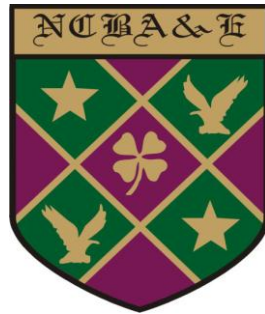


*National College of Business
Administration and Economics
Lahore*



**ASSESSING NON-CONVENTIONAL
EDUCATIONAL PRACTICES EFFECT
ON STUDENTS' PERCEPTION
ABOUT SALES CAREER**

BY

TANZEELA SHABBIR

**MASTER OF PHILOSOPHY
IN
BUSINESS ADMINISTRATION**

SEPTEMBER, 2017

NATIONAL COLLEGE OF BUSINESS ADMINISTRATION AND ECONOMICS

ASSESSING NON-CONVENTIONAL EDUCATIONAL PRACTICES EFFECT ON STUDENTS' PERCEPTION ABOUT SALES CAREER

BY

TANZEELA SHABBIR

**A dissertation submitted to
School of Business Administration**

**In Partial Fulfillment of the
Requirements for the Degree of**

**MASTER OF PHILOSOPHY
IN
BUSINESS ADMINISTRATION**

September, 2017



*In the name of ALLAH,
The Most Beneficial,
The Most Merciful,*

**NATIONAL COLLEGE OF BUSINESS
ADMINISTRATION AND ECONOMICS
LAHORE**

**ASSESSING NON-CONVENTIONAL EDUCATIONAL
PRACTICES EFFECT ON STUDENTS' PERCEPTION
ABOUT SALES CAREER**

**BY
TANZEELA SHABBIR**

A dissertation submitted to School of Business Administration, in partial fulfillment of the requirements for the degree of

**MASTER OF PHILOSOPHY IN
BUSINESS ADMINISTRATION**

Dissertation Committee:

Chairman

Member

Member

Rector

National College of Business
Administration and Economics

DECLARATION

It is to declare that this research work as not been submitted for obtaining similar degree from any other university/college.

TANZEELA SHABBIR
September, 2017

Dedicated
to

My Parents

ACKNOWLEDGEMENT

Thanks to Almighty Allah Whose, unending blessings enabled me to achieve another milestone in my life. This thesis would not exist without the support of my supervisor, family and friends. I owe my debt and would like to express deep feelings of gratitude to all those who have guided and supported me throughout the arduous but ineffably fulfilling process of conducting research.

My forever interested, encouraging and always enthusiastic, my father shabbier Ahmad: he always keen to know what I am doing and how I am proceeding. He always waits for a significant moment of my life. I am happy to be a cause of his screams of joy on completion of my M.Phil. degree. His moral and financial supports always bolster me in achieving my aims. I am grateful to my sibling and mother who have provided me through moral and emotional support in my life. I am also grateful to my other family members and friends who have supported me along the way.

To my Supervisor, Dr. Mumtaz Ahmad; I cannot thank you enough for all of your guidance over the past two years. Your supervision has helped me hone my research skills to a level that I can be proud of. I have developed a passion for conducting research since the beginning of my degree and I now have the confidence to match. I have always enjoyed collaborating with you and discussing new ideas and I count myself lucky to have worked with you.

A very special gratitude goes out to Rector NCBA&E, (Dr. Munir Ahmad) for developing and implementing a research oriented road map for future researchers. I am also grateful to Dr. Alia Ahmad whose research methodology subject helps me in establishing a strong foundation in research. I am also thankful to my friends; Dr. Ghulam Abid, Umer Ijaz, Sheeraz Ahmad and Misbah. It was fantastic to have the opportunity to work majority of my research with your moral support. What a cracking friendly environment to work!

RESEARCH COMPLETION CERTIFICATE

Certified that the research work contained in this thesis entitled **“Assessing Non-Conventional Educational Practices Effect on Students’ Perception About Sales Career”** has been carried out and completed by **Tanzeela Shabbir** under my supervision during her **M.Phil. Business Administration** Programme.

(Dr. Mumtaz Ahmad)
Supervisor

SUMMARY

The continuous increasing demand of professionally trained sales force provoked marketing experts to find out the ways through which this demand can be fulfilled. All marketing stakeholders, practitioners, academicians and educators are interested in developing sales graduates that come up to the expectations of employers in the market. Research has shown that despite having high demand in market, business students are less interested in adopting sales career. This negative sales perception among students hinder them to pursue their career in sales. Removing students' reticence about sales career can be helpful in motivating them to espouse sales career. Conventional teaching practices fail to build a positive image of sales career in students mind. Therefore, this study has examined the impact of three non-conventional and innovative teaching practices in changing students' negative perception about sales which in turn get them ready to adopt sales career.

Experimental research design is used to know the causal link between non-conventional teaching practices and their intention to pursue sales career. Experiment is conducted on business students who are in their early courses and do not have sufficient knowledge about real time sales practices. Each non-conventional intervention is applied on two separate groups: controlled group and experimental group. Both groups are formed by using randomized trial method to remove researcher bias. Data is collected from both groups two times. For experimental group data is collected before and after applying interventions, while data is collected from controlled group without applying any intervention.

The data is analyzed by using statistical Package for Social Sciences (SPSS). The results of t-tests show that all three non-conventional teaching practices have significant impact in changing students' negative perception about sales career. The results also highlight that sales competition is the strongest factor in changing students' negative perception about sales, while guest speaker presentation has lowest impact among all three non-conventional teaching practices. Further, the regression analysis shows that all sales perception subscales have direct impact on students' intent to pursue sales career.

LIST OF TABLES

Table No.	Title	Page
2.1	Description of Three Sales Educational Interventions Utilized	16
4.1	Respondents Profile in Experiment and Controlled Groups	27
4.2	Case-Wise Missing Value Analysis	28
4.3	Test of Normality	29
4.4	Values of Skewness and Kurtosis	29
4.5	Scale Reliabilities and Correlation Matrix	30
4.6(a)	Impact of Non-conventional Teaching Practices on Students' Perception about Sales (Experimental Group)	31
4.6(b)	Students' Perception about Sales (Controlled Group)	32
4.7	Subscale Impact on Intent to Pursue Sales Career	33
4.8(a)	Impact of Non-conventional Teaching Practices on Students' Intention to Pursue Sales Career	34
4.8(6)	Students' Intention to Pursue Sales Career (Controlled Group)	35

LIST OF FIGURES

Figure No.	Title	Page
2.1	Non-Convectional Educational Practices Model	17

TABLE OF CONTENTS

DECLARATION.....	v
DEDICATED	vi
ACKNOWLEDGEMENT.....	vii
RESEARCH COMPLETION CERTIFICATE.....	viii
SUMMARY	ix
LIST OF TABLES	x
LIST OF FIGURES.....	xi
CHAPTER 1: INTRODUCTION	1
1.1 Statement of Topic	1
1.2 Study Background.....	1
1.2.1 Research Questions	4
1.2.2 Research Objectives	4
1.3 Significance of the Topic	4
1.4 Study Variables	5
1.4.1 Role Playing	5
1.4.2 Guest Speaker-Alumni.....	5
1.4.3 Guest Speakers-Expert.....	6
1.4.4 Sales Competition.....	6
1.4.5 Students’ Negative Perception.....	6
1.4.6 Intend to Pursue (Sales Career)	6
1.5 Research Hypotheses	6
1.6 Methodology and Analysis	7
1.7 Findings and Results	7
CHAPTER 2: LITERATURE REVIEW AND HYPOTHESES	
DEVELOPMENT	8
2.1 Sales as a Career	8
2.2 Behavior Modification Modeling	8
2.3 Intention to Pursue Sales Career	9
2.4 Shaping Perception Through Education	10
2.5 Shaping Perception Through Non-Conventional Educational Practices	10
2.6 Role Playing and Student Perception.....	12
2.7 Guest Speaker-Alumni and Sales Professional Presentation.....	13
2.8 Sales Competitions and Students Perception.....	14
2.9 Student Perception and Intent to Pursue	14
2.10 Theoretical Framework	16
CHAPTER 3: RESEARCH METHODOLOGY.....	18
3.1 Research Design.....	18
3.2 Study Variables	19
3.2.1 Intent to Pursue-Dependent Variable	19
3.2.2 Student’s Perception about Sale Career–Mediating Variable.....	19
3.2.3 Role Playing (Independent Variable).....	19

3.2.4	Guest Speaker Lectures-Sales Expert and Alumni (Independent Variable)	20
3.2.5	Sales Competition-(Independent Variable)	20
3.3	Population and Sampling	20
3.3.1	Target Population	20
3.3.2	Sampling Design.....	21
3.4	Research Strategy-Experiment.....	21
3.4.1	Defining Theoretical Hypotheses	22
3.4.2	Randomized Controlled Trials.....	22
3.4.3	Applying Planned Interventions	23
3.5	Instrument	23
3.5.1	Pilot Testing	24
3.6	Measures and Operationalization.....	24
3.6.1	Intent to Pursue Sales Career Scale.....	24
3.6.2	Student’s Perception about Sale Career.....	25
3.6.3	Control Variables.....	25
3.7	Data Analysis	25
CHAPTER 4: DATA ANALYSES AND INTERPRETATIONS		26
4.1	Introduction	26
4.2	Respondents Profile in Experiment and Controlled Groups.....	26
4.3	Data Screening	27
4.3.1	Missing Value Analysis	27
4.3.2	Aberrant Values	28
4.3.3	Normality of Data.....	28
4.4	Scale Reliabilities and Correlation Matrix.....	30
4.5	Hypotheses Testing	30
4.5.1	Sales Perception of Controlled Group	32
4.5.2	Impact of Students’ Sales Perception on their Intent to Pursue Sales Career	33
4.5.3	Comparison of Non-conventional Teaching Practices Impact on Students’ Intention to Pursue Sales Career.....	33
4.5.4	Comparison of Non-conventional Teaching Practices Impact on Students’ Intention to Pursue Sales Career.....	34
CHAPTER 5: DISCUSSION AND CONCLUSION.....		36
5.1	Discussion on Results	36
5.2	Implications.....	37
5.3	Limitations and Future Directions	38
5.4	Contribution	38
5.5	Conclusion	39
REFERENCES		40
ANNEXURE		47

CHAPTER 1

INTRODUCTION

1.1 STATEMENT OF TOPIC

Sales function is considered as the lifeblood of Marketing and professionally trained sales force. It seems to be a rare commodity in today's competitive business world. The world will see a severe shortfall of professional sales people in future (U.S. Bureau of Labor Statistics, 2014; Bolander et al., 2014). Despite the increasing demand of professionally trained sales people, most of the business students are not interested to pursue their career in this field. Mani et al., (2015) figure out an important reason behind this lack of interest that is students' negative perception about sales profession. Marketing education literature found that this negative perception among students is due to several factors. For example sales career is considered as low prestigious, unethical and unimpressive profession by society.

Scholars in marketing education are trying to find out the ways through which students' negative perception about sales profession can be changed. Researchers have suggested that ameliorating sales education practices can be a useful tactic to either lessen out this negative perception (Cummins et al., 2015). Till now the main focus remained on conventional education practices (e.g. lectures delivery). Use of non-conventional education practices (e.g. role playing, sales competition, inspiration through sales alumni and sales experts) in changing students' perception is an important research question yet to be explored.

In this study our focus is to find out the impact of non-conventional sales educational practices on students' sales perception. Furthermore literature on sales pedagogy has found a gap of conducting pure experiment to explore this issue. We are going to apply pure experimental design to seek out the issue. Finally the researchers' attention remained toward developed countries. We are investigating this problem in context of developing country, Pakistan.

1.2 STUDY BACKGROUND

Role of sales function in marketing can't be overemphasized. In every company from small to large the sales department possesses key position. In

most of the companies, the salespersons act as a bridge between firm and its customers (Grewal and Sharma, 1991). Research on sales effectiveness has shown that 60% of salesperson time spent in contact with the customer either directly or electronically (Hoffmeister and Rocco, 2012) making the salesperson job very critical toward achieving success in sales (Rocco and Whalen, 2014). Keeping in view the salespeople nature of job, it becomes essential for companies to hire professionally trained sales staff.

It would be surprising for some educators in marketing that most of marketing graduates go for “sales career” as the most common entry. There is clear and universal fact that the world is facing the challenge of shortage of professionally trained salespersons. It is expected that this shortage will increase by 2020 across a wide swath of business sectors (U.S. Bureau of Labor Statistics, 2014). Furthermore, Careerbuilder.com alone lists over 40,000 entry-level sales positions (careerbuilder.com). To capture that problem universities have increased their course lines to match the demand of sales professional, companies are hiring directly from universities. For example, Oracle’s CEO announced during a call to investors, “We’ve hired about 500 salespeople and sales consultants directly out of college this year” (Bort, 2013). Companies have started sales competitions in their calendars besides their traditional job fairs. Organizations such as HP, Ethicon, DHL, ADP, UPS, and Michelin travel to sales competitions around the country to observe top sales students compete. Companies follow this up with campus visits to hire top sales talent. Sales reliably positions as a high need territory in ability and work request overviews and the appeal supply gap converts into a less demanding move for employment prepared deals graduates (Peltier and Dixon, 2014).

The world is anticipating a dramatic increase in demand of sales professionals (U.S. Bureau of Labor Statistics, 2014). However it is thought provoking that despite having higher demand, business students are not willing to adopt sales as their future career (Cummins et al., 2015). Students avoid choosing sales as a profession because of misconceptions in their mind about this profession (Cummins et al., 2015). Researchers (e.g. Bush et al., 2014) suggested that there is a great need of research to explain students’ negative attitude toward sales career and they should also be informed whether this profession is suitable for them or not.

Many students still have negative attitude for sales career (Cummins et al., 2015). An analysis of the writing highlights that students’ negative states of mind toward sales career have become a great challenge for instructors and experts in field of Marketing (Peltier et al., 2014). Most of the students at bachelor or master level (18-24 years old) are generally not aware of

professional sales dealings. Student's negative perception for sales may hinder their academic investigation and understanding of sales (Peltier et al., 2014) therefore it is worth investigating to identify the factors that can reduce student's negative perception about sales. Although substantial progress has been advanced over the last decade in changing students' negative concept about sales profession but many of them still experienced negative attitude toward sales career (Padin et al., 2016).

One way to address this issue is the use of educational practices. Cummins et al. (2015) investigated the impact of various educational practices on students' belief about sales and their intention to adopt sales career. Researchers in marketing education are in a view that educational practices can act as influential stimuli in removing reticence of students about selling career (Rocco and Whalen, 2014). Due to the lack of professionally trained salespeople, an Increasing fashion of offering sales education courses by business schools is (Fogel et al., 2012). Although it is a general consensus among marketing educators that taking marketing courses motivate students to take on sales career, further research is required to investigate the best curricula to achieve this goal (Gray et al., 2012).

Several studies described different innovative educational designs in order to enhance students' positive perception regarding sales function. For example, Paden et al. (2016) found a direct link between online learning workshops and changing students' perception. Similarly Mani et al. (2016) investigated the role of mock interviews in shaping positive views of students about sales career. Use of sales force socialization in formulating students positive expectation can be an impressive method in gaining students favorable response for sales profession (Bush et al., 2014). Even though these techniques proved helpful in removing negative views of business graduates but including such techniques in course is somewhat difficult. More innovative educational practices are needed for developing positive image of sales profession in mind of students (Bolander et al., 2014; Gray et al., 2012).

In response of latest call for modernized educational practices that motivate students' intention to pursue sales career (Knight, Mich, & Manion, 2014; Weeks, Rutherford, Boles, & Loe, 2014) this study offers four novel interventions (Role Playing, sales competition, sales expert presentation and sales alumni presentation) tested in principle of marketing class in a private sector university of Pakistan. It becomes an established fact that most of the students lose their concentration in class within 10 to 30 minutes. Thus it becomes essential to investigate some alternative methods that could engage students in class activities and ameliorate their performance (Young et al., 2009). Because of this, the researcher is interested in applying non-

conventional practices to convert students' negative perception into positive which ultimately enhance their intention to pursue sales career.

1.2.1 Research Questions

Marketing education literature significantly highlights the importance of educational practices, more specifically non-conventional and innovative practices, in decreasing sales reticence and improving students' intention to pursue sales career. Evaluating the impact of four non-conventional educational practices in generating positive sales career perception, the main research questions of this study are as follows:

1. Do Non-conventional educational practices reduce the student's negative perception about sales career?
2. Will the student positive perception about sales career learn them to pursue their career in sales profession?
3. Which of the Non-Conventional teaching has been highest impact in reducing student's negative perception about sales career?

1.2.2 Research Objectives

By review of the previous studies on the topic, following objectives are emerged for current research:

- a) To assess the impact of non-conventional and innovative teaching methods in changing students perception about sales career.
- b) To examine the effect of students' perception about sales on their intention to pursue sales as a career.

1.3 SIGNIFICANCE OF THE TOPIC

Students' negative perception of the sales role actually hamper the likelihood that they may not pursue sales as their profession. The role of different selling processes such as, sales management structures and the strategic use of personal selling within the broader promotion mix is very useful in a marketing plan (Loe and Inks, 2014). Educators need to address the issue of students' negative perceptions of a selling career. This will help in full exploration of the important role sales can play in the broader marketing mix (Marcos-Cuevas, Critten, Squire and Speakman, 2014). Therefore it is of

worth investigating to investigate factors that can change students' negative perception about sales career.

Sales managers are eager to sort out professional sales people (Rocco, 2014) that can help them in improving company's sales performance. Similarly marketing educators are also in intention to trained students in a professional way and ready to serve in market (Paden, 2016: Ink et al., 2016). By investigating the role of non-traditional educational practices in enhancing students' intention to carry on sales career, this study will be beneficial for both academicians as well as for practitioners.

The study also highlights the order in which four different interventions impact on students' perception. It guides marketing educators in applying non-conventional practices with right order. The research is significant for strategic course development by offering new ways to introduce in business classes.

1.4 STUDY VARIABLES

The study mainly consists of six variables excluding control variables. Role playing, guest speaker (Alumni), guest speaker (sales expert) and sales competition are independent variables. Students' Negative Perception is mediator in present study and Intent to pursue sales career is dependent variable. A brief account of these variables is given below.

1.4.1 Role Playing

Role playing is a technique to study interpersonal behavior in which a person is assigned to do a task and assume that the set of conditions are real (Widmier, Loe and Selden, 2007). In this study, students are exposed to a competition video and are asked to play the same role as the marketer did in the video.

1.4.2 Guest Speaker-Alumni

Presentation from a professional marketer who was also an alumnus of the same university is another intervention. Students can directly interact and get idea about sales function from a marketing person of their own institute.

In this study, alumni give some brief introduction about sales and asked students' interest towards sales as a career.

1.4.3 Guest Speakers-Expert

Student's discretion can be lowered if they have enormous sales experienced person with them stated by Cummins et al. (2015). In order to encourage students to take on sales career we need to teach them market exposure and vital skills in an effective manner.

A guest speaker with almost ten years of marketing and sales experience was called for presentation. The sales expert shares his experience, actual selling practices and sales ethics in front of business graduates.

1.4.4 Sales Competition

Students from a principle of marketing class were divided into groups and were asked to participate in practical sales competition with innovative and feasible ideas. The sales competition was held within the university by providing real market like situations.

1.4.5 Students' Negative Perception

Negative views of business graduates about sales career may hamper their choice to take sales career. Changing students' negative perception may change their decision of selecting their career. Therefore, it acts as a mediator between non-conventional educational practices and students intention to pursue sales career.

1.4.6 Intend to Pursue (Sales Career)

Intention to choose sales as a career is the dependent variable of this study. It is the willingness of the business students to choose sales as a career entry.

1.5 RESEARCH HYPOTHESES

On the basis of our research objective or literature review following hypothesis emerge in our study:

- H1:** Role Playing can positively improve students' perception regarding sale career.
- H2:** Guest speakers' presentation (Sales expert and sales alumni) has a positive impact on students' perception about sales career.
- H3:** Sales competition has a positive impact on students' perception about sales career.
- H4:** Reducing the negative sales perception will enhance the likelihood of student's intent to pursue a sales career.

1.6 METHODOLOGY AND ANALYSIS

In order to test our study hypothesis, experiment is conducted among Bachelor of Business Administration (BBA) students for all three interventions. Experimental design helps to identify the causal link between independent variables (non-conventional teaching interventions) and dependent variable (intention to pursue sales career). The data was collected two times at T1 and T2. The longitudinal data collection helps in examining the impact each intervention bring up in dependent variable. The data analysis is done through t-test and regression analysis by using SPSS. The detail is given in Chapter 4.

1.7 FINDINGS AND RESULTS

The t-test analysis shows that students' perception regarding sales career is changed due to the application of non-conventional teaching practices. The impact of sales competition is stronger, while the impact of guest speakers' presentation is weaker among three teaching practices. Finally the regression analysis also show that students' perception has a direct impact on their intent to pursue sales career. The detail is given in Chapter 5.

CHAPTER 2

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

2.1 SALES AS A CAREER

For undergraduate students, it is critical decision to select their major field of study because it is likely to affect their future career. With plentiful options of major fields and programs and availability of overabundant information, choosing the best field of study is an overwhelming and challenging process (Schwartz, 2004). Many students took this critical decision based on their own misperceptions about a particular program of study. Marketing education literature found various factors that can contribute to influence students' decision in selecting a curriculum. Roach, McGaughey and Downey (2011) found that both external as well as internal factors can impact students' decision. External factors include job characteristics, job prospects and social influence and internal factors comprise of students' self-perception about the field, the match between profession and their abilities and most important is their interest (Roach et al., 2011).

As the salespersons are the key contact between customer and the firm, they act as a bridge between company and its customers (Grewal & Sharma, 1991). Research on sales effectiveness (Hoffmeister & Rocco, 2012) discloses that sales staff spends more than 60% of their time in engaging customers either directly or electronically. This customer oriented interaction is crucial for being a successful salesperson. Despite the critical role and highly demanded profession, most of the students are unwilling to adopt sales as their long term career path. It might be due to their negative perception about sales career.

2.2 BEHAVIOR MODIFICATION MODELING

In order to understand how the non-conventional teaching practices can influence students' learning and ultimately to their behaviors, it is essential to understand the underpinning theory which affects this process.

In sales and marketing, the role playing learning and sales competition learning are consistent with the Behavior Modification Modeling approach. This technique was first used in marketing by Nord and Peter (1980). The use

of sales-role playing and sales competition provides students an opportunity to improve their cognitive knowledge about professional sale activities (Cummins et al., 2016) therefore reduce students' misconception and consequently impact their behavior like participating in sales specialization courses and enhancing intention to pursue a career in sales.

The basic principle of Behavior Modification Modeling approach (Nord and Peter, 1980) states that learning new things and adopting new behavior are functions of observing others. The approach is in congruent with popular learning theories i.e. social learning theory which holds that learning is done by receiving instructions or observing a model without practically experiencing the task (Bandura, 1977; 2015). Therefore we find this approach relevant to our context in which the aim is to educate students by observing and following others. Moreover, Bush et al. (2014) illustrated the advantages of modeled learning as it provides low risk environment for business graduates in comparison of actual sale situation. The use of modeled learning and observational method allows students to get clear information for using their skills in a best way (Cummins et al., 2016). Availability of this information develops a sense of sales efficacy among students.

2.3 INTENTION TO PURSUE SALES CAREER

Prior studies have revealed conflicting arguments about students' perception of sales jobs. In 1950, a survey was conducted by American salesman from 3000 business students at different universities and found that overall students' perception about sales function is negative ("What college students think of selling as a career," 1958). In order to know student perceptions of salespeople and a sales career in a cross-cultural study, Barat and Spillan (2009) investigated that students negative perceptions regarding sales career is consistent in the Unites States and two Latin American nations. Results from the empirical studies also show similar findings. For example, Fournier et al. (2014) argued that poor image of selling function in mind of general public stops talented sales students from choosing sales career. In the same line, Karakaya et al. (2011) also concluded that sales profession is not considered as a prestigious one. Similar to this, Karakaya et al. (2011) conducted a research named "A cross-national investigation of students intentions to pursue a sales career" and found negative perceptions among students of United States, Switzerland and Turkey.

Marketing educationists have found various reasons for this negative perception about sales career. Ink et al. (2016) suggested that low opinion about sales career is due to the fact that students are unaware of professional

sales practices. The stereotyping of salespeople presented in mass media can be the reason for these hostile sentiments (Rocco, 2014). The emergence of this stereotyping comes from a phase generally referred as “sales era” in which belligerent efforts were made by the companies to sale out their offerings in a highly competitive environment (Kerin, Hartley, & Rudelius, 2009). College graduates hold unfavorable ethical image about personal selling (Burnett, Pettijohn, & Keith, 2008). Students with these unethical apprehensions enter into market with pessimistic attitude. Klein, Laczniak, & Murphy, (2006) argued that due to students cynical attitude, they start perceiving that unethical attitude in sales career is preferred rather compulsory to get success. Misconceptions about the nature of a sales career and sales industry discourage students (Hopkins and Hopkins, 2017) and therefore they avoid adopting sales profession in the long run.

2.4 SHAPING PERCEPTION THROUGH EDUCATION

High demand of selling skills in marketplace generates higher employment opportunities for new business graduates (Marcos, 2014). Sales education has drastically developed in response to the recent increase in demand of sales skills. Fogel et al. (2012) found that “as selling becomes more sophisticated and solutions-oriented, and good sales jobs go unfilled for lack of qualified applicants, the value of university-based education rises” (p. 97). Both marketing practitioners and scholars agree on the continuous changing in markets and sales function role (Fogel et al., 2012). Owing to Globalization of markets and changing in technology, the role of sales profession is getting more and more sophisticated (Honeycutt, 2002; Marshall, Moncrief, Rudd, & Lee, 2012). New ways of businesses are exceeding relational contexts and assuming innovative ways of creating value for customers in which sales people have to perform key role (Blocker, Cannon, Panagopoulos, & Sager, 2012). As sales is considered a main function in most of the companies, therefore sales education is imperative to equipped business graduates with professional capabilities so that they can be successful in find a job in market (Hawes, Rich, & Widmier, 2004).

2.5 SHAPING PERCEPTION THROUGH NON-CONVENTIONAL EDUCATIONAL PRACTICES

Sales educators generally use classroom lectures to equip students with those skills that are actually hold by salespeople. Successful sale persons possess the ability to think independently. Innovative teaching methods in sales classes can enhance students “think-on-your-feet” skills (Aylesworth,

2008; Huffaker & West, 2005). Ng and Forbes, (2004) examined the role of experiential learning in improving students' skills of sales. Latest CBS news (2013) named "Improve Means Business" illustrated the effectiveness of improve ways of teaching in business schools. This report also highlights that how efficiently the big companies like Nike and Google use innovative training methods to train their sales force.

Research has shown that students lose their concentration within 10 to 30 minutes while attending class room lectures (Young, Robinson, and Alberts, 2009). Thus it becomes essential to investigate some alternative methods that could ameliorate student attention (Young et al., 2009). Researchers have suggested that engaging students in non-traditional activities (role playing, group work, simulation) can generate better result toward improving their attention and learning (Cummins et al, 2015). Non-conventional educational practices are different from class lectures and include several active learning techniques e.g. role playing, guest speakers, competition etc. (Cummins et al, 2015). Sales education literature also depicts those activities like sales role playing not only change student perception but also make them better sales thinker (Chunk, 1990). Students exposed to such participative learning activities are better able to apply their knowledge and solve problems in their job (Weeks et al., 1997). Following these lines of inquiry, we are in a view point that non-conventional methods like sales competition, sales role play, sales alumni appearance and sales expert presentation can garner fruitful results in improving students' perception regarding sales career.

The changing business world demands sales professionals to equip with broader range of skills and competencies to enter into market. The continuous progression in sale expert role forces them to acquire professional sales skills (Marcos, 2014). Keeping in view the context of sales education literature, the researcher believes that the stage is set for an empirical study to examine the impact of non-conventional teaching practices in shaping students favorable perception about sales career.

Sales curriculum in business schools has become more vigorous by introducing the advance aspects of sales profession instead of merely introducing sales terms (Loe and Inks, 2014). To do this, the universities have acknowledged the applied nature of sales and marketing field by intentionally balancing academic syllabus with experimental approach which includes best exercises into the classroom via innovative pedagogy. It makes selling a different discipline than other business fields in which conventional lectures technique remains dominated.

2.6 ROLE PLAYING AND STUDENT PERCEPTION

Role playing is a technique to study interpersonal behavior in which a person is assigned to do a task and assume that the set of conditions are real (Robbins, 2004). Cummins et al., 2013 elaborated that role playing is considered the most effective teaching method in sales literature. The usefulness of role playing can be multiplied when students can repeat their activities in real world (Rocco and Whalen, 2014). Such activities enhance students' engagement and learning (Rocco, 2014) thus minimizing their negative perception about sale job. Method of role playing is also helpful in getting better the attention and concentration of students in the class (Sojka and Fish, 2008).

Role playing improves the interpersonal communication skills of students and provides them practical information about sales activities (Cummins et al., 2013). Adding a component of competition in sales role playing activities can significantly add up students' learning about sales function (Widmier, Loe, & Selden, 2007). In class role playing exercises give chance to students to self- identify according to situation (Sojka and Fish) thus are better able to understand real world sales activities. In an experimental research on call centers recruitment practices, Houlihan (2000) investigated that class room role playing helps employers in hiring decision.

Engaging students in Sales role playing make them able to apply their sales related skills and knowledge to a situation similar to real world environment (Mani et al., 2016). This technique is very much similar to that adopted by creative art disciplines. Ink et al. (2016) explained that in introductory marketing classes, students just grasp sales vocabulary and gain interpersonal skills while they refine these skills by participating in experiential activities i.e. role playing. It is also noted by marketing scholars that sales executives prefer to hire those students having role playing experience in class rooms as they are better performer (Bolander et al., 2014). Thus in business schools' sales curriculum, role plays become key component of pedagogical tool kit. Therefore we can hypothesize that:

H1: Role Playing can positively improve students' perception regarding sale career

2.7 GUEST SPEAKER-ALUMNI AND SALES PROFESSIONAL PRESENTATION

Bahhouth and Spillan (2014) investigated that business graduates who have never interacted first-hand with any salesperson may take sales profession in a negative sense. Higher education educators around the world are trying to offer students with a more realistic view of professional selling (Bristow, et al., 2006). Students' interaction with sales experts from their field job may found one of the effective ways in educating students about practical sales practices. Students want industry people involved in role-playing exercises and industry people enjoy being involved (Beck and Adler, 1997).

Guest speaker appearance is one of the widely used non-conventional methods to motivate students about any subject of interest. Latest sales alumni appearance as a guest speaker can be more effective way to produce positive sales career perception among students because these personnel are more alike to audience with respect to age and experience (Cummins et al, 2015). Latest alumni can be considered as peers of students (Cummins, 2015) and can be a useful source to achieve academic milestone (Topping, 2001). Peer led learning brings innovation among students Thomas et al. (2016). Thus sales peers can mitigate the negative perception among students by arousing innovation among students. The alumni was as young as the students with only one year of experience so by that undergraduates can get real motivated by their experience. Speaker will discuss the pros and cons of sales person, along with the hierarchy of his company. Studies on improving mathematical skill of students show that peer assisted learning strategies have positive effect on students learning (Kroeger and Kouche, 2006).

Experience sharing by the sales professional can facilitate in developing positive sales career image among students. Cummins et al., (2015) suggested that expert panel on sales significantly impact on sales ethics and sales career. Along the same lines, Peltier et al., (2014) work also revealed a considerable impact of sales expert group on students' perception. Effective teaching methods including marketing exposure can encourage students to adopt sales career through developing critical skills (Cherifand Adams, 1993). Practical knowledge through a credible resource person can be a fruitful tool to develop their critical thinking. Cummins et al., (2015) argued that a person with vast sales experience can reduce students' reticence the most. So, on the basis of these arguments we can hypothesize that:

H2: Guest speakers' presentation (sales expert and latest sales alumni) has a positive impact on students' perception about sales career.

2.8 SALES COMPETITIONS AND STUDENTS PERCEPTION

Sales competition is also one of the effective and innovative techniques used in high rank business schools to educate students about selling practices. Sales competitions are great mean of applying students' understanding of sales (Mani et al., 2016). The sales competition exercise is demonstrated as an effective technique to discuss efficiency in business and an introduction to bargaining and integrative agreements in negotiation (Ball, 1999). Sales competitions can offer students the similar learning experience provided by selling a real product in areal market (Inks, 2011).

Schaefer and Haytko (2014) explains the benefits of using corporate partnering to students: enhanced confidence and motivation, experience at performing under pressure, and employment opportunities. Sojka and Fish (2008) introduces and tested the in-class role-plays as an effective form of role-play for Generation-Y students. Sales lab simulations are used for activities such as outside sales, inside sales, and city counter sales (Toppen and Meznarich, 2011). In analyzing the impact of role playing competition, Widmier et al. (2007) introduces a role-play competition project that combines role playing, competition, and teaming and provides motivation for self-regulated learning in the sales context.

The sale competitions can be used as an effective tool in sales curriculum given the environment the business students may face in their practical selling (Widmier, Loe and Selden, 2007). Sales competitions foster the active learning among business graduates which in turn boost up their learning process. Involvement in sales competition help students to gain sales related knowledge and to enhance their cognitive aptitude (Mani et al., 2016). Improvement in these two abilities make students able to view selling activities positively. On the basis of above arguments, we hypothesize that:

H3: Sale competition can positively improve students' perception regarding sale career

2.9 STUDENT PERCEPTION AND INTENT TO PURSUE

From a broader perspective, students' negative perception of the sales role may hamper their academic investigation and understanding of sales as a part of the promotion mix. The role of different selling processes, sales management structures, and the strategic use of personal selling within the broader promotion mix is critical in a robust and complete marketing plan (Loe

and Inks, 2014). If students' negative perceptions of a selling career prevent full exploration of the complimentary role sales can play in the broader marketing mix. Students' negative perceptions about sales career not only put hurdles in way of selecting sales career but also harm their interactions with sales people (Fournier, et al. 2014). Therefore reducing this negative sales career perception among students is necessary to enhance their intent to pursue sales career.

Based on the understanding of the dimension of sales profession (sales knowledge, perceptions and attitudes regarding the sales profession, salespeople, and selling ethics), Peltier et al. (2014) aggregated a number of items from the literature. This aggregation procedure was useful to develop a scale for measuring student intent to pursue a sales career after graduation. The sales profession subscale addresses the personal fulfillment and value of a sales job to the individual. The salesperson subscale focuses on the perception of and respect given to salespeople by others. Sales knowledge refers to the sales people's familiarity with community of practice. This in turn creates an ability to perform these processes. Finally, sales ethics include the ethical practices and responsibilities of salespeople.

Marketing educators can play a significant role in shaping the fundamental conviction about sales career. Teaching approach is found to be an effective way of clarifying students' misconceptions about sales (Allen, Dugan, Popa and Tarasi, 2017) and in turn encourage them to apply for sale jobs. Ink et al. (2016) suggested that teaching campaigns focused on educating students about the virtues of sales career can enhance the likelihood of selecting sales career. On the basis of above arguments, we hypothesize that:

H4: Reducing the negative sales perception will enhance the likelihood of student's intent to pursue a sales career.

Table 2.1
Description of Three Sales Educational Interventions Utilized

Non-Convectional Intervention	Description	Reticence-related Learning Goals
Guest speaker (Sales Professional)-A Sales expert having five year experience in sales career.	An expert from sales and marketing field from well reputed organization and having handsome experience on sales will deliver a presentation regarding sales profession, sales career and sales ethics.	Expecting to enhance general perceptions about sales ethics, salespeople, sales career and sales knowledge.
Guest speaker (Alumni) Presentation by one year experienced alumni.	A guest speaker from alumni will share his 1 st year experience, current status in sales career, current industry practices and potential in sales profession.	Improve perceptions of a sales career, salespeople, sales ethics, and sales knowledge.
Role-playing activity by sales team and students.	Students are asked to participate in sales role playing activity by performing real life sales activities.	Improve perceptions sales knowledge, salespeople, sales career.
Sales Competition.	Students participated in on-campus sales competition. They are required to incorporate all possible sales functions i.e. advertisement, promotion etc. in selling their product.	Improve sales ethics, sales knowledge, sales people and sales profession.

2.10 THEORETICAL FRAMEWORK

The hypotheses that are developed on the basis of the literature review are all entrenched collectively in the form of a model. Students' role-playing has a positive impact on student' perception about sales career (Cummins et al., 2013). Guest speaker appearance is one of the widely used non-conventional methods to motivate students about any subject of interest which has also positive impact on student's perception about sales career. Our third variable is guest speaker – Expert, Sales expert presentation has a positive impact on students' perception about sales career. Perception of students about sales career will be measured through four dimensions as mentioned in Figure 2.1.

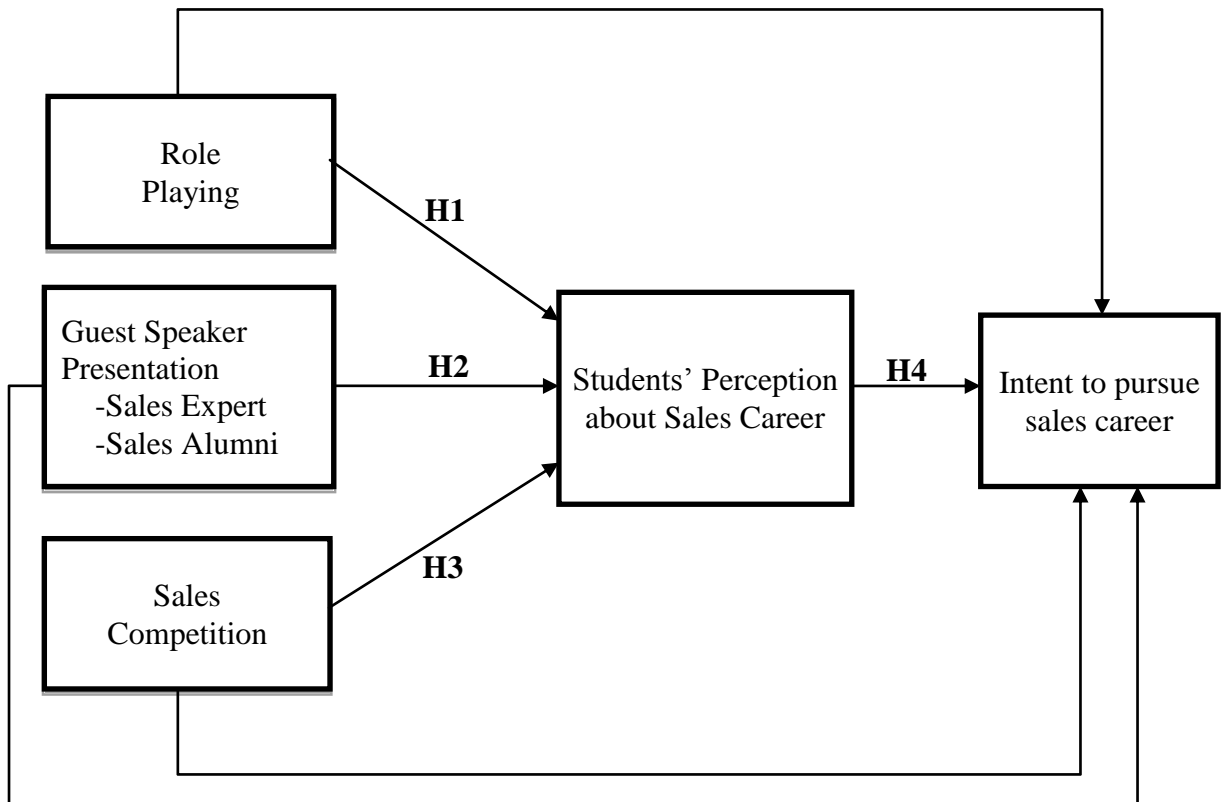


Figure 2.1: Non-Convictional Educational Practices Model

CHAPTER 3

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

Research design is an overall blueprint of how the research questions will be addressed (Saunders, Thornhill, & Lewis, 2016). Research design clearly depicts the broader purpose of the study and also shows particular objectives of study. Further, the researcher philosophy, the strategy of data collection, study approach and time horizons are also considered important elements of research design. Following the Saunders et al. (2016) research design onion, the research design adopted in present study is discussed below.

The current research is based on pragmatism philosophy - answering a research question depends upon the type of research question. As the researcher is interested in finding out the causal relationship between independent variables (non-conventional teaching practices) and dependent variable (intention to pursue sales career), the most appropriate strategy to address this question is experiment. Experiment strategy aims at measuring change in dependent variable due to independent variable, therefore experiment was conducted to analyse the impact of non-conventional teaching practices on students' intention to pursue their sales career.

The main purpose of this research is to examine in detail the causal link between con-ventional teaching practices and students' intention to pursue sales career, therefore explanatory research was conducted by the researcher. The study hypotheses were drawn from behavioral learning theory by following deductive approach. Keeping in mind the nature of research question, the data was collected at two points of time, T1 and T2. Collecting longitudinal data has the capacity to measure change in dependent variable (students' intention to pursue sales career) due to independent variables (non-conventional teaching practices) by controlling other variables (Saunders et al., 2016). As the researcher was concerned with observing the behavior of students, individuals were selected as unit of analysis.

3.2 STUDY VARIABLES

3.2.1 Intent to Pursue-Dependent Variable

Students' Intention to pursue sales career is the willingness of students to adopt sales as a career. Despite a high volume of demand in sales jobs, very few are willing to pursue their career in sales and marketing. Therefore it is of utmost importance to find out the antecedents that can affect students' intention to pursue their career in sales. In present study, students' intention to pursue is considered as a dependent variable.

3.2.2 Student's Perception about Sale Career–Mediating Variable

Students' perception is the fundamental belief students hold about sales career. Literature on sales and students perception about sales has identified four key dimensions which formulate students' perception either in a positive or negative way. These four dimensions are: sales knowledge, perceptions and attitudes regarding the sales profession, salespeople, and selling ethics. Students observe these dimensions as per their knowledge and make an inner belief about sales career. In current research Student's perception about sale career acts as a mediating variable. Researcher is interested in knowing the impact of non-conventional teaching practices on students' sales career perception which in turn influence their intention to follow sales career.

3.2.3 Role Playing (Independent Variable)

Role playing is a technique to study interpersonal behavior in which a person is assigned to do a task and assume that the set of conditions are real (Robbins, 2004). In current study students are asked to see a sales related video and perform similar task with matching circumstances. In these videos, the entrepreneurs tried to sell their ideas to gain investment for their business ventures. The investors mainly concern for the area of sales and posed different questions related to their selling strategies. It offers students with real time sales communication. The expected outcome of this activity is to enhance students' selling communication, clarity on selling their ideas and managing opponent questions.

3.2.4 Guest Speaker Lectures-Sales Expert and Alumni (Independent Variable)

Presentation from professional sales expert on the topic of sales ethics, careers, professional selling and other items from field experiment. The guest speaker presentation mainly focused on the practical sides of sales profession and issues with selling ethics. The expected outcomes of this presentation are improvement in students' perception about sales ethics, sales career, sales knowledge and salespeople.

Another non-conventional teaching practice is guest speaker presentation by a recent sales alumni returning after 1 year of sales experience. The central themes of sales alumni lecture were sales training, transition and discussion about sales items from students' text books. Discussion of students with sales alumni who looks like themselves gave students an opportunity to learn more about field practices in sales profession, ethical dilemmas and rumors about personal selling.

3.2.5 Sales Competition-(Independent Variable)

Mini sales competitions were held to ameliorate the selling skills among students. Students were asked to participate in sales competitions held within the university. Students were required to come up with real time product or service to sell on campus with professional selling approach. Students were analyzed on the basis of professional selling attitude and selling ethics. The learning outcomes of such competitions were to enhance their understanding on sales process, ethics and sales knowledge.

3.3 POPULATION AND SAMPLING

3.3.1 Target Population

Population is the aggregate of objects, events or people that the researcher want to investigate (Sekaran & Bougie, 2010). Here, the researcher is interested in knowing the intention of students in adopting sales career. Therefore the population for current study are students of Business schools of university level after inter level. Only business students are considered as the potential students for present research as they are most likely to adopt sales as a career. Therefore the targeted population for our study are students from business classes. More specifically, students who are in first semester and studying principles of marketing class. At this stage, these students have not

established firm beliefs about sales career, therefore can be guided in a right way by exposing different practical based sale activities.

3.3.2 Sampling Design

In order to reach targeted population, probability sampling design is adopted. First of all, a list of all business schools is developed using HEC database. In next step, one business school is selected randomly from thirteen entities. The selection of only one business school is due to time constraint, further studies can be conducted by selecting more than one universities. For selecting sample size, we have followed the formula given by Tabachnick and Fidell (2007). Their formula for calculating sample size is: $N > 50 + 8m$ (m = number of independent variables). In current study, the number of independent variables are 3 and therefore, according to Tabachnick and Fidell (2007) the sample size should be greater than 74 ($50 + 24$). Hence we have selected 90 students that were divided into 6 groups of 15 students each. Among these 6 groups, 3 groups were controlled and interventions were applied on 3 groups. The total number of observations were 180, as the data was collected two times from each group.

The target population of our study are business students. In particular students in first year of their graduate course. So students from business schools of all public and private sector universities are included in our target population. To draw sample from this target population we adopted simple random sampling technique. Simple random sampling can be used if little variation can exist in given population (Saunders et al., 2016). In Pakistan all students enter into degree business class after completing twelve years of education. Further several centralized policies imposed by Higher Education Commission (HEC) on business schools make them very much similar. Therefore we assume that little variation exists in targeted population, business students at bachelor level. The data was collected from Bachelor of Business Administration (BBA) class of a private university.

3.4 RESEARCH STRATEGY-EXPERIMENT

The basic purpose of our study is to find out the causal link between non-conventional educational practices and students' intention to pursue sales career. Researchers suggested that experiment strategy suitable for analyzing the impact of independent variable in dependent variable. So keeping in view the basic purpose of our research, we have adopted experiment research

strategy to examine the causal relationship between dependent and independent variables.

3.4.1 Defining Theoretical Hypotheses

The first step in classical experimental design is to develop theoretical hypotheses. Based on the behavioral modeling theory and previous research on this issue, the research derived following hypotheses:

- H1:** Role Playing can positively improve students' perception regarding sale career
- H2:** Guest speaker (sales expert and latest sales alumni) presentation has a positive impact on students' perception about sales career
- H3:** Sales competition has a positive impact on students' perception about sales career
- H4:** Reducing the negative sales perception will enhance the likelihood of student's intent to pursue a sales career

Derivation of these hypotheses aimed at testing the causal link between non-conventional educational practices and students' intention to carry on sales career through developing their positive perception about sales profession.

3.4.2 Randomized Controlled Trials

In order to minimize the issue of researcher biasness, the students were distributed between controlled and experiment group by using randomized controlled trials. Two BBA classes were selected to run this experiment. For each intervention, fifteen students are randomly assigned to participate in a particular activity (e.g. role playing). It becomes experimental group. While applying each intervention, fifteen students were considered as control group and not exposed with intervention. Students were randomly distributed among experiment and controlled group with the help of attendance sheet. We ensure that attendance sheet is also compiled up randomly. Both classes are taught by same teacher.

3.4.3 Applying Planned Interventions

Three interventions of non-conventional teaching practices are applied in several phases and each phase is further divided into different stages. In phase 1 the activity of role playing is applied. Before applying role playing activity, preliminary data was collected from both controlled and experiment group. Each group consist of fifteen students and are randomly assigned. The data was collected by using a parsimonious scale developed by Peltier et al. (2014). In next stage, the role playing activity is performed among students from experiment group. A business simulation video is shown to students. In this video, an entrepreneur tries to sell his/her business idea in front of group of investors. The students are then asked to perform the same activity and try to sell their business ideas. On the other hand, no activity is performed by the control group. In final stage data is collected from both experiment and control group for comparison and identifying any change in students perception and their intention to pursue sales career.

In second phase the activity of guest presentation (sales expert and sales alumni) is performed. Again the students are divided into two groups by using the technique of randomization. The students in experiment group have attended two presentations: one from a sales expert and other from sales alumni. The purpose of both presentations is to teach students about real practical sales practices. Both presenters have shared their personal experiences regarding personal selling, sales ethics and career development in this area. However, no such presentation is given to students of control group. The data is collected from both groups before and after application of this intervention.

In last phase the activity of sales competition is conducted among experiment group. Volunteer students are selected to take part in sales competition. These students have taken part in an on-campus mini sales competition, where they have to sell their product/service in a market like situation. All students are instructed to use formal marketing strategies (e.g. advertisement, branding etc.) to sell their products/services. While students in control group, do not involved in any competition activity. Data is collected from both groups before and after sales competition to examine the impact of sales competition.

3.5 INSTRUMENT

Data is collected by using Peltier et al. (2014) intent to pursue sales career scale. Based on the dimensions of sales reticence (sales knowledge,

salespeople, perceptions and attitudes regarding the sales profession, and selling ethics), Peltier et al. (2014) gathered the groups of items from sales literature and developed a comprehensive scale to measure students' intention to pursue sales career. The preliminary version of this questionnaire consist of 46 items concerning students' perception about:

- (a) The sales profession
- (b) Salespeople
- (c) Sales knowledge and
- (d) Sales ethics

The sales profession subscale refers to students' personal satisfaction and the value they attached with sales job. The salesperson subscale addresses students' perception on how salespeople are treated and respected by others in society. In sales knowledge subscale the students are asked to show their familiarity with selling practices and their capacity to implement these practices. Finally, sales ethics subscale focused on the ethical issues and responsibilities of salespeople. A complete detail of the scales items is given in appendix 1.

3.5.1 Pilot Testing

A pilot study was conducted before administrating questionnaire to actual sample. The questionnaires were distributed in BBA classes of two private universities. As suggested by Cummins et al. (2015) and Petlier et al. (2014) students for current study are chosen from early semesters of their course. Students are instructed to demonstrate their original responses without any manipulation. Further, they are assured that their responses are kept anonymous and will not impact on their class grades. Some students show certain confusion while understanding the questionnaire items, therefore we have added some explanation for each subscale explaining the context of study. In addition, oral instructions are also incorporated in collecting actual data.

3.6 MEASURES AND OPERATIONALIZATION

3.6.1 Intent to Pursue Sales Career Scale

Students' intention to pursue sales career is measured by using Peltier et al. (2014) scale. The scale consist of 4 items and measured on five point likert scale ranges from strongly agree (5) to strongly disagree (1). A complete detail is given in appendix 1.

3.6.2 Student's Perception about Sale Career

In order to evaluate students' perception about sales career, Peltier et al. (2014) 21 item scale is used. This scale measures students' perception on four different dimensions (sales profession, sales knowledge, salespeople and sales ethics). Students are asked to show their agreeableness on five point Likert scale ranges from strongly agree (5) to strongly disagree (1). The items of sales ethics are reverse coded.

3.6.3 Control Variables

Control variables are something that may have a potential impact on dependent variable. In order to analyze the impact of study variables on dependent variable, we have to control the impact of other potential factors. In current study, the data is analyzed in light of three control variables; 1) age of the students, gender and finally their prior experience about sales.

3.7 DATA ANALYSIS

In order to test our study hypotheses, data is analyzed by using SPSS. Descriptive statistics is run to examine the demographic characteristics of respondents. However, t-test is used to investigate the difference in pre-test post-test observation for both experiment as well as controlled group. Students' perception is analyzed for all three studied interventions. A comparative analysis is also conducted to examine the most effective non-conventional teaching practice. Finally, regression analysis is conducted to examine the impact of sales perception on students' intent to pursue sales career.

CHAPTER 4

DATA ANALYSES AND INTERPRETATIONS

4.1 INTRODUCTION

This chapter deals with analysis of data and interpretation of the results obtained from these analyses. The data is analyzed by using statistical package for social sciences (SPSS 21). First of all, data cleaning is performed by assessing normality of data, analyzing missing values, identifying aberrant values and detecting outliers. In next step some initial descriptive tests are conducted to check the reliabilities of scale, correlation matrix and so on. Further, pre-test and post-test means are compared for both experiment and controlled group to examine the impact of non-conventional teaching practices on students' perception about sales and their intention to pursue sales career. Finally, regression analysis is performed to know the impact of sales perception subscales on intent to pursue sales career.

4.2 RESPONDENTS PROFILE IN EXPERIMENT AND CONTROLLED GROUPS

The data is collected from 90 students in total. For each intervention, the data is collected from two groups, experiment and control group. From both experiment and control group, the data is collected two different times, T1 and T2. The number of students in each group for each intervention are 15. It is noted that all groups comprise of males and females. The decision to include the number of males and females in a group is according to their strength in class. A detail number is given in Table 4.1.

Table 4.1
Respondents Profile in Experiment and Controlled Groups

Intervention	Experiment Group				Controlled Group				Total observations
	T1		T2		T1		T2		
	Male	Female	Male	Female	Male	Female	Male	Female	
Role Playing	9	6	9	6	10	5	10	5	60
Sales Competition	11	4	11	4	11	4	11	4	60
Guest Speaker Presentation	8	7	8	7	9	6	9	6	60
Total Observations	45		45		45		45		180

4.3 DATA SCREENING

Data screening is performed by following three steps:

1. Analyzing missing values
2. Recognizing aberrant values and
3. Finding outliers/ Assessing normality of the data

4.3.1 Missing Value Analysis

In social and behavioral sciences, the researchers often face the issue of missing values (Enders, 2010). Missing few values does not impact on statistical results, however, missing values in large quantity may generate serious concerns in final data analysis and leads to unreliable results. Some of the statistical tests can't be performed in presence of missing values. Therefore, it is highly recommended to analyze and deal with missing values in data set before conducting final analyses (Hair et al., 2006).

The data collected from university students have some missing values. Out of 180 cases, 10 cases were found very critical because of large amount of missing values. These cases have more than 60% missing data, therefore, are excluded from final analysis. However, the missing values in rest of the cases are nominal and were filled in by "replace with mean" method suggested by Pallant et al. (2013). All the analysis were performed on 170 cases. A detail of missing value analysis is given in Table 4.2.

Table 4.2
Case-Wise Missing Value Analysis

		Frequency	Percent	Cumulative Percent
Valid	00	120	70.58	70.58
	5-10	29	17.05	87.63
	11-15	11	6.47	94.10
	16-20	10	5.88	100.00
	Total	170	100.0	

4.3.2 Aberrant Values

Aberrant values are those abnormal values that are out of the normal range. For example items in current study are measured in likert scale of 1 to 5, thus any value greater than 5 or lesser than 1 would be considered as aberrant value. Similarly the categorical variables are measured in terms of 1 and 2, so any value out of this range would be treated as aberrant values. Aberrant values are usually occurred during data entry and may cause serious issues in data analysis because they influence the mean of that variable. Therefore it is of extreme importance to carefully detect and treat these values.

In order to identify the aberrant values in our data file, descriptive statistics was run with minimum and maximum values of the items. Very few aberrant values were found and corrected by identifying the relevant cases.

4.3.3 Normality of Data

Screening the normality of data is essential for conducting robust statistical analyses. Normality of the data can be calculated either through statistical or graphical way (Hair et al. 2006). Although both techniques are used for normality test but for a large set of data graphical analysis becomes unwieldy and impractical. As the data file of current study has 180 cases, for that reason we chose statistical technique to test normality.

In first step Kolmogorov-Smirnov and Shapiro-Wilk tests of normality were tested (Table 4.3). Here we will see the results of Kolmogorov-Smirnov test as the data set is greater than 50. The results of this test showed significant values of all variables and indicated that data is not normally distributed.

Table 4.3
Test of Normality

	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
SP Mean	.146	170	.000	.887	170	.000
SK Mean	.119	170	.000	.926	170	.000
SP Mean	.092	170	.000	.964	170	.000
SE Mean	.093	170	.000	.976	170	.000
ITP Mean	.129	170	.000	.922	170	.000

SP=Sales Profession, SK=Sales Knowledge, SP=Sales People,
SE=Sales Ethics, ITP=Intent to Pursue

In order to verify the normal distribution of data, another test of normality is applied and values of skewness and kurtosis are calculated. Values of both skewness and kurtosis for all items fall between +1.5 to -1.5 (Table 4.4) the recommended values. These values established quasi normal distribution of our data set.

Table 4.4
Values of Skewness and Kurtosis

	SP Mean	SK Mean	SP Mean	SE Mean	ITP Mean
Skewness	-1.399	-1.043	-.652	-.323	-1.039
Std. Error of Skewness	.113	.113	.113	.113	.113
Kurtosis	1.131	1.225	1.429	-.156	1.134
Std. Error of Kurtosis	.225	.225	.225	.225	.225

Finally, the outliers in data were identified by using Mahalanobis distance measuring method. Tabachnick and Fidell's (2007) suggested that cases with Mahalanobis alpha level of .001 would be considered as outliers. By following Tabachnick and Fidell's (2007) guidelines, we have calculated the critical chi-square value by using four independent variables and found that no case has less than .001 value, therefore no outliers were found.

4.4 SCALE RELIABILITIES AND CORRELATION MATRIX

Scale reliabilities and correlation among sales perception subscales are given in Table 4.3. The Cronbach alpha of all variables except sales profession is greater than .70, the recommended threshold value for scale reliability by (Kline, 2005). All reliability values are above 0.70 (> 0.70, Kline, 2005), which proves for further analysis, because data is reliable.

The Cronbach alpha value of sales profession scale is .69 which is just below the recommended value, therefore does not consider a serious concern. Next, the Table shows correlation among variables. The correlation among any two variables did not exceed from .90, therefore we did not find any multicollinearity issue among sales perception sub scales.

Further, the correlation matrix shows that all independent variables about sales perception are significantly correlated with the dependent variable, the intent to pursue. It provides initial support to our hypotheses.

Table 4.5
Scale Reliabilities and Correlation Matrix

Variables	Alpha	1	2	3	4
1. Sales Profession	0.69	1			
2. Sales knowledge	0.72	0.190	1		
3. Sales People	0.73	0.250	0.266	1	
4. Sales Ethics	0.81	0.080	0.452	0.103	1
5. Intent to Pursue	0.75	0.407*	0.610**	0.437*	0.773**

* p < 0.05, ** p < 0.01, N=180

4.5 HYPOTHESES TESTING

The basic conception of study hypotheses is to find out the difference in control and experiment group after applying study interventions. Study hypotheses are tested by applying t-test. Table 4.6 shows the impact of three teaching interventions, sales competition, role playing and guest speaker presentations on students' perception about sales. The difference in pre-test and post-test values highlighted the impact of relevant teaching intervention. The results of t-test show that impact of sales competition on all four dimensions of sales perception remain significant. Therefore, it supports our hypothesis H3. In analyzing the sales role playing effect on students' sales perception, the results describe that role playing significantly impact all sales

perception dimensions except sales ethics. It supports our hypothesis H1. Finally, the application of intervention, guest speaker presentation show a partial support for our hypothesis H2. Only two sales perception dimensions show significant change due to application of guest speaker presentation. However, the perception about sales profession and sales ethics dimension show insignificant change due to guest speaker presentation. The detailed results are given in Table 4.6(a).

Table 4.6(a)
Impact of Non-conventional Teaching Practices on Students’
Perception about Sales (Experimental Group)

	Pre-test Mean (SD)	Post-test Mean (SD)	P-value
Sales Competition Effect on Sales Perception Subscales			
Sales Profession	2.74 (.53)	4.06 (.48)	.000
Sales Knowledge	2.83 (.64)	4.00 (.57)	.001
Sales People	2.38 (.91)	3.84 (.68)	.001
Sales Ethics	3.52 (.53)	2.61 (.46)	.000
Role Playing Effects on Sales Perception Subscales			
Sales Profession	2.60 (.48)	4.20 (.26)	.000
Sales Knowledge	2.38 (.40)	4.25 (.33)	.000
Sales People	3.16 (.58)	4.26 (.41)	.000
Sales Ethics	2.88 (.58)	2.52 (.27)	NS
Guest Speakers Presentations on Sales Perception Subscales			
Sales Profession	3.20 (.35)	3.26 (.29)	NS
Sales Knowledge	3.00 (.45)	3.66 (.52)	0.01
Sales People	2.90 (.62)	3.04 (.56)	0.05
Sales Ethics	3.84 (.40)	3.78 (.32)	NS

4.5.1 Sales Perception of Controlled Group

Parallel to experiment group, a control group is also formed for each intervention. No such intervention is applied on controlled groups. The results in Table 4.6(b) show the pre-test and post-test means of all sales perception dimension for each intervention. The *t-test* analysis show that change in students' perception about sales profession among controlled group remain insignificant. It shows that change in students' perception among experimental group is due to the implementation of studied teaching interventions and thus supports our Hypotheses 1, 2 and 3. The detailed results are shown in Table 4.6(b)

Table 4.6(b)
Students' Perception about Sales (Controlled Group)

	Pre-test	Post-test	P-value
Control For Sales Competition Effect on Sales Perception Subscales			
Sales Profession	2.86 (.51)	2.96 (.41)	NS
Sales Knowledge	2.91 (.61)	2.95 (.57)	NS
Sales People	3.00 (.39)	3.02 (.48)	NS
Sales Ethics	3.24 (.53)	3.19 (.37)	NS
Control For Role Playing Effects on Sales Perception Subscales			
Sales Profession	3.05 (.32)	2.99 (.36)	NS
Sales Knowledge	2.63 (.41)	2.65 (.39)	NS
Sales People	3.19 (.43)	3.15 (.52)	NS
Sales Ethics	2.90 (.47)	2.78 (.40)	.05
Control For Guest Speakers Presentations on Sales Perception Subscales			
Sales Profession	3.11 (.57)	3.13 (.42)	NS
Sales Knowledge	2.67 (.47)	2.66 (.58)	NS
Sales People	2.38 (.61)	2.45 (.56)	NS
Sales Ethics	3.71 (.37)	3.77 (.38)	NS

4.5.2 Impact of Students' Sales Perception on their Intent to Pursue Sales Career

The t-test comparison of experiment and controlled group show that non-conventional teaching practices are significant in changing students' negative perception about sales career. However, it is also important to find out whether this favorable perception about sales career leads to adopt sales career or not? In order to test this hypothesis, the researcher regress sales perception subscales on students' intention to pursue sales career. The results of regression analysis show that all sales perception subscales have direct impact on students' intent to pursue sales career. The results in Table 4.7 show that among all four sales perception subscales, sales knowledge has strongest impact ($\beta=.398$) on intent to pursue sales career. On the other hand, sales ethics is lowest in terms of students' intent to pursue sales career ($\beta=.126$). The detail can be viewed in Table 4.7.

Table 4.7
Subscale Impact on Intent to Pursue Sales Career

Subscale	Standard β	Significance
1. Sales Profession	.250	.01
2. Sales Knowledge	.398	.01
3. Sales People	.215	.01
4. Sales Ethics	.126	.05
5. Age	.034	NS
6. Gender	.013	NS

Note. $R^2 = .514, p < .01$.

4.5.3 Comparison of Non-conventional Teaching Practices Impact on Students' Intention to Pursue Sales Career

In addition to find out the impact of non-conventional teaching practices on students' perception about sales and students' intent to pursue sales career, the researcher is also interested in knowing the most effective practice among all. The comparative effect of non-conventional practices on students' intention to pursue sales career for an experimental group is shown in Table 4.8(a). The results show the pre-test post-test summed mean value of students' intention to pursue sales career. It is noted that summed mean of students' intention to pursue sales career for all intervention is significantly high in post-

test in comparison with pre-test interventions. The effect size Cohen's d value show the difference between pre-test and post-test summed values. The effect size Cohen's d value is largest for sales competition (3.82), showing it the most effective non-conventional practices. However, the effect size Cohen's d value is smallest for guest speaker presentation showing the least effective teaching practice in influencing students' intention to pursue sales career.

There are three conditions for assessing mediation effect; first, finding out relationship between independent and dependent variable; second, finding out relationship between independent and mediating variable; third, finding out relationship between mediating variable and dependent variable. If, these three conditions fulfill, then there is partial mediation. If first condition not fulfill and two and three conditions fulfill, then there is full mediation (Baron and Kenny., 1986).

Table 4.8(a)
Impact of Non-conventional Teaching Practices on
Students' Intention to Pursue Sales Career

Intent to Pursue				
Intervention	Pre-intervention Summed M (SD)	Post-intervention Summed M (SD)	Effect Size Cohen's d	p value
Sales Competition	11.64 (3.32)	15.46 (2.22)	3.82	.000
Role playing	15.00 (3.12)	17.50 (0.97)	1.5	.000
Guest Speakers Presentation	10.40 (2.89)	11.00 (1.12)	0.6	0.05

4.5.4 Comparison of Non-conventional Teaching Practices Impact on Students' Intention to Pursue Sales Career

Similar to experiment group, comparative impact of teaching interventions on students' intent to pursue sales career is also seen for controlled group. The comparative analysis in Table 4.8(b) shows that no significant changes occurred in students' intent to pursue in all controlled groups. Although the effect size Cohen's d value of role playing is slightly higher than other two interventions but it is also not significant.

Table 4.8(b)
Students' Intention to Pursue Sales Career (Controlled Group)

Intent to Pursue				
Intervention	Pre-intervention Summed M (SD)	Post-intervention Summed M (SD)	Effect Size Cohen's d	p value
Sales Competition	10.81 (4.16)	10.89 (3.10)	0.08	NS
Role playing	13.60 (3.45)	13.48 (3.12)	0.12	NS
Guest Speakers Presentation	9.97 (3.47)	10.00 (2.34)	0.03	NS

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 DISCUSSION ON RESULTS

In this study, the researcher investigated the issue of students' ill perception about sales profession during their early graduation courses. Due to this negative presumptions prior to academic exposure and use of traditional class-room lecture methods, it becomes very difficult to counteract these misconceptions. Therefore, it is necessary to examine the most effective teaching techniques that built positive image of sales career among business graduates. This research work is an important step in this regard. Applying the effective teaching model to sales topic, the marketing educators can infer that effective teaching can assist students in thinking critically about sales role in marketing. Modern sales education helps students in developing an understanding of their own sales related skills and capabilities (Desai, Berger and Higgs, 2016). It encourages students to learn more practical aspects of sales profession. With this aim in mind, the researcher established and tested three non-conventional teaching practices among business graduates. These practices required marketing faculty to present a lecture, activity or arrange a sales competition in class.

Students' perception about sales career is measured by focusing on following dimensions: 1) sales profession (the perceived value and level of fulfillment from sales career), 2) sales ethics (ethical responsibilities of salesforce), 3) salespeople (the societal view about salespeople) and 4) sales knowledge (theoretical as well as practical knowledge about selling activities). Among all the three educational practices, the activity of sales competition is proved to be most effective. Students' perception about all four dimensions changes significantly after applying this intervention. This intervention has reduced students' reticence about sales and endured a clear winner with respect to enhancing students' intention to pursue sales career. The stronger impact of this intervention in comparison of other two methods reveals important finding as it highlights that emphasis on attitudinal presumptions about the value of salespeople, sales profession value and sales ethics is more helpful than discourse of sales knowledge alone.

The study findings also support researchers hypothesis that role playing play significant role in changing students' negative perception. By using role playing as a perception changing tool, the researcher found that students show

significant change in three dimensions of sales perception (sales profession, sales knowledge and sales people). However, this activity brings no change in students' perception about sales ethics. It might be due to the fact that during sales role playing students focus remained on winning their project and they were well prepared in terms of sales knowledge and sales profession. Another possible reason might be their exposure and interaction with investors (acting) not with customers, therefore they could not face any ethical/unethical dilemma.

The teaching intervention of guest speakers' presentations bring partial change in students' perception about sales. By applying this intervention, students perceive positive about sales people and sales knowledge but not about sales profession and sales ethics. It might be due to the fact that presentations given by guest speakers have more resemblance with traditional class-room lectures. The presentation skills of sales experts can also be a potential factor in bringing insignificant changes in students' perception.

Finally, the researcher aims at examining whether the change in students' perception can change their desire to adopt sales career? The regression analysis shows significant impact of students' perception on their intention to pursue sales career. It shows that basic reason of avoiding sales career is the misconception about sales knowledge, sales profession, salespeople and sales ethics. Once this perception eliminated, students will be willing to adopt this profession enthusiastically

5.2 IMPLICATIONS

In sum, the results of current research afford two significant repercussions for marketing educators and scholars in determining the antecedents of changing students' negative perception:

1. To admit the importance of non-conventional teaching methods socialization of future sales force as a facilitative tool in guiding sales education pedagogy.
2. To better prepare business graduates for sales career focused on non-conventional teaching methods practical based sales job behavior.
3. This study will helpful for manager to Improve sales career through theses interventions.
4. When students carry internship in organization their manager can improve sales force through non-conventional teaching methods.

This study has several implications for different stakeholders. For marketing educators, the study suggests new innovative teaching methods to equipped students with real time sales job skills and behaviors. The study also guides the policy makers in defining sales curriculum by incorporating modern ways of teaching. Our research highlighted the importance of learning by doing techniques instead of traditionally class based lecture techniques. Finally, it helps organizations to hire skillful sales people having experience of activities similar to real sales practices.

5.3 LIMITATIONS AND FUTURE DIRECTIONS

This attempt to investigate the drivers of mitigating students' negative perception about sales is not without limitations which opens several new directions for future researchers. First, the interventions are applied at only one university. Further research can expand the generalizability of study by applying interventions in more than one university. The comparison of students' perception in different universities can enhance the scope of topic.

Only three non-conventional teaching practices are used in current study to change students' negative sales perception. Additional modern and innovative teaching interventions can be utilized to remove students' reticence and increase their intent to pursue sales career. In addition to innovative classroom interventions, the use of academic-industry linkages can also help students in ameliorating their conceptions about sales. These linkages expose students with real time sales knowledge and practices and therefore remove many of their fallacies about sales.

5.4 CONTRIBUTION

To the best of our knowledge, this research is amongst the few studies to analyze the efficacy of innovative non-conventional teaching methods designed to minimize sales reticence which in turn favorably impact students' intention to carry on sales career. The true experiment study helps us to establish a causal relationship between different educational interventions and students' sales perception. The insignificant changes in student's perception in controlled group clearly highlights that changes in perception in experiment group is occurred due to application of studied interventions. This study advanced our knowledge on sales education by conducting experimental study in developing country i.e. Pakistan. As per our knowledge, most of the studies on current topic pertains to developed countries.

5.5 CONCLUSION

The competitive and changing nature of marketing activities forced the companies to hire professionally trained salesforce. Despite having strong demand in market, very few business students are willing to adopt sales as their future career. This is mainly due to their negative perception about sales profession, salespeople and sales ethics. Removing students' negative perception can be helpful in motivating them to adopt sales career. Previous research shows that conventional teaching practices fail to bring desired response in changing students' negative perception.

Based on behavior modeling approach, this research tested three non-conventional teaching practices in reducing students' ill perception about sales career. The result of experiment suggested that innovative teaching methods which encourage students learning by doing are a vital source of changing students' negative perception. Finally, the results also reveal that establishing positive image of sales career in students' mind can lead them to espouse sales as their future career.

REFERENCES

1. Allen, C.K., Dugan, R.G., Popa, E.M. and Tarasi, C.O. (2017). Helping Students Find their Sweet Spot: A Teaching Approach Using the Sales Process to Find Jobs that Fit. *Marketing Education Review*, 1-15.
2. Aylesworth, A. (2008). Improving case discussion with an improve mind-set. *Journal of Marketing Education*, 30(2), 106-115.
3. Bahhouth, V. and D. Spillan. (2014). Are Students Driven by Negative or Positive Perception about Sales Profession in France? *European Journal of Business and Social Sciences*, 3(1), 16-32.
4. Ball, S.B. (1999). Pareto optimality in negotiation: A classroom exercise for achieving active learning. *Journal of Education for Business*, 74, 341-346.
5. Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: Freeman.
6. Bandura, A. (2015). On deconstructing commentaries regarding alternative theories of self-regulation. *Journal of Management*, 41(4), 1025-1044.
7. Barat, S. and Spillan, J.E. (2009). A cross country comparative analysis of students' perceptions of the sales profession: A look at US, Peru, and Guatemala. *Marketing Management Journal*, 19(2), 52-63.
8. Baron, R.M. and Kenny, D.A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.
9. Beck, J. and Adler, H. (1997). Using role-play in hospitality sales courses. *Journal of Hospitality and Tourism Education*, 9(2), 27-30.
10. Blocker, C.P., Cannon, J.P., Panagopoulos, N.G. and Sager, J.K. (2012). The role of the sales force in value creation and appropriation: New directions for research. *Journal of Personal Selling and Sales Management*, 32(1), 15-28.

11. Bolander, W., Bonney, L. and Saturnino, C. (2014). Sales education efficacy: Examining the relationship between sales education and sales success. *Journal of Marketing Education*, 36, 1-13.
12. Bolander, W., Bonney, L. and Saturnino, C. (2014). Sales education efficacy: Examining the relationship between sales education and sales success. *Journal of Marketing Education*, 36(2), 169-181.
13. Bolander, W., Saturnino, C.B., Hughes, D.E. and Ferris, G.R. (2015). Social networks within sales organizations: Their development and importance for salesperson performance. *Journal of Marketing*, 79(6), 1-16.
14. Bort, J. (2013). Sources: Many of Oracle's most experienced salespeople have quit or want to. Retrieved from <http://www.businessinsider.com/oracle-loses-experienced-salespeople-2013-7>.
15. Bristow, D.N., Gulati, R., Amyx, D. and Slack, J. (2006). An empirical look at professional selling from a student perspective. *Journal of Education for Business*, 81(5), 242-249.
16. Burnett, M., Pettijohn, C. and Keith, N. (2008). A comparison of the ethical perceptions of prospective personal selling and advertising employees. *Marketing Management Journal*, 18(1), 77-83.
17. Bush, A.J., Bush, V.D., Oakley, J. and Cicala, J. (2014). Formulating undergraduate student expectations for better career development in sales: A socialization perspective. *Journal of Marketing Education*, 36(2), 120-131.
18. CBS News. (2013). Improv means business. Retrieved from <http://www.cbsnews.com/videos/improv-meansbusiness/>.
19. Cherif, A.H. and Adams, G. (1993). The essence of teaching. *Forward to Excellence in Teaching and Learning*, 1(1), 5-7.
20. Chunk, L.B. (1990). Technicians, Thinkers and the Educated Individual. In J. DeConinck (Ed.), *Professional Sales and Sales Management Practices Leading Toward the 21st Century*.
21. Cummins, S., Loe, T. and Peltier, J.W. (2016). Using Sales Competition Videos in a Principles of Marketing Class to Improve Interest in a Sales Career. *Journal for Advancement of Marketing Education*, 24(1), 16-20.

22. Cummins, S., Peltier, J.W., Erffmeyer, R. and Whalen, J. (2013). A critical review of the literature for sales educators. *Journal of Marketing Education*, 35(1), 68-78.
23. Cummins, S., Peltier, J.W., Pomirleanu, N., Cross, J. and Simon, R. (2015). Evaluating educational practices for positively affecting student perceptions of a sales career. *Journal of Marketing Education*, 37(1), 25-35.
24. David C. Roach, (2011). "The impact of product management on SME firm performance". *Journal of Research in Marketing and Entrepreneurship*, 13(1), 85-104.
25. Dawn T. Robinson: Role playing. The SAGE Encyclopedia of Social Science Research Methods.
26. Desai, M.S., Berger, B.D. and Higgs, R. (2016). Critical thinking skills for business school graduates as demanded by employers: a strategic perspective and recommendations. *Academy of Educational Leadership Journal*, 20(1), 10-31.
27. Enders, C.K. (2010). *Applied Missing Data Analysis*. Guilford Press.
28. Fogel, S., Hoffmeister, D., Rocco, R. and Strunk, D. (2012). Teaching sales: Great sales professionals are scarce and getting scarcer. Why aren't universities working harder to create more? *Harvard Business Review*, 1-7.
29. Fournier, C., Cheron, E., Tanner, J.F., Jr., Bikanda, P.J. and Wise, J.A. (2014). A cross-cultural investigation of the stereotype for salespeople: Professionalizing the profession. *Journal of Marketing Education*, 36, 132-143.
30. Gray, D.M., Peltier, J.W. and Schibrowsky, J.A. (2012). The journal of marketing education: Past, present, and future. *Journal of Marketing Education*, 34, 217-237.
31. Grewal, D. and Sharma, A. (1991). The effect of salesforce behavior on customer satisfaction: An interactive framework. *Journal of Personal Selling and Sales Management*, 11(3), 13-24.
32. Hair, Jr, J.F., Black, W.C., Babin, B.J., Anderson, R.E. and Tatham, R.L. (2006). *Data Analysis Multivariate*. Pearson Prentice Hall.

33. Hawes, J.M., Rich, A.K. and Widmier, S.M. (2004). Assessing the development of the sales profession. *Journal of Personal Selling & Sales Management*, 24(1), 27-37.
34. Hoffmeister, D.C. and Rocco, R.A. (2012). 2011-2012 sales effectiveness survey. Chicago: DePaul University. Available at www.salesleadershipcenter.com/research.html
35. Honeycutt, E. (2002). Sales management in the new millennium: An introduction. *Industrial Marketing Management*, 31(7), 555-558.
36. Honeycutt, E.D., Jr., Ford, J.B., Swenson, M.J. and Swinyard, W.R. (1999). Student preferences for sales careers around the Pacific Rim. *Industrial Marketing Management*, 28(1), 27-36.
37. Hopkins, K.H. and Hopkins, C.D. (2017). Building sales people: Recommendations for the development of a professional sales mentorship program. *Refereed Proceedings of the Appalachian Research in Business Symposium*, 46-51. Boone, NC.
38. Houlihan, M. (2000). Eyes wide shut? Querying the depth of call centre learning. *Journal of European Industrial Training*, 24, 228-240.
39. Huffaker, J.S. and West, E. (2005). Enhancing learning in the business classroom: An adventure with improve theater techniques. *Journal of Management Education*, 29(6), 852-869.
40. Inks, S.A., Avila, R.A. and Horner, M.A. (2016). *Assessing High Schools Students' Perceptions of Sales as an Area to Study in College, and as a Career to Pursue after College*.
41. Inks, S., Schetzle, S. and Avila, R. (2011). Taking the professional sales student to the field for experiential learning. *Journal for Advancement of Marketing Education*, 19(4), 35-47.
42. Karakaya, F., Quigley, C. and Bingham, F. (2011). A cross-national investigation of student intentions to pursue a sales career. *Journal of Marketing Education*, 33(1), 18-27.
43. Kerin, R.A., Hartley, S.W. and Rudelius, W. (2009). *Marketing (9th ed.)*, Boston, MA: McGraw-Hill Irwin.

44. Klein, T.A., Laczniak, G.R. and Murphy, P.E. (2006). Ethical marketing: A look on the bright side. *Marketing Management Journal*, 228-243.
45. Kline, R.B. (2005). Principles and practice of structural equation modeling. *New York, NY: Guilford Press*.
46. Knight, P., Mich, C.C. and Manion, M.T. (2014). The role of self-efficacy in sales education. *Journal of Marketing Education*, 36, 156-168.
47. Kroeger, S.D. and Kouche, B. (2006). Using peer-assisted learning strategies to increase response to intervention in inclusive middle math settings. *Teaching Exceptional Children*, 38(5), 6-11.
48. Loe, T. and Inks, S. (2014). The Advanced Course in Professional Selling. *Journal of Marketing Education*, 36(2), 182-196.
49. Mani, S., Kothandaraman, P., Kashyap, R. and Ashnai, B. (2016). Sales Role-Plays and Mock Interviews: An Investigation of Student Performance in Sales Competitions. *Journal of Marketing Education*, 38(3), 183-198.
50. Marcos-Cuevas, J., Critten, P., Squire, P. and Speakman, J.I. (2014). Enhancing the professional mindset of future sales professionals: Key insights from a master in sales transformation. *Journal of Marketing Education*, 36(2), 144-155.
51. Ng, I.C. and Forbes, J. (2009). Education as service: The understanding of university experience through the service logic. *Journal of Marketing for Higher Education*, 19(1), 38-64.
52. Nord, W. and Peter, J.P. (1980). A Behavior Modification Perspective on Marketing. *Journal of Marketing*, 44(2), 36-47.
53. Paden, N., Stell, R., Trainor, K.J. and Mushro, S. (2016). Changing Students' Perceptions of Professional Selling Using an Online Learning Workshop. *Journal for Advancement of Marketing Education*, 24, 57-64.
54. Pallant, J. (2013). SPSS survival manual. McGraw-Hill Education (UK).

55. Peltier, J.W. and Dixon, A.L. (2014). The Editors' Corner. *Journal of Marketing Education*, 36(2), 91-93.
56. Peltier, J.W., Cummins, S., Pomirleanu, N., Cross, J. and Simon, R. (2014). A parsimonious instrument for predicting students' intent to pursue a sales career: Scale development and validation. *Journal of Marketing Education*, 36, 62-74.
57. Roach, D., McGaughey, R.E., and Downey, J.P. (2011). Gender within the IT major—a retrospective study of factors that lead students to select an IT major. *International Journal of Business Information Systems*, 7(2), 149-165.
58. Rocco, R.A. and Whalen, D.J. (2014). Teaching yes, and improve in sales classes: Enhancing student adaptive selling skills, sales performance, and teaching evaluations. *Journal of Marketing Education*, 36(2), 197-208.
59. Saunders, M.N., Thornhill, A. and Lewis, P. (2016). *Research Methods for Business Students*: Pearson.
60. Schaefer, A. and Haytko, D.L. (2014). Corporate partnering for role-play competitions in an advanced selling course. *Journal of Instructional Pedagogies*, 14, 1-8.
61. Schwarz, S. and Westerheijden, D.F. (2004). Accreditation in the framework of evaluation activities: A comparative study in the European higher education area. *Higher Education Dynamics*, 5, 1-42.
62. Sekaran, U. and Bougie, R. (2010). *Research Methods for Business: A Skill Building Approach*: John Wiley & Sons.
63. Sojka, J.Z. and Fish, M.S.B. (2008). Brief in-class role plays: An experiential teaching tool targeted to generation Y students. *Marketing Education Review*, 18(1), 25-31.
64. Swanson, S.R. and Wald, K.A. (2013). A Picture is Worth a 1000 Words: Using Collage to Explore Students Beliefs and Feelings about Marketing. *Marketing Education Review*, 23 (1), 11-21.
65. Thomas, M.J. (2002). Learning within incoherent structures: The space of online discussion forums. *Journal of Computer Assisted Learning*, 18(3), 351-366.

66. Toppen, J.L. and Meznarich, R.A. (2011). Industrial distribution simulation laboratory: Teaching wholesale distribution skills through experiential learning. *Technology Interface International Journal*, 12, 36-42.
67. Topping, K.J. (2001). *Peer assisted learning: A practical guide for teachers*. Cambridge, MA: Brookline Books.
68. U.S. Bureau of Labor Statistics (2014). Occupational outlook hand book. Retrieved from <http://www.bls.gov/ooh/>.(ckh the site)
69. Weeks, W.A., Fillion, M. and Luna, G. (1997). Enhancing sales skills and cultural awareness: An international competition approach. *Marketing Education Review*, 7(2), 67-79.
70. Widmier, S., Loe, T.W. and Selden, G. (2007). Using role-play competition to teach selling skills and teamwork. *Marketing Education Review*, 17(1), 69-78.
71. Young, J.A. and Hawes, J.M. (2013). Using sales management students to manage professional selling: Students in an innovative active learning project. *Marketing Education Review*, 23(1) 37-42.

ANNEXURE

Dear Students!

Below are series of statements about your personal perception about different dimensions on sales with different response scales. For each statement, please indicate your response by selecting the appropriate number

NOTE:

- Please keep this form confidential and do not show this to anyone.
- The anonymity of the responses is assured and the information being collected under this study shall remain confidential.
- The responses will not bear any consequences on your class grades.

The Survey Questionnaire

Please indicate how much you agree or disagree with the current statements about <u>sales profession</u>.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The sales profession.....						
1.	Gives a sense of accomplishment	1	2	3	4	5
2.	Is doing something worthwhile on the job	1	2	3	4	5
3.	Is personally satisfying	1	2	3	4	5
4.	Is interesting	1	2	3	4	5
5.	Is exciting	1	2	3	4	5
6.	Is valuable	1	2	3	4	5
Please indicate how much you agree or disagree with the current statements about <u>sales knowledge</u>.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understand.....						
7.	Sales concepts and how to apply them	1	2	3	4	5
8.	The sales process	1	2	3	4	5
9.	How to structure a sales presentation	1	2	3	4	5
10.	What a sales career is all about	1	2	3	4	5
11.	What a salesperson does on a daily basis	1	2	3	4	5
12.	That I am confident in my ability to apply sales techniques	1	2	3	4	5

Please indicate how much you agree or disagree with the current statements about <u>sales people</u>.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Sales people are.....						
13.	Perceived favorably by others	1	2	3	4	5
14.	Respected by others	1	2	3	4	5
Please indicate how much you agree or disagree with the current statements about <u>your intention to pursue your career in sales</u>.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15.	I am interested in pursuing a sales position when I graduate.	1	2	3	4	5
16.	Obtaining a position in sales is a priority for me after graduation.	1	2	3	4	5
17.	Obtaining a sales support position would interest me.	1	2	3	4	5
18.	At some time during my career, I will probably hold a position in sales.	1	2	3	4	5
Please indicate how much you agree or disagree with the current statements about <u>Sales Ethics</u>.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Sales People.....						
19.	Stretch the truth to make a sale	1	2	3	4	5
20.	Take advantage of uneducated buyers	1	2	3	4	5
21.	Misrepresent guarantees and/or warranties	1	2	3	4	5
22.	Make something up when they do not know the answer to a question	1	2	3	4	5
23.	Inflate the benefits of the products they sell	1	2	3	4	5
24.	Sell products that people do not need	1	2	3	4	5
25.	Are more unethical than those in other business fields	1	2	3	4	5

STUDENT PERSONAL INFORMATION

Age (In Year):

Marketing courses studied before:

Gender: Male Female

Thank You!