

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