

opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Linguística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

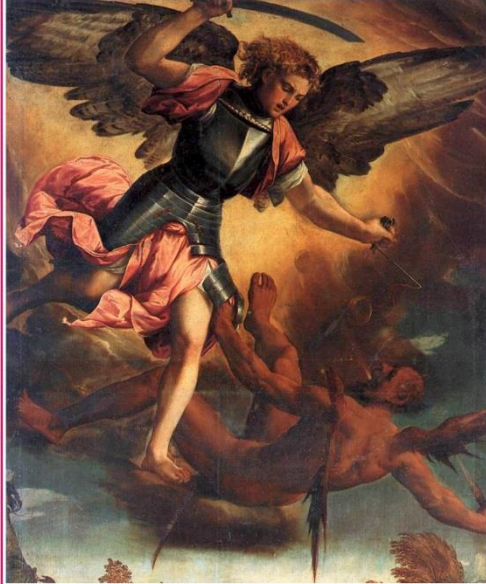
Año 35, 2019, Especial N°

20

Revista de Ciencias Humanas y Sociales

ISSN 1012-1537/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

The Relationship between the Customers's Joy and the Emotional Interaction and Marketing

Azhar Nema Abu Gnem

University of Koufa/ Faculty of Management and Economics/ Department of
Tourism

Azhar.abugnem@uokufa.edu.iq

Abstract

The study aims to reveal the relationship and influence between the emotional interaction of the faculty member through its sub-dimensions and the customer's delight. For the purpose of analysis and statistical analysis, the study relied on empirical analysis. The study has reached several results, the most important of which is the interest of female teachers in private schools. In conclusion, the greater the interest and the use of emotional interaction among co-workers the higher the ability of the organization to achieve the joy of customer recipient for educational service.

Keywords: Joy Customer, Emotional Interaction, Marketing.

La relación entre la alegría del cliente y la interacción emocional y de marketing

Resumen

El objetivo del estudio es revelar la relación e influencia entre la interacción emocional del miembro de la facultad a través de sus subdimensiones y el deleite del cliente. Para fines de análisis y análisis estadístico, el estudio se basó en el análisis empírico. El estudio ha alcanzado varios resultados, el más importante de los cuales es el interés de las maestras en las escuelas privadas. En conclusión, cuanto mayor sea el interés y el uso de la interacción emocional entre compañeros de trabajo, mayor será la capacidad de la organización para lograr la alegría del receptor del cliente por el servicio educativo.

Palabras clave: Joy Customer, interacción emocional, marketing.

1. INTRODUCTION

The problem of the research: The problem of the current study, the reality of the intellectual debate based on the variables individually and collectively and the level of depth in the field and its representation in the real schools and the provision of private educational services in the province of Najaf. The success of private schools and their ability to achieve their goals is largely related to the ability of teachers to interact emotionally in the environment without affecting the procedures and policies in force in the organization in which they operate. The objectives of the research: To ascertain the

extent of honesty of the exploratory and affirmative measures of the study standards in the light of the answers of the sample investigated at the level of the private schools sample of the study, the test of the mediating role of the variable educational service in its four dimensions in enhancing the impact of emotional interaction of faculty member in private schools with customer delight statistically at the level private.

This study gained great importance in its uniqueness in its application to the private schools in Najaf, especially that these schools have become a strategic force of its own entity, which affects the community and in the lives of individuals on the basis that the civil schools are constantly evolving and looking for modernity In all areas when marketing their educational services (Canamero & Fredslund, 2000; Amiri Mikal et al, 2016).

2. HYPOTHESES OF RESEARCH

The first main hypothesis (H1): affect emotional interaction morally in the marketing of educational service.

The second main hypothesis (H1): emotional interaction affects morally in the customer's exhilaration.

The third main hypothesis (H3): The marketing of the educational service is significant in the customer's delight.

The fourth main hypothesis (H4): The emotional interaction of the teaching staff has a significant indirect effect on the customer's relation through the intermediary First, the concept of emotional interaction.

3. THE CONCEPT OF MARKETING OF THE EDUCATIONAL SERVICE

The marketing of the educational service emerged in the mid-1980s as a branch of healthcare marketing and the idea of marketing the educational service became popular after institutions began to compete for ways and means to attract students (Diener et al., 1985). Education is the sector of pure service sectors, characterized by intangible, non-integration, heterogeneity and non-perishability. Moreover, property or lack of it distinguishes this type of service, education is more accurately a service that meets the need to learn, Intangible advantage (increased knowledge, professional experience and skills) produced with the help of a tangible group (infrastructure) and intangible components (teaching and learning experience), as the applicant does not obtain any ownership (Bailly, 2008). Scientists have found that institutions Educational departments have a clear ambiguity of the concept of marketing education to provide some confusion in understanding Almatha and accuracy and applicability.

Scientists have tried to reform education from the bottom and have proposed ambiguities to achieve science. Education is now a global product of competing educational institutions around the world and finding more creative ways to meet the needs and preferences of students over the past years. As a result of developments, to attract students by developing proactive ideas and strategies to attract students to gain competitive advantage (Pakdel & Talebbeydokhti, 2018; Zare & Rajaeepur, 2013).

4. THE FACTORS THAT ATTRACT THE CUSTOMER'S DELIGHT

Delight Attributes are the factors that bring positive things that the customer did not expect in the course of acquiring the product or service. Through these factors, the customer recognizes that the organization has provided more than what it expects from the product or service. Cynthia (2014) believes that attractive factors are unexpected factors in the product, and in their presence, the customer's delight increases the product. In the absence thereof, this does not affect the quality of the product or the customer's delight in any way. Barzoki et al. (2014) emphasizes that attractive requirements are the requirements that are the criteria that must be met in the products and that have a great impact on the same customer and achieve the basic requirements and enter these requirements in the products based on the desire of the customer or enter into his own product.

5. TEST THE RELATIONS OF INFLUENCE OF THE VARIABLES OF THE STUDY AND ANALYSIS

The multiple regression analysis was used in the tests on the effect of (emotional interaction) (IE) in the client's Cajama (CJ) through the marketing of the educational service (MES), and the beta coefficients were used to determine the expected change of the independent variable (EJ) in the dependent variable (CJ) because of the change in one unit of the median variable (Marketing Educational Service (MES)). The research was based on a significant level (0.05) to judge the significance of the effect. The significance level of the calculated was compared with the level of the moral significance (0.05) and the effects are significant if the moral level is calculated. The smallness of the moral level of the approved and vice versa. Four hypotheses have been developed to test the relationship between the variables of the study (Yang et al., 2019; Soo et al., 2019):

First Hypothesis: This hypothesis suggests that there is a statistically significant relationship of influence to IE in marketing educational service (MES). Figure 2 shows the results of the Beta effect, and Table (1) (Arnold et al., 2005).

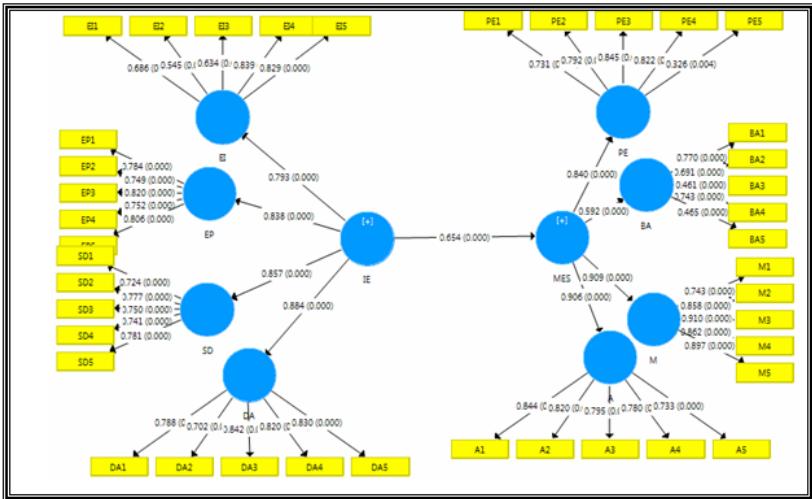


Figure 1: Results of the impact of emotional interaction (IE) in marketing educational service (MES)

Source: Prepared by the researcher based on SMART PLS outputs

Moral level	Value F	The coefficient of determination ²	ValueT	Coefficient of effectβ	Intermediate variable	Independent variable
0.000	141.25	43%	9.510	0.654	Marketing Educational Service (MES)	Emotional Interaction (IE)

Table 1: Relationship Relationships Effectiveness Emotional Interaction (IE) in Marketing Educational Service (MES)

The emotional interaction (IE) affects the marketing of educational services (MES) by (65%) and at a significant level (0.000). The ratio of the coefficient of selection (R^2) is acceptable indicating that the interaction Emotional (IE) explains (43%) of the variance in

marketing educational service (MES), and according to these results accept this hypothesis. After testing the main hypothesis, the sub-hypotheses that have an EI, E (SD) and deep-seated (DA) relationship in marketing the educational service (MES) will be tested in Figure (19) the effect (Beta) and Table (35) shows the relationship between the effects of emotional interaction (IE) and the marketing of the educational service (MES) (Abdullah, 2006).

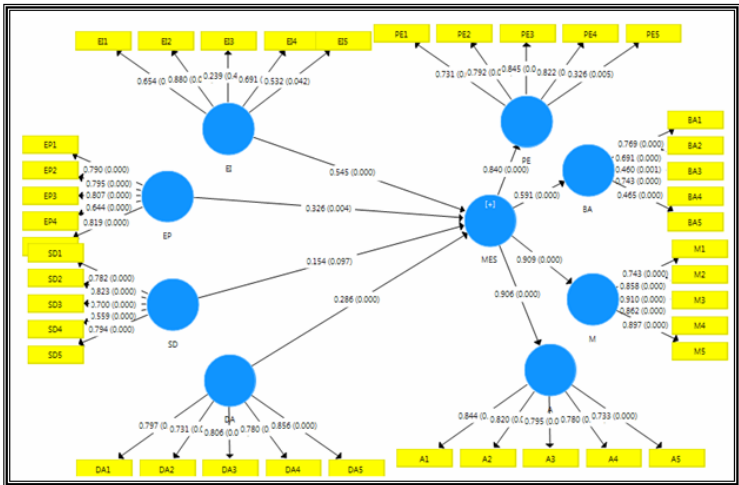


Figure 2: Results of the impact of the dimensions of emotional interaction (IE) in marketing educational service (MES)

Source: Prepared by the researcher based on SMART PLS outputs

Marketing Educational Service (MES)					Independent variables
Moral level	Value F	The coefficient of determination ²	TValue	βCoefficient of effect	
0.000	42.25	48%	6.090	0.545	Emotional Density (EI)

0.004			2.830	0.326	Emotional perseverance (EP)
0.097			1.073	0.154	Surface representation (SD)
0.000			4.302	0.286	Deep representation (DA)

Table 2: Impact Relationship Relationships the Dimensions of Emotional Interaction (IE) in Marketing Educational Service (MES)

The emotional intensity (EI) affects the marketing of educational services (MES) by (48%) and at a significant level (0.000). The emotional perseverance (EP) affects the marketing of the educational service (MES) (SD) affects the marketing of educational services (MES) by (15%) and at a significant level (0.097), and the deep representation (DA) affects the marketing of educational service (MES) by (29%) and at a moral level (0.000). The value of R^2 is good, indicating that the exclusion of emotional interaction (IE) in the marketing of the educational service (MES) explains (48%) of the difference in the marketing of educational service (MES) Based on these results, the hypothesis is accepted Emotional intensity (EI), emotional persistence (EP), deep-seated (DA) and surface-level (SD) rejection. Second:

The hypothesis of the second main: This hypothesis has been reported to have a relationship of statistical significance for the emotional interaction (IE) in the customer's exhortation (CJ). Figure (4) shows the results of the effect (Beta) and Table (3) results of the impact relationship test (Allen et al., 2010: 12).

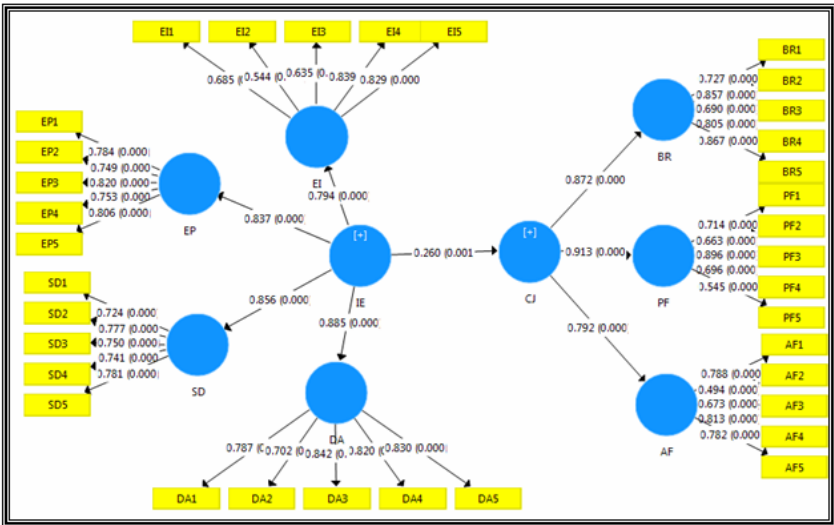


Figure 3: Results of the emotional interaction effect (IE) in Customer delight (CJ)

Moral level	Value F	The coefficient of determination ²	ValueT	Coefficient of effectβ	Intermediate variable	Independent variable
0.001	14.32	0.07	3.419	0.260	Customer delight (CJ)	Emotional Interaction (IE)

Table 3: Transaction Relationships Impact Emotional Interaction (IE) in Customer delight (CJ)

The emotional interaction (IE) affects the covetousness of the client (CJ) by 26% and at a significant level (0.001). The ratio of the limiting factor (R^2) indicates that the emotional interaction (IE) explains (7%) of the variance in the customer's cajol (CJ), and according to these results accept this hypothesis. After testing the main

hypothesis, the sub-hypotheses will be tested for EI, EP, SD and DA in the CJ, which will be illustrated in Figure 4. (Beta) and table (3).

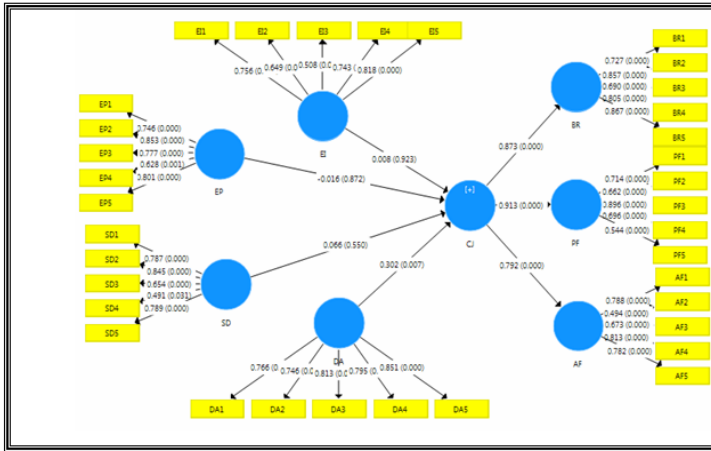


Figure 4: Effect of emotional interaction dimensions (IE) in customer delight (CJ)

Source: Prepared by the researcher based on SMART PLS outputs

Customer delight (CJ)					dependent variable
Value F	The coefficient of determination ²	ValueT	Coefficient of effectβ	Intermediate variable	
0.923	6.34	0.12	0.096	0.008	(EI)
0.872			0.161	0.016-	(EP)
0.550			0.599	0.066	(SD)
0.007			2.719	0.302	(DA)

Table 4: Effect relationship coefficients the dimensions of the emotional interaction (IE) in the customer Abhaja (CJ)

The emotional density (EI) affects the covency of the customer (CJ) by (1%) and at a significant level (0.923), and emotional persistence (EP) (CJ) by (6%) and at a significant level (0.550). In addition, the deep representation (DA) affects the customer's covetency (CJ) by 30%). The value of R (2) indicates that the dimensions of the emotional interaction (IE) in the customer's cajol (CJ) explain (12%) of the variance in the customer's cajol (CJ). The hypothesis is at the level of deep representation (DA) and rejects the level of emotional intensity (EI) and impurity of emotional (EP) and surface representation (SD). Third: The third hypothesis: This hypothesis has been reported to have a statistically significant relationship of marketing to the educational service (MES) in Customer Abhaj (CJ). Figure (5) shows the results of the effect (Beta), and Table (4) results of the impact relationship test (Indriastuti, 2019).

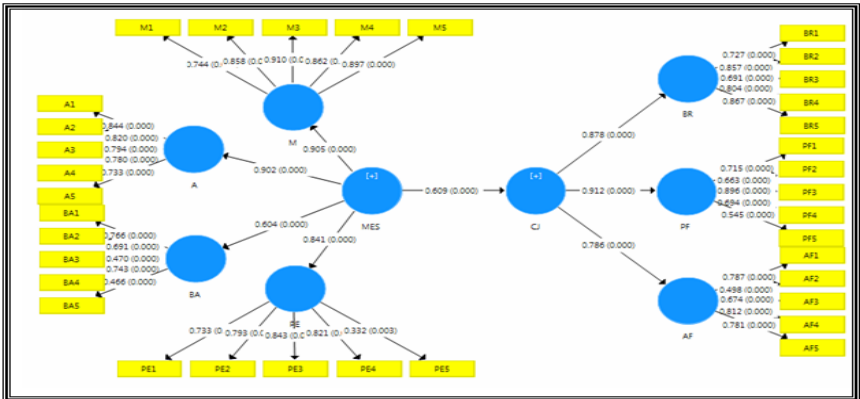
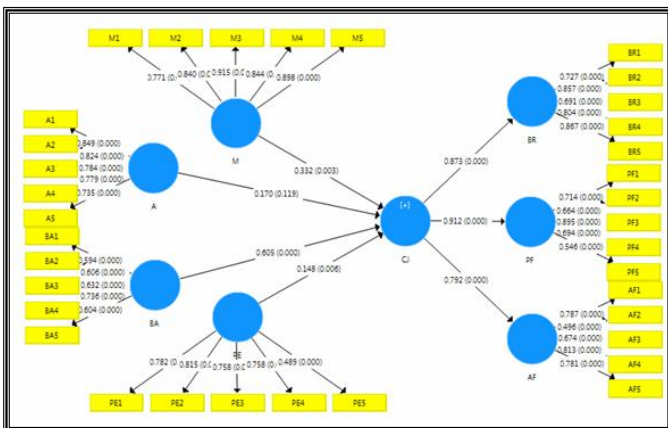


Figure 5

Moral level	F	coefficient of determination ²	T	β	dependent variable	Independent variable
0.000	111.47	0.37	11.650	0.609	(CJ)	(MES)

Table 5: Relationship Relationships Effectiveness Marketing Education Service (MES) in Customer Abhaj (CJ)

The marketing of the educational service (MES) affects the customer satisfaction (CJ) by (61%) and the level of significance (0.000). The ratio of the coefficient of selection (R^2) is good indicating that marketing the educational service (MES) interprets (37%) of the variance in the customer's Cajama (CJ), and according to these results accept this hypothesis. After testing the main hypothesis, the sub-hypotheses that describe the relationship of mobility (M), adaptability (A), occupational competence (PE) and the co-operative approach (BA) will be tested in CJ, which will be illustrated in Figure 6 (Beta) and Table (5) results.



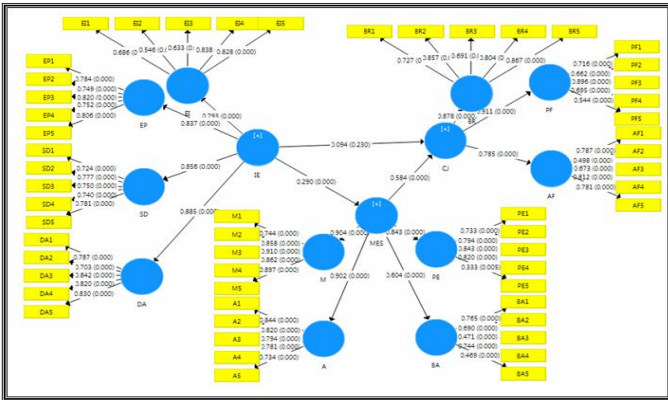


Figure 6: Results of the effect of emotional interaction (IE) on customer delight (CJ) through marketing educational service (MES)

Minimum and upper limits of confidence	(t)	Stand ard deviat ion	The overall effect of the medium variable marketin g educatio nal service (MES)	The Impact of Marketi ng Educati onal Service in Custom er Joy (CJ)	The Impact of Emotio nal Interact ion (IE) on Marketi ng Educati onal Service (MES)
Bootstrapped Confidence Interval	t- valu	SE	Indirect Effect	path b	path a

		e				
95% UL	95%LL	2.64 6	0.064	0.169	0.584	0.290
0.29 5	0.044					

Table 6: The course of affect relationships of emotional interaction (IE) in the delight of the customer (CJ) through the marketing of educational service (MES)

Figure (7) and Table (6) show that the effect of emotional interaction (IE) on customer satisfaction (CJ) through the marketing of educational service (MES) by (17%) and this ratio is significant, according to the calculated value (t) (40) that the upper and lower points of confidence do not intersect with (0) and thus achieve the second condition, and the proportion of the impact of emotional interaction In the customer's abhorrence is not significant, and in accordance with these results accept the hypothesis that the relationship of the impact of emotional interaction (IE) in the customer's cajet (CJ) through the marketing of educational service (MES).

6. CONCLUSIONS

The results of the analysis revealed the strength of the relationship between the main variables of the study (emotional interaction, marketing of educational service and customer

satisfaction) and all dimensions, which were all very strong and represent the variables and belong to it and measured, and the results of the analysis of the existence of significant correlation between all variables at the macro level, i.e., the existence of a significant correlation between the variables (the emotional interaction and the client's approach through the intermediary role of marketing the educational service). This indicates that the greater the interest and the use of emotional interaction among co-workers the higher the ability of the organization to achieve the joy of customer recipient for educational service.

REFERENCES

- ABDULLAH, F. 2006. **Measuring service quality in higher education: three instruments compared.** International Journal of Research & Method in Education. Vol. 29, N° 1: 71-89. UK.
- ALLEN, J., PUGH, S., GRANDEY, A., & GROTH, M. 2010. **Following display rules in good or bad faith? Customer orientation as a moderator of the display rule-emotional labor relationship.** Human Performance. Vol. 23, N° 2: 101-115. UK.
- Amiri Mikal, M., Pour Ramezan, E., Amar, T., & Bigdeli, A. 2016. **Spatial Analysis of Quality of Life in Economic Dimension of Villages of Lahijan Town.** UCT Journal of Social Sciences and Humanities Research, 4(4), 21-28
- ARNOLD, M., REYNOLDS, K., PONDER, N., & LUEG, J. 2005. **Customer delight in a retail context: investigating delightful and**

terrible shopping experiences. Journal of Business Research. Vol. 58, N° 8: 1132-1145. Netherlands.

BAILLY, F. 2008. **The role of employers' beliefs in the evaluation of educational output.** The Journal of Socio-Economics. Vol. 37, N° 3: 959-968. Netherlands.

BARZOKI, A., SALEHZADEH, R., & KHODAEI, A. 2014. **Identifying Attractive Behaviors of Managers Based on Kano Model in Isfahan Province Gas Company.** International Journal of Academic Research in Accounting, Finance and Management Sciences. Vol. 4, N° 1: 16-20. Iran.

CANAMERO, D., & FREDSLUND, J. 2000. **How does it feel? Emotional interaction with a humanoid Lego robot socially intelligent agents: the human in the loop.** Papers from the AAAI 2000 fall symposium. Menlo Park, CA: AAAI Press. Canada.

CYNTHIA, A. 2014. **Strategic Marketing in Education services the case of A Private Tertiary Institution in Ghana.** Central Business School, Central University College, Accra, Ghana: ISSN 2348 0386. Ghana.

DIENER, E., LARSEN, R., LEVINE, S., & EMMONS, R. 1985. **Intensity and frequency: dimensions underlying positive and negative affect.** Journal of personality and social psychology. Vol. 48, N° 5: 12-53. USA.

INDRIASTUTI, H. 2019. **Entrepreneurial inattentiveness, relational capabilities and value co-creation to enhance marketing performance.** Giap journals. Vol 7. N° 3. India.

Pakdel, M., & Talebbeydokhti, A. 2018. **The Effect of Adjustment Announcement of Predicted Profit on Price and Trading Volume of Listed Companies in Tehran Stock Exchange.** Dutch Journal of Finance and Management, 2(1), 49. <https://doi.org/10.29333/djfm/58>.

SOO, M., SHELBY, R., & JOHNSON, K. 2019. **Optimizing the patient experience during breast biopsy.** Journal of Breast Imaging. wbz001, <https://doi.org/10.1093/jbi/wbz001>. UK.

YANG, Y., PAN, T., & ZHANG, J. 2019. **Global optimization of Norris derivative filtering with application for near-infrared analysis of serum urea nitrogen.** Scientific Research Publishing. Vol 10. N° 5. China.

Zare, H., & Rajaeepur, S. 2013. **THE TASKS OF SOCIAL WORKERS WORKING WITH CHILDREN OF DIVORCE: A REVIEW.** UCT Journal of Management and Accounting Studies, 1(1): 5-10.



**UNIVERSIDAD
DEL ZULIA**

opción

Revista de Ciencias Humanas y Sociales

Año 35, N° 20, (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

Maracaibo - Venezuela

www.luz.edu.ve

www.serbi.luz.edu.ve

produccioncientifica.luz.edu.ve