

**PREDICTING EXPLICIT AND GENERAL ATTITUDES TOWARD THE MARKETING MAJOR USING
TEACHING METHOD EFFECTIVENESS FACTORS: A CASE STUDY**

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ABSTRACT

This study presents the results of a case study of the effectiveness of alternative teaching methods in explaining attitude toward the marketing major. It replicates the earlier work of Davis, Misra, and Van Auken (2000) to illustrate variances in students, faculty, and institutions and it further adds to their work through an assessment of the influence of alternative attitudinal measurement approaches.

A comparison with the earlier study revealed a substantial increase in explained variation and shifts in the relative valuation of teaching methods. While the former work revealed the robustness of in-class exercises, followed by cases, and then lectures, this new work revealed the efficacy of group processes followed by more individualistic teaching approaches. The study also revealed the efficacy of general attitudinal measures over those that are more explicit. The implications of the study results are also developed and presented.