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Symposium on Sustainable Development in Business Education Programmes

Where the 'Author-as-Tutor' and 'Sustainable Marketing' phenomena collide: A case study investigating the efficacy of a sustainable marketing textbook apropos teaching (in a business school) and praxis

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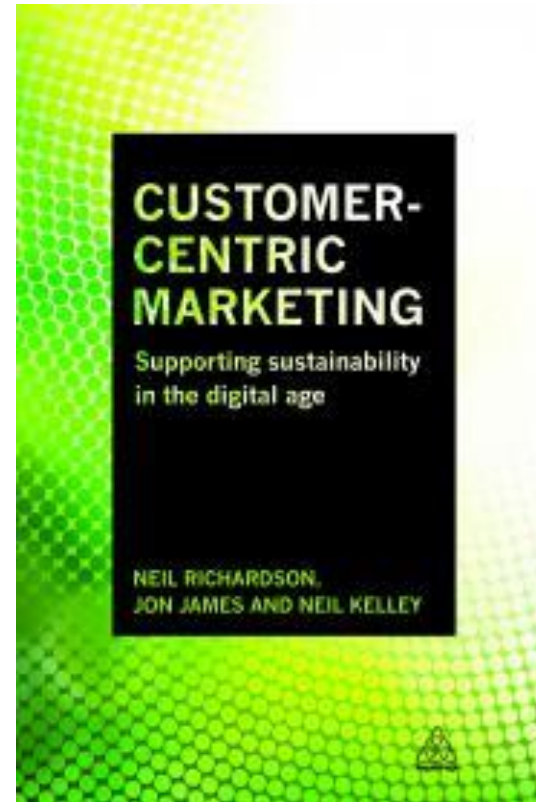
23-24 January 2025

OUTLINE

1. Introduction
2. Purpose of the paper
3. Approach
4. Results achieved
5. Analysis
6. Conclusions
7. Recommendations
8. Limitations

1. INTRODUCTION

The book under consideration



2. PURPOSE OF THE PAPER (academic)

This research investigated the intersection of phenomena, namely the 'Author-as-Tutor' (AaT) and teaching of 'Sustainable Marketing' (SM) in a business school.

Academics rarely use their own (or their colleague's) textbook in the classroom. The AaT phenomena has very little research published.

SM is a nascent area of research, however as more business schools acquire AACSB or PRME accreditation, it is likely to grow.

This case study provides insights into the efficacy of an SM text by evaluating the attitudes of students' and recent graduates.

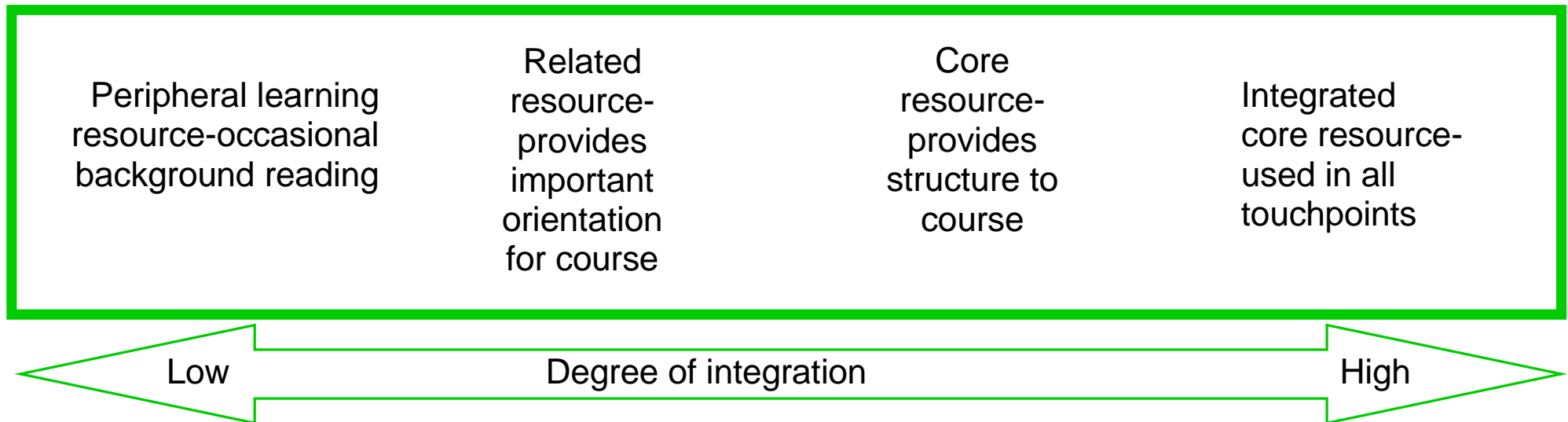
2. PURPOSE OF THE PAPER (Internal)

Since 2008, all Leeds Business School (LBS) marketing UGs have been taught the principles of sustainability.

The research is a component in adopting an Education for Sustainable Development (ESD) and EDI platforms where sustainability is increasingly included in the curriculum.

2. PURPOSE OF THE PAPER

Fig. 1 Use of Textbooks Continuum
(Source: adapted from Horsley et al, 2010, p49)



3. APPROACH

The literature

The three identified areas of interest are

-Books

-Teachers/teaching and

-Students

Table 1 Plurality of research into textbooks			
Theme	Country	Methodology	Topic
Books			
Ahmed & Nancy-Combes (2011)	Pakistan	Content analysis	Culture in English Foreign Language
Bethel (2020)	Bahamas	Content analysis	Open textbook quality
Chong (2016)	USA	Content/online analysis	Technical Communication - usability
Devetak & Vogrine (2013)	Slovenia	Content analysis	Science
Duffy (2000)		Content analysis	Public Relations
Maxwell (1985)		Lit Review	Individualizing education
Onwuegbuzie & Leech (2005)	USA	Content analysis	Research methodology
Stambaugh & Quinn Trank (2017)		Content analysis	Research - Strategic Management
Tshuma & Sanders (2015)	S. Africa	Content analysis	Unscientific Ideas about Evolution
Teachers/Teaching			
Aubrecht II (1989)	USA		Redesigning courses & textbooks- Physics
Bell (2016)	Canada	Lit Review	Education for Sustainability
Buczynski (2007)	Canada		Replacing books - Online Resources
Crismore (1989)	USA	Case study-Mixed methods	Rhetorical form in geography books
Dewey (1916)		Ethnography/reflexivity	Social Constructivism
Hansen (1988)		Ethnography/reflexivity	Economics
Hatoss (2004)			English Language books
Issitt (2004)	UK	Ethnography/reflexivity	Reflections on studies of textbooks
Lee & Catling (2016)	UK		Geography
Mukundan & Kalajahi (2003)	Malaysia	survey 944 teachers	English language teaching
Myers & Van Dyke (2008)	USA	Interactive workshop	Teaching toolkits
O'Neill (1982)	UK	Ethnography/reflexivity	Out of classroom resources
Ozdemir & Hendricks (2017)	USA	Content analysis?	Open textbooks
Wolff-Michael (2006)		Ethnography/reflexivity / content analysis	Qualitative research methodology
Students			
Chevalier & Goolsbee (2009)	USA	Sales datasets	Economics
Esteban (2002)	Spain	Survey	English Language psychology books for Business Management
Feldstein, Martin, Hudson & Warren (2012)	USA	year long survey	Business
Gurung & Martin (2011)	USA	survey	Psychology
Horsley, Knight & Huntly (2010)	Australia	survey of students & staff focus groups	Role of textbooks & teaching/ learning resources
Lambert (1999)		observation of school textbook use	Geography
McGowan, Stephens & West (2009)	USA	survey 354 students	eBooks
Millar & Schrier (2015)	USA	survey 232 students online	printed v eBooks
Mohammadnia & Moghadam (2019)	Iran	Content analysis	18 English Language Books
Qian (2011)			Chinese students' English use
Rockinson-Szapkiw, Courduff, Carter & Bennet (2013)		survey 538 students	Books v eBooks
Shepherd, Patzelt & Baron (2012)	USA		Reading 1st year mathematics books
Unni (2005)	USA	survey 416 students	Business including marketing
Vafeas (2013)	UK	Mixed methods	Marketing
Verkijika (2019)	S. Africa		Technostress and use of eBooks

(Source: Authors)

4. RESULTS ACHIEVED

The sample is derived from a population of circa 700 LBS marketing students, graduating between 2015 and 2022.

The questionnaire was administered over a 6-month period up to 2023

66 respondents, represent circa 9.4% of the total population, populated the online questionnaire.



5. ANALYSIS

- It's a small sample hence components were identified using Principal Component Analysis (PCA)
- The Eigenvalues represent (in % terms) the variance in the original 16 variables as explained by each component.
- 72% of the variation is retained through the use of five components as opposed to the 16 variables.
- Whilst values just below 1 may also provide insights, we follow the literature in adopting components with Eigenvalues greater than 1, resulting in five components

Table 2 Factor analysis with corresponding Eigenvalues

Component	Initial Eigenvalues			Extraction sums of squared loading			Rotation sums of squared loading		
	Total	% variance	Cumulative %	Total	% variance	Cumulative %	Total	% variance	Cumulative %
1	4.414	27.588	27.588	4.414	27.588	27.588	3.283	20.516	20.516
2	2.364	14.775	42.363	2.364	14.775	42.363	2.982	18.640	39.157
3	1.884	11.777	54.140	1.884	11.777	54.140	2.122	13.265	52.422
4	1.600	9.998	64.138	1.600	9.998	64.138	1.686	10.541	62.963
5	1.274	7.961	72.099	1.274	7.961	72.099	1.462	9.137	72.099
6	.947	5.920	78.019						
7	.671	4.194	82.213						
8	.589	3.682	85.895						
9	.481	3.007	88.901						
10	.438	2.735	91.637						
11	.370	2.310	93.946						
12	.326	2.038	95.984						
13	.282	1.763	97.747						
14	.176	1.102	98.850						
15	.098	.612	99.461						
16	.086	.539	100.000						

Extraction Method: Principal Component Analysis
(Source: authors)

Component	Descriptor	Correlation between variables and component				
1 (Follow, Value Credibility)	The book represented good value for money at £19.99	.784	.442	.062	-.159	.014
	The book was written in plain English and was easy to understand	.827	-.341	.004	-.165	-.029
	The structure of the book was easy to follow	.897	.159	-.018	.032	.123
	Having your lecturers write the book gave it more credibility	.661	.060	.081	.349	.028
	The book was culturally sensitive	.357	.283	.263	-.389	.126
2 (Assessment and use)	The book was useful in written assessments	.128	.877	.012	.062	.091
	The book was useful in exams	-.028	.812	.027	-.024	-.112
	Overall, I found the book useful	.195	.774	.146	.006	-.059
	The books contents reflect marketing in practice	.061	.533	.299	-.577	-.125
3 (New aspects ethics and sustainable)	The book contained new aspects of marketing	.327	.140	.639	-.306	-.240
	The focus on ethical issues (as part of sustainable marketing) is/was useful	-.023	.064	.869	.172	.123
	The focus on ecological issues (as part of sustainable marketing) is/was useful	-.011	.059	.813	.039	.107
4 (Activities)	The activities included in each chapter of the book were useful	.154	.176	.182	.719	-.096
5 (Views and eBooks)	Students views on textbooks should be specifically sought during studies	.150	-.096	.245	.446	.719
	It was useful having access to the textbook via the university ebook platform	.054	-.020	-.008	-.281	.878
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization (Source: Authors)						

[illegible]

6. CONCLUSIONS

With a correlation of 0.784 **the book was largely deemed to be good value-for-money (VFM)**, being priced below most alternative offerings.these findings do not necessarily contradict Ozdemir & Hendricks (2017) who found affordability as a barrier to purchasing textbooks. Of those who identified the source of the book (n=49) 28 (57%) bought online, 12 (24%) in a book shop, 6 (12%) pre-owned and 3 (6%) used the LBS library

Highest correlation in Table 3 (0.897) suggests **the structure was easy to follow; being written in plain English helped**. This supports Knight (2015) who advocated information being presented in formats that support and enhance students' ability to cement their learning.EDI anyone?

Having tutors who authored the textbook was well received.

High correlations suggest the book **was useful in written assessments, exams and overall**. The 0.719 correlation strength suggests **the exercises therein were deemed useful**. Thus, complementing Vafeas (2013) who argues against forgetting the textbook's central role where reading was assigned, assessed, and integrated into marketing lessons.

6. CONCLUSIONS

The book **may not have reflected marketing in practice to the same degree as the other related variables**. This has to be seen in conjunction with Table 4 wherein the majority (n=23) of the 42 respondents who identified their age were under 24 years old. Scholars are aware of a theory-praxis gap

The **ecological and ethical foci (0.813 and 0.869 respectively) demonstrated particularly high correlations**. This supports Brocato *et al* (2022) who effectively advocate ESD by insisting education should foster the next generations' understanding of sustainability, underpinning using books when teaching sustainability (Bell, 2016; Mohammadnia & Moghadam, 2019).

6. CONCLUSIONS

- Component 5's high correlation (0.719) suggests **students' views should be sought apropos the efficacy of the textbooks being used**. Seeking students' views may make them feel more valued and improve their regard for books.

Students finding it useful having access to the text via an eBook platform.....Herein, the marketing students had access to physical copies (to buy and via the library) and it was available pro gratis via the university's eBook platform.

6. CONCLUSIONS

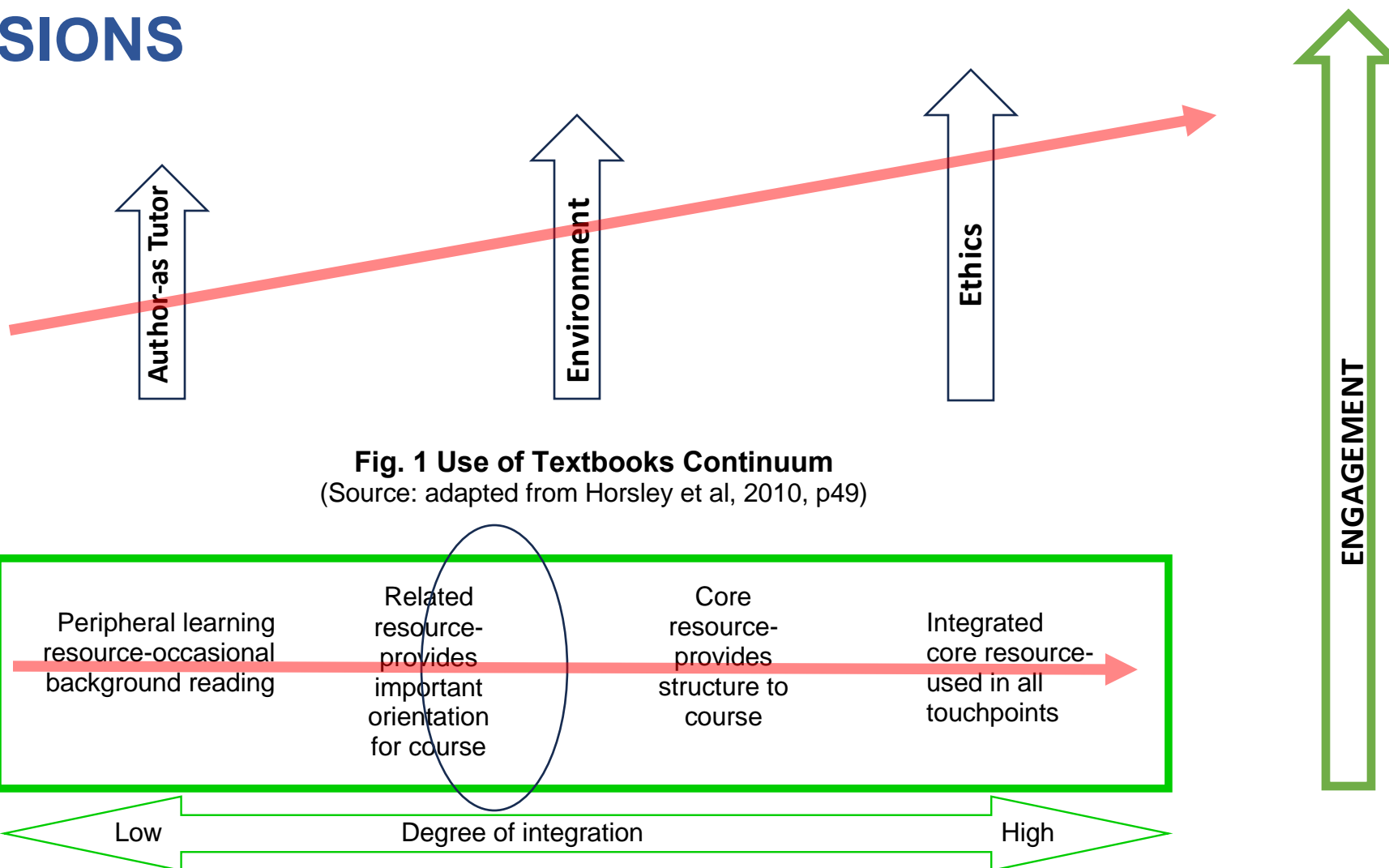
- **Seeking students' views may make them feel more valued and improve their regard for books.**

However, whilst positive, these findings cannot in themselves counter Vafeas (2013) who found that marketers, of all business students, hold textbooks in the least regard and are more likely to sell them.

students finding it useful having access to the text via an eBook platform. This finding provides food-for-thought with respect to the digital disruption of textbooks" (Crittenden, 2022, p5), **supporting studies where students increasingly chose e-textbooks over traditional textbooks and considered them effective learning devices** (Rockinson-Szapkiw, 2013). Herein, the marketing students had access to physical copies (to buy and via the library) and it was available pro gratis via the university's eBook platform.

That the ethical aspect scored the highest correlation is noteworthy, as the sustainability literature is often criticised for being biased towards ecological studies (Richardson, 2022).

6. CONCLUSIONS

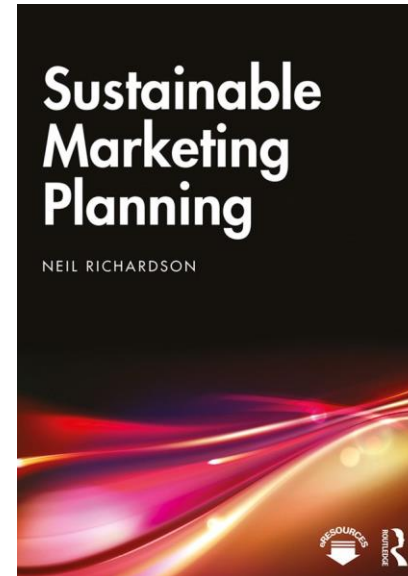


6. CONCLUSIONS

Students finding it useful having access to the text via an eBook platform. This finding provides food-for-thought with respect to the digital disruption of textbooks” (Crittenden, 2022, p5), supporting studies where students increasingly chose e-textbooks over traditional textbooks and considered them effective learning devices (Rockinson-Szapkiw, 2013). Herein, the marketing students had access to physical copies (to buy and via the library) and it was available pro gratis via the university’s eBook platform.....**does this promote deep or shallow learning?**

7. RECOMMENDATIONS

Replacement Text adopted 2021-22



Future research?

7. RECOMMENDATIONS

Authors of marketing textbooks should be encouraged to incorporate ethical AND ecological issues when discussing generic marketing concepts including (amongst others) consumer behaviour, marketing communications (Brocato *et al*, 2022) and planning (Richardson, 2020).

Academics should be encouraged to write textbooks that are effective and clearly integrated into the course...

Component 5's high correlation (0.719) suggests students' views should be sought apropos the efficacy of the textbooks being used. **Seeking students' views may make them feel more valued and improve their regard for books. Module feedback (student reps etc) /evaluations should specifically include feedback on the efficacy of the texts used therein**

8. LIMITATIONS

Recall versus shallow learning

To paraphrase Skinner, **education is what survives when what's taught is forgotten** (Skinner, 1965).

Previous studies estimated that most of **the knowledge gained in consumer behaviour is lost within 2 years** (Bacon & Stewart, 2021). Deo *et al* (2023) found marketing students could recall sustainability-related information in the short-term. This may apply herein with those who, say, in 2022 were using the textbook in their first year of study. Those who graduated several years before the study are subject to the usual recall issues

Research that takes place 'live' avoids recall issues by posing questions or providing tasks based directly on what students had just read (Shepherd *et al*, 2012). In live (i.e. in class) studies, **respondents may only utilise surface-level recall** (Merkle *et al*, 2022).

This study complements 'in-class' studies by also seeking insights via the retrospective evaluation of textbooks after graduation.

8. LIMITATIONS

Like many other studies (see Deo, *et al*, 2023), **being undertaken at a single UK HEI**. That said, the insights gained should interest teachers in other disciplines, HEIs and countries.

Student reading approaches may change over the duration of an academic career (Gurung & Martin, 2011). This phenomenon is beyond the scope of this paper.



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THANK YOU FOR YOUR ATTENTION!

Authors contact details