Student-Teacher Experience and Teacher-Student Exchange in Times of Uncertainty: Lessons From Covid-19

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Remote learning is increasingly normalized in the education sector after the global coronavirus pandemic. Specifically, multicultural business schools can only adapt to the "new normal" if they globally understand how students and teachers are experiencing remote education. Recognizing the new dynamic between students and teachers is thus becoming ever more relevant. We conducted two studies to (1) explore the students' and teachers' experiences of remote learning and teaching and (2) examine the influence of teacher-student exchange on key outcomes previously explored. The first study is a netnographic exploration of the remote learning-teaching experience through 397 observations from eighty-three countries during Covid-19. Our first study's findings suggest that students-teachers are experiencing remote learning-teaching through six dimensions operated within a three-axis framework. Considering these findings, the second study tests the impact of teacher-student exchange on students' emotional exhaustion, learning performance, and emotional consonance in a business school multicultural sample. Our findings suggest that social exchange reduces students' emotional exhaustion and increases their emotional consonance differently across cultures.

Keywords: student experience, teacher experience, social exchange, culture, Covid-19

INTRODUCTION

Experiences are outcomes of a person's beliefs, emotions, perceptions, and feelings (Zuckerman, 1971; Belk, 1975, Hirschman and Holbrook, 1982; Gardner, 1985); they are intrinsically personal and related to one's needs and desires. Experience can refer to the outcome in knowledge and skills and the ongoing process of undergoing an event. The distinction between experience as a noun (knowledge and skills) and verb (ongoing process) can be observed in the different definitions of the concept; experience is, according to Collins Dictionary, "The accumulation of knowledge or skill that results from direct participation in events or activities" as well as "the content of direct observation or participation in an event" (Collins, 2007). Oxford Dictionary describes it as "the accumulation of knowledge or skill" permitted through active participation in an event (OUP, 2006). Moreover, besides the cognitive aspect of the experience, we can observe an affective characteristic that is captured through the definition of experience according to the American Heritage Dictionary of the English Language (2006) as "the feeling of emotions and sensations

as opposed to thinking" and one's involvement in the event rather than an abstract reflection about the event.

In organizations, experiences are considered as a delivery model and can result in higher organizational performance. Experiences were first operationalized in the service sector by seeking to grab customers' attention to create unique experiences, also called the "attention economy" (Davenport and Beck, 2002). Then came the "entertainment economy" (Wolf, 1999), which focused on a culture of amusement to create experiences. The "emotion economy" is another concept that aims to create emotional connections with customers (Gobe, 2001), which ultimately led to the "experience economy" (Schmitt, 1999; Pine and Gilmore, 1999).

Research Purpose

The Covid-19 pandemic provides a valuable context to examine experiences through the understanding of the impact of new ways of teaching and learning on the teacher experience (as an employee) and the student experience (as a customer). Indeed, remote teaching has become the "new normal" around the world during the Covid-19 lockdown, which raises questions about the experiences of students and teachers alike. Therefore, the purpose is to explore how remote teaching and learning – as a coping strategy in times of crisis (i.e., Covid-19 pandemic) – influences student and teacher experience, extract experiential proposals and confirm the findings. Based on observations from 83 countries, this study also explores the moderating effect of cultural differences through Hofstede's uncertainty avoidance dimension (Hofstede, 1986; 2011) to observe the change in teachers' and students' perceptions, emotions, feelings, and behaviors.

LITERATURE BACKGROUND

In the following section, we review the concept of experience from the experiential marketing (e.g., Pine and Gilmore, 1999; Gentile et al., 2007), branding (e.g., Schmitt, 1999; Brakus et al., 2009) and service marketing (e.g., Berry et al., 2006; Olsson et al., 2012; Pareigis et al., 2012; Keiningham et al., 2017) literatures to account for diverse conceptualizations of experience as a marketing construct. We then examine customer experience and employee experience concepts, discuss how they can be related to students and teachers, and conclude with the situational (i.e., Covid-19 pandemic) and cultural contextualization of the study.

Customer Experience

The notion of experience in marketing has evolved from the utilitarian view stating that people need to connect their inner world with the outer economic world through satisfying experiences offered by-products (Abbott, 1955) to a more affective or hedonistic view based on the "uniqueness" aspect that makes the experience distinguishable (Dewey, 1963). Pine and Gilmore (1998) state that customer experience needs to be "unique, memorable and sustainable over time" (Pine and Gilmore, 1998: 12) in contestation of the marketing view of humans as rational decision-makers, the customer experience was first introduced by Holbrook and Hirschman (1982) who proposed an experiential approach highlighting feelings, emotions, and sub-consciousness to explain customer behavior. This understanding includes the cognitive, hedonic, aesthetic and symbolic nature of the consumption experience.

Although there is no consensus concerning a definition of customer experience, two dominant perspectives emerge within the literature (Skard et al., 2011). The first stresses the fact that customer experiences can be either good or bad, pleasurable or un-pleasurable (Jain et al., 2017); thus better experiences are the results of strong customer feelings, while the second proposes that "experiences do not need to be of neither high emotional intensity nor cognitively meaningfulness" (Skard et al., 2011: 11). Pine and Gilmore (1999) define customer experience as "events that engage individuals in a personal way" (Pine and Gilmore, 1999: 12), encompassing physical, emotional, and spiritual engagement of customers, hence emphasizing the subjective character of experience. This definition was further extended to include sensation and knowledge acquisition (Gupta and Vajic, 2000), and the necessity of active interaction between customers and firms (Mascarenhas et al., 2006).

Customer experience is a multidimensional concept; Schmitt (1999) presented the five dimensions of customer experience comprising the sensory experiences (SENSE: sight, touch and smell); affective experiences (FEEL: moods and feelings); cognitive experiences (THINK: thinking and conscious processes); physical experiences, behaviors, and lifestyles (ACT: experience of consuming or using the product); and social identity experiences (RELATE: related to culture, social context or relations with others). Gentile et al. (2007) broadened the notion of customer experience with the integration of the pragmatic dimension (sensorial, emotional, cognitive, pragmatic, lifestyle, and relational components), while other researchers have extended or even modified these dimensions (Tynan and McKechnie, 2008; Brakus et al., 2009). Keiningham et al. (2017) proposed a framework including cognitive, emotional, physical and sensory, and social elements to understand the customer experience. Finally, Becker and Jaakkola (2020) suggested the cognitive, affective, physical, sensory, and social responses as dimensions of Customer experience.

TABLE 1
THE EXPERIENCE DIMENSIONS AS BORROWED FROM THE CUSTOMER AND BRAND EXPERIENCE LITERATURE

Authors	Experience Dimensions
Pine and Gilmore, (1999)	Physical, emotional, and spiritual engagement.
Schmitt, (1999)	The sensory experiences (SENSE); affective experiences (FEEL); cognitive experiences (THINK); physical experiences, behaviors and lifestyles (ACT); and social identity experiences (RELATE).
Gupta and Vajic, (2000)	... Sensation and knowledge acquisition.
Gentile, C., Spiller, N. and Noci, G. (2007)	Sensorial, emotional, cognitive, pragmatic, lifestyle and relational components.
Brakus, J.J., Schmitt, B.H. and Zarantonello, L. (2009)	Sensory, affective, behavioral, intellectual.
Verhoef, P.C., Lemon, K.N., Parasuraman, A., Roggeveen, A., Tsiros, M. and Schlesinger, L.A. (2009)	Social, physical, and emotional dimensions.
Keiningham et al., (2017)	Cognitive (people's thinking), physical and sensorial (interaction, experience through senses), emotional (people's feelings), and social (sharing) dimensions.
Becker and Jaakkola, (2020)	Cognitive, affective, physical, sensorial, social.

Source: the authors.

Online customer experience is another concept that has emerged with the increasing use of the Internet and social media by customers (Rose et al., 2012). Factors like Web environment (e.g., design and Interactivity), individual characteristics (e.g., skills and past experiences) and emotional states (e.g., enjoyment/pleasure) (Novak et al., 2000; Rose et al., 2012) can also create extraordinary experiences.

Experience in service has been studied in different contexts, ranging from the relationship between representatives of a service provider and customers (Arnould and Price, 1993; Berry et al., 2002; Millard,

2006; O'Donohoe and Turley, 2007), B2B service (Helkkula, 2013; Morgan et al., 2007; Zolkiewski et al., 2017), to learning processes (Coffey and Wang, 2006; Edvardsson, 2005; Madsen and Turnbull, 2006). Customer experience and service experience are both positioned in the Service-Dominant (S-D) logic in business (Vargo and Lusch, 2008). While customer experience focuses on the customer's interaction with products, services, and brands (Grönroos, 2008; Heinonen and Strandvik, 2011; De Rojas and Camarero, 2008), the service experience is a broad notion that includes organizations, processes, service employees and customers (Jain et al., 2017).

Student as Customer

Despite the controversial character – for some researchers – related to the consideration of the student as a customer (Burwood, 2002; Franz, 1998; Driscoll and Wicks, 1999), the shift in paradigm from a teacher-centered to student-centered learning in education systems resulted in the borrowing of commercial language to present students as customers, consumers, partners, or users. This view is supported by the notion of consumerism, which is based on the belief that the quality of the service is positively correlated to the power of the consumers (Pollitt, 1991). Consumerism seeks to reduce the imbalance between the power of the producer and the consumer of goods and services (Potter, 1988) through access to information and the potential to influence decision-making - among others (Potter, 1988; Sanderson, 1992). With students having to pay for their education, universities are increasingly attempting to market their courses as a service to students and their families. Bejou (2005) argues that customer relationship marketing principles can apply to universities - as they are considering themselves as sellers of courses to buyers (i.e., students) who will graduate and make donations as alumni afterward.

The concept of student as customer developed in the nineties with the increase in competition among universities; it was first used by Crawford (1991), then established based on the Total Quality Management (TQM) fundamentals that stress the relationship between internal customers and suppliers (Oakland, 2000; Dale, 2003). Furthermore, Hill (1995) considered students as "primary customers" of the educational service provided by universities. Finally, some researchers have even emphasized the benefits of viewing students as customers; for instance, Wallace (1999) argued that this view could reduce inappropriate behaviors and attitudes of professors as they feel entitled to treat their students in a certain manner.

Employee Experience

Employee experience is a relatively new concept; it borrows its principles from the customer experience design in marketing (Harris, 2007). Customer experience management offers a basis for adopting different Human Resources strategies that can enhance the employee experience. Indeed, the shift in thinking from an "inside-out" view starting from the firm's product targeting the customer (Kelley and Littman, 2001; Brown, 2009) to an "outside-in" thinking (Manning et al., 2012) prioritizing the needs and desires of customers to conduct operations has precipitated the internal adoption of customer service design principles for employees.

Employee experience is the holistic perception of the employees' relationship with their employing organizations. They are based on an understanding of the needs, wants, desires, fears, and emotions of employees in order to address their complex needs for purpose, autonomy, and mastery (Pink, 2011). Employee experience can be defined as the "set of perceptions that employees have about their experiences at work in response to their interactions with the organization" (IBM and Globoforce, 2016, p. 3); they are at the intersection of expectations, needs and wants of employees with the organization design (Morgan, 2017).

The notion of employee experience implements the journey map used to design customer experience (Meyer and Schwager, 2007; Rawson et al., 2013) to outline different steps by which companies engage with their employees. There are ten steps or touchpoints (Rawson et al., 2013) in an employee journey, according to Yohn (2016): sourcing and recruiting, pre-boarding, onboarding (orientation and initial training), compensation and benefits, ongoing learning and development, ongoing engagement, communication, and community involvement, rewards and recognition, performance planning, feedback, and review, advancement, retirement, and termination, or resignation.

Technology also plays a role in providing positive experiences for employees. Morgan (2018) described seventeen attributes of employee experience, comprised of three categories: "ACE technology, COOL physical spaces, and CELEBRATED culture" (Morgan, 2018: 28). The study stresses the crucial impact of technology that "can either empower people or render them powerless" (Morgan, 2018: 35) and concludes with the necessity to empower the design of employee experience by technology.

Organizations are progressively adopting innovative Human Resources strategies such as integrated employee self-service tools, design thinking tools, employee journey maps, wellness, and fitness apps, etc... to enhance employee experience (Deloitte Global Human Capital Trends, 2017). Moreover, workplace practices such as career growth, teamwork, empowerment, compensation, job nature, managerial abilities, and environment are the "key elements that drive the employee experience" (Foresee, 2014: 5).

Similar to what is noted in customer service experience, in which satisfaction and loyalty are driven by the basic emotions of customers (Pullman and Gross, 2004), emotional bonding is also a key driver of employee engagement and loyalty. For instance, improving the employee experience can result in higher satisfaction and future engagement (Foresee, 2014), higher performance and increased financial outcomes (Páscoa et al., 2019). Furthermore, according to Plaskoff (2017), "the quality of employee experience has a direct influence on employee satisfaction, engagement, commitment and, in the end, performance." (Plaskoff, 2017: 141). In sum, positive workforce outcomes such as job performance, intention to stay, and discretionary effort are linked with positive employee experience (Omar, 2018).

Teacher as Employee

Schools and universities are workplaces for both managerial and educational staff. Whether in the public or private sector, the common majority (if not all), consider themselves employees in their respective institutions. Moreover, the employee journey described by Yohn (2016) is relevant to teachers as their experiences within schools and universities cover recruiting, compensation and benefits, ongoing learning and development, ongoing engagement, communication, and community involvement, recognition, performance planning, feedback, and review, advancement, retirement, and termination, or resignation. Lastly, as experiences are personal and based on feelings, emotions, beliefs, and perceptions of external stimuli, the teaching experience can also result in cognitive, emotional, sensory, and social outcomes for teachers as employees.

Cultural Differences: The Hofstede's Model

From retail (Oyserman and Lee, 2008; Verhoef et al., 2009) to hospitality (Axelsen and Swan, 2010; Mak et al., 2012; Torres et al., 2014), there is extensive research on the cultural perspective on experience, especially customer experience. Because cultural factors can influence one's values, perceptions, and self-concept (Oyserman and Lee, 2008), people tend to react differently in various cultural settings. This is due to differences in psychological processes, including cognitive and affective processes, among people from distinct cultures (Oyserman and Lee, 2008). Studies like Axelsen and Swan (2010) observed the impact of the social environment in forming visitors' satisfaction in festivals, while Verhoef et al. (2009) suggested adding the cultural dimension as a factor determining customer experience in various situations. Lastly, culture was relevant in tourist experiences (Mak et al., 2012; Torres et al., 2014), emphasizing the influence of personality traits and religious aspects of cultural backgrounds on customer satisfaction.

To explore the impact of the Covid-19 lockdown on the teacher and student experience, it is interesting to study the effect of the cultural dimension. According to Hofstede (Hofstede,1980, 2011; Hofstede et al., 2010), there are six dimensions of national cultures; Power Distance, Uncertainty Avoidance, Individualism versus Collectivism, Masculinity versus Femininity, Long Term versus Short Term Orientation, and Indulgence versus Restraint. Based on Hofstede's Model (Hofstede, 2011), uncertainty avoidance offers a basis for understanding the attitudes, perceptions, and behaviors of teachers and students in times of uncertainty which characterizes the lockdown period. This dimension describes "the level of stress in a society in the face of an unknown future" (Hofstede, 2011: 8). Therefore, the degree of uncertainty avoidance can accentuate or mitigate the negative effect of distant teaching-learning on teacher and student experience.

It is significant to note that one of the first operationalizations of the Hofstede Model was in the education sector. The study conducted by Hofstede (1986) examined the particular relationship between students and teachers as an "archetypal role pair" (Hofstede, 1986: 301) in fifty countries around the world. Four dimensions of the Hofstede Model were used to list the expected student/teacher and student/student interaction; Individualism versus Collectivism, Large versus Small Power Distance, strong versus weak Uncertainty Avoidance, and Masculinity versus Femininity (Hofstede, 1986). The study concluded that teachers are the ones who should bear "the burden" of adaptation in cross-cultural learning situations (Hofstede, 1986: 301).

To conclude, the literature considers the experience construct as the outcome and content of a person's direct observation or participation in an event. Experience is multidimensional, can be good (i.e., positive) or bad (i.e., negative) (Jain et al., 2017), and may be influenced by the context. On the one hand, we use the Covid-19 pandemic as a context characterized by uncertainty affecting lived experience. On the other hand, research among international students and teachers requires consideration of the cultural differences of participants. Therefore, this research considers the cross-cultural aspect of the experience in times of uncertainty, which explains the integration of Hofstede's "uncertainty avoidance" cultural dimension (Hofstede, 2010, 2011) in particular to contrast the experiences of students and teachers from different cultures.

METHODS

We use a mixed-method approach implemented through two studies adopting two epistemological stances. The first study implements an inductive stance (Neuman, 2003) to conduct a qualitative exploration of students' and teachers' experiences of remote learning/teaching during the lockdown period. We also explore cultural differences through Hofstede's Uncertainty Avoidance cultural dimension (Hofstede, 2011). The second study implements a deductive stance (Neuman, 2003; Bryman and Bell, 2007) to conduct a confirmatory study that builds on the results from the qualitative research phase. Study 1 is conceptualized and implemented from a Marketing perspective and is focused on students' and teachers' 'X' referring to "experience" while Study 2 is conceptualized and implemented from a Human Resources perspective and is focused on students' and teachers' 'X' referring to "exchange".

STUDY 1

The objective of this exploratory research is to understand cultural student and teacher lived experiences during the pandemic to get prepared for any crisis in the future. The following research questions are posited:

1. What are the underlying dimensions of student-teacher shared experience?
2. What are the positive and negative experiences shared by students and teachers during the pandemic across cultures with high and low uncertainty avoidance?
3. What are the experiential proposals to adapt and recover from the pandemic?

To answer the abovementioned research questions, we conduct a qualitative exploration of students' and teachers' experiences and student-teacher shared experience of remote learning/teaching during the lockdown period leading to finding their dimensions, their cultural differences, and their experiential proposals.

Shared Experience (SHR EXP) is the crossing of the experience of an entity E (E EXP) with the experience of an entity E' (E' EXP) in a common meeting point and in the same context of the exchange between the entity E and entity E'. The objective is to determine the elements experienced in common in a situation defined beforehand in order to find a meeting spot between the two entities. Shared experience is an indicator of the global aspects prevailing in a situation that requires the study of the global experience shared between several actors. The interest is to understand the situation as a whole through the extraction of dominant common data in the individual sharing of experience. This is useful, for example, to identify major problems, emergency features, necessary provisions, etc. shared between entities of a predefined

population. The shared experience between E and E' is abbreviated as follows: E-E' SHR EXP. Consequently, the objective of this study is to reveal the underlying dimensions of the students' experiences (S EXP), teachers' experiences (T EXP), and the Student-Teacher shared experience (S-T SHR EXP) of remote Learning-Teaching during the pandemic.

FIGURE 1
THE E-E' SHARED EXPERIENCE CONSTRUCT
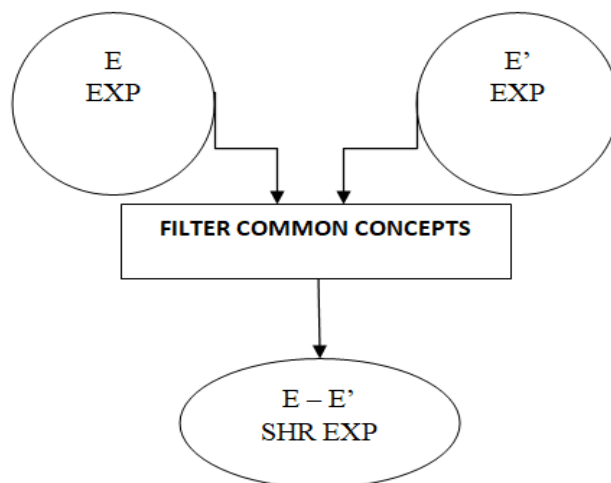
Source: the authors.

Sampling and Data Collection

We collected 397 observations from teachers and students in eighty-three countries using archival and elicited netnographic data (Kozinets, 1997, 1998, 2001, 2002). The elicited data was obtained through virtual portals of online conferences (live online chats and virtual group discussions), whereas archival data was obtained from accessible conference material (oral live/recorded virtual presentations, conference proceedings, virtual posters, and live comments). All conferences are international, specialized in education, and focused on the theme of the pandemic. They all were held during the 2020 and 2021 Covid-19 lockdown periods.

Data Analysis

As a first step, we performed the data analysis on Nvivo software to identify frequent words in the corpus using textual analysis. Therefore, we initiated a word frequency query for both samples (i.e., students and teachers). For more relevance, only the first 15 most frequent words were retained for each sample separately (Table 2).

In the second step, we used the textual analysis findings for both samples to filter the shared frequent occurrences in the two samples to generate the shared experience of both students and teachers. Following a Grounded Theory approach (Glaser and Strauss, 1967; Goulding, 2002), we used the Gioia method (Gioia et al., 2013) to conduct a qualitative analysis to reveal the underlying dimensions of the Student-Teacher Shared Experience (S-T SHR EXP) that it can now be cited more briefly as: STSX (Table 3).

In the third step, we implemented the Gioia method (Gioia et al., 2013) on the two corpuses' thematic analysis to contrast positive and negative student experience (Figure 2), positive and negative teacher experience (Figure 3), and management proposals (Table 4) for different levels of uncertainty avoidance (Hofstede, 2011).

Findings

TABLE 2
NVIVO WORD FREQUENCY RESULTS IN ORDER:
STUDENT AND TEACHER EXPERIENCE

Student Experience	Teacher Experience
face	continuity
well-being	conditions
space	help
time	interaction
new	challenges
materials	adaptability
devices	performance
mobile	engagement
content	creativity
participation	collaboration
effectiveness	culture
internet	isolation
video	health
satisfaction	efforts
development	innovative

Source: the authors.

TABLE 3
DATA STRUCTURE OF STUDENT-TEACHER SHARED EXPERIENCE DURING
THE COVID-19 PANDEMIC

Nvivo First-Order Keywords	Second-Order Themes	Aggregate Dimensions
Online	Tools and methods	Technical
Technology		
Access		
Design	Knowledge acquisition	Cognitive
Skills		
Process		
Management	Plans and strategies	Managerial
Evaluation		
Support	Interaction with others	Social
Communication		
Home	Environmental conditions	Environmental
Environment		
Stress	Feelings and emotions	Psychophysiological

Source: the authors.

Table 3 reveals the six underlying dimensions of the student-teacher shared experience: technical, cognitive, managerial, social, environmental, and psychophysiological. The six dimensions are defined as follows:

Technical Dimension

The technical dimension is specific to the remote teaching-learning experience of students and teachers during the Covid-19 period. This dimension includes the technological aspect of online teaching-learning and reflects the outcomes (i.e., advantages and disadvantages) regarding technology accessibility and usage. The technical dimension represents the tools and methods utilized in online courses and issues stemming from implementing them.

Cognitive Dimension

The cognitive dimension represents knowledge acquisition. It deals with the intellect (Brakus et al., 2009) aspect that characterizes the experiences of students and teachers and reflects the rational adaptation of actors to the remote learning-teaching conditions and their influence on skills, productivity, and academic success.

In the customer experience literature, this dimension is related to the cognitive evaluations/responses to the experience (Gupta and Vajic, 2000; Berry et al., 2006; Verhoef et al., 2009; Keiningham et al., 2017; Becker and Jaakkola, 2020) or the THINK module according to Schmitt (1999), representing the "creative cognitive experiences" of the Strategic Experiential Modules (SEM) framework (Schmitt, 1999: 60).

Managerial Dimension

This dimension is specific to the remote teaching-learning experience of students and teachers during the Covid-19 period. It is a behavioral dimension representing plans and strategies of managing the (1) Education system (i.e., administration, actors, pedagogy, procedures, tools, teaching methods, relationships, educational content, funding and organization, parameters, guidelines, ...), (2) Online teaching, (3) Courses, (4) Programs, (5) Time, (6) Emotions, and (7) Learning processes. This dimension is specifically concerned with the diverse strategies to overcome or cope with the challenges and repercussions of the crisis (i.e., on skills acquisition, health and emotional regulation, learning environment, resources/finances ...).

Social Dimension

This dimension represents a person's relationship with others and their involvement in the wider social context (e.g., subculture, country...). The social environment has been discussed in the customer experience literature; it was described as the employee and customer human characteristics involved in the customer encounter (Walls et al., 2011) and referred to as the Humanics, in contrast to the Mechanics of experience (Carbone and Haeckel, 1994). The relational (Schmitt, 1999; Gentile et al., 2007) or social dimension (Verhoef et al., 2009; Keiningham et al., 2017; Becker and Jaakkola, 2020) is focused on the interactions between the company and the customer as well as interactions among customers (e.g., Baker, 1987; Bitner, 1992; Tsiros and Parasuraman, 2006; Wu, 2007).

Similarly, the social dimension of remote learning-teaching encompasses interactions between students and teachers within a social environment. They include personal and engaging exchanges occurring within the triad student-teacher-environment.

Environmental Dimension

The environmental dimension has to do with the outer (i.e., physical and material) environment of teachers and students, how they experienced the change in their surroundings and ambient milieu, as well as the challenges related to the teaching-learning environment (i.e., distance, lack of personal contact, adaptation difficulties ...). This dimension is likened to the Servicescape model (Bitner, 1990, 1992), which stresses the importance of the physical surrounding or staged situation (Schmitt, 1999; Pine and Gilmore, 1998, 1999) in a service encounter or the Mechanics type of context cues according to Carbone and Haeckel (1994), encompassing "sights, smells, tastes, sounds, and textures generated by things" (Carbone and Haeckel, 1994: 13).

Psychophysiological Dimension

This dimension captures the tangible and intangible, individual, physical, and affective outcomes of remote learning-teaching. It is related to feelings and emotions and their repercussions on the health (i.e., mental and physical) of students and teachers in remote learning-teaching.

Since emotions have long been defined as mental/cognitive as well as physiological processes or responses to internal and external stimuli (e.g., James and Lange, 1922; Cannon, 1927; Schachter and Singer, 1962), we put the experiential elements related to emotions under the psychophysiological dimension.

In addition to the experience dimensions defined above, Study 1 reported the positive and negative experiences of students and teachers, referred to as the experience dichotomy (negative vs. positive). Finally, taking account of the cultural context of the experience, we propose a three-axis framework (hereafter The Student-Teacher Experience Framework "STXF") to understand student experience (Figure 2) and teacher experience (Figure 3).

FIGURE 2
THE THREE-AXIS FRAMEWORK OF STUDENT EXPERIENCE
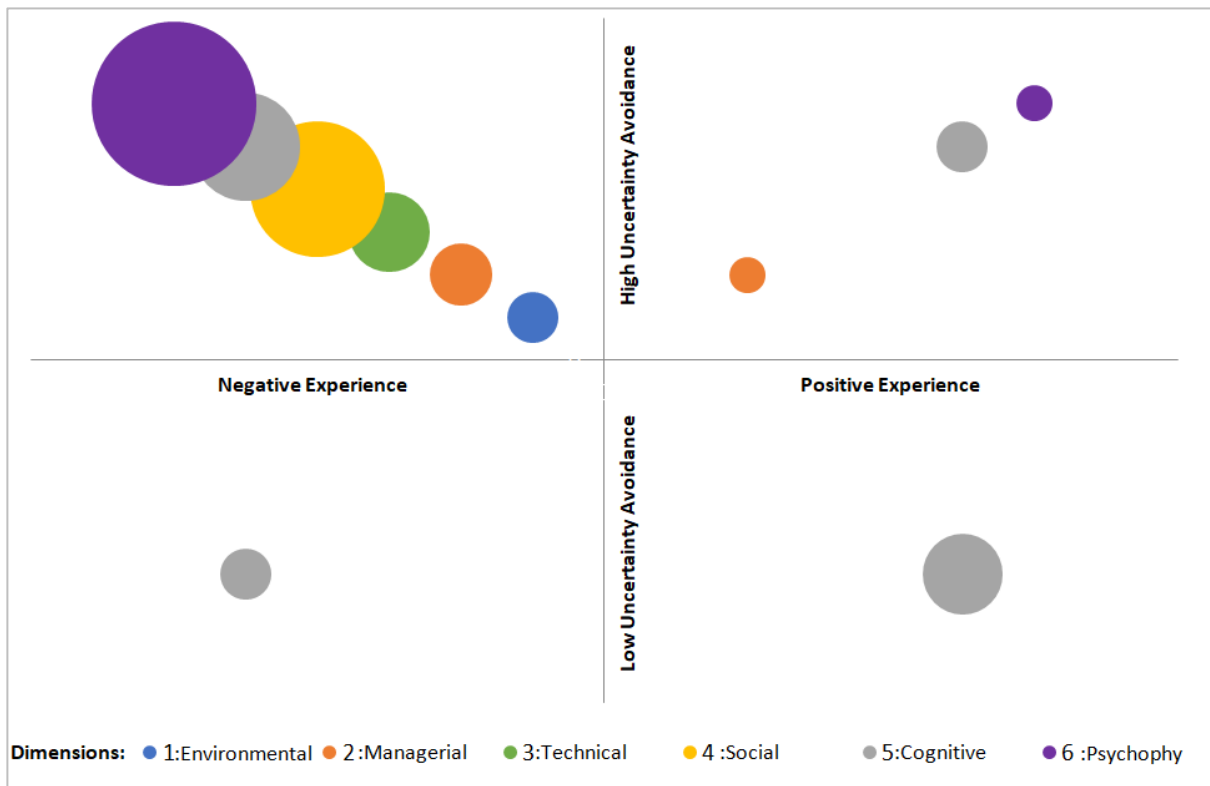
Source: the authors.

Figure 2 shows the general trend of the student experience during the pandemic. We extracted significant elements from the student corpus which are associated with the experience dimensions as well as the experience dichotomies for each level of uncertainty avoidance. We then quantified the extracted elements and presented them in the bubble chart above that precisely shows how the student experience was based on the empirical analysis: the bigger the bubble, the higher the number of participants' ideas is. For presentation purposes, we chose to structure the bubbles according to the number of participants' ideas by dimension such that dimension 1 is the least cited dimension in the entire corpus and dimension 6 is the most cited dimension in the entire corpus as a whole. The cognitive dimension of experience is the only

dimension that characterizes students' experience living in low uncertainty avoidance cultures (Figure 2). As the bubble is larger on the right in figure 2, the student experience could be considered rather positive for countries with low uncertainty avoidance, especially at the cognitive level. Illustrative corpus elements are presented in the vignette below:

- *"Online learning can help students understand concepts"*
- *"Students showed a positive effect on the intention to use m-learning".*

However, according to the results of the empirical analysis presented in Figure 2, the student experience is rather negative for uncertainty avoiding countries, especially at the level of the psychophysiological dimension. The vignette below illustrates the negative experience of students in high uncertainty avoidance countries:

- *"[I] became very stressed and pessimistic"*
- *"Distance learning became exhausting".*

FIGURE 3
THE THREE-AXIS FRAMEWORK OF TEACHER EXPERIENCE
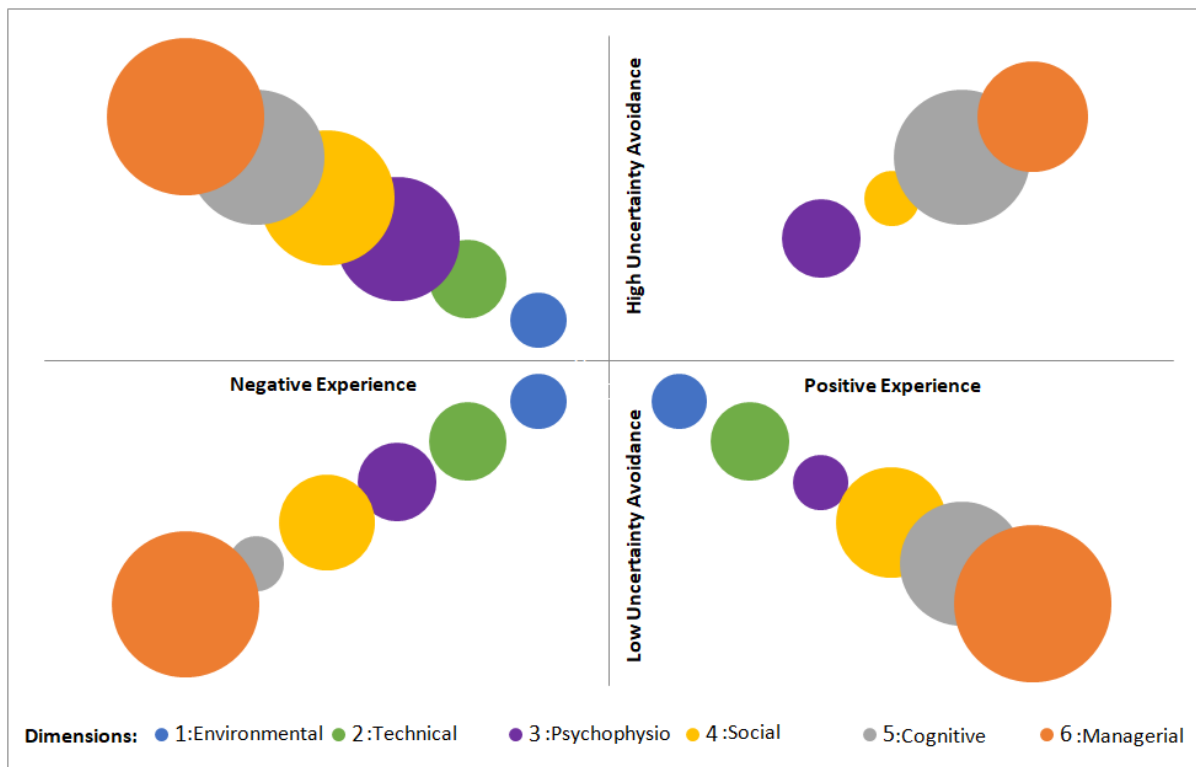
Source: the authors.

Following the same strategy as for the student experience in Figure 2, we used the teacher's corpus to create the Bubble chart presented in Figure 3. According to the figure, teachers from cultures with low uncertainty avoidance levels are experiencing remote teaching through the six dimensions in a slightly more positive way, especially at the cognitive level - as the vignette shows:

- *"a return to a reassessment of skills development"*
- *"creativity in solving problems"*

Whereas teachers from cultures with high uncertainty avoidance levels are experiencing remote teaching rather negatively across the six dimensions, especially at the managerial level, as illustrated in the vignette below:

- *"student evaluation is the biggest problem."*
- *"using digital emotional labor strategies to ensure pedagogical continuity."*

TABLE 4
LEARNING-TEACHING GLOBAL EXPERIENTIAL RECOVERY PROPOSALS FOR LOW AND HIGH UNCERTAINTY AVOIDANCE LEVELS

Learning-Teaching Experiential Proposals	
1. participants in a country with a low uncertainty avoidance	<u>Managerial Dimension:</u> – constant influx of rapidly changing information during the pandemic requires organizations to be prepared. – institutions should increase their teaching and learning resources. – lecturers and professors should provide assessments online and make it accessible. – exploring strategies that are likely to be effective in engaging students in learning. – when hiring, institutions should look to hire more digitally-literate instructors. <u>Cognitive Dimension:</u> – teachers must be creative in delivering the lessons: new strategies and activities. – teachers select appropriate and suitable content and learning materials for flipped classrooms. – digitally-literate instructors <u>Social Dimension:</u> – in the case of instructional continuity, teams should work together to develop creative solutions to common issues that arise during this time of crisis. – the lecturer needs to provide interactive activities. – build a community centered on the learning and give enough information to the students to keep them on track.
2. participants in a country with a high uncertainty avoidance	<u>Managerial Dimension:</u> – prepare emergency remote pedagogy. – different strategies need to be established to monitor home-based work. – lighten the workload. – the faculty should take into account the situation of the students. – teachers need more adaptability and readiness for change. – prompt changes to institutional continuity requires creativity. – teachers need more organizational resilience. – teachers need to give value to multimodal expression and perception. – try to make clearer decisions. – teachers adapt certain aspects of their course in distance. – vary the work to be done. – monitoring class level of engagement and attention. – teachers need to become more flexible. – coordination between teachers to balance the workload.

      – giving personality experiential course.

      – giving mindfulness experiential course.

Social Dimension:

      – individual teachers have contact with students to be able to get feedback on what students think of the courses.

      – understanding class engagement.

      – emergency remote support.

      – additional meeting occasions.

      – the role of peer feedback: helpful comments and suggestions to help mates improve their courses.

      – giving a team building experiential course.

      – giving leadership experiential course.

      – continued support for the student.

      – make courses more interactive.

      – improve communication.

      – the relationship between teachers and students should not be so distant.

      – do group work to maintain interactions and make acquaintances.

      – the teacher should be present as much as possible so as not to leave the students alone and without any landmarks.

      – organize virtual events for students (reconnect them).

Cognitive Dimension:

      – active learning strategy.

      – improving knowledge beside frontal lectures.

      – creating group homework for in-depth learning.

      – verifying the quality of the lectures offered.

      – improving high-quality course contents.

      – asking students to prepare online presentations of their works.

Technical Dimension:

      – using digital posters.

      – providing lesson recordings supply.

      – thinking about the digital gallery walk.

      – more written materials and audio recordings of the courses.

      – face-to-face virtual meetings.

Psychophysiological Dimension:

      – teachers to be more understanding and lenient (less strict).

      – less pressure, more time.

      – teachers to be more lenient (less strict).

Source: the authors.

Depending on the findings of study 1, when focusing on the actors involved in the takeaways, by going through the results presented in table 4, we counted the number of times of citations of actors, assuming that the most cited actors are the most important in terms of responsibilities/needs; we noticed that there are three main actors on two levels. The first is the organizational level: "organizations," "institutions," "teams," "faculty"... The second is the individual level, including two actors: the teacher "lecturers," "professors," "instructors," "teachers"... and the student: "students," "group"... The actors who will have to make urgent decisions and interventions are the organizations attached to the education sector and the teachers. The organizational level is difficult to pin down and includes several entities. It is managed differently according to several criteria, namely the financial resources, legal situation, and general policy

of the establishments according to the country. The intervention and the decisions depend on each establishment, which is a particular case to be studied individually. For this reason, the study 2 is rather centered on the individual level, which is manageable at a unitary level and gives more freedom to actors to make decisions and interventions: it is therefore easier to identify and study to give more significant takeaways. We focus on teachers who give benefits to students. The actors who will need to have urgent interventions are students. They need benefits. Thus, by studying the results of the takeaways from Study 1 in Table 4, we found the interaction between Teacher and Student to be a key concept in this research: "teachers have contact with students", "relationship between teachers and students should not be so distant," "teacher should be present as much as possible so as not to leave the students alone. Without any landmarks." Subsequently, it is interesting to study the interaction between the student and their teacher and its effect especially on the student who needs benefits. Teachers are the direct actors giving benefits to students daily. Therefore, the second study focuses on the student's relationship with their teacher.

BACK TO THE LITERATURE

This article investigates some management concepts qualitatively and quantitatively by imprinting the application of these business concepts to education in an unusual holistic way covering management concepts commonly used in student and teacher research: student as customer, teacher as employee, and a contribution of the adoption of concepts aligned with theories massively used in management research: teacher as leader, student as member. In the literature, the student construct is seen through different lenses in a multidisciplinary way. On the one hand, in a number of management theories, the student as a customer was properly positioned in the literature. Previous research considered the student who interacts in an education system as a customer, client, partner, evaluator, or co-creator of content in the organization's model (Alexander et al., 2009; Laing and al, 2016; Naidoo et al., 2005; Ng et al., 2009). On the other hand, different research studies the polarizing conceptualizations of the student as a customer. In this regard, previous research found that the idea of the student as a customer should be avoided because such a framing of the discourse around the quality of the service/product and the value attached allows educational institutions to focus on the brand, the growth, and a unique experience selling offer (Calma and Dickson-Deane, 2020).

In this research, firstly, we consider the student as a customer from a marketing perspective to explore the employee-customer experience in a way that the teacher as an employee is giving a service and the student as the customer is receiving a service. Experiences are massively investigated through a new marketing research technique using netnographic methods (Kozinets et al., 1998; Brown et al., 2003; Nelson et al., 2005) in the study 1. Secondly, depending on the results that aligned with the previous literature on experience, we seek to confirm these qualitative findings of recovery for students using the most cited dimensions in netnographic observations during the pandemic. This second confirmatory phase is carried out by integrating the conceptual, and qualitative dimensions in an aligned quantitative model. Thus, while aligning with the results found in Table 4, showing the management proposals preconized for teachers in study 1 and based on the social exchange theory, we consider the student as a member from an organizational human resource perspective to study the leader-member experience in a way that teacher as a leader is giving a benefit and student as a member is receiving a benefit. Indeed, according to this theory developed by the sociologist George Homans in 1958, "Social exchange theory proposes that social behavior and interactions among individuals are a result of an exchange process. This perspective suggests that the relationship between individuals is generated by the pursuit of rewards and benefits and the avoidance of costs and punishment." (Wan and Antonucci, 2016). From this perspective, the student as a member receiving a benefit and avoiding a cost aligns well with the leader–member exchange (LMX) theory which "suggests that leaders and followers develop unique relationships based on their social exchanges, and the quality of these exchanges within an organization can influence employee outcomes" (Graen and Uhl-Bien, 1995; Liden et al., 1997). That being said, the quality of exchanges between the teacher as a leader and the student as a member/follower can influence the student outcomes, which initiates the teacher-student exchange (TSX) construct: a new term introduced to the literature by Gasper "to

describe the quality of relationships students have with professors" (Gasper, 2020). We suggest the quality of exchange between the student and their teacher is a major determinant of student experience.

Indeed, previous research dealt with the TSX concept in its relation to student performance and concluded that teachers-student exchange and socialization had significant effects on students' academic performance (Stephen et al., 2017). Even though TSX is not widely used in the literature, LMX is. For instance, previous research found a significant direct negative effect of LMX on emotional exhaustion (Schermuly and Meyer, 2016), research not limited to the education sector. The effect of emotional labor on LMX was established in the literature. For instance, "findings indicate that subordinates can improve their relationships with their supervisors by engaging in deep acting; however, surface acting harms this relationship." (Yang et al., 2021). Yet, the impact of LMX and TSX on emotional labor strategies is not established, which attempts to investigate the effect of TSX on displaying the real appropriate emotions (feeling emotional consonance) a contribution to this research.

Yet, through study 2, we attempt to confirm the results of study 1 by considering the student interaction with the teacher not necessarily a marketing experience. This research investigated the uncertainty avoidance cultural qualitative effect on the teacher-student experiences during the pandemic in study 1. It aims to validate those findings quantitatively. According to Geert Hofstede – itim, the Uncertainty Avoidance Index (UAI) deals with a society's tolerance for uncertainty and ambiguity; it ultimately refers to man's search for Truth. It indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations. Unstructured situations are novel, unknown, surprising, and different from usual. Uncertainty-avoiding cultures try to minimize the possibility of such situations by strict laws and rules, safety and security measures, and on the philosophical and religious level by a belief in absolute Truth; 'there can only be one Truth, and we have it'.

People in uncertainty avoiding countries are also more emotional, and motivated by inner nervous energy. The opposite type, uncertainty accepting cultures, are more tolerant of opinions different from what they are used to; they try to have as few rules as possible, and on the philosophical and religious level they are relativist and allow many currents to flow side by side. People within these cultures are more phlegmatic and contemplative, and not expected by their environment to express emotions." (Mexico - Mexican Geert Hofstede Cultural Dimensions Explained, n.d.) Thus, the pandemic is an example of a situation with high uncertainty. Therefore, we expect uncertainty-avoiding cultures to be more affected by the pandemic crisis's uncertainty. A high level in Uncertainty Avoiding culture indicated its "low level of tolerance for uncertainty. The ultimate goal of this population is to control everything to eliminate or avoid the unexpected. As a result of this high Uncertainty Avoidance characteristic, the society does not readily accept change and is very risk-averse." (Mexico - Mexican Geert Hofstede Cultural Dimensions Explained, n.d.).

STUDY 2

The objective of this research is to extend the theory of experience in study 1 by extracting the underlying dimensions of S EXP, T EXP, and S-T SHR EXP of Learning-Teaching in their remote exchange during the pandemic. Study 1 has given management proposals based on the netnographic study of S EXP, T EXP, and S-T SHR EXP using the found dimensions across cultures. Study 2 aims to confirm quantitatively the results of study 1 presented as management proposals using the most relevant cited concepts across dimensions. The interest is to validate the importance of the exchange between students and teachers during the health crisis as a takeaway proposed in study 1 as part of the social dimension. Thus, based on study 1, we consider that fostering a high level of quality exchange between students and teachers within the education service is a practical proposal of utmost importance that we suggest through this research and that we seek to validate its benefits in Study 2. Below is a diagram clarifying the conceptual design of the entire research.

FIGURE 4
THE CONCEPTUAL DESIGN OF THE RESEARCH
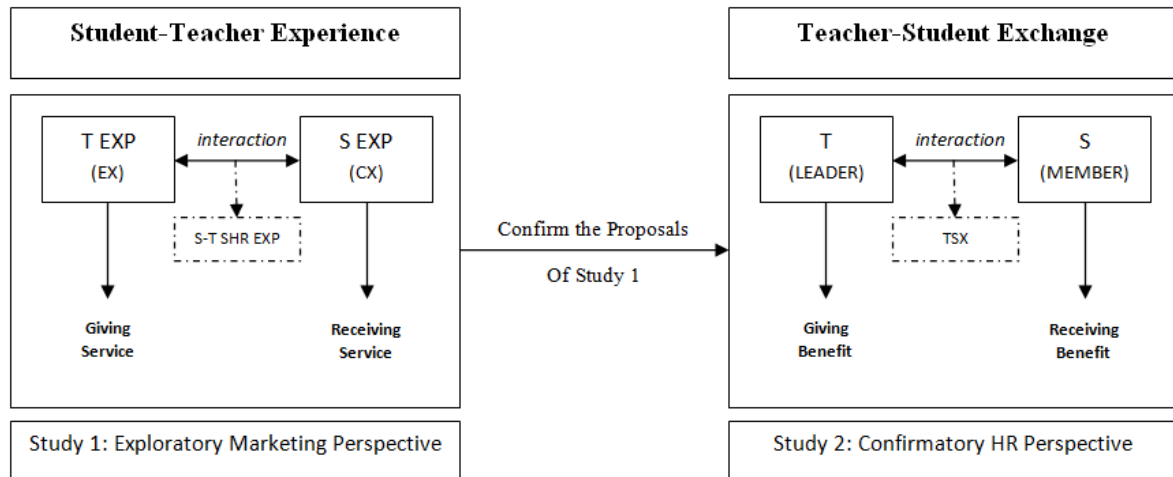
Source: the authors.

Hypotheses

This study tests the interaction of the four prevailing dimensions (i.e., social, psychophysiological, cognitive, and managerial) through a quantitative model to confirm the findings from study 1 by proposing a social variable (exchange between the students and their teachers) as an antecedent to emotional, cognitive and managerial outcomes among students as well a cultural variable as a moderator. To accomplish this, the global recovery proposals (Table 4) served as a guide for establishing the research model. Therefore, we hypothesize the following:

Hypothesis 1: *At the within-individual level, there is a negative significant relation between TSX and the student's next-month's emotional exhaustion.*

Hypothesis 2: *Within the teacher-student dyad, there is a positive significant relation between TSX and the student's next-month's learning performance.*

Hypothesis 3: *At the within-individual level, there is a positive significant relation between TSX and the student's next-month's emotional consonance.*

To our knowledge, the extension of LMX to TSX concept in previous research did not consider the moderators' effect of cultural impact -defined as Uncertainty avoidance-.

We suggest that uncertainty-avoiding cultures faced more difficulties during the Covid-19 pandemic: more emotional exhaustion on the emotional dimension, less learning performance on the cognitive dimension and less emotional consonance on the managerial dimension despite high levels of interaction with the teacher considered a leader in the field of education. Thus, we hypothesize the following:

Hypothesis 4: *Uncertainty avoidance buffers the negative relationship between TSX and the student's next-month's emotional exhaustion such that the relationship is weaker if uncertainty avoidance is high.*

Hypothesis 5: *Uncertainty avoidance strengthens the positive relationship between TSX and the student's next-month's learning performance such that the relationship is stronger if uncertainty avoidance is high.*

Hypothesis 6: *Uncertainty avoidance strengthens the positive relationship between TSX and the student's next-month's emotional consonance such that the relationship is stronger if uncertainty avoidance is high.*

Sampling and Data Collection

Variables representing the social, psychophysiological, cognitive, and managerial dimensions were collected from 109 international management students in France. French culture scores high on Uncertainty Avoidance (Hofstede Insights). However, the participants were native to Luxembourg, France, China, Portugal, Tunisia, Algeria, Syria, Morocco, Turkey, Senegal, Lebanon, and Italy. Therefore, even if we had identified the sample to have an in-depth study of a more targeted national sample, such as management students in France, the participants had different origins. Therefore, the control of the cultural dimension is still valid for study 2. Data collection was implemented two times (Day T and the next-month, Day T+1M). The data was supplemented by teachers'/professors' feedback, representing the cognitive dimension of the model.

Measures

We use Teacher-Student Exchange (TSX) to measure the social dimension using the LMX scale (Graen and Uhl-Bien, 1995), Emotional Exhaustion (EE) using the Maslach Burnout Inventory (Maslach, 2017) to measure the emotional dimension, Learning Performance (LP) to measure the cognitive dimension using the RBP scale (Welbourne et al., 1998), and University Support using the POS scale (Kurtessis et al., 2017) to measure the physical dimension. With the aim of validating the general trend of the results of study 1, we used the measures provided by Hofstede Insights (2018) to explore the quantitative effect of the need of control among the international participants in our sample. We used AMOS (Arbuckle et al., 2014) to conduct the SEM analysis.

Data Analysis

The fit between the four variables in the model is good, as indicated by Standardized RMR = 0.069, GFI = 0.850, TLI= 0.921, and CFI = 0.937. The GFI, TLI, and CFI values are higher than the threshold values (Hair et al., 1998). In addition, the most widely used CMIN/DF measure, with a score of 1.730 suggests a very good fit. The Normed Fit Index (NFI) shows a good fit since values greater than 0.80 are desirable (Chakraborty et al., 2008). Besides, the Root Mean Square Error of Approximation (RMSEA) with a score of 0.082 suggests that the model fit is acceptable. Considering these findings, it is concluded that the model fits the data well given that it exceeds all the basic requirements for goodness-of-fit measures.

Findings

FIGURE 5
HYPOTHESIZED RESEARCH MODEL AND RESULTS
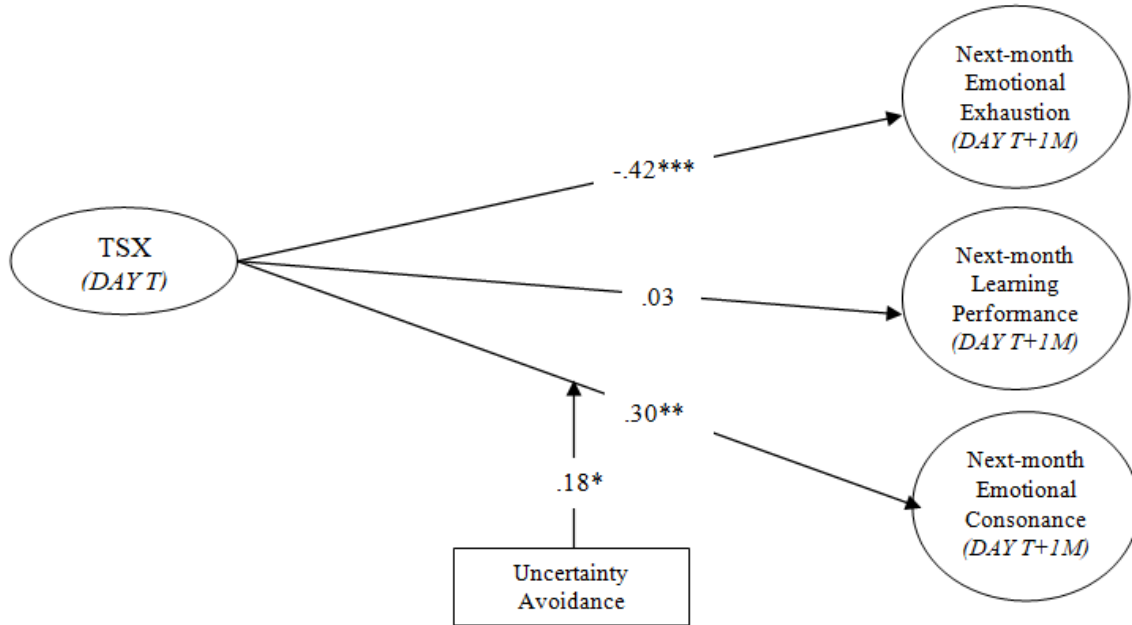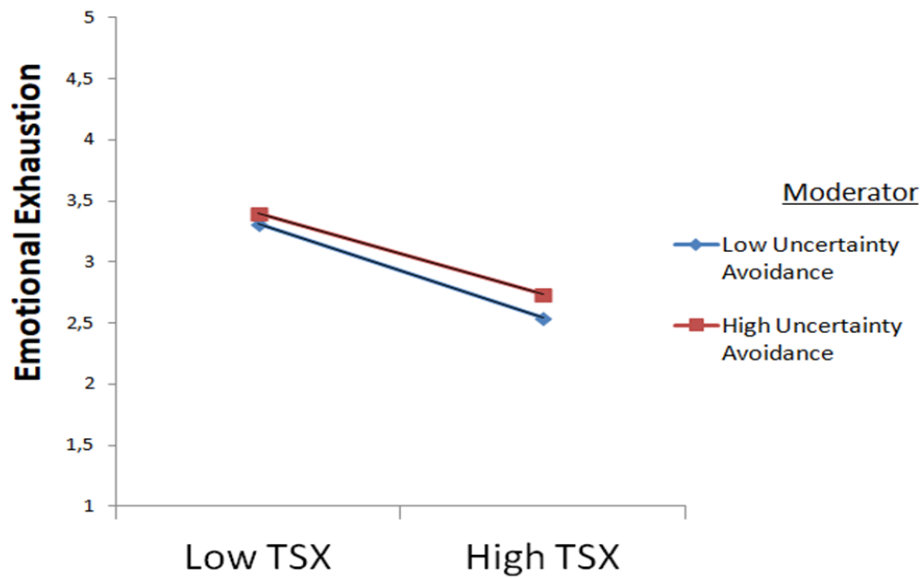
Source: the authors.

H1 supported: *There is a negative significant relation between TSX and emotional exhaustion among students.*

H2 rejected: *There is a positive but insignificant relation between TSX and learning performance among students.*

H3 supported: *There is a positive significant relation between TSX and emotional consonance among students.*

The moderation effects of uncertainty avoidance were tested in the model. The moderated mediation between TSX and the student's next-month's emotional consonances is the only significant relation in the model. Uncertainty Avoidance significantly strengthens the positive relationship between STX and Emotional Consonance (β= 0,18, p < .05). Although the effects of the moderators are not all significantly related to the outcomes, we present below the results of their interactions to test the previously defined hypotheses.
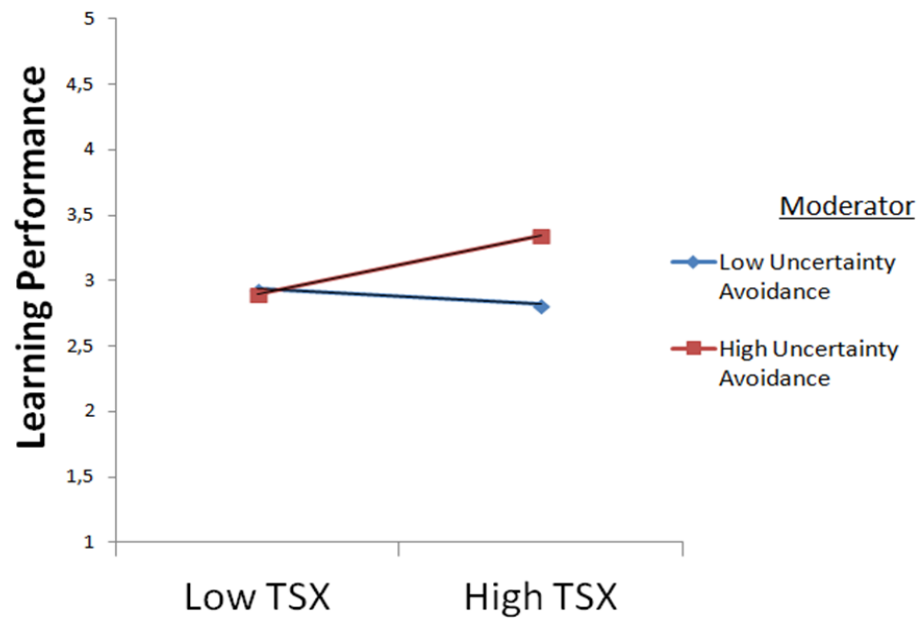
FIGURE 6
**THE MODERATING EFFECT OF UNCERTAINTY AVOIDANCE ON
EMOTIONAL EXHAUSTION**

Source: the authors.

H4 supported: *Uncertainty Avoidance dampens the negative relationship between TSX and Emotional Exhaustion.*
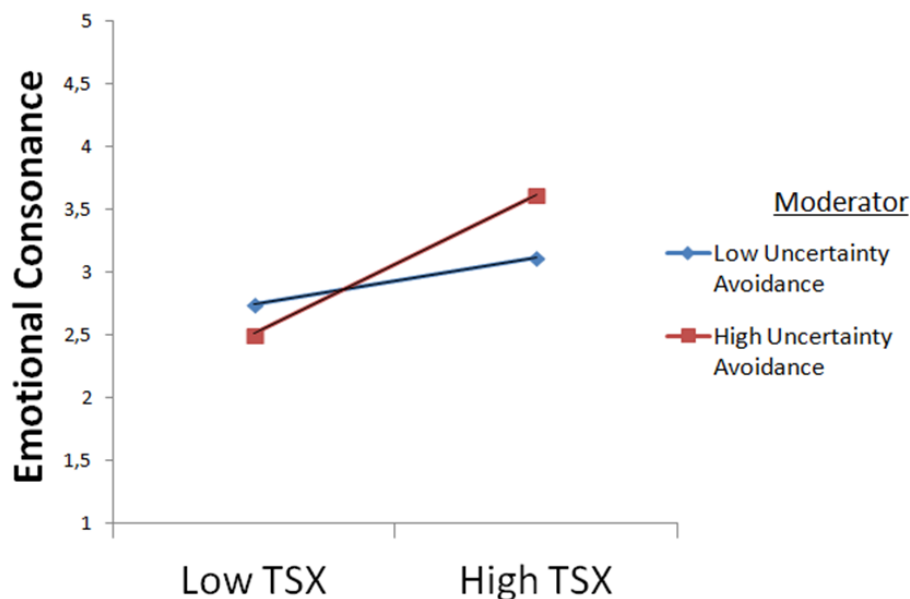
FIGURE 7
**THE MODERATING EFFECT OF UNCERTAINTY AVOIDANCE ON
LEARNING PERFORMANCE**

Source: the authors.

H5 supported: *Uncertainty Avoidance strengthens the positive relationship between TSX and Learning Performance.*

FIGURE 8
THE MODERATING EFFECT OF UNCERTAINTY AVOIDANCE ON EMOTIONAL CONSONANCE

Source: the authors.

H6 supported: *Uncertainty Avoidance strengthens the positive relationship between TSX and Emotional Consonance.*

GENERAL DISCUSSION

The objective of the present research was to reveal the interactions between the underlying dimensions of the student (customer) and teacher (employee) shared experience of remote teaching-learning during the Covid-19 pandemic lockdown and to explore how culture influences it.

To our knowledge, no previous research dealt with the student-teacher shared experience construct as a multidimensional concept in the literature. Also, previous studies did not consider the cultural impact on the positive and negative student-teacher experience.

Consequently, this research introduced a new framework to the literature, The Student-Teacher Experience Framework (STXF), to describe the quality of experiences of students and teachers on three axes: the experience dimension (Technical, Cognitive, Managerial, Social, Environmental, and Psychophysiological), the experience dichotomy (negative vs. positive) and the cultural context of the experience.

In Study 1, we revealed the four prevailing dimensions in the Student-Teacher Shared Experience (STSX): cognitive, psychophysiological, managerial, and social, the cognitive dimension being the most influential for both students and teachers in high and low uncertainty avoidance cultures. The importance of knowledge transfer in education can explain this. Being the number one priority of any educational system, the intellectual pursuit is certainly impacted by any changes in course designs, tools or methods. With remote learning-teaching disrupting education all over the world, students and teachers are, first and foremost, assessing their online performance through the cognitive lens; decreasing course quality,

difficulty in evaluating performance, and inadequate training are some of the issues brought by students and teachers.

The psychophysiological, managerial, and social dimensions come second and are present for teachers yet only for students in high uncertainty avoidance cultures. First, the study demonstrated the impact of remote learning-teaching on the stress and motivation levels of students and teachers; the increase of negative emotions (e.g., loss, fear, isolation...) and psychological issues (e.g., exhaustion, nervousness, tiredness...) have impacted their psychophysiological experience of telecommuting during the lockdown period. This is consistent with research focused on the emotional aspect that can impact the customer-employee relationship (e.g., Groth et al., 2009; Simpson et al., 2019). Second, the lack of infrastructure, the financial inequalities, and the technical issues have seriously impacted the managerial experience of students and teachers in remote learning-teaching. Third, the loss of loved ones, the lack of communication and guidance, and the social distancing have taken their toll on the social experiences of teachers and students alike. The lack of adequate support from universities exacerbates all of these issues.

In general, students and teachers in low uncertainty avoidance cultures were less influenced by the negative experience of remote learning-teaching. This is due to their low need for control (Hofstede, 2011; 2018), which permits them to accept the fundamental changes required by the new educational situation and adapt to the disruptive nature of the pandemic.

In Study 2, which focused on Management students, we found support for a within-individual model linking teacher-student exchange (social dimension) to next-month emotional exhaustion (psychophysiological dimension) and to next-month emotional consonance (managerial dimension) but not to the teacher-student dyad relation with learning performance (cognitive dimension). This might be due to the fact that the negative impact of remote learning-teaching is felt primarily on an intellectual level (cognitive), which is difficult to mitigate with social support. We also found support for a moderating effect of uncertainty avoidance only on the within individual link with emotional consonance. Our moderated mediation model is not grounded in existing theory.

Our findings provide compelling evidence that teacher-student exchange is beneficial for students (so that they feel less emotional exhaustion and express their appropriate inner feelings) and that countries with high uncertainty avoidance can effectively have more adequacy between what is felt and what is appropriately manifested in class in the behavior of the student faced with their high exchange with their teacher. However, the cultural dimension does not significantly moderate the relationship between social exchange and learning performance. Besides, uncertainty-avoiding cultures do not allow a high decrease in emotional exhaustion at high levels of teacher-student exchange (the difference in the slope Figure 6).

In sum, during the Covid-19 pandemic, management students in our sample have encountered emotional and managerial difficulties rather than learning issues. Uncertainty-avoiding cultures are rather concerned with student behavior in its attempt to manage change in the learning process through emotional consonance. In fact, uncertainty avoidance has an effect only on the emotional consonance of the managerial dimension (the strategy to manage the student feelings), not the cognitive and emotional dimension among students during the pandemic.

Like any research, ours has limitations that provide directions for future research. First, the sample can be extended for both studies to increase the generalization of results. We know survey responses can engender better outcomes if they increase in number. Second, we acknowledge the insignificance of many correlations in our quantitative model. Therefore, future research can further investigate these relationships to obtain more significant correlations or explain their absence.

CONCLUSION

In response to the pandemic, management around the globe had to make decisions assuring the work-life continuity and processing. New working methods such as working from home wouldn't be a choice. One of the pandemic's first harmed communities is students who doubted the continuity of their learning processes. Indeed, education is enormously concerned by the pandemic effects. With the sudden onset of the global health crisis, education has faced many major challenges on several axes. During the Covid-19

Pandemic, education policies have sought to adapt to design appropriate teaching approaches. Like the pandemic that swept the world in one fell swoop, distance education has, alongside the coronavirus pandemic, spread around the world in a way never seen before. To cover the extensive number of countries, a mixed-method approach was used to collect data from teachers and students in 83 countries. This research summarized the challenges of telecommuting and the key takeaways in the education sector. Theoretically, this paper extended the relevance of Customer and Employee Experience concepts to the education sector by proposing the Student-Teacher Experience Framework (STXF). Practically, this paper discussed the current and future challenges of remote learning and the experiential repercussions on teachers and students as key stakeholders in the education sector in general and business schools in particular. To recover from the pandemic, this research stresses the importance of social exchange in mitigating the negative impact of remote teaching-learning. That is why culturally distinguished experiential proposals are provided to assist actors in the education sector in improving their teaching and learning practices and learning from the lessons of the health crisis for a better future.

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