# PERSONAL VALUES OF AMERICAN AND EUROPEAN MARKETING EDUCATORS: A COMPARATIVE ANALYSIS

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## ABSTRACT

*The aim of this study is to establish a method for grouping American (USA) and European marketing educators according to their personal values, and to determine the value dimensions in which differences are manifested. To this end, cluster analysis and univariate analysis were used. A web-based survey was employed to collect the data and a total of 251 respondents replied to the questionnaire. The distribution of the respondents was 65 percent American Marketing Educators and 35 percent European Marketing Educators. The Schwartz Value Survey (SVS) was utilized to classify basic groups of marketing educators according to personal values and a hierarchical cluster analysis was used to cluster the marketing educators. According to the Akaike Information Criterion (AIC) three clusters were established (altrustic-based, success-based, justice-based, and success-based) for American marketing educators, and two clusters were established (Justice-based and Universalist) for European Marketing Educators. As a result of the ANOVA analysis that was conducted, significant differences were detected between the two groups in five value dimensions.*

## INTRODUCTION

The dynamic structure that is at the very heart of marketing should also be present in marketing education. Moreover, dynamic marketing education depends on the characteristics of the educators who provide marketing education. In this context, knowing the individual values of marketing educators assumes importance. Little research has been carried out in the area of personal values of marketing educators. Although some researchers have focussed on relationships between the personal values of marketing professionals and their marketing actions (Rallapalli et al. 2000); the personal values and beliefs of tomorrow's business managers (Rawwas and Isakson 2000), the personality traits and scientific styles of marketing educators (Leong et al. 1994), the relationship between educators and their value orientations (Ennis and Chen 1995), and the attributes of an effective marketing academic (Morrison et al.), little is known about which personal values are in fact dominant among marketing educators. As a result, the literature on personal values is rich, but as we have seen this literature sheds no light on the personal values of marketing educators. There is a need to understand all factors that influence the teaching process, including the personal values of marketing educators. This being so, what are the main dimensions of these values?

Thus, if the personal values of marketing educators are well analysed and understood, it will be possible to gain an overview of both educators' personal structures and also their teaching structures. The purpose of this research is to understand the way in which the personal values of marketing educators may be captured using cluster analysis. That is, this research attempts to identify certain profiles exhibited by marketing educators and analyse their personal values in terms of main clusters and compare these values with comprehensive-based. In this context, the basic question to investigate in this study is the value priorities of the marketing educators with comprehensive samples of U.S. and European. These questions were examined by using hierarchical cluster analysis and univariate ANOVA. The findings of this research are expected to assist marketing educators in understanding their own values and the impact these have on teaching and learning styles. The article has three parts. First, it reviews the current literature relevant to values and personal values and their relevance for marketing education and educators. Then the research methodology is presented and cluster and ANOVA analysis are conducted. Finally, the findings are discussed and conclusions are drawn.

## LITERATURE REVIEW

In the social sciences, a great deal of research has been devoted to personal values. A review of the general literature covering research into values reveals the seminal nature of the work conducted by Rokeach. According to Rokeach (1973, p. 5) "A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or con-

verse mode of conduct or end state of existence." On the other hand Hofstede (1980), who conducted work into the cultural of this phenomenon, considered values, which he defined as "a tendency to prefer certain situations to others," to be belief standards by means of which individuals determined what was right and what was wrong. Values are a reflector of evaluating other persons and things (Gandal and Roccas 2002).

Elizur and Sagie (1999, pp. 75–76) used facets to examine and define personal values. The use of this kind of classification makes the examination of both life and work values more rational. These facets are as follow: modality (material or instrumental, affective, and cognitive), focus (focussed and diffused) and life area (work area and life in general). These facets may be combined with one another.

In defining values, the introduction of the concept of tendency brings us face to face with the phenomenon of attitude. The concepts of value and attitude are related but different from one another. In order to understand the dimensions of the relationship between values and attitudes, there is a non-linear structure (McCarty and Shrum 1993) and this means they are guided by attitudes (Gutman 1982; Beatty et al. 1985). However, they do not influence every value act. In this regard, Bardi and Schwartz (2003) conducted a study into those values that exert a greater influence on behavior and determined that certain of these exerted a strong effect on behavior, while others exerted a medium or weak effect.

In addition to this relationship between the concepts of values and attitudes, it is also necessary to shed light on certain concepts that in certain situations are confused semantically with the concept of values. These are the concepts of traits, norms, and needs. There are certainly differences between values and these concepts. In the first place, values are distinguished from traits by their cognitive aspect, from norms by virtue of their being trans-situational, and from needs by their social nature (Hitlin and Piliavin 2004, pp. 360–361). In particular, traits concern what people are like while values focus on what is important from the point of view of the person (Roccas et al. 2002).

## Specifications of Values

In this context, it is useful to dwell on the features of value concepts. Schwartz (1994, p. 20) expressed five formal attributes or concepts to define values: belief, pertinence, transcendence, guidance, and order. Values are not evaluated in the same way as deeds (Hofstede 2001, p. 6) but are learned and shaped by individual experience (Vlagsma et al. 2002, p. 270). They reflect preference ordering attitudes (Baligh 1994, p. 18). Common points of explaining of the values are preference, judgment, and actions (Oyserman 2001, p. 16151) and they are trans-situational goals (Schwartz 1999, p. 25).

Values are linked with individual's beliefs and emotions (Hansson 2001, p. 15) and in-group belonging (Heaven 1999). In this manner, values also play a role in inherent personality (Olver and Mooradian 2003, p. 123).

Personal value systems begin to be formed early in life (Westwood and Posner 1997, p. 34) and also have an indirect effect on work motivation and performance (Steers and Sánchez-Runde 2002, p. 194) and are seen as a source of motivation (Roe and Ester 1999, p. 5). Especially, intrinsic motivation (Lilly and Tippins 2002, p. 255) and teaching improvement (Chen et al. 2004, p. 33) may be accepted as useful elements for student motivation in learning. These values precisely matched the educators' own teaching styles since values may influence the educators' teaching styles in terms of behavior and attitudes.

## Personal Values in Higher Education

Even if educators do not directly pass on the values to their students, such values support the development of the latter's own values (Veugelers 2000, p. 40). Certain concepts that are possibly related to personal values shape relationships that are formed with students and students' evaluation of educators. When it comes to the way that students evaluate their educators, the factors of reciprocity, interaction, value, teaching skill, and fairness have been identified as crucial (Clayson 2004, p. 19; Foote et al. 2003, p. 16; Schmidt et al. 2003, p. 177). Personal traits and characteristics have also been investigated as a factor that influences students in their evaluation of educators (Simpson and Siguaw 2000, p. 208; Palihawadana and Holmes 1999, p. 42). Additionally the existence of a sharing process involving educators and students has been treated as a value that can be passed on (Horng et al. 2005, p. 354) and as a component of interaction (Paswan and Young 2002, p. 194). Not surprisingly it has been shown that the allocation by educators of an adequate amount of time for students' questions within the learning process is a significant factor (Kelly and Stanley 1999, p. 198; Shields and Gillar 2002, p. 43). All of the above-mentioned acts and points within the teaching and learning process make reference to the educator's individual values. Thus, establishing the nature of educators' individual values can help to shed light on the characteristics of their relationship with the task of teaching and with students.

Values are inherent in teaching, (cited in Carr 2000, p. 214) primary self evaluation and in the evaluations of others (Brown 2002, p. 48). Pozo-Muñoz et al. (2000) have used four dimensions to classify students' thoughts concerning their perception of an ideal teacher in terms of various attributes. If these attributes are analysed in detail, it is apparent that they are related to personal values.

Walker et al. (1998) have looked at a dynamic style of marketing education and teaching models that encourage students to focus on knowledge and make criticism.

Smart et al. (1999) have in research that they have conducted pointed out that, in order to meet modern demands and contend with external change, traditional marketing training needs to change. Albers-Miller et al. (2001, p. 252) have defined innovative marketing activities within marketing, while Celsi and Wolfinbarger (2002, p. 64) have in their study stressed the necessity of focussing on innovation in order to adapt to technology. All of these innovative thoughts that require to be applied to marketing training are closely connected to the learning process. For more innovative marketing training will lead to an increase in quality. However, it should be borne in mind that the realization of innovative marketing training depends on the basic resources within marketing educators' personal values. This enhances the importance of marketing educators whose personal values are adapted towards innovative marketing training. Zhang (2004) has cited that "teachers' teaching styles and students' learning styles interact to affect student learning (p. 233)" and has examined teaching styles and students' thinking styles. In this respect, students' learning styles are part of the process and have been examined as a student performance input and an independent variable (Young et al. 2003, p. 131). Investigation has been conducted into whether learning styles are connected with personal culture in terms of values and beliefs (Jaju et al. 2002, p. 51). Davis et al. (2000, p. 148) have investigated the relationship between learning styles and pedagogical priorities. Effective teachers understand their students' learning styles (Fatt 2000, p. 39). There exist a variety of learning styles. McCarthy and Anderson (2000, pp. 279–280) have shown that the active learning method produces more effective knowledge acquisition. The best known such method, the experience-based learning style, focuses on incorporating students into activities focused on learning by means of doing (Itin 1999, p. 93).

## RESEARCH QUESTIONS

Marketing educators are very vital persons to teach business idea and show capitalism tools. Their personal values transmit to students and colleagues through interaction in teaching, advising, and university environment. These values change according to their individual and national culture. Americans are more competitive, less centralist, and less universalist, more achievement (Rhoades 1987; Schultz and Zelezny 2003; England 1967). Europeans have a diversity-based cultural power (Spiro 2003) that transmitted to their universities (Paterson 2001) and acts more conservative (Rhoades 1987), normative (Hagenhaars et al. 2003) and are getting collectivist in academic environment (Scott 2001). Europeans also have a personal autonomy or individual freedom value assuming similar with liberal idea of Americans (Hagenhaars et al. 2003). Thus, the following research questions are presented:

1. Is there a difference in conservatism value dimension of American and European marketing educators as conformity, tradition, and security?
2. Is there a difference in self-enhancement value dimension of American and European marketing educators as achievement, power, and hedonism?
3. Is there a difference in self-transcendence value dimension of American and European marketing educators as universalism and benevolence?
4. Is there a difference in openness to change value dimension of American and European marketing educators as stimulation and self-direction?
5. What are the main clusters of American and European marketing educators according to their personal values?

To achieve our objective, our analyses were performed as follows. First, a cluster analysis was conducted to classify the marketing educators in both groups in terms of their personal values to test the fifth research question. Second, ANOVA test was conducted to verify how personal value dimensions vary among in the two samples for four research questions. Interpretations of these results are presented in the following discussion section.

## METHODOLOGY

The data for this study were obtained through surveys of American Marketing Associations and Top U.S. and International business schools' marketing educators. This section will describe the research questions, the survey participants, and the research instrument.

### Participants

As no complete marketing educators' list could be found, a convenience sampling method was preferred for this research. The sampling frame consisted of the e-mail addresses of marketing educators from the Marketing Educators' Association, American Marketing Association (AMA), and the top 30 U.S. and top 24 international business schools that were listed on Businessweek's web page. Our preferred sampling structure was a homogenous one (Calder et al. 1981, p. 200). A self-administered survey approach was utilized to collect data from marketing educators. Data was collected using a web-based survey because web surveys have a filter function to exclude ineligible respondents (Corbitt et al. 2003, p. 207). An e-mail message asking for participation in our survey was sent to all these groups. No preferences were given related to academic rankings such as professor, associate professor, assistant professor, or instructor. Our sampling was 2000 marketing educators. Target groups visited the online address over a period of two months. At the end of the cut-off period of eight weeks, 251 responses had been received from 15 countries (14 European countries and

USA). Response rate was approximately 10 percent. The numbers of effective respondents were 165 (65%) and 86 (35%) in U.S. and Europe, respectively. As for gender, 61 percent were male and 39 percent were female in U.S., and 55 percent were male and 45 percent were female in Europe.

## Research Instrument

Values can be measured by various surveys and rating, ranking, and interval scales. Alwin and Krosnick 1985, p. 548) compared rating and ranking scales and found that these scales yield similar results in terms of the relative importance of the value choices. Miethe (1985, p. 450) concluded that ranking may be the best method to determine value-attitudes links. Kamakura and Mazzon (1991, p. 209) reviewed these measurement techniques of values for these surveys and proposed an econometric model to evaluate the ranking. A number of value scales are available for measuring values: Rokeach Value Survey (RVS), List of Values (LOV), and Schwartz Value Survey. In our study, Schwartz Value Survey (SVS) was selected so that it has more specific items to analysis personal values and is more relevant in the particular domain we are investigating. English language was preferred to survey.

## Schwartz Value Survey

The survey consisted of 56 items (single values) designed to measure ten dimensions of values: power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security.

Higher scores on each general value type indicate a greater importance attached to the value. A brief definition of each value type and its dimension is included in Table.1. In the survey, the participants were asked to rate the importance of each as guiding principles in their lives. Each value was evaluated on a nine-point scale ranging from –1 (*I am opposed to this value*), to 7 (This *value is of supreme importance for me*). SVS differs from the RVS by being theoretically derived, by presenting participants with larger sets of values, by using rating rather than ranking, and by allowing for "negative" values to which participants may be opposed (Feather 1999, p. 58).

## Reliability and Validity of Instrument

*Cronbach Alpha.* To check for internal reliability, Cronbach's Alpha test was applied to each dimension score. The result of this reliability test produced an acceptable value of *.80* or above (Cramer 1994, p. 276). In our study, the scales have a high level of internal consistency and are highly reliable. It was *.931* for American Sample and *.928* for European Sample.

*Confirmatory Factor Analysis.* We also performed confirmatory factor analysis (CFA) on the construct to ascertain the level of fit. Fit for the measurement model was strong. An examination of the overall fit indices, standardized residuals indicated that the items and the one-factor model had good fit at .000 significant level. An examination of the overall fit indices, standardized residuals indicated that the items and the one-factor model had good fit at .000 significant levels. The RMSEA, GFI, AGFI, CFI, and NFI were .07, .98, .94, .99, .95, respectively in the American Sample and the RMSEA, GFI, AGFI, CFI, and NFI were .06, .87, .86, .92, .88, respectively in the European Sample. The values obtained were within acceptable limits or close to such limits (Schermelleh-Engel and Moosbrugger 2003, p. 52; Segars and Grover 1993, p. 522).

## CLUSTER ANALYSIS

In order to answer the first question addressed by the study, cluster analysis was applied separately to the data obtained from both groups of marketing educators. The aim here was to determine the basic value dimensions exhibited by American and European marketing educators and to compare these main dimensions. Finally univariate ANOVA analysis was applied to enable differences in the value dimensions for each group to be identified. Analysis was conducted with SPSS 13.0.

Cluster Analysis groups data without specifying the clusters' definitive, essential characteristics (Breckenridge 2000, p. 262), and is appropriate for interval scales (Saunders 1994, p. 14). We employed a hierarchical clustering method using the unstandardized Euclidean distance and Ward's algorithm. Ward's method is concerned with minimizing the variance within clusters, thereby maximizing the variance between clusters (Blashfield 1980, p. 441). We preferred the Hierarchical method, because the number of clusters is unknown (Timm 2002, p. 530). The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .88.

In order to determine the number of clusters to which the marketing educators in each sample should be assigned, Akaike's information criterion (AIC) was applied. It was decided, based on the relevant criteria, that it was necessary to assign the American sample to three clusters and the European sample to two. The number and percentage of marketing educators in the American sample according to cluster was as follows: 35 (21%), 80 (48%) and 50 (30%). We labeled the clusters as follows: Altrustic-Based, Justice-Based, and Success-Based, respectively. The number and percentage of marketing educators in the European sample according to cluster was 46 (53%) and 40 (47%). We classified the marketing educators thus assigned to these clusters as Justice-Based and Universalist respectively. The cluster analysis was conducted not on a variable-based basis, but on a cases-

## TABLE 1
## SCHWARTZ VALUE DEFINITIONS AND ITEMS (SCHWARTZ 1996)

*Power***:** Social status and prestige, control, or dominance over people and resources. (Social Power, Authority, Wealth) [Preserving my Public Image, Social Recognition]

*Achievement***:** Personal success through demonstrating competence according to social standards. (Successful, Capable, Ambitious, Influential) [Intelligent, Self-Respect]

*Hedonism***:** Pleasure and sensuous gratification for oneself. (Pleasure, Enjoying Life)

*Stimulation***:** Excitement, novelty, and challenge in life. (Daring, a Varied Life, an Exciting Life)

*Self-Direction***:** Independent thought and action-choosing, creating, exploring. (Creativity, Freedom, Independent, Curious, Choosing own Goals) [Self Respect]

*Universalism***:** Understanding, appreciation, tolerance and protection for the welfare of all people and for nature. (Broadminded, Wisdom, Social Justice, Equality, a World at Peace, a World of Beauty, Unity with Nature, Protecting the Environment)

*Benevolence***:** Preservation and enhancement of the welfare of people with whom one is in frequent contact. (Helpful, Honest, Forgiving, Loyal, Responsible) [True Friendship, Mature Love]

*Tradition***:** Respect, commitment and acceptance of the customs and ideas that traditional culture or religion provide the self. (Humble, Accepting my Portion in Life, Devout, Respect for Tradition, Moderate)

*Conformity***:** Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms. (Politeness, Obedient, Self-Discipline, Honoring Parents and Elders)

*Security***:** Safety, harmony and stability of society, of relationships, and of self. (Family Security, National Security, Social Order, Clean, Reciprocation of Favors) [Sense of Belonging, Healthy]

Note: Values in square brackets are not used in computing the standard indexes for value types because their meanings are not consistent across samples and cultures.
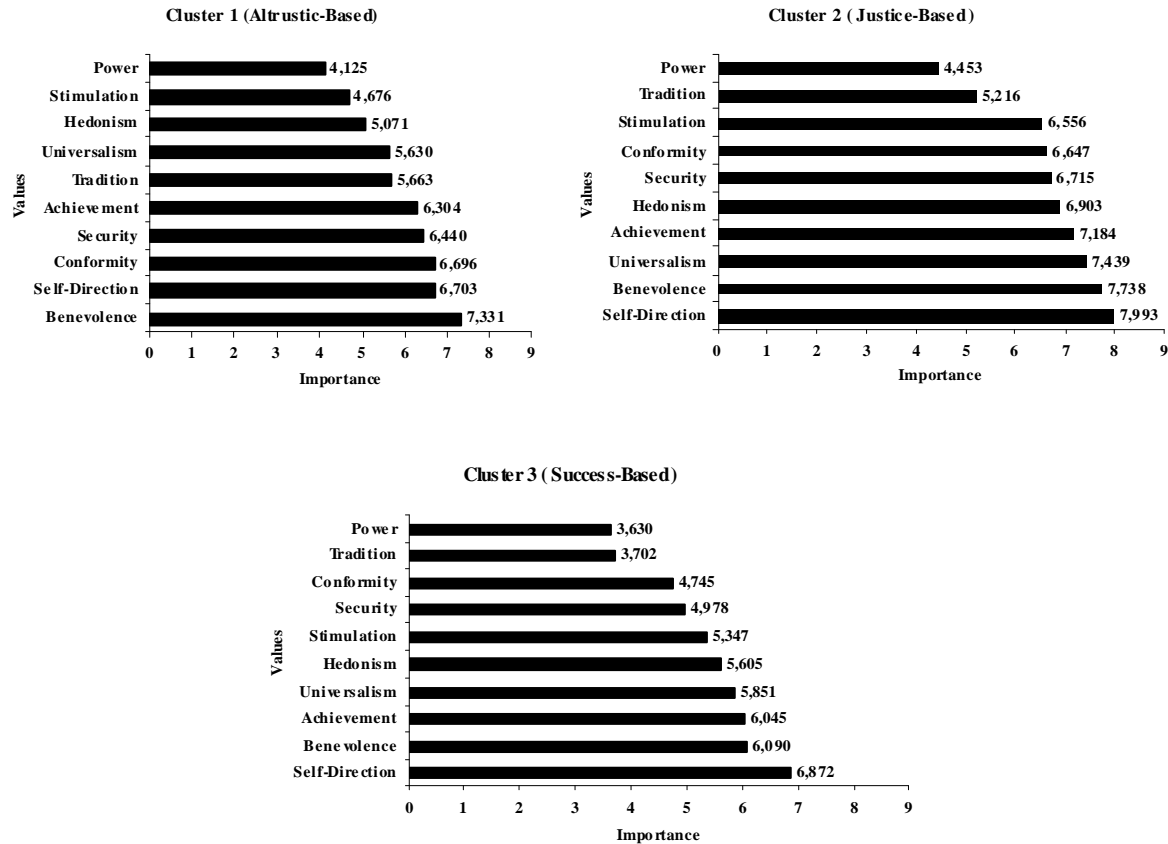
based (marketing educators) basis.

The basic structure of each cluster was analysed by assembling within the cluster the average of the responses given by the samples in each cluster on a scale from -1 to 7 of the importance attached to ten value dimensions

As seen in Figure 1, most of the three clusters express some common values in American marketing educators. Almost all are likely to rate self-direction. American marketing educators mostly clustered in the ***self-direction*** dimension whereas ***power*** had the least significance. Other value dimensions varied from cluster to cluster. The main values expressed in Cluster 1 were benevolence, self-direction and conformity. This cluster was characterized by a benevolent structure. Clusters 2 and 3 are characterized by self-direction, but there are some differences in the order of the other values. Interestingly, Cl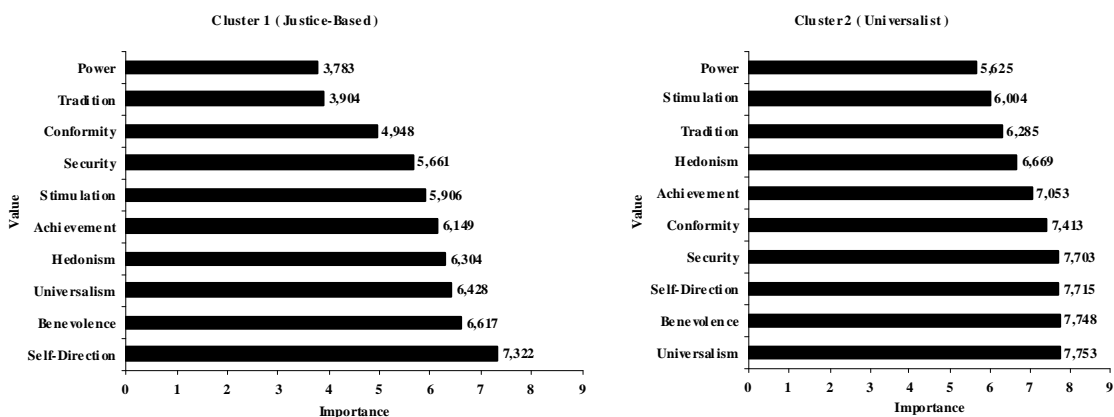uster 2 and Cluster 3 showed a similar tendency in terms of self-direction, benevolence but the third value types are different. Hedonism is at a higher level in Cluster 2 and 3 than other value dimensions. In general, the conformity value is not a dominant value type in any cluster except Cluster 1.

Interpretation of the results of the cluster analysis of the European marketing educators reveals that the same three value types (Benevolence, Self-Direction, and Universalism) occupy first three positions, albeit in a different order, while the positions of the other value types vary. While the values of Hedonism, Achievement, and Stimulation are more dominant in the first cluster, the values of Security, Conformity, and Tradition are more dominant in the second cluster. The value of Power occupies final position in both clusters. The relevant results are shown in Figure 2.

## FIGURE 1
## CLUSTERS OF AMERICAN MARKETING EDUCATORS

### Cluster 1 (Altrustic-Based)

| Value | Importance |
|---|---|
| Power | 4,125 |
| Stimulation | 4,676 |
| Hedonism | 5,071 |
| Universalism | 5,630 |
| Tradition | 5,663 |
| Achievement | 6,304 |
| Security | 6,440 |
| Conformity | 6,696 |
| Self-Direction | 6,703 |
| Benevolence | 7,331 |

### Cluster 2 (Justice-Based)

| Value | Importance |
|---|---|
| Power | 4,453 |
| Tradition | 5,216 |
| Stimulation | 6,556 |
| Conformity | 6,647 |
| Security | 6,715 |
| Hedonism | 6,903 |
| Achievement | 7,184 |
| Universalism | 7,439 |
| Benevolence | 7,738 |
| Self-Direction | 7,993 |

### Cluster 3 (Success-Based)

| Value | Importance |
|---|---|
| Power | 3,630 |
| Tradition | 3,702 |
| Conformity | 4,745 |
| Security | 4,978 |
| Stimulation | 5,347 |
| Hedonism | 5,605 |
| Universalism | 5,851 |
| Achievement | 6,045 |
| Benevolence | 6,090 |
| Self-Direction | 6,872 |

## FIGURE 2
## CLUSTERS OF EUROPEAN MARKETING EDUCATORS

### Cluster 1 (Justice-Based)

| Value | Importance |
|---|---|
| Power | 3,783 |
| Tradition | 3,904 |
| Conformity | 4,948 |
| Security | 5,661 |
| Stimulation | 5,906 |
| Achievement | 6,149 |
| Hedonism | 6,304 |
| Universalism | 6,428 |
| Benevolence | 6,617 |
| Self-Direction | 7,322 |

### Cluster 2 (Universalist)

| Value | Importance |
|---|---|
| Power | 5,625 |
| Stimulation | 6,004 |
| Tradition | 6,285 |
| Hedonism | 6,669 |
| Achievement | 7,053 |
| Conformity | 7,413 |
| Security | 7,703 |
| Self-Direction | 7,715 |
| Benevolence | 7,748 |
| Universalism | 7,753 |

## UNIVARIATE ANALYSIS

The second question addressed by this study is the value dimensions in which differences between American and European marketing educators are exhibited. This proposition was studied by performing univariate ANOVA analysis on a subset of the overall database.[1] The results of ANOVA into whether there was a significant

difference between the importance ratings given by the samples to personal value dimensions according to the group to which they are assigned are shown in Table 3.

If we look at the univariate F values, we see that five value dimensions are significant (Benevolence, Universalism, Achievement, Power, and Security), but that five values (Conformity, Tradition, Self-Direction, Stimulation, and Hedonism) are insignificant. Thus there exist a significant difference between the two groups with respect to the former five dimensions.

American marketing educators in comparison to European marketing educators attach more importance to the values of Benevolence (F = 3.92, $p$ = .049) and Achievement ($F$ = 32.34, $p$ = .000). Whereas European marketing educators in comparison to American marketing educators attach more importance to the values of Universalism ($F$ = 6.00, $p$ = .015), Power ($F$ = 3.93, $p$ = .048) and Security ($F$ = 4.99, $p$ = .026). Based on these results we can say that European marketing educators attach more importance to collective values, while American marketing educators give relatively more prominence to individualistic values (Achievement) in their importance ratings.

## CONCLUSION AND DISCUSSION

In the article, a number of results have been obtained with respect to the classification of marketing educators. The primary aim of the present study was to investigate the individual values of marketing educators from a general point of view. This aim relates to the nature of the individuals who teach marketing. The study was based on the premise that the individual values of marketing educators constitute one of the factors that is present in marketing education and which affects their teaching styles. An examination of the results obtained reveals that marketing educators attach importance to their individual values. This importance that they attach to their individual values will also find its reflection in their teaching and in-class behavior. Therefore, this type of marketing academic exhibits an individualistic framework. Five values differentiate the American and European marketing educators. These are benevolence, universalism, achievement, power, and security. As a result of the study, the Self-direction dimension has been shown to be dominant among both groups of marketing educators. Similarly, the value of Power occupies last place in both groups. The self-direction dimension may be of significance for a self-

**TABLE 3**
**TESTS OF EQUALITY OF GROUP MEANS**

| Value Dimensions | American Marketing Educators | | European Marketing Educators | | | | Research Question |
|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | F | p | |
| **Conservatism** | | | | | | | |
| *Security* | *6.130* | *1.298* | *6.610* | *1.436* | *4.992* | *.026* | *Verified* |
| Tradition | 4.852 | 1.477 | 5.011 | 1.633 | .058 | .809 | Rejected |
| Conformity | 6.081 | 1.400 | 6.094 | 1.592 | 1.880 | .172 | Rejected |
| **Self-Enhancement** | | | | | | | |
| *Achievement* | *6.652* | *1.236* | *6.569* | *1.239* | *32.347* | *.000* | *Verified* |
| *Power* | *4.134* | *1.293* | *4.639* | *1.518* | *3.934* | *.048* | *Verified* |
| Hedonism | 6.121 | 1.498 | 6.473 | 1.494 | .732 | .393 | Rejected |
| **Self-Transcendence** | | | | | | | |
| *Universalism* | *6.574* | *1.270* | *7.044* | *1.097* | *6.008* | *.015* | *Verified* |
| *Benevolence* | *7.152* | *1.159* | *7.143* | *1.069* | *3.922* | *.049* | *Verified* |
| **Openness to Change*** | | | | | | | |
| Stimulation | 5.790 | 1.587 | 5.951 | 1.602 | .036 | .849 | Rejected |
| Self-direction | 7.379 | 1.062 | 7.504 | .937 | .472 | .493 | Rejected |

* This value dimension also provides hedonism value.

directed teaching style. At the same time, it has been identified as an important factor for learning (Bolhuis 2003). In this context the concept has relevance for development in areas of specialization. The findings obtained showed marketing educators to be individualists and receptive to change. Some findings have shown that the members of the self-direction cluster demonstrated the highest openness and the lowest conscientiousness (Wolfradt and Dalbert 2003, p. 1917). Self-direction incorporates the concept of self-esteem. In particular, people who have a high level of self-esteem see themselves as more acceptable to others (Wray and Stone 2005).).

Individualists attach more importance to self-efficacy (Triandis 1995, p. 179). The self-efficacy structure of educators is reflected in their in-class personal behavior (Kagan 1992, p. 67). It can be said that educators whose self-efficacy level is high will participate in the teaching process with more vigour and energy, will solve the problems that they encounter more readily and will exhibit greater self-confidence.

Watson and Morris (2002, p. 269) found a positive correlation between individualist values and normlessness in men and narcissism in women. Williams et al. (1998) found a cluster that covers individualist values and is low in power distance (cited in Triandis and Suh 2002, p. 148). It may thus be concluded that marketing educators are individualist and have low power distances. Some studies have examined independence as an item of work values (Elizur et al. 1991, p. 79), and occupational values (Ondrack 1973, p. 1973). Although, work values are desirable end-states (Ros 1999, p. 54), they have a broader significance than general values (Roe and Ester 1999, p. 4). The fact that the marketing educators who participated in the survey indicated that the power dimension was the dimension to which they attached the least importance adds weight to this conclusion. In this respect it can be said that they exhibit no desire to obtain power in their lives or to seek power, they shun hierarchical structures and they avoid centeredness. In other words, wealth and social status are values to which they attach little importance. Low power distance has been shown to influence communication systems that are established with students and classroom behavior. We consequently obtain a result that opens up for debate the assumption by marketing educators of a visionary role in the classroom, and one that is satisfactory when examined in a professional context.

An examination of the results of the cluster analysis also reveals that the value of Benevolence occupies a leading position in the clusters of both groups when rated for importance. The benevolence value type was the second highest-rated value type in most clusters, indicating treating other people as beings (Livnat 2004, p. 305). In education, the concept of other people includes students. Thus, it can be claimed that marketing educators are in part altruistic. Oishi et al. (1999) have discovered a positive relationship between the benevolence value and positive emotions. It can be said that the marketing educators assigned to this cluster are positive people. The importance attached by both groups to the benevolence value can be interpreted with reference to the fact that it includes the sharing of knowledge with students and supports an interactive exchange of ideas. The Benevolence value within Schwartz's typology of values includes in a general sense features such as honesty, helpfulness, and responsibility. Thus this result is logical when it is considered that the academic world requires the presence of educators with such values.

The Achievement value, which was particularly dominant in Cluster 3 of American marketing educators was again of notable importance in the clusters. Achievement refers to role residing and role performance (Spenner and Featherman 1978, p. 374). This group accommodates role-based marketing academics.

Among European marketing educators the Conformity value is not dominant. Indeed, Conformity is a value that is not particularly dominant in most of the clusters. However, this value is dominant in the first cluster of American marketing educators. Conformity is distinctly an intra-group phenomenon (Hogg 1990, p. 60); the lowest rates of conformity were recorded in cultures that tolerate individualism (Wren 1999, p. 33).

While hedonism is not a dominant value among either group of marketing educators, universalism appears more important, particularly for European marketing educators. Hedonism is based on egocentrism, but universalism is a reflection of universalist minds. It embodies tolerance and protection for the welfare of all people.

In addition to these comments, it appears that when a general comparison is made between American and European marketing educators, European marketing educators attach more importance to collective values (security, universalism, tradition, conformity), and moreover the results of the cluster analysis reveal the Self-transcendence value to be more dominant among European marketing educators.

Generally speaking, it would not be erroneous to claim that both groups of educators are groups that can foster in-class harmony and in-class relations, refrain from causing detriment to students, possess self-discipline and attach considerable importance to social justice. However, the Self-direction dimension in the American sample points to the existence in response to cultural influences of a drive toward the desire to decide on one's own actions, and creativity and discovery. In this context, as marketing is an important tool of capitalism, it is to be expected that those who teach this subject should exhibit the qualities of creativity and independence, so that the results in this regard are to be expected.

We propose two aspects that should be considered with respect to the suitability and potential success of marketing educators. Firstly, the self-direction dimension

will affect teaching effectiveness and the creative research of marketing educators.

The use of values that ensure that people with common values towards their work are employed (Roe and Ester 1999, p. 13) has been shown to enhance the efficiency of marketing departments. Efficient marketing education requires efficient educators that have similar values. Those who externalize their values to a department value system will be more productive. Marketing is a competitive area. Thus, marketing educators can be expected to have values in a competitive construct. According to our research, the self-direction dimension refers to creativity in the core of itself and creativity can be located in the teaching process. Creative educators have creative or innovation-based teaching styles. Educators who exhibit this value to a high degree may create a positive environment for the creative thinking of students. Creativity can be related to culture; Craft (2003, p. 120) argued that cultural structure may impact on personal creative behavior in a social limited context. Secondly, if we want to change the education process, it is necessary to determine the personal values of marketing educators and transfer these to teaching styles. All marketing educators working in a marketing department are an important resource for establishing effective education and culture. A department culture and climate is necessary for adaptation to change (Chonko 2003, pp. 2–3). If a department has no information about its educators, teaching efficiency will not be as successful as desired. One limitation of this study is the self-administration sampling. Although, this sample may not be a representative sample of the whole population of marketing educators it can usefully serve as data for general analysis. We have established and illustrated the personal values of marketing educators, but further studies are required and future research might include conducting studies that can answer these questions: Do the cultural differences of marketing educators affect the learning styles of students? What personal values affect student involvement? Is there a relationship between the cultural diversity of students' and educators' values? How do the cultural differences of marketing educators affect marketing education? How do personal values prompt student motivation? How do personal values interact with the student advising process? How do personal values affect the learning styles of students and the teaching styles of educators? Should the personal values of marketing educators be taken into account in student evaluation and interaction? How do personal values help create a marketing department culture?

## NOTES

For ANOVA analysis , the centered value scores was used as the dependent variables. To correct for scale use:
(A) Scores for the 10 values was computed by taking the means of the items that index it (above). If you wish to check internal reliabilities, do so for these value scores.
(B) Each individual's mean score was computed over <u>all</u> 45 value items. Call this MRAT.
(C) The centered scores of the 10 values was computed by taking the mean of the items that index it where the scores on the items are first centered by subtracting from the individual scores the MRAT score.

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