

## TO QUIZ OR NOT TO QUIZ? STUDENT ATTITUDES AND BELIEFS TOWARDS MULTIPLE QUIZZES IN A MARKETING COURSE

Howard Forman and Sunil Thomas, Department of Marketing, Mihaylo College of Business  
and Economics, California State University, Fullerton, 800 North State College Blvd.,  
Fullerton, CA 92831; hforman@fullerton.edu, sunilthomas@fullerton.edu

### ABSTRACT

One of the most difficult decisions marketing professors have to make is to determine how to evaluate their students. Overwhelmingly, professors tend to use quizzes/tests as a means of determining student learning in a course. While the literature on frequency of testing, particularly in non-marketing courses, is extensive, not much work has been done in understanding marketing students' perceptions of this teaching method. The main studies in marketing regarding this topic (Miller, 1987; Kling et al., 2005) have focused on the link between frequent testing and exam performance. However, not much is known about marketing students' attitudes towards this teaching method. In our study, we focus on the attitudes of marketing students towards multiple quizzes as a teaching method. Specifically, we are interested in knowing marketing students' attitudes on being informed at the beginning of the semester that this teaching method will be used in class. We are also interested in assessing whether these attitudes change by the middle of the semester when students have taken half of the scheduled quizzes, and are thus in a position to assess the benefits (if any) of this teaching method.

The present study examines the impact of administering multiple quizzes in an undergraduate marketing class. To get an understanding of students' attitudes and beliefs about having multiple quizzes during one semester, two questionnaires were administered. The first survey was administered to 34 students (all juniors and seniors)

at the beginning of the course to get a baseline understanding of their attitudes and beliefs before they took any of the quizzes. More specifically, this survey was given during the first meeting of the course after the syllabus was distributed and discussed in class. This was the students' first exposure to the fact that they would have 11 quizzes (in addition to two mid-term examinations and a final) during a 16-week semester.

The results suggest that at the beginning of the course (i.e., the first day) students had cautiously optimistic attitudes and beliefs towards the prospect of having multiple quizzes. Further, after the students had experienced more than half of the quizzes scheduled for the course, their attitudes were significantly more positive than they were in the beginning of the class. These results suggest that students liked, and more importantly benefited, from taking multiple quizzes. Limitations as well as future directions for our research are discussed.

### REFERENCES

- Kling, N., McCorkle, D., Miller, C., & Reardon, J. (2005). The impact of testing frequency on student performance in a marketing course. *Journal of Education for Business*, 81(2), 67-72.
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