

Perception of Faculty towards Internal Marketing in the Colleges of Haryana

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ABSTRACT: The present study entitled “internal marketing in the colleges of Haryana” was conducted in the colleges of Haryana state of India with the objectives of studying perceptions of faculty towards internal marketing. The study found that internal marketing practices in colleges were significantly better in aided and unaided colleges as compared to that in government colleges. It was affirmed by the significantly higher agreement on 9 of the 11 significant statements related to the internal marketing among faculty of aided and unaided colleges as compared to that among faculty of government colleges. To make the education service-oriented, and not profit-oriented, government educational institutions should be strengthened in terms of internal marketing.

KEYWORDS: Internal marketing, service quality, faculty, students, colleges

I. INTRODUCTION

Internal marketing is a philosophy, strategy, and process. IM as a philosophy describes a customer-orientated culture in which everyone understands the strategic intent or purpose, and is motivated to participate in implementing the strategy. Integrating front- and backstage activities requires a shared and common understanding of objectives and desired outcomes, as well as clarity of the roles of these activities in the service delivery process. Further at the strategic level IM should create an environment that fosters customer consciousness amongst employees. Thus the concept is concerned with challenging the attitudes and behavior of employees to them more customer-conscious. IM can also be taken as a statement of strategy for the internal marketing process that identifies a product, target customers and capabilities. The products are jobs and the work environment that influence employees’ motivations. The target customers are top management; supervisors; contact personnel; and support personnel. It can be argued that IM requires two capabilities - communication and attitude management.

Despite the attention that the subject of IM has received, a review of the literature shows that there is still no single compelling, or clear conceptual definition of IM. This remains an area of considerable confusion despite the fact that numerous alternative definitions of IM have been proposed over the past decade. There is still debate over the nature and application of the subject. Some authors view IM as a concept, a philosophy or a management practice, (George 1990, as either relating to human resource management, service marketing, or change management (George 1990). Rafiq and Ahmad (1992) suggested there are three phases of the evolution of IM: (1) employee satisfaction; (2) customer orientation; and (3) strategy implementation and change management.

On the other hand, IM offers a new perspective on the management of human resources or whether it is a metaphor too far. However, there are some commonalities and overlaps, which have been considered in the literature. The normative aspects of people management, which relate to the management of employees as a resource, should be aligned with the strategic direction of the firm. The key physical, human and organizational internal resources of the firm together influence the development and maintenance of competitive advantage in the external market place. As far as human capital is concerned, The term “internal marketing has been used to describe a variety of internal management activities, which, although not new in themselves, have offered a new approach to developing a service orientation and an interest in customers and marketing among all personnel” (Gronroos, 1990). As mentioned earlier there is no single

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unified notion of what is meant by internal marketing however it is a concept, which offers a “philosophy for managing the organization’s human resources based on a marketing perspective” (Rafiq and Ahmad, 1992).

The internal marketing in higher education may be defined as the management, faculty and supporting staff, which are supposed to be there to attract students to their colleges through performance and service quality provided in the colleges. The appearance of the campus, class rooms, extra-curricular facilities, IT infrastructure, social and moral value addition, etc. is the markers for attracting the customers (students) to the colleges. Therefore, in the present study the faculty has been taken as the representative of internal marketing

Objectives of the Study

To study the perceptions of faculty towards internal marketing in the colleges;

Hypotheses of the Study

There is no significant difference between government, aided and unaided colleges faculty with respect to their perception regarding internal marketing practices.

II. REVIEW OF LITERATURE

Berry et al (1985) described the concept of internal marketing as viewing employees as internal customers, viewing jobs as internal products, and then endeavouring to offer internal products that satisfy the needs and wants of these internal customers while addressing the objectives of the organization. The organizations should consider the process of creating market conditions within the organization to ensure that internal customers’ wants and needs are met. **Gronroos (1984)**, supports that if an organization adopts Internal Marketing then its employees can be influenced most effectively and hence become motivated towards customer consciousness, market orientation and sales mindedness. This can be done by applying a marketing-like internal approach and marketing like activities internally. **Christopher et al. (1991)** discussed Internal marketing as an important activity in developing a customer-focused organization. He further explained that fundamental aim of internal marketing is to build up internal and external customer awareness and eliminate functional barriers to organisational effectiveness. **Collins and Payne (1991)** suggest that in order to implement IM, external marketing tools, including market research, segmentation, developing a marketing mix and controlling marketing activity, may be used within the organization. **Caruana and Calleya (1998)** conducted an empirical study on 171 randomly selected managers of a retail bank. The study examined the internal system connected with customer satisfaction focusing particularly on the extent of association between internal marketing and its outcome in the form of changed levels of organizational commitment. **Lings and Brooks (1998)** stressed the importance of balancing the effort applied to both internal and external marketing in order to achieve maximum effectiveness. One method is to improve the interaction between internal suppliers and employees due to the ability of these groups to identify areas for improvement but warns of the differences between the needs of internal members and external customers. **Marshall et al. (1998)** distinguish the concepts Internal Marketing and internal customer service supporting the fact that the first focuses on how the company serves its employees while the latter how employees serve other employees in the same organization. **Varey and Lewis (1999)** conducted review of the literature in various disciplines pertaining to internal marketing. They examined over 450 publications and 38 case studies, conducted 37 in-depth interviews and surveyed 25 academic experts with the intention of developing a broadened concept of internal marketing. They proposed as system model of internal marketing as a social (communicating) system capable of providing a means for organisational capability enhancement (e.g. economic performance) and improved quality of working life for organisational members and thereafter could contribute in the improvement of quality provided from service business. **Preston and Steel (2000)** conducted a survey with a sample of six public libraries’ authorities in London and examined employee satisfaction and customer orientation. They proposed that while addressing the issues relating to Internal marketing, the external focus should not be overlooked. Though activities of recruiting, training, developing and motivating are important but it is the external marketing impact that is integral in internal marketing strategy. **Bansal, Mendelson and Sharma (2001)** proposed a model relating six key internal marketing practices to external customer satisfaction and loyalty, mediated by internal customer attitudes leading to extra role behaviours

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directed to external customers. Employment security, extensive training, generous rewards, sharing information, employee empowerment and reduced status distinctions are the six IM practices resulting in internal customer satisfaction and loyalty and are linked to external marketing outcomes through extra-role behaviours.

III. RESEARCH METHODOLOGY

A list of all the 21 districts of Haryana state was prepared along with the number of colleges in the district. Then three districts having the highest number of colleges were selected for the study. The selected districts came to be Rohtak (72 colleges), Sonapat (70 colleges) and Mohindergarh (66 colleges). From each selected district three government colleges, three aided colleges and three unaided colleges were randomly selected. The selected colleges came to be as shown in

Table 3.4.1. **Table 3.4.1: List of selected colleges for the study**

S. No.	Government Colleges	Aided Colleges	Unaided Colleges
1.	C R College of Education, Rohtak	K V M College of Education	St. Paul College of Education
2	Hindu College of Education ,Sonapat	South Point College of Education	D C Jain College of education
3	Government College of Education, Mohindergarh	Saraswati College of Education, mohindergarh	Rao Jai Ram College of Education

From each type of colleges, 100 teachers and 150 students were interviewed for data collection.

IV. ANALYSIS AND INTERPRETATION

Analysis has been divided into two sections. Section-I deals with the perceptions of faculty towards internal marketing, their job performance and impact of internal marketing on job performance of the faculty in various types of colleges. Section-II is devoted to the perceptions of students towards service quality provided by their colleges and the inter-relationship between internal marketing and service quality.

V. FACULTY'S PERCEPTIONS TOWARDS INTERNAL MARKETING

The analysis presented in Table 1.1 indicated that among government colleges faculty, the highest extent of agreement was found to be 4.08 (agree) on 'skill and knowledge development of students happens as an ongoing process in our organization', followed by 3.69 (agree) on 'this college has the flexibility to accommodate the differing needs of students', 3.48 (neutral) on 'faculty is prepared to perform well for the students' and 3.46 (neutral) on 'Our college's vision is well communicated to faculty, which is further communicated to the students'. The lowest extent of agreement came to be 2.20 (disagree) on 'our college communicates to faculty the importance of the teaching roles', followed by 2.54 (neutral) on 'in college, faculty is taught "why should they do things and not just how they should do things', 2.64 (neutral) on 'our college views the development of knowledge and skill in faculty as an investment rather than a cost' and 2.78 (neutral) on 'our college offers faculty a vision that they can believe in'.

The analysis further indicated that among aided colleges faculty, the highest extent of agreement was found to be 4.11 (agree) on 'our college views the development of knowledge and skill in faculty as an investment rather than a cost', followed by 3.87 (agree) on 'faculty is prepared to perform well for the students', 3.82 (agree) on 'our college offers teachers a vision that they can believe in', 3.81 (agree) on 'our college's vision is well we communicate to the faculty, which is further communicated to the students' 3.74 (agree) on 'skill and knowledge development of students happens as an ongoing process in our organization' and 3.52 (agree) on ' in this college, the teachers are properly trained to perform their roles'.

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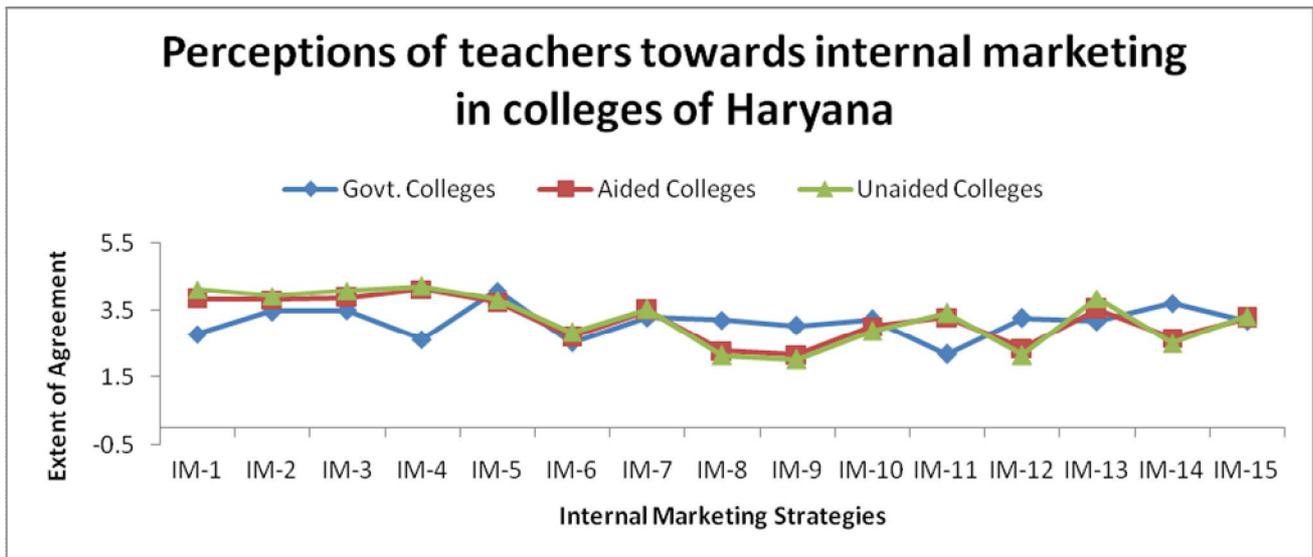
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Table 4.1.1: Extent of agreement among faculty on various internal marketing strategies in colleges

Aspects	Govt. Colleges		Aided Colleges		Unaided Colleges		F-ratio
	Mean	Overall	Mean	Overall	Mean	Overall	
Internal Marketing Strategy-1	2.78	N	3.82	A	4.11	A	6.23**
Internal Marketing Strategy-2	3.46	N	3.81	A	3.92	A	4.71**
Internal Marketing Strategy-3	3.48	N	3.87	A	4.08	A	6.41**
Internal Marketing Strategy-4	2.64	N	4.11	A	4.21	A	8.23**
Internal Marketing Strategy-5	4.08	A	3.74	A	3.81	A	1.53
Internal Marketing Strategy-6	2.54	N	2.70	N	2.84	N	1.39
Internal Marketing Strategy-7	3.28	N	3.48	N	3.52	A	2.85*
Internal Marketing Strategy-8	3.21	N	2.30	DA	2.16	DA	6.67**
Internal Marketing Strategy-9	3.03	N	2.18	DA	2.04	DA	7.55**
Internal Marketing Strategy-10	3.22	N	3.02	N	2.87	N	1.18
Internal Marketing Strategy-11	2.20	DA	3.28	N	3.41	N	4.76**
Internal Marketing Strategy-12	3.25	N	2.37	DA	2.17	DA	5.48**
Internal Marketing Strategy-13	3.16	N	3.52	A	3.84	A	4.52**
Internal Marketing Strategy-14	3.69	A	2.67	N	2.52	N	6.54**
Internal Marketing Strategy-15	3.18	N	3.26	N	3.31	N	1.11

The lowest extent of agreement came to be 2.18 (disagree) on ‘we measure and reward teachers’ performance that contributes most to our college’s vision’, followed by 2.30 (disagree) on ‘our performance measurement and reward systems encourage the faculty and staff to work together’ and 2.37 (disagree) on ‘in our college, those teachers who provide excellent services are rewarded for their efforts’.

Among unaided colleges faculty, the highest extent of agreement was found to be 4.21 (agree) on ‘our college views the development of knowledge and skill in faculty as an investment rather than a cost’, followed by 4.11 (agree) on ‘our college offers teachers a vision that they can believe in’, 4.08 (agree) on ‘our faculty is prepared to perform well for the students’, 3.92 (agree) on ‘our college’s vision is well communicated to the faculty, which is further communicated to the students’ 3.84 (agree) on ‘in this college, the teachers are properly trained to perform their teaching roles’ 3.81 (agree) on ‘skill and knowledge development of students happens as an ongoing process in our organization’ and 3.52 (agree) on ‘in our college we go beyond traditional education to develop skills in the students’. The lowest extent of agreement came to be 2.04 (disagree) on ‘we measure and reward teachers’ performance that contributes most to our college’s vision’, followed by 2.16 (disagree) on ‘our performance measurement and reward systems encourage the faculty and staff to work together’ and 2.30 (disagree) on ‘in our college, those teachers who provide excellent services are rewarded for their efforts’.



Therefore, the hypothesis 1 “there is no significant difference in the internal marketing practices in different types of colleges” is rejected as 11 of 15 statement exhibited significant differences in internal marketing practices in government, aided and unaided colleges.

VI. CONCLUSION

The comparison of extent of agreement on internal marketing aspects between government, aided and unaided colleges faculty showed that the extent of agreement on ‘our performance measurement and reward systems encourage faculty and staff to work together’ ‘we measure and reward faculty’s performance that contributes most to our college’s vision’ was significantly greater among government colleges faculty as compared to that among aided and unaided colleges faculty.

On the other hand, the extent of agreement on ‘our college offers faculty a vision that they can believe in’, ‘our college’s vision is well communicated to the faculty’, ‘faculty is prepared to perform well for the students’, ‘our college views the development of knowledge and skills in faculty as an investment rather than a cost’, ‘our college communicates to the faculty importance of teaching roles’ ‘in this college, the teachers are properly trained to perform their roles’ ‘in our college, we go beyond traditional education to develop skills in the students’ and ‘the college has the flexibility to accommodate the differing needs of students’ was significantly greater among aided and unaided colleges faculty as compared to that among government colleges faculty.

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