EMOTIONS IN MARKETING EDUCATION: THEORETICAL GROUNDINGS AND DIRECTIONS FOR FUTURE RESEARCH

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The higher marketing education classroom is an emotional place. Different academic activities and outcomes may arouse intense emotions, for example pride of success, enjoyment of learning, anxiety for exams or fear of failing as well as feelings of uncertainty, self-assurance and self-esteem (Schutz & Pekrun 2007; Jaskari 2013). Emotions influence students’ cognition, academic motivation, behavior, performance, and well-being (Sutton & Wheatley 2003; Woods 2010). Indeed, emotional processes are needed for deep learning and achievement, thus those are critical for marketing students’ future careers.

Even though anxiety has been thoroughly researched, other pleasant and unpleasant emotions have not received a lot of attention. Indeed, Schutz and Pekrun (2007: 3) have argued that we know hardly anything about emotions such as enjoyment, hope, pride or anger hopelessness, shame and boredom in educational settings, not to mention the context of higher education.

Further, even though the importance of student and teacher emotions are acknowledged (e.g. Schutz & Pekrun 2007; Sutton 2007; Meyer & Turner 2007), there are not many studies focusing on emotions especially in marketing education. Clearly, more research is needed on emotions in higher marketing education.

Moreover, teaching itself is an emotional practice (Hargreaves 1998), emotions are a significant part of the daily lives of all those involved in the education (Schutz & Pekrun 2009: 9; Isenbarger & Zembylas 2006; Day & Leitch 2001), it is challenging for teachers to manage courses with strong emotional phases (Jaskari 2013: 88), and also teachers experience a variety of emotions (Sutton & Wheatley 2003) but cope with those feelings differently (Demetriou et al. 2009).

Marketing educators can influence both students’ and teachers’ success in the classroom by understanding different emotions and on-going emotional processes. Therefore the purpose of this special session is to open up theoretical foundations of emotional research within marketing education, propose steps to study those as well as promote discussion on future direction of research on emotions in marketing education.

“You’re a Marketing Major?” The Public Image of Marketing and its Effect on Marketing Students’ Self-Perception

Irritating telemarketers, pushy salespeople, poor customer service, annoying and/or misleading and/or exploitative advertisements, the sheer relentlessness and ubiquity of marketing in every aspect of life—all of these potentially contribute to a negative perception of marketing in the socio-cultural context. This raises the question: to what extent might a perceived negative public image of marketing negatively affect the way marketing majors see themselves and their chosen field? Swenson et al. (1993) found that college students in general had a negative perception of marketing careers, especially personal selling, but very little scholarship in marketing education has addressed this topic. Potential negative aspects are addressed by Camey and Williams (2004) in their exploration of ways to “sell” the Principles of Marketing course and increase enrollment in the marketing major. They found that, disconcertingly, students’ attitudes toward marketing actually worsened after taking the introductory course. The purpose of this exploratory study is to examine the relationship between marketing majors’ perceptions of the public image of marketing and the degree to which those marketing majors...
feel negative emotions regarding their self-perception as marketing majors. The implications for marketing curriculum and pedagogy, as well as extracurricular activities, advisement and directions for further research will be discussed.

Gender Effects on the Management of Academic Emotions

Past researchers have acknowledged the crucial role that emotions play in engaging and motivating students (Hasse 2008). Indeed the impact of academic emotions has also been demonstrated to also relate to students’ learning strategies, ability to work co-operatively, cognitive resources and academic achievement. The increasing incidence of groupwork and reliance on self-directed learning in the marketing curriculum places even greater pressure on the academics to manage the emotional atmosphere (Freeman & Greenacre, 2012).

As lecturers we are aware of the levels of anxiety experienced by our students but how many of us consider the diversity of emotions that are present in academic settings. What strategies do we employ, if any, to create emotional atmospheres that promote learning and engagement in teaching? Given that the measures used to assess the performance of academics are mainly, if not entirely, based upon tangibles, does the management of emotions offer sufficient returns (O’Connor 2006)?

The focus of this paper is on the role of gender in understanding and managing the in class emotional processes. Demetriou, Wilson and Winterbottom (2009) suggest that gender has a major impact on the management of emotions within the classroom. Building on their work we examine if male and female academics have different approaches to the management of in-class academic emotions and if student responses are indicative of homophily. The research investigates the issue from the perspective of both academics and students. We consider if students, male and female, perceive that male and female lecturers have different approaches in managing their academic emotions.

Initially the study will consist of 12 in depth interviews with, six male and six female university lecturers, across two institutions. After the initial analysis further interviews will be conducted with marketing majors to determine if they share the perceptions of the academics. The parameters of this study lie within the classroom.

Marketing Teachers’ Emotion Regulation

Research on teacher’ emotion in teaching has only recently attracted attention (Hargreaves 1998, 2000, 2001; Isenbarger & Zembylas 2006; O’Connor 2008; Hosotani & Imai-Matsumura 2011). However, despite the interest in school teachers’ emotion, the higher education still remains mostly unexplored area (Hagenauer & Volet 2014).

Therefore the purpose of this study is to enhance our understanding of teachers’ emotional processes in the marketing classroom. Four research questions are explored: (RQ1) What kinds of emotions marketing teachers attach to their teaching as well as the subjective intensity and duration of those emotions. (RQ2) How context dependent the different emotions are, i.e. in which situations different emotions arise? (RQ3) How do the teachers regulate the emotions and cope with negative emotions such as fear, anger or frustration? And (RQ4) How do the teachers’ emotions and emotion regulation affect the classroom management?

The study employs a qualitative diary study that is conducted in two phases. Eight university level marketing teachers are asked to write a diary for two weeks while their teaching is going. The first week diary allows write openly about experiences and emotions that are felt. The second week is more structured allowing more detailed analysis of different emotions felt and possible coping strategies. Each teacher is also interviewed before and after the study. The preliminary results will be presented at the time of the conference (April 2015).
Special Session Discussion and Directions for Further Research

Finally, through our presentations we aim to promote discussion among participants and lay grounds for interesting directions for further research.

References


