean of Relevance of Overall Marketing Education



Source: Author's work

As can be seen from the above chart, the perceived relevance of marketing course decreased from 86.12% for survey participants with 0-3 years of work experience to 58.18% for survey participants with 13-20 years of work experience. So, there is significant decrease in relevance of marketing education with egress of time.

Marketing is operating within a complex and rapidly evolving ecosystem that combines internal and external resources (Stone, 2014) – and Marketing Professionals need to continuously keep updating their skills to stay relevant to their jobs.

5.3 Answer to Research sub question 1

Since marketing is a broad field, what is the relevance of the formal marketing degree to different aspects of marketing such as digital marketing, marketing strategy, market research, branding and advertising etc.? Do some aspects of marketing remain more relevant even after several years of formal education?

The first Research sub question 1 is about the relevance of the formal marketing degree to different aspects of marketing.

The significant aspects of Marketing courses are as mentioned below:

1. Marketing Strategy
2. Marketing Research
3. Corporate Sales
4. Retail Sales
5. Branding
6. Advertising
7. Digital Marketing
8. Marketing Analytics

To get a better understanding of how relevant each aspect of Marketing course was to marketing professionals, all survey participants were asked to provide the percentage relevance of the different aspects of the marketing course to their actual work.

This data was then tabulated and analyzed, and provides significant insights into how different aspects of the marketing course have different levels of relevance to marketing professionals.

Although this is discussed in detail in Section 4.2 through 4.5, a summary of the relevance of different marketing aspects over time is shown in the Table below:

Table 66: Relevance of Different Aspects of Marketing over time

Perceived Relevance of Different aspects of Marketing over time (in Percentage)								
	Marketing Strategy	Marketing Research	Corporate Sales	Retail Sales	Branding	Advertising	Digital Marketing	Marketing Analytics
0-3 years	85	84	90	90	85	82	88	88
4-7 years	82	83	82	84	79	77	79	83
8-12 years	75	77	78	79	69	68	50	77
13-20 years	65	61	70	68	59	57	19	71

Source: Author's work

As is clearly visible from the table above, there is maximum decrease in the perceived relevance of Digital Marketing taught in the formal marketing courses, which is as low as 19% in the 13-20 year cohort of survey participants. This is followed by

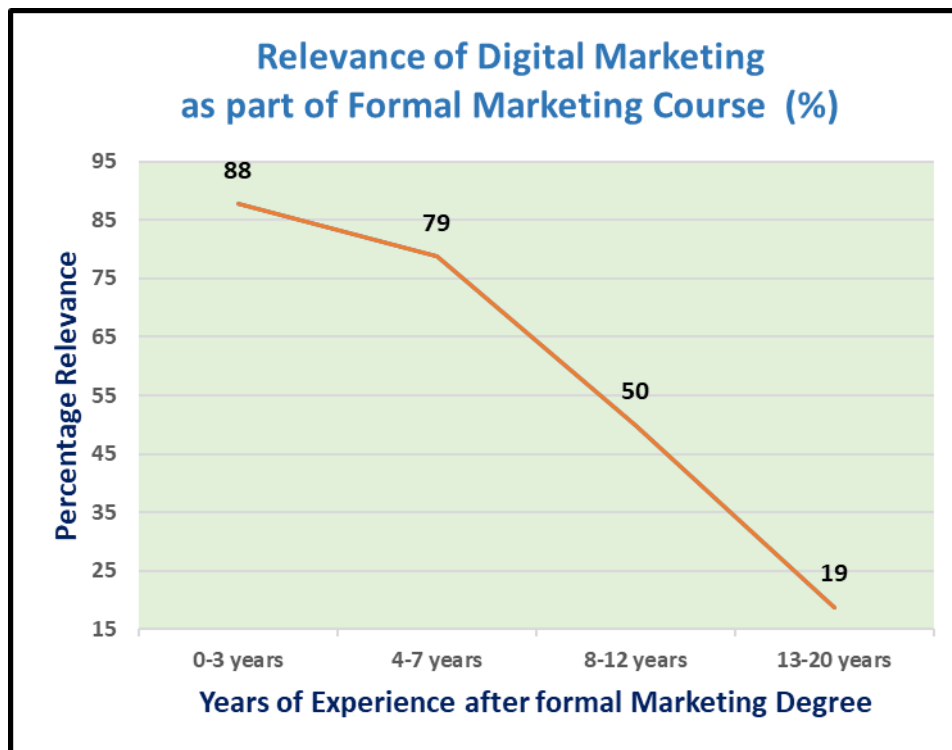
- Advertising, where the perceived relevance of the formal marketing course drops to 57% in 13-20 years;
- Branding, where the perceived relevance of the formal marketing course drops to 59% in 13-20 years;

- Marketing Research, where the perceived relevance of the formal marketing course drops to 61% in 13-20 years;
- Marketing Strategy, where the perceived relevance of the formal marketing course drops to 65% in 13-20 years;
- Retail Sales, where the perceived relevance of the formal marketing course drops to 68% in 13-20 years;
- Corporate Sales, where the perceived relevance of the formal marketing course drops to 70% in 13-20 years;
- Marketing Analytics, where the perceived relevance of the formal marketing course drops to 71% in 13-20 years;

5.3.1 Digital Marketing

As Digital Marketing is a fast-evolving field, what was taught in formal marketing courses several years ago is not as relevant for practicing marketing professionals in the current times. This is clearly shown as part of this study – figure. below shows that Digital Marketing taught as part of a formal Marketing Course had relevance of 88% for marketing professionals with experience of 0-3 years, but the relevance decreased to 19% for marketing professionals with experience of 13-20 years.

Figure 87: Relevance of Digital Marketing

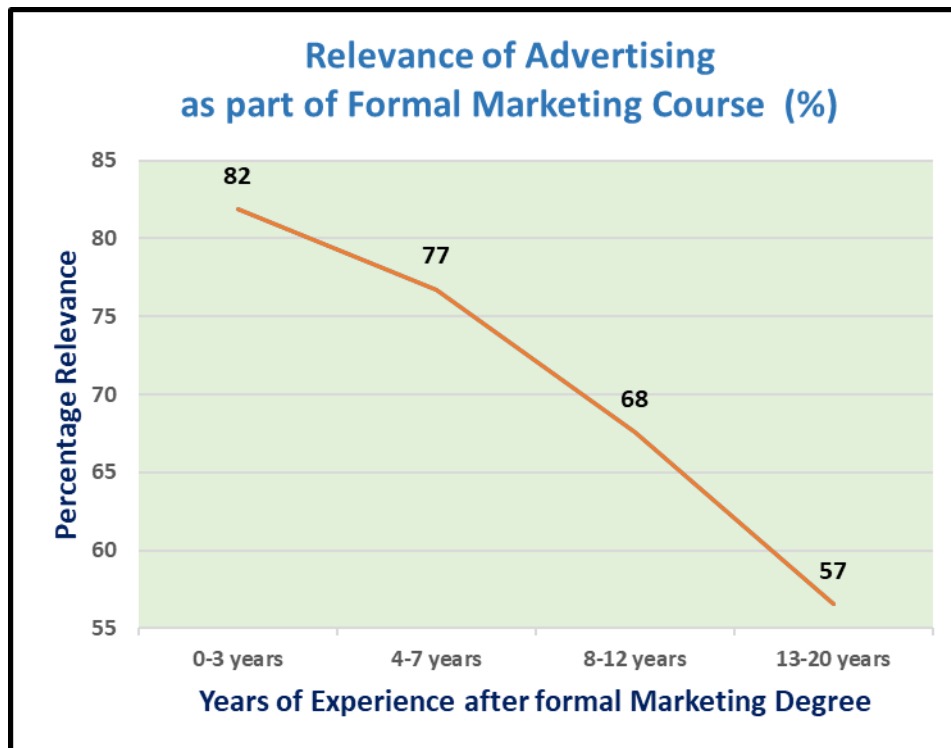


Source: Author's work

5.3.2 Advertising

As Advertising is a fast-evolving field, what was taught in formal marketing courses several years ago is not as relevant for practicing marketing professionals in the current times. This is clearly shown as part of this study – figure. below shows that Advertising taught as part of a formal Marketing Course had relevance of 82% for marketing professionals with experience of 0-3 years, but the relevance decreased to 57% for marketing professionals with experience of 13-20 years.

Figure 88: Relevance of Advertising



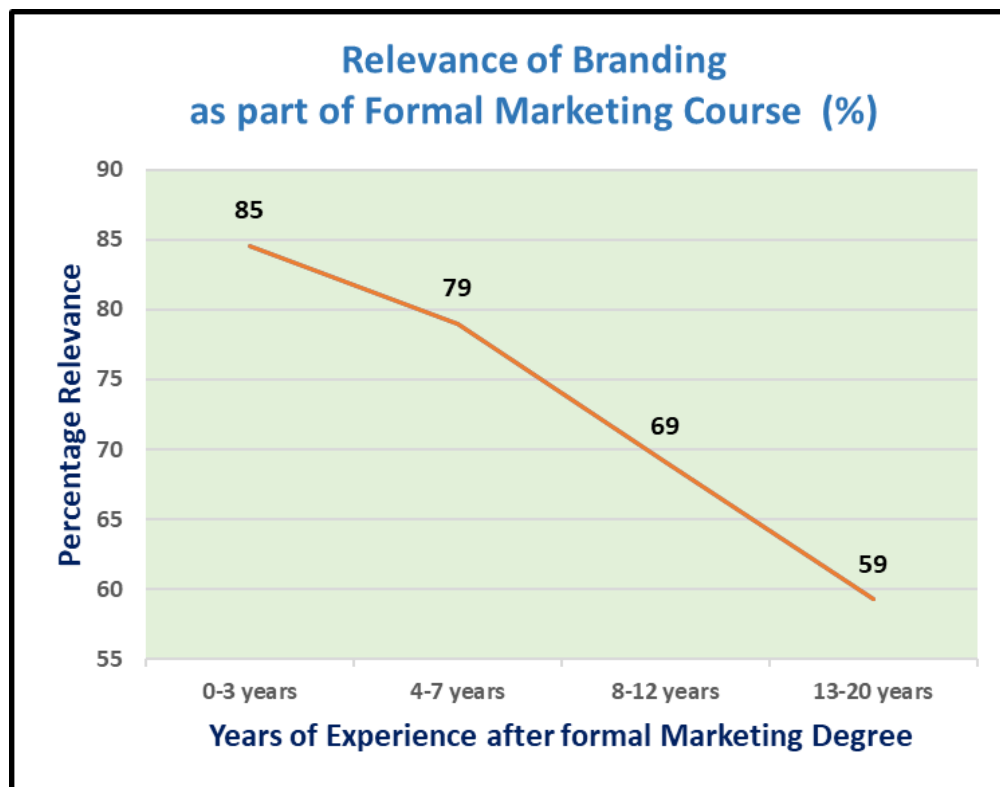
Source: Author's work

5.3.3 Branding

As Branding is a fast-evolving field, what was taught in formal marketing courses several years ago is not as relevant for practicing marketing professionals in the current times.

This is clearly shown as part of this study –figure. below shows that Branding taught as part of a formal Marketing Course had relevance of 85% for marketing professionals with experience of 0-3 years, but the relevance decreased to 59% for marketing professionals with experience of 13-20 years.

Figure 89: Relevance of Branding

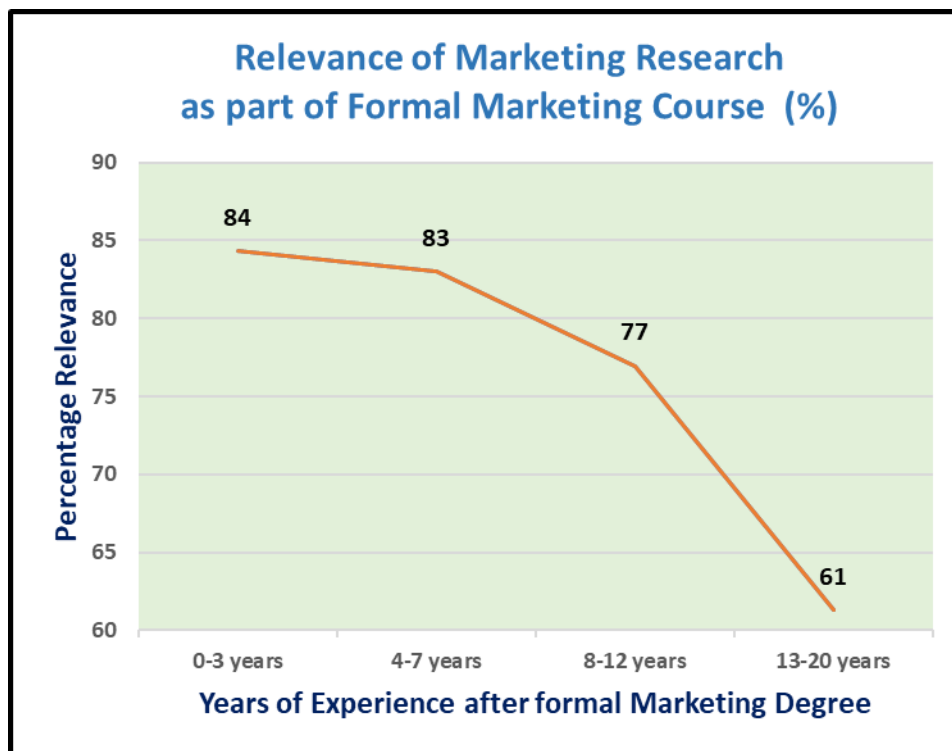


Source: Author's work

5.3.4 Marketing Research

As Marketing Research is a fast-evolving field, what was taught in formal marketing courses several years ago, is not as relevant for practicing marketing professionals in the current times. This is clearly shown as part of this study – figure. below shows that Marketing Research taught as part of a formal Marketing Course had relevance of 84% for marketing professionals with experience of 0-3 years, but the relevance decreased to 61% for marketing professionals with experience of 13-20 years.

Figure 90: Relevance of Marketing Research

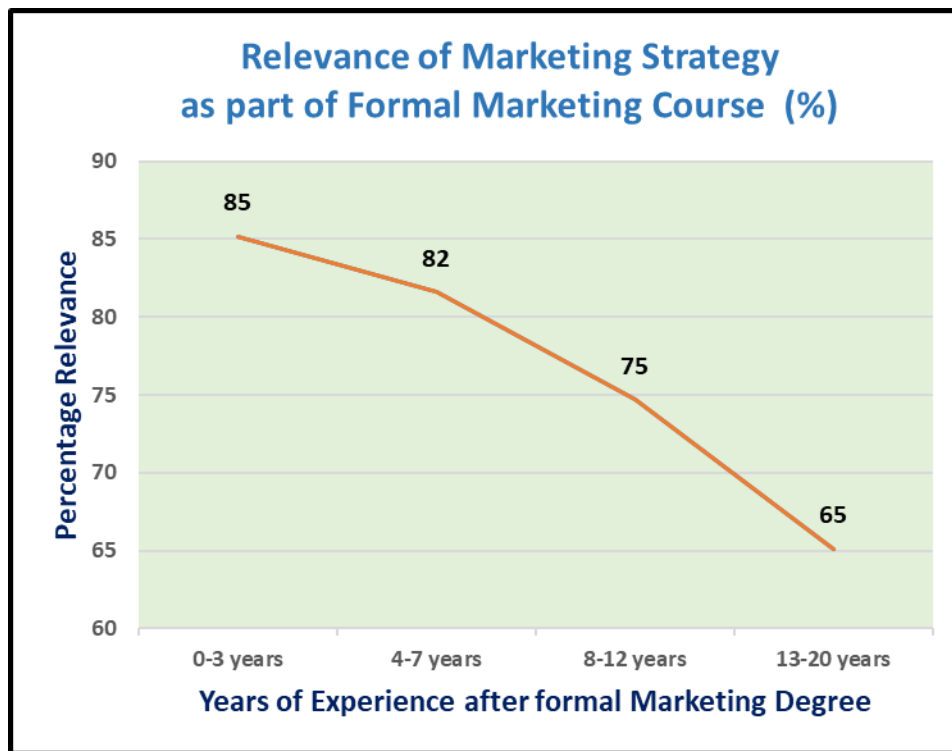


Source: Author's work

5.3.5 Marketing Strategy

As Marketing Strategy is a fast-evolving field, what was taught in formal marketing courses several years ago is not as relevant for practicing marketing professionals in the current times. This is clearly shown as part of this study – figure. below shows that Marketing Strategy taught as part of a formal Marketing Course had relevance of 85% for marketing professionals with experience of 0-3 years, but the relevance decreased to 65% for marketing professionals with experience of 13-20 years.

Figure 91: Relevance of Marketing Strategy

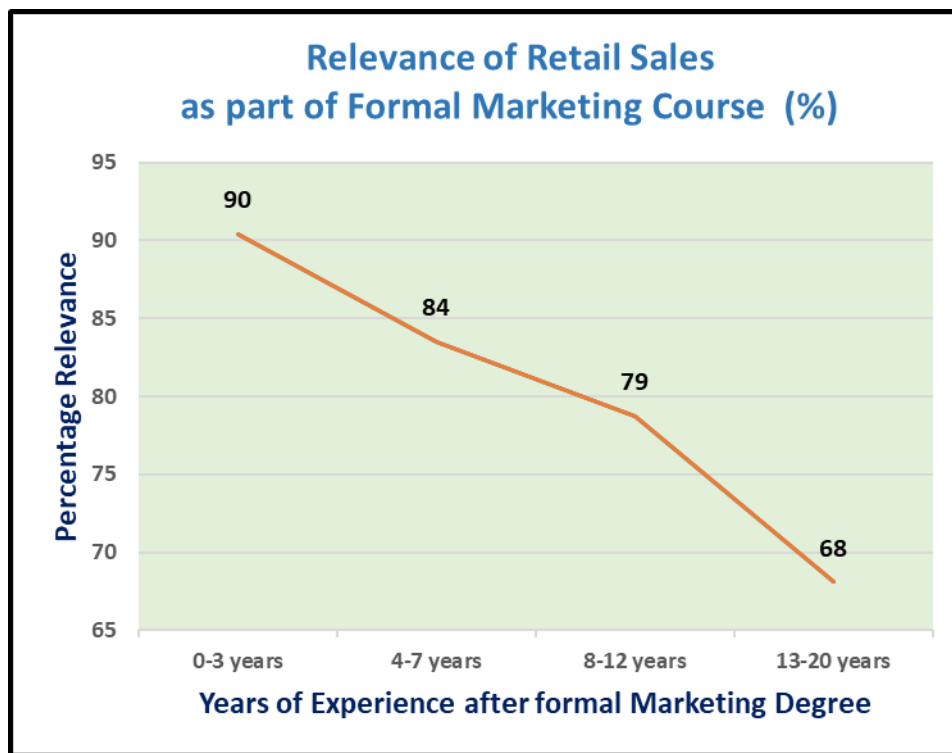


Source: Author's work

5.3.6 Retail Sales

As Retail Sales is a fast-evolving field, what was taught in formal marketing courses several years ago is not as relevant for practicing marketing professionals in the current times. This is clearly shown as part of this study – figure. below shows that Retail Sales taught as part of a formal Marketing Course had relevance of 90% for marketing professionals with experience of 0-3 years, but the relevance decreased to 68% for marketing professionals with experience of 13-20 years.

Figure 92: Relevance of Retail Sales

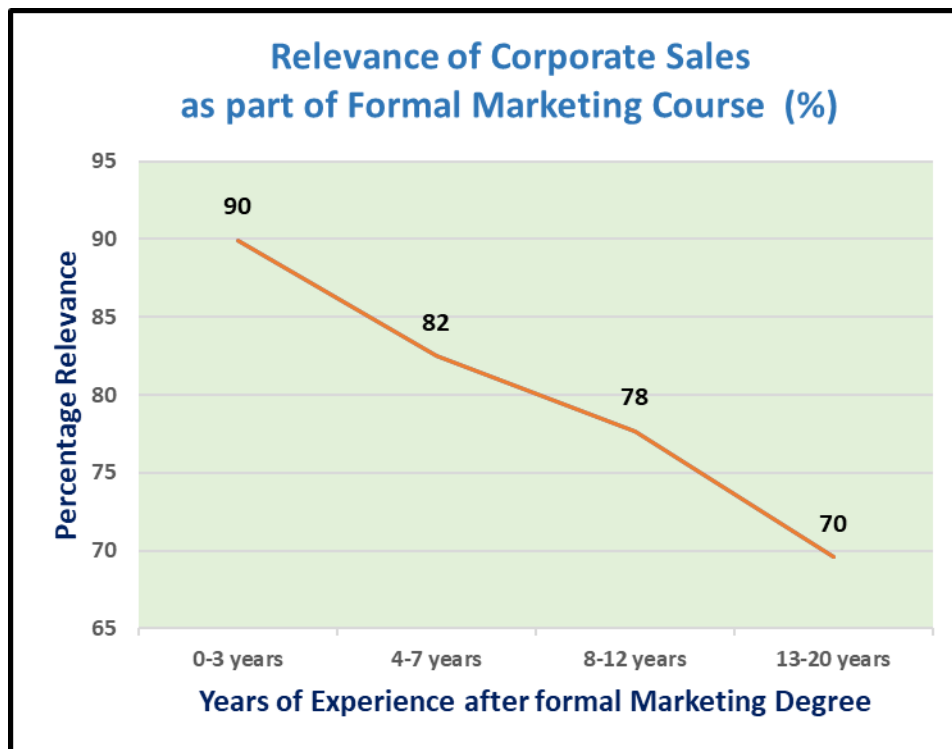


Source: Author's work

5.3.7 Corporate Sales

As Corporate Sales is a fast-evolving field, what was taught in formal marketing courses several years ago is not as relevant for practicing marketing professionals in the current times. This is clearly shown as part of this study – figure. below shows that Corporate Sales taught as part of a formal Marketing Course had relevance of 90% for marketing professionals with experience of 0-3 years, but the relevance decreased to 70% for marketing professionals with experience of 13-20 years.

Figure 93: Relevance of Corporate Sales

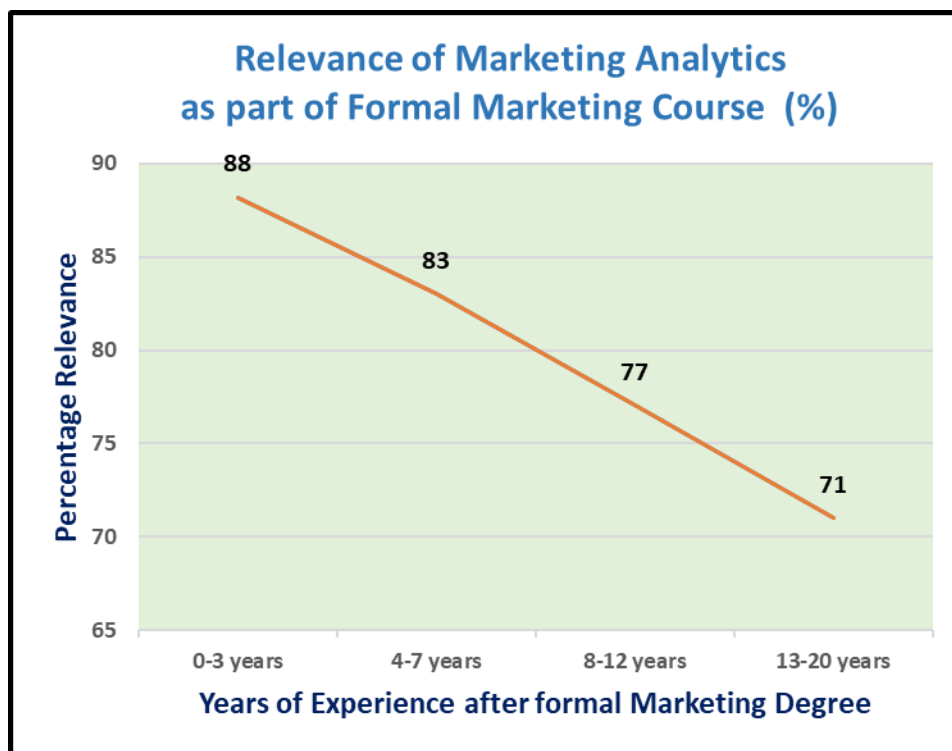


Source: Author's work

5.3.8 Marketing Analytics

As Marketing Analytics is a fast-evolving field, what was taught in formal marketing courses several years ago is not as relevant for practicing marketing professionals in the current times. This is clearly shown as part of this study – figure. below shows that Marketing Analytics taught as part of a formal Marketing Course had relevance of 88% for marketing professionals with experience of 0-3 years, but the relevance decreased to 71% for marketing professionals with experience of 13-20 years.

Figure 94: Relevance of Marketing Analytics



Source: Author's work

5.4 Answer to Research sub question 2

What do marketing professionals typically try to bridge the gaps in their formal education and the knowledge required to do their work efficiently?

The second sub question deals with what marketing professionals typically try to do in order to bridge the gaps in their formal education and the knowledge required to do their work efficiently?

To better answer this question, we posed the question to all the participants in the survey, and tabulated the responses got from all the participants. Details are shown in the Table below:

Table 67: Bridging Gap in Formal Marketing Education

Experience	On-the-job training		Informal Marketing Courses		Marketing Seminars		Total number of participants
	Number of participants	Percentage of participants	Number of participants	Percentage of participants	Number of participants	Percentage of participants	
0-3 years	85	100%	49	58%	17	20%	85
4-7 years	80	100%	44	55%	48	60%	80
8-12 years	68	100%	45	66%	34	50%	68
13-20 years	51	100%	36	71%	31	61%	51
Overall Data	284	100%	174	61%	130	46%	284

Source: Author's work

As is clearly evident from the table above, 100% of the participants learnt on-the-job; 61% of the participants attended Informal Marketing Courses (these were typically few days of training provided by their companies relevant to their marketing roles in their company), and 46% of participants attended Marketing Seminars (these were seminars and events conducted by companies and education institutes to discuss relevant marketing topics).

It is interesting to note that with more years of experience, marketing professionals prefer to attend more marketing seminars and participate in more informal marketing courses. For example, the percentage of marketing professionals with 0-3 years of experience who attended marketing seminars was 20%, but increased to 61% for professionals with 13-20 years of experience. This could be because the relevance of their formal marketing course keeps decreasing over time – and hence such professionals feel the need to attend more informal marketing courses or marketing seminars to bridge their knowledge gaps.

5.5 Answer to Research sub question 3

What is the relevance of formal marketing degrees after 20+ years of course completion?

The third Research sub question dealt with the relevance of formal marketing degrees after 20+ years of course completion. This information was captured in marketing surveys of 76 professionals with 20+ years of experience after completing their formal marketing course – and was discussed in detail in Section 4.6.

Table below summarizes the relevance of different aspects of marketing for professionals with 20+ years of experience.

Table 68: Overall Relevance of Marketing courses for >20 years of experience

Perceived Relevance of Different aspects of Marketing for Marketing Professionals with more than 20 years of experience after their formal Marketing Course (in Percentage)								
Marketing Strategy	Marketing Research	Corporate Sales	Retail Sales	Branding	Advertising	Digital Marketing	Marketing Analytics	Overall
51	56	62	55	49	43	4	54	47

Source: Author's work

The relevance of Digital Marketing is the lowest at 4% - this could be because 20+ years ago, Digital Marketing was not a very popular and hence was not so important in the marketing syllabus of formal marketing courses 20+ years ago.

When compared with actual work done by marketing professionals to what they learnt from their formal marketing course 20+ years ago, relevance of Marketing Strategy was

51%, relevance of Marketing Research was 56%, relevance of Corporate Sales was 62%,
relevance of Retail Sales was 55%, relevance of Branding was 49%, relevance of
Advertising was 43% and relevance of Marketing Analytics was 54%.

CHAPTER VI: SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

6.1 Summary

The focus of this exploratory research was to study relevance of marketing degrees for practicing marketing professionals in Bangalore after an egress of time which could be anywhere from 0-20 years. The key objectives of the study were:

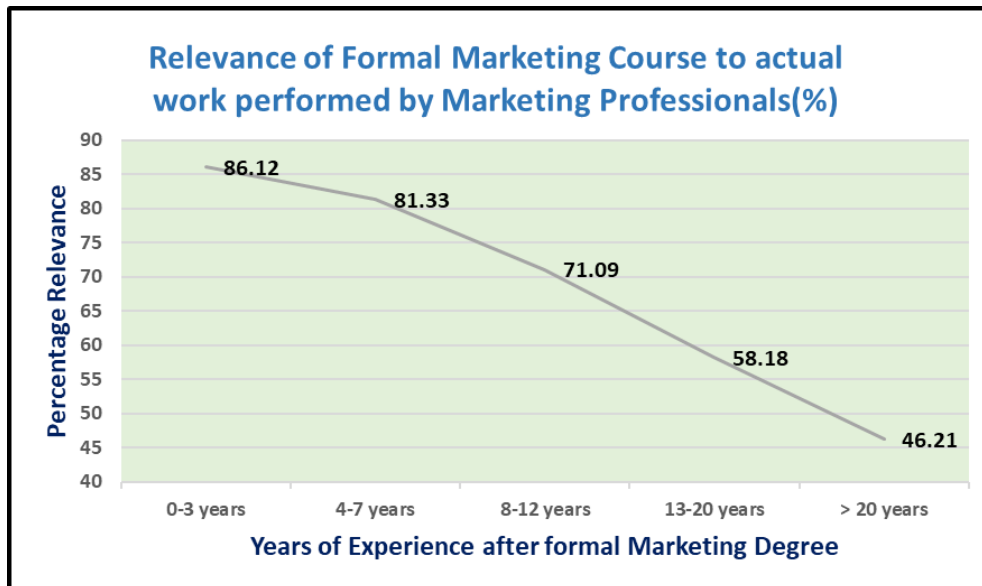
1. To identify to what extent marketing professionals consider their formal marketing degrees to be relevant with respect to different aspects of marketing.
2. To determine what additional steps were taken by marketing professionals to bridge the gap between their formal education and knowledge required in be productive in their profession.

For our study, a Quantitative method was used using Questionnaires to collect primary data through structured questionnaires administered to marketing professionals in Bangalore with 0-20, and more than 20 years of work experience – the marketing professionals in Bangalore were contacted through LinkedIn, personal and business contacts. The survey was conducted using Stratified sampling based on years of experience of survey participants. For our research, the stratification of the sample data was done based on years of experience of participants in the survey, such as 0-3 years, 4-7 years, 8-12 years, 13-20 years and greater than 20 years of experience after completing their formal marketing course.

All questionnaires and surveys were conducted in English and were sent through Google Forms online to interested participants. Data from all the surveys was collected through Microsoft Excel and Google Spreadsheets. Microsoft Excel was extensively used for the analysis through use of Pivot tables and advanced statistical functions.

The result from the study appropriately and comprehensively answered all the Research Questions for the study. The study showed that over time, there is significant decrease in perceived relevance of formal Bachelors, Masters or PhD/Doctoral Marketing course, compared with the knowledge required by marketing professionals on the job. This is summarized in the figure below, which shows that the percentage perceived relevance decreases from 86.12% for marketing professionals with experience of 0-3 years, to 46.21% for marketing professionals with more than 20 years of experience.

Figure 95: Summary - Relevance of Formal Marketing Courses



Source: Author's work

6.2 Implications

India has the third-largest higher education system in the world, with an estimated 36.1 million students (51.4 percent male and 48.6 percent female) enrolled across 993 universities, 38,179 colleges, and 10,725 standalone institutions during 2018-19. Bangalore, with 1009 colleges, has maximum number of colleges in any city in India. (Department of Higher Education, 2020).

Formal Marketing courses in India are taught through MBA(Masters in Business Administration) colleges – which typically have undergraduate, graduate and PhD/Doctoral level courses in Marketing. Bangalore has more than 280 MBA colleges, each with more than 125 students enrolled in Marketing courses annually – which indicates approximately 35,000 students undertake professional courses in Marketing each year. (Shiksha.com, 2022)

Since LinkedIn is the most popular platform for professionals in Bangalore, a search in LinkedIn will give an approximate market size of professionals in Marketing field in Bangalore. A LinkedIn search for professionals in Bangalore throws up more than 4,800,000 results. A search for “Bangalore” and “Marketing” shows more than 448,000 results. This shows that approximately 9.3% of adult professionals in Bangalore work in the Marketing field.

This study has significant implications for all students interested in pursuing formal Marketing Programs in Bangalore, all Marketing Professionals who have completed a formal Marketing Program in Bangalore, or any other practicing Marketing Professional in Bangalore, who has not yet completed a formal Marketing Program. Since the study conclusively proves that the relevance of the Overall Marketing Program decreases significantly with the egress of time, the implication of the study is that all Marketing Professionals should endeavor to get appropriate training to ensure that they continue to be effective in their job roles. The study could be used by marketing professionals to enroll in self-learning courses for their own benefit. The study also emphasizes that there is maximum decrease in relevance of certain aspects of Marketing (such as Digital Marketing, followed by Advertising and Branding) – so, it is important to have more frequency of specialized training in such subjects.

The study has implications for corporates in Bangalore who have marketing teams and who are interested in improving the effectiveness and relevance of their marketing teams. By identifying how the relevance of formal marketing education decreases over time, this study can provide important insights to corporates to tailor appropriate training courses, marketing seminars and learning sessions for their practicing marketing professionals – thereby ensuring that their marketing teams continue to improve and generate higher revenue and profits for the company.

The study also has implications for Marketing Training colleges, Marketing certification bodies, Massive Open Online Courses (MOOCs) with Marketing courses, and any trainer or training institute involved with Marketing Training – by appropriately identifying the gaps in Marketing Education of Marketing professionals over a period of time, this study

can help marketing training providers to fine-tune their marketing trainings and courses to an appropriate marketing audience, with a relevant course-mix which maximizes the learning outcomes of the training programs.

6.3 Recommendations for future research

Although the study was conducted in Bangalore, the research methodology used for this study may be used, with certain modifications, to conduct similar research in any other city in India or in any other country. This will help identify gaps in formal marketing education of marketing professionals in any geography where a similar study is conducted.

Similar research could also be conducted in other professional fields such as Finance, Human Resources Management, Project Management, Technology, Operations etc. By identifying the gaps in education over time for professionals in any field, it will be possible to fine-tune the training requirements for such professionals to maximize their performance in their field of expertise.

6.3 Conclusion

The study showed that over time, there is significant decrease in perceived relevance of formal Bachelors, Masters or PhD/Doctoral Marketing course, compared with the knowledge required by marketing professionals on the job – and the percentage perceived relevance decreases from 86.12% for marketing professionals with experience of 0-3 years, to 46.21% for marketing professionals with more than 20 years of experience.

The study also showed that different aspects of marketing had differing decrease of relevance over time – with most pronounced decrease in relevance being for Digital Marketing, where the perceived relevance of the formal marketing course, compared with the knowledge required by marketing professionals on the job – decreased from 88% relevance for marketing professionals with experience of 0-3 years to as low as 4% with marketing professionals with more than 20 years of experience.

There was one main limitation of this research study. Convenient sampling method was used to meet the probability sample size, which may not be fully representative of the entire population. The findings, therefore, are not generalizable. To delimit the scope of the research study, two ways were chosen to be implemented. First, the survey was brief to ensure that all the participants remained engaged in answering the questions. Second, since the data collected was not a normal distribution, and did not fit any popular probability distribution, to keep the data analysis simple and relevant, commonly used measures such as mean, median, mode, variance and standard deviation were considered to analyze the results of the survey – and Microsoft Excel was extensively used for the analysis. These delimitations influenced the study.

By quantifying the decrease in relevance of marketing education with the egress of time, the research from this study can be used very effectively by marketing professionals, marketing students, corporates employing marketing professionals, and training providers offering marketing courses – to fine tune and provide appropriate marketing training and courses for marketing professionals. This will help ensure that the education of all marketing professionals is relevant to their actual job roles, and they can perform effectively and to the best of their abilities.

REFERENCES

- Agnihotri, R., Dingus, R., Hu, M.Y. and Krush, M.T. (2016). Social media: Influencing customer satisfaction in B2B sales. *Industrial Marketing Management*, [online] 53, pp.172–180. doi:<https://doi.org/10.1016/j.indmarman.2015.09.003>.
- Akter, S., Hani, U., Dwivedi, Y.K. and Sharma, A. (2022). The future of marketing analytics in the sharing economy. *Industrial Marketing Management*, [online] 104, pp.85–100. doi:<https://doi.org/10.1016/j.indmarman.2022.04.008>.
- Akter, S., Hossain, M.A., Tarba, S.Y. and Leonidou, E. (2023). How does quality-dominant logic ensure marketing analytics success and tackle business failure in industrial markets? *Industrial Marketing Management*, [online] 109, pp.44–57. doi:<https://doi.org/10.1016/j.indmarman.2022.12.005>.
- Andersen, P., Ward, M., Hede, K., Nekrasova, M., Mustaghni, B., Fabbri, F. and Merchant, J. (2021). *There's No Going Back to the Old B2B Sales Model. That's a Good Thing*. [online] Available at: <http://mkt-bcg-com-public-pdfs.s3.amazonaws.com/prod/hybrid-digital-sales-model.pdf> [Accessed 2 May 2023].
- Andriole, S. (2006). Business Technology Education in the Early 21st Century: The Ongoing Quest for Relevance. *Journal of Information Technology Education*, [online] 5, pp.1–2. Available at: <http://www.jite.org/documents/Vol5/v5p001-012Andriole36.pdf> [Accessed 20 Mar. 2022].

Arunachalam, S. and Sharma, A. (2019). Marketing Analytics. *International Series in Operations Research & Management Science*, [online] 264, pp.623–658.

doi:https://doi.org/10.1007/978-3-319-68837-4_19.

Bacon, D.R. (2017). Revisiting the Relationship between Marketing Education and Marketing Career Success. *Journal of Marketing Education*, [online] 39(2), pp.109–123.

doi:<https://doi.org/10.1177/0273475317710061>.

Bankim, M. and Vaja, R. (2015). RETAIL MANAGEMENT. *IJRAR- International Journal of Research and Analytical Reviews*, [online] 2(1). Available at:

http://ijrar.com/upload_issue/ijrar_issue_139.pdf [Accessed 14 Nov. 2022].

Barcena, E., Read, T. and Martin-Monje, E. (2015). Potentiating the Human Dimension in Language MOOCs. [online] Conference: European MOOC Stakeholder Summit 2015. pp.8–9. Available at:

https://www.researchgate.net/publication/340817309_Potentiating_the_human_dimension_in_Language_MOOCs [Accessed 20 Mar. 2022].

Barnham, C. (2015). Quantitative and Qualitative Research: Perceptual Foundations. *International Journal of Market Research*, [online] 57(6), pp.837–854.

doi:<https://doi.org/10.2501/ijmr-2015-070>.

Bastos, W. and Levy, S.J. (2012). *A history of the concept of branding: practice and theory*. [online] Available at:

<https://www.emerald.com/insight/content/doi/10.1108/17557501211252934/full/html>

[Accessed 11 Apr. 2023].

Bhandari, P. (2020). *What Is Quantitative Research? | Definition, Uses and Methods*. [online] Scribbr. Available at: <https://www.scribbr.com/methodology/quantitative-research/#:~:text=Quantitative%20research%20is%20the%20process> [Accessed 5 May 2022].

Booth, D. (2019). Marketing analytics in the age of machine learning. *Applied Marketing Analytics*, [online] 4(3), pp.214–221. Available at: <https://www.ingentaconnect.com/content/hsp/ama/2019/00000004/00000003/art00004> [Accessed 5 Apr. 2023].

Bowen, M., Lai-Bennejean, C., Haas, A. and Rangarajan, D. (2021). Social media in B2B sales: Why and when does salesperson social media usage affect salesperson performance? *Industrial Marketing Management*, [online] 96, pp.166–182. doi:<https://doi.org/10.1016/j.indmarman.2021.05.007>.

Bruzzone, A.G., Sinelshchikov, K., Massei, M. and Schmidt, W. (2020). Artificial Intelligence to support retail sales optimization. *Proceedings of the 32nd European Modeling & Simulation Symposium (EMSS 2020)*. [online] doi:<https://doi.org/10.46354/i3m.2020.emss.061>.

Busca, L. and Bertrandias, L. (2020). A Framework for Digital Marketing Research: Investigating the Four Cultural Eras of Digital Marketing. *Journal of Interactive Marketing*, [online] 49(1), pp.1–19. Available at:

<https://journals.sagepub.com/doi/10.1016/j.intmar.2019.08.002> [Accessed 5 Nov. 2022].

Cao , G. and Tian, N. (2020). Enhancing customer-linking marketing capabilities using marketing analytics. *Journal of Business & Industrial Marketing*, [online] 35(7), pp.1289–1299. doi:<https://doi.org/10.1108/JBIM-09-2019-0407>.

Cao, G., Duan, Y. and El Banna, A. (2019). A dynamic capability view of marketing analytics: Evidence from UK firms. *Industrial Marketing Management*, [online] 76, pp.72–83. doi:<https://doi.org/10.1016/j.indmarman.2018.08.002>.

Clark, D. (2017). *Do You Need a Formal Degree, or Will a MOOC Do?* [online] Harvard Business Review. Available at: <https://hbr.org/2017/10/do-you-need-a-formal-degree-or-will-a-mooc-do> [Accessed 15 Mar. 2022].

Cluley, R., Green, W. and Owen, R. (2019). The changing role of the marketing researcher in the age of digital technology: Practitioner perspectives on the digitization of marketing research. *International Journal of Market Research*, [online] 62(1), pp.27–42. doi:<https://doi.org/10.1177/1470785319865129>.

Dabbous, A. and Barakat, K.A. (2020). Bridging the online offline gap: Assessing the impact of brands' social network content quality on brand awareness and purchase intention. *Journal of Retailing and Consumer Services*, [online] 53(101966), p.101966. doi:<https://doi.org/10.1016/j.jretconser.2019.101966>.

Dash, G., Kiefer, K. and Paul, J. (2021). Marketing-to-Millennials: Marketing 4.0, customer satisfaction and purchase intention. *Journal of Business Research*, [online]

122(122), pp.608–620. doi:<https://doi.org/10.1016/j.jbusres.2020.10.016>.

Davis, B., Grewal, D. and Hamilton, S. (2021). EXPRESS: The Future of Marketing Analytics and Public Policy. *Journal of Public Policy & Marketing*, [online] 40(4), p.074391562110423. doi:<https://doi.org/10.1177/07439156211042372>.

Department of Higher Education, G. of I. (2020). *All India Survey on Higher Education 2019-2020*. [online] Ministry of Education, Government of India. Available at: https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/aishe_eng.pdf [Accessed 20 Mar. 2022].

Di Gregorio, A., Maggioni, I., Mauri, C. and Mazzucchelli, A. (2019). Employability Skills for Future Marketing Professionals. *European Management Journal*, [online] 37(3), pp.251–258. doi:<https://doi.org/10.1016/j.emj.2019.03.004>.

Dolega, L., Rowe, F. and Branagan, E. (2021). Going digital? The impact of social media marketing on retail website traffic, orders and sales. *Journal of Retailing and Consumer Services*, [online] 60(102501), p.102501. Available at: <https://www.sciencedirect.com/science/article/pii/S0969698921000679> [Accessed 3 May 2023].

Dominici, G. (2009). *From Marketing Mix to E-Marketing Mix: a Literature Overview and Classification*. [online] International Journal of Business and Management. Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1961974 [Accessed 23 Mar. 2023].

Driedonks, B. and Paulowsky, R. (2020). *Two ingredients for successful B2B sales: Agility and stability*. [online] Available at:
https://www.mckinsey.com.br/~/_media/McKinsey/Business%20Functions/Marketing%20and%20Sales/Our%20Insights/Two%20ingredients%20for%20successful%20B2B%20sales%20Agility%20and%20stability/Two-ingredients-for-successful-B2B-sales-Agility-and-stability.pdf [Accessed 2 May 2023].

Dwivedi, Y.K., Ismagilova, E., Hughes, D.L., Carlson, J., Filieri, R., Jacobson, J., Jain, V., Karjaluoto, H., Kefi, H., Krishen, A.S., Kumar, V., Rahman, M.M., Raman, R., Rauschnabel, P.A., Rowley, J., Salo, J., Tran, G.A. and Wang, Y. (2021). Setting the Future of Digital and Social Media Marketing research: Perspectives and Research Propositions. *International Journal of Information Management*, [online] 59(1), pp.1–37. doi:<https://doi.org/10.1016/j.ijinfomgt.2020.102168>.

Dyer, G. (2008). *Advertising as Communication*. *Google Books*, Routledge, pp.15–30.

Eriksson, T., Bigi, A. and Bonera, M. (2020). Think with me, or think for me? On the future role of artificial intelligence in marketing strategy formulation. *The TQM Journal*, [online] 32(4), pp.795–814. doi:<https://doi.org/10.1108/TQM-12-2019-0303>.

Etikan, I. and Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, [online] 5(6), p.00149. Available at:
<https://medcraveonline.com/BBIJ/sampling-and-sampling-methods.html> [Accessed 15 Feb. 2023].

Evans, D.S. (2009). The Online Advertising Industry: Economics, Evolution, and Privacy. *Journal of Economic Perspectives*, [online] 23(3), pp.37–60.

doi:<https://doi.org/10.1257/jep.23.3.37>.

Faruk, M., Rahman, M. and Hasan, S. (2021). How Digital Marketing Evolved over time: a Bibliometric Analysis on Scopus Database. *Heliyon*, [online] 7(12), p.e08603.

Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8695267/>.

Fernández, P. (2001). Valuation of Brands and Intellectual Capital. *SSRN Electronic Journal*. [online] doi:<https://doi.org/10.2139/ssrn.270688>.

Ferrell, O.C., Hartline, M. and Hochstein, B.W. (2021). *Marketing Strategy*. [online] *Google Books*. Cengage Learning. Available at:

https://books.google.co.in/books?hl=en&lr=&id=SewfEAAAQBAJ&oi=fnd&pg=PP1&dq=marketing+strategy&ots=PgWBwCHn16&sig=KGgmVNGTrI9D7msZh7oInp9Bc04&redir_esc=y#v=onepage&q=marketing%20strategy&f=false [Accessed 2 Jul. 2023].

Fink, A. (2023). *How to Conduct Surveys*. [online] SAGE Publications Inc. Available at:

<https://us.sagepub.com/en-us/nam/how-to-conduct-surveys/book244349#contents> [Accessed 5 Mar. 2023].

France, S.L. and Ghose, S. (2019). Marketing analytics: Methods, practice, implementation, and links to other fields. *Expert Systems with Applications*, [online] 119, pp.456–475. doi:<https://doi.org/10.1016/j.eswa.2018.11.002>.

Gielens, K. and Steenkamp, J.-B.E.M. (2019). Branding in the era of digital

(dis)intermediation. *International Journal of Research in Marketing*, [online] 36(3). doi:<https://doi.org/10.1016/j.ijresmar.2019.01.005>.

Gkikas , D.C. and Theodoridis, P.K. (2019). Artificial Intelligence (AI) Impact on Digital Marketing Research. In: *Springer Proceedings in Business and Economics*. [online] Available at: https://link.springer.com/chapter/10.1007/978-3-030-12453-3_143 [Accessed 13 Oct. 2022].

Günther, M. (2021). Performance in B2B Sales: An Explanation of How Channel Management and Communication Influence a Firm's Performance. *Naše gospodarstvo/Our economy*, [online] 67(3), pp.38–48. doi:<https://doi.org/10.2478/ngoe-2021-0016>.

Hague, P. (2021). *Market Research in Practice: An Introduction to Gaining Greater Market Insight*. [online] *Google Books*, Kogan Page Publishers, pp.1–20. Available at: https://books.google.co.in/books?hl=en&lr=&id=P3RJEAAAQBAJ&oi=fnd&pg=PP1&dq=market+research&ots=7zHAskwl2r&sig=yVjY9Ighs4RBfWBZg3-1DC4888&redir_esc=y#v=onepage&q=market%20research&f=false [Accessed 20 May 2023].

Hallikainen, H., Savimäki, E. and Laukkanen, T. (2019). Fostering B2B sales with customer big data analytics. *Industrial Marketing Management*, [online] 86. doi:<https://doi.org/10.1016/j.indmarman.2019.12.005>.

Harfoushi, O., Alfawwaz, B., Obeidat, B., Obiedat, R. and Faris, H. (2013). Impact of

Internet Advertisement and Its Features on E-Commerce Retail Sales: Evidence from Europe. *Journal of Software Engineering and Applications*, [online] 06(11), pp.564–570. doi:<https://doi.org/10.4236/jsea.2013.611068>.

Hearne, R., Podreciks, A., Uhlenbrock, N. and Ungerman, K. (2019). *Supercharging retail sales through geospatial analytics*. [online] Available at: <https://www.mckinsey.com/~/media/McKinsey/Industries/Retail/Our%20Insights/Supercarging%20retail%20sales%20through%20geospatial%20analytics/Supercharging-retail-sales-through-geospatial-analytics.pdf> [Accessed 2 May 2023].

Homburg, C., Klarmann, M. and Vomberg, A. eds., (2021). *Handbook of Market Research*. [online] Springer Cham. doi:<https://doi.org/10.1007/978-3-319-57413-4>.

Hossain, M.A., Agnihotri, R., Rushan, M.R.I., Rahman, M.S. and Sumi, S.F. (2022). Marketing analytics capability, artificial intelligence adoption, and firms' competitive advantage: Evidence from the manufacturing industry. *Industrial Marketing Management*, [online] 106, pp.240–255. doi:<https://doi.org/10.1016/j.indmarman.2022.08.017>.

Huang, M.-H. and Rust, R.T. (2020). A strategic framework for artificial intelligence in marketing. *Journal of the Academy of Marketing Science*, [online] 49(1), pp.30–50. Available at: <https://link.springer.com/article/10.1007/s11747-020-00749-9> [Accessed 12 May 2023].

Ibrahim, E.B. and Harrison, T. (2019). The impact of internal, external, and competitor

factors on marketing strategy performance. *Journal of Strategic Marketing*, [online] 28(7), pp.1–20. doi:<https://doi.org/10.1080/0965254x.2019.1609571>.

Iglesias, O., Landgraf, P., Ind, N., Markovic, S. and Koporcic, N. (2020). Corporate brand identity co-creation in business-to-business contexts. *Industrial Marketing Management*, [online] 85, pp.32–43. doi:<https://doi.org/10.1016/j.indmarman.2019.09.008>.

Jackson, G. and Ahuja, V. (2016). Dawn of the digital age and the evolution of the marketing mix. *Journal of Direct, Data and Digital Marketing Practice*, [online] 17(3), pp.170–186. doi:<https://doi.org/10.1057/dddmp.2016.3>.

Javalgi, R.G., Hall, K.D. and Cavusgil, S.T. (2014). Corporate entrepreneurship, customer-oriented selling, absorptive capacity, and international sales performance in the international B2B setting: Conceptual framework and research propositions. *International Business Review*, [online] 23(6), pp.1193–1202. doi:<https://doi.org/10.1016/j.ibusrev.2014.04.003>.

Jiang, H., Ruan, J. and Sun, J. (2021). *Application of Machine Learning Model and Hybrid Model in Retail Sales Forecast*. [online] IEEE Xplore. doi:<https://doi.org/10.1109/ICBDA51983.2021.9403224>.

John, S. and Hasnain, S.E. (2020). *Higher Education Institutions in building India*. [online] *Association of Indian Universities*, pp.1–15. Available at: https://www.aiu.ac.in/documents/AIU_Publications/Reimagining%20Indian%20Universi

ties/13.%20Higher%20Education%20Institutions%20in%20Building%20India%20a%20Benchmark%20with%20The%20World%E2%80%99s%20Best%20Universities%20By%20Shibu%20John,HOD%20&%20S%20E%20Hasnain,%20VC,%20Jamia%20Hamdard.pdf [Accessed 20 Mar. 2022].

Kapur, R. (2019). (PDF) *Understanding the Meaning and Significance of Formal Education*. [online] ResearchGate. Available at: https://www.researchgate.net/publication/335826519_Understanding_the_Meaning_and_Significance_of_Formal_Education [Accessed 15 Mar. 2022].

Katsikeas, C., Leonidou, L. and Zeriti, A. (2019). Revisiting international marketing strategy in a digital era: Opportunities, challenges, and research directions. *International Marketing Review*, [online] 37(03), pp.405–424. Available at: <https://www.emerald.com/insight/content/doi/10.1108/IMR-02-2019-0080/full/html> [Accessed 11 Sep. 2022].

Keller, K.L. (2021). The Future of Brands and Branding: An Essay on Multiplicity, Heterogeneity, and Integration. *Journal of Consumer Research*, 48(4). doi:<https://doi.org/10.1093/jcr/ucab063>.

Kingsnorth, S. (2022). *Digital Marketing Strategy: an Integrated Approach to Online Marketing*. [online] *Google Books*, Kogan Page Publishers, pp.5–15. Available at: https://books.google.co.in/books/about/Digital_Marketing_Strategy.html?id=-eQDswEACAAJ&redir_esc=y [Accessed 2 May 2023].

Koh, E.T. and Owen, W.L. (2000). Descriptive Research and Qualitative Research.

Introduction to Nutrition and Health Research, [online] pp.219–248.

doi:https://doi.org/10.1007/978-1-4615-1401-5_12.

Kolb, B. (2008). *Marketing Research: A Practical Approach*. [online] *Google Books*.

SAGE. Available at:

https://books.google.co.in/books?hl=en&lr=&id=ht9YCOAF2QIC&oi=fnd&pg=PP2&dq=quantitative+research+surveys+marketing&ots=59msxNZcnx&sig=VNtFXdIQYWrK-3e71uBEVfed3Lw&redir_esc=y#v=onepage&q=quantitative%20research%20surveys%20marketing&f=false [Accessed 5 Apr. 2023].

Kotane, I., Znotina, D. and Hushko, S. (2019). ASSESSMENT OF TRENDS IN THE APPLICATION OF DIGITAL MARKETING. *Scientific Journal of Polonia University*, [online] 33(2), pp.28–35. doi:<https://doi.org/10.23856/3303>.

Kotler, P. and Chernev, A. (2022). *How Has Marketing Changed over the Past Half-Century?* [online] Kellogg Insight. Available at:

<https://insight.kellogg.northwestern.edu/article/how-has-marketing-changed-over-the-past-half-century#:~:text=One%20such%20change%20is%20the> [Accessed 1 May 2023].

Krishen, A.S. and Petrescu, M. (2017). The world of analytics: interdisciplinary, inclusive, insightful, and influential. *Journal of Marketing Analytics*, [online] 5(1), pp.1–4. doi:<https://doi.org/10.1057/s41270-017-0016-4>.

Kushwaha, B.P., Kaur, G., Singh, N. and Sharma, A. (2022). Integrating employees, customers and technology to build an effective sustainable marketing strategy.

International Journal of Sustainable Society, [online] 14(4), p.310.

doi:<https://doi.org/10.1504/ijssoc.2022.127985>.

Lalou, P., Ponis, S.T. and Efthymiou, O.K. (2020). Demand Forecasting of Retail Sales Using Data Analytics and Statistical Programming. *Management & Marketing*.

Challenges for the Knowledge Society, [online] 15(2), pp.186–202.

doi:<https://doi.org/10.2478/mmcks-2020-0012>.

Langan, R., Cowley, S. and Nguyen, C. (2019). The State of Digital Marketing in Academia: An Examination of Marketing Curriculum's Response to Digital Disruption.

Journal of Marketing Education, [online] 41(1), pp.32–46.

doi:<https://doi.org/10.1177/0273475318823849>.

Larivière, B. and Smit, E.G. (2022). People–planet–profits for a sustainable world: integrating the triple-P idea in the marketing strategy, implementation and evaluation of service firms. *Journal of Service Management*, [online] 33(4/5), pp.507–519.

doi:<https://doi.org/10.1108/JOSM-01-2022-0033>.

LE, D., Nguyen, T.-M., Quach, S., Thaichon, P. and Ratten, V. (2021). *The Development and Current Trends of Digital Marketing and Relationship Marketing Research*. [online]

Emerald Publishing Limited, pp.7–25. Available at:

<https://www.emerald.com/insight/content/doi/10.1108/978-1-80071-348->

220211001/full/html [Accessed 5 Dec. 2022].

Lu, Q.S. and Miller, R. (2019). How Social Media Communications Combine with Customer Loyalty Management to Boost Green Retail Sales. *Journal of Interactive Marketing*, [online] 46(1), pp.87–100. doi:<https://doi.org/10.1016/j.intmar.2018.12.005>.

Malhotra, N.K., Nunan, D. and Birks, D.F. (2020). *Marketing Research*. [online] *Google Books*. Pearson UK. Available at: https://books.google.co.in/books?hl=en&lr=&id=r-ksEAAAQBAJ&oi=fnd&pg=PT22&dq=market+research&ots=8O0JSV8rdT&sig=WYrXGLNHczN7t777A8FhnMUVAEE&redir_esc=y#v=onepage&q=market%20research&f=false [Accessed 12 Jun. 2023].

McCoy, S., Everard, A., Polak, P. and Galletta, D.F. (2007). The effects of online advertising. *Communications of the ACM*, [online] 50(3), pp.84–88. doi:<https://doi.org/10.1145/1226736.1226740>.

Morgan, N.A., Whitler, K.A., Feng, H. and Chari, S. (2018). Research in marketing strategy. *Journal of the Academy of Marketing Science*, [online] 47(1), pp.4–29. doi:<https://doi.org/10.1007/s11747-018-0598-1>.

Murphy, J. (1988). Branding. *Marketing Intelligence & Planning*, [online] 6(4), pp.4–8. Available at: <https://www.emerald.com/insight/content/doi/10.1108/eb045775/full/html> [Accessed 4 Feb. 2023].

Nardi, P.M. (2018). *Doing Survey Research: A Guide to Quantitative Methods*. [online] *Google Books*. Routledge. Available at:

https://books.google.co.in/books?hl=en&lr=&id=IFgPEAAAQBAJ&oi=fnd&pg=PP1&q=quantitative+research+survey&ots=J5ojhrHc-2&sig=UQIThmsPdUv8kOkYFxidAsDw1Jg&redir_esc=y#v=onepage&q=quantitative%20research%20survey&f=false [Accessed 5 Jul. 2023].

Nenonen, S., Brodie, R.J., Storbacka, K. and Peters, L.D. (2017). Theorizing with managers: How to Achieve Both Academic Rigor and Practical relevance? *European Journal of Marketing*, [online] 51(7/8), pp.1130–1152. Available at: <https://www.emerald.com/insight/content/doi/10.1108/EJM-03-2017-0171/full/html> [Accessed 20 Mar. 2022].

Nunan, D. and Di Domenico, M. (2018). Rethinking the market research curriculum. *International Journal of Market Research*, [online] 61(1), pp.22–32. doi:<https://doi.org/10.1177/1470785318805294>.

Oliveira, C.P. de and Sousa, B.M. (2020). *Green Consumer Behavior and Its Implications on Brand Marketing Strategy*. [online] *Green Marketing as a Positive Driver Toward Business Sustainability*. IGI Global. Available at: <https://www.igi-global.com/chapter/green-consumer-behavior-and-its-implications-on-brand-marketing-strategy/232650> [Accessed 15 Nov. 2022].

Palmatier, R.W. and Crecelius, A.T. (2019). The ‘first principles’ of marketing strategy. *AMS Review*, [online] 9(1-2), pp.5–26. doi:<https://doi.org/10.1007/s13162-019-00134-y>.

Paschen, J., Wilson, M. and Ferreira, J.J. (2020). Collaborative intelligence: How human

and artificial intelligence create value along the B2B sales funnel. *Business Horizons*, 63(3). doi:<https://doi.org/10.1016/j.bushor.2020.01.003>.

Petrescu, M. and Krishen, A.S. (2023). A decade of marketing analytics and more to come: JMA insights. *Journal of Marketing Analytics*, [online] 11. doi:<https://doi.org/10.1057/s41270-023-00226-6>.

Pöntinen, A. (2021). Utilization of AI in B2B sales: multi-case study with B2B sales organisations and sales technology providers. *Aaltodoc*. [online] Available at: <https://aaltodoc.aalto.fi/handle/123456789/108171> [Accessed 24 Jun. 2023].

Pour, M.J., Hosseinzadeh, M. and Mahdiraji , H.A. (2021). Exploring and evaluating success factors of social media marketing strategy: a multi-dimensional-multi-criteria framework. *Foresight*, [online] 23(6), pp.655–678. doi:<https://doi.org/10.1108/FS-01-2021-0005>.

Ritchie, J. and Lewis, J. (2003). *QUALITATIVE RESEARCH PRACTICE A Guide for Social Science Students and Researchers Edited by*. [online] pp.4–8. Available at: https://mthoyibi.files.wordpress.com/2011/10/qualitative-research-practice_a-guide-for-social-science-students-and-researchers_jane-ritchie-and-jane-lewis-eds_20031.pdf [Accessed 24 Jan. 2023].

Rogers, C. (2019). *The majority of marketers don't have a marketing qualification*. [online] Marketing Week. Available at: <https://www.marketingweek.com/salary-survey-2019-routes-into-marketing/> [Accessed 17 Mar. 2022].

Rubinson, J. (2009). Empirical Evidence of TV Advertising Effectiveness. *Journal of Advertising Research*, 49(2), pp.220–226.

doi:<https://doi.org/10.2501/s0021849909090321>.

Rust, R.T., Rand, W., Huang, M.-H., Stephen, A.T., Brooks, G. and Chabuk, T. (2021). Real-Time Brand Reputation Tracking Using Social Media. *Journal of Marketing*, [online] 85(4), p.002224292199517. doi:<https://doi.org/10.1177/0022242921995173>.

Shiksha.com (2022). *MBA Colleges in Bangalore Highlights*. [online] Shiksha.com. Available at: [https://www.shiksha.com/mba/colleges/mba-colleges-bangalore?ct\[\]=278&ed\[\]=et_20&rf=filters&sp\[\]=451&uaf\[\]=specialization](https://www.shiksha.com/mba/colleges/mba-colleges-bangalore?ct[]=278&ed[]=et_20&rf=filters&sp[]=451&uaf[]=specialization) [Accessed 20 Mar. 2022].

Shome, S. and Gupta, Y. (2018). A Reflection of Indian Higher Education system: an Academic Labour Market Perspective. *Research in Education*, [online] 106(3), pp.1–19. doi:<https://doi.org/10.1177/0034523718793162>.

Sridhar, S. and Fang, E. (2019). New vistas for marketing strategy: digital, data-rich, and developing market (D3) environments. *Journal of the Academy of Marketing Science*, [online] 47(6), pp.977–985. doi:<https://doi.org/10.1007/s11747-019-00698-y>.

Stone, M. (2014). The new (and ever-evolving) direct and digital marketing ecosystem. *Journal of Direct, Data and Digital Marketing Practice*, [online] 16(71-74). doi:<https://doi.org/10.1057/dddmp.2014.58>.

Streefkerk, R. (2019). *Inductive vs. Deductive Research Approach (with Examples)*.

[online] Scribbr. Available at: <https://www.scribbr.com/methodology/inductive-deductive-reasoning/#:~:text=Deductive%20reasoning%20is%20a%20logical> [Accessed 4 Feb. 2023].

Swaminathan, V., Sorescu, A., Steenkamp, J.-B.E.M., O’Guinn, T.C.G. and Schmitt, B. (2020). Branding in a Hyperconnected World: Refocusing Theories and Rethinking Boundaries. *Journal of Marketing*, [online] 84(2), pp.24–46.
doi:<https://doi.org/10.1177/0022242919899905>.

Tan, Y.-C., Chandukala, S.R. and Reddy, S.K. (2021). Augmented Reality in Retail and Its Impact on Sales. *Journal of Marketing*, [online] 86(1), p.002224292199544.
doi:<https://doi.org/10.1177/0022242921995449>.

Tellis, G.J. (2003). *Effective Advertising: Understanding When, How, and Why Advertising Works*. [online] *Google Books*, SAGE Publications, pp.3–20. Available at: <https://sk.sagepub.com/books/effective-advertising> [Accessed 1 Jun. 2023].

Venkata, C., Prasad, K. and Jhansi, M. (2021). Indian Management Education Curriculum and Industry Expectations - Diagnosing and Filling the Gap. *Journal of Tianjin University Science and Technology*, [online] 54(04).
doi:<https://doi.org/10.17605/OSF.IO/2E7HD>.

Vieira, V.A., de Almeida, M.I.S., Agnihotri, R., da Silva, N.S.D.A.C. and Arunachalam, S. (2019). In pursuit of an effective B2B digital marketing strategy in an emerging market. *Journal of the Academy of Marketing Science*, [online] 47(6), pp.1085–1108.

doi:<https://doi.org/10.1007/s11747-019-00687-1>.

Vold, T., Haave, H. and Kaloudis, A. (2020). On Work Relevance of Adult Education: a Case Study Narrative. *Electronic Journal of Knowledge Management*, [online] 18(2). doi:<https://doi.org/10.34190/ejkm.18.02.002>.

World Population Review (2022). *Bangalore Population 2022 (Demographics, Maps, Graphs)*. [online] worldpopulationreview.com. Available at: <https://worldpopulationreview.com/world-cities/bangalore-population> [Accessed 20 Mar. 2022].

Yadao, S. and A. Vinaya Babu (2020). Usage of Web Mining for Sales and Corporate Marketing. *Communication Software and Networks*, [online] 134. doi:https://doi.org/10.1007/978-981-15-5397-4_7.

Yasmeen, A., Tasneen, S. and Fatima, K. (2015). Effectiveness of Digital Marketing in the Challenging Age: An Empirical Study². *International Journal of Management Science and Business Administration*, [online] 1(5), pp.69–80. Available at: https://www.researchgate.net/publication/314550609_Effectiveness_of_Digital_Marketing_in_the_Challenging_Age_An_Empirical_Study [Accessed 22 May 2023].