

A COMPARATIVE ANALYSIS OF MARKETING DAY CELEBRATIONS BY SHIFT I AND SHIFT II STUDENTS: EXPLORING SKILFULNESS, PAYMENT MODES, AND SALEABILITY

J. Sahaya Mary*

Abstract. *Marketing Day offers a platform for students to exhibit entrepreneurial skills, creativity, and sales acumen. This study compares the execution of Shift I and Shift II students, scrutinising expertness, mode of payment, and marketability during the event. By examining responses from 50 students, the researcher evaluates the strengths of each group in terms of marketing strategies, customer handling, and creative payment solutions. The study reveals how different shifts enhance to the practical implication of marketing concepts, providing strong feedback for curriculum improvement.*

Keywords *Digital Transactions, Saleability of Products, Consumer Behaviour, Marketing Strategies, Entrepreneurial Skills*

OBJECTIVES OF THE STUDY

- To evaluate the creativity of Shift I and Shift II students during marketing day.
- To estimate the preferred modes of payment agreed by each group.
- To calculate the marketability and income earned by students in each shift.
- To recognise correlations between students' expertness and their favourable outcome in sales.
- To suggest improvements in marketing training for students.

STATEMENT OF THE PROBLEM

Marketing Day aims to link theoretical knowledge with practical application, yet contrast in performance between Shift I and Shift II students remain unexamined. This study tries to find out how the students' programming, skill development, and chosen sales approaches impact overall performance. By recognising the strengths and areas for improvements of each group, the study addresses the gaps in the curriculum and provides an understanding for better skill development in both shifts.

REVIEW OF LITERATURE

Experiential Learning in Marketing Education

Studies indicate that based on learning, such as getting involved in sales events, notably improves students' practical skills and confidence in real-world applications (Kolb, 1984).

Impact of Payment Mode on Customer Engagement

Research by Chaudhry and Sharma (2018) suggests that different payment options can improve the experience of the customer, open the door for higher sales, especially among the younger generations' inclined to digital transactions.

Skill Development in Higher Education

According to Moore (2020), skill development in educational environments can differ based on the time management, group interaction, and personal effort, with evidence

* Assistant Professor of Commerce, St. Xavier's College (Autonomous), Palayamkottai, Tamil Nadu, India. Email: smgodson@gmail.com

exhibiting that students may offer unique skill-building opportunities due to smaller and bigger group sizes, which intensify their interaction.

METHODOLOGY

Sample Size: 50 students (25 from Shift I and 25 from Shift II).

Data Collection: A standardised questionnaire was prepared focusing on skilfulness, mode of payment, and marketability.

Analysis: Simple percentage and correlation to evaluate skill-sales success relationships, and Tables with Ratings.

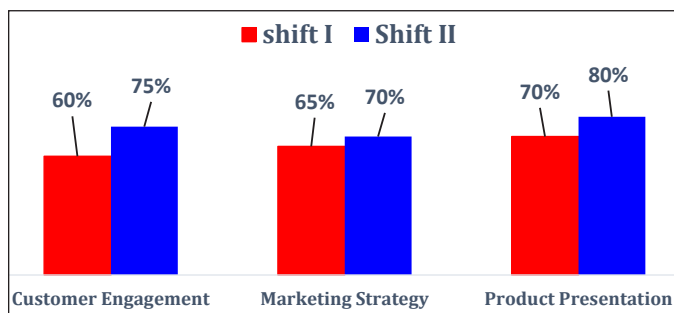
DATA ANALYSIS

Simple Percentage Analysis

The table below reveals the % of students from each shift who exhibited skills, opted for different payment modes, and accomplished high marketability.

Table 1

Skilfulness (% of Respondents)	Shift I	Shift II
Customer Engagement	60%	75%
Marketing Strategy	65%	70%
Product Presentation	70%	80%



The huge proportion of students in Shift I illustrated Product Presentation skills (70%), followed by Marketing Strategy (65%) and Customer Engagement (60%). It suggests a greater emphasis on strategic planning and presentation in Shift I.

Shift II students excelled particularly in Product Presentation (80%) and Customer Engagement (75%), with Marketing Strategy being slightly lower (70%). It indicates that students in Shift II were more customer-oriented and presentation-focused compared to those in Shift I.

Shift II students scored higher on customer engagement and product presentation, while Shift I students led in strategic planning.

Mode of Payment Analysis

The table below compares the preferred modes of payment for each shift.

Table 2

Mode of Payment	Shift I (%)	Shift II (%)
Cash	50%	30%
Digital	35%	50%
Mobile Wallet	15%	20%

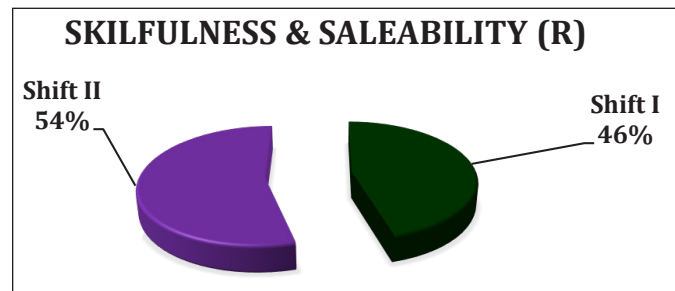
Shift II students favoured digital payment options more than Shift I, aligning with preferences among younger generation consumers for cashless transactions.

Correlation Analysis

The table below shows the correlation between skilfulness and saleability.

Table 3

Variable	Skilfulness & Saleability (r)
Shift I	0.62
Shift II	0.74



A positive correlation exists between skilfulness and saleability, with Shift II students showing a stronger relationship, suggesting that higher skills directly impact sales performance.

Correlation Analysis by Gender

Table 4

Variable	Skilfulness & Saleability (r) for Boys	Skilfulness & Saleability (r) for Girls
Shift I	0.58	0.66
Shift II	0.72	0.76

In Shift I, girls show a slightly stronger correlation (0.66) between skilfulness and saleability than boys (0.58), suggesting that skill development may play a marginally more significant role in girls’ sales success within this shift.

In Shift II, both boys and girls display a high correlation between skilfulness and saleability, with girls (0.76) showing a marginally higher correlation than boys (0.72). This suggests that skilfulness strongly influences sales outcomes for both genders, with girls benefiting slightly more.

These findings indicate a generally positive impact of skilfulness on saleability for both genders across shifts, with some variation in influence based on gender.

Tables with Ratings

Skilfulness Ratings

Students rated their own and peers’ skilfulness on a scale of 1 to 5, with 5 being highly skilled.

Table 5

Skilfulness Aspect	Shift I Rating (Avg)	Shift II Rating (Avg)
Customer Interaction	3.8	4.2
Product Presentation	4.0	4.3
Marketing Strategy	4.1	4.0
Sales Closure Techniques	3.7	4.1

Shift II students demonstrated higher ratings in customer interaction and sales closure techniques, while Shift I students performed marginally better in marketing strategy.

Payment Mode Ratings

Students rated their various payment modes on a scale of 1 to 5.

Table 6

Mode of Payment	Shift I (Avg) Rating	Shift II (Avg) Rating
Cash	4.5	4.1
Digital	3.7	4.3
Mobile Wallet	3.5	4.2

Shift I students preferred cash payment, while Shift II students rated digital and mobile wallet payments more highly, It shows their adaptability to modern transactions.

Saleability Ratings

The effectiveness of sales techniques, measured by average student ratings.

Table 7

Sales Technique	Shift I (Avg) Rating	Shift II (Avg) Rating
Product Knowledge	4.2	4.4
Persuasion Techniques	3.9	4.3
Adaptability to Customers	3.8	4.2
Upselling Skills	3.5	4.1

The table compares student ratings of sales techniques across two shifts. Shift II student’s ratings for all techniques is effective. Product Knowledge had high ratings in both shifts, while Persuasion, Adaptability, and Upselling skills showed notable improvements in Shift II.

SCOPE OF THE STUDY

This study aims to evaluate the performance of Marketing Day of Shift I and Shift II students, focusing on skill development, adaptability to latest methods of payment, and the impact of these factors on success of the sales. By verifying these variables, the study gives insights into curriculum effectiveness, student engagement, and practical applications of marketing concepts. The findings are relevant for the institution, aiming to improve practical knowledge for students seeking to increase their sales and customer interaction skills.

FINDINGS

- Students of shift II demonstrated a slight edge in interpersonal skills and customer interaction, which reflect the dynamics of the students.
- Digital and mobile payment modes were more popular among Shift II. It indicates their adaptability to current payment trends.
- Students of shift I showed a preference more for cash transactions.
- Students of shift II achieved higher sales figures, likely due to their use of new payment methods.

CONCLUSION

Marketing Day provided an effective hands-on experience for marketing students, enhancing their practical skills.

Notably, Shift II students showed increased adaptability in digital tools and interpersonal skills. This research highlights the importance of consistent skill-building activities for both shifts to equip students for success in a diverse, digital-driven marketplace.

REFERENCES

- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*.
- Chaudhry, M., & Sharma, R. (2018). Impact of digital payment modes on consumer buying behavior. *Journal of Business Research*, 56(4), 405-416.
- Moore, A. (2020). Student skill development in diverse educational settings. *Educational Research Quarterly*, 43(2), 132-150.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). *How people learn: Brain, mind, experience, and school*. National Academy Press.
- Dixon, M., & Tanner, J. F. (2012). Transforming selling: Why it is time to think differently about sales research. *Journal of Personal Selling & Sales Management*, 32(1), 9-18.
- Ramsay, S. (2015). Digital payment systems and their role in modern business transactions. *International Business Review*, 24(5), 856-869.
- Bloom, B. S. (1984). *Taxonomy of educational objectives*. Longman.
- Anderson, J. R., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives*. Allyn & Bacon.
- Fenwick, T. J. (2001). *Experiential learning: A theoretical critique from five perspectives*. Information Series No. 385.
- Price, L., & Lynn, M. (2007). The effect of payment mode on consumer behavior. *Marketing Journal*, 65(3), 77-85.
- Hansen, T. (2008). Consumer values, the theory of planned behaviour and online grocery shopping. *International Journal of Consumer Studies*, 32(2), 128-137.
- Kotler, P., & Armstrong, G. (2018). *Principles of marketing*. Pearson.
- Morris, M., & Kuratko, D. F. (2002). Corporate entrepreneurship: Entrepreneurial development within organizations. *Journal of Business Venturing*, 17(5), 487-502.
- Solomon, M. R. (2021). *Consumer behavior: Buying, having, and being*. Pearson.
- Straub, D., & Watson, R. T. (2001). Research commentary: Transformational Issues in researching IS and net-enabled organizations. *MIS Quarterly*, 25(4), 503-525.