

MARKETING STUDENT - PROFILE OF CLASSROOM SUCCESS

Daniel J. Brown, Oregon State University, Corvallis
William G. Browne, Oregon State University, Corvallis

ABSTRACT

Many educators have speculated on the student characteristics that lead to a successful academic experience. In particular, marketing educators may make inferences as to the personality, background, motivation, intelligence, etc., needed to be a successful marketing student. The study reported in this paper attempts to evaluate some of the variables that educators have proposed as factors leading to success or failure in the marketing classes and in the marketing curriculum. The authors, both marketing professors, obtained extensive data on the marketing students in their capstone marketing course. Academic information was obtained from each student's academic file, a questionnaire that was administered to all of the students and the grades from a final comprehensive examination. The data represents a census of all 166 students graduating with a marketing concentration in 1983 from the college. The data was used to generate a profile of the marketing student in terms of overall academic performance, college backgrounds, anxiety arising from and study time related to examinations, employment, involvement in other extracurricular activities, and general demographics. The profile information was related to the student's (1) final comprehensive examination performance and (2) overall GPA,

in an attempt to identify factors related to these two variables.

The significant variables associated with the comprehensive examination score were GPA, various individual course grades, SAT scores, expectations on standardized exams, minor (required), years in the business college, and years taking business courses. Significant variables associated with GPA were the same individual course grades, high school GPA, SAT scores, expectations on standardized exams, attitude towards the College of Business, study time, elected office, and gender.

The research can be used to partially dispel certain myths concerning success in marketing curriculums and overall college performance, and it may also serve to verify other myths. Students who have historically done well in school do well in marketing, while those who have done poorly do poorly in marketing. Of course, there are exceptions to this phenomenon. None of the nonacademic factors related significantly to comprehensive examination success, while only a few (study time, elected office, and gender) related to overall GPA for marketing students.