

ABSTRACT

THE MICROCOMPUTER AS AN ACADEMIC PRODUCTIVITY AMPLIFIER

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Students are purchasing microcomputers to improve their employability, to make their lives easier, and improve their understanding in courses such as marketing research and management science. Housewives are purchasing microcomputers to keep family budgets under control and to learn about this new technology in order to answer their children's questions about school work. Business executives are using microcomputers to solve problems, make faster improved decisions, and to advance their careers over their peers. Marketing educators do not appear at this time to be joining this mainstream movement toward computer literacy either by developing personal uses for this growing technology or encouraging students in their applications with small computers. A recent survey indicated that 34% of the students surveyed indicated that they either regularly used or owned a microcomputer while less than 10% of their business school faculty could make the same statement. A number of reasons were given by faculty for this apparent lack of interest:

1. A belief that there are more powerful and more easily usable computer facilities already available on campus.

2. A belief that to use the small machine would require major investments of time to use and program this new technology effectively.
3. A belief that good personal and teaching qualities already make them good teachers so there is no need to tinker with something that already works.
4. A belief that the software available is limited and inadequate.
5. A lack of resources to purchase and learn to use a microcomputer.

The major problem investigated in this paper is the gap between students, business, and societal uses of microcomputers and marketing educators use of this machine. Current applications that deal with some of the major reservations about microcomputer use by faculty will be identified and concluding statements will address these issues.