A Longitudinal Study of the Turkish Marketing Academia: What Has Changed and What Has Not in a Decade?

Türk Pazarlama Akademisine İlişkin Boylamsal Bir Çalışma: On Yılda Ne Değişti, Ne Değişmedi?

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Özet

Bu çalışmada Türk pazarlama akademisine yönelik on yıl ara ile yapılmış iki çalışmanın bulguları boylamsal bir yaklaşımla karşılaştırılmıştır. Bu yaklaşımla Erdogan ve Uzkurt'un (2007) çalışması 2016 yılında tekrarlanmış ve pazarlama akademisinin mevcut durumu ve problemlerine ilişkin çıkarımlarda bulunulmuştur. Her iki araştırmada da veriler Türk pazarlama akademisyenlerinden çevrimiçi ortamda ve kongre/sempozyumlarda bırak-topla şeklinde ulaştırılan anketlerle toplanmıştır. 2007 yılındaki 108 katılımcıya karşılık, 2016 yılında her unvandan akademisyenin yer aldığı 132 katılımcıya ulaşılmıştır. Araştırma bulguları Türk pazarlama akademisinde yaşanan sorunların on yıllık süre zarfında fazlaca değişmediğini gösterirken yayın performansının ise arttığını ortaya koymaktadır. Araştırma ve öğretim ilgi alanlarının tüketici davranışı, pazarlama araştırması ve pazarlama stratejisi alanlarında yoğunlaştığı görülmektedir. Öte yandan bu ilgi alanları, küresel trendler ve kariyerde ilerleme koşullarına bağlı olarak değişebilmektedir. Alanın yaşadığı sorunlara ilişkin bulgular ise pazarlama eğitimi açısından önemli çıkarımlar sunmaktadır. Nitekim pazarlama teorisi ve uygulama arasındaki boşluğun devam ettiği düşünülmektedir. Eğitime yönelik vurgulanan temel sorun ise Türkiye'de öğrenci kalitesinin yıldan yıla düştüğü yönündedir.

Anahtar sözcükler: Araştırma ilgi alanı, boylamsal çalışma, pazarlama akademisi, pazarlama eğitimi, öğretim ilgi alanı.

Abstract

This article compares the findings of two surveys of the Turkish marketing academia undertaken in 2007 and in 2016. As a follow up replicating Erdogan and Uzkurt's study (2007), this 2016 study aims to reveal the current status and problems of the marketing academia in Turkey as an emerging country, by adding a longitudinal dimension. The same questionnaire was used for both surveys carried out. The data collection procedure included both an online survey and a drop-and-collect survey, with the participation of faculty members with all types of academic titles working in the Turkish marketing academia. 108 and 132 usable questionnaires were collected in 2007 and 2016, respectively. The research findings indicate that the problems experienced have remained fairly similar in almost all dimensions, while the publication performance has increased during this period. The findings about research and teaching interests indicate that marketing academics primarily concentrate on such fields as consumer behavior, marketing research and marketing strategy. The teaching and research interests have also differed depending on global trends and changes in tenure standards in the Turkish marketing academia. Another key finding regarding the issues of the field, with vital implications for marketing education, is the perceived gap between marketing theory and practice. The fundamental issue related to education is cited as the decreasing student proficiency in Turkey.

Keywords: Longitudinal study, marketing academia, marketing education, research interest, teaching interest.

The educational environment and expectations from the marketing faculty have changed over the last decades to a considerable extent. Marketing academia all around the world have also been facing extremely competitive teaching and research environments. Not only individual, but also institutional academic production and teaching performance are needed to be capable of competing globally. Under these circumstances, exploring the states of marketing academia in higher education have become significantly important in order to observe the progress of marketing academia.

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Accordingly, the state of marketing academia in marketing education has been an important and salient issue in the marketing literature. During the last three decades, the marketing education research has primarily focused on marketing education in a globalized world (Lazer, 1991), improving marketing education with chairperson, faculty, dean and alumni perspectives (Hair, 1990; Ferrell, 1995; Mason, 1990; Schmidt, 1991), and marketing academia in different contexts (Alon & Lu, 2004; Eser & Birkan, 2005; Peterson, 1991). Besides, how to adapt marketing education in the emerging market countries (Clarke & Flaherty, 2003) has become an issue. To understand the context of emerging market countries and to create a better marketing curriculum, conducting a longitudinal analysis of the state of marketing academics is necessary.

This study has emerged in an attempt to contribute to an agenda that aims to reveal the current state of the marketing academia and the predictions about its future by examining the marketing academia from different parts of the world. The first step of this agenda was carried out in 2000 through studies by different authors (Baker & Erdogan, 2000; Hetzel, 2000; Polonsky & Mankelow, 2000; Sinkovics & Schlegelmilch, 2000) on marketing academics from different countries. As a follow up on these studies, Erdogan and Uzkurt (2007) revealed the status of marketing academia in Turkey as well. The current study aims to make use of the findings from all these studies and add a longitudinal dimension. Both junior researchers in the field of marketing and experts with years of experience committed to academic studies are expected to observe the change, transformation, and historical progress in the field. The situational assessments that will be made on the basis of these observations will not only have an impact on the outlook but will also offer guidance for future marketing academics. The study also aims at evaluating the outputs of the academics in a more holistic way by taking into consideration the publishing performance as well as the daily practices, priority issues, and suggestions for the field.

The academic life is grounded on three major foundations: teaching, research and administration (Rapert, Kurtz, & Smith, 2002). The Turkish marketing academia is no exception. There are many studies about the nature of the academic subjects studied by the academics working in the field of marketing, their scope of education, and their publication outputs (Baker & Erdogan, 2000; Diamantopoulos, Schlegelmilch, & Neate-Stidson, 1992; Erdogan & Uzkurt, 2007; Hetzel, 2000; Mankelow & Polonsky, 2002; Polonsky & Mankelow, 2000; Sinkovics & Schlegelmilch, 2000).

There have been some research efforts to reveal the state of marketing academia in several countries. Since these studies usually aim to focus on a limited period of time, they have neglected to show the change and transformation over the years.

For example, Peterson (1991) reported an evaluation of the marketing education in Yugoslavia, a country that no longer exists. Another issue of striking importance about marketing academia is the situation of marketing academia or marketing education in emerging or non-Western countries. Alon and Lu (2004) reveal that Chinese universities are in an increasing interaction with international marketing education and are trying to enhance their relationship with their Western counterparts. This has increased the demand for a Western-type marketing education in China, where Western approaches exert social influences by challenging traditional assumptions of educational institutions and business and economic functions. Similarly, Eser and Birkan (2005) highlight the significance of dramatic economic development and globalization practices in Turkey and show how student perceptions on quality of marketing education have changed in state and private universities. This study will reveal the longitudinal status of the marketing academia in Turkey, which is a developing country. Although there have been many previous studies on the Turkish marketing academia, they either examined the trend in academic papers (Özkan Tektaş, Eryiğit, Başgöze, & Gültekin, 2014) or theses (Bozyiğit & Yaşa, 2012), or provided data on the research methods adopted (Kurtuluş, Kurtuluş, & Öztürk, 2012, 2013). This study not only depicts the marketing academia from various aspects, but also enables longitudinal comparisons with the 2007 study carried out by Erdogan and Uzkurt with the same inclusive manner.

Turkish Marketing Academia: Background

Before 2007, there were 69 state and 25 private higher education institutions in Turkey. After an enormous growth in these numbers in the last decade, as of 2019 there are 129 state and 78 private (4 of which is vocational schools) higher education institutions in Turkey (Higher Education Information Management System [Yükseköğretim Bilgi Yönetim Sistemi], 2019). Therefore, such a review is particularly timely as significant changes have occurred during the last decade not only in quantity but also in the quality of academia.

The Turkish marketing academia took shape during the 1950s and 1960s. University-level business education was pioneered by Prof. Dr. Mehmet Oluc, who worked at Istanbul University. He studied at Wharton and Harvard Business Schools between 1953 and 1955. He later founded Business Faculty in Istanbul University at 1968. Also, Economic and Commercial Sciences academies were established in Istanbul, Ankara, Bursa, Eskisehir and İzmir, which has expanded marketing education all over Turkey. These academies also paved the way for the opening of universities in the cities they were founded. Marmara University in Istanbul, Gazi University in Ankara, Uludağ University in Bursa, Anadolu University in

Eskişehir, and Ege University in Izmir were established following the legacy of these academies.

The marketing courses offered at the academies were in the form of lectures by American professors in rotation, and a curriculum was created through the translation of American marketing textbooks (Tuncer, 2016, p. 29). This shows that in the field of management science there was a shift from the German influence, which had been effective since the 1940s, to the "American dominance," at least in the field of marketing (Üsdiken & Çetin, 1999). This supports the view that the basic characteristics of higher education institutions in Turkey carry traces of both continental European (Alp-German) and American (Anglo-Saxon) models (Mucan & Yasa Ozelturkay, 2016). This case at the institutional level is also true for the context of marketing theory. The Alp-German and Anglo-Saxon influence on higher education in general might also be seen in marketing education (Erdogan & Islek, 2013; Üner, 2003). In the light of these developments, the first marketing books in Turkey were published by the Istanbul University Faculty of Business Administration. The very first book was authored by Mehmet Oluc in 1970, titled as "Principles of Marketing and its Practice in Turkey" (*Pazarlama İlkeleri ve Türkiye'de Uygulamaları*). Since then, the study of marketing has expanded to many universities in the country supported by not only government scholarships abroad, but also national doctorates, lately. The current state of marketing academia consists of more than 600 scholars gathered under two main associations, The Turkish Marketing Association and The Turkish Marketing and Marketing Research Association. The latter has been holding annual national marketing conferences for over twenty years similar to its counterparts such as AM, AMA, ANZMAC and EMAC. The research outputs of marketing scholars have been published in respected international journals (i.e. JM, JMR, JCR, JA, JAR) as well as national journals, Journal of Marketing and Marketing Research, Journal of Consumer and Consumption Research, and Journal of Theory and Practice in Marketing.

Method

The research design employed in the current study is the longitudinal trend analysis. A longitudinal study is most appropriate when the temporal nature of the phenomena is clear and offers the researcher the opportunity of following the change over time in particular individuals (Caruana, Roman, Hernández-Sánchez, & Solli, 2015; Rindfleisch, Malter, Ganesan, & Moorman, 2008). During trend analysis, the changes occurring in a particular research universe at specific time intervals are examined by capturing data from different samples under the same universe. Accordingly, this study aims to explore how the marketing academia in an emerging country, Turkey, has changed over a decade, from 2007 to 2016.

The same measures were employed in two surveys. The data collection procedure included an online survey delivered to the e-mail list designated to marketing academics and an offline technique, drop and collect, during the annual meetings of 2007 and 2016. 108 and 132 usable questionnaires were collected, respectively (*see* the ▮▮ Table 1 for sample demographics). For the data analysis purposes, first, the frequency and percentage distribution analyses were conducted to see the changes and differences in the relevant academic activities and participant profiles. Following the descriptive analyses, the findings from the two sets of survey data were compared and contrasted to identify the trends in specific academic activities such as publishing performance, research and teaching interests.

The number of participants of the two surveys are almost the same; the total number of participants with usable responses are 108 for the 2007 study, and 132 for the 2016 study (▮▮ Table 1). However, the number of female participants of the 2016 survey showed an increase (69), when compared to that of 2007, where the number of female participants were 43. An earlier version of this paper was presented at the Global Marketing Conference, 2018, Tokyo. There was a heated debate on the Turkish marketing academics' gender distribution. The audience asked several times whether the sample represented the Turkish marketing academia in terms of gender. As can be seen in ▮▮ Table 2, which is taken from the Council of Higher Education of Turkey (Yükseköğretim Kurulu [YÖK], 2019), the sample represented the gender profile of the Turkish marketing academics well. The marketing academics who were involved in both studies with a title below assistant professor were evaluated under junior academics. According to this classification, 59% of the 2007 study participants held a title higher than junior academics, while the proportion of the same group was 79% in the 2016 study.

▮▮ **Table 1.** Sample demographics.

Characteristics		2007		2016	
		n	%	*n*	%
Gender	Female	43	40	69	52
	Male	65	60	63	48
Age	Younger than 30	21	19	13	10
	30–35	30	28	33	25
	36–40	33	31	29	22
	41–50	13	12	38	29
	Older than 50	11	10	19	14
Title	Professor	12	11	32	24
	Associate Professor	14	13	21	16
	Assistant Professor	38	35	52	39
	Junior academics (Research Assistant, Lecturer)	45	41	27	20

Results and Discussion

The results on the related research categories are presented with the relevant discussions to enable the reader to follow the flow of the paper and compare findings of the two studies simultaneously.

Marketing Academics' Educational Background

Most of the 2007 study participants held a national education degree, while a minority of them had earned either an under-graduate, Masters', or PhD degree abroad. This profile was mostly the same in 2016. However, it is clear that there was a decrease in the number of PhD degrees obtained abroad (■ Table 3). This could be attributed to the new higher education regulations that allow research assistants to complete their grad-uate degree in other state universities offering new programs to prepare academics (a national higher educational program named *Academic Staff Training Program)*.

Marketing Association Memberships

As seen in ■ Table 4, Turkish marketing academics primarily prefer to become members of national associations rather than international ones, which remained unchanged from 2007 to 2016. Among the national organizations, the Turkish Marketing and Marketing Research Association has the highest number of members, while the AMA is the most popular international asso-ciation. It is pleasing that Turkish marketing academics have come together under major national associations like the Turkish Marketing and Marketing Research Association, whose number of members has increased substantially since 2007 while the number of members has decreased in some other organiza-tions. However, it is clear that international organization mem-bership is still very low.

Academic Activities

The marketing academics participating in the study state that they primarily spend their working hours on teaching, adminis-trative duties such as deanship, board membership, director-ship, head of department assigned by top management (the rec-tor or the dean), doing research and writing academic articles, and keeping up with new developments and updates in the mar-keting academia worldwide. As shown in ■ Table 5, the time spent for academic activities is the same for both 2007 and 2016 studies in which doing research, teaching and administrative duties account for the highest proportion. It is also clear that the proportion of time allocated to keeping up with the develop-ments in the field has decreased dramatically since 2007.

Publication Performance

From 2007 to 2016, marketing academics performed reasonably better both in national and international publishing areas as

■ **Table 2.** Gender profile of the Turkish marketing academics.

	Male	Female	% Male	% Female
Professor	64	61	51	49
Associate Professor	48	49	49	51
Assistant Professor	153	148	51	49
Junior Academics (Research Assistant, Lecturer)	163	127	56	44
Total	428	385	53	47

Source: Council of Higher Education of Turkey (YÖK, 2019).

■ **Table 3.** Educational background of participants by percentage.

	2007		2016	
	Turkey	Abroad	Turkey	Abroad
Undergraduate	99	1	98	2
Masters	86	14	89	7
PhD	81	19	87	9

■ **Table 4.** Marketing associations.

Organization	2007		2016	
	n	%	*n*	%
Turkish Marketing Association (N)	30	32	30	14
Turkish Marketing and Marketing Research Association (N)	25	27	97	45
Marketing Professionals Association (N)	-	-	6	3
American Marketing Association (I)	13	14	19	9
Marketing and Public Opinion Researchers Association (N)	4	4	5	2
Academy of Marketing (I)	3	3	3	1
Academy of Marketing Science (I)	3	3	10	5
Turkish Advertisers' Association (N)	2	2	0	0
ESOMAR (I)	2	2	2	1
Other (EMAC, CIM, BAM, ACR, AIB and AM)	11	12	45	21

I: international; **N:** national.

■ **Table 5.** Academic activities (time spent on each activity during a week).

	Aver. hours 2007	Aver. hours 2016
Administrative duties	15	16
Consulting and other outside work	4	2
Executive teaching	3	1
Keeping up with new developments	17	11
Doing research (i.e. collecting data, writing articles so on)	24	22
Teaching preparation	16	13
Supervising Master's and PhD students	7	7
Teaching postgraduates	7	9
Teaching undergraduates	14	17
Others	6	3
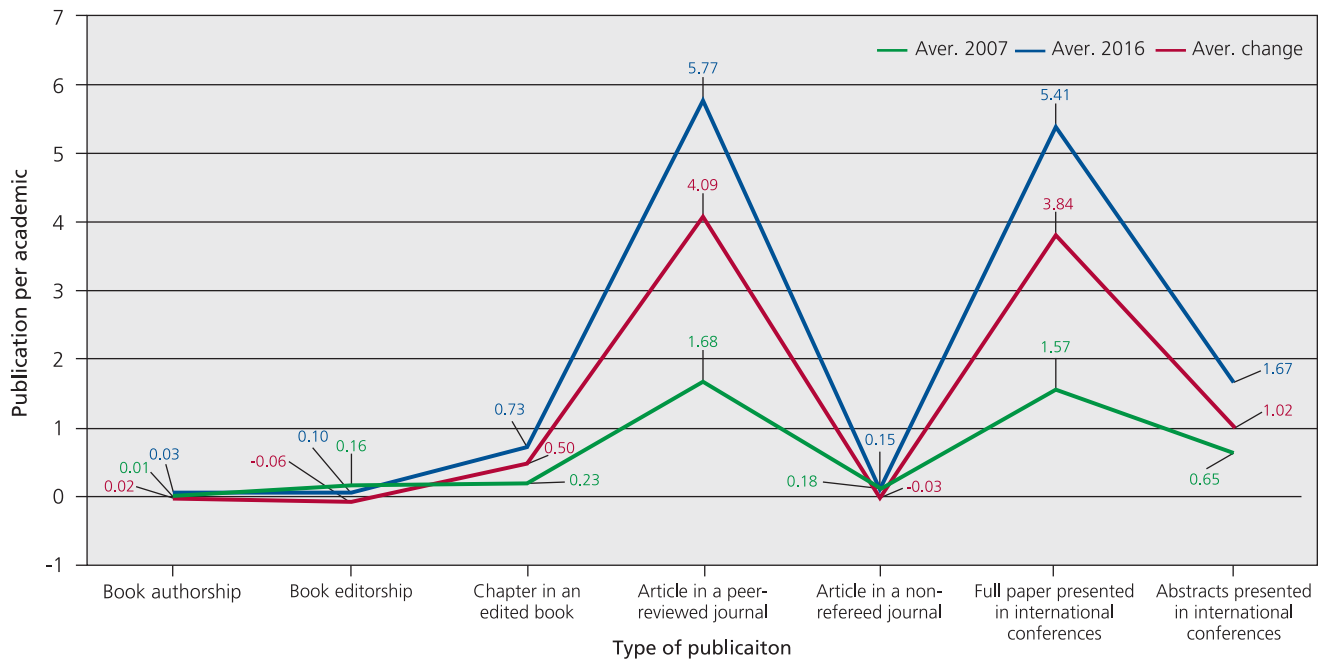
Figure 1. International publication performance per marketing academic.

shown in ▦ Figure 1. Considering the fact that Turkish marketing academics published 3.5 times more in 2016 than they did in 2007, it might be concluded that there is a remarkable boost in publication performance across peer-reviewed international

journals and conference participation with a full paper. The national publishing performance is almost similar, indicating a great extent of increase especially in the articles in peer-reviewed journals and papers presented at conferences (▦ Figure 2). This
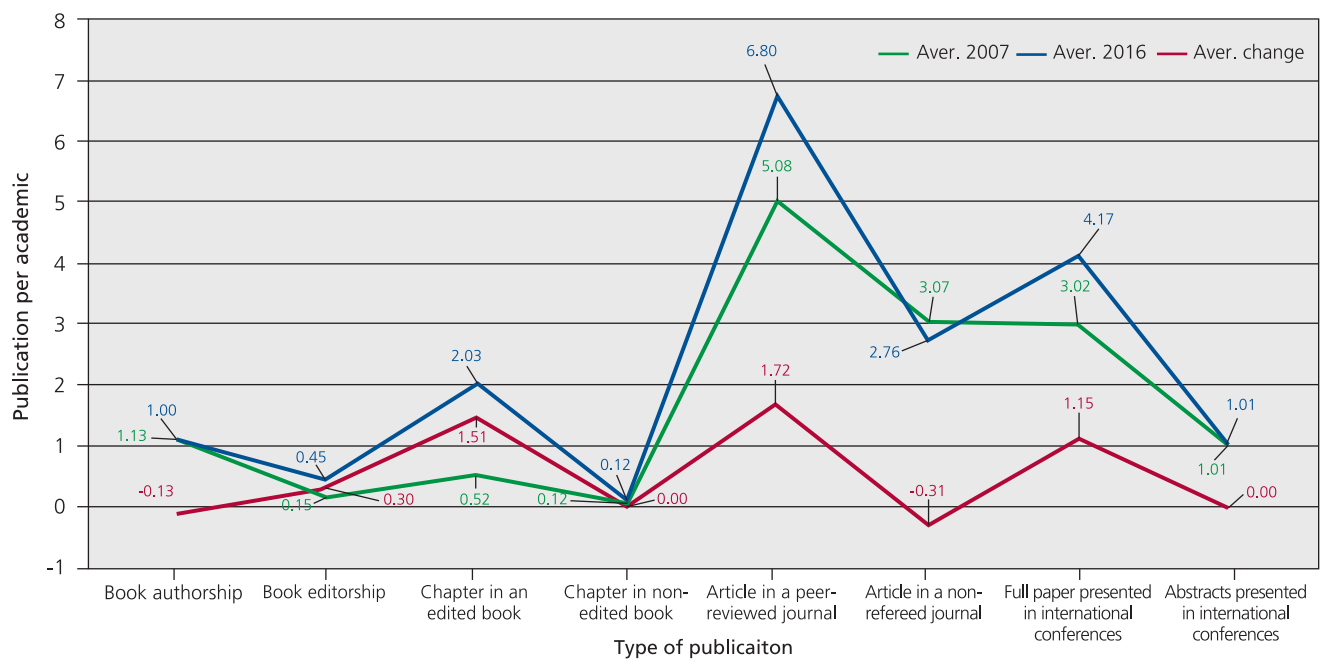
Figure 2. National publication performance per marketing academic.

change might be attributed to the increased academic awareness among Turkish marketing academics towards international and national activities as well as monetary incentives like the *Academic Incentive* that has been carried out since the beginning of 2016, which pays academics incentives for their publications and high-quality academic work. Before the most recent regulations, the academic promotion system in Turkey was based almost solely on peer-reviewed publications. The associate professorship/tenure is awarded by the Turkish Council of Higher Education committees. The minimum standards set by the Council for associate professorship were used to be based only on the number of publications. However, in 2018 new regulations were made by the Turkish Council of Higher Education for all academic fields, including marketing, which required that not only publishing in peer-reviewed journals but also other types of academic activities would be considered in faculty promotion, i.e. new standards based not only on research but also teaching and administration activities. This can be considered as a move away from the "publish or perish" approach. Besides all these, trivial publications have begun to be disregarded in promotion, as the new standards require SSCI, Scopus, and ULAKBIM (Turkish Academic Network and Information Center) indexed publications.

Income Sources

Turkish marketing academics' primary income source is the salary they receive monthly. Other income sources are con-

sultancy services to firms, additional course fees, administrative task payments, book royalties under copyrights and so on (■■ Figure 3). From 2007 to 2016, there was also a change in income source proportion indicating a considerable increase in consulting, which might be attributed to the developing relationships with universities and the companies in an attempt to bridge the gap between theory and practice. However, it may be inferred from the changing numbers that academics were in search for alternative income sources (other than salary) including projects developed in collaboration with other institutions.

Research Funds

As can be seen in ■■ Table 6, research is primarily supported by universities' own funds. Marketing academics also cooperate with public associations like TÜBİTAK (The Scientific and Technological Research Council of Turkey) and TÜBA (Turkish Academy of Sciences) for funding, which both require

■■ **Table 6.** Research funds (number of the funds by %).

Type of research funds	% 2007	% 2016
Public associations (TÜBİTAK, TÜBA and the like)	23	30
University	61	76
Faculty/Department	26	19
Private organizations, NGOs	14	10
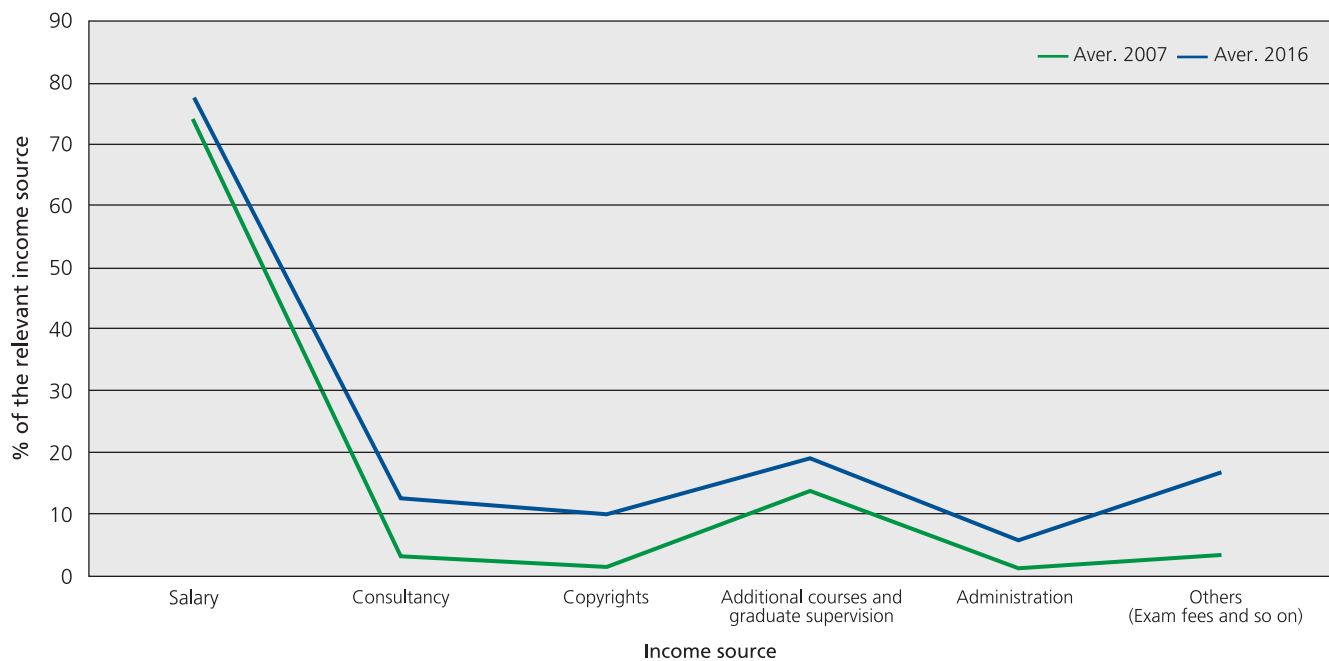
■■ **Figure 3.** Changes in Turkish marketing academics' income sources from 2007 to 2016.

studies to be of high quality. However, the number of collaborations with these organizations is still low.

Field Interests of Marketing Academics

In this section of the survey, the respondents were asked to declare their main Teaching and Research Interests. Each respondent was asked to rank their top three interests for each category in the order of importance. The responses related to these questions were summarized as an Index number computed by assigning a value of 3 to the top priority, 2 to second, and 1 to the third. After assigning the relevant values, they were summed up.

▮▮ Figure 4 presents that consumer behavior, marketing research and marketing strategy are the most-favored teaching interests among Turkish marketing academics both in 2007 and 2016. As can be seen in the Figure, there is an increase in re-emerging teaching fields such as new product and brand management, marketing education and distribution channels and logistics, although the top three (ie, consumer behavior, marketing research and marketing strategy) remain the same. There is a possible reason for this even though we do not have a definite basis: the transformational power of technology. The advances in technology have changed the whole game in distribution channels, marketing education and brand management by permeating these fields. We are currently re-inventing these fields in the light of technology. Actually, we are not re-inventing but re-testing the theories and models that we have in marketing and increasing advertising through mobile advertising. While the services marketing and advertising are observed to gain popularity as the research interests, marketing education and distribution channels/logistics are some new teaching interests listed by the marketing academics.

The academics participating in this research indicated that they mostly preferred consumer behavior, services marketing, and marketing research as their research interests (▮▮ Figure 5). Advertising, international marketing and social marketing are the other research fields driving higher interest. The findings on the research fields indicate that services marketing seems to be on the rise while marketing strategy, distribution channels/logistics, and marketing and entrepreneurship are re-emerging.

Urgent Issues Identified by Marketing Academics

Although the picture drawn above says positive things about marketing academics in Turkey, there still seems to be some other issues that remain unsolved, like a vicious circle. These issues are grouped under marketing theory, marketing practice and teaching, research and administration. The same indexing procedure was followed in the calculations. The total value is demonstrated as the "Index Value" in ▮▮ Tables 7–9.
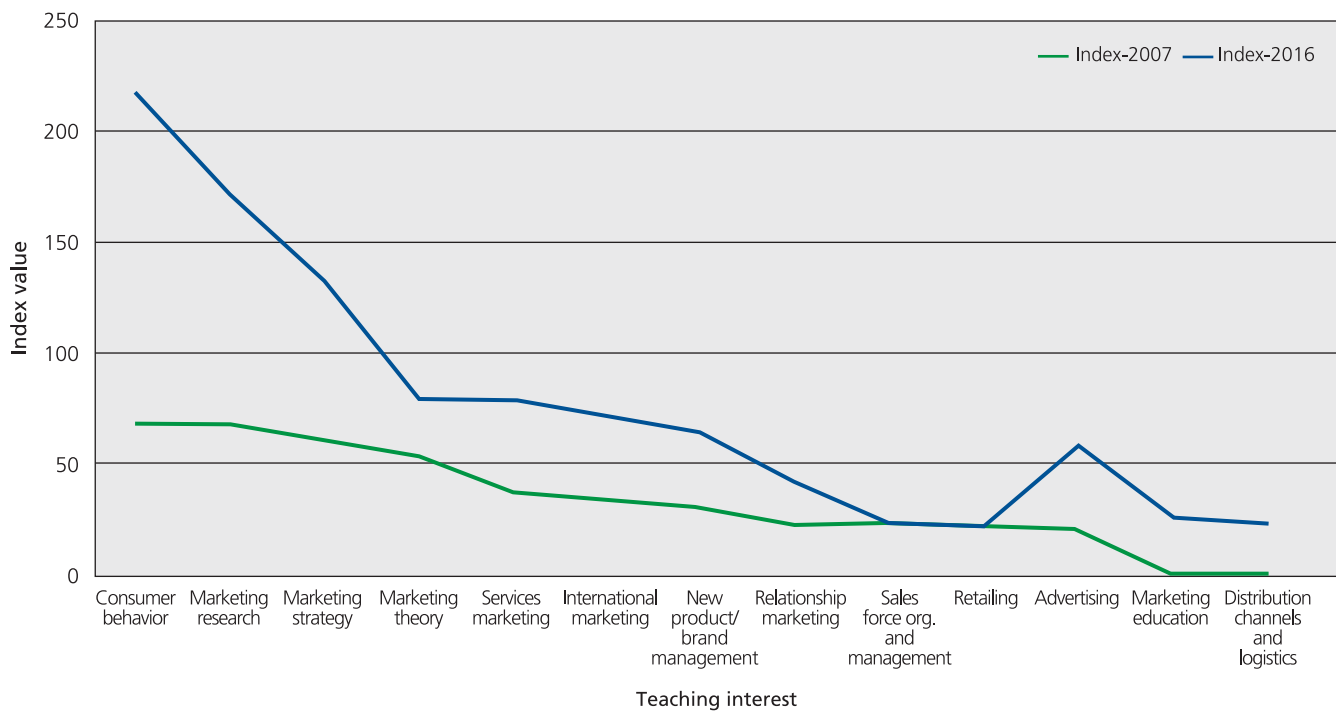
▮▮ **Figure 4.** Changes in Turkish marketing academics' teaching interests from 2007 to 2016.
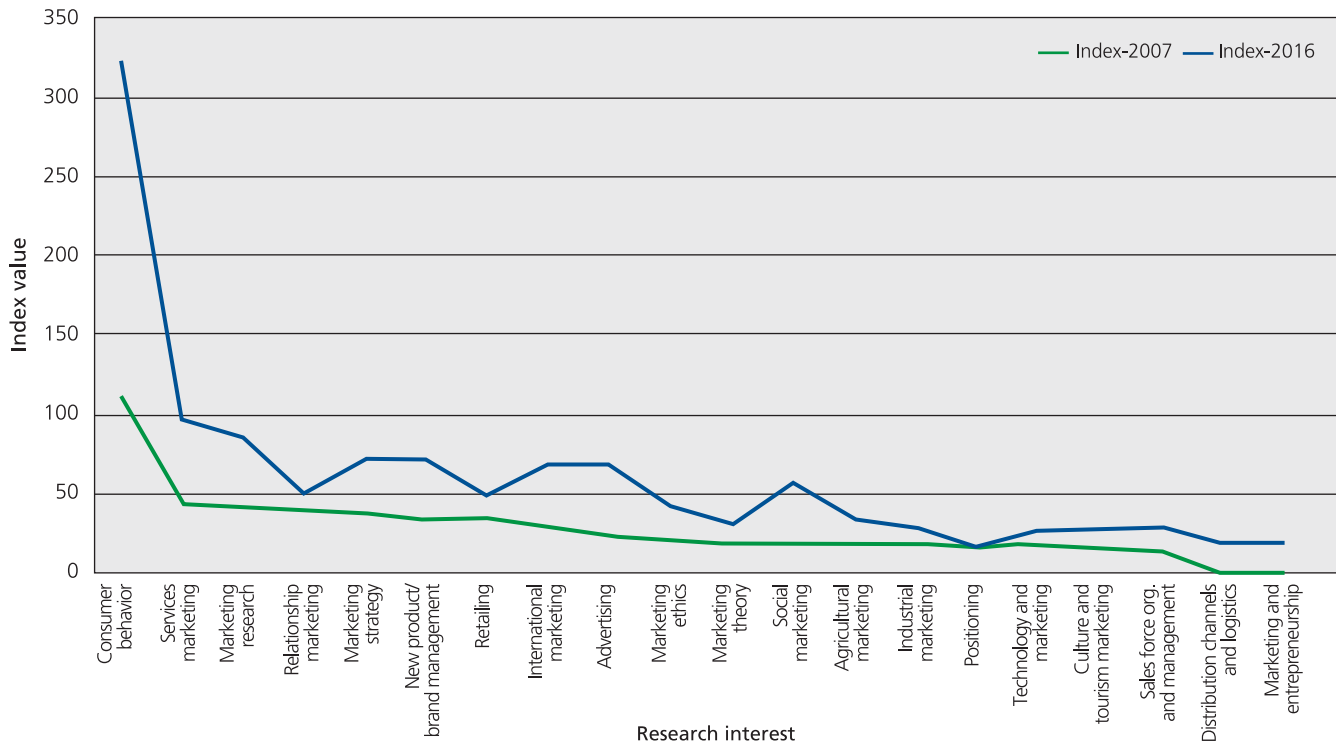
Figure 5. Changes in Turkish marketing academics' research interests from 2007 to 2016.

The top five issues related to marketing theory are the same for 2007 and 2016. The findings from both studies show that almost nothing has changed in ten years' time (■ Table 7). The research methods employed fell in the ranking of issues related to marketing theory. A possible reason for this may be attributed to the efforts of the Turkish Marketing and Marketing Research Association, and the high number of research method workshops and symposia held in the ten years between the two studies. The participants mostly cite the gap between marketing theory and practice as the most important issue. Lack of a widely accepted marketing theory and new ideas as well as the weak connection between marketing and other business functions are some other significant issues to be resolved. It might be inferred from these findings that marketing is still thought and taught independently of other business functions.

Table 7. Issues related to marketing theory.

	2007			2016	
Issue	n	Index value	Issue	n	Index value
The gap between marketing theory and practice	72	175	The gap between marketing theory and practice	88	192
Research methods being used	59	120	Lack of a widely accepted marketing theory	67	149
Lack of new ideas	55	109	Lack of new ideas	67	142
Lack of a widely accepted marketing theory	30	69	Effects of new technology on marketing	59	110
Effects of new technology on marketing	42	68	Research methods being used	60	107
Weak connection between marketing and other business functions	31	59	Weak connection between marketing and other business functions	38	69
Disregarding past research findings	17	25	Disregarding past research findings	16	28
Other	6	8	Other	6	15

Table 8. Issues related to marketing practice.*

Issue	2007		Issue	2016	
	n	Index value		*n*	Index value
Not knowing what marketing is	53	133	The gap between marketing theory and practice	80	180
Increase in consumer awareness	49	98	Not knowing what marketing is	77	168
Difficulty in measuring marketing outcomes	49	96	Difficulty in measuring marketing outcomes	72	123
The gap between marketing theory and practice	35	83	Increase in consumer awareness	50	108
Dismissal of marketing by business managers	49	85	Effects of new technology on marketing	51	93
Effects of globalization	33	70	Dismissal of marketing by business managers	41	73
Effects of new technology on marketing	33	51	Effects of globalization	22	45
Others	10	13	Other	6	14

*The calculation procedure in Table 7 was followed.

The issues related to the marketing practice are mentioned as the gap between marketing theory and practice, not knowing what marketing is, difficulty in measuring outcomes of marketing activities and so on (Table 8). The gap between theory and practice has long been debated among marketing practitioners and theorists. As can also be seen in the former section, this is the most cited issue. Although professional consultancy services provided by marketing academics have increased, there still remains a perceived gap between the theory and practice. This may indicate that we are somehow ineffective in communicating our knowledge of marketing theory to practitioners.

Both in 2007 and 2016, two of the most mentioned issues related to teaching, research and administration were decreasing student proficiency and the conflict between teaching and doing research (Table 9). Today, the new generation of students expect different content and methods of teaching. Even though we complain that our students' achievement is decreasing, it should also be noted that the way they learn is different from how we teach. That is why we may need to flip the classroom

providing the students with the possibility to study before class on/offline and practice in the classroom although some findings indicate that students might resist to giving up their traditional way of learning (McNeish, Foster, Francescucci, & West, 2012). It has also been indicated that digital tools including videos relevant to course content and social media work well in engaging students and sustaining their interest in the course (Nemetz, Aiken, Cooney, & Pascal, 2012; Rinaldo Laverie, Tapp, & Humphrey, 2013). Supporting the perceived gap between theory and practice, the participants in the 2016 study also mentioned that the course content was irrelevant to the practice.

Academic career development of marketing academics is another significant issue. This finding indicates that the academics feel pressured and confused about their social roles as teachers, researchers or administrators. The former system was set on a research-based advancement in academia resulting in unwillingness to teach since the academics felt that they were not getting rewarded for their teaching activities while there were plenty of students who needed to be taught.

Table 9. Issues related to teaching, research and administration.*

Issue	2007		Issue	2016	
	n	Index value		*n*	Index value
Decreasing student proficiency	59	125	Decreasing student proficiency	80	182
Pressure in career development	52	120	Conflict of lecturer and researcher roles of the academics	80	178
Conflict between lecturer and researcher roles of the academics	50	116	Course contents irrelevant to practice	69	142
Course contents irrelevant to practice	56	115	Pressure in career development	55	104
Measuring academics' performance	38	65	Unqualified civil servants working in universities	39	73
Using new technologies in teaching	31	50	Measuring academics' performance	39	60
Unqualified civil servants working in universities	12	20	Using new technologies in teaching	31	55
Other	10	15	Other	6	11

*The calculation procedure in the Table 7 was followed.

Conclusion

This study explored the changes and developments in the status of marketing academics in Turkey since the first time it was researched by Erdogan and Uzkurt, in 2007. The findings indicate that marketing academics began to prefer national graduate education to going abroad. This could be attributed to a national higher educational initiative named the *Academic Staff Training Program*. This new program enable research assistants to earn their graduate degrees in some well-established universities within the country. Benefiting from public institutions for research also increased, which is pleasing because such support results in higher quality studies. Funds received from public and private organizations both makes it possible for academics to carry out studies and develop projects for the benefit of the society.

The peer-reviewed journal publication performance of the Turkish marketing academics increased within a decade, which may be triggered by the newly regulated appointment and advancement conditions by the Turkish Council of Higher Education. This increase in publication performance may also be attributed to the increased awareness among Turkish marketing academics towards international and national activities as well as monetary incentives like the *Academic Incentive Program*. The Academic Incentive Program created a boom in publishing outcomes while this rise in quantity has also brought new questions on the quality of the studies and publications. As a result, the Academic Incentive Program criteria for extra payments have been revised every year since its initiation. Although it may be interpreted as a negative development, it might help improve publication and research quality over time.

Marketing academics' research and teaching interests primarily concentrate on such fields as consumer behavior, marketing research and marketing strategy. A number of previous studies also indicate a similar focus (Bozyiğit & Yaşa, 2012; Çatı & Öcel, 2018; Gürbüz & Çetinkaya Bozkurt, 2018; Kurtuluş & Kurtuluş, 2010; Kurtuluş, Kurtuluş, & Bozbay, 2009; Kurtuluş et al., 2013, 2012; Özkan Tektaş et al., 2014). For example, Bozyiğit and Yaşa's (2012) study of postgraduate and doctoral dissertations have revealed that the most studied subject is consumer behavior. In their bibliometric analysis, Denktaş Şakar and Cerit (2013) found consumer behavior as the most prominent subject among marketing-related subjects. Although the top three teaching and research interests did not change over a decade, some teaching interests (new product and brand management, marketing education and distribution channels) and research interests (marketing strategy, distribution channels and marketing and entrepreneurship) re-emerged.

Unfortunately, marketing academics do not believe that what they teach is relevant in practice. This can be considered as a vicious cycle in marketing academia worldwide as well as most business courses in general. In order to break this cycle, an option could be providing both sides with opportunities to spend time on the other side and see what is really done or meant, which is conceptualized by Lohman, Austin, Borgen, and Salo Wolff (2015) as "faculty internships".

Decreasing student proficiency in Turkey is a fundamental and urgent issue. Although academics have a critical role in increasing achievement through motivating the students for doing better, it should be noted that the issue is beyond the marketing academia to address by itself, as the successful learning habits of students are mostly established in the earlier stages (primary and secondary) of education. As mentioned earlier, adopting the flipped classroom approach may produce some favorable results.

Even though we believe that the participants in both studies represent marketing academia in Turkey well in terms of their academic experience and demographics, approximately one-third of the marketing academics participated in both of the studies, which can be considered as a limitation. Furthermore, both studies were descriptive in nature and the results were presented without delving into academic experience, title, and demographics. Academics interested in the field may further explore the relationships/effects/interactions of these variables in the future. Another future research avenue would be comparing the Turkish marketing academia with its global counterparts. Lastly, replicating this study in other fields of Turkish academia would allow field-based inferences.

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