

Competitive Paper Winner(s)

2019 MEA Best Competitive Conference Paper Award.

Christopher T Kondo, Olga Di Franco, Susan Cadwallader, California State University, Fullerton
"REVISITING..."MARKETING: THE "REBOUND" MAJOR"

2019 MEA Competitive Conference Paper First Runner-up:

David Ackerman, Qin Sun, California State University, Northridge
"Why Did My Classmate Get a Better Grade than me, it's not fair!" The Impact of Relative Deprivation on Student Reaction to Grades

2019 MEA Competitive Conference Paper Second Runner-up:

Gema Vinuales, Gauri Kulkarni, Towson University
Student Perceptions of Quantitative Marketing Courses

Competitive Papers

Title: Revisiting Marketing: The "Rebound" Major

Author(s): *Christopher T Kondo (California State Fullerton)* (ckondo@fullerton.edu); Olga Di Franco (California State Fullerton); Susan Cadwallader (California State Fullerton)*

Purpose of the Study:

Following up on the findings of our qualitative study presented at the Marketing Educators' Association 2018 Conference, this follow-up study sought to provide further, quantifiable, insights on how, when, and why undergraduate marketing majors select their major. Also, the nature of our sample and analysis allowed us to compare findings across different business majors.

Method/Design and Sample:

Undergraduate students in three sections of Principles of Marketing at a large state university located on the West Coast of California were given an assignment to complete an online (SurveyMonkey) survey which asked a number of questions about their chosen major and how they selected it. The total number of participants was 246. The survey included questions about when the student selected his/her major, how many other major(s) s/he had pursued beforehand, and the degree to which certain factors listed were influential in the decision.

At the university which served as the context of this study, Principles of Marketing is a required course for all undergraduate business students and, therefore, students from all the different business majors responded to our survey. Hence, this follow up study allowed us to quantitatively evaluate our key findings from our qualitative study across different business majors.

Results:

In general, our quantitative survey-based research confirmed our findings about marketing majors, but we also found that other majors share certain characteristics. For example, this study confirmed that marketing majors tend to pick marketing relatively late in their studies, while on the “rebound” from another area. However, this was also the case for finance. Why? We suggest that it is because students do not tend to be exposed to marketing or finance earlier in their home environment prior to their college experience, at least for our student population. Also, we confirmed that marketing students tend to choose the major because of the opportunity to be creative and work with people. However, this was also the case for some of the other majors, entrepreneurship in particular. Also, this study validated our finding that marketing students often chose marketing because they perceive it to be less quantitative. Once again, students who chose entrepreneurship also place a significant weight on this factor.

Value to Marketing Education:

We believe that the findings of this study would be useful for faculty or counselors who might be discussing potential majors with students.

References available upon request

Title: The Effectiveness of Technology Usage and Psychological Aspects toward Online Learning

Author(s): *Christina Chung (Ramapo College of NJ)* (cchung1@ramapo.edu); Emi Moriuchi (Rochester Institute of Technology)*

This study examines factors that affect students’ online learning by focusing on technical perceptions (attitude toward online learning) and psychological perceptions (motivation). The Self-Determinant Theory and the Technology Acceptance Model (TAM) were adopted for theoretical foundation. Data were collected from 197 college students. From a psychological perspective, the findings explain that learning competence (psychological needs) affects identified regulation (extrinsic motivation) and intrinsic motivation. From a technological perspective, perceived ease of use is affected by competence, but perceived usefulness is not related to competence. On the other hand, perceived ease of use and perceived usefulness are strongly related to attitude toward online learning. Based on the results, higher education administrators may wish to consider the user experience of a particular online learning system as well as students’ motivations to partake in online courses to enhance their knowledge about a specific discipline.

References available upon request