Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

MISCONCEPTIONS ABOUT MARKETING

A thesis presented in partial fulfilment of the requirements for the degree of

Master of Business Studies in Marketing

at Massey University

Yu Gu

1998

ABSTRACT

In recent years, many researchers have addressed the importance of developing empirical generalisations in marketing. A number of studies found that many marketing theories have not passed rigorous tests yet, but are widely accepted by marketing academics and practitioners.

This research was designed to survey marketing beliefs held by marketing academics and practitioners. Ten marketing generalisations that have not been proved by research were selected, and each of them was expressed into a short statement which particularly addressed the theoretical effect on business profitability. Respondents were asked to make their judgements on the statements. A total of 179 respondents participated in this survey, including 43 New Zealand university teachers, 24 New Zealand polytechnic teachers, 112 New Zealand managers, and 15 non-New Zealand marketing professionals.

Three important findings were reported: 1.) over two thirds of respondents chose wrong answers for more than half of the ten statements; 2.) academics made more accurate judgements than practitioners; and 3.) university teachers were not more accurate than polytechnic teachers judging the ten statements.

194.

ACKNOWLEDGEMENTS

I would like to thank Zane Kearns and Don Esslemont, my supervisor and advisor, for showing me the importance of critical view of marketing theories. In this research I came to realise that marketing theories may not be obviously true. There are many studies with controversial findings towards marketing theories.

Zane Kearns initiated this research project and created a comfortable atmosphere to encourage me to develop the ability to solve a variety of problems. Don Esslemont devoted much of his time to this research, helping me to design the research plan and motivating me to learn more research techniques from this research. When I encountered problems during my research, they were always willing to reach their hands.

Thanks must also go to those marketing teachers and managers who participated in the survey and wrote many constructive suggestions. Without their contributions, it is impossible to complete this thesis.

TABLE OF CONTENTS

ABSTRAC	CT	i
ACKNOW	WLEDGEMENTS	ii
TABLE OF	OF CONTENTS	iii
LIST OF T	TABLES	v
Снарте	ER ONE INTRODUCTION	7
Снарте	ER TWO BACKGROUND	8
2. 1 Pre	redictive Value of Consumer Behaviour Theories	9
2. 2 Pra	ractical Value of Principles in Marketing Textbooks	10
2. 3 Re	eplication and Extension of Findings in Marketing Journals	11
Снарте	ER THREE METHOD	12
3.1 5	Selection of Studies	12
3.2 (Questionnaire Design	13
3.2 I	Research Hypotheses	15
3.4	Sampling Procedure	15
3. 4.	. 1 New Zealand Marketing Academics	15
3. 4.	. 2 New Zealand Marketing Practitioners	16
3. 4.	3 International Marketing Academics and Practitioners	17
Снарть	TER FOUR LITERATURE REVIEW	18
4. 1	Customer Needs	19
4. 2	Background Research	22
4.3	Formal Strategic Planning	24
4. 4	The BCG Matrix	26
4. 5	Market Share and Profitability	28
4. 6	Brand Loyalty	30
4.7	Consumer Attitudes and Behaviour	32
4. 8	Advertising Effective Frequency	34
4. 9	Service Quality	36
4. 10	Market Segmentation	37

Снарт	TER FIVE	RESULTS	8		
5. 1	Profile of R	espondents	8		
5. 2	Overall Marketing Beliefs among Academics and Practitioners40				
5. 3	Difference of	of Marketing Beliefs between Academics and Practitioners4	1		
5. 4	Difference of Marketing Beliefs across Different Groups of Respondents44				
5. 5	Association between Research Part and Curricula/Business Part Statements46				
Снарт	TER SIX	DISCUSSION	8		
6. 1	A Large Pro	portion of Wrong Choices4	8		
6. 2	Judgements	of Academics More Accurate than Those of Practitioners4	9		
6. 3	Judgements	of Polytechnic Teachers More Accurate than Those of			
	University 7	Teachers5	0		
Снарт	TER SEVEN	CONCLUSION	1		
APPEN	DICES		2		
Appen	dix A Ques	tionnaire	2		
Appen	dix B Illust	ration of Detailed Data5	5		
REFER	RENCES	5	7		

LIST OF TABLES

1	Table 3.1 Ten Research Statements
2	Table 4.1 Results of Empirical Studies
3	Table 5.1 Profile of Respondents
4	Table 5.2 Number of Wrong Answers Chosen by the Respondents
5	Table 5.3 Proportion of Respondents Who Chose Wrong Answers for Each of the Ten Research Statements
6	Table 5.4 Number of Wrong Answers Chosen by Academics and Practitioners
7	Table 5.5 Different Proportions between Academics and Practitioners Who Chose Wrong Answers for Each of the Ten Research Statements
8	Table 5.6 Different Means of Judgements Made by Academics and Practitioners on Each of the Ten Statements
9	Table 5.7 Different Means of Judgements Across Groups of University-Polytechnic Teachers, Marketing-Non-Marketing Managers, and Large-Small Companies
10	Table 5.8 Number of Wrong Answers Chosen by University Teachers and Polytechnic Teachers
11	Table 5.9 Different Proportions between University Teachers and Polytechnic Teachers Who Chose Wrong Answers for Each of the Ten Statements

12	Table 5.10	Correlations of Judgements between Research Part	
	and Curricu	la/Business Part Statements	46