

## Constituents of Internal Marketing in Higher Educational Institutions in India

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**Abstract:** Internal marketing (IM) has revolutionized in the manner by which organizations across the globe look forward to achieve their objectives purely through working head by focusing on information, education, development and motivation of their employees. Internal marketing, thus, having realized such indispensable and significant relevance which plays a pivotal role in the higher educational institutions (HEI's). Therefore, an attempt has been made to develop a scale in order to identify the various key constituents of IM in HEI's. The data for the study was compiled from primary sources. Factor Analysis was used for the purpose of analysis. The results of factor analysis portrayed that internal communication, internal market research, training and development, psychological factors, HR and rewards, sociological factors, empowerment and vision are the important factors being the constituents of IM practices in HEI's in India. The study recommended that the authorities in HEI's should pay additional emphasis on the aforesaid factors in order to boost faculties continued commitment levels and to create comprehensible and practical job as well as organizational objectives.

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## 1. Introduction

Over the last couple of decades, the concept of IM has evolved immensely. It is a means to optimize the satisfaction of employees by way of organizational commitment that aims to produce value for the employees (Altarifi, 2014). Smart marketers have recognized that marketing activities inside the company are more important than the marketing activities done outside the company. Therefore, the company cannot promise outstanding services to its customers before the staff is prepared to offer it (Kotler and Keller, 2006). Consequently, IM has emerged as a useful tool in giving rise to and maintaining a spirit in the organization in which customer-serving behaviour among employees is focused upon (Arnett *et al.*, 2002). IM, now a day, aims to persuade the employees in order to fulfill the organizational objectives (Foreman and Money, 1995). IM also facilitates the employees to have a better knowledge

of how to align their personal aims with the organizational goals in order to attain organizational success (Mosley, 2007).

As far as the HEI's are concerned, the contentment and withholding of good employees is an indispensable component of the organization and it is directly associated with the organizational success. The quality of employees in HEI's is important due to the high costs associated with them. Due to high turnover of employees, the institution suffers and the employee's job satisfaction is affected. IM practices in this context are beneficial as they improve an employee's skill and performance. Therefore, the introduction of IM practices results into employee job satisfaction which in turn upgrades his performance and makes him more committed towards the organization.

## **2. Review of Literature**

Sargeant and Asif (1998) examined the importance of IM in the financial sector. The aim was to investigate the degree to which high street banks made use of IM practices to enhance the overall output of their employees. The data from the staff of two major clearing banks of UK comprising of the middle, senior and junior members of the staff was gathered. Using Analysis of Qualitative Data software package, the study revealed that the adoption of IM practices in a planned manner in the organization could help to overcome the resistance to change among the employees.

Carvalho and Silva (2003) focused on identifying as to who are the possible customers of higher education institutions and to discuss the conflicting views of different stakeholders namely students, employers, society/government and faculty and their implications about the organization of education and research processes in higher education institutions. A quality function deployment tool was used to identify the relevant customers. It was found that internal customers (faculty) and external customers (students and the employers) were the main possible customers of higher education institutions. It has been further found that on the basis of two processes i.e. teaching-learning process and research process the main customers identified. For teaching-learning process the faculty (internal) & the students and employers (external) customers while for research faculty (internal) and society/government were (external) customers. Five conflicting views were found among different classes (group) of customers. These were, the student is to be considered as customer in the teaching activities in classrooms, the student's role in his own learning, the existent expectation about the student as product by future employers, the indicators of scientific productivity in the research and the double role of faculty members in teaching and research. The author's suggested that different ways have been recommended to reduce those conflicts through the search of a bigger efficiency in the objectives of higher education institutions.

Hemsley-Brown and Oplatka (2010) carried out a study to find out the various dimensions of IM orientation. The purpose was to discover the differences in the IM practices in two different national HEI's. For the purpose of the study, the data was gathered from 68 academicians. Out of these 68 academicians, 36 belonged to the HEI's of England and 32 to the HEI's of Israel. 38 of them were men and 30 were women. A 32 items scale was used for the purpose of the study. The study brought out three factors namely market orientation, competitor orientation and inter-functional coordination affecting IM in HEI's. The results of the study concluded that since the HEI's adopted a customer-

oriented approach and were more inclined towards satisfying the students, the academicians could achieve their goals only through their own task and performances.

Carlos and Rodrigues (2012) analyzed the relationship between internal marketing orientation and job satisfaction, organizational commitment, organizational citizenship behaviour and organizational performance. For the study, a sample of 37281 professors was selected from public and private higher education institutions. Using partial least squares regression, the results indicated a positive/direct relationship between internal marketing and job satisfaction; job satisfaction and organizational commitment; organizational commitment and organizational citizenship behavior & organizational citizenship behaviour and performance. As far as other variables are concerned, there exists an indirect relationship between internal marketing and organizational commitment; internal marketing and organizational citizenship behavior; organizational performance and job satisfaction; organizational citizenship behaviour and organizational performance; organizational commitment and organizational performance. The authors suggested that higher education institutions should invest in good communication, trading value between the management and the workers, continuous training, needs of employees. Organization must be oriented towards the internal marketing which would lead to an increase in the quality of services delivered to external customers.

Ghorbani and Sedeh (2014) conducted a research in order to determine the impact of internal marketing on organizational effectiveness. For this purpose, a sample of 120 respondents including 77.5% male & 22.5% female managers and employees belonging to the age group of 21 to 30 years from the four districts of Azad university of Esfahan were selected. A questionnaire consisting of 35 items and 3 constructs namely internal marketing, employees' capability and organizational effectiveness was used to collect the data. The data was analyzed using Structural Equation Modelling using LISREL Software. The results of the study brought out that internal marketing had an indirect impact on organizational effectiveness and a direct influence on employees' capabilities which consequently enhanced the organizational effectiveness. Thus, it was concluded that higher levels of organizational effectiveness can be achieved by increasing the potential of employees which is possible through the implementation of internal marketing concept. Gordillo-Benavente *et al.* (2015) conducted a research to develop a model of IM that would help achieve the commitment of the workers. The authors' objective was to find out the factors responsible for achieving loyalty and commitment among the employees. For the study, a sample of 196 internal customers comprising of accounts subject teachers, full time administrative staff and administrative support from the areas of economics and engineering belonging to the Polytechnic University of Tulancingo were selected using survey method. Various multivariate techniques along with structural equation model (SEM) were used to analyze the results of the study. The results of the study revealed that IM directly as well as positively affect the job satisfaction of internal customer, which consequently positively affects the commitment of the workers.

Chi *et al.* (2016) attempted to examine the influence of organizational commitment, job burnout and internal marketing on job satisfaction. The data was collected from 152 special education teachers in junior high and elementary schools in Yunlin County, Taiwan. Regression analysis was used to analyze the results. The results of the study revealed that organizational commitment significantly and positively influenced job satisfaction and internal marketing while internal marketing significantly and

positively influenced job satisfaction. On the other hand, job burnout significantly and negatively influenced job satisfaction and internal marketing mediated the relationship between organizational commitment and job satisfaction. Effiong (2016) conducted a research to find out the impact of IM variables on employee commitment and turnover intentions in Wilmington University (Delaware, the United States). For this study, a sample of 150 academicians and non-academicians was selected. The results of independent samples t-test, one way ANOVA and Multiple regression brought out significant differences were found in the employee commitment and turnover intentions across groups. The results of multiple regression portrayed that internal communication on the job could significantly influence affective commitment levels (i.e. affection for your job), incentives/rewards significantly influence continuous commitment (i.e. fear of losing the job) whereas normative commitment significantly affected the identification of employees as internal customers (i.e. sense of obligation to stay). The authors concluded that additional emphasis on the aforesaid factors is needed.

Lydia and Kosgei (2016) conducted a research to find out the impact of IM strategy on employee performance. For this purpose, a sample of 384 employees from the main campuses of universities in Nairobi was selected using stratified random sampling method. Sample consisted of both administrative and academic staff from public universities in Kenya. Various techniques including survey research were used to assess thoughts, opinions and feelings of the employees. The results of linear multiple regression and correlation revealed that as far as effect of IM strategy and employee commitment on employee performance is concerned IM strategy positively determines employee performance and commitment negatively affects the employee performance.

Nandi and Prasad (2017) conducted a study on 79 employees (faculty members consisting of employees namely teachers, professors and lecturers of all grades of educational institute) across India using an online questionnaire. A questionnaire consisting of 22 statements was constructed in order to find out the dimensions of IM. The application of Exploratory Factor Analysis brought out four factors related to management, communication training and development and remuneration affecting IM in an organization. Yildiz and Kara (2017) designed a questionnaire to measure the IM construct in the HEI's. For the purpose of the study, a sample of 240 full time academic staff (employees) working in the higher educational institutions of Turkey was selected. Exploratory and Confirmatory Factor Analysis portrayed gender differences in the preference towards certain issues. Women were of the view that greater attention needs to be paid to factors namely physical surroundings, basic needs, workload, motivation, training and growth and transparency of communication as compared to their male counterparts.

Muneeb *et al.* (2020) attempted to analyze the impact of IM orientations (IMOs) on the competitiveness of HEI's (HEIs) in the United Arab Emirates (UAE). The data was collected from 349 faculty members in 102 HIEs in the UAE. An online survey questionnaire was placed on Qualtrics online data collection platform. Smart PLS structural equation modeling (PLS-SEM) was used to analyze the collected data. The findings of the study portrayed that the dimensions of IM orientations namely information generation, information dissemination and information responsiveness are inexplicably linked to HEI's competitiveness and faculty performance. Information responsiveness proved to be a more significant predictor of competitiveness of HEI's as compared to information generation and information dissemination.

### **3. Objective of the Study**

The main objective of the study is:

- To determine the various factors affecting IM practices in higher education institutes of India.

### **4. Research Methodology**

The data was collected using a questionnaire. The questionnaire was designed on the basis of previous studies. Practitioners and academicians in the concerned field were also contacted and their suggestions were duly incorporated while framing the questionnaire. The questionnaire was divided into two parts. Part I of the questionnaire comprised of a list of 38 statements. The statements intended to gauge the various constituents of IM practices followed in HEI's. The respondents were required to respond on a five-point scale where '1' was used to denote 'strongly disagree' and '5' 'strongly agree'. Part II of the questionnaire aimed at finding out the demographics of the respondents in terms of their gender, age, educational qualification, nature of employment, designation and experience.

The data was collected from the faculty members working in various HEI's in Punjab namely Panjab University, Chandigarh; Punjabi University, Patiala; Guru Nanak Dev University, Amritsar in the Public Sector and DAV University, Jalandhar; Guru Granth Sahib World University, Fatehgarh Sahib and Lovely Professional University, Phagwara, Punjab in the Private Sector. The sample was taken from the faculty working in these HEI's. The Universities offering courses in four major fields namely humanities, commerce, science and engineering were shortlisted with the intention of incorporating the responses of faculty belonging to different fields with regard to the IM practices followed in their Universities. Thereafter, the oldest universities amongst the shortlisted universities were selected, three each from both the public and private sector so as to be able to gather responses from the oldest and the most experience faculty members.

Purposive sampling technique was used for selecting the sample. To make the sample representative of the population, a list of Universities in Punjab was prepared. Thereafter, the list was divided into two parts i.e. the public sector and private sector universities. Further, due to time and cost restrictions, 3 universities each from the public sector as well as the private sector were chosen. The information regarding the IM practices followed in these universities was gathered by personally meeting the various faculty members. A pilot study on 100 respondents belonging to these universities was carried out. Thereafter, online questionnaires were also send to the respondents on their WhatsApp numbers as well as via email. A sample of 500 faculty members each from the public sector as well as private sector universities of Punjab was selected. 500 questionnaires were administered to the faculty members of these universities, out of which 374 responses from the public sector while 350 from the private sector universities were received after repeated reminders. Out of the questionnaires received, some questionnaires were not complete in one respect or another and so had to be dropped. Therefore 300 responses each from the public as well as private sector universities formed the sample for the study. The entire process of data collection was carried out online as well as offline during December, 2019 to December, 2020.

## 5. Data Analysis and Findings

### 5.1. Sample Characteristics

The sampled respondents were the faculty members in HEI's and belonged to different backgrounds in terms of gender, age, educational qualification, nature of employment, designation and experience. Table 1 shows the demographics of the faculty members in HEI's of Punjab.

**Table 1: Demographic Profile of Respondents**

<i>Demographic Variables</i>		<i>Public Sector</i>	<i>Private Sector</i>
		<i>No. of Respondents (%)</i>	<i>No. of Respondents (%)</i>
Gender	Male	135(45)	124(41.3)
	Female	165(55)	176(58.7)
	Total	300(100)	300 (100)
Age (Yrs)	25-30	60(20)	50(16.7)
	30-40	86(28.7)	75(25)
	More than 40	154(51.3)	175(58.3)
	Total	300(100)	300 (100)
Qualification	Doctorate	153(51)	118 (39.3)
	Post Graduate	141(47)	175(58.3)
	Any other	6(2)	7(2.3)
	Total	300 (100)	300 (100)
Nature of Employment	Permanent	42(14)	35(11.7)
	Ad hoc	185(61.7)	200(66.7)
	Contractual	73(16.5)	65(21.6)
	Total	300(100)	300 (100)
Designation	Assistant Professor	185(61.7)	200(66.7)
	Associate Professor	55(18.3)	50(16.7)
	Professor	42(14)	30(10)
	Others	18(6)	20(6.7)
	Total	300(100)	300 (100)
Total Experience as a Faculty (Yrs)	Less than 5 Yrs	85(28.3)	105(35)
	5-10 Yrs	80(26.7)	77(25.6)
	10-15 Yrs	82(27.3)	60(20)
	More than 15 Yrs	53(17.6)	58(19.3)
	Total	300(100)	300 (100)
Experience as a faculty in the present institution (Yrs)	Less than 5 Yrs	70(23.3)	85(28.3)
	5-10 Yrs	75(25)	70(23.3)
	More than 10Yrs	155(51.6)	145(48.3)
	Total	300(100)	300 (100)

*Source:* Authors' Own Compilation

### 5.2. Formulation of Scale and Statements

A scale was formulated to find out the constituents of IM in HEI's. Items of the scale were formulated on the basis of the studies namely (Sargeant and Asif, 1998; Carvalho and Silva, 2003; Hemsley-Brown and Oplatka, 2010; Carlos and Rodrigues, 2012; Altarifi, 2014; Ghorbani and Sedeh, 2014; Gordillo-Benavente *et al.*, 2015; Effiong, 2016; Lydia and Kosgei, 2016; Yildiz, 2016; Nandi and Prasad, 2017; Yildiz and Kara, 2017 and Muneeb *et al.*, 2020). In all, 38 statements were formulated. Table 2 presents the list of 38 statements considered in order to find out the constituents of IM in HEI's.

**Table 2: Constituents of IM in Higher Educational Institutions**

<i>Statements</i>	<i>Constituents of IM in Higher Educational Institutions</i>
S1	Our institution communicates to us the importance of our service roles.
S2	Our institution arranges regular meetings to listen to us as employees.
S3	My supervisor communicates to me how my job tasks fit into the overall institutional effort.
S4	Our institution announces new policies to us by holding meetings.
S5	Information about government action affecting our institution is well communicated.
S6	Our institution gathers employee feedback.
S7	Our institution regularly seeks our suggestions.
S8	Our institution collects data on our complaints.
S9	Our institution does a lot of IM research.
S10	Our institution seeks to identify issues that we may have.
S11	Our institution surveys employees' at least once a year to assess the quality of employment.
S12	Our institution educates new recruits.
S13	Our institution frequently arranges Faculty Development Programs for our personal growth and development.
S14	We are properly trained to perform our service roles.
S15	Our institution teaches why we should do things.
S16	Skill and knowledge development is an ongoing process in our institution.
S17	Our institution views the development of our knowledge and skills as an investment rather than a cost.
S18	I feel proud and respected while working in this institution.
S19	We are self-motivated to represent our institution.
S20	Our institution has the flexibility to accommodate our differing needs.
S21	Our opinions matter and our voices are heard.
S22	We are likely to do best on consistent basis.
S23	Our salary is directly related to our performance.
S24	We get extra incentives on giving extraordinary results.
S25	There is an equal and fair treatment for all in our institution.
S26	There is continuous recognition of our efforts and contributions.

*contd. table 2*

<i>Statements</i>	<i>Constituents of IM in Higher Educational Institutions</i>
S27	Reward is systematic according to job evaluation.
S28	I am allowed to use my own judgment.
S29	I am given delegation of authority for solving problems.
S30	I am always trusted by my supervisor.
S31	I am generally given enough space and encouragement to initiate new plans on board.
S32	We are closely connected to one another regardless of our designation
S33	We have strong interpersonal relations with other faculty members.
S34	I enjoy coming to work each day.
S35	Our institution places considerable emphasis on communication between us as employees.
S36	Our institution offers us a vision that we can believe in.
S37	Our institution communicates us its vision well.
S38	Our institution measures and rewards employee performance that contributes most to our institution's vision.

*Note:* Exploratory Factor Analysis was used to find out the constituents of IM in HEI's.

*Source:* Authors' Own Compilation

### **5.3. Sample Adequacy and Factor Analysis**

**Table 3: KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.888
Bartlett's Test of Sphericity	Approx. Chi-Square	11876.334
	Df	703
	Sig.	.000

*Source:* Authors' Own Compilation

Kaiser-Meyer-Oklin (KMO) measure of sample adequacy was found to be 0.888 (as shown in Table 3) which is greater than the acceptable value of 0.60. Bartlett test of sphericity was shown suitability of the data for factor analysis. The following are the factors that have been extracted as shown in Table 4.

**Table 4: Summary of Constituents of IM in Higher Educational Institutions**

<i>S. No.</i>	<i>Factor Name (Variance Explained %)</i>	<i>Eigen Value</i>	<i>Cronbach Alpha</i>	<i>Loading</i>	<i>Statements Included in the Factor</i>
F <sub>1</sub>	<i>Internal Communication (10.329%)</i>	8.519	.876	.821	Our institution communicates to us the importance of our service roles.

*contd. table 4*



<i>S. No.</i>	<i>Factor Name (Variance Explained %)</i>	<i>Eigen Value</i>	<i>Cronbach Alpha</i>	<i>Loading</i>	<i>Statements Included in the Factor</i>
				.794	Our institution arranges regular meetings to listen to us as employees.
				.769	My supervisor communicates to me how my job tasks fit into the overall institutional effort.
				.675	Our institution announces new policies to us by holding meetings.
				.662	Information about government action affecting our institution is well communicated.
F <sub>2</sub>	<i>Internal Market Research (9.557%)</i>	5.073	.849	.814	Our institution gathers employee feedback.
				.780	Our institution regularly seeks our suggestions.
				.755	Our institution collects data on our complaints.
				.740	Our institution does a lot of IM research.
				.643	Our institution seeks to identify issues that we may have.
				.550	Our institution surveys employees' at least once a year to assess the quality of employment.
F <sub>3</sub>	<i>Training and Development (9.293%)</i>	3.635	.858	.797	Our institution educates new recruits.
				.760	Our institution frequently arranges Faculty Development Programs for our personal growth and development.
				.674	We are properly trained to perform our service roles.
				.633	Our institution teaches why we should do things.
				.597	Skill and knowledge development is an ongoing process in our institution.

*contd. table 4*

*Constituents of Internal Marketing in Higher Educational Institutions in India*

<i>S. No.</i>	<i>Factor Name (Variance Explained %)</i>	<i>Eigen Value</i>	<i>Cronbach Alpha</i>	<i>Loading</i>	<i>Statements Included in the Factor</i>
				.534	Our institution views the development of our knowledge and skills as an investment rather than a cost.
F <sub>4</sub>	<i>Psychological factors (7.866%)</i>	1.866	.801	.784	I feel proud and respected while working in this institution.
				.754	We are self motivated to represent our institution.
				.710	Our institution has the flexibility to accommodate our differing needs.
				.706	Our opinions matter and our voices are heard.
				.701	We are likely to do best on consistent basis.
F <sub>5</sub>	<i>HR and Rewards (7.833%)</i>	1.732	.827	.797	Our salary is directly related to our performance.
				.726	We get extra incentives on giving extraordinary results.
				.706	There is an equal and fair treatment for all in our institution.
				.684	There is continuous recognition of our efforts and contributions.
				.635	Reward is systematic according to job evaluation.
F <sub>6</sub>	<i>Empowerment (7.535%)</i>	1.386	.869	.806	I am allowed to use my own judgment.
				.789	I am given delegation of authority for solving problems.
				.700	I am always trusted by my supervisor.
				.676	I am generally given enough space and encouragement to initiate new plans on board.
F <sub>7</sub>	<i>Sociological Factors (7.354%)</i>	1.362	.811	.760	We are closely connected to one another regardless of our designation
				.755	We have strong interpersonal relations with other faculty members.

*contd. table 4*

<i>S. No.</i>	<i>Factor Name (Variance Explained %)</i>	<i>Eigen Value</i>	<i>Cronbach Alpha</i>	<i>Loading</i>	<i>Statements Included in the Factor</i>
				.720	I enjoy coming to work each day.
				.604	Our institution places considerable emphasis on communication between us as employees.
F <sub>8</sub>	<i>Vision (5.319%)</i>	1.159	.736	.842	Our institution offers us a vision that we can believe in.
				.764	Our institution communicates us its vision well.
				.732	Our institution measures and rewards employee performance that contributes most to our institution's vision.

*Source:* Authors' Own Compilation

### **Factor 1: Internal Communication**

Internal Communication is the first and the most important constituent of IM in a higher education institution. The constituent explained 10.329% of the total variance explained. The dimension internal communication included statements namely “Our institution communicates to us the importance of our service roles (.821)”, “Our institution arranges regular meetings to listen to us as employees (.794)”, “My supervisor communicates to me how my job tasks fit into the overall institutional effort (.769)”, “Our institution announces new policies to us by holding meetings (.675) and “Information about government action affecting our institution is well communicated (.662)”. These statements bring out the fact that the communication with the employees in higher education institution is the most useful means to inform, educate, develop and motivate the employees to accomplish the organizational objectives.

### **Factor 2: Internal Market Research**

Internal Market Research explaining 9.557% of the total variance was identified as the second most important constituent of IM in HEI's. The factor included statements such as “Our institution gathers employee feedback (.814)”, “Our institution regularly seeks our suggestions (.780)”, “Our institution collects data on our complaints (.755)”, “Our institution does a lot of IM research (.740)”, “Our institution seeks to identify issues that we may have. (.643)” and “Our institution surveys employees' at least once a year to assess the quality of employment (.550)”. The dimension focuses on the fact that the involvement of the staff of higher educational institutions in the day to day working of the organization would help them to understand and achieve the organizational objectives in a better manner.

### **Factor 3: Training and Development**

Training and Development comprising of statement namely “Our institution educates new recruits (.797)”, “Our institution frequently arranges Faculty Development Programs for our personal growth and development (.760)”, “We are properly trained to perform our service roles (.674)”, “Our institution teaches why we should do things (.633)”, “Skill and knowledge development is an ongoing process in our institution (.597)” and “Our institution views the development of our knowledge and skills as an investment rather than a cost (.534)” was identified as the third most important dimension of IM practices in HEI’s. the dimension explain 9.293% of the total variance and focused on the need of time to time training that need to be provided to the employees of HEI’s .The skill and knowledge of the employees needs to be developed and they need to be well versed with the latest developments going on in and around them to be able to achieve the organizational objectives.

### **Factor 4: Psychological factors**

Psychological factors explaining 7.866% of the total variance have been identified as the fourth most important constituent of IM in HEI’s. The dimension comprised of statements “I feel proud and respected while working in this institution (.784)”, “We are self-motivated to represent our institution (.754)”, “Our institution has the flexibility to accommodate our differing needs (.710)”, “Our opinions matter and our voices are heard (.706)” and “We are likely to do best on consistent basis (.701)”.The dimension focused on the fact that mental satisfaction of employees working in HEI’s is very important to be able to perform better.

### **Factor 5: HR and Rewards**

HR and Rewards was identified as the fifth important constituent of IM in HEI’s explaining 7.833% of the total variance. The factor contained statements namely “Our salary is directly related to our performance (.797)”, “We get extra incentives on giving extraordinary results (.726)”, “There is an equal and fair treatment for all in our institution (.706)”, “There is continuous recognition of our efforts and contributions (.684)” and “Reward is systematic according to job evaluation (.635)”.The dimensions stresses on the value that the organizations where the employees are respected and rewarded are able to achieve their goals better as compared to others.

### **Factor 6: Empowerment**

Empowerment was the sixth factor explaining 7.535% of the variance. The factor included statements such as “I am allowed to use my own judgment (.806)”, “I am given delegation of authority for solving problems (.789)”, “I am always trusted by my supervisor (.700)” and “I am generally given enough space and encouragement to initiate new plans on board (.676)”.The factor highlighted the need of empowering the employees as a part of IM practices in HEI’s.

### **Factor 7: Sociological Factors**

Sociological factors including statements namely “We are closely connected to one another regardless of our designation (.760)”, “We have strong interpersonal relations with other faculty members (.755),

“I enjoy coming to work each day (.720) and “Our institution places considerable emphasis on communication between us as employees (.604)” and explaining 7.354% of the total variance was found to be the seventh important constituent of IM in HEI’s. The factor highlights the importance of peer group and interpersonal relationships in motivating the employees to work towards the achievement of organizational objectives.

#### **Factor 8: Vision**

The dimension vision has been found to be the eight constituent explaining the IM practices in HEI’s. The dimension included statements, “Our institution offers us a vision that we can believe in (.842)”, “Our institution communicates us its vision well (.764)” and “Our institution measures and rewards employee performance that contributes most to our institution’s vision (.732)” and explained 5.319% of the total variance. The dimension brought out that the objective for which an organization works needs to be communicated well to its employees.

#### **6. Conclusion**

Having realized the importance of IM practices in HEI’s, an attempt has been made to develop a scale in order to identify the various constituents of IM in higher educational institutions. The results of factor analysis portrayed that internal communication, internal market research, training and development, psychological factors, HR and rewards, sociological factors, empowerment and vision as important factors as constituents of IM practices in HEI’s in India.

It is recommended that the authorities in HEI’s should pay additional emphasis on the aforesaid factors in order to boost faculties continued commitment levels. The study also recommends that the policy makers should create and communicate a comprehensible and practical job as well as organizational objectives.

The current study is based on HEI’s in Punjab. Moreover, the data was gathered using a questionnaire and therefore scope of errors and biasness cannot be ruled out. Further, the present study is based upon the responses of 300 faculty members (each from public and private sector universities) only. The differences in internal marketing practices between public and private higher educational institutions can be explored in future. Along with this, the impact of the various factors affecting internal marketing practices on job satisfaction in higher educational institutions can also be examined. Also, the Universities offering courses in four major fields namely humanities, commerce, science and engineering formed the sample of the study. In future, studies can be carried out in institutions offering specific courses such as medical colleges, management and technology institutes etc.

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