TESIS DOCTORAL

ANÁLISIS DE LA INSATISFACCIÓN A TRAVÉS DE LA TEORÍA DE LA EVALUACIÓN

Autora:
Laura Pascual Nebreda

Directores:
Dra. Dña. Alicia C. Blanco González
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Programa de Doctorado en Ciencias Sociales y Jurídicas
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Dra. Dña. Alicia C. Blanco González, Profesora Titular de Universidad del área de Comercialización e Investigación de Mercados, adscrita al Departamento de Economía de la Empresa de la Universidad Rey Juan Carlos, en cumplimiento de lo dispuesto en la normativa vigente en la Escuela Internacional de Doctorado, para la obtención del título de Doctor, emite el siguiente informe sobre la Tesis Doctoral presentada por Dña. Laura Pascual Nebreda.

Considero que la tesis doctoral cumple con los requisitos tanto formales como de contenido necesarios para que sea defendida por la doctoranda. La temática objeto de estudio destaca por su originalidad, porque supone analizar y entender la insatisfacción en lugar del más habitual estudio de la satisfacción, y mediante una teoría poco utilizada en los campos objeto de estudio, como es la educación superior y el marketing industrial, la teoría de la evaluación. Este trabajo presenta una riqueza metodológica muy considerable que parte de un análisis bibliométrico que sirve para entender el estado del arte del tema y las aproximaciones teóricas habituales en el campo objeto de estudio. Estas bases conceptuales se aplican en dos estudios empíricos, uno de naturaleza cuantitativa mediante el PLS que ayuda a entender los motivos de la insatisfacción en el campo de la educación superior, y otro de carácter cualitativo utilizado para explorar la insatisfacción en los mercados industriales. Los resultados son muy interesantes, principalmente, porque además de aportar contribuciones interesantes, abren nuevas posibilidades y horizontes para continuar el trabajo y para profundizar en el desarrollo teórico y en las implicaciones para la gestión en los ámbitos objeto de estudio.

Para que conste y se tome en consideración el presente informe, firmo la presente en Madrid a 2 de marzo de 2022.

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CAPÍTULO 1. INTRODUCCIÓN: PLANTEAMIENTO DEL PROBLEMA Y OBJETIVOS DE LA INVESTIGACIÓN

1.1 PERTINENCIA DEL ESTUDIO

La satisfacción del cliente es un tema central en la literatura de marketing, en cambio, la insatisfacción apenas ha sido tratada hasta la actualidad (Pascual-Nebreda, 2021). La insatisfacción del cliente es una circunstancia prácticamente inevitable para las empresas (Waqas et al., 2014), por lo tanto, el desarrollo de teorías y avanzar en las sugerencias prácticas es necesario para dotar a los responsables empresariales de herramientas eficaces. De hecho, generar rutinas que permitan escuchar, entender y gestionar la insatisfacción del cliente permitiría mejorar la calidad del servicio y la relación con los clientes (Fernández-Sabiote y Román, 2016).

La insatisfacción puede representar una falla en la experiencia que obtienen los clientes después de usar un producto o recibir un servicio, circunstancia que se examina mediante la teoría de la "confirmación-desconfirmación" (Oliver, 1980). La desconfirmación posee una acepción negativa y conducirá a la insatisfacción, ya que la expectativa del cliente no se cumplirá en comparación con respecto a la base del juicio. En este caso, la aspiración de toda empresa de satisfacer a sus clientes como medio para aumentar las ventas e, incluso, el margen de beneficio, estaría en duda. Esta casuística es especialmente negativa cuando se ha demostrado que el atributo insatisfacción tiene un peso mayor en el comportamiento del cliente que el atributo satisfacción (Oliver, 1993).

Para muchas instituciones de servicios, gestionar con éxito la insatisfacción de sus grupos de interés es fundamental para la estabilidad y el crecimiento rentable, pero esto requiere una estrategia que identifique la conexión entre el tipo de problemas y las respuestas de insatisfacción de los usuarios (Nordin y Ravald, 2016). Los clientes que no estén satisfechos con los servicios o productos pueden responder expresando quejas, saliendo de las relaciones de transacción, difundiendo el boca a boca (WOM) negativo sobre sus experiencias o cambiando de proveedor. Estas acciones pueden llegar a ser muy perjudiciales para las empresas afectadas.

En el modelo general de comportamiento de compra industrial propuesto por Sheth (1973), se sugiere que la satisfacción de los consumidores con las experiencias de compra pasadas influye en sus decisiones de compra futuras. Del mismo modo, la insatisfacción con sus experiencias de compra pasadas también influye en sus decisiones de compra futuras (Barclay, 1992). Sin embargo, a diferencia de la satisfacción, la insatisfacción tiene potencial para provocar decisiones potencialmente negativas en el futuro, y no simplemente declinar la recompra, sino también contribuir negativamente mediante la difusión de quejas y boca a boca (WOM) negativo que dañará el negocio o la reputación del proveedor. En consecuencia, las empresa vendedoras tienen un gran interés en reducir ese daño y comprender las posibles respuestas de los clientes insatisfechos, pero especialmente qué factores les hacen responder de determinadas formas. Las empresas no deben olvidar que los clientes insatisfechos pueden causar daños dependiendo del comportamiento de que elijan al responder a la insatisfacción y, por este motivo, resulta tan necesario indagar y estudiar el ámbito de la insatisfacción profundamente.

A medida que el conocimiento de un campo de investigación se acumula, la capacidad de los académicos para procesar todo el conocimiento disminuye. La racionalidad limitada de los individuos dificulta mantenerse al día en casi cualquier campo de investigación. Por ello, con el propósito de conseguir una visión global del estado del arte de un campo científico se producen las revisiones de la literatura. Este tipo de trabajos son muy valiosos para el avance de la ciencia porque describen los orígenes intelectuales del campo, sintetizan definiciones, resumen hallazgos empíricos clave, y discuten el estado de la cuestión y la evolución del campo. En el caso específico del estudio sobre la insatisfacción del cliente, la profundidad a la que ha llegado la investigación y la falta de estudios que aborden su complejidad, hacen necesario generar una visión crítica de la situación que permita determinar las líneas de trabajo pendientes en este campo de investigación (Pascual et al., 2020).

Tras la realización de este análisis bibliométrico encontramos dos campos importantes en los que centrar nuestra atención en los siguientes capítulos: insatisfacción en el sector de la educación superior e insatisfacción en el mercado industrial. Nuestro análisis muestra que las tendencias de investigación en el campo de la insatisfacción han centrado su interés en el mercado de empresas a consumidores. Sin embargo, las causas y consecuencias de la insatisfacción en el mercado de empresa a empresa y en sectores de educación superior aún no se han explorado lo suficiente. Además, varios autores utilizan la Teoría de la Evaluación para el estudio de la insatisfacción (Zeelenberg y Pieters, 2004; Garbarino y Johnson, 1999; Bitner et al. 1990), por lo que se opta por esta Teoría para comprender los procesos que perciben los usuarios en sectores de educación superior y en empresas del mercado industrial en posteriores capítulos.

En el ámbito de la gestión educativa como sector que ofrece servicios, existen algunos estudios que evalúan la percepción de los estudiantes sobre su universidad a partir de una serie de dimensiones definidas (Kwek, Lau y Tan, 2010; Del-Castillo-Feito et al, 2019). Sin embargo, no se han encontrado estudios que consideren la percepción de los estudiantes de la universidad desde el punto de vista de la insatisfacción. Esto es particularmente notable si consideramos que la insatisfacción de los usuarios puede generar comportamientos negativos hacia las organizaciones, con resultados cruciales (McColl-Kennedy et al., 2009). Como consecuencia de lo anteriormente expuesto es esencial conocer cuáles son las causas principales y los motivos que desencadenan el descontento o la insatisfacción de los estudiantes en las universidades, un tema que debe ser más profundamente analizado en la literatura y fundamental para adoptar las medidas necesarias que permitan paliar posibles efectos negativos.

Un ámbito especialmente sensible a la insatisfacción del cliente, dadas las implicaciones que tiene en las relaciones comerciales y el efecto tanto para cliente como proveedor, es el ámbito empresa a empresa (B2B). Este es un campo que ha prestado cada vez más atención a la satisfacción del cliente (Tikkanen y Alajoutsijarvi, 2002). A este respecto, la literatura de este campo deriva el estudio sobre satisfacción del concepto de la "desconfirmación" de Oliver entre lo percibido y los resultados posteriores a la compra (es decir, desempeño del proveedor) y previos a las expectativas de la compra (Oliver, 1980). La desconfirmación afecta al nivel de satisfacción del cliente. Aunque la satisfacción puede variar de grado, desde menos a más, en términos generales, una desconfirmación positiva resulta en satisfacción y una desconfirmación negativa resulta en insatisfacción (Oliver, 1980). Los clientes pueden responder a la satisfacción mediante recomendaciones y recompras; sin embargo, los clientes insatisfechos pueden ceñirse a negarse a recomprar al proveedor, o pueden realizar intentos maliciosos de venganza buscando dañar al proveedor (por ejemplo, mediante WOM negativo). Por este motivo, y dada la ausencia de trabajos en el campo, existe la necesidad de ampliar el conocimiento existente sobre las relaciones B2B (Fleming et al. 2016), es necesario desarrollar un marco más completo de respuestas a la insatisfacción de los clientes industriales, como sugieren Hibbard et al. (2001).

1.2 OBJETIVOS

Una vez expuesta la importancia y la utilidad de la insatisfacción en las empresas, en el campo científico, mercado industrial y en la gestión universitaria, consideramos relevante profundizar en las aportaciones académicas para identificar y visualizar la evolución y las tendencias emergentes de la investigación sobre la insatisfacción. Esto es esencial para dar respuesta a varias preguntas: ¿Qué se ha investigado y que se está investigando actualmente sobre insatisfacción?; ¿Cuáles son los caminos por los que se difunde la investigación sobre este tema?; ¿Cuáles han sido las investigaciones que han causado una mayor atención por parte de la comunidad científica?

Aunque el mecanismo de entrega del servicio está destinado a fallar prácticamente de forma inevitable, y que la naturaleza de la respuesta a las necesidades del cliente requerirá tener en cuenta cómo los clientes perciben la insatisfacción, resulta evidente que la forma en qué se gestione determinará el afrontamiento por parte de los clientes. A esta circunstancia no sólo se enfrentarán las empresas que tratan con el cliente final, sino también las instituciones públicas, como las universidades, o las empresas en relaciones de intercambio entre empresas.

Para proporcionar una comprensión más completa y objetiva del desarrollo del campo sobre insatisfacción, esta investigación desarrolla un análisis bibliométrico que conforma el CAPÍTULO 2. La metodología bibliométrica está basada en las co-citas (Small, 1973), y permite identificar los fundamentos teóricos de un campo, así como las redes de autores y documentos que pertenecen a una misma escuela de pensamiento (Zupic y Cater, 2015). Esta metodología está basada en análisis cuantitativos, lo cual minimiza los problemas de subjetividad de las revisiones cualitativas. Mediante el análisis bibliométrico, el objetivo de este trabajo es contribuir al desarrollo del campo de investigación sobre la insatisfacción de los consumidores identificando las principales áreas de investigación del dominio, las tendencias y las vías de difusión del conocimiento.

Tras esta revisión inicial, el CAPÍTULO 3 tiene como objetivo dar respuesta a la siguiente pregunta: ¿Cómo evalúan y afrontan los estudiantes de un sistema de Educación Superior (ES) la insatisfacción? Para obtener una respuesta, la investigación recurre a la Teoría de la Evaluación (Lazarus, 1991), una teoría que posibilita comprender mejor los factores que derivan en determinados comportamientos de los clientes hacia la organización (Chen, 2015). Este modelo se prueba empíricamente en una muestra de 844 estudiantes universitarios mediante ecuaciones estructurales de mínimos cuadrados parciales (PLS-SEM). Los resultados de la investigación demuestran la importancia que tiene la gestión de los activos intangibles en la insatisfacción de los estudiantes, es decir, la reputación, la identidad, la confianza y la legitimidad de la universidad, para mejorar la lealtad.

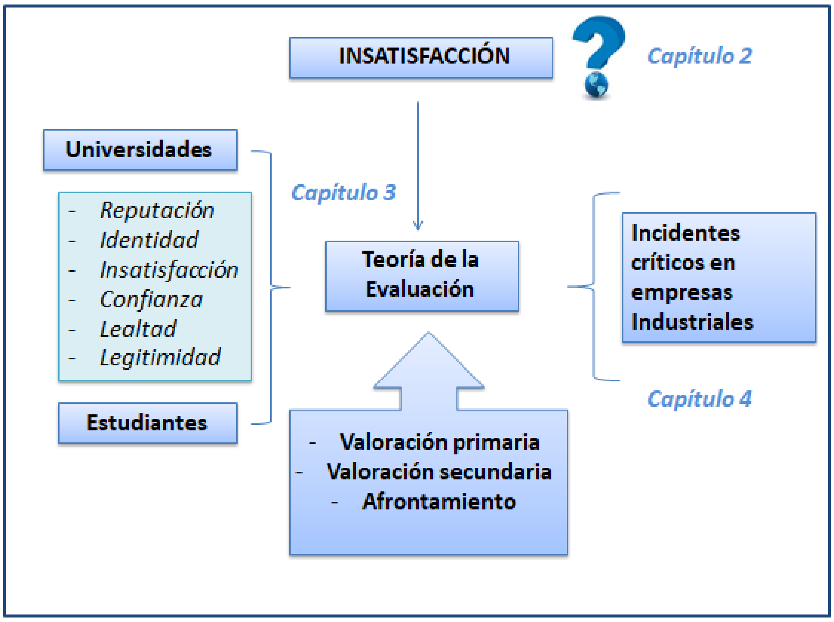
Por último, dada la relevancia académica y práctica así como la falta de investigación previa, el propósito general del CAPÍTULO 4 es contribuir al marketing industrial mediante la aplicación de la Teoría de la Evaluación en el entendimiento de los factores que subyacen de la insatisfacción. Este ejercicio es necesario para conceptualizar tanto los comportamientos de los clientes y como las alternativas de respuesta de los proveedores. Dada la naturaleza exploratoria del trabajo y la búsqueda de una profunda comprensión de los comportamientos humanos, recurrimos a una metodología cualitativa basada en entrevistas en profundidad realizadas con profesionales de alta responsabilidad de empresas industriales. El enfoque asume la perspectiva dual de la relación considerando la valoración tanto del proveedor como del cliente. El objetivo último es establecer una línea de trabajo futuro que permita definir medidas correctoras ante una situación de tanto riesgo como la que supone la insatisfacción de un cliente industrial.

Esta investigación responde a diversos interrogantes, tales como: ¿la insatisfacción es objeto de estudio en la actualidad o ha perdido el interés para la comunidad académica?, ¿cuáles son las tendencias en la investigación académica sobre insatisfacción?, ¿afecta la insatisfacción de los estudiantes a la lealtad de estos y la legitimidad de las universidades?, ¿cuándo nace la investigación sobre insatisfacción? ¿Qué áreas son más activas en este momento?, ¿qué autores investigan sobre este tema?, ¿Cómo afrontan la insatisfacción las empresas del mercado industrial?, ¿Qué proceso sufren los usuarios cuando están insatisfechos?, ¿qué emociones y cogniciones perciben?, o ¿cómo lo afrontan?

Por todo ello, el objetivo principal del trabajo de investigación profundizar en el conocimiento de la insatisfacción en el ámbito empresarial para lograr un mayor entendimiento y otorgar a los gestores de herramientas para su gestión. Con esta finalidad, se analizará la relevancia científica de la insatisfacción y determinará el proceso de evaluación que experimentan tanto estudiantes universitarios como empresas industriales ante una experiencia de servicio negativa. Teniendo como base este objetivo principal se concretan los siguientes objetivos específicos (Figura 1):

- Identificación de la evolución y las tendencias emergentes de la investigación sobre la insatisfacción.
- Identificación de los vacíos existentes en la literatura académica sobre la insatisfacción.
- Análisis del proceso de insatisfacción en los estudiantes universitarios. Estímulos, emociones, cogniciones y afrontamiento.
- Análisis del papel que juegan la reputación, la identidad, la confianza, la lealtad y la legitimidad en el proceso de insatisfacción.
- Análisis de la Teoría de la Evaluación como base de nuestros modelos.
- Análisis del proceso de insatisfacción que sufren empresas del mercado industrial. Estímulos, emociones, cogniciones y afrontamiento.
- Análisis del afrontamiento de estudiantes y empresas del mercado industrial ante incidentes negativos de insatisfacción.

Figura 1.1. Objetivos y capítulos



Fuente: Elaboración propia

1.3 ESTRUCTURA

Esta tesis se divide en cinco capítulos. El primer y último capítulo incluyen la introducción y las conclusiones del trabajo, mientras que el segundo, tercer y cuarto, analizan de forma específica diferentes aproximaciones al fenómeno objeto de estudio. El objeto y contenido de cada uno de estos capítulos se expone a continuación.

El primer capítulo ofrece la justificación de por qué se ha optado por esta investigación. Además, aporta una visión de los diferentes capítulos incluidos, así como el objetivo general y los específicos. Está dividido en los siguientes apartados: relevancia del estudio, objetivos y estructura de la investigación.

En el segundo capítulo, tras analizar la investigación académica sobre insatisfacción, ofrece un estudio sobre la estructura intelectual de la materia. A través de una metodología bibliométrica evalúa el desempeño de las publicaciones, y aporta un mapeo de la ciencia con objeto de revelar la estructura y dinámica de los campos científicos (Zupic y Carter, 2015). Tras la introducción, la siguiente sección describe la metodología utilizada, justifica el uso de co-citas y especifica el origen de los datos empleados. El estudio carece de un apartado sobre el estado del arte, ya que tiene como objetivo determinar el estado actual del campo de investigación. La sección más amplia contiene los resultados, que incluyen diferentes respuestas a preguntas sobre la estructura intelectual de este campo de investigación. Finalmente, la última sección analiza los resultados e indica las limitaciones.

El tercer capítulo proporciona un modelo teórico construido sobre la Teoría de la Evaluación que ayuda a comprender los motivos (reputación e identificación), emociones negativas (insatisfacción y confianza) y estrategias de confrontación (lealtad) de los estudiantes cuando no están satisfechos con los servicios prestados. En el modelo, la legitimidad se presenta como un antecedente de la lealtad. Este modelo se prueba empíricamente en una muestra de 844 estudiantes universitarios utilizando modelos de ecuaciones estructurales de mínimos cuadrados parciales (PLS-SEM). El primer paso de este proyecto es plantear el marco teórico, incluyendo la teoría central en el análisis. El trabajo continúa con la explicación del método aplicado, tras esto se realiza un análisis de resultados y se finaliza el proceso con una discusión de los resultados obtenidos y las consecuentes implicaciones.

En el cuarto capítulo se realiza un estudio a través de una metodología cualitativa basada en entrevistas en profundidad realizadas a 18 responsables y expertos de empresas pertenecientes al mercado industrial. Primero se realiza una introducción sobre el tema a tratar, posteriormente se expone el marco teórico a través de una revisión de la literatura, seguido de la metodología aplicada, los resultados obtenidos y finalmente se discuten los hallazgos y las implicaciones, donde se indican también acciones específicas para solucionar conflictos y paliar esos efectos negativos entre empresas.

El quinto capítulo recoge las conclusiones generales de toda la Tesis, incluidas limitaciones y futuras líneas. En este apartado se explican las implicaciones que tiene este trabajo de cara a la gestión, y por otra parte las implicaciones académicas. También se exponen limitaciones y propuestas para seguir investigando en el ámbito de la insatisfacción.

CAPÍTULO 2. CHANGES AND EVOLUTION IN THE INTELLECTUAL STRUCTURE OF CONSUMER DISSATISFACTION[1]

ABSTRACT:

Technological progress has encouraged dissatisfied consumers hostility to companies. This has notably caught the attention of researchers which have developed numerous advances about dissatisfaction causes and consequences. A large volume of scientific knowledges has been produced, making it difficult to process the multiple lines of research generated. The aim of this work is to provide an integrated perspective of the scientific domain's research traditions on consumer dissatisfaction, showing the development, trends and future lines of research. Using bibliometric methodology based on co-cites, we map the intellectual structure of current scholarship on this field. Results point out the major areas of research, the evolution, path of dissemination and transformative discoveries. This study contributes to the development of the customer dissatisfaction literature by providing an integrated view of the field, facilitating quick understanding of their structure and identifying future lines of research.

KEYWORDS: Dissatisfaction, consumer, bibliometric, intellectual structure, literature review, citespace.

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[1] Este capítulo forma parte del artículo: Pascual-Nebreda, L., Díez-Martín, F. Blanco-González, A. (2021). Changes and evolution in the intellectual structure of consumer dissatisfaction, Journal of Consumer Behaviour 20 (1), 160–172. https://doi.org/10.1002/cb.1864 (JCR 2020: 3.28. 5-Year Impact Factor: 4.365. Q3 Business).

2.1 INTRODUCTION

One of the objectives of a business is to achieve customer satisfaction. However, it does not always succeed and can even achieve the opposite result. Customer dissatisfaction is an issue that has been addressed by numerous researchers since the nineteen eighties (Jacoby and Jaccard, 1981; Swan and Trawick, 1981; Andreasen, 1985). These researchers attempt to provide answers to questions like: what produces consumer dissatisfaction? (Grégoire et al., 2010); what can be done to recover dissatisfied customers? (Grégoire et al., 2009); what kind of compensation is the most effective in service recovery processes? (Bambauer-Sachse and Rabeson, 2015); what are the effects of dissatisfaction on companies and consumers? (Kähr et al., 2016); what are the types of dissatisfied consumers? (Grégoire and Fisher, 2008); and how does loyalty affect dissatisfied consumer reactions (Johnson et al., 2017).

Since the beginning of the 21st Century, the importance of the role played by consumer dissatisfaction in business has increased notably. Technological progress has encouraged this development. In particular, the appearance of digital social networks has promoted an increase in hostility amongst dissatisfied consumers armed with technology that allows them to cause damage to suppliers that do not live up to their expectations (Kähr et al., 2016; Zeelenberg and Pieters, 2004). This has generated a substantial rise in the damage caused by consumer dissatisfaction to companies (Ariely, 2007; McGregor, 2008).

Dissatisfied consumers tend to express their opinions with greater intensity than satisfied consumers, in order to restore the balance (Braunsberger and Buckler, 2011), express negative emotions (John and Klein, 2003) or the desire for revenge against a brand (Grégoire, Laufer and Tripp, 2010). The propagation of negative experiences through negative word-of-mouth (de Matos and Rossi, 2008), brand boycotts and retaliation (Klein, Smith and John, 2004; Grégoire, Tripp and Legoux, 2009) has considerably increased in scope.

The increase in the effects of negative action by dissatisfied consumers on business has caught the attention of researchers. Scientific literature on consumer dissatisfaction (as indexed by the Web of Science) has grown from 50 to 95 publications by year (90%) in the last decade (2010-2019) and received a total number of 26.487 cites. However, the growing number of publications on consumer dissatisfaction prevent the monitoring of growth of this field of research.

As the knowledge in an area of research accumulates, the capacity of the academics to process all the knowledge decreases. The limited rationality of individuals prevents almost any area of research to be kept up-to-date. Therefore, reviews of literature take place with the aim of achieving a global vision of the state of the art in a scientific field (Ramos-Rodríguez and Ruíz-Navarro 2004). This type of work is extremely valuable for science to progress, as it describes the intellectual origins in the field, synthesizes definitions, summarizes key empirical findings and debates the status of the issue and growth of the field (Zupic and Cater 2015). The depth reached by research on consumer dissatisfaction and the lack of studies relating to its complexity make it necessary to generate a critical view of the situation of this field of research.

The aim of this work is to provide an integrated perspective of the scientific domain's research traditions on consumer dissatisfaction, showing the development, trends and future lines of research in the area. This involves identify and visualize the intellectual structure and dynamics of the field of research on consumer dissatisfaction. The intellectual structure of a domain goes beyond the mere knowledge of the ideas, theories and methods used (knowledge base). It also consists in identifying its sources of knowledge, disciplinary structure, the influencing topics of research and their interrelations pattern (Shafique, 2013). A review of the literature in this field of research would revive its consolidation and provide an integrated perspective of consumer dissatisfaction and a starting point and theoretical basis on which future researchers could build further progress.

To provide a more complete and objective understanding of development in the field, this research uses bibliometric methodology based on co-cites (Small, 1973). Bibliometric is a methodology capable of identifying theoretical foundations in a field, as well as networks of authors and documents that belong to the same line of thinking (Zupic and Cater, 2015). This methodology is based on quantitative analyses, which thus minimizes problems of subjectivity in qualitative reviews. Using bibliometric analyses, this work contributes to the development of the field of research into consumer dissatisfaction by identifying the major areas of the research domain, trends and ways of disseminating knowledge.

Following the introduction, the next section describes the methodology used, justifies the use of co-cites and specifies the origin of the data employed. The study lacks a section on the state of the art, as it is aimed at determining the current status of the field of research. The largest section contains the results, which consist of replies to questions on the intellectual structure of this field of research. Finally, the last section analyses the results and indicates the limitations.

2.2 METHODOLOGY

A bibliometric study was carried out to correctly identify and visualize the intellectual structure of consumer dissatisfaction. Bibliometrics help researchers to understand the origin and growth of a discipline, as well as to complement and extend the scope of the results obtained using more traditional techniques of literature review (Ramos-Rodríguez and Ruíz-Navarro, 2004). Bibliometric methods enable an evaluation of the performance of publications and a map of the science, to reveal the structure and dynamics of the scientific fields (Zupic and Cater, 2015).

This work uses co-citation analysis. Co-citation analysis is the most highly validated and used bibliometric method (Zupic and Cater, 2015). A co-citation is defined as the frequency at which two works are cited together (Small, 1973). Two works are co-cited when they are included in the same document. This is a dynamic approach, which shows the number of times two references appear together. In such a way, when two papers are cited together, they will probably have related content and the greater the influence of the co-cited work in the field of research.

Unlike the recount of cites that provides information on the relative influence of a paper, the analysis of co-cites reports on the networks of papers and even detects changes in paradigms and lines of thinking (Zupic and Cater, 2015). The analysis of co-cites is capable of identifying the intellectual structure of a field of research and respond to questions such as: what are the main areas of research, the trends and, the forms of the domain knowledge disseminating.

The analysis of co-cites can currently carried be out using any of the multiple software applications of scientific visualization such as: SciMAT (Cobo, 2012), CiteSpace (Chen, Ibekwe-SanJuan and Hou, 2010), VOSviewer (Van Eck and Waltman, 2010) and CitNetExplorer (Van Eck and Waltman, 2014). These tools all have their own strong and weak points. In this study, we used CiteSpace. CiteSpace is a scientific visualization and detection software based on Java that enables an analysis of the critical changes that take place in a field of research (Chen, 2006). It is especially designed to support an analytical visualization process and capable of producing co-citation networks based on cites that reveal the structure of a research field. Citespace is capable to analyses the evolution of the domains through a time slicing option, reduce data information, filter the nodes of a network by a pruning algorithm, and discover betweenness centrality, burst papers and main turning points (Moral-Munoz et al. 2019). This tool has been previously used in the business research area to analyses the intellectual structure of B2B (Seyedghorban et al. 2016) or organizational legitimacy (Díez-Martín et al. 2020) literature.

Data

In the construction of the database, we chose articles from scientific publications in the Web of Science (WOS) core collection, specifically those included in WOS.SSCI (social science) and WOS. ESCI (Emerging Sources Citation Index). The choice was based on articles containing the term "dissatisf*" and "customer" in the title, abstract or keywords. The term "dissatisf*" was used to include all the words containing the expression, but with a different ending (e.g. dissatisfaction, dissatisfied). The study did not use any other terminology relating to the topic such as "complaint" or "recovery", as they are terms used in very specific research and the main interest of this study was to achieve a global vision of the field.

The analysis extended to articles from 1981 to 2019 (both inclusive). We analyzed articles published from 1981, as the year in which the first article on consumer dissatisfaction appeared in the WOS. Limiting the search to this period resulted in 906 published papers that contained 32,047 different references, which comprised the sample of data for our analysis. To obtain the results, we used the following parameters in CiteSpace: (1) Timeslice = from 1981 to 2019 (slice length= 1 year); (2) Term source =

title/abstract/authorkeywords/keywords plus. It refers to the textual fields to be processed; (3) Node type = cited reference. It refers to the type of network selected for the analysis; (4) Pruning = pathfinder/pruning the merged network. It is the process to remove excessive links systematically. Previous literature suggests pathfinder is superior to minimum spanning tree maintaining the cohesion of the most relevant paths of the network visualization (Chen and Morris 2003); (5) Selection criteria= g-index (k=5). It refers to the way to sample records to compose the final networks. The g-index measures the global citation performance of a set of articles. We use g-index because it improves some of the weaknesses of the h-index (Egghe 2006).

2.3 RESULTS

Major areas of research on consumer dissatisfaction

An analysis of clusters provides a general idea of the research on consumer dissatisfaction from 1981 to 2019. The major areas of research on customer dissatisfaction are shown in Table 1. The network is divided into 10 major co-citation clusters (from #0 to #9). Co-citation clusters correspond to thematic structures. Selected clusters are those showing a silhouette value greater than 0.7 (Chen et al., 2010). The silhouette value is a measure of internal cluster cohesion.

Additionally, the quality of the overall network division is measured by the Modularity Q. This is calculated by Citespace software using the Newman's method for detecting the property of community structure (Newman 2006), which ranges from 0 to 1. The modularity of a network measures the extent to which a network can be decomposed into multiple components, or modules (Chen et al., 2010). A low modularity suggests a network that cannot be reduced to cluster with clear boundaries, whereas a high modularity may imply a well-structured network (Chen et al., 2009). The network is reasonably divided into loosely coupled clusters (Modularity Q of 0.8549) and a good homogeneity between clusters (Silhoutte).

Clusters in Table 1 are organized in terms of number of papers (impact on existing research). Mean year is the average age of the most important documents in each area of research. This is an indicator of the novelty of the research field. The most novelty clusters are clusters #5 and #0, which the mean year of publication is 2013 and 2009 respectively.

Table 2.1. Fields of research on consumer dissatisfaction

ClusterID	Size	Silhouette	Mean Year	Label	Research question
0	34	0.937	2009	Recovery strategies	How to manage dissatisfied customer engagement?
1	34	0.905	1997	Consumer behavior. Switching and loyalty	How do dissatisfied consumers behave?
2	33	0.947	1990	Service quality	How does service quality affect dissatisfaction?
3	27	0.899	2004	Complaining consumers	How to manage complaining consumers reaction to a service failure?
4	25	0.74	2004	Reaction to recovery	What is the connection between the emotions of a dissatisfied consumer and his/her response to a recovery attempt?
5	24	0.975	2013	Hotel customer dissatisfaction	Which factors influence hotel customer dissatisfaction?
6	20	0.93	2000	Self-Service Technologies	How to manage self-service technologies in a dissatisfaction context
7	12	0.902	1995	Consumer expectations	How do consumer expectations influence dissatisfaction?
8	11	0.986	2005	Importance-performance analysis	How does attribute-level performance influence customer dissatisfaction
9	9	0.961	2005	Student dissatisfaction	Which factors influence student dissatisfaction in higher education institutions?

The major area of research in consumer dissatisfaction concerns the study of recovery strategies (cluster #0). Researchers in this area attempt to discover the action that can be taken by companies to eliminate or reduce consumer dissatisfaction after a service failure (e.g. de Matos et al. 2007). They suggest and analyses different types of recovery strategies in service failure situations to manage dissatisfied customer engagement. For example, what types of explanations work best in a service failure situation (Bradley and Sparks 2012), and the context to use conciliatory behaviors (Bonifield and Cole 2007), or the distributive, interactional or procedural justice (Gelbrich and Roschk 2011; Orsingher et al. 2010). This area of research is closely related to previous research on complaining consumers (cluster #3) and reaction to recovery (cluster #4). Studies on cluster #3 aims to achieve a better understanding of angry consumers' reactions in a service failure (Crié 2003; Voorhees and Brady 2005), focusing on how dissatisfied consumers express their negative emotions (Bougie et al. 2003). At the same time, researchers in cluster #4 are focused on the consumers' reactions after a service recovery situation (Maxham and Netemeyer 2002; Menon and Dubé 2004). They highlight the importance of customer emotions in the context of service failure and recovery encounters (Smith and Bolton 2002).

The management of complaining consumers has evoked great interest in the hospitality industry. This has prompted the appearance of a large group of researchers trying to answer which factors influence hotel customer dissatisfaction (cluster #5) (Sparks and Browning 2011; Zhou et al. 2014). In this context, scholar has examined the underpinnings of satisfied and unsatisfied hotel consumers (Berezina et al. 2016), such its moral identity (He and Harris 2014), in various types of hotels (Xu and Li 2016). As well as the elements influencing the consumer image over the hotel (Barreda and Bilgihan 2013). This area is advancing at a quicker pace in consumer dissatisfaction research, having a more recent mean publication year (2013).

Consumer behavior about switching and loyalty constitutes the second largest area of research in this field (cluster #1). Researchers identified critical behaviors of firms that caused customers to switch services, classified the reason for switching (Keaveney 1995) and its relationship with repurchase intentions (Ganesh et al. 2000). They also analyze the relationship between consumer dissatisfaction and loyalty (Tax et al. 1998) and observe that the "buffering" effect of commitment results in loyal consumers being less likely to feel dissatisfied after a failure by the company (Garbarino and Johnson 1999). In general, they notice the existence of a moderating effect of consumer loyalty and the degree of dissatisfaction (Mittal and Kamakura 2001).

Quality of service influence consumer dissatisfaction (Bitner 1990; Bitner et al. 1990). This area of research is the ones with an older mean publication year (cluster #2). Academics in this area propose solutions with the aim of balancing consumer perceptions and expectations in order to compete through quality (Berry and Parasunaman, 1991). Other authors base their studies on the dimensions of the SERVQUAL model to analyze the relationship between the quality of service and dissatisfaction (Carman, 1990). The behavioral consequences of service quality research (Zeithaml et al. 1996) evolve to the analysis of the influence on consumer expectations and their dissatisfaction (Cronin and Taylor, 1992) (cluster #7). Researchers showed a direct relationship between consumer expectations, dissatisfaction and negative perceptions. They suggest that when competitive service is optimum, consumers tend to have positive perceptions, equivalent to their expectations, and therefore feel less satisfied (Boulding et al. 1993).

Technology and quality are related business areas. We also observe this relationship in the consumer dissatisfaction research. In this line, several scholars analyze the impact of self-service technologies on consumer behavior (Bosch and Enríquez 2005; Dabholkar 1996) (cluster #6). Scholars make efforts in searching the effective use of self-service technologies to effectively customize service offerings, recover from service failure, and delight customers (Bitner et al. 2000; Meuter et al. 2000). Furthermore, they argue that self-service technologies may have a moderating effect on the consumer satisfaction level (Harris et al. 2006).

Attribute-level performance and consumer dissatisfaction becomes a research area of interest for scholars of cluster #8 (e.g. Busacca and Padula 2005). By using the importance-performance analysis (IPA), they argue an asymmetric relationship between attribute-level performance and satisfaction (Matzler et al. 2004), influenced by the different levels of performance of that attribute (Mikulić and Prebežac 2008). Scholars also evidence the key-drivers of customer dissatisfaction and their asymmetric effects in its formation (Back 2012).

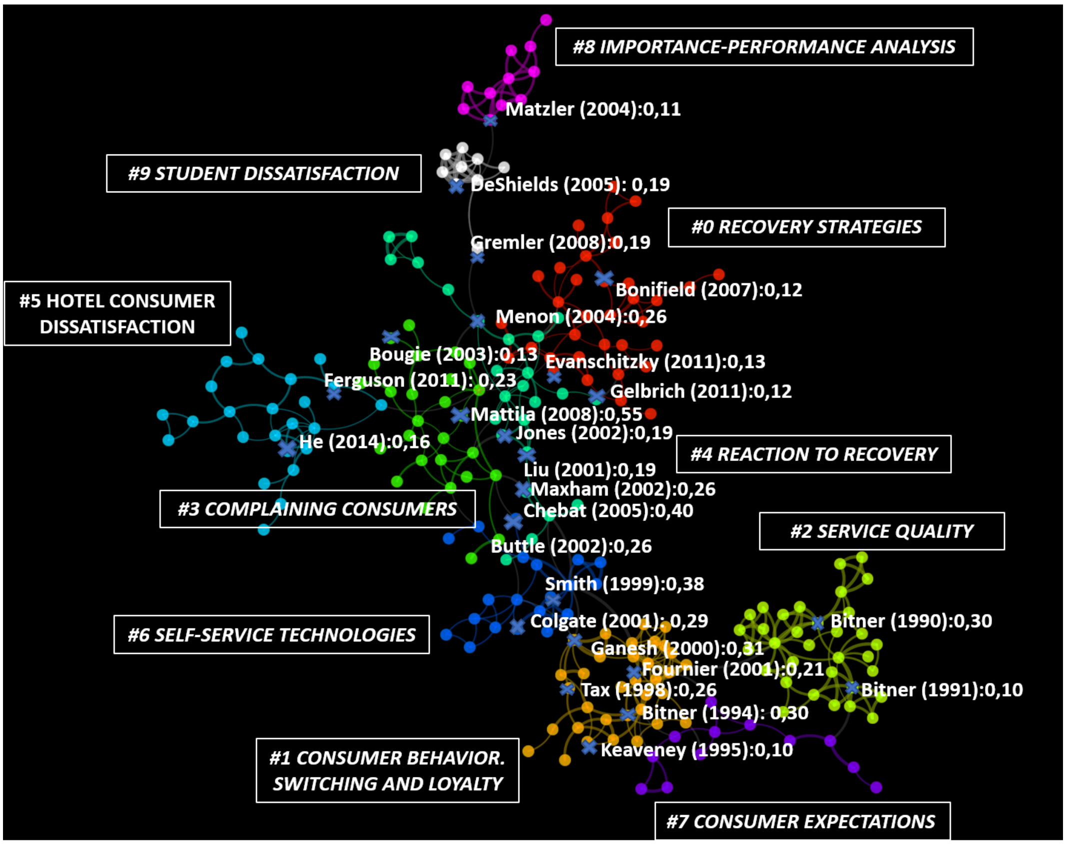
Within the new dominant logic for marketing, whose provision of services has become the key element of economic exchanges (Vargo and Lusch 2004), several academics are investigating the student dissatisfaction in higher education (cluster #9). Thus, they suggest the determinants of student satisfaction (DeShields et al. 2005) and loyalty (Helgesen and Nesset 2007), the effect of student expectations (Appleton-Knapp and Krentler 2006) or the rapport-building behaviors (Gremler and Gwinner 2008) on their satisfaction.

How are these major areas connected?

Figure 1 shows the network of research on consumer dissatisfaction. It is comprised of the major areas of research on customer dissatisfaction and the 25 research studies (nodes) with a high betweenness centrality (>0.10). Betweenness centrality measures the importance of the node in connecting two other nodes. It is an indicator that allows us to determine how the clusters are inter-connected. Thus, a node with high betweenness centrality represent an essential connector between two or more groups of nodes (Chen et al., 2009).

According to social network theory, nodes with a betweenness centrality, higher than 0.10, are considered nodes with a high average betweenness centrality and tend to be found in the routes that connect different clusters. They are intellectual turning points (Chen et al., 2009) and represent the bridges that connect the areas of research in the field. These works form the backbone of the research field, becoming an intellectual resource of a large number of researchers. The areas that possess more intellectual turning points are clusters #1 (5 turning points) #3 (4 turning points) and #4 (4 turning points). On the contrary, the more peripheral and disconnected areas of research are clusters #8 and #7 (cluster 7 has no research with a betweenness centrality of >0.10). The average number of papers with high betweenness centrality (>0.10) in each cluster is 2.5. The journals that publish the most research in the field with high betweenness centrality are the Journal of Marketing (8 turning points) followed by the Journal of Service Research (3 turning points).

Figure 2.1. Customer dissatisfaction network



Source: Own elaboration

The works that have helped most to propagate the field of research on consumer dissatisfaction (betweenness centrality of >0.30) are shown in Table 2. They are connected with numerous research articles in the field and, therefore, have formed part of the source of knowledge of a large number of research studies on consumer dissatisfaction. These works connect the main clusters of the field, showing the path of dissemination for customer dissatisfaction knowledge.

Mattila and Ro (2008) is a linchpin publication for the role of consumer dissatisfaction emotions in service failure. Their results suggest that anger, disappointment, or regret consumers are likely to engage in several dissatisfaction responses, while concerned clients do not. This piece of research brings together the main paths for knowledge dissemination in the field, connecting research about: complaining consumer (cluster #3); recovery strategies (cluster #0); reactions to recovery (cluster #4) and; hotel customer dissatisfaction (cluster #5). This research is a common source of knowledge used in a large number of research areas on consumer dissatisfaction.

The work with the second highest centrality is “Silent Voices” (Chebat et al. 2005), also belonging to cluster #3. The study analyzes the paradoxical combination of dissatisfaction and absence of complaint. Results suggest that the seeking-redress-propensity act as a moderator over this paradoxical combination and it is also related to the likelihood of complaining. This work connects with the research studies on customer dissatisfaction and self-service technologies (cluster #6) and the role of emotions in response to a recovery attempt (cluster #4).

The next key point in the network is within cluster #6: “A model of customer satisfaction with service encounters involving failure and recovery” (Smith et al. 1999). In this paper, the authors refer to the importance of service recovery after a failure. By analyzing consumers that have experienced service failure and subsequent recovery, the authors claim that dissatisfied consumers prefer to receive recovery resources that "match" the type and magnitude of the failure they experienced. This article connects with the research studies on consumer switching behavior (cluster #1), and reactions to recovery (cluster #4).

The examination of the differences between switchers and stayers to understand the customer base of service providers (Ganesh et al. 2000) is the fourth highest centrality research along the customer dissatisfaction network (cluster #1). This work connects customer dissatisfaction research on self-service technologies (cluster #6), service quality (cluster #2) and, consumer expectations (cluster #7).

Table 2.2. Top 4 Intellectual turning point articles on customer dissatisfaction

Centrality	Cluster	Author	Title	Year	Publication
0.55	3	Mattila AS & Ro H	Discrete Negative Emotions and Customer Dissatisfaction Responses in a Casual Restaurant Setting	2008	J HOSP TOUR RES
0.40	3	Chebat JC, Davidow, M, & Codjovi, I.	Silent Voices	2005	J SERV RES-US
0.38	6	Smith AK, Bolton RN & Wagner J	A Model of Customer Satisfaction with Service Encounters Involving Failure and Recovery	1999	J MARKETING RES
0.31	1	Ganesh J, Arnold A & Reynolds K	Understanding the Customer Base of Service Providers: An Examination of the Differences Between Switchers and Stayers	2000	J MARKETING

Most active areas of research

The number of cites of an article is a significant indication of its impact on the community. However, we cannot identify the impact of a study or the density of such impact in a specific period only by using this measure (Kim and Chen, 2015). Burst rate is an indicator that shows the most active areas of research during a period (Kleinberg, 2003). They contain two features: the intensity of the burst and its duration. Citation burst shows that a publication has attracted an extraordinary amount of attention from its scientific community. When a cluster contains numerous nodes with burst papers, it indicates the existence of an active research cluster or an emerging trend (Chen et al., 2009).

Table 3 identifies the 33 burst papers of the consumer dissatisfaction field between 1981 and 2019. All research areas contain at least a burst paper. The area of research with the most burst papers is related to complaining consumers (cluster #3). This area contains 7 references with strong burst rate. Then, the areas related to consumer behavior (switching and loyalty) (cluster #1) and service quality (cluster #2) contain 5 burst papers. Cluster #0 about recovery strategies and dissatisfied customer engagement count 4 burst papers each. Clusters #4, #5, #6, #7, #8 and #9 are the areas with the fewest number of bursts. The average number of burst papers per cluster is 3.3.

The appearance of new burst is 1.13 per year, although since 2005, the average has been 1.4. The years in which the highest number of bursts appeared were 2008 and 2009, counting 5 and 4 new burst papers respectively. The average time of a burst creation, from the date of publication until its period of maximum interest begins, is 4.24 years. The articles that have become the fastest burst took 1 years since publication. The average duration of a burst paper is 3.09 years. The longest period for which a burst lasted was 6 years.

The higher research trend in consumer dissatisfaction has occurred during 2008 to 2012. Beyond the valence-based approach, scholars in this field were especially drawn to the research about specific emotions approach to customer dissatisfaction. Zeelenberg and Pieters (2004) (burst strength = 94,037) demonstrate that emotions have a direct impact on behavior, beyond the effects of dissatisfaction. This research has been a benchmark for academics interested in managing dissatisfied customer engagement through emotions and recovery strategies (Bonifield and Cole 2007).

In the same period (2007-2012), academics were also very interested in research about the management of complaining consumers reaction to a service failure. Along these lines, the works of Bougie et al. (2003) and Chebat et al. (2005) become the trends in this area of research. In the first work, researchers continue to be interested in the role of emotions and the unsatisfactory services context. This trend remains in later periods through the work of Mattila and Ro (2008). In the second paper, the researchers answer why some dissatisfied consumers don't complain. At the same time coexists another research trend that analyzes the reactions of dissatisfied consumers to recovery strategies (Maxham and Netemeyer 2002). In this line of research, what responses works and what doesn't to dissatisfaction consumers has been a trend (Davidow 2003).

During 2004 to 2007 the second strongest research trend in this field of research occurs. The authors integrate concepts from both the consumer satisfaction and social justice literature. They develop a model of customer satisfaction with service failure/recovery encounters (Smith et al. 1999). This research has been highly used by researchers of self-service technologies (Meuter et al. 2000) in a dissatisfaction context.

TABLE 2.3. Burst papers in the customer dissatisfaction field

Cluster	References	Year	Strength	Begin	End	1981 - 2019
2	BITNER MJ, 1990, J MARKETING, V54, P69, DOI	1990	63.263	**1992**	1998	
2	BITNER MJ, 1990, J MARKETING, V54, P71, DOI	1990	64.683	**1994**	1998	
2	Berry L L, 1991, MARKETING SERVICES C, V0, P0	1991	41.331	**1995**	1998	
2	CRONIN JJ, 1992, J MARKETING, V56, P55, DOI	1992	60.107	**1997**	1999	
2	HART CWL, 1990, HARVARD BUS REV, V68, P148	1990	43.257	**1997**	1998	
7	KELLEY SW, 1993, J RETAILING, V69, P429, DOI	1993	47.885	**1998**	2001	
7	Zeithaml VA, 1996, J MARKETING, V60, P31, DOI	1996	44.065	**1998**	2004	
1	KEAVENEY SM, 1995, J MARKETING, V59, P71, DOI	1995	39.983	**1998**	2003	
1	Oliver RL, 1997, SATISFACTION BEHAV P, V0, P0	1997	79800	**1999**	2005	
1	Tax SS, 1998, J MARKETING, V62, P60, DOI	1998	65.892	**2000**	2006	
6	Smith AK, 1999, J MARKETING RES, V36, P356, DOI	1999	87.143	**2004**	2007	
1	Oliver RL, 1999, J MARKETING, V63, P33, DOI	1999	50.309	**2005**	2006	
1	Mittal V, 2001, J MARKETING RES, V38, P131, DOI	2001	41.567	**2005**	2008	
4	Maxham JG, 2002, J MARKETING, V66, P57, DOI	2002	87.087	**2006**	2010	
3	Bougie R, 2003, J ACAD MARKET SCI, V31, P377, DOI	2003	82.232	**2007**	2011	
3	Chebat JC, 2005, J SERV RES-US, V7, P328, DOI	2005	71.946	**2007**	2012	
6	Hess RL, 2003, J ACAD MARKET SCI, V31, P127, DOI	2003	61.140	**2007**	2010	
0	Zeelenberg M, 2004, J BUS RES, V57, P445, DOI	2004	94.037	**2008**	2012	
4	Smith AK, 2002, J ACAD MARKET SCI, V30, P5, DOI	2002	56.792	**2008**	2009	
3	CRIE D, 2003, J DATABASE MARKETING, V11, P60, DOI	2003	50.070	**2008**	2010	
4	Davidow M, 2003, J SERV RES-US, V5, P225, DOI	2003	48.251	**2008**	2011	
3	Szymanski DM, 2001, J ACAD MARKET SCI, V29, P16	2001	45.314	**2008**	2009	
8	Matzler K, 2004, IND MARKET MANAG, V33, P271, DOI	2004	47.541	**2009**	2012	
3	Gremler DD, 2004, J SERV RES-US, V7, P65, DOI	2004	46.328	**2009**	2011	
3	Wirtz J, 2004, INT J SERV IND MANAG, V15, P150, DOI	2004	40.304	**2009**	2010	
6	Harris KE, 2006, J BUS RES, V59, P425, DOI	2006	40.304	**2009**	2010	
9	Vargo SL, 2004, J MARKETING, V68, P1, DOI	2004	43.928	**2010**	2012	
3	Mattila AS, 2008, J HOSP TOUR RES, V32, P89, DOI	2008	69.458	**2011**	2016	
0	Bonifield C, 2007, MARKET LETT, V18, P85, DOI	2007	58.579	**2012**	2015	
0	Voorhees CM, 2006, J ACAD MARKET SCI, V34, P514, DOI	2006	53.661	**2012**	2014	
0	Hair JF, 2010, MULTIVARIATE DATA AN, V0, P0	2010	59.510	**2015**	2019	
5	Sparks BA, 2011, TOURISM MANAGE, V32, P1310, DOI	2011	46.907	**2016**	2019	
5	Berezina K, 2016, J HOSP MARKET MANAG, V25, P1, DOI	2016	45.020	**2017**	2019	

The research to understand the meaning, causes, and consequences of consumer dissatisfaction becomes a trend for researchers during the end of 20th century (Oliver, 1997). This work represents one of the main sources of knowledge on consumer dissatisfaction. The author not only warns of the importance of the effects of consumer satisfaction on needs, excellence (quality), fairness and regret (what might have been), but also on the consequences after purchase, such as the behavior of complaining consumers and consumer loyalty. During this period there is also great interest in the effect of service quality on consumer satisfaction. The main source of knowledge was the work of Bitner (1990) and Bitner et al. (1990) about employee’s behaviors that causes satisfactory and dissatisfactory service encounters.

Transformative discoveries

Previous research has proven that the most-cited references are not necessarily the most revolutionary (Chen and Kuljis, 2003). It has also been proven that new conceptual progress is related to greater collaboration between scientists (Bettencourt, Kaiser and Kaur, 2009). Some authors consider that a high-impact discovery should have strong structural (betweenness centrality) and timing (citation burstness) properties (Chen et al., 2009).

The geometric mean of betweenness centrality and burstness (namely, Sigma in CiteSpace) is an index that identifies high-impact transformative discoveries and partly overcomes the scenarios in which original publications are eclipsed by other more cited references (Chen et al., 2009). This indicator identifies research that is both strong in betweenness as well as burstness properties.

Table 4 shows the top 7 transformative discoveries in the area of consumer dissatisfaction. The most revolutionary discovery in the field was the paper of Mattila and Ro (2008) (cluster #3), with a Sigma of 20.70. In this paper, the authors investigate clients' emotional responses after a service failure. Their results evidence that feelings of anger extend to post-recovery satisfaction. Smith et al. (1999), with a Sigma of 16.38, it was one of the main trends during the first decade of the 21st Century and also a key factor in the spreading of the area of knowledge, due to its ability to link different areas of research on consumer dissatisfaction involving failure and recovery (cluster #6). Th third transformative discoveries is Chebat et al. (2005) research about dissatisfaction and absence of complaint (cluster #3). Furthermore, Bitner et al. (1990) is the most cited research (1,858 cites in SSCI).

TABLE 2.4. The top 7 transformative discoveries

Rank	Sigma	Burst	Centrality	Cites	Title	Author	Year	Cluster
1	20.70	6.95	0.55	94	Discrete Negative Emotions and Customer Dissatisfaction Responses in a Casual Restaurant Setting	Mattila & Ro	2008	3
2	16.38	8.71	0.38	1133	A Model of Customer Satisfaction with Service Encounters Involving Failure and Recovery	Smith, Bolton &Wagner	1999	6
3	11.45	7.19	0.40	115	"Silent Voices. Why Some Dissatisfied Consumers Fail to Complain "	Chebat, Davidow & Codjovi	2005	3
4	7.63	8.71	0.26	497	A Longitudinal Study of Complaining Customers' Evaluations of Multiple Service Failures and Recovery Efforts	Maxham & Netemeyer	2002	4
5	5.49	6.47	0.30	1858	The Service Encounter: Diagnosing Favorable and Unfavorable Incidents	Bitner, Booms & Tetreault	1990	2
6	4.56	6.59	0.26	1068	Customer Evaluations of Service Complaint Experiences: Implications for Relationship Marketing	Tax, Brown & Chandrashekaran	1998	1
7	2.65	8.22	0.13	370	Angry customers don't come back, they get back: The experience and behavioral implications of anger and dissatisfaction in services	Bougie, Pieters & Zeelenberg	2003	3

*Social Science Citation Index

2.4 DISCUSSION AND IMPLICATIONS

This study is a bibliometric analysis based on co-cites, aimed at identifying and visualizing the intellectual structure of research on consumer dissatisfaction and thus contributes in several ways to the future development of knowledge in the field.

Firstly, it shows the major areas of research on consumer dissatisfaction: recovery strategies; consumer behavior, switching and loyalty; service quality; complaining consumers; reaction to recovery; hotel customer dissatisfaction; self-service technologies; consumer expectations; importance-performance analysis; student dissatisfaction. To do so, we used a quantitative methodology to minimize authors cognitive subjectivity. Major areas of interest analysis resulted in several revelations. On the one hand, we observed that research on consumer dissatisfaction is currently more focused on discovering how to manage dissatisfied customer engagement by recovery strategies, for example, by showing how different interactions within the service ecosystem can influence engagement (Azer and Alexander 2020; Naumann et al. 2017). Furthermore, the most innovative research is trying to define which factors influence hotel customer dissatisfaction (Li et al. 2020). This research is being supported in big data technologies (Liu et al. 2017). In addition, these results suggest that customer dissatisfaction research has surpassed the initial development phase where the focus was on the influence of essential concepts in the field as service quality (Bolton and Drew 1991; Brown and Swartz 1989) and expectations (Kelley et al. 1993; Zeithaml et al. 1996) on dissatisfaction. This does not mean that it is no longer necessary to clarify and structure concepts and key elements in the process of dissatisfaction. In fact, over time, certain authors have continued to perfect such knowledge (Xu and Li, 2016). What our results show is that this field of research has been able to create a body of understandable knowledge, which encourages its expansion into new discussions.

Secondly, it shows the articles that make up the backbone of the research on consumer dissatisfaction. Turning points represent the knowledge base about customer dissatisfaction. The map of articles shows the different roads taken by research and their connections. Until now, literature has paid very little attention to this issue. However, being familiar with these roads could give us a better understanding of the intellectual transition of consumer dissatisfaction. This study identified major roads supporting the spreading of dissatisfaction. Knowing these paths is key for future researchers to gain a quick understanding of the area. For example, importance-performance analysis academics, who want to better understand how attribute-level performance influence customer dissatisfaction does, should begin their research process by reading the work by Matzler et al. (2004). This research is the main source of knowledge in this sub-area. Consequently, it should be the main starting point on which to base the knowledge of future research in this area. Similarly, future research on complaining consumers reaction to a service failure should found its knowledge based on the work by Mattila and Ro (2008), Chebat et al. (2005) and, Bougie et al. (2003). This research process is a great effort and time saver for researchers, primarily during the initial phases of the investigation because the engines for knowledge of the area are taken as reference.

Thirdly, this paper highlights the trends that have attracted the attention of the scientific community during a specific period (burst papers). This type of analysis has not previously been carried out in the literature. Detecting burst papers provides an image of the changing situation of the literature on customer dissatisfaction over time. Besides, the analysis of these trends suggests future lines of research.

Currently, the most innovative line of research, and which is offering more advances in the field, deals with understanding satisfied and dissatisfied customers through the use of new technologies as text-mining approach (Berezina et al. 2016), brand-image (Bakri et al. 2020) or self-service technologies (Fan et al. 2020; Sangle-Ferriere and Voyer 2019). The amount of accessible information in some sectors, such as the hospitality sector, enable future researchers continuing the advances on the main aspects that influence consumer dissatisfaction, as well as its consequences. The use of new technologies such as digital marketing (Diez-Martin et al. 2019) or artificial intelligence (Cachón Rodríguez et al. 2019) is essential to achieve a better understanding of dissatisfied consumer behavior for future research.

As access to information flows in other sectors, future research could compare dissatisfied consumer behavior across sectors. For example, the higher education sector (Appleton-Knapp and Krentler 2006; Martínez-Navalón et al. 2019), like the hospitality sector, is also exposed to continuous evaluation through online information. In line with Vargo and Lusch (2004, 2008) premises about the new dominant logic for marketing, the service industry may be a focus of interest for researchers to develop new advances in this field.

Our analysis shows that research trends in the consumer dissatisfaction field have focused their interest in the business to consumer market. However, the causes and consequences of dissatisfaction in the business to business market are still unexplored. It would be of great interest for future research to advance in this line.

The consequences of dissatisfaction have also been a focus of interest for academics. Recently, some researchers have followed the research line proposed by Sparks and Browning (2011) between satisfaction and trust. They are analyzing the effect of dissatisfaction on consumer trust, for example by analyzing it through the electronic word-of-mouth (Nam et al. 2020). Much remains to be discovered in relation to the effects of dissatisfaction. For example, the relationship between consumer satisfaction and organizational legitimacy (e.g. Chaney et al. 2016) is a field of research is a field of research to be growing (Díez-Martín et al. 2020). This may be an opportunity to investigate the effect of consumer dissatisfaction on organizational legitimacy (Clauzel et al. 2019) and its dimensions.

In this context, the relationship between business strategies and consumer dissatisfaction must be explored in greater depth. This would facilitate strategic decisions towards consumer satisfaction management (Bianchi et al. 2019; Revilla-Camacho et al. 2017). For example, some academics argue that companies with a sustainability orientation reduce consumer dissatisfaction (Gerdt et al. 2019).

Fourthly, this paper identifies the articles that constitute nodes with a major impact on the area of consumer dissatisfaction. Transformative discoveries feature a combination of high centrality and a period with a large number of cites, promoting propagation amongst different fields of research and the collaboration between scientists. Identification of transformative discoveries is vital because scientific progress is multiplied by the cooperation of researchers (Bettencourt et al., 2009).

Limitations

This study is not exempt from limitations inherent to bibliometric analyses: (i) the researcher must interpret the findings. “Bibliometric methods are no substitute for extensive reading and synthesis” (Zupic and Cater, 2015, p. 458); (ii) results obtained from a bibliometric analysis depend on the technical decisions made by the researcher; (iii) in the study of co-cites, there is bias towards older articles, due to the lapse of time between the publication of an article and when it is cited. Some researchers tend to cite their own work, which may affect the results of the co-cite analysis; more specifically, in this research, we use a single database (Social Science Citation Index-Web of Science) to obtain the information, whereas the combination of data from other sources such as Scopus could generate another perspective of the consumer dissatisfaction field of research.

CAPÍTULO 3. UNDERSTANDING DISSATISFACTION AT THE UNIVERSITY THROUGH APPRAISAL THEORY: MOTIVES, EMOTIONS AND CONFRONTATION STRATEGIES[2]

ABSTRACT

Despite its effects in organizations, dissatisfaction is an under-researcher topic in management, and it is particularly relevant in times of strong budgetary and competitive context. This research provides a theoretical model built upon Appraisal Theory that helps to understand the motives (reputation and identification), negative emotions (dissatisfaction and trust), confrontation strategies (loyalty), and legitimacy level, when consumers are not satisfied with the services given. This model is empirically tested in a sample of 844 university students using partial least squares structural equation modelling (PLS-SEM). The research findings show the impact of reputation and identification in dissatisfaction and the importance to manage the dissatisfaction to improve trust and loyalty. The managers can use these results to development strategic plans and marketing strategies, and to attract and retain more consumers.

KEYWORDS: Dissatisfaction, Appraisal Theory, Loyalty, Higher Education.

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3.1 INTRODUCTION

Change is an intrinsic feature of modern societies, and its effects are felt in all their components. Universities are not immune to this and must necessarily adapt their functions and activities (Cardoso et al., 2012; Miotto et al., 2021). This adaptation will be reflected in strategic plans that have to integrate factors that are sensitive to stakeholders, such as the government, university staff, students, taxpayers, and society in general (Lagrosen et al., 2004; El Nemar et al., 2020). Consequently, it is necessary to incorporate the different viewpoints of agents that act as interested parties, implicitly taking on a greater marketing focus (Cachón-Rodríguez et al., 2019; El Nemar et al., 2020; Allen & Smith, 2008). This is especially relevant as the current context is characterised by limited resources and growing competition among service providers (Cattaneo et al., 2016; Hemsley-Brown et al., 2016), where the perception and satisfaction of the students take on greater significance (Del-Castillo-Feito et al., 2019; Miotto et al., 2020).

There are few studies assess students' perception of their university based on defined dimensions (Kwek et al., 2010; Del-Castillo-Feito et al., 2019). However, these studies have not been found that consider students perception of the university from the dissatisfaction viewpoint. Dissatisfaction can generate negative behaviours towards the organisations with crucial outcomes (McColl-Kennedy et al., 2009). Thus, this research aims at answering the following question: How do the students in a Higher Education (HE) system assess the dissatisfaction?

The research based on the Appraisal Theory (Lazarus, 1991) to understand the inferences on the consequences of behaviours on organisation (Chen, 2015). The application of the Appraisal Theory in a HE context is particularly useful because it has the classic characteristics of services (Brady et al., 2006), but due to its complexity and controversy is necessary to address through new perspectives (Lagrosen et al., 2004). Indeed, the services given by HE, are not available for everyone, and they involve various stakeholders, such as the government, future workers, taxpayers, and society in general (Del-Castillo-Feito et al., 2019).

Analysing a negative perception, it is possible to understand the consequences that unsatisfactory service can have for the HE organisation in a highly demand and diverse context (El Nemar et al., 2020). Assuming that failures in service are inevitable, and efforts by the institutions and consumers to prevent them can be useless, it is necessary to understand their effects to know how to mitigate them (Waqas et al., 2014). Consequently, the improvement in the intangible assets management is essential for universities to achieving their social and economic goals in the medium and long term (Christensen & Gornitzka, 2017). The managers need to improve the reputation (Miotto et al.., 2020; Verčič et al., 2016), identity (Cachón-Rodríguez et al., 2019) and dissatisfaction (Rather and Sharma, 2018), to generate trust, loyalty and legitimacy perceived by the students.

3.2 THEORETICAL FRAMEWORK

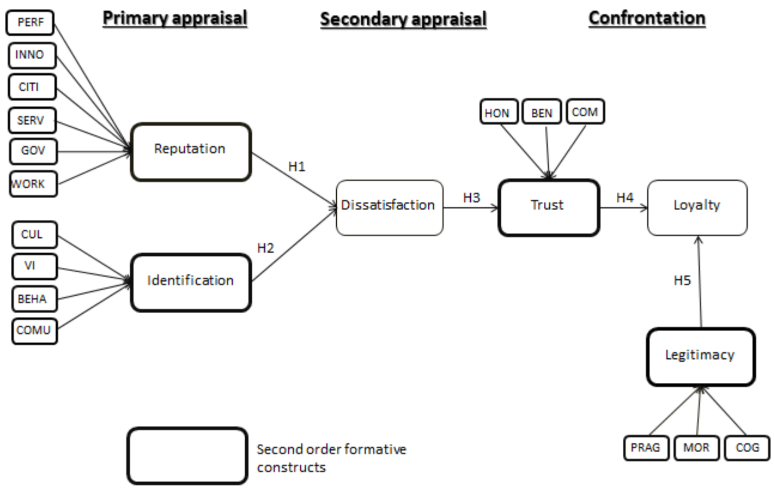
Appraisal Theory was formerly used to analyse the behaviour of the employees in a work setting (Folkman et al., 1986). This theory was applied in the marketing literature to examine consumers emotions and behaviours (Bagozzi et al., 1999; Song & Qu, 2017), because it enabled explaining how the stimuli affect the emotions and how those impact consumer behaviour (Watson & Spence, 2007). Specifically, appraisal is a process that helps to determine whether an encounter in the service setting has been satisfactory or unsatisfactory, generating specific emotions that can cause a response in an individual (Bagozzi et al., 1999).

This theory explains which emotions could be produced in a specific context and how they could affect behaviour adding a series of background (Song & Qu, 2017). It describes the psychological process that an individual undergoes when is exposed to an environmental stimulus (Lazarus, 1991; Scherer et al., 2001). Bagozzi et al. (1999) define the emotion as a mental state of being prepared that arises from cognitive appraisal of events, and that can generate specific actions that reaffirm or confront emotion, always contingent on its nature and on its significance for the individual; the emotions are based on assessments of situations. Positive emotions arise from situations congruent with the goals, while negative emotions reflect situations that are incompatible with individual goals (Soscia, 2007).

There are two schools in Appraisal Theory. One postulates that emotions are like a limited set of dimensions and focuses on the discussions on the relational significance and discrete emotions (Roseman, 2001). Another describes appraisal as a mental process

(Lazarus, 1991; Scherer, 2001). This process starts with a primary appraisal, according to which consumers evaluate the congruence of the situation compared with their goals. If the organisation's behaviour is considered disturbing or incongruent with the objectives, a secondary appraisal is generated, involving cognitions and negative emotions (Pascual-Nebreda et al., 2021). Finally, the consumers assess various confrontation strategies and adopt a behavioural response to the problem (Lazarus, 1991; Roseman et al., 1990). This appraisal process starts from an initial cognition or primary appraisal and progresses through cognitive appraisal and additional emotions or secondary appraisal that will determine the individual's behaviour intentions; that is, confrontation strategies (LePine et al., 2016).

FIGURE 3.1. Research model used in the present study



Source: Own elaboration.

This research uses the second approach to study the unsatisfactory behavioural response of university students (Figure 1). The model shows a series of elements that influence the primary appraisal, such as reputation and identity, contributing to a secondary appraisal. In this case, the negative secondary appraisal is analysed, using two constructs: dissatisfaction and trust, ending up with confrontation strategies through the variable loyalty. In the last step, the organisation's legitimacy (which can minimise the impact in confrontation) is added.

HE is made up of organisations that offer services coping with singular challenges (Chong & Ahmed, 2015). They are service providers as they reflect characteristics commonly associated with other service provider's (Parasuraman et al., 1985), which consider HE as a service that is marketable in a similar way than any other service (Mazzarol et al., 2008). In the services literature, there is an agreement that dissatisfaction arises from a comparison between expectations and performance (Parasuraman et al., 1985). It is based on the paradigm that maintains that dissatisfaction with the services is related to the fulfilment of expectations (Cadotte et al., 1987).

Various factors can form these expectations, particularly those of the students (Zeithaml et al., 1993): for example, word-of-mouth communication (positive or negative feedback from family members or workmates on a specific university's offer), experience with a related service (secondary school or pre-university studies) and adverts on a potential service (promises in terms of campus life, teaching quality and employability). They also propose that the personal needs of the users tend to form their expectations; a refer to the states or conditions essential for the client's physical or psychological well-being (Ballmann & Mueller, 2008). This observation agrees with those studies that emphasise that acknowledging the needs of individuals is an important step towards understanding the impact of contextual factors in the results, such as motivation, behaviour, affection and well-being (Deci & Ryan, 2008). Consequently, it is essential to know what the main causes are and how motivations trigger the dissatisfaction of students (Pascual-Nebreda et al., 2021). This is a subject that is seldom addressed in the literature, and which is fundamental for adopting the measures required to allow easing possible negative effects. And that is where Appraisal Theory comes into play.

Services, in general, and HE have the challenge to offer services without errors. However, the failure during the service management is almost inevitable and, consequently, dissatisfaction is as well (Waqas et al., 2014). For this reason, it is necessary a model that makes it possible to ascertain which processes cause the students at the universities to be dissatisfied. The *primary appraisal* is considered through the university' perceived reputation and identification with the institution. When an experience provokes dissatisfaction (*secondary appraisal)*, the students are not happy, and this affects lack of trust. In turn, the situation leads to *coping,* which is assessed through loyalty and intentions to behave, which are impacted in function of the legitimacy that the organisation generates for them.

Primary Appraisal: Reputation and Identity

The primary appraisal constitutes the first stage of the appraisal process. Reputation is a collective appraisal of the capacity of an organisation to provide valuable results for a representative group of interested parties (Fombrun et al., 2000). In particular, the reputation of the universities has become an important factor of primary appraisal to determine institutional competitiveness and positioning (Chapleo, 2007). Due to the current situation of HE, the relevance of reputations is increasing (Verčič et al., 2016). However, despite how important it is for management to achieve and maintain a good reputation in the eyes of the students (Miotto et al., 2020; Del-Castillo-Feito et al., 2019) there is still a lack of clarity in its management and remains challenging for universities (Vidaver-Cohen, 2007). The heterogeneity in terms of expectations stands out among the various reasons that generate this complexity (Vidaver-Cohen, 2007), as well as the different types of educational institutions (Suomi, 2014). In particular, the existing studies on university reputation have detected its impact on expected student behaviour (Sung & Yang, 2009), student satisfaction and loyalty (Brown & Mazzarol, 2009). However, in the HE context, the studies have tended to ignore students' relationships management, despite it is key to formulate a long-term strategy in terms of reputation, identification and satisfaction towards an institution.

- ***Hypothesis 1: Corporate reputation reduces the level of students' dissatisfaction.***

During the primary appraisal, the customers tend to choose those brands with an identity that better represents them (Aaker, 1996). People identify with organisations that they perceive as having a favourable reputation, because they can satisfy their self-esteem and personal growth needs (Bhattacharya & Sen, 2003). In the HE setting, the personality, knowledge and prestige of the university brand are especially relevant in developing student identification towards a university (Balaji et al., 2016) and, of course, in primary appraisal (Blanco et al., 2020). Knowing the university brand and its prestige decisively determines the student-university identification (Cachón-Rodríguez et al., 2019). Universities should develop promotion activities so that the students strongly identify with their brand (Balaji et al., 2016). Students that identify with certain brands perceive positive psychological results and develop favourable actions with respect to the brand. As HE institutions offer unique services, an in-depth understanding of brand identity, meaning, and prestige within the sector could lead to more effective communication among the interested parties, including professors, students, graduates, and employees (Hemsley-Brown et al., 2016).

- ***Hypothesis 2: Identification towards the institution reduces the level of students' dissatisfaction.***

Secondary Appraisal: Dissatisfaction and Distrust

The variable dissatisfaction will be taken into consideration for the secondary appraisal (Pascual-Nebreda et al., 2021). In Appraisal Theory, dissatisfaction is a consequence of the primary appraisal because it stems from the user's value judgement of the pleasure derived from the use of the product or service (Oliver, 1981). The satisfaction or dissatisfaction is an emotional reaction to the experience with a product or service (Spreng & Singh, 1993), the first positive and the second negative. The HE context is not free from this duality of satisfaction-dissatisfaction. Students that identify with an organisation often ignore and minimise negative information and experiences, so it becomes more likely that they will be satisfied even when their expectations are not completely fulfilled (Bhattacharya & Sen, 2003).

As Appraisal Theory sustains, consumers are satisfied when the true performance of the company confirms or goes beyond their expectations (Oliver, 1999). Negative disconfirmation occurs when the performance of the service is worse than expected. Positive confirmation generates satisfaction, while negative disconfirmation leads to dissatisfaction (Oliver, 1999). In addition, satisfaction-dissatisfaction strongly predicts student trust and intention to visit a company or institution again and to provide positive recommendations and references about the company to others (Rather & Sharma, 2018). If HE students are satisfied with the quality of the service provided, their retention rate and willingness to recommend the institution to other potential students will be high (Del-Castillo et al., 2019). In a case of dissatisfaction, the opposite situation is expected; consequently, the students' distrust and their behavioural intentions will stem from the dissatisfaction.

- ***Hypothesis 3: The degree of students' dissatisfaction will directly impact trust.***

Trust is therefore the second variable that contributes to secondary appraisal. Deng et al. (2010) consider that distrust is an important determinant of dissatisfaction and that both distrust and dissatisfaction affect loyalty. Trust can be defined as a user's expectation that an organisation will not behave opportunistically and that it will provide its products with the quality expected by the user (Anderson & Weitz, 1992). Therefore, if the university does not behave with integrity, the students will feel distrust.

Trust is a complex construction, because it includes cognitive factors, which are based on the user's knowledge of the organisation and its capacities, and also includes affective factors, which are the emotional link between the organisation and the individual that develops over time (Dowell et al., 2015). Although the concepts of reputation and trust are different, organisations with good reputation will probably have higher levels of satisfaction and trust; this increases the feeling of trust towards the organisation and reduces the perceptions of risk (Keh & Xie, 2009). Particularly, research on HE has shown that student trust in an institution favours the inscription in their educational programmes, along with greater loyalty and commitment (Meer & Chapman, 2015). Bhattacharya & Sen (2003) suggest that the link between customers perceptions of trusting an organisation and their reactions towards it depends on the degree to which the customer know and identify with the institution.

- ***Hypothesis 4: Trust in the institution influences students' loyalty.***

Confrontation: Loyalty and Legitimacy

Loyalty is defined as user intention to continue with an organisation and can include both emotional and attitudinal elements (Zeithaml et al., 1996). "True loyalty" is a psychological impulse that leads to a positive word-of-mouth perception and repetition of the buying behaviour (Shankar et al, 2003). In HE contexts, Iskhakova et al (2017) define student loyalty as their faithfulness or devotion.

The intention to behave refers to a declared probability of participating in a behaviour (Oliver, 1999). This can be in a positive way in case of satisfaction, or in a negative way when there is dissatisfaction. Specifically, this type of behaviour includes the customer’s intention to buy again or to flee, along with the intention to generate positive or negative word-of-mouth judgements (Chen & Chen, 2010). Such actions often occur when the use experience is satisfactory and pleasing or, in contrast, dissatisfactory and negative (Kim et al., 2013). Therefore, dissatisfaction is considered an antecedent for negative intention (Oliver, 1999), producing also distrust and unfavourable intentions (directly and indirectly) to reuse the product or to visit the organisation again (Han et al., 2011). When customers are not satisfied, their positive behavioural intentions to visit the organisation again and to recommend its services are reduced (Chen & Chen, 2010). We consequently assume that student’s behavioural intention might be a key indicator for the future viability.

Legitimacy is taken into consideration as a possible construct that impacts loyalty (Blanco et al., 2020). Legitimacy, understood as “*the generalised perception that the actions of a company are desired, self-originated or appropriate within a social system of standards, values, beliefs and definitions*” (Suchman, 1995: 574) is considered to be a key element for organisation survival and success (Díez-Martín et al., 2021; Zimmerman & Zeitz, 2002). Legitimated organisations are in a more beneficial position when it comes to access to markets and relevant resources (Miotto et al., 2020). Deephouse et al. (2017) understand legitimacy as a fundamental element because that this variable has on the social and economic interchanges between organisations. Most interest groups are only willing to have relationships with organisations considered to be legitimate and will avoid having relationships with those that are not legitimate (Deephouse et al., 2017). That is why organisation that seek continuity and market success will have to demonstrate their viability and legitimacy to gain the support of interest groups (Díez-Martin et al., 2021). Legitimate, congruent institutions make the students improve the appraisal of a brand's authenticity (Fritz et al., 2017). However, in spite of how relevant legitimacy is for HE institutions, there are few empirical documents that take it into consideration (Miotto et al., 2020; Del-Castillo-Feito et al., 2019; Martínez-Navalón et al., 2019).

- ***Hyphotesis 5: The legitimacy of an institution has a positive influence on loyalty.***

3.3 METHODOLOGY AND SAMPLE

To analyse the data and validate the study hypotheses, a model of structural equations originating in Structural Equation Modelling (SEM) variances has been used. This model can statistically analyse established relationships through the prediction of the dependant variables, allowing to calculate and quantify the direct and indirect effects among variables (Hallak et al., 2018). Specifically, this study resorts to the partial least squares (PLS) method as it enables analysing compound and factorial models, measuring variables and estimating the model proposed (Hair et al., 2018). PLS-SEM stands as one of the most complete techniques for analysing models where relationships between variables are identified and their influence is measured (Van Riel et al., 2017).

For measuring the constructs, the items were adapted from existing scales, with a 11-point Likert scale, where 0 refers to disagreeing very strongly, and 10 refers to agreeing very strongly. A special questionnaire was developed to gather the study data. First, it was pre-tested with 300 persons to verify the scales and adapt the questions. After analysing the preliminary results, various questions were changed to make their meaning clearer and several questions were eliminated from the initial version of the questionnaire. Finally, the questionnaire was carried out online and was distributed by email to the different students over a period of 3 months. In the final stage, the students achieving a total of 844 effective surveys. Table 1 presents the variables, items and sources used in the study.

TABLE 3.1. Constructs, items and sources

Variables	Items	Sources
Reputation	PERF1. It obtains lucrative job placements PERF2. It has growth perspectives INNO. It uses innovative teaching methods CITI. It supports good causes SER1. The educational offer responds to market trends SER2. It trains competent students SER3. It has good value for money GOV. It takes its stakeholders into consideration in their management decisions WORK1. My university's professors are competent WORK2. The administrative personnel are competent	Blanco-González et al. (2020); Del-Castillo-Feito et al. (2019); Miotto et al. (2020); Vidaver-Cohen (2007)
Identification	CUL. The employees at my university know the institution’s mission VI1. I clearly recognise my university’s logo VI2. My university’s visual identity faithfully represents what it is VI3. The public understands my university’s symbols BEHA1. The actions of my university reflect their values BEHA2. My university periodically reviews staff performance COMU1. Through its communications, my university sends a clear, consistent message to all its public COMU2. The communication strategy seeks to transmit and image that agrees with its personality COMU3. At my university, there is generally good internal and external communication	Cachón & Prado (2020); Cachón et al. (2021); Diamantopoulos et al. (2008)
Dissatisfact.	INSAT1. I feel dissatisfied with the resources that my university has INSAT2. The experience at the University has not lived up to my expectations INSAT3. In general terms, I feel dissatisfied with having chosen this university	Oliver (1980); Pascual-Nebreda et al. (2021)
Trust	HON. My university fulfils its promises BEN. It offers advice and recommendations that benefit its interest groups COM1. It takes care of its students’ needs COM2. The professors are competent COM3. It has enough student knowledge to permit it to develop studies, courses or conferences, that adapt to student needs	Martínez-Navalón et al. (2019); Lassala et al. (2010)
Loyalty	LEA1. I would encourage relatives and friends to study at my university LEA2. If someone asked for advice, I would recommend my university LEA3. I would surely consider my university to be the first option	Baldinger & Rubinson (1996); Blanco-González et al. (2020); Delgado (2004); Lacoeuilhe (1997)
Legitimacy	PRAG1. My university provides me with some personal benefits PRAG2. It helps me to develop as a person PRAG3. It satisfies my needs COG1. I know about the activities that my university carries out COG2. I consider that they perform them in the best possible way COG3. My university is well managed MOR1. My university complies with the law MOR2. It behaves honestly MOR3. It is socially responsible	Blanco-González et al. (2020); Del-Castillo-Feito et al. (2019); Díez-Martín et al. (2021); Miotto et al. (2020); Chaney et al. (2016); Chung et al. (2016); Suchman (1995); Thomas (2005)

The sample was large enough to perform the analysis through PLS-SEM. Its use is also justified to investigate a novel subject on which the literature available is limited and in which many different relationships should be explored. Consequently, this technique is widely applied as an effective tool for exploratory analysis Hair et al. (2019). Using PLS-SEM is also recommended when some of the variables analyzed are composed of dimensions Martínez-Navalón et al. (2019), as well as when the model proposed by Henseler (2017). The PLS-SEM analysis was performed using SmartPLS 3.

3.4 RESULTS

Descriptive Analysis

As has been indicated previously, the objective of this study was to identify how various factors influence the rating process, which in this caser was the dissatisfaction. The research setting chosen was the Public Universities in Spain, business and management degree students. After the pre-test, the 844 effective surveys were completed by students. The distribution per gender was balanced: 41.35% male and 58.65% female, with a majority of the participants between 18 and 30 years old 72.64%.

Measurement Model Analysis

The PLS-SEM analysis was developed in several steps Hair et al., 2018. First, the measurement scale was validated and then the structural model analysis was carried out. The measurement scale was validated twice: first with the items of the multidimensional variable and later with the dimensions already grouped. This led to establishing two models, one for first order (Table 2 and 3) and another for second order (Table 4). In the first step, we validated the measurement scale twice. For the first order model, all the items of the variables were reflective. Consequently, the criteria to test were individual reliability, composite reliability convergent validity and discriminant validity (Hair et al., 2019; Henseler et al., 2017).

TABLE 3.2. First order measurement items

Variables	Items	Loading	T-Value	CA	CR	AVE
Reputation						
Performance	PERF1	0.915	27.66	0.811	0.915	0.843
	PERF2	0.922	61.93			
Innovation	INNO	1	-	-	-	-
Citizenship	CITI	1	-	-	-	-
Services	SER1	0.87	46.41	0.878	0.919	0.792
	SER2	0.912	16.96			
	SER3	0.876	58.55			
Governance	GOV	1	-	-	-	-
Workplace climate	WORK1	0.924	29.12	0.789	0.903	0.822
	WORK2	0.891	41.22			
Identification						
Culture	CUL	1	-	-	-	-
Visual identity	VI1	0.683	22.39	0.753	0.854	0.661
	VI2	0.843	45.97			
	VI3	0.754	21.43			
Behaviour	BEHA1	0.822	16.53	0.813	0.889	0.729
	BEHA2	0.867	62.92			
Communication	COMUN 1	0.869	26.97	0.876	0.924	0.802
	COMUN 2	0.927	14.96			
	COMUN 3	0.893	56.13			
Trust						
Honesty	HON	1	-	-	-	-
Benevolence	BEN	1	-	-	-	-
Competence	COM1	0.957	89.16	0.908	0.956	0.914
	COM2	0.944	31.58			
	COM3	0.965	65.33			
Loyalty	LEA1	0.944	128.9	0.965	0.975	0.933
	LEA2	0.966	279.9			
	LEA3	0.977	340.5			
Dissatisfaction	INSAT1	0.938	147.1	0.946	0.966	0.9
	INSAT2	0.954	233.8			
	INSAT3	0.945	176.1			
Legitimacy						
Pragmatic legitimacy	PRAG1	0.933	40.62	0.929	0.954	0.875
	PRAG2	0.954	29.00			
	PRAG3	0.929	67.09			
Cognitive legitimacy	COG1	0.823	34.54	0.838	0.903	0.757
	COG2	0.917	44.01			
	COG3	0.865	93.22			
Moral legitimacy	MOR1	0.945	65.10	0.928	0.955	0.873
	MOR2	0.971	49.65			
	MOR3	0.894	74.85			

CA=Cronbach's alpha; CR=Composite Reliability; AVE=Average Variance Extracted

In the last step of first order scale measurement validation, the discriminant validity was analysed (Table 3). This was performed with two analyses. The analysis was based on the Fornell & Larker and Heterotrait-Monotrait method (HTMT) (Hair et al., 2018; Henseler et al., 2017).

TABLE 3.3. First-order model Measurement (discriminant validity)

VARIABLE	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
(1) Trust_Ben	**1**	0.76	0.72	0.77	0.58	0.55	0.68	0.75	0.67	0.7	0.65	0.67	0.61	0.48	0.56	0.59	0.67	0.63
(2) Trust_Com	0.72	**0.95**	0.83	0.87	0.59	0.5	0.7	0.9	0.81	0.8	0.75	0.73	0.69	0.48	0.69	0.69	0.77	0.78
(3) Trust_Hon	0.72	0.79	**1**	0.81	0.62	0.5	0.72	0.88	0.77	0.78	0.74	0.76	0.65	0.48	0.62	0.65	0.72	0.71
(4) Id_Beh	0.69	0.75	0.72	**0.85**	0.76	0.58	0.8	0.83	0.76	0.87	0.81	0.76	0.77	0.59	0.70	0.70	0.77	0.82
(5) Id_Cult.	0.58	0.56	0.61	0.68	**1**	0.47	0.7	0.6	0.5	0.64	0.5	0.57	0.54	0.45	0.47	0.49	0.57	0.59
(6) Id_Vi	0.51	0.43	0.48	0.48	0.41	**0.81**	0.7	0.6	0.5	0.5	0.4	0.59	0.61	0.41	0.35	0.42	0.57	0.53
(7) Id_Com	0.63	0.64	0.67	0.66	0.62	0.59	**0.89**	0.7	0.6	0.8	0.6	0.64	0.58	0.46	0.57	0.56	0.63	0.61
(8) Disssatisf	-0.71	-0.81	-0.85	-0.73	-0.59	-0.51	-0.65	**0.94**	0.9	0.8	0.76	0.85	0.72	0.51	0.64	0.73	0.81	0.80
(9) Loyalty	0.64	0.76	0.75	0.67	0.50	0.43	0.56	-0.84	**0.96**	0.7	0.8	0.72	0.67	0.44	0.59	0.65	0.74	0.72
(10) Leg_Cog	0.63	0.69	0.71	0.72	0.59	0.46	0.66	-0.7	0.68	**0.87**	0.8	0.74	0.73	0.61	0.69	0.71	0.75	0.76
(11) Leg_Moral	0.62	0.69	0.71	0.70	0.49	0.40	0.56	-0.71	0.73	0.75	**0.93**	0.70	0.67	0.52	0.71	0.67	0.73	0.75
(12) Leg_Prag	0.64	0.67	0.74	0.66	0.55	0.52	0.58	-0.80	0.69	0.65	0.66	**0.93**	0.70	0.54	0.58	0.68	0.79	0.78
(13) Rep_Perf	0.55	0.59	0.59	0.62	0.49	0.49	0.49	-0.63	0.59	0.60	0.58	0.61	**0.91**	0.63	0.65	0.72	0.89	0.82
(14) Rep_Cit	0.48	0.45	0.48	0.53	0.45	0.36	0.43	-0.50	0.43	0.56	0.5	0.52	0.57	**1**	0.52	0.50	0.67	0.56
(15) Rep_Gov	0.55	0.66	0.61	0.63	0.47	0.33	0.53	-0.62	0.57	0.64	0.68	0.55	0.58	0.51	**1**	0.63	0.70	0.69
(16) Rep_Inno	0.58	0.65	0.64	0.62	0.49	0.40	0.52	-0.70	0.63	0.65	0.64	0.66	0.65	0.49	0.63	**1**	0.81	0.79
(17) Rep_Serv	0.62	0.68	0.67	0.64	0.52	0.47	0.54	-0.73	0.68	0.64	0.65	0.71	0.74	0.62	0.66	0.76	**0.89**	0.89
(18) Rep_Work	0.55	0.65	0.63	0.65	0.52	0.42	0.50	-0.69	0.62	0.61	0.63	0.67	0.65	0.49	0.61	0.71	0.74	**0.91**

Once the first order measurement scale had been validated, items of the multidimensional variable were grouped, allowing the validation of the second order model (Table 4). In this model, the dimensions of the multidimensional variables were of an educational nature Hair et al. (2019), so other analyses were performed to validate the second order scale. First of all, all the criteria previously done for reflective elements were studied. However, in the second order model, all the items were maintained. The formative variable was analysed to rule out collinearity problems through assessing the factor of inflation on the factor of the variance VIF (Hair et al., 2018).

TABLE 3.4. Second order measurement model of the formative construct

Variables	Dimensions	Weights	T-Value	VIF
Reputation	RPPERF. Performance	0.068	2.183	2.547
	RPIN. Innovation	0.287	4.469	2.756
	RPCSR. Citizenship	0.016	2.330	1.748
	RPSER. Services	0.393	4.661	3.989
	RPGOV. Governance	0.151	3.540	2.126
	RPWORK. Workplace climate	0.279	4.574	2.678
	BEHA. Behaviour	0.601	9.300	2.343
Identity	CUL. Culture	0.128	2.054	2.155
	VI. Visual	0.163	3.086	1.59
	COMUN. Communication	0.276	3.929	2.368
Trust	HON. Honesty	0.558	10.799	3.066
	BEN. Benevolence	0.140	2.323	2.458
	COM. Competence	0.426	7.632	3.062
Legitimacy	PRAG. Pragmatic	0.4	7.565	1.983
	MOR. Moral	0.527	9.089	2.616
	COG. Cognitive	0.208	3.389	2.644

AVE = Average Variance Extracted; VIF = Variance inflation factor

Structural Model Analysis

Before analysing the model, it is necessary to rule out any collinearity problem (Hair et al., 2018). Table 5 indicates that hypothesis have been accepted and rejected. In general, the model has a satisfactory predictive relevance. We accepted Hypotheses 1, 2, 3, 4 and 5.

TABLE 3.5. Structural relations

Hypothesis	Loadings	T-value	F^2
H1. Reputation → Dissatisfaction	-0.795	13.092	0.352
H2. Identity → Dissatisfaction	-0.772	10.359	0.234
H3. Dissatisfaction → Trust	-0.887	75.077	3.698
H4. Trust → Loyalty	0.803	8.323	0.234
H5. Loyalty → Legitimacy	0.793	7.478	0.158

Dissatisfaction: R^2 = 0.702; Q^2 = 0.625; Trust: R^2: = 0.787; Q^2 = 0.634;
Loyalty: R^2 = 0.693; Q^2 = 0.641; Legitimacy: R^2 = 0.736; Q^2 = 0.692

3.5 DISCUSSION AND IMPLICATIONS

The competition in HE in the last few decades has led to these institutions to adapt a market-organisation, introducing new intangible managerial practices to increase their success (Miotto et al., 2020; Hemsley-Brown et al., 2016;). This management has been complex because it has to simultaneously satisfy requirements of various interest groups, particularly students (Cachón et al., 2020; Del-Castillo-Feito et al., 2019). Specifically, such issues as reputation, identity, satisfaction, trust, loyalty and legitimacy have been crucial in helping the organisations to survive and gain advantages in their industry. However, there are not studies about the negative perspective (dissatisfaction) (Waqas et al., 2014).

This study provides empirical evidence from the use of Appraisal Theory. It shows how reputation and identity influence dissatisfaction primary appraisal, how dissatisfaction impacts confidence secondary appraisal, and how this influences loyalty confrontation. Additionally, legitimacy is also included as an influencing factor of loyalty. Due to the current competitive scene that higher education, managing intangible assets has become a differentiator. These institutions have understood the multiple benefits that a positive identity, legitimacy, trust and reputation can bring in terms of improving their competitive position (Cachón-Rodríguez et al, 2019; Miotto et al, 2020). These factors can help to recover the public's trust and offer a signal of quality that makes it possible to reduce the uncertainty of the parties interested in their decision-making processes (El Nemar et al., 2020; Nguyen & LeBlanc, 2001). However, despite the relevance of those intangible in organisations, there is still a lack of empirical evidence to clarify the possible relationships that might exist among them. Certainly, it is due to their complexity and the diversity among university and interest groups. Specifically, this research is the first to adopt such integrative approach from a negative perspective, focusing on the management of dissatisfaction.

Our research has empirically shown the hypotheses proposed in the HE field, offering some key points on the management. For example, it is important because the public universities are facing a strong competition with private institutions to capture students (Del-Castillo et al., 2019). The results are giving evidence to a high consistency of the theoretical model based on Appraisal Theory. This thoery is an appropriate approximation to adopt a strategical approach to influence students. The sequential process proposed, including the primary appraisal, secondary appraisal, and confrontation, has demonstrated a positive behaviour and is the first study to apply this theory in this context.

The constructs proposed have turned out to be significant in understanding the process of students' appraisal. Reputation and identity diminish dissatisfaction; that is, reducing the degree of the student dissatisfaction at the university. In turn, dissatisfaction negatively impacts trust, creating distrust in the service provider. This distrust likewise influences loyalty and behavioural intentions, given that the less trust you have in the institution, the more disloyal you will be to it. And lastly, it has been confirmed that legitimacy significantly impacts how loyal you will be to the university. The more legitimate the university is, the more probabilities there are that the students will be loyal to it.

Results provide a set of implications for the management of the universities, which can be extended to the rest of educational institutions. These implications suggest a few lines of action that would favour universities to reduce student dissatisfaction and to achieve more stable and long-term relationships. First, HE managers must be conscious of how important reputation and university identity is in students' satisfaction. The managers must emphasise actions that reinforce the image they want to transmit according to its personality, hiring competent employees, having good internal and external communication, etc. They have to prioritize strategies that strengthen the institution's reputation and the identity of students in the institution. Building a solid reputation requires long-term decisions at the institution to be aligned with the strategy, organizational culture and corporate communication (Abratt & Kleyn, 2012). Managers must understand how students and other stakeholders want to perceive their institution. As for identity, an all-encompassing focus of high commitment for human resource management would improve the organisational identification and would result in mutual benefits for both students and institution (Latorre et al., 2016).

Second, if the students are dissatisfied, this would generate distrust in them that could change to disloyalty towards the institution. They would carry out negative behaviours of active confrontation, such as producing negative word-of-mouth comments, not returning to their courses, etc. For this reason, a student's trust in a specific institution would increase when its perception on possessing the appropriate knowledge and information is high, and when the experiences with the institution are positive. The managers should ensure that their institution offers programs and services efficiently and effectively, and that student expectations are fulfilled, with periodic revisions using surveys or workgroups with students. For example, a news item focused on highlighting the quality of the products and services would permit trust in the institution to be strengthened (Kharouf et al, 2015). The students need information that confirms that the institution is competent, believable, and ethical. Along these lines, legitimacy is fundamental for the universities, given that if the institution is legitimate it will have a strong competitive advantage that will influence loyalty and intentions to behaviour positively. HE institutions should make an effort to improve themselves and to build relationships with the students using the application of relationship marketing methods, factors important in the educational surroundings of the 21^{st} century that involve providing assessment and personalised comments to the interest groups.

Third, to the extent to which these aspects are taken into consideration in a holistic approximation, a stronger link with students would be achieved, becoming a differential factor in a context marked by strong competition. Getting these students to have high loyalty levels towards the university will make it possible to ensure future relationships and to contribute to present and future success, survival and the institution's economic development. To achieve this objective, students must realize that the university has the resources and means to offer the services that they demand: good personnel and installations, a strategic plan appropriate for training and university careers, and the identification of students with a highly prestigious institution. An interesting idea is the deployment of a community, stablishing long-term ties between students, staff, and other stakeholders; but graduates should also be included, encouraging a rational and emotional link that also has services and benefits for its members.

Limitations

The limitations of this research were that the universities have more interested parties than the students analysed in the project, and given that they are important, the results are limited. Future research should incorporate more interested parties and a disaggregation and comparison of results. In the second place, due to the lack of relevant prior studies, it has been difficult to substantiate the hypotheses formulated in previous research. Consequently, it is necessary to continue advancing in this setting to create a more profound theoretical body that makes it possible to understand how the management of institutions of such transcendence in modern societies have to develop.

CAPÍTULO 4. DISSATISFACTION IN B2B SETTINGS THROUGH APPRAISAL THEORY: CRITICAL INCIDENTS ASSESSMENT AND CONFRONTATION

ABSTRACT

Industrial customer satisfaction has received a great deal of attention from academics and marketers. Nowadays, the factors that influence satisfaction and how to convince customers through reason and emotion continue to be explored. There are numerous studies on satisfaction, but what about dissatisfaction? This research examines industrial customers´ negative reactions and analyses their impact on dissatisfaction through an empirical study of critical incidents based on Appraisal Theory. The study, which is qualitative in nature, is based on 18 in-depth interviews with managers in the industrial sector to which a textual and conceptual analysis was applied to obtain performance patterns. The results show that negative cognitions have greater predictive power than confrontation emotions, and that customers who are dissatisfied with products or services received may respond by expressing complaints, ending transactional relationships, reporting the other party legally, asking for explanations and/or continuing transactional relationships, even though they are dissatisfied. Proactivity and understanding of this situation will allow for understanding what specific actions to take in order to resolve conflicts and mitigate the negative effects between the parties.

KEYWORDS: dissatisfaction, critical incident, industrial market, behaviour.

4.1 INTRODUCTION

There is certain consensus in the industrial marketing literature on the impact of profitable business relationships on business success (Cortez & Johnston, 2017; Sánchez et al., 2019). As customer satisfaction is achieved, repurchase intention and loyalty towards suppliers increases (Guo et al., 2009; Walsh et al., 2008; San-Martín & Azuela, 2016). For these reasons, customer satisfaction is considered a cornerstone in industrial marketing, as it will affect loyalty, cross-selling opportunities, repeat purchases, positive word of mouth, and price elasticity (Tikkanen & Alajoutsijärvi, 2002; Abdul-Muhmin, 2005; Lee et al., 2015).

The aim of previous research was to capture the complexity of measuring satisfaction during the purchasing process from a buying centre perspective (Abdul-Muhmin, 2005; Paulssen & Birk, 2007; Rossomme, 2003; Melewar et al., 2017) by consulting members´ perceptions in different roles and averaging their satisfaction judgements (Chakraborty et al., 2007). Satisfaction has also been measured through organizational complaint management and its influence on loyalty (Homburg & Fürst, 2005). Satisfied customers are generally regarded as essential resources that generate positive business results (O'Sullivan & McCallig, 2012; Rollins et al., 2012). Therefore, satisfaction is considered a key variable in building long-term relationships between parties (Fernández-Sabiote & Román, 2016).

However, the negative perspective or customer dissatisfaction has hardly been addressed in the literature and according to the general model of industrial purchasing behaviour, satisfaction with past purchasing experiences has a decisive influence on future purchases (Sheth, 1973). Similarly, a negative past experience could also influence future purchasing decisions. In contrast to satisfaction, dissatisfaction has other potential effects such as avoidance of repurchase or negative word-of-mouth, with consequent reputational damage (Tahtinen & Vaaland, 2006). Dissatisfaction can lead to ending the relationship, reducing future revenues, and even unamortized relational investments made by the company, as well as generating penalties for non-compliance clauses, among others (Ferguson & Johnston, 2011). Dissatisfied industrial customers may not only refuse to repurchase but may also engage in campaigns that damage the supplier´s image, such as spreading negative word-of-mouth. Reducing this potential damage and understanding the factors, as well as how to manage dissatisfaction is a major issue in business-to-business (B2B) relationships. Suppliers must understand that their customers may be dissatisfied with their purchasing experience when a supplier fails to meet purchasing expectations in one or more aspects of service, product specifications and operations (Ferguson & Johnston, 2011). This dissatisfaction has consequences for sales professionals such as loss of customers or increased professional stress (Leach & Liu, 2014). These issues gain significance when the focus shifts from tangible elements or product performance in purchasing decisions (Rosenbröijer, 2001), towards intangible and non-functional elements with a strong subjective component (Bendixen et al., 2004; Candi & Kahn, 2016).

Given the academic and practical relevance, as well as the scarce previous research, the general purpose of this paper is to contribute to industrial marketing by analysing dissatisfaction factors through Appraisal Theory (Lazarus, 1991) in combination with the critical incident technique (Hughes, 2007). Customer responses associated with critical incidents can help to learn from mistakes made and understand better the negative responses of dissatisfied customers and help to define supportive measures to prevent or reverse such responses. Due to the exploratory nature of the work, and the search for a deep understanding of human behaviour (Dubois & Gibbert, 2010), we used a qualitative methodology upon in-depth interviews with 18 senior professionals from industrial companies, from a perspective that takes into account the supplier-customer duality. This work aims to open up a line of future work that will make it possible to determine lines of action in a situation of such risk as that posed by an industrial customer´s dissatisfaction. To this end, the paper begins by defining the theoretical framework and related literature, followed by a detailed explanation of the methodology, the results obtained and a discussion of the findings and implications.

4.2 THEORETICAL FRAMEWORK

As the literature has put the customer at the forefront, the analysis of customer satisfaction has gained more attention (Rosenbröijer, 2001; Tikkanen & Alajoutsijarvi, 2002; Candi & Kahn, 2016). However, dissatisfaction has been less addressed in the literature (Pascual-Nebreda, et al. 2021). In general, dissatisfaction has its initial conception in the "disconfirmation" process between pre-purchase expectations and subsequent results related to supplier performance (Oliver, 1980). Disconfirmation affects the level of customer satisfaction. Although it is true that satisfaction and dissatisfaction can vary to different degrees, normally a negative disconfirmation results in dissatisfaction, while a positive disconfirmation will lead to satisfaction (Oliver, 1980).

The literature review on industrial buyer satisfaction/dissatisfaction has provided insights into certain response patterns because, although most of the research intended to define and measure satisfaction (Backhaus & Bauer, 2000; Schellhase et al., 1999), some authors investigated dissatisfaction (e.g., exit or escape behaviour) but focusing on a very limited number of potential responses (Giller & Matear, 2001; Jones et al., 2002). Thus, complaints and spreading negative behaviours and word-of-mouth were the subject of study, with similar response clusters emerging, grouped according to their reaction to an unsatisfactory experience: doing nothing, complaining, switching providers, warning others, or taking third party action (Hansen et al., 1996a; 1996b).

When faced with certain difficulties, such as dissatisfaction, any business relationship deal with a "relationship gap" (Nordin & Ravald, 2016), where supplier and buyer interests may be incompatible. Therefore, there is a need to continue to expand existing knowledge on B2B relationships (Fleming et al. 2016) and develop a more comprehensive approach towards business customers´ dissatisfaction through broader models of response behaviour (Hibbard et al., 2001).

Although research on dissatisfaction in the B2B field is scarce, it has a long tradition in consumer markets through Appraisal Theory. Arnold (1960) raises the Appraisal Theory for the first time, examining different emotional responses to similar situations or events from different persons (Moors et al., 2013). This theory describes the psychological process a person experience when is exposed to certain environmental stimulus (Lazarus, 1991; Scherer et al., 2001). This process starts with the primary appraisal, where clients evaluate the congruence and relevance of the situation keeping in mind their initial objectives. If this event is incongruous, it immediately elicits a secondary appraisal, implying negative emotions and cognitions. In the last step, clients may choose to carry out different confrontation strategies as a behavioural reply to the disturbing situation (Lazarus, 1991). Summarizing, the assessment starts after an initial disturbing situation (primary appraisal), which results in negative cognitions and emotions (secondary appraisal) and ends with the individual's behavioural actions (confrontation) (LePine et al., 2016; Liu et al., 2016).

This theory, which is used at the end-consumer level, constitutes the spine of this study for various reasons. First, it illustrates a holistic evaluation of environmental stimuli. Second, it captures a dynamic interaction between individuals, and has a major influence on the coping literature (Kähr et al., 2016; Roseman, 2013; Moors et al., 2017), allowing a detailed study of the appraisal process. Third, disturbing and incongruous situations are exposed to check the perceptions of individuals in the secondary appraisal, gaining precision and accuracy to the explanation on the appraisal dimensions (Moors, 2020; Moors et al., 2013). Finally, it is worth noting that the present study is the first to use Appraisal Theory in a B2B setting in order to study industrial customer dissatisfaction through critical incidents. Most studies show that Appraisal Theory is a difficult and complex approach and, as a consequence, the authors focus their attention on different motivational, mental, psychological and bodily components of individuals (Moors et al., 2013), generating variations on the application of the theory.

Primary Appraisal

The process begins when the individuals are exposed to certain environmental stimulus that are inconsistent with their previous objectives (Scherer, 2001). The primary appraisal will provoke in the individual cognitive and emotional responses to the event (Lazarus & Smith, 1988). The responses and behaviours of individuals may vary depending on their values, beliefs or personal relevance, therefore, in the primary assessment stage, individuals will evaluate the relevance and consistency of the situation, which will depend on their moral values (Skarlicki et al., 2016). In this study, the relevance and congruence of the event are taken as central elements on the primary appraisal (Johnson & Stewart, 2005; Roseman, 2013). The congruence will determine emotional valence by comparing the consistency after examining the situation with the personal objectives. Therefore, a primary appraisal will be triggered when individuals perceive discrepancy between their objectives and the event (Ma et al., 2013). As an effect, those situations perceived as very incongruous and relevant provoke intense emotional and cognitive reactions (Lazarus, 1991). Some authors argue that endpoints can be processed automatically, and some studies examine the impact of primary appraisal on emotions and the relationship between emotions and cognitions in secondary appraisal, but this statement is not entirely clear (Moors, 2010), so it is worth further investigating the topic.

Secondary Appraisal

In secondary appraisal, individuals perceive negative cognitions and emotions, which will vary depending on the evaluation of their options and resources (Lazarus, 1991). Clients may perceive different cognitions, among which control, power, moral codes, norms or the magnitude of the assessment stand out; but these cognitions will depend on the characteristics of the event and its social environment (Scherer, 2001). Cognitions are the opinions of individuals about how things work or should be, and therefore, they are experienced subjective interpretations that can translate into negative behaviours from one of the parties in commercial relationships (Lazarus, 1991; LePine et al., 2016).

To date, the relations between emotions and cognitions in the secondary appraisal phase have not yet been clarified (Ma et al., 2013). It is very complex to define these relationships, since many situations have the potential to provoke diverse cognitions and emotions in individuals. Authors such as Zourrig et al. (2015) state that negative emotions are influenced by the secondary appraisal. In particular, this study deepens on the perspective of industrial customers to find relevant cognitions encompassing (1) perceived powerlessness, (2) perceived threat, and (3) perceived betrayal triggered by misbehaviour (Cai et al., 2013).

(1) Perceived powerlessness: It occurs when individuals consider that they have (or not) the capacity to change the situation to their own detriment (Wong et al., 2016). When customers feel power reduction, they tend to perceive negative emotions as they lose control on the situation (Berdahl & Martorana, 2006). When a customer feels high impotence, he usually responds to the other party through expressive communication (Grégoire et al., 2009).

(2) Perceived identity threat: It happens for those individuals belonging to a particular social group (Thakor et al., 2008). Both Appraisal Theory and Social Identity Theory claim that the assessment process of a certain situation (e.g., behaviour)

becomes an elementary representation of values and norms (Scherer, 2001). A customer may perceive threatened the identity when the other party makes him/her feel underestimated (Tiedens & Leach, 2004). It causes negative emotions like anger, fear and contempt (Voci, 2006).

(3) Perceived betrayal: Individuals perceive this cognition when they consider that the other party has intentionally adopted a misconduct resulting on an unsatisfactory service (Fitness, 2001). Persons feel betrayed when the other party behaves negatively and unjustifiably, thus violating their trust (Kähr et al., 2016). The perception of betrayal implies customers to act with the objective of restoring equity and finding solutions to the problem (Grégoire & Fisher, 2008), and it also can cause an immediate change of provider (Lee et al., 2013).

Emotions are a congruent system of feelings founded on a evaluation process, and they can alter the mood in an intense and temporary way (Roseman, 2013). When the other party has negative behaviours and alters the situation, the assessment becomes illogical and individuals can perceive certain negative emotions. This research takes into account key emotions like irritation, anger, frustration, indignation and rage (Miao et al., 2011). Normally, individuals in a given situation experience or perceive a set of specific emotions (Fernando et al., 2014). There are clients who, when faced with a disturbing situation, vent these emotions by complaining to the service provider, thus mitigating their emotional stress. In general, dissatisfied customers can take two approaches: the passive coping and the active coping. The passive coping avoids confrontation with the other party, and the active coping tries to address the situation through confrontation.

Confrontation

In the last step of the process, individuals decide how to act and what confrontational actions to carry out after the cognitive and emotional evaluations. Usually, the main motive for these actions is caused by the restoration of equity, since clients feel that they have been harmed by the other party and want to catch up. There are also individuals who decide to confront the other party to try to improve the person-environment relationship (Funches et al., 2009; Duhachek, 2005). Particularly, customers can use different strategies to confront the negative cognitions and emotions caused by the other party

(Duhachek & Kelting, 2009). The coping behaviours are either of approach or avoidance (Mehrabian & Russell, 1974). When dealing with disruptive behaviours, individuals may show interests to stay or leave the relationship, confront service employees, resolve the problem through communication or spread negative word-of-mouth (Bitner et al., 1994; Cai et al., 2018). Following primary and secondary appraisals, clients must resolve behaviours to adapt to the situation (Scherer, 2001).

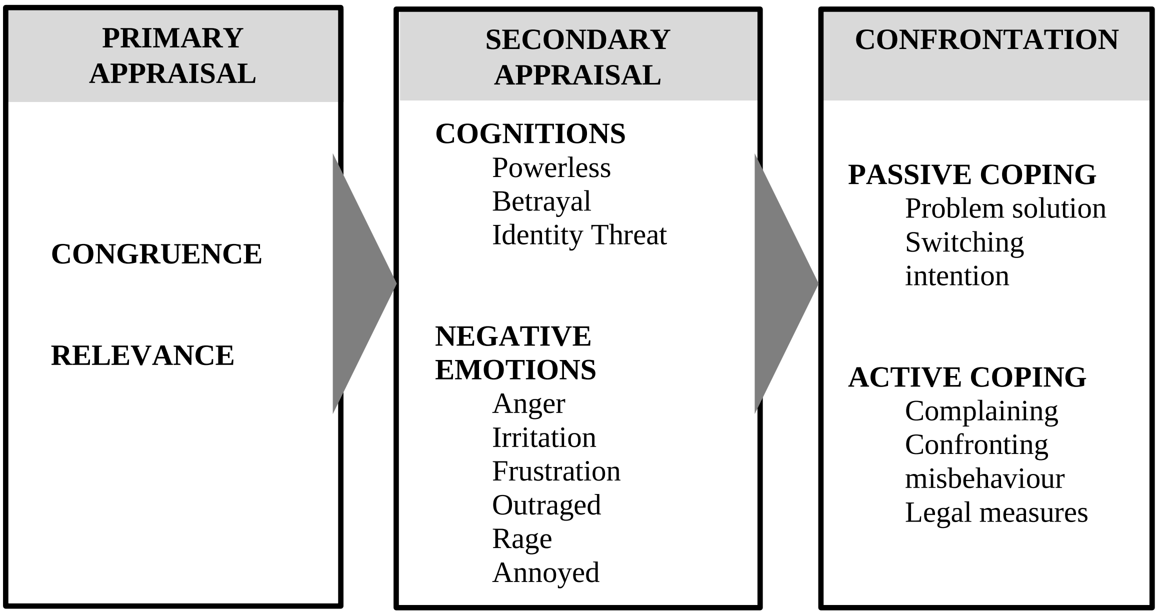
Active coping symbolises an approach in which customers strive to solve the problem through confrontation. The committed service provided to customers can lead to a range of behaviours that target stakeholders (service supplier and disruptive clients) participating in a commercial environment. This article considers active coping such as asking for explanations, making a formal complaint and reporting the other party. Passive coping is characterised by problem solving that avoids confrontation. Those clients that adopt passive coping usually generate negative word-of-mouth or change providers, although they sometimes seek a solution based on their expectations (McColl-Kennedy et al., 2009). This article considers passive coping such as apologising, escaping and accepting the failure by fixing the error (Cai et al., 2018).

Sales professionals dealing with customer dissatisfaction and defection generally face two sequential processes. First, internal evaluation and the selection on how to cope with the negative situation (i.e., emotional or problem-focused coping mechanisms). Second, the external response trying to recover the customer (i.e., deploying and applying effective recovery strategies) (Liu et al., 2016).

Analytical model

Therefore, the analytical model used as the basis for the qualitative study includes the elements reflected in Figure 1, starting with primary appraisal, followed by secondary appraisal and ending with confrontation through coping strategies. For each of these elements, aspects that help to understand the supplier-customer relationship in a dyadic nature will be studied. That is, the understanding of customer dissatisfaction based on Appraisal Theory to be able to provide responses to dissatisfied customers within complex industrial processes of critical incidents.

FIGURE 4.1. Conceptual model of the appraisal process



Source: Own elaboration

4.3 METHODOLOGY

Research approach and data collection

This research adopts a qualitative methodology, which allows studying phenomena in contexts of dissatisfaction (Eisenhardt, 1989). This approach provides rich and in-depth information on the subject under consideration, complex and multifaceted (Dubois & Gadde, 2002). In particular, the interactive nature of business relationships makes challenging both the analysis of value creation processes and the definition of the unit of analysis, justifying this approach (Wagner et al., 2010). Specifically, the unit of analysis adopted is the customer-supplier relationship in B2B contexts (Echeverri & Skålén, 2011). The research follows a mixed deductive-inductive process where data collection, analysis and the identification of complementary explanations constitutes an interactive process where researchers continuously link theory and observation, aiming at improving the understanding (Dubois & Gadde, 2002). Those connections between theory and practice are developed interactively and concomitantly through an abductive approach (Corsaro, 2020).

This study resorts to critical incident technique (CIT). It is a qualitative method that let study particular facts such as problems, incongruous situations or incidents. The interviewees explain the incident they experienced, how they felt and how they reacted (Hughes, 2007). It provides valuable information for a B2B context from the existing commercial relations between buyers and sellers (Edvardsson et al., 2014). In order to select adequate participants on the topics of discussion, there were requested managers with incidents and knowledge beyond a single industry (Bendapudi & Leone, 2002). CIT has been previously used aiming at providing information on a specific situation and different points of view, making sense of the context and suggesting a chain of evidence (Vafeas et al., 2016; Czarniawska, 2004). Each detailed explanation offers reasons for certain specific results and a sequence of related incidents (Weick, 1995).

The qualitative study included 18 semi-structured interviews conducted with decision-makers (see Table 1). Given the exploratory nature, a cross-sectoral sample allows for a deeper picture of the phenomenon, without focusing the research on a single industry (Järvi et al., 2018). The analysis of the selected organizations enabled the collection of different perspectives (supplier-customer) in different types of relationships. The interviewees provided all the information about the dynamics of their relationships, some as customers and others as suppliers (Ford et al., 2003). All interviewees held senior positions of responsibility and management in the companies, and that choice was made to use the perspective of a single actor in the commercial relationship, without involving anyone else in the process (Mattsson et al., 2015).

TABLE 4.1. Information about interviews

	Critical incident	Industry	Time (min)	Position
1	Major error by an employee	Legal-labour consultancy	42 min.	General manager Founder
2	Disruptive behaviour of a client	Legal-financial consultancy	48 min.	Brand manager Founder
3	Service failure and non-payment	Legal-financial consultancy	44 min.	Cofounder Manager
4	Improper treatment and handling of goods	Logistics and distribution	42 min.	Team manager
5	Mismanagement of expired goods	Pharmaceutical sector	41 min.	CEO General manager
6	Cheating by the other party	Graphic arts company	47 min.	Founder Marketing Manager
7	Products in bad condition from the supplier	Hotel and catering franchise	51 min.	General manager Purchasing manager
8	Cheating and non-payment	Marketing	40 min.	CEO Founder
9	Misbehaviour	Banking business consultancy	43 min.	Owner CEO
10	Warranty frauds	Automotive distributor	55 min.	Chairman Tender manager
11	Fraud and non-payment	Imports, marketing and installation of equipment	49 min.	CEO Business developer
12	Stock-outs and order delays	Multinational online retailer	44 min.	Country manager Marketing manager
13	New competitors	Management and maintenance of IT equipment	41 min.	Founder CEO Technical expert
14	Lack of transparency in customer data	Sale of pharmaceutical products and services	39 min.	Logistics manager
15	Cheating and non-payment	Cement and concrete trader	47 min.	Manager Sales manager
16	Service failure	Audio-visual production company	52 min.	Founder Producer
17	Violation of regulations	Health Liability Insurance	41 min.	Chairman
18	Scandal	Intermediation between advertisers and media for the management of advertising campaigns	38 min.	Manager

The interviews were conducted online. They were recorded and subsequently transcribed. In order to obtain reliable and high quality information, all interviewed managers were contacted beforehand to confirm their suitability. Data collection took a total of 2 months and generated more than 70 pages of content.

Interview outline

A semi-structured interview script was used for conducting the interviews to favour the interpretative framework of the study. This script is composed of 23 questions based on the Appraisal Theory in order to find out about critical incidents that have been relevant for the interviewees in their professional experience with other companies, their perceived cognitions and emotions, and how they dealt with those situations, among others.

Secondly, we asked them about critical or unpleasant situations that they had suffered in recent years with suppliers or customers, which had resulted in dissatisfaction or negative impact during the last two years. Respondents adopted the "storytelling" mode about how the reported critical events emerged, while addressing the concepts asked with flexibility and trying to capture their perspective naturally (Hesse-Biber & Leavy, 2006). Accordingly, we define a critical event as follows: "an incident that triggers a radical change in a dyad and/or business network" (Halinen et al., 1999: 786). These incidents are considered as "problematic and confusing" for, at least, one participant. These events partly depend on the actors´ perceptions and intentions (Schurr et al., 2008). When describing incidents, the aim of interviewees is not only to *tell the truth* about what have happened, but also to detail their experiences as they remember and interpret them (Edvardsson et al., 2014).

Data analysis

Interviewees gave us permission to record the interviews, which facilitated subsequent verbatim transcription. To maintain confidentiality, participants were assigned pseudonyms. The interviews were then transferred to ATLAS.ti® version 9.0 for coding and relationship identification. Preliminary codes were generated from the literature according to the research questions based on the Appraisal Theory. The analysis began with the process of repeated readings of each transcript until the authors were able to make sense of each word and sentence. This process also helped us to recognise repeated patterns of meanings, which could then be used to make sense of their narratives (Liamputtong, 2020). New codes were also created during these readings. The level and relationship of the codes was identified. Axial coding was then created. Different codes were combined and rearranged to create appropriate themes within and between the participants' stories (Liamputtong, 2020). The interview script consisted of 23 free-response questions, and these critical incident questions were based on Appraisal Theory (primary appraisal, secondary appraisal and coping).

4.4 FINDINGS

The use of the interviews favoured the coding of responses (open and axial coding), the visualisation of those encrypted codes and citations, as well as the identification of co-occurrences and differences in interview results. Table 2 includes the 24 codes were detected that guided the first analysis. Those codes let understand the motives, emotions and negative cognitions and behaviours that exist in the sector when situations of dissatisfaction occur between companies. It results specially interesting to match the relations among those central concepts identified after interviews.

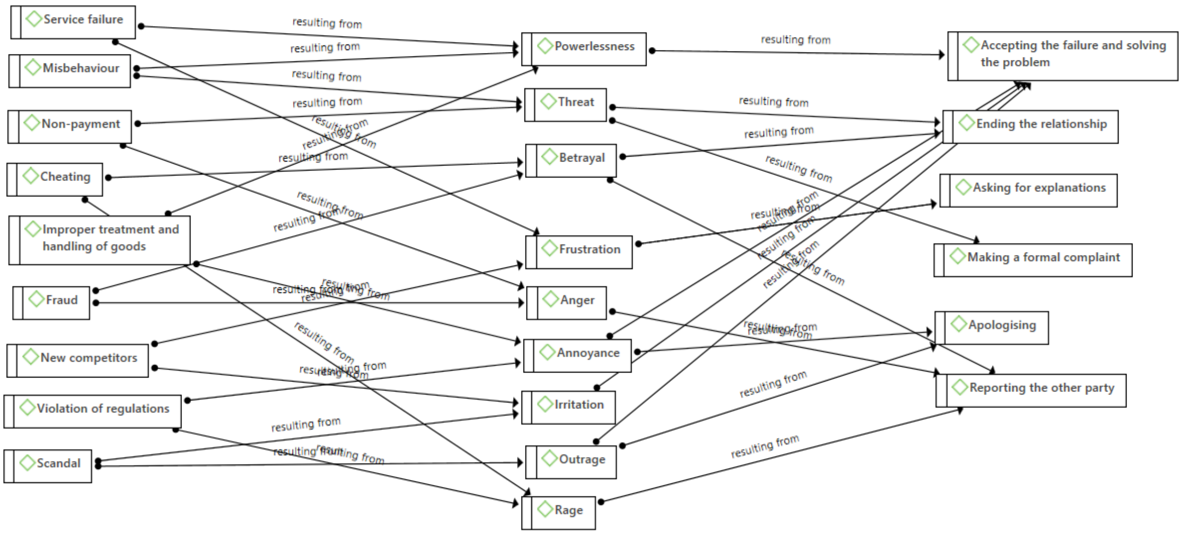
After reading through the interviews several times and establishing data relationships, all the dimensions found were coded. Dealing with data coding requires comparing each code with the rest of the codes at the same level of abstraction (each descriptive code with the rest and each analytical code with the rest). The aim is to constantly refine the codes to cover all possible dimensions of the phenomenon to be studied and to avoid errors such as coding a text fragment with two different codes when they deal with the same incident, or one code covering the dimension of another (Gibbs, 2012). First, 3 groups of codes were made (primary appraisal, secondary appraisal and confrontation) and then different individual codes were extracted within each group. In total, 24 codes were obtained, which are shown below:

TABLE 4.2. Codes used

Primary appraisal	Secondary appraisal	Confrontation
Service failure	Powerlessness	Accepting the failure and solving the problem (Passive)
Misbehaviour	Threat	Ending the relationship (Passive)
Non-payment	Betrayal	Asking for explanations (Active)
Cheating	Frustration	Making a formal complaint (Active)
Improper treatment and handling of goods	Anger	Apologising (Passive)
Fraud	Annoyance	Reporting the other party (Active)
New competitors	Irritation	
Violation of regulations	Outrage	
Scandal	Rage	

After defining the codes, they are checked so that no codes contain the same text fragment and to see if two or more codes co-occur. This step is important for the network to be as much reliable and real as possible. The next step is to create the research network, which is a graphical representation whereby we can integrate the different elements obtained and the relationships that have been established between them. Once the data has been imported into the network, the components are called nodes and the relationships are called links. Figure 2 shows a network diagram created from the codes used for the interview analysis. Appraisal Theory has a central place, from that point emerge multiple relations.

FIGURE 4.2. Network diagram



Source: Own elaboration

As shown in the network, the first column of codes refers to the incongruent situations of dissatisfaction or critical incidents faced by companies. The next column shows the negative cognitions and emotions that these companies perceive when such situations occur, and the third column shows the final behaviours that each of them have had in order to deal with the situation. Those elements are detailed in the next sections.

Primary appraisal

When exposed to the other party's misbehaviour, two dimensions related with previous literature were identified during primary appraisal: relevance and congruence. Relevance shows a high relationship with those emotions and cognitions identified. Congruence predicts negative emotions and perceived identity threat. In this study, all situations are incongruent since we are talking about critical incidents and dissatisfaction. However, there are more incongruent cases than others. For example, it is more incongruent to be cheated than to have a service failure. Relevance is of vital importance, as the more relevant the negative situation is for the interviewee, the worse the feelings and, consequently, the acts to harm the other party and vent his/her emotions. Nine types of critical post-interview incidents have been identified. The most common are service failure (common mistakes that occur daily by workers and supplier companies), followed by cheating and non-payment, improper treatment and handling of goods by the supplier company, violation of regulations and misbehaviour (unpleasant and inconsistent behaviour for the interviewee) and finally scandals and new competitors.

This type of situation generates a high degree of incongruence and relevance for the interviewees, so they will perceive intensified negative cognitions and emotions. Respondents did not expect these situations, so they felt surprised and disappointed, particularly when the other party did not explain or apologise to them at any point. In fact, in some cases, the other party has close emotional and personal ties with the company (not only professional), which makes the situation even more dramatic for the interviewees. If the other party had tried to remediate service failure in some way (apologising, compensating them financially, giving explanations...), the final response would probably have been different.

Secondary appraisal

Respondents' evaluation of the critical incident involves emotions (Miao et al., 2011) and cognitions (Namasivayam & Guchait, 2013), which can general critical consequences on both attitudes and intentions. To evaluate this part of the process, negative emotions (frustration, anger, annoyance, irritation, outrage and rage) and negative cognitions (perceived powerlessness, betrayal and threat) felt by the respondents after the incident are taken into account. As shown in Figure 2, respondents perceive multiple negative cognitions and emotions. Perceived betrayal and threat seem the most challenging cognitions, and anger and rage as the most critical emotions. More incongruent situations with a high degree of relevance have led respondents to perceive more negative and long-lasting negative cognitions and emotions (cheating, fraud, misbehaviour and non-payment). Less incongruous situations of low relevance to users, such as service failure or improper treatment and handling of goods, cause powerlessness and annoyance. The emergence of new competitors or a media scandal, which are incidents that are identified as highly incongruous but of medium relevance, will trigger irritation, outrage and frustration among respondents. Other situations, such as violation of regulations, will cause users to feel anger and annoyance. Although this last case was considered as highly incongruent and relevant, the respondent got a satisfactory response from the other party (explanations and compensation), decreasing the negative effects in the respondent, and therefore the final cognitions and emotions, too.

Confrontation

Confrontation is the last stage of this process, where companies decide which confrontation strategies to carry out, aiming at changing the person-environment relation for a better situation (Duhachek, 2005). Various strategies were used to deal with negative cognitions and emotions. In this research, different behaviours have been found, including accepting the failure and fixing the error, asking for explanations and ending the relationship. The different behaviours can be divided into two types: active and passive. Active behaviours are based on confrontation with the other party, and include asking for explanations, making a formal complaint and report. Passive behaviours focus on avoiding confrontation, and these are accepting the failure and fixing the error, ending the relationship and apologising.

As shown in Figure 2, acceptance of failure and problem solving is a consequence of powerlessness. However, threat and betrayal will be a cause to end the relationship for good. In addition, users who perceive threat also choose to make a formal complaint to the other party, and those who perceive betrayal go as far as reporting them legally. In terms of emotions, rage and anger are identified as the most critical, as they are the cause for a legal complaint to the other party. Users who feel outrage ask for explanations and try to solve the problem. Annoyance and irritation are the mildest negative emotions, as the behaviours they cause are apologising and trying to solve the problem. Frustration is a medium level negative emotion, as respondents decide to ask for explanations to solve the incident.

4.5 DISCUSSION AND IMPLICATIONS

This study intends to respond to a relevant but somewhat neglected question: How does unsatisfactory behaviour affect evaluation and confrontation in an industrial business relationship? The results show the different consequences of primary on the secondary appraisal of interviewees, that is, on their cognitions and emotions. The results show that companies will perceive cognitive and emotional responses when the other party behaves incongruously and the situation is relevant. The perceived importance, betrayal and identity (secondary appraisal) are caused by the initial critical incident (primary appraisal), and are the cause of the final behaviours in the coping stage (confrontation). Coping strategies can be to confront the other party (active coping) or to avoid confrontation (passive coping). Congruence usually results directly into a passive coping, whereas the relevance implies an active coping; when the situation is considered highly relevant it will directly trigger the need to confront the other party. Specifically, users tend to engage in active behaviours by complaining, reporting the other party and asking for explanations when congruence is low and the critical incident is serious (relevant). On the other hand, they engage in passive behaviours by apologising, ending the relationship (escaping) or accepting the problem when they consider it worthwhile. Thus, the findings help identifying those psychological powers that result on active or passive coping responses. Early identification of dissatisfaction in relevant activities can help to take early corrective measures and take advantage of the affected party´s active inertia to the benefit of the relationship.

> *P.1 Commercial managers should identify relevant activities and take care of their implementation, as a mistake in this area leads to active coping with relevant negative consequences.*

These findings help to understand more clearly the impact that cognitions and emotions can have on final confrontation behaviour. When the powerlessness increases, customers tend to not seek an immediate resolution to the incident. Perceived powerlessness discourages users' predisposition to complain. Disempowered clients usually consider they are not able to influence others or alter the environment, and they escape. Customers showing high powerlessness not usually act in those situations. Different respondents state that if the other party had acted differently by trying to solve the problem amicably, the final behaviour would have been different. It is therefore relevant that the affected party perceives closeness and openness to mitigate a possible inconsistency in the relationship.

> *P.2 The feeling of powerlessness and distance in the relationship leads to a negative resignation for the relationship.*

Perceived betrayal is a cognition that causes very disruptive behaviours towards the other party, and can cause different effects on confrontation. Respondents show a tendency to adopt retaliatory behaviours and to change their service providers when they feel betrayed. There is a tendency to end relationships when betrayal is perceived. In these situations, communication and willingness to listen by the parties involved would be necessary to deal with a situation of perceived betrayal.

P.3 Perceived betrayal, if not dealt with in time, leads to a termination of the relationship with no room for conflict resolution.

The perceived threat is a strong antecedent of the confrontation with the other party; it intensifies the negative behaviour. There are also customers who decide to end the business relationship when they perceive a threat. It is very likely that when clients perceive strong negative emotions after the incident, they will carry out active confrontational strategies. As suggested in previous research (Sturm & Antonakis, 2015), perceived impotence is not closely related to negative emotions, that is, an individual may feel impotence but not intense negative emotions. Usually, those negative emotions trigger customers' predisposition to adopt solutions immediately to correct disruptive behaviours. Negative emotions predict clients' intention to release the transitory emotional state. However, perceived power conditions their decision, which may lead to entrenched dissatisfaction, which is not demonstrated in the short term, but in the long term.

P.4 Perceived power in the relationship influences confrontation but may lead to a sense of abandonment with potential long-term consequences for the relationship.

Theoretical implications

This research is a pioneering attempt to include the Appraisal Theory into the analysis of responses to disruptive partner behaviour in industrial contexts. The results contribute to the existing literature on a number of aspects. First, this study considers B2B relationships and thus the coping behaviour of both parties, including different responses of either customers or suppliers. This perspective extends previous literature that uses other approaches to explain reactions to dissatisfaction. Second, a conceptual model is proposed, which explains the psychological process of customer-supplier firms in response to an industrial environment. The findings suggest that the misbehaviour of one party determines the future of business relationships if corrective measures are not determined, leading to the loss of relationships. Third, this study focuses on two dimensions identified in the primary appraisal of critical incidents, congruence and relevance. The findings reveal that congruence is a predictor of negative emotions and perceived identity threat, and relevance is the cause of individuals perceiving both identified negative cognitions and emotions. Furthermore, it was found that the relevance of the primary appraisal is very strong in active confrontation strategies (e.g., complaining; confronting the other party by asking for explanations) and the impact of congruence on passive customers (e.g., escaping or trying to solve the problem without confrontation). Fourth, previous studies have mostly focused on how clients' emotions affect their future behaviours (Miao et al., 2011), however, this research takes into account both emotions and cognitions to understand coping of customers. The results of this study show that both cognitions and emotions will influence future behaviours in the coping stage. Regarding cognitions, betrayal and perceived threat are considered the most powerful, since they usually have very negative effects, such as running away, changing providers and ending the relationship permanently. However, clients who feel perceived helplessness are more likely to seek solutions by confronting the other party. Negative emotions often result in immediate behaviour. This study denotes how each cognitive/emotional factor results into an immediate consequence, either passive or active coping, which could determine predictors of dissatisfaction management.

Managerial implications

This study provides relevant information for company managers, they must understand how they have to deal with the other party when critical incidents that affect the business relationship occur. Perceived betrayal and the threat of identity are worrisome cognitions, since sometimes, the affected party does not give the option to solve the problem, because it flees having passive coping, and therefore, they do not give the other party the option to rectify the problem (Kähr et al., 2016). Moreover, perceived betrayal raises the possibilities to adopt passive coping like escaping. Therefore, it is crucial for companies in the industrial market to avoid such perceptions in the other party and to establish early detection systems. In addition, companies should seek to reduce potential incongruency. For example, companies should be clear about business relationships through contracts, not mix personal and professional relationships, stop misbehaviour... The discovering of the different types disruptive behaviours can help providers to develop prevention strategies (Harris & Daunt, 2013).

Managers can also train employees to prevent service failures from occurring or to develop the ability for early detection (e.g., perceived threat), which undoubtedly involves continuous monitoring of the relationship. This strategy will help companies a certain control of the situation when misconduct and critical incidents occur. In addition, managers should constantly encourage their workers on the training about how to act in the face of certain disruptive behaviours. Employees should improve their empathy capacity and communication skills when dealing with the other party, apologize, handling complaints and claims, and so on. It is also advisable to keep a record of incidents, to check if it is a cyclical problem or not. On many occasions, clients feel powerless because they do not get a response from the other party when they complain, so it is important for companies to take this point into account by facilitating the complaint process with quick and effective responses (Khalilzadeh et al., 2017). Results show that empowered and trained employees are also able to better interact with mis-behavioural parties and seek immediate resolution to a certain problem. For instance, it is worth noting that there may also be a situation where there are companies that are in continuous conflict and whose relationship should be analysed to determine whether it is worth establishing corrective measures, as well as allocating the necessary time and resources to manage such a situation.

Limitations and future lines

The work carried out is not without limitations. While Lazarus' (1991) Appraisal Theory is a theory used in recent studies, researchers have placed more emphasis on the positive point of view of the theory, thus examining positive responses from clients (Jamieson et al., 2017). Further inquiring into this school of thought is considered essential to understand Appraisal Theory in detail and from different perspectives, positive and negative. Furthermore, this study has associated limitations attributable to exploratory and general research, which can be solved by applying the results in quantitative studies and for different industries following the analytical framework and proposals as potential hypothesis. Nevertheless, this paper becomes an interesting starting point to study the phenomenon of dissatisfaction and the different appraisal stages in industrial markets.

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CAPÍTULO 5. IMPLICACIONES Y CONCLUSIONES

5.1 INTRODUCCIÓN

Desde comienzos del siglo XXI, el análisis del papel que ha venido desempeñando la insatisfacción del consumidor sobre los negocios ha ganado relevancia paulatinamente. Los avances tecnológicos han favorecido este desarrollo. Especialmente, la aparición de las redes sociales ha propiciado el incremento de la hostilidad de los consumidores insatisfechos, quienes se han visto armados con unos medios que les permite causar daños a los proveedores que no han cumplido sus expectativas (Kähr et al., 2016), provocando que el impacto generado por los consumidores insatisfechos sobre las empresas haya aumentado notablemente (McGregor, 2008).

Esta creciente corriente crítica, unida al aumento de los efectos de las acciones negativas de los consumidores insatisfechos sobre las empresas ha llamado la atención de los investigadores. La literatura científica sobre la insatisfacción del consumidor (según el índice de Web of Science) ha crecido de 50 a 95 publicaciones por año (90%) en la última década (2010-2019) y recibió un total de 26.487 citas. Sin embargo, el creciente número de publicaciones sobre la insatisfacción del consumidor dificulta un entendimiento global del desarrollo de este campo de investigación. Por este motivo consideramos necesario realizar un estudio de las publicaciones académicas relativas a la insatisfacción que permita conocer la estructura intelectual de la investigación sobre el tema, constituyendo así el CAPÍTULO 2, el primer objetivo y punto de partida del presente trabajo.

Tras realizar el análisis bibliométrico, encontramos diversos ámbitos de insatisfacción poco tratados. Así, existen trabajos que evalúan la percepción de los estudiantes hacia su universidad a partir de una serie de dimensiones definidas (Del-Castillo-Feito, et al., 2019). Sin embargo, no se han encontrado estudios que consideren la percepción de los estudiantes de la universidad desde una perspectiva negativa o de insatisfacción.

Especialmente, si esta insatisfacción de los usuarios puede llegar a provocar comportamientos negativos hacia las organizaciones con consecuencias decisivas (McColl-Kennedy et al., 2009). La aplicación de la Teoría de la Evaluación en un contexto de Educación Superior es particularmente útil porque tiene las características clásicas de los servicios (Brady et al., 2006), pero debido a su complejidad y controversia es necesario abordarla a través de nuevas perspectivas (Lagrosen et al., 2004). Así, el CAPÍTULO 3 tiene como objetivo dar respuesta a la siguiente pregunta: ¿Cómo evalúan los estudiantes de un sistema de Educación Superior la insatisfacción?

Por último, se manifiesta que la perspectiva negativa o insatisfacción del cliente apenas ha sido abordada en la literatura de los mercados industriales, y eso que, según el modelo general de comportamiento de compra industrial, la satisfacción con las experiencias de compra pasadas influye decisivamente en las compras futuras (Sheth, 1973). Del mismo modo, una experiencia pasada negativa también podría influir en sus decisiones de compra futuras. Pero a diferencia de la satisfacción, la insatisfacción tiene otras posibles consecuencias como evitar la recompra o el boca a boca negativo, con el consecuente daño reputacional (Tahtinen y Vaaland, 2006). Reducir ese daño potencial y comprender los factores y cómo gestionar la insatisfacción es un tema de gran relevancia en las relaciones B2B.

Dada la importancia académica y práctica, así como la falta de investigación previa, el propósito general del CAPÍTULO 4 es contribuir al marketing industrial mediante el análisis de los factores de insatisfacción a través de la Teoría de la Evaluación (Lazarus, 1991) en combinación con la técnica de incidentes críticos (Hughes et al., 2007). Las respuestas de los clientes asociados a incidentes críticos pueden ayudar a aprender de los errores cometidos, comprender mejor las respuestas negativas de los clientes insatisfechos y ayudar a definir medidas de apoyo para prevenir o revertir dichas respuestas.

Esta tesis ha permitido responder, por tanto, a las siguientes cuestiones:

- ¿Cuáles son las principales áreas de la investigación sobre insatisfacción, las tendencias y las formas de difusión del conocimiento en este campo?
- ¿Cómo evalúan los estudiantes de un sistema de Educación Superior la insatisfacción?

- ¿Cómo afecta un comportamiento insatisfactorio a la evaluación y afrontamiento en una relación de empresas industriales?

5.2 IMPLICACIONES TEÓRICAS

El análisis bibliométrico basado en co-citas ha permitido identificar y visualizar la estructura intelectual de la investigación sobre la insatisfacción del consumidor y contribuir de diversas formas al desarrollo futuro del conocimiento en el campo. En primer lugar, el estudio ha mostrado las principales áreas de investigación sobre la insatisfacción del consumidor: estrategias de recuperación; comportamiento del consumidor, cambio y lealtad; calidad del servicio; consumidores que se quejan; reacción a la recuperación; insatisfacción del cliente del hotel; tecnologías de autoservicio; expectativas del consumidor; análisis de importancia-desempeño; insatisfacción del estudiante. Para ello, utilizamos una metodología cuantitativa que permite minimizar la subjetividad cognitiva de los autores.

El análisis de las principales áreas de interés dio lugar a varias implicaciones. Por un lado, observamos que la investigación sobre la insatisfacción del consumidor se centra actualmente en descubrir cómo gestionar el compromiso del cliente insatisfecho mediante estrategias de recuperación, por ejemplo, mostrando cómo las diferentes interacciones dentro del ecosistema de servicios pueden influir en el compromiso (Azer y Alexander 2020; Naumann et al.2017).

Además, los resultados sugieren que la investigación sobre la insatisfacción del cliente ha superado la fase de desarrollo inicial donde el foco estaba en la influencia de conceptos esenciales en el campo como la calidad del servicio (Bolton y Drew 1991; Brown y Swartz 1989) y las expectativas (Kelley et al. 1993; Zeithaml et al.1996). Esto no significa que ya no sea necesario aclarar y estructurar conceptos y elementos clave en el proceso de insatisfacción. De hecho, con el tiempo, ciertos autores han seguido perfeccionando ese conocimiento (Xu y Li, 2016).

Lo que muestran los resultados obtenidos es que este campo de investigación ha sido capaz de crear un cuerpo de conocimiento comprensible que permite su expansión hacia nuevas discusiones. En segundo lugar, ha permitido identificar los artículos que constituyen la columna vertebral de la investigación sobre la insatisfacción del consumidor, destacando los puntos de inflexión. De hecho, el mapa de artículos muestra los diferentes caminos tomados por la investigación y sus conexiones. Aunque hasta ahora, la literatura ha prestado muy poca atención a este tema, una mayor familiaridad con estos caminos podría ofrecer una mejor comprensión de la transición intelectual de la insatisfacción del consumidor. En particular, este estudio identificó las principales líneas que favorecen la propagación de la insatisfacción, caminos clave para que los futuros investigadores obtengan una comprensión rápida del área. Esta investigación es la principal fuente de conocimiento en esta área. En consecuencia, debe ser el principal punto de partida sobre el que basar el conocimiento de futuras investigaciones en el campo. En tercer lugar, este artículo destaca las tendencias que han atraído la atención de la comunidad científica durante un período específico.

Este tipo de análisis no se ha realizado previamente en la literatura. La detección de este vacío anterior proporciona una imagen de la situación cambiante de la literatura sobre la insatisfacción del cliente a lo largo del tiempo. Entre los enfoques teóricos utilizados para el análisis de la insatisfacción del cliente, ha destacado la Teoría de la Evaluación como una aproximación que permite un enfoque holístico y que facilita la identificación de elementos clave dentro del proceso de análisis del cliente.

El estudio sobre Educación Superior sostiene que la competencia en las últimas décadas ha llevado a estas instituciones a adoptar una orientación de mercado, introduciendo nuevas prácticas gerenciales que permitan incrementar su éxito (Miotto et al., 2020; Hemsley-Brown et al., 2016;). Entre estas prácticas, destaca la gestión de activos intangibles, que se ha convertido en un diferenciador, de modo que estas instituciones han entendido los múltiples beneficios que puede traer una identidad positiva, legitimidad, confianza y reputación en términos de mejorar su posición competitiva (Cachón-Rodríguez et al, 2019; Miotto et al, 2020). Además, estos factores pueden ayudar a recuperar la confianza del público y ofrecer una señal de calidad que reduzca la incertidumbre de las partes interesadas en sus procesos de toma de decisiones (El Nemar et al., 2020; Nguyen y LeBlanc, 2001).

Esta gestión no está exenta de complejidad, puesto que ha de satisfacer simultáneamente requerimientos de diversos grupos de interés, en particular, del colectivo de estudiantes

(Cachón et al., 2020; Del-Castillo-Feito et al., 2019). Específicamente, cuestiones como la reputación, la identidad, la satisfacción, la confianza, la lealtad y la legitimidad han sido cruciales para ayudar a las organizaciones a sobrevivir y obtener ventajas en su industria. Sin embargo, a pesar de la relevancia de los intangibles en las organizaciones, aún existe una falta de evidencia empírica para esclarecer las posibles relaciones que pudieran existir entre ellos y, específicamente, no existen estudios sobre la perspectiva negativa (insatisfacción) de los estudiantes en Universidades (Waqas et al., 2014).

Este estudio se basa en la Teoría de la Evaluación para demostrar cómo la reputación y la identidad influyen en la evaluación primaria, cómo la insatisfacción afecta la evaluación secundaria de la confianza y cómo esto influye en la confrontación a través de la lealtad. Además, la legitimidad también se incluye como un factor de influencia en la lealtad. Los resultados evidencian una alta consistencia del modelo teórico basado en la Teoría de la Evaluación. Esta teoría es una aproximación apropiada para adoptar un enfoque estratégico para influir en los estudiantes. El proceso secuencial propuesto, que incluye la evaluación primaria, la evaluación secundaria y la confrontación, ha demostrado un comportamiento positivo y es el primer estudio en aplicar esta teoría en este contexto. La Teoría de la Evaluación es adecuada para el análisis de la insatisfacción, y dado el éxito de este trabajo, se podrían plantear nuevos constructos a analizar, ya que es una teoría que proporciona diferentes opciones en este sentido.

La Teoría de la Evaluación también ha sido utilizada para entender las respuestas al comportamiento no esperado e inadecuado de la otra parte en contextos industriales. Los resultados contribuyen a la literatura existente sobre una serie de aspectos. En primer lugar, este estudio considera las relaciones B2B y, por tanto, el comportamiento de afrontamiento de ambas partes, incluidas las diferentes respuestas tanto de clientes como de proveedores. Esta perspectiva abre nuevas posibilidades no contempladas en la literatura previa, puesto que utiliza otros enfoques para explicar las reacciones a la insatisfacción. En segundo lugar, se propone un modelo conceptual que explica el proceso psicológico de las empresas cliente-proveedor en respuesta a un entorno industrial.

Los hallazgos sugieren que la mala conducta de una de las partes determina el futuro de las relaciones comerciales si no se determinan las medidas correctoras, lo que lleva a la pérdida de relaciones. En tercer lugar, este estudio ha identificado dos dimensiones de evaluación primaria ante incidentes críticos: la relevancia y la congruencia. Específicamente, la relevancia se asocia con cogniciones y emociones identificadas, mientras que la congruencia predice la amenaza de identidad percibida y las emociones negativas. Además, los hallazgos contribuyen al conocimiento de la evaluación primaria al ilustrar el efecto directo de la relevancia en las tendencias de afrontamiento activas (quejarse; confrontar a la otra parte pidiendo explicaciones) y el efecto directo de la congruencia en los clientes pasivos (huir o intentar solucionar el problema sin confrontación).

En cuarto lugar, el estudio describe la transición de recibir un estímulo negativo a desarrollar una conducta de afrontamiento examinando los efectos de la emoción y la cognición, mientras que los estudios anteriores se centraban principalmente en los estados emocionales para comprender los comportamientos de afrontamiento de los clientes (Miao et al., 2011). Este estudio sugiere que las cogniciones contribuyen en gran medida a la explicación de las conductas de afrontamiento, además de las emociones. Este estudio denota cómo cada factor cognitivo / emocional se transforma en una acción inmediata (es decir, afrontamiento activo o pasivo), que podría determinar predictores del manejo de la insatisfacción.

5.3 IMPLICACIONES PARA LA GESTIÓN

El análisis bibliométrico ha mostrado que las tendencias de investigación en el campo de la insatisfacción del consumidor han centrado su interés en el mercado de empresas a consumidores. Sin embargo, las causas y consecuencias de la insatisfacción en el mercado de empresa a empresa o en entornos de Educación Superior aún no se han explorado hasta ahora (en los CAPÍTULOS 3 y 4), y se considera relevante avanzar en esta línea dado que permite dotar a los puestos directivos e intermedios de herramientas para afrontar la insatisfacción. Asimismo, se ha identificado que un enfoque basado en una sistemática es adecuado para entender la reacción de las partes, diferenciando una evaluación primaria de la secundaria, y cómo estas evaluaciones influyen en el ulterior afrontamiento.

En este contexto, la relación entre las estrategias comerciales y la insatisfacción debe explorarse con mayor profundidad. Esto facilitaría las decisiones estratégicas hacia la gestión de la satisfacción (Bianchi et al. 2019; Revilla-Camacho et al. 2017). Por ejemplo, algunos académicos sostienen que las empresas con una orientación hacia la sostenibilidad reducen la insatisfacción (Gerdt et al. 2019). Este trabajo identifica los artículos que constituyen nodos con mayor impacto en el área de insatisfacción del consumidor. Los descubrimientos transformadores presentan una combinación de alta centralidad y un período con un gran número de citas, promoviendo la propagación entre diferentes campos de investigación y la colaboración entre científicos. La identificación de descubrimientos transformadores es vital porque el progreso científico se multiplica por la cooperación de los investigadores (Bettencourt et al., 2009).

Las implicaciones para la gestión de las universidades podrían extenderse al resto de instituciones educativas. Estas implicaciones sugieren algunas líneas de acción que ayudarían a las universidades a reducir la insatisfacción de los estudiantes y lograr relaciones más estables y a largo plazo. En primer lugar, los directores de Educación Superior deben ser conscientes de la importancia que tienen la reputación y la identidad universitaria en la satisfacción de los estudiantes. Por tanto, deben enfatizar acciones que refuercen la imagen que quieren transmitir de acuerdo a su personalidad, contratar empleados competentes, tener una buena comunicación interna y externa, etc. Una opción es priorizar estrategias que fortalezcan la reputación de la institución y la identidad de los estudiantes en la institución. Construir una reputación sólida requiere que las decisiones a largo plazo en la institución estén alineadas con la estrategia, la cultura organizacional y la comunicación corporativa (Abratt y Kleyn, 2012).

Los gerentes deben comprender cómo los estudiantes y otras partes interesadas quieren percibir su institución. En cuanto a la identidad, un enfoque global de alto compromiso para la gestión de recursos humanos mejoraría la identificación organizacional y redundaría en beneficios mutuos tanto para los estudiantes como para la institución (Latorre et al., 2016). En segundo lugar, si los estudiantes están insatisfechos, esto generaría en ellos una desconfianza que podría cambiar a una deslealtad hacia la institución. Llevarían a cabo conductas negativas de confrontación activa o pasiva perjudiciales para la institución. Por esta razón, la confianza de un estudiante en una institución específica aumentaría cuando su percepción de poseer los conocimientos adecuados y la información es alta, y cuando las experiencias con la institución son positivas. Los gerentes deben asegurarse de que su institución ofrezca programas y servicios de manera eficiente y efectiva, y que se cumplan las expectativas de los estudiantes, con revisiones periódicas mediante encuestas o grupos de trabajo con los estudiantes. Por ejemplo, una noticia centrada en destacar la calidad de los productos y servicios permitiría fortalecer la confianza en la institución (Kharouf et al, 2015). Los estudiantes necesitan información que confirme que la institución es competente, creíble y ética.

En esta línea, la legitimidad es fundamental para las universidades, dado que si la institución es legítima tendrá una fuerte ventaja competitiva que influirá positivamente en la lealtad y las intenciones de comportamiento. Las instituciones de Educación Superior deben esforzarse por superarse y construir relaciones con los estudiantes mediante la aplicación de métodos de marketing relacional, factores importantes en el entorno educativo del siglo XXI que implican brindar valoración y comentarios personalizados a los grupos de interés. En tercer lugar, en la medida en que se tengan en cuenta estos aspectos en una aproximación holística, se lograría un vínculo más fuerte con los estudiantes, convirtiéndose en un factor diferencial en un contexto marcado por una fuerte competencia. Lograr que estos estudiantes tengan altos niveles de fidelidad hacia la universidad permitirá asegurar relaciones futuras y contribuir al éxito presente y futuro, la supervivencia y el desarrollo económico de la institución. Para lograr este objetivo, los estudiantes deben darse cuenta de que la universidad cuenta con los recursos y medios para ofrecer los servicios que demandan: buen personal e instalaciones, un plan estratégico adecuado para la formación y la carrera universitaria, y la identificación de los estudiantes con una institución de alto prestigio. Una idea interesante es el despliegue de una comunidad, estableciendo lazos a largo plazo entre estudiantes, personal y otras partes interesadas; pero también se debe incluir a los egresados, fomentando un vínculo racional y emocional que también tenga servicios y beneficios para sus miembros.

El estudio contextualizado en mercados industriales proporciona información sobre cómo los directivos perciben el comportamiento perturbador de la otra parte. La traición percibida y las amenazas a la identidad son motivo de gran preocupación porque conducen directamente a un afrontamiento pasivo por parte de los clientes. El afrontamiento pasivo a veces priva a las organizaciones de servicios de la oportunidad de rectificar el problema. A menudo, cuando los clientes se sienten traicionados y amenazados por la mala conducta de otros clientes, inmediatamente subestiman la relación con la otra parte (Kähr et al., 2016). La traición percibida aumenta la probabilidad de comportamientos de afrontamiento pasivos, como huir. Por tanto, es fundamental que las empresas del mercado industrial eviten tales percepciones en la otra parte y establezcan sistemas de detección temprana basados en los hallazgos. Además, las empresas deben buscar reducir las posibles incongruencias. Por ejemplo, las empresas deben tener claras las relaciones comerciales a través de contratos, no mezclar relaciones personales y profesionales, detener la mala conducta... Después de descubrir los tipos de conductas de servicio perturbadoras que tienen lugar, los proveedores pueden desarrollar estrategias de prevención (Harris y Daunt, 2013).

Los hallazgos de amenaza percibida muestran varias estrategias preventivas. Los gerentes pueden brindar capacitación a los empleados para tratar de evitar que ocurran fallas en el servicio o para desarrollar la capacidad de detección temprana, lo que sin duda implica un monitoreo continuo de la relación. Esta estrategia puede permitir a las empresas reducir la probabilidad de mala conducta por parte de la otra empresa, que impone amenazas. Además, los proveedores de servicios deben capacitar a sus empleados y proporcionar pautas detalladas sobre el manejo adecuado de las malas conductas. También puede ser necesario capacitar a los empleados para tratar con otras partes que se portan mal. Por ejemplo, los gerentes pueden brindar capacitación a los empleados sobre cómo comportarse de manera profesional durante un intercambio con la otra parte.

Las pautas para sentir empatía y comunicarse con un cliente insatisfecho se pueden desarrollar como parte de la capacitación del servicio. Se recomienda a las empresas llevar un registro de estas incidencias para identificar si hay repeticiones. Aunque los proveedores de servicios se esfuerzan por aceptar las quejas de los demás, la impotencia percibida disuade a los clientes de resolver el problema en primer lugar. Por lo tanto, los proveedores de servicios pueden necesitar empoderar a los clientes para que se quejen directamente a la organización de servicios y facilitar el proceso de quejas (Khalilzadeh et al., 2017). Los resultados sugieren que las empresas capacitadas también tienen más probabilidades de interactuar con la otra parte que se porta mal y buscar una solución inmediata. Dicho esto, cabe señalar que también puede existir una situación en la que existan empresas que se encuentren en continuo conflicto y cuya relación deba analizarse para determinar si vale la pena establecer medidas correctoras, así como destinar el tiempo y los recursos necesarios a manejar tal situación.

5.4 LIMITACIONES Y FUTURAS LINEAS

La investigación no está exenta de limitaciones. Por ejemplo, los bibliométricos tienen limitaciones inherentes al propio análisis y que conviene destacar para tomar con cautela los resultados: (1) el investigador debe interpretar los hallazgos. “Los métodos bibliométricos no sustituyen a la lectura y síntesis extensivas” (Zupic y Cater, 2015, p. 458); (2) los resultados obtenidos de un análisis bibliométrico dependen de las decisiones técnicas tomadas por el investigador; (3) en el estudio de co-citas, existe un sesgo hacia artículos más antiguos, debido al lapso de tiempo entre la publicación de un artículo y el momento en que se cita.

Algunos investigadores tienden a citar su propio trabajo, lo que puede afectar a los resultados del análisis de co-citas; más específicamente, en esta investigación se ha utilizado únicamente una base de datos (Social Science Citation Index-Web of Science) para obtener la información, mientras que la combinación de datos de otras fuentes como Scopus podría generar otra perspectiva del campo de investigación de la insatisfacción del consumidor. Por tanto, a futuro, el análisis bibliométrico se podría completar con una revisión sistemática de la literatura de modo que un análisis más de corte inductivo pudiera identificar lagunas a cubrir por los investigadores en el análisis de la insatisfacción. Por otro lado, el estudio de la insatisfacción en las universidades también incluye limitaciones, como es la existencia de más partes interesadas que los estudiantes y que se debieran considerar.

La investigación futura debe incorporar más partes interesadas y un desglose y comparación de resultados. Además, debido a la falta de estudios previos relevantes, ha sido difícil fundamentar las hipótesis. En consecuencia, es necesario seguir avanzando en este escenario para crear un cuerpo teórico más profundo que permita comprender cómo debe desarrollarse la gestión de instituciones de forma transparente en las sociedades modernas.

Por último, aunque la Teoría de la Evaluación de Lazarus (1991) ha permitido entender las respuestas positivas, evaluaciones cognitivas y comportamientos (Jamieson et al., 2017), todavía ha sido escasamente utilizada en la investigación del marketing industrial. Tal escuela de pensamiento necesita atención futura para comprender a fondo el orden secuencial de la conceptualización multifacética asociada con la Teoría de la Evaluación. Además, al tratarse de un estudio cualitativo de naturaleza exploratoria, tiene una serie de limitaciones que podrán ser subsanadas en futuras investigaciones de corte cuantitativo y longitudinal que permitan demostrar las hipótesis generadas en esta aproximación más inductiva de los mercados industriales.

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