CHAPTER-VI
FINDINGS, CONCLUSION AND SUGGESTIONS

6.1 INTRODUCTION

The present chapter concludes the study with the summary of the major findings emerging from the study, the conclusions of the study and proposes a number of suggestions in the context of findings for enhancing the faculty job satisfaction through internal marketing and student satisfaction through faculty job satisfaction in higher education sector. The findings and conclusions have been drawn on the basis of data analysis conducted and presented in the earlier chapters. The suggestions that follow may provide useful inputs to the management institutions in formulating appropriate internal marketing strategies to improve overall faculty satisfaction in the management institutes and leading to better student satisfaction.

This chapter is divided into four sections. The first section contains a summary of the findings of the study with respect to research objectives and the research hypotheses. The second and third section deals with the conclusions and suggestions respectively. The fourth section comprises the research contribution of the study while the last section includes limitations and future research of the study.

6.2 SUMMARY OF FINDINGS

The finding of the given study has been analysed in the present chapter in detail. This section comprised of four components mainly viz. Demographics, Internal marketing construct, Faculty Job Satisfaction construct, Student Satisfaction construct, Research objectives and Research hypotheses achievement. Each parameter has been analysed separately and thus the major findings emerging from this study are summarized as under:-

Demographic profiles of the respondents were discussed as under:-

- The profile of faculty revealed that in the sample size of 206 faculty members, male respondents were 87 (42%) and female respondents were 119 (58%). Total of 96 respondents was in the age group of 31-40 years representing 47% of the
The profile of students revealed that in the sample size of 370 students, the number of male respondents figured higher 210 (57%) than their female counterparts 160 (43%). More than half of the total respondents 267(72%) were falling within the age group of 20-25 years and 94 (25%) were below 20 years. Additionally, the majority of the students were enrolled in MBA course 268 (72%), 74 (20%) were enrolled in BBA and 28 (8%) were enrolled in other courses.

The identified four factors of internal marketing in the management education institutions under study have been analyzed. They are as under:-

- **Vision and Development (F1)** - The first factor having mean value of 3.84 with Eigen value 9.152 comprised of six items, viz., ‘the institution /department offers faculty a vision that they can believe in’, ‘the institution /department communicate the institution’s /department’s vision well to faculty’, ‘skill and knowledge development of faculty happens as an ongoing process in our institution /department’, ‘institution /department teach faculty "why they should do things" and not just "how they should do things"’, ‘the institution /department go beyond training and development programs and educate faculty importance of their service roles as well’, ‘in our institution/department, faculty are properly trained and developed to perform their service role’s. The item ‘the institution /department communicate the institution’s /department’s vision well to faculty’
has the highest factor loading (.778) indicating a high association with this factor. The item ‘offers faculty a vision that they can believe in’ having the least factor loading (.605) and therefore stands least associated with this factor. Overall variance explained by this factor was 17.596 %. The total reliability of the factor came out to be .857.

- **Internal Communication (F2)** - The second factor having mean value of 3.79 with Eigen value 1.993 comprised of seven statements, viz., ‘our institution/department place considerable emphasis on communicating with faculty’, ‘my institution/department is sincerely concerned about personal problems I have that may affect my performance’; ‘my institution chairperson/HOD is never too busy to talk with me when I need him’, ‘our institution/department arrange regular meetings to listen to their faculty’, ‘my employer communicates to me how my job tasks fit into the overall institution/department effort’, ‘the institution/department often announces new policies to us by holding meetings’, ‘information about government action affecting my institution/department is well communicated to faculty’. The item ‘our institution/department place considerable emphasis on communicating with faculty’ has the highest factor loading (.758) and therefore this item stands highly associated with this factor. The item ‘our institution/department arrange regular meetings to listen to their faculty’ has the lowest factor loading (.528) and therefore stands least associated with this factor. Overall variance explained by this factor was 17.586 %. The total reliability of the factor came out to be .878.

- **Rewards (F3)** - The third factor having mean value of 3.54 with Eigen value 1.627 comprised of five statements, viz., ‘the performance measurement and reward system encourage faculty to work together’, ‘the institution/department measures and reward faculty performance that contributes most to our institution’s/department’s vision’, ‘the institution/department use the data they collect from faculty to improve their jobs and to develop our institution’s/department’s strategy’, ‘our institution/department communicates to the faculty the importance of their service roles’, ‘in our institution/department, the faculty who provide
excellent services are rewarded for their efforts’. The item ‘the institution 
department measures and reward faculty performance that contributes most to 
our institution’s department’s vision’ has the highest factor loading (.821) and 
therefore this item stands highly associated with this factor. The item ‘our 
institution/department communicates to the faculty the importance of their service 
roles’ has the lowest factor loading (.588) and therefore stands least associated 
with this factor. Overall variance explained by this factor was 15.426 %. The total 
reliability of the factor came out to be .866.

Empowerment (F4) - The third factor having mean value of 3.78 with Eigen 
value 1.396 comprised of four statements, viz., ‘my institution chairperson/HOD 
allows me to use my own judgment in solving problems of institution/department’, ‘my institution chairperson/HOD encourages me to take 
initiatives’, ‘my institution chairperson/HOD allows me a high degree of initiative’, ‘my institution chairperson/HOD trusts me to exercise good judgment. 
The item ‘my institution chairperson/HOD encourages me to take initiatives.’ has 
the highest factor loading (.867) and therefore this item stands highly associated 
with this factor. The item ‘my institution chairperson/HOD trusts me to exercise 
good judgment’ has the lowest factor loading (.744) and therefore stands least 
associated with this factor. Overall variance explained by this factor was 
13.790%. The total reliability of the factor came out to be .877.

The identified three factors of faculty job satisfaction in the management 
education institutions under study have been analyzed. They are as under:-

Intrinsic Job Satisfaction (F1) - The first factor having mean value of 3.82 with 
Eigen value 6.774 comprised of nine statements, viz., ‘I get chance to do 
something that makes use of my abilities’, ‘I get feeling of accomplishment from 
my present job’, ‘I get chance to try my own methods of doing the job’, ‘I get 
chance to work alone on the job’, ‘I am being able to do things that are according 
to my conscience’, ‘I get chance to do things for other people’, ‘I get chance to 
tell other faculty what to do.’, ‘ my present job keeps me busy all the time’, ‘my 
present job offers me freedom to use my own judgment’ as given in the Table
5.20. The item ‘I am being able to do things that are according to my conscience.’ has the highest factor loading (.740) indicating high association with this factor. The item ‘I get chance to do something that makes use of my abilities.’ has the least factor loading (.567) and therefore stands least associated with this factor. Overall variance explained by this factor was 28.721%. The total reliability of the factor came out to be .893.

- **Extrinsic Job Satisfaction (F2)** - The second factor having mean value of 4.03 with Eigen value 1.210 comprised of four statements, viz., ‘I feel satisfied with my pay and the amount of work I do’, ‘I feel satisfied with the way my co-workers get along with each other’, ‘Recognition: I feel satisfied with the praise I get for doing a good job’, ‘My present job provides me chances for advancement’. The item ‘I feel satisfied with the way my co-workers get along with each other’ has the highest factor loading (.724) and therefore this item stands highly associated with this factor. The item ‘I feel satisfied with my pay and the amount of work I do.’ has the lowest factor loading (.594) and therefore stands least associated with this factor. Overall variance explained by this factor was 16.417%. The total reliability of the factor came out to be .752.

- **Superior Support (F3)**- The third-factor having a mean value of 3.89 with Eigen value 1.094 comprised of two statements, viz., ‘I feel satisfied with the way chairperson/HOD handles faculty members’, ‘I feel satisfied with the competence of chairperson/HOD in making decisions’. The item ‘I feel satisfied with the way chairperson/HOD handles faculty members’ has the lowest factor loading (.811) and therefore this item stands least associated with this factor. The item ‘I feel satisfied with the competence of chairperson/HOD in making decisions’ has the highest factor loading (.823) and therefore stands highly associated with this factor. Overall variance explained by this factor was 15.378% and the total reliability of the factor came out to be .844.
The identified five factors of student satisfaction in the management education institutions under study have been analyzed. They are as under:-

**Faculty Ability (F1)** - The first factor having mean value of 3.47 with Eigen value 7.344 comprised of seven items, viz., ‘faculty is sincerely interested in helping students learn and grow’, ‘faculty presents material in a well organized and coherent way’, ‘faculty is able to explain difficult concepts in a clear and simple way’, ‘faculty makes effective use of examples and illustrations in his or her explanations’, ‘faculty is successful in presenting the subject matter in an interesting way’, ‘faculty is successful in encouraging students to think independently and do supplementary reading on the subject matter’, ‘faculty exhibit a positive attitude toward students they teach’. The item ‘faculty is successful in presenting the subject matter in an interesting way’ has the highest factor loading (.739) indicating a high association with this factor. The item ‘faculty exhibit a positive attitude toward students they teach’ having the least factor loading (.530) and therefore stands least associated with this factor. Overall variance explained by this factor was 17.399% and the total reliability of the factor came out to be .870.

**General Satisfaction (F2)** - The second factor having mean value of 3.20 with Eigen value 2.247 comprised of five statements, viz., ‘faculty has fulfilled my expectations’, ‘I would recommend this institution to others’, ‘I am satisfied with my decision to attend this institution’, ‘if have a choice to do it all over again, I still will enroll in this institution’, ‘overall, I am pleased with the services offered by this institution’. The item ‘I would recommend this institution to others’ has the highest factor loading (.851) and therefore this item stands highly associated with this factor. The item ‘faculty has fulfilled my expectations’ has the lowest factor loading (.679) and therefore stands least associated with this factor. Overall variance explained by this factor was 16.231%. The total reliability of the factor came out to be .890.

**Faculty Support(F3)** - The third factor having mean value of 2.90 with Eigen value 2.013 comprised of three statements, viz., ‘faculty has effectively helped me in planning my academic program’, ‘faculty does a good job of helping me with career planning’, ‘faculty is prompt to answer emails’. The item ‘faculty does a good job of helping me with career planning’ has the highest factor loading (.802) and therefore this item stands
highly associated with this factor. The item ‘faculty is prompt to answer emails’ has the lowest factor loading (.656) and therefore stands least associated with this factor. Overall variance explained by this factor was 11.468%. The total reliability of the factor came out to be .768.

**Faculty Expertise (F4)** - The fourth-factor having a mean value of 3.55 with Eigen value 1.348 comprised of four statements, viz. ‘faculty is knowledgeable about the academic procedures and programs in the institution’, ‘faculty has good working knowledge of the subject’, ‘faculty is interested and passionate about the subject’, ‘faculty has practical experience of the subject’. The item ‘faculty has good working knowledge of the subject’ has the highest factor loading (.758) and therefore this item stands highly associated with this factor. The item ‘the faculty has practical experience of the subject’ has the lowest factor loading (.584) and therefore stands least associated with this factor. Overall variance explained by this factor was 10.675%. The total reliability of the factor came out to be .774.

**Faculty-Student Relationship (F5)** - The fifth-factor having a mean value of 3.67 with Eigen value 1.197 comprised of three statements, viz. ‘students and faculty show mutual respect for each other’, ‘faculty show concern when we have a problem’, ‘the faculty engages students in class discussions’ The item ‘students and faculty show mutual respect for each other’ has the highest factor loading (.759) and therefore this item stands highly associated with this factor. The item ‘faculty engages students in class discussions’ has the lowest factor loading (.613) and therefore stands least associated with this factor. Overall variance explained by this factor was 8.543%. The total reliability of the factor came out to be .743.

The CFA measurement models for each construct were discussed below:

- **CFA for Internal Marketing Construct**: CFA of Internal Marketing construct with four latent factors viz., Vision and Development, Internal Communication, Rewards and Empowerment having different indicators have been performed. All indicators in this model have factor loadings greater than 0.5 ranging from .59 to
.86. The model also yielded good results (CMIN/DF =1.721, RMR = .039, GFI = .879, AGFI = .842, CFI = .944, TLI =.932, RMSEA = .059 and PCLOSE=.079).

❖ **CFA for Faculty Job Satisfaction Construct**: CFA of Faculty Job Satisfaction construct with three latent factors viz., Intrinsic Job Satisfaction, Extrinsic Job Satisfaction and Superior Support having different indicators have been performed. All indicators in this model have factor loadings greater than 0.5 ranging from .62 to .97. The model also yielded good results (CMIN/DF = 1.442, RMR =.031, GFI = .935, AGFI =.902, CFI = .978, NFI=.932, RMSEA = .046 and PCLOSE=.597).

❖ **CFA for student Satisfaction Construct**: CFA of Student Satisfaction construct with five latent factors viz., Faculty Ability, General Satisfaction, Faculty Support, Faculty Expertise, and Faculty-Student Relationship having different indicators have been performed. All the indicators in this model have factor loadings greater than 0.5 ranging from .55 to .88. The model also yielded good results (CMIN/DF = 1.523, RMR =.048, GFI = .891, AGFI =.858, CFI = .947, RMSEA = .050 and PCLOSE=.460).

The correlation between internal marketing and faculty job satisfaction in management education institutions under study has been analyzed. It is given as under:

❖ The correlation between Internal Marketing sub-divided into four factors namely, Vision and Development, Internal Communication, Rewards, Empowerment; and faculty job satisfaction were examined. The overall correlation coefficient between Internal Marketing and Faculty Job Satisfaction was 0.744 which indicated that there exists a strong positive correlation between Internal Marketing dimensions and Faculty Job Satisfaction at Sig. < 0.01 level in the select management education institutions.

The correlation between faculty job satisfaction and student satisfaction in management education institutions under study has been analyzed. It is given as under:
The correlation between Faculty Job Satisfaction sub-divided into three factors namely; Intrinsic Job Satisfaction and Extrinsic Job Satisfaction and Superior Support were examined. The overall correlation coefficient between Faculty Job Satisfaction and Student Satisfaction is .396 which indicated that there exists a moderate positive correlation between Faculty Job Satisfaction and Student Satisfaction at Sig. < 0.05 level in the select management education institutions.

The regression analysis between internal marketing and faculty job satisfaction in management education institutions under study has been analyzed. It is given as under:-

The results of the regression analysis show that Internal Marketing has a significant positive impact on Faculty Job Satisfaction in management education institutions {R=.744, R2 = 0.554, Adjusted R2 = 0.552, p < .000}. Thus, the model was statistically significant and Internal Marketing accounted for approximately 55% of the variance in Faculty Job Satisfaction.

The regression analysis between faculty job satisfaction and student satisfaction in management education institutions under study has been analyzed. It is given as under:-

The results of the regression analysis showed that Faculty Job Satisfaction has a significant positive impact on Student Satisfaction in management education institutions {R=.396, R2 = 0.157, Adjusted R2 = 0.153, p < .001}. Thus, the model was statistically significant and Faculty Job Satisfaction account for approximately 15% of the variance in Student Satisfaction.

Research objectives of the study and their achievement are discussed as under:-

Research Objective 1. To study the existing internal marketing practices in management education institutions.

The first objective required the identification of the Internal Marketing practices in the select management education institutions under study. In the present study, the information regarding various Internal Marketing practices followed by the select management education institutions has been gathered from the faculty members employed in these institutions. The IM questionnaire was used to elicit responses from
the faculty of the respective institutes. Further, the responses were analyzed to gain an understanding regarding these various practices and how the respondents rate the impact of these practices on the job satisfaction of the respective institutions. Descriptive statistics – Means were used to explore and analyse the degree of prevalence of these practices in the select management education institutions. The findings are presented below:-

Practices with respect to Vision and Development included the institution /department communicate the institution’s /department’s vision well to faculty (with maximum mean score of 3.96) and faculty did not give high score to the statement, in our institution /department faculty is properly trained and developed to perform their service roles (a low score of 3.71). Similarly, the institution /department offers faculty a vision that they can believe in, received a good mean score of 3.89 followed by Institution /department teach faculty "why they should do things" and not just "how they should do things"(mean score of 3.84), and skill and knowledge development of faculty happens as an ongoing process in our institution /department (mean score of 3.83). The institution /department go beyond training and development programs and educate faculty importance of their service roles as well (mean score of 3.82). Also, the overall mean score of vision and development practice came out to be 3.84, which is above average. Since, the mean scores of all the statements have been above average, it indicated that high vision and development practice in the select management institutes. Further, Table 5.30 gives the summary of vision and development practice being followed by the management education institutions under study.

Analysis of internal communication practice revealed that the institution /department place considerable emphasis on communicating with faculty has a maximum mean score of 3.95. Internal communication practice includes activities such as arrange regular meetings to listen to their faculty (mean score of 3.76) and often announces new policies to its faculty us by holding meetings (mean score of 3.83). Faculty found that the Information regarding government action affecting their institution/department is well communicated to them (mean score of 3.81) and their chairperson/HOD is never too busy to talk with, whenever they need him (mean score of 3.80). Faculty perceived that
management communicates to him how his job tasks fit into the overall institution/department effort (mean score of 3.76) and institution/department is sincerely concerned about personal problems they have that may affect their performance (mean score of 3.64). Since, the mean score of all the statements have been above average and also, the overall mean of internal communication practice came out to be 3.79 which clearly indicated high internal communication practices in the select management education institutions. Table 5.31 gives the summary of internal communication practice being followed by the management institutes under study.

Analysis of reward practice revealed that the institution/department communicates to its faculty the importance of their service roles (mean score of 3.86). Faculty perceived that their institution/department measure and reward faculty performance that contributes most to institution's/department’s vision; and use the data they collect from faculty to improve their jobs and to develop institution’s/department’s strategy (mean score of 3.49). The institution/department rewards their faculty who provide excellent services (mean score of 3.47). Moreover, the performance measurement and reward system encourage faculty to work together (mean score of 3.39). Also, the overall mean score of reward practice came out to be 3.54, which is again above average. It also indicated high reward practices in management education institutions. Table 5.32 gives the summary of reward practice being followed by the management institutes under study.

Similarly, practices related to empowerment revealed that institution’s chairperson/HOD encourages their faculty to take initiatives (mean score of 3.86). Faculty members also perceived that their institution’s chairperson/HOD trusts him/her to exercise good judgment and allows them to take a high degree of initiative. They received the mean score of 3.85 and 3.73 respectively. Faculty members admitted that their institution’s chairperson/HOD allows them to use their own judgment in solving problems related to institution/department. This statement received the mean score of 3.68. The overall mean of empowerment practice was also above average i.e. 3.78. This indicated that empowerment practice is also high in the select management education
institutions. Table 5.33 gives the summary of empowerment practice being followed by the management institutes under study.

Out of four IM practices, faculty members of selected institutes have given highest score to vision and development (3.84), followed by internal communication practice (3.79), empowerment (3.78) and the least score to rewards (3.54). The scores underline the importance given to vision and development practice by the faculty of all the select management education institutions. This showed that the faculty perceived the institute to be weakest in another IM practices i.e. internal communication practice, empowerment and Reward. Thus, it is an important for administration to play more active role in exercising internal marketing practices and devise the internal marketing strategies to increase their faculty job satisfaction.

Furthermore, it is concluded from the above data provided that all the select management institutes under study undergo internal marketing practices taken in the study. They are using vision and development; internal communication, rewards and empowerment to improve their faculty job satisfaction.

Research Objective 2: To study the relationship between internal marketing dimensions and faculty job satisfaction.

In order to study the relationship between internal marketing dimensions and faculty job, satisfaction correlation analysis was run using SPSS 21. Further, the impact of the IM dimensions on FJS was also checked. The correlation between Internal Marketing having four dimensions namely, Vision and Development, Internal Communication, Rewards and Empowerment; and Faculty Job Satisfaction was checked. It was observed that there exists a positive linear relationship between internal marketing dimensions and faculty job satisfaction. The correlation coefficient i.e. R-value between vision and development, and faculty job satisfaction was .616. Similarly, the correlation coefficient between internal communication and faculty job satisfaction was .642. Additionally, the correlation coefficient between rewards and faculty job satisfaction was .511. Lastly, the correlation coefficient between empowerment and faculty job satisfaction was .648. The overall correlation coefficient (R) between Internal Marketing
and Faculty Job Satisfaction was 0.744 which indicated that there exists a strong positive correlation between Internal Marketing dimensions and Faculty Job Satisfaction and was significant at 0.01 level. Thus, Internal Marketing dimensions and Faculty Job Satisfaction was significantly and positively related to each other.

Regression analysis has been conducted to check the impact of these dimensions on FJS and the results of the regression analysis show that IM explained a significant amount of variance in Faculty Job Satisfaction in management institutions \( \{ R = 0.744, R^2 = 0.554, \text{Adjusted } R^2 = 0.552, p < .001 \} \). Thus, the model is statistically significant and Internal Marketing accounted for approximately 55% of the variance in Faculty Job Satisfaction. Further, the unstandardized coefficient for Internal Marketing implies that for one unit increase in Internal Marketing, 0.773 units increase in Faculty Job Satisfaction can be expected. In all, the results showed a significant positive impact of Internal marketing on Faculty Job Satisfaction \( (R^2 = 0.554, \text{Beta} = .744, t = 15.912, p < .001) \)

- **Research Objective 3:** To study the relationship between faculty job satisfaction and student satisfaction.

In order to study the relationship between faculty job satisfaction and student satisfaction correlation analysis was run using SPSS 21. The correlation between Faculty Job satisfaction subdivided into three dimensions namely, Intrinsic Job Satisfaction, Extrinsic Job Satisfaction and Superior Support; and Student Satisfaction was examined. The significant correlation coefficient between Intrinsic Job Satisfaction and Student Satisfaction was .391. Similarly, the significant correlation coefficient between Internal Extrinsic Job Satisfaction and Student Satisfaction was .271. Lastly, the significant correlation coefficient between Superior Support and Student Satisfaction was .296. The overall correlation coefficient between Faculty Job Satisfaction and Student Satisfaction was .396 which implied that there was a moderate correlation between the two constructs which were significant at 0.05 level. Thus, Faculty Job Satisfaction and Student satisfaction are significantly and positively related to each other.
Further, regression analysis was run to check the impact of FJS dimensions on SS. The results of the regression analysis showed that Faculty Job Satisfaction explained a significant amount of variance in Student Satisfaction in management institutes \( (R=.396, R^2 = 0.157, \text{Adjusted } R^2 = 0.153, p < .001) \). Thus, the model was statistically significant and Faculty Job Satisfaction account for approximately 15% of the variance in Student Satisfaction. Further, the unstandardized coefficient for Faculty Job Satisfaction implied that for one unit increase in faculty job satisfaction, 0.376 units increase in Student Satisfaction can be expected. In all, the results showed a significant impact of Faculty Job Satisfaction on Student Satisfaction \( (R^2=0.153, \text{Beta} = .396, t = 6.159, p< .001) \).

\[ \checkmark \text{Research Objective 4: To suggest and recommend the effective internal marketing strategies for management to enhance its faculty and student satisfaction.} \]

In order to suggest and recommend the effective internal marketing strategies for management to enhance its faculty and student satisfaction the contribution of each internal marketing practice on faculty job satisfaction was revisited. Further, the individual power of each faculty job satisfaction dimension predicting student satisfaction was analyzed and recommendations were made accordingly. Internal Marketing practices serve as a critical competitive tool for management institutions in the education sector, thus institutes must practise strong internal marketing and use the same as a key to institutional success by achieving high satisfaction among faculty and students.

First and foremost, based on the findings of the study, study suggest policy makers and managers of management education institutions to encourage heads of departments to strongly empower the faculty members in their jobs as such empowerment play a most important role in achieving high faculty job satisfaction \( (\text{Beta}=0.365, R^2=.420, \text{Sig.} <0.01) \), which in turn contributes 42% of satisfaction among faculty in comparison to other internal marketing practices. To exercise empowerment practice, institutes must encourage faculty members to take a high degree of initiatives. They should be allowed to use their own judgment in solving problems related to the institution or department. Moreover, the Institution must give its faculty necessary authority for solving problems proportionate to their abilities and entrust them to exercise good
judgment in accordance with their skills. The institution must allow its faculty to use their innovations to solve problems related to students and make suitable decisions.

After Empowerment practice institutes must focus on communication within their institutes as internal communication plays the important role in enhancing faculty job satisfaction (Beta=0.266, $R^2=.412$, Sig. <0.01), which in turn contribute 41% to satisfaction among faculty in comparison to other internal marketing practices. To exercise internal communication, institutions should place considerable emphasis on communicating with their faculty. Head of the department should readily be available to talk to the faculty. A suggestion system should be active throughout the institutes, through which head of the departments were easily reached so that faculty can ask them for help with regards to their own problems and those of the institutes, which they are incapable to cope with. The management should show concern about the personal problems of the faculty that might affect their job performance. New policies and procedures should be notified to them by official channels and should also arrange timely meetings to listen to their faculty. Institutes should communicate faculty how their job tasks fit into the overall institution/department effort. Information about various government action affecting their institution, as well as performance measurement and reward system should be well communicated to the faculty.

Subsequent after the successful practice of empowerment and communication practice, institutes must exercise another important practice of IM to enhance its faculty satisfaction i.e. Vision and Development (Beta=0.227, $R^2 = .379$, Sig. = <0.01), which in turn contribute 38% to satisfaction among the faculty in comparison to other internal marketing practices. To strengthen vision and development practice institutes should offers faculty a vision that they can believe in and should communicate that vision well to its entire faculty. Special emphasis should be given to faculty training and development programs so as to perform their service roles well and it should happen as an ongoing process in the institution. The management must hold necessary educational courses based on those skills required for faculty to provide quality services to students. They should conduct faculty development programs (FDP’s) which really concentrate on the content which are highly relevant to the existing needs as well as the quality, which will
benefit the teaching fraternity who in turn will be able to disseminate the knowledge gained out of such quality FDP’s to the student community. Moreover, such courses should emphasize concepts such as student relationship management, effective classroom management, stress management and effective teaching strategies etc. Also, technological changes and evolutions in education system along with the necessity of introducing new methods of teaching and learning should be taken into consideration in these courses. Moreover, the institution should make clear to their faculty that why they should do things and not just how they should do things. In addition to this, they should go beyond training and development programs and should educate faculty importance of their service roles.

The last IM practice which institutes should exercise is reward practice to reach higher faculty job satisfaction (Beta=0.084, R²=.261, Sig. <0.01), which in turn contribute 27% to satisfaction among faculty in comparison to other internal marketing practices. An institution’s reward system increases motivation among faculty members and is a tool for determining their behaviors. To strength this practice, institutes must encourage their faculty to work together. They should be rewarded for their performance which contributes most to the institution's /department’s vision. In addition to this, the institution should use the data they collect from faculty to improve their jobs and to develop rewards strategies. Importance of their service roles should be well communicated to the faculty. Moreover, the faculty who provide excellent service to the institution should be rewarded for their efforts. They should receive worthy rewards and through suitable institutional benefits, they must be encouraged to improve their performances and student services.

The Four internal marketing practices viz. Vision and Development, Internal Communication, Rewards and Empowerment build higher faculty job satisfaction (Beta=0.744, Sig.=0.000). The internal marketing in institutes must be employed with the above discussed four IM practices so that management education institutes can attain higher faculty job satisfaction (R²=0.554, Sig. =0.000). Furthermore, in the pursuit of faculty job satisfaction, institutes must prioritize efforts and resources in building empowerment, as this practice makes the largest contribution towards faculty job
satisfaction (42%) followed by internal communication (41%), vision and development (38%); and rewards (27%) respectively. Thus, the limited resources of institutes must be allocated proportionally, keeping in consideration the relative contribution of each internal marketing practice in enhancing faculty job satisfaction.

The faculty job satisfaction further enhances student satisfaction of the institutes so the individual power of each faculty job satisfaction dimension named as Intrinsic Job Satisfaction, Extrinsic Job Satisfaction and Superior Support predicting student satisfaction was also analyzed and suggestions were made accordingly.

First and foremost, institutions must build strong intrinsic job satisfaction as such intrinsic job satisfaction play a most important role towards achieving high student satisfaction among management institutes (Beta=0.319, $R^2=.153$, Sig.<0.01), which in turn contribute 15% to satisfaction among students in comparison to other faculty job satisfaction practices. To build intrinsic job satisfaction, institutes must allow faculty members to try their own methods of doing the job that makes use of their own abilities. They should be allowed to do things for other people and should be provided with the authority to tell another faculty what to do. Moreover, their jobs should be designed in such a way so that it keeps them busy all the time and get a feeling of accomplishment from it. In addition to this faculty should get the chance to work alone on the job and are being able to do things that are according to their sense of right and wrong. Furthermore, their jobs should offer them the freedom to use their own judgment and this, in turn, will enhance the satisfaction level among students.

After intrinsic job satisfaction, faculty must be provided support from their superior’s as superior support also plays an important role in enhancing student satisfaction among management institutes (Beta=0.110, $R^2=.088$, Sig.<0.01). To provide superior support, institutes must give special emphasis to strength the competences of the head of the department in making day to day decisions and the way they handle faculty members.

Subsequent to the successful practice of superior support institutes must focus on another practice of FJS to enhance its student satisfaction i.e. extrinsic job satisfaction
To build extrinsic job satisfaction among faculty member’s institutes must compensate them according to the amount of work they do and should provide them, chances for advancement in their jobs. They should be recognised for doing a good job. Moreover, institutes must provide them with friendly environment where they could work together for the achievement of unified goals.

The three faculty job satisfaction practices viz. Intrinsic Job Satisfaction, Extrinsic Job Satisfaction, and Superior Support contribute to higher student satisfaction (Beta=0.396, $R^2=0.157$, Sig.=0.00). So, the institutes must employee the above-discussed faculty job satisfaction practices in their respective institutes to attain higher student satisfaction. Furthermore, in the pursuit of student satisfaction, institutes must prioritize efforts and resources in building intrinsic job satisfaction, as this practice makes the largest contribution towards student satisfaction (15%) followed by superior support (0.09%) and extrinsic job satisfaction (0.07%) respectively. Thus, the limited resources of institutes must be allocated proportionally, keeping in concern the relative contribution of each faculty job satisfaction practice influencing higher student satisfaction.

The present study presented an overview of internal marketing that underpins faculty job satisfaction. Further, from faculty satisfaction to student satisfaction. The overview can help key decision makers, especially to management institutions, to deploy internal marketing in their institutions and steer their institutions towards a leadership position in the market. Although all of the studied practices were important to institutions, so must be developed concurrently and on the other hand maintenance of these practices should also be taken into consideration. Furthermore, the study revealed the practices which were more dominant in creating satisfaction among faculty and students and the resultant narrow list can help management in prioritizing efforts and resources according to the relative importance of each practice.

Research Objective 5: To suggest an appropriate internal marketing model for management education institutions to enhance faculty job satisfaction and student satisfaction.
Structural Equation Modeling (SEM) technique has been used to suggest a model. Structural Equation Modeling is a multivariate technique that seeks to explain the relationship among multiple variables. The relationship between Internal Marketing (IM) and Faculty job satisfaction; Faculty Job Satisfaction (FJS) and Student Satisfaction (SS) has been assessed by using the structural equation modeling (SEM) through AMOS 16.

For applying SEM, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) have already been explained. After EFA and CFA, the final model of SEM has been developed to propose an internal marketing model for management education institutions to enhance faculty job satisfaction and student satisfaction. The results have revealed significant and positive impact of Internal Marketing on Faculty Job Satisfaction (SRW= 0.92, Sig. < .001); and significant and positive impact of Faculty Job Satisfaction on Student Satisfaction (SRW= 0.52, Sig. < .001). Further, the model fit indices have also been calculated and found to be appropriate (CMIN/DF=1.579, RMR=.025, GFI=.939, AGFI=.909, CFI=.917, NFI=.917, IFI=.968, TLI=.959, RMSEA=.053 and PCLOSE=.385) suggesting excellent fit between the variables.

Validation of the hypotheses is represented as under:-

- **H1**: There is a significant relationship between internal marketing dimensions and faculty job satisfaction in management education institutions.

  The relationship between internal marketing dimensions and faculty job satisfaction in management education institutions has been studied by using correlation analysis. The results have indicated that internal marketing dimensions have significant (R=0.744, Sig. <.001) positive correlation with faculty job satisfaction as shown in Correlation Table 5.34. Hence, the first hypothesis stands accepted.

- **H2**: There is a significant relationship between faculty job satisfaction and student satisfaction.

  The relationship between faculty job satisfaction and student satisfaction in management education institutions has been studied by using correlation analysis. The results have indicated that faculty job satisfaction has a significant (R=0.396, Sig. <.001)
positive correlation with student satisfaction as shown in Correlation Table 5.36. Hence, the second hypothesis of the study also stands accepted.

6.3 CONCLUSION

The research has focussed on the contemporary issues being faced by the management institutes in the era of the new economy wherein faculty and student satisfaction has become an important component for achieving a strategic and competitive edge. Institutes that were able to leverage upon their faculty satisfaction through respective internal marketing practices can become front-runners in the complex, convoluted and yet globally connected business paradigms. The research after a systematic data collection, analysis and interpretation has been able to draw conclusions which can have a number of implications for the education sector in general and specific for the institutes chosen for study. The concluding discussion has been given in the following paragraphs.

The research proves that internal marketing practices are crucial for institutes to achieve satisfaction among faculty and further, from faculty satisfaction to student satisfaction. In addition to this, empowering faculty i.e. empowerment is the major contributor towards satisfaction among faculty followed by internal communication, vision and development; and rewards respectively. Moreover, the role of Internal marketing practices in enhancing faculty job satisfaction was true in management education institutions.

Faculty job satisfaction practices viz. intrinsic job satisfaction, extrinsic job satisfaction and superior support play an important role in enhancing satisfaction among students belonging to select management institutes. Moreover, Intrinsic Job Satisfaction is the most important faculty job satisfaction practice for management institutes in the pursuit of satisfaction among students, followed by superior support and extrinsic job satisfaction practice respectively. In addition to this, the relationship between faculty job satisfaction and student satisfaction holds true in management education institutions.

The present study has established the positive impact of internal marketing on faculty job satisfaction; and further, positive impact of faculty job satisfaction on student
satisfaction which was not earlier studied by any researcher and furthermore, it is concluded from the findings of the study that internal marketing practices were crucial for management education institutes operating in India for achieving higher faculty job satisfaction which in turn will lead to higher student satisfaction.

6.4 SUGGESTIONS

The present study throw light on the current satisfaction level of the faculty and students of the management institutes and also presents an overview of internal marketing that underpins faculty job satisfaction. The findings of the study make apparent the suggestions for enhancing faculty and student satisfaction of management education institutes in general and institutes under study in particular. The major suggestions have been proposed in the following paragraphs.

Management institutes must build strong faculty job satisfaction by internal marketing practices i.e. Vision and Development, Internal Communication, Rewards and Empowerment. Out of all the internal marketing practices, empowerment plays the most important role in achieving faculty job satisfaction. Thus, institutes should invest efforts and resources in strengthening the said practice. Empowerment practice can be enhanced by encouraging faculty members to take a high degree of initiatives. They should be allowed to use their own judgment in solving problems related to the institution or department. Moreover, the Institution must give its faculty necessary authority for solving problems proportionate to their abilities and entrust them to exercise good judgment in accordance with their skills. The institution must allow its faculty to use their innovations to solve problems related to students and make suitable decisions.

Internal communication plays a second important role in internal marketing practices in enhancing faculty job satisfaction. Internal communication can be enhanced by institutions by placing considerable emphasis on communicating with their faculty. Head of the department should readily be available to talk to faculty. A suggestion system should be active throughout the institutes, through which head of the departments are easily reached so that faculty can ask them for help with regards to their own problems and those of the institutes, which they are incapable to cope with. The
management should show concern about the personal problems of the faculty that might affect their job performance. New policies and procedures should be notified to them by official channels and should also arrange timely meetings to listen to their faculty. Institutes should communicate faculty how their job tasks fit into the overall institution/department effort. Information about various government action affecting their institution, as well as performance measurement and reward system should be well communicated to the faculty.

Vision and development play a third important role in internal marketing practices in enhancing faculty job satisfaction. To enhance vision and development practice institutes should offers faculty a vision that they can believe in and should communicate that vision well to its entire faculty. Special emphasis should be given to faculty training and development programs so as to perform their service roles well and it should happen as an ongoing process in the institution. The management must hold necessary educational courses based on those skills required for faculty to provide quality services to students. They should conduct faculty development programs (FDP’s) which really concentrate on the content which are highly relevant to the existing needs as well as the quality, that will benefit the teaching fraternity who in turn will be able to disseminate the knowledge gained out of such quality FDP’s to the student community. Moreover, such courses should emphasize concepts such as student relationship management, effective classroom management, stress management and effective teaching strategies etc. Also, technological changes and evolutions in education system along with the necessity of introducing new methods of teaching and learning should be taken into consideration in these courses. Furthermore, the institutions should make clear to their faculty that why they should do things and not just how they should do things. In addition to this, they should go beyond training and development programs and should educate faculty about importance of their service roles.

Even though rewards play least important role in enhancing faculty job satisfaction among all internal marketing practices, still, the contribution of the said practice cannot be ignored. Reward practice can be strengthened by institutes by encouraging their faculty to work together. They should be rewarded for their
performance which contributes most to the institution's /department’s vision. In addition to this, the institution should use the data they collect from faculty to improve their jobs and to develop rewards strategies. Importance of their service roles should be well communicated to the faculty. Moreover, the faculty who provide excellent service to the institution should be rewarded for their efforts. They should receive worthy rewards and through suitable institutional benefits, they must be encouraged to improve their performances and student services.

After building the four internal marketing practices companies must work on building faculty job satisfaction practices viz. Intrinsic Job Satisfaction, Extrinsic Job Satisfaction and Superior Support to enhance student satisfaction. Intrinsic job satisfaction plays a most important role towards achieving high student satisfaction among management institutes. To build intrinsic job satisfaction, institutes must allow faculty members to try their own methods of doing the job that makes use of their own abilities. They should be allowed to do things for other people and should be provided with the authority to tell another faculty what to do. Moreover, their jobs should be designed in such a way so that it keeps them busy all the time and get a feeling of accomplishment from it. In addition to this, faculty should get the chance to work alone on the job and are being able to do things that are according to their sense of right and wrong. Furthermore, their jobs should offer them the freedom to use their own judgment and this, in turn, will enhance the satisfaction level among students.

Superior support plays a second important role in enhancing student satisfaction among management institutes. To enhance superior support, institutes must give special emphasis to strength the competences of the head of the department in making day to day decisions and the way they handle faculty members.

Even though extrinsic job satisfaction plays a least important role in enhancing student satisfaction among all faculty job satisfaction practices, still, the contribution of the said practice cannot be ignored. To strengthen this practice institutes, institutes must compensate their faculty members according to the amount of work they do and should provide them, chances for advancement in their jobs. They should be recognised for
doing a good job. Moreover, institutes should provide them with a friendly environment where they could work together for the achievement of goals.

After building internal marketing and Faculty job satisfaction practices, companies should employ these practices in tandem with each other so as to enhance their faculty and student satisfaction respectively.

6.5 RESEARCH CONTRIBUTION

The internal marketing concept is mostly studied in banking, healthcare, insurance and hospitality sector. Less of the research has been found in the education sector. In India, internal marketing research has been mostly limited to either satisfaction of teachers or students in government universities or colleges. This research is one of the few which has ventured the concept of internal marketing into the field of the education sector. More specifically, the present study contributes to the field of internal marketing with special reference to management education institutions in Jammu, Delhi and Chandigarh.

The present study attempts to analyze the existing Internal marketing practices in the select management institutes under study. Various Internal marketing practices with respect to vision and development, internal communication, rewards and empowerment were identified. The study further provided support to previous findings regarding the importance of internal marketing in successful achievement of faculty job satisfaction and further, from faculty job satisfaction to higher student satisfaction.

The Indian education sector is growing exponentially. In addition to the requirements of the Indian population, there is a growing demand for improvement in the quality of services provided by the public as well as private educational institutions. To have satisfied students, the institution must have satisfied faculty first. If they are satisfied with their jobs it is expected that they will deliver better services to students which in turn will affect student’s satisfaction positively and contributes in achieving student loyalty. So, in the present scenario it becomes crucial for the education sector to look for innovative and out of box solutions to increase its faculty satisfaction. Therefore, being one of the first initial studies on the internal marketing practices in management
educational institutions, the present study could lead the way for the change in the education sector in India.

This study carries important implications for management education institutions and administrators in terms of improving faculty satisfaction and student satisfaction. Based on the results of the present study, important decisions regarding internal marketing initiatives to improve faculty satisfaction can be made, which in turn will lead to delivering of quality services to students. It also adds conviction to the theory that satisfaction is improved by implementing various internal marketing measures. The institute management can also use this research as a reference to implement certain suggestions made regarding internal marketing activities to improve satisfaction among academic staff. The results are also likely to help academicians to collect information and plan appropriate student satisfaction development strategies. This is one of the few studies that have addressed the relationship between internal marketing and faculty job satisfaction; and further from faculty job satisfaction to student satisfaction in management education sector in the highly competitive service industry. The present research provided a theoretical contribution by filling gaps in the existing literature.

The findings regarding factors would be quite useful for the management who contributes to formulate various important policies so as to enhance the faculty job satisfaction. However, this study would make an attempt to add basic and appropriate information to the management towards faculty satisfaction and student satisfaction.

The study on internal marketing in educational institutions will aid in validating generalization of results of prior empirical studies on internal marketing in the education sector. More importantly, it will also help in identifying the dimensions of internal marketing in management education institutions which need to be focussed on.

Policymakers would also derive a clue from these works by understanding the significance and applicability of internal marketing in education institutions that would eventually lead to focusing attention and resources on establishing internal marketing systems in these institutions. This research would be beneficial to all stakeholders of the
management education institutions, the most important being the management, academic, non-academic staff and students.

The report of this study may be useful for institutions to develop a work environment and culture that would increase higher levels of faculty job satisfaction and retention. On other hand, faculty will become more aware of their expectations from the job. It will nurture a better understanding between the management and faculty so as to achieve institutional objectives in the long run.

The purpose of this study will help readers to better understand and use the information contained in this study as a guide for studying the relationship of effective internal marketing practices and faculty job satisfaction that further, lead to student satisfaction in many higher education institutions in India. It will also provide a range of solution towards faculty satisfaction in management education institutions. Hence, it enables management education institutions to identify the major factors to be used to enhance satisfaction among faculty and students.

The present study also proposed an internal marketing model to improve faculty job satisfaction and student satisfaction in management institutes. It provided information on the crucial success factors of internal marketing, faculty job satisfaction and student satisfaction. The policymakers in management education institutions can make use of this model to implement a similar framework in their institutes for better faculty and student satisfaction. The students were not only looking for degrees but also the quality of services at affordable cost. To achieve this, the management education institutions need to adopt internal marketing practices so as to increase faculty satisfaction at minimum cost, provide quality services and remove discrepancy in education systems.

6.6 LIMITATIONS AND FUTURE RESEARCH OF THE STUDY

Despite the usefulness of the research, there were major limitations of the study. First and foremost was the sample size for the quantitative data. Many institutions have constraints preventing them from participating. Faculty busy work schedule also served as a major obstacle in data collection. As a consequence, the number of surveys administered was fewer than anticipated. So, it is advisable for future
researchers to conduct the survey of faculty members in their less busy hours. A larger sample might have given different results and more interpretations could have been made based on the variety of the results.

- The small sample size leads to limitations regarding the geographical location of the research. However, results cannot be generalized to other countries or other sectors. Covering more management institutes would have allowed the results to be more generalizable across the globe and gaps can be filled by future researchers in this field. In the present study, management institutions from Jammu, Delhi and Chandigarh have been taken up to draw upon the conclusions. As an extension of the present study, future scholars can increase the quantum of the sample by including more institutes from other areas in the sample to draw wider generalizations.

- The present study was limited to only academic staff and students from the selected institutions. Future researchers can also include other staff members of an institution. Covering all three categories of employees, namely management, teaching staff and support staff, can lead to a wide range of findings.

- From the findings, it was clear that institutes were familiar with the practices of internal marketing and these practices have strong positive relationship with faculty job satisfaction. Present study undergoes only five practices which were prevalent in selected institutes. So, it is beneficial to adopt more internal marketing practices apart from these in institutions for improving the job satisfaction among faculty members.

- Mediating and moderating variables in the model of the present study can also be examined by the future researchers to enrich this stream of research.

- It is recommended that future studies could enlarge the scope of the research by covering more management institutes from all parts of India. In addition to this, the development of comparative studies on internal marketing between public and private institutes should be encouraged.