

## **STUDENT COPING STRATEGIES AND ATTRIBUTIONS: A COGNITIVE EMOTIVE APPROACH**

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### **ABSTRACT**

This paper empirically examines the systematic cognitive-emotive information processing that a dissatisfied consumer employs in order to cope with a stressful situation. A dissatisfying service encounter, such as a student receiving a lower grade than expected, acts as a stimulus to trigger a cognitive appraisal process and other related emotional responses. Results suggest coping potential is a powerful and intriguing construct. It plays an important role in shaping an individual's perception and emotions, and consequently behavior. Coping potential is situation specific and controllable and it directly impacts the type of coping strategies undertaken. This research is aimed at improving educational service quality and provides interesting implications for marketing educators. Results show that instructors who promote high coping potential in their students through effective communication, encourage their students to undertake self-improvement coping strategies. Failure to develop high coping potential strategies in students may lead to confrontational or disruptive student-teacher interactions.