CHAPTER-II
REVIEW OF LITERATURE

2.1 INTRODUCTION

The literature review is an extensive critical review of the extant literature on the research topic (Clare & Hamilton, 2003). It gives an overview of the current context and also provides a historical background for research in which research is conducted by referring to contemporary debates, issues and research questions in the field. It describes related research in the field to show the extension of existing research studies and addresses the gap in work in the given field and it provides supporting evidence of a practical problem that research is addressing thereby underlining its significance. The present chapter focuses on the extensive review of the literature on earlier studies nationally as well as internationally related to the concept of internal marketing, faculty job satisfaction and student satisfaction by various researchers. The discussion covers the varied arguments and the meaningful findings of previous studies. This chapter of the study has been segregated under five heads, viz., internal marketing, faculty job satisfaction, student satisfaction, the link between internal marketing and faculty job satisfaction, and the link between faculty job satisfaction and student satisfaction. Each head represents the comprehensive account of the findings of the various research studies related to the subject of the present study so as to provide a basis for the formation of research questions and underlying assumptions for the study.

2.2 INTERNAL MARKETING (IM)

2.2.1 Internal Marketing in Different Sectors

The concept of internal marketing was first derived from the work of Sasser and Arbeit (1976) who stated that personnel are the first market for a service company. Berry (1981) was the first to give a definition of internal marketing. He defined IM as “viewing employees as internal customer’s and jobs as internal products that satisfy the needs and wants of these internal customers while addressing the objectives of the organization”. He further stated that just like external customers, the needs of internal customers have to
be satisfied. Thus, the major focus of Berry’s approach was to build up various forms and the type of promotion and internal communication techniques so as to encourage and develop employee job satisfaction which in turn will lead to customer satisfaction and loyalty. An empirical research conducted by him in the banking industry proposed that a bank with the help of internal marketing can attract and retain the best employees and can get the best work from them by increasing their satisfaction level. He proposed two types of internal market segmentation i.e. cafeteria benefits and flexible work hours. The findings of the study revealed that both these benefits motivate each employee in a different way according to their needs and wants. Liao, Wu, Yih-He, and Huang (2004) in foreign merchant bank suggested that the higher the internal marketing perception and satisfaction, greater the job satisfaction and customer orientation but no relationship seems to exist between job satisfaction and customer orientation. The results of the study were quite different from past studies, which suggested that internal marketing affects job satisfaction, which in turn affect customer orientation (Joseph, 1996; Jou, Wu, & Lin, 2001). Study of Gounaris (2008) on five and four stars hotels in Greece investigated the effect of company’s culture, internal-market orientation and internal marketing have on employee job satisfaction where company culture and internal-market orientation were taken as antecedents of IM. The results of the study stated that employee’s job satisfaction level is directly conditioned by the degree to which the company has adopted the IMO concept and practices IM. Nittala and Kameswari (2009) conducted an empirical study on the relationship between internal marketing factors and job motivation and job satisfaction in the retail stores in Visakhapatnam city. Results showed that the working conditions and hours, hygiene and sanitation, rest room’s, support from superior, and attitude of colleagues have the highest influence on job satisfaction and motivation. They suggested that the retail stores should concentrate on internal marketing to have the satisfied employees to deliver customer satisfaction. Ibrahim, Abed, and Dmour (2010) aimed to identify and measure the impact of the components of internal marketing: recruitment, development, internal communications and incentives on job satisfaction among sales staff in Jordan telecom group. Another study among frontline employees of five-star hotels in Egypt by Tag-Eldeen and El-Said (2011), stated that hospitality managers can adapt and implement internal marketing strategies that engage and retain
capable, loyal, and satisfied employees. In order to enhance employee job satisfaction, hotel management should strengthen internal marketing activities for employees. Ahmad and Al-Borie (2012) examined the impact of internal marketing on job satisfaction and organizational commitment of the teaching hospitals in the Kingdom of Saudi Arabia. Findings showed that internal marketing factors like selection and appointment, training and development, organizational support, incentives and motivation, and retention policy had a positive effect on Saudi teaching hospitals physicians' job satisfaction and organizational commitment. Kameswari and Rajyalakshmi (2012) opined that internal marketing is relevant to all organizations and especially critical for a people-intensive industry such as services. They examined the relationship between the internal marketing dimensions i.e. work content, training, support from superior, support from colleague and recognition and employee job satisfaction in State Bank of India. Findings of the study revealed that internal marketing dimensions have a strong and significant influence on employee job satisfaction. In addition to this, a similar study by Shahzad and Naeem (2013) on private banks in Pakistan also supported the positive relationship between internal marketing and job satisfaction with employee engagement as the mediating variable. They identified the relationship of five dimensions of IM i.e. work content, training, recognition, work environment, co-workers and supervisor support with employee job satisfaction. The study of Huang and Rundle-Thiele (2014) in response to the gap in the literature, seeks to understand whether cultural congruence moderates the relationship between internal marketing practices (i.e. internal communication, training, and internal market research) and employee satisfaction. The results of the study confirmed the positive relationship between internal marketing and employee satisfaction as earlier studies. Further, the study confirmed that cultural congruence has moderated the relationship between internal marketing practice and employee satisfaction for tourism and hospitality employees. The internal marketing practice that meets employee’s diverse cultural needs can improve employee satisfaction. A study in the telecom sector by Kozaric (2015) also proved that all the IM dimensions (motivation, empowerment and internal communication) influence job satisfaction positively and significantly. Several studies (Al-Makhadmah, 2015; Joung, Goh, Huffman, Yuan, & Surles, 2015) intended to examine the impact of internal marketing (reward system,
development, and internal communication) on employee job satisfaction. The study revealed that practices of internal marketing improve employee satisfaction levels with their jobs and are key elements of internal marketing. Study of Weng, Chen, Lee, Chang, Lin, and Wu (2016) suggested that hospital managers need to recognize the importance of internal marketing for the more expressions toward service-oriented encounter and further, improve patient satisfaction. They investigated the moderating effect of internal marketing perception of nurses on the relationship between service-oriented encounter and patient satisfaction. Results of the study indicated that service-oriented encounter has a significant positive effect on patient satisfaction, and internal marketing perception of nurses has a significant positive moderating effect on the service-oriented encounter and patient satisfaction. An exploratory study of Leong and Lam (2016) investigates the role of internal marketing on employee’s perceived job performance in an Asian integrated resort. The results showed that both internal marketing factors: (1)Vision, Communication, and Overall Development and (2) Job Training and Rewards have a significant and positive effect on employee’s job satisfaction and employee’s job satisfaction in turn, positively associated to their perceived job performance. A study of Sarker and Ashrafi (2018), aimed to analyse the relationship between internal marketing factors and employee job satisfaction in retail sector of Bangladesh. The results of the study confirmed that the four internal marketing components namely: training and development, organizational support, pay and rewards, and retention policy influence job satisfaction and proved that internal marketing is positively related with employee job satisfaction. Moreover, another study by Marques, Leal, Marques, and Cabral (2018) in hotels of Via Costeira also confirmed the positive influence of IM on job satisfaction. They stated that internal marketing is important in hotel management since this practice affects a worker’s job satisfaction and commitment to their hotel. Findings of the various studies in different sectors (Altunoglu & Isik, 2016; Broady-Preston & Steel, 2002; Chang & Chang, 2007; Chiu, Cho, & Won, 2014; Hwang & Chi, 2005; Iliopoulos & Priporas, 2011; Ismail & Sheriff, 2016; Kanyurhi & Akonkwa, 2016; King & Grace, 2010; Peltire, Pointer, & Schibrowsky, 2008; Shiu & Yu, 2009; Sohail, & Jang, 2017; Wu, Tsai, & Fu, 2013) also showed the positive effect of internal marketing on job satisfaction.
Gronroos (1981) posited an idea that for effective delivery of services, a company needs motivated as well as customer-conscious employees. He proposed that every employee of a company who is facing customer should be well trained as a marketer of the firm’s services, so as to build customer relationships and the remaining employees should support these customer-facing employees. He further stated that by treating employees as internal customers of the organisation, one can ensure higher employee satisfaction and subsequently, the development of more customer-conscious, market-oriented, and sales-minded workforce. The main aim of IM is to “motivate and influence employees towards customer consciousness and sales-mindedness by using marketing-like techniques internally” (Gronroos, 1985). A study conducted by Ali (2012) investigated the understanding and use of internal marketing in small insurance brokers in the UK and its role in developing customer orientation among employees. The research findings indicated that there is a lack of understanding of the concept of internal marketing within small insurance brokers. More specifically, a series of semi-structured interviews were conducted, to find out how the terms internal marketing and customer orientation were understood and to explore internal marketing activities and the extent to which it has been used to develop customer orientation among employees. They suggested that managers of small insurance brokers should give more attention to internal marketing activities (internal communication, employee recruitment, employee training, employee empowerment, internal market research and segmentation) and use them in a way that encourages staff to become customer-oriented people. A survey on flight attendants by Fu (2013) examined the relationship between internal marketing and customer-oriented behaviour taking emotional labor as a mediator. The results of the study demonstrated that internal marketing significantly and positively influences customer-oriented behaviour. However, emotional labor has a significant mediating effect on the IM and customer-oriented behaviour. Another study conducted on internal marketing by Ferdous and Polonsky (2014) in insurance sector pointed out those frontline employees are the face of a service organisation who directly deals with firms customers if effectively managed through internal marketing can lead to the improved customer experiences. The research develops and empirically tests employees experience of IM programmes that influence perceptions of internal market orientation among employees,
which in turn, will have an impact on their organisational identification and job satisfaction and ultimately on their customer-oriented behaviour. Krishnan, Govindarajan, and Velmurugan (2014) in their research established the current level of internal marketing practices of the travel agency in the southern region. They concluded that internal marketing is a tool that harnesses the employee power and creates an environment where every member acts as both a client and a customer in order to create responsibly. The recent research conducted by Kaur and Sharma (2015) in banks and insurance firms investigated into the concept of IM and developed a strong and valid scale to measure internal marketing. Analysis of their study revealed eleven significant dimensions of internal marketing, namely, senior leadership and vision, inter-functional coordination, internal communications, organization structure and changes, staffing, training and development, incentive systems, physical environment, strategic rewards and empowerment. Yusuf, Sukati, and Andenyang (2016) determined the impact of various IM practices (i.e. internal communication, training and development, employee empowerment, reward and recognition) on customer orientation of Nigerian bank’s employees while investigating the mediating impact of personality factors and job satisfaction (JS) in the relationship between IM and employee’s customer orientation. Findings showed that IM has a significant relationship with customer orientation of employees while personality trait factors and job satisfaction constructs were found to mediate significantly the influence of IM practices on customer orientation behavior.

The linkage between internal marketing and external marketing has been explored by many authors. An empirical investigation of internal marketing and external marketing by Tansuhaj, Wong, and McCullough (1987) in foreign and domestic banks in Thailand showed that there exist a significant difference between the foreign banks and domestic banks and a strong relationship exists between internal marketing and consumer satisfaction. They stated that the effective use of internal marketing practice appears to influence the effectiveness of external marketing programmes, in turn influencing customer satisfaction. Tansuhaj, Randall, and McCullough (1988) explored the linkage between internal marketing and external marketing activities. According to them, in services marketing, the employee plays a central role in attracting, building and maintaining relationships with customers. The prime recognition given to an employee’s
role in service marketing has given rise to ‘Internal Marketing’ programs strongly oriented to employee development. Moreover, Lings and Brooks (1998) in their study has focussed on two existing models namely, the internal customer model of internal marketing as discussed by Bekkers and Haastrecht (1993) and services blueprinting model as described by Shostack (1981) and Shostack (1984a, 1984b, 1985, 1987), to developed a new modified model for the operationalisation of internal marketing and to measure the effect of internal marketing on service quality, which can be readily applied to the service organisation. They applied this model of internal marketing to service quality in a UK service organisation and found that with the application of this model there is an increase in service quality within the organisation. Adcock (2000) viewed IM as the application of the external marketing strategies of a business to its internal market. Further, the linkage between internal marketing activities with external marketing outcomes was outlined by Bansal, Mendelson, and Sharma (2001) in their model of internal marketing. They related six key internal marketing practices (i.e. Employment security, Extensive training, Generous rewards, Sharing information, Employee empowerment, Reduced status distinctions) to service quality, satisfaction, and loyalty of external customers mediated by internal customer leading to extra-role behaviours. They stated that IM is the way in which a business creates an integrated effort by all the departments and employees of the business towards its external customers. According to Farner, Luthans, and Sommer (2001), internal customer service is important as it includes a trade-off between the various service dimensions. Perceptions of internal customer service like communication, empowerment, teamwork and training programs influence the overall service condition to the customers. Broady-Preston and Steel (2002) studied on public libraries in London revealed that many internal marketing practices already exist in these libraries but there is a need of a programme in order to reinforce, coordinate and argument current practices. They suggested that a planned internal marketing programme will help to improve the successful delivery of library services to its customers. In their second article, the remaining two perspectives of IM i.e. employee satisfaction and customer satisfaction are explored. Recruiting, training, developing and motivating staff are the important components of internal marketing. IM should be considered as a prerequisite for successful external marketing (Broady-Preston & Steel,
Findings from the study of Papasolomou-Doukakis (2002) on UK high street retail banks stated that internal marketing is adopted by the organizations effectively in order to nourish marketing orientation but still there exist some substantial barriers which are preventing the banks from the successful implementation of internal marketing within. Tsai and Tang (2008) in their study on hospitals investigated the relationship between internal marketing practices and service quality. The results of the study revealed that there is a significant positive relationship between both the constructs and confirmed that to deliver excellent service to patients, service organizations must provide training programmes and establish a clear vision about service excellence to their employees. They stated that internal marketing is meant to persuade employee’s to know and accept the concept and importance of customers satisfaction, and corporate with the marketing department to provide excellent customers service. The key elements of internal marketing identified by them are training programs, performance incentives and vision. Gounaris, Vassilikopoulou, and Chatzipanagiotou (2010) in their study on service organisations investigated the relationship between market orientation and internal-market orientation as well as their joint effect on customer satisfaction. The finding showed that adoption of internal-market orientation in service organizations improves the level of employee perceived value, which also results in higher levels of customer perceived service quality. They pointed out that the organization may satisfy its external customers, by satisfying internal customers first. Aburoub, Hersh, and Aladwan (2011) investigated the relationship between internal marketing and service quality to customer’s satisfaction in Jordan commercial banks. Findings revealed that the employee sample attitudes were positive towards internal marketing such as service culture, human resources development, motives system and rewards and the customer sample attitudes were positive towards banking service quality represented by tangibility, reliability, responsiveness, assurance, empathy. Akroush, Abu-ElSamen, Samawi, and Odetallah (2013) examined a model of internal marketing and internal service quality in tourism restaurants in Jordan. They opined that management should satisfy their “internal customers’ needs” in order to perform better internal service quality which, in turn, should lead to external customer satisfaction and loyalty. Results of their study revealed that IM consists of six dimensions: staff recruitment, staff training, internal
communications, staff motivation, job security and staff retention. Staff recruitment, staff training, and internal communications positively and significantly affected staff motivation. Staff recruitment and internal communications positively and significantly affected ISQ. Finally, staff retention has positively and significantly affected ISQ. Many empirical studies (Abzari, Ghorbani, & Madani, 2011; Awwad & Agti, 2011; Bouranta, Mavridoglou, & Kyriazopoulos, 2005; Conduit & Mavondo, 2001; Kanyurhi & Akonkwa, 2016; Kyriazopoulos, Yannacopoulos, Spyriadakos, Sisoko, & Grigoroudis, 2007; Salehzadeh, Pool, Tabaeeian, Amani, & Mortazavi, 2017) confirmed the effect of internal marketing on market orientation.

The concept of internal marketing with some debate of a model for implementation was discussed by Foreman and Woodruffe (1991). He stated that internal marketing conceptualizations have a number of potential problems associated with it which prevent the broadening of this concept, where employees are seen as customers of the organisation and also leads to confusion in the practical implementation of the internal marketing concept. There are also contradictions at the conceptual level with respect to the definition of the internal marketing. For effective operationalisation of internal marketing, firstly there has to be a prime definition which clearly specifies those activities which can be taken to constitute internal marketing and those which cannot. So, on the basis of the above arguments outlined, it was projected that internal marketing definition has to drop the notion of ‘employee as a customer’. Instead, the definition should set a boundary limited by the use of marketing-like techniques in the internal context (Rafiq & Ahmed, 1993). They defined internal marketing as “a planned effort to overcome organizational resistance to change and to align, motivate and integrate employees towards the effective implementation of corporate and functional strategies”. In addition to this, Ahmed and Rafiq (1995) in their study, proposed a multi-level model of internal marketing which addressed the issue related to the implementation of internal marketing. The model incorporated a multi-level schema of how marketing tools and techniques can be used internally to generate commitment and effective implementation. The model will eventually lead to the more widespread use of internal marketing than at present. Study of Varey (1995) suggested a number of propositions about the future interpretation and application of an internal marketing concept, to discover a revised or
new theory of internal marketing as it relates to organizational change management and also attempt to present a model of internal marketing as a process or mechanism for integrated market-oriented management, i.e. management for change. Money and Foreman (1995) provided an internal marketing matrix, which provided four possible situations of an organisation where situation first is when the marketer is a department and the customer is another department; situation second is when the marketer is the organisation and the customer is a department; situation third is when the marketer is a department and the customer is the organisation; and the most common situation encountered is fourth, where the organisation is both the marketer and the customer. Their focus is on a situation four and conceptualises the internal marketing concept as suggested by Berry (1981), who insists that company services should be sold to internal customers first and also stated that internal customers should be happy with their jobs before they can effectively serve the final customer. They operationalised the construct of internal marketing into 15-item scale by utilizing focus group discussions with managers of service firms and by making use of the checklist method on internal marketing, consequently provided by Berry (Berry, Conant, & Parasuraman, 1991; Berry & Parasuraman, 1991). The findings of their study indicated that the internal marketing construct consists of three factors namely, development, reward and vision. These essential aspects of internal marketing practices were earlier identified by Berry and Parasuraman (1991). The various elements to broaden the concept of internal marketing was also discussed by Varey and Lewis (1999) in their research by systematic reviewing and examining the existing literature, case study material, expert's opinion from leading academics and interviews with managers. Rafiq and Ahmed (2000) stated that there does not exist a single unified concept of IM, so they critically examined the concept of IM from existing literature and proposed a definition as well as a model of IM, which included constructs from both marketing and services literature that were already well developed. They defined IM as “A planned effort using a marketing-like approach to overcome organisational resistance to change and align, motivate and inter functionally co-ordinate and integrate employees towards the effective implementation of corporate and functional strategies in order to deliver customer satisfaction through a process of creating motivated and customer oriented employees” (p. 454). Further, Ahmed and Rafiq
(2003) in their research discussed the key issues and challenges related to internal marketing for the future development of the concept and philosophy. They framed IM dimensions into strategic rewards, internal communications, training and development, organisational structure, senior leadership, physical environment, staffing, selection and succession, inter-functional coordination, incentive systems, empowerment and operational/process changes.

An internal marketing and human resource management link was first proposed by Sasser and Arbeít (1976). They asserted that internal marketing is related to the traditional human resource because the efforts of internal marketing are focussed at recruitment, motivation, training and retention of suitable service orientated employees. In addition to this, Collins and Payne (1991) stated that IM “relates to all functions within the organization, but it is vitally concerned with the management of human resources” (p.261). Joseph (1996) suggested that internal marketing should be integrated into the human resource management, in order to motivate and encourage personnel to provide better services. He defined internal marketing as “the application of marketing, human resource management, and allied theories, techniques and principles to motivate, mobilize, co-opt, and manage employees at all levels of the organisation to continuously improve the way they serve external customers and each other” (p.55). Berry and Parasuraman (1991) reported that the field of internal marketing should include the traditional activities which are carried out by the personnel function. They focused directly on internal marketing by, “attracting, developing, motivating and retaining qualified employees through job-products that satisfies their internal needs”(p.151). Moreover, Caruana and Calleya (1998) stated that there are elements of HRM in internal marketing and vice versa, so some contents of internal marketing can be treated as part of HRM. An empirical study by Ewing and Caruana (1999) investigated the relationship between internal marketing and human resource effectiveness in the Australian public sector. The results of their study highlighted the important role of internal marketing in fostering effective human resource management. They showed that technical human resource effectiveness results from IM, but moderated by strategic human resource effectiveness. Further, Bansal et al. (2001) stated that some relevant aspects of human resources management practices in achieving internal customer commitment, job
satisfaction, and trust are relevant to the success of IM management. Alencar de Farias (2010) reviewed the literature on IM and made an attempt to elucidate its scope and theoretically discussed some issues related to IM concept, scope and its relationship with HRM. He stated that the ultimate objective of IM is to motivate employees in order to achieve service excellence. Further, the study of Davoudi and Kaur (2012) proposed a model illustrating the important linkage between IM and HRM which leads to firm’s superior performance. They stated that marketing and human resource management departments should be aligned and integrated with each other and human resource managers should apply the same strategies that marketing managers use to promote products and services outside the organisation. Literature discussed above stated that IM and human resources management are closely related, but are different concepts. One works in a way to help the other so that the firm can serve is internal customers which in turn will lead to better delivery of services to its customers.

A study in manufacturing and service companies by Saad, Ahmed, and Rafiq (2002) developed and tested a conceptual model linking IM mix components, competencies and business performance. The results of their study identified that all the IM mix factors i.e. Top management support mix constitutes IM elements (i.e. Empowerment, Senior Leadership, Strategic Reward, Physical Environment), Process optimisation mix (Staffing, Selection and Succession, Process Changes, Incentive System) and Cross-functional co-ordination mix (Internal Communication, Inter-functional Co-ordination, Training and Development) have a significant positive effect on business performance and further, organisational competencies act as the mediator between IM mix and business performance. Ballantyne (2003) explored the structural relationships through which internal marketing can create value for an organisation, its customers and its employees. They defined internal marketing as a relationship development strategy for the purpose of knowledge renewal. Hwang and Chi (2005) stated that service employees are the most important resource of the service sector and also considered as the prime marketers who deliver excellent services to the customer. They also help to achieve customer satisfaction and improve company performance. Therefore, management is suggested to emphasize the internal marketing concept and should aggressively practice internal marketing activities so as to achieve satisfied
employees and upgraded organizational performance. The finding of their study on international hotels in Taiwan strongly supported the positive impact of internal marketing on employee job satisfaction; and both internal marketing and employee job satisfaction has positive impact on organisational performance. Ha, Bakar, and Jaffar (2007); and Kaurav, Paul, and Chowdhary (2015) identified various constructs of internal marketing: inter-functional coordination and integration, customer orientation, marketing like approach, job satisfaction, empowerment, employee motivation, quality of service, employee development, vision of the organization, strategic reward, internal communication, senior leadership, job security and their relationship with business performance. The results from various empirical studies also supported the positive relationship of internal marketing with business performance (Ahmed & Rafiq, 2003; Amangala & Wali, 2013; Foreman & Money, 1995; Kanyurhi & Akonkwa, 2016; Panigyrakis & Theodoridis, 2008; Salehzadeh et al., 2017; Shiu & Yu, 2009).

The concepts of internal marketing and organisational commitment have been studied and suitable measures are identified by Caruana and Calleya (1998) among retail bank managers. The findings of their study confirmed a significant relationship between internal marketing and organisational commitment. Study of Narteh (2012) in the same sector investigated the impact of four internal marketing practices: empowerment, rewards, training and development, and communication on employee commitment. The empirical results indicated that except communication rest, all practices of IM are positively associated with employee commitment. The results from various empirical studies also supported the positive relationship of internal marketing with organization commitment (Abzari et al., 2011; Ahmad & Al-Borie, 2012; Altunoglu & Isik, 2016; Awwad & Agti, 2011; Farzad, Nahavandi, & Caruana, 2008; Hung & Lin, 2008; Kyriazopoulos et al., 2007; Ramos, 2018; Tsai, 2014; Tsai & Wu, 2006).

2.2.2 Internal Marketing in Education Sector

According to Jain and Bandyopadhyay (2001), all-around achievement of a Country is predominantly depending on its educated workforce for that educational institutions deserve massive acknowledgment. The aim of a higher education institution is to offer fussy knowledge of a specific field, educate students, and lay emphasis on
scholarly development as well as to systematize nationwide development demands (Shabbir & Salaria, 2014). The satisfaction among the quality employees in the academic institutions is the burning issue for researchers today because it is the most interactive sectors where the degree of interaction of employee (faculty) and customer (student) is high as compared to other service providing organizations. Keller (2002) augmented that management must be prepared to do a great job with its teachers so as to do a great job with its customers. Therefore, the concept of internal marketing is equally valuable for academia as it is for other business settings and other service organizations (Chien & Chin, 2012). Internal marketing literature argues that the firm must have satisfied employees to have satisfied customers (Akroush, et al., 2013). In a similar way in the higher education sector, a vital factor for the satisfaction of external customer i.e. students depends on core internal customer (as core service providers i.e. lecturers and professors) satisfaction. In the academic world also if teachers are not motivated and satisfied the excellence of their services will suffer and generate dissatisfaction among students (Zeithaml, Parasuraman, & Berry, 1990). However, academic institutions are facing a ferocious competition from the foreign universities due to the era of globalization in which going abroad for higher education has become less expensive for Indians. As a result, the educational institutions are facing the challenge of keeping academics engaged so that they can efficiently perform a bigger role (Gupta, Acharya, & Gupta, 2015). In order to deal with such a shortage of faculty and competitive environment, the higher educational institutions are searching for new ways to attract and retain faculties. A study conducted by Shepherd and Ronicah (2011), explored various internal marketing factors or initiatives (organisational culture, business strategy, HR strategy and the reward strategy) at MSU which provide a competitive advantage in attracting, motivating and retaining the desired human capital. The study reveals that organisational culture and reward strategy were critical factors in attracting and retaining employees at MSU. Sihombing and Gustam (2007) opined that there a stiff competition in higher education institutions than ever and too be in the market education institutions need to satisfy their customers (students). The satisfied customer can be achieved only when the organizations have a satisfied workforce. Ting (2011) explored the mediating role of job involvement and job satisfaction on internal marketing and organizational
commitment. A nested model and structural equation modeling (SEM) was used for analysis. The results show that internal marketing, job involvement, and job satisfaction all have a direct impact on organizational commitment. Further, Carlos and Rodrigues (2012) proposed a model to analyse the relationships between internal market orientation and job satisfaction, organisational commitment, organisational citizenship behaviour and performance. Specifically, internal marketing orientation has a direct impact on satisfaction and on organisational commitment, and an indirect impact on OCB, though not very significant, and on performance, although very low. So, in order to obtain satisfied and committed workers, who undertake non-mandatory tasks and who show explicit traits that result in a better performance, organisations must become more oriented towards the internal market, which implies an increase in the quality delivered to external customers. Hung (2012) through Structural equation modelling examined the relationships between internal marketing, job satisfaction, and school effectiveness. The results showed that both internal marketing and job satisfaction has a direct positive relationship with school effectiveness and job satisfaction has a partial mediating role in the association between internal marketing and school effectiveness. Qayum and Sahaf (2013) in his conceptual study explored internal marketing as a pre-requisite for Employee satisfaction in a University setting. On the similar line, Ali (2016) also emphasised the relationship between internal marketing variables and employee’s job satisfaction and organizational commitment. In addition to this, a study conducted by Chi, Yeh, and Liou (2016) indicates that internal marketing mediated the relationship between organizational commitment and job satisfaction. Yildiz (2016) through two subsequent empirical studies showed a statistically significant positive effect of internal marketing on organizational citizenship behaviour and work engagement. The study further revealed that internal marketing is an effective tool for organizational citizenship behaviour of academic staff as well as employee work engagement. Altarifi (2014) measured the concept of internal marketing in higher education institutions using six components of employee development, internal market research, internal communications, performance incentives, management support and vision for excellent service. The study also indicated that IM has a significant effect on job satisfaction and organizational commitment. Asiedu and Acheampong (2014), through the comparative
study, put light on the huge barriers to the implementation of internal marketing within the schools and opined that there is a lack of formal and complete approach to implementation of internal marketing in a school setting. Siddiqi and Sahaf (2007) in their study identified training and development, organizational communication and employee motivation as the key dimensions of internal marketing that need to be focused for improving organization performance as an internal marketing strategy. Further, researchers augmented the internal communication activities as important elements of internal marketing in the University setting which are required to be focused to achieve the employee satisfaction (Schuller & Chalupsk, 2011; Shima & George, 2014). Safi, Saleh, Begum, and Khan (2015) explored the four major internal marketing factors - Employee training, rewards, performance appraisal and communication which have a significant and positive relationship with teaching service quality. Nandi and Prasad (2017) conducted research to examine the role of extrinsic factors of motivation in higher education with a special focus on measuring ‘internal marketing dimensions’. The study further identified the four important factors that comprise internal marketing i.e. management concern and empowerment, communication between employees and next level authority, training and development and competitive remuneration.

The literature above confirms that educational professionals are in favor of using internal marketing practices like Employee Development, Internal Market Research, Internal Communications, Performance Incentives, Management Support and Vision about Excellent Service, Management Concern and Empowerment, Training and Development; and Competitive Remuneration to enhance faculty job satisfaction.

2.3 FACULTY JOB SATISFACTION (FJS)

Reviewing the literature is an essential part of any research and this serves as a background for the researcher to have ample of knowledge about uncovered and covered facts in the prior studies. A number of studies had already been undertaken in the field of job satisfaction. Some of the available studies had been undertaken in foreign setup and some in Indian setup. Some studies have direct bearing to the topic and some have indirect relevance on the study. Some of them have been reviewed and presented in this chapter.
Theoretical construct of ‘Job satisfaction’ was primarily presented by Hoppock (1935) in his book named ‘Job satisfaction’. He signified that the job satisfaction of an employee originate from the physical and mental satisfaction in the work setting and the work itself, i.e., it is the skewed reaction of an employee to the working environment. Herzberg, Mausner, and Snyderman, (1959) theorized job satisfaction as a function of motivators and hygiene which lead to a job which contributes to job satisfaction or dissatisfaction. Locke (1969) viewed job satisfaction as an emotional state associated with positive or negative appraisal of job experiences. Lortie (1975) put light on three types of rewards that are required to meet job-related needs in their careers which are extrinsic, ancillary, and intrinsic (or psychic). According to him, extrinsic rewards deal with prestige, money income and power over others and generally are “objective” since everyone can experience them. Ancillary rewards are objective and subjective because they refer to objective qualities of work that may be seen as rewards (e.g. Women with children might deem their work schedule rewarding whereas men might not). Intrinsic rewards are viewed as subjective appraisals made in the daily routine of a teacher’s work (e.g. value of student-teacher relationship) and may be incoherent from person to person. Researchers have divided job satisfaction into two constructs: intrinsic and extrinsic satisfaction (Hirschfeld, 2000; Porter & Lawler, 1968; Wernimont, 1966). Intrinsic job satisfaction describes how people experience about the nature of the tasks involved in the job itself, whereas extrinsic job satisfaction is how people feel about aspects of the work situation or environment that are external to the job tasks or the work itself (Porter & Lawler, 1968; Wernimont, 1966). A twenty item scale was designed by Weiss, Dawis, England, and Lofquist, (1967) known as Minnesota Satisfaction Questionnaire(MSQ) to measure intrinsic and extrinsic job satisfaction on twenty aspects including: co-workers, ability utilization , achievement, moral values, creativity, activity, independence, recognition, responsibility, advancement, supervision human relations, authority, security, social service,company policies, supervision-technical , social status, variety, compensation, and working conditions. Houser and Chace (1993) categorized the 20 items in MSQ into three categories i.e., intrinsic, extrinsic and general satisfaction. Intrinsic scale contained 12 items which measured the job achievement opportunities and opportunities to do things for others, 6 items were the extrinsic scale which measured
company policies and the quality of working conditions. The general satisfaction scale included two items, which are distinct to either the intrinsic scale or the extrinsic scale. According to Spector (1997), intrinsic job satisfaction is related to the feelings of individuals about the nature of the job within the job itself. On the other hand, extrinsic job satisfaction factor is linked to feelings about an aspect of the work conditions or environment that are external to the job tasks or the work itself (Chiu, Cho, & Won, 2014). Kreis and Brockopp (1986) explained job satisfaction as a self-perception of need fulfillment through work. Rao (1991) conceptualized job satisfaction as one’s feeling of contentment with various facets of the tasks, such as the nature of work, leadership style, supervisors, co-workers etc. Weiss and Cropanzano (1996) viewed job satisfaction as a person’s self-evaluation of his or her job and work context. According to Evans (1997) the level to which an individual perceives his/her job-related needs being met defined their job satisfaction regarding that job. Spector (1997), Kreitner and Kinicki (2006) argument that job satisfaction is an assemblage of various dimensions towards which the employee behave emotionally. They further defined Job satisfaction as the way individuals feel about their jobs and different facet of their jobs.

Dawes (2004) explained a psychological aspect of Job satisfaction and focused on its two components: An affective component (the feeling that accompanies the cognition) and cognitive component (the perception that one’s needs are being fulfilled). McNamara (1999) described job satisfaction as employees’ feelings or state of mind concerning the nature of their work. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one’s relationship with their supervisor, the quality of the physical environment in which they work, the degree of the fulfillment of their work, etc. Korman (1977) discussed the importance of job satisfaction due to its potential outcomes such as turnover, performance etc. According to a review of literature tremendous studies have been conducted to explore the concept of job satisfaction, its various sources and consequences in a different business, industries, and governmental settings (Schwab & Cummings, 1970; Vroom, 1964), but there is a scarcity of research in the educational setting (Smart & Morstain, 1975). Newby (1999) in his research work tried to assess the satisfaction level among middle school principals in Virginia by using the Minnesota Satisfaction Questionnaire (MSQ). Findings of the study revealed that principals from
larger schools exhibited higher overall satisfaction than principals from smaller schools. Further results indicated that job satisfaction of middle school principals varies across the demographic variables gender, age, degree, experience, school location, and school size. In addition, principal satisfaction levels for each of the twenty dimensions of the job also vary. Sloane and ward (2001) also made an attempt to examine the relationship between demographic variables like age, gender and individual job satisfaction and finally conclude that male academics have significantly higher job satisfaction than their female counterparts. Aydin, Uysal, and Sarier (2012) also analysed the effect of gender on the job satisfaction of teachers and findings support the above study that male teachers were more satisfied than their counterparts. On the same line, Seifert and Umbach (2007) applied Kalleberg’s framework to better understand the effects of diverse demographic faculty characteristics on dimensions of job satisfaction. Results indicated that women are consistently less satisfied than their male colleagues. Research also found that race/ethnicity has mixed effects on dimensions of job satisfaction but the effects of race/ethnicity tend to be constant across the discipline. Toker (2011) through his paper investigated the level of job satisfaction among academicians in the universities of Turkey and further examined the effects of demographics on levels of satisfaction among them. Finding of the study indicated that, age and length of service in present university and in higher education as a whole were significantly related to job satisfaction. Marital status and gender were not significantly related to job satisfaction. Sabharwal and Corley (2009) explored and compared the job satisfaction rates of faculty members employed in research institutions with special attention paid to differences across gender and disciplines. Sharma and Jyoti (2010) in their study focused on intrinsic and extrinsic factors to find out the level of job satisfaction and also check the effect of demographic variables i.e., age, gender, marital status, education, occupation level and length of employment on the job satisfaction. Smerek and Peterson (2007) tested well-known Herzberg Theory, duality theory of motivators and hygiene factors and the impact of personal characteristics and job characteristics on perceptions of the work environment and job satisfaction in the context of higher education. The results offer inconclusive support of Herzberg’s theory. Du, Lai, and Lo (2010) made an effort to investigate job satisfaction among university professors and the relationship between job satisfaction of
university professors and the organizational characteristics of the university. Study explore the various dimension of employee job satisfaction in the context of higher education i.e. career development and school management, teaching and research services, salary, benefits and logistical services, professional reputation, teaching and research facilities, and the work itself. Bozeman and Gaughan (2011) explored the determinants of employee job satisfaction in three major categories i.e., demographic characteristics, and colleague interactions, and extrinsic pay motivation. Kayalvizhi and Chokkanathan (2011) in their article indicated that the lecturers employed in arts colleges situated in Salem are highly dissatisfied with their jobs. The factors, which were intrinsic to the job and motivated them were recognition, work itself, the possibility of growth and extrinsic factors that acted as major dissatisfying factors were poor compensation and benefits offered by the institution. Manzoor, Usman, Naseem, and Shafiq (2011) put light on the relationship between job stress and job satisfaction among the faculty members of universities. Variables used to assess the level of stress and satisfaction includes management role, workload pressure, role ambiguity, and performance pressure. Shetty and Gujarathi (2012) also identified factors of faculty job satisfaction and student’s overall satisfaction in this knowledge economy, and further examine the role of faculty job satisfaction in generating student satisfaction. Finding of their study revealed that a contended faculty is a source of students’ satisfaction. Study conducted by Loquias and Sana (2013) explored job satisfaction among faculty members in the Colleges of Pharmacy in Metro Manila, Philippines. Findings of this research emphasised that job satisfaction may be improved by altering the organizational environment within the realm of school administrators. Dave and Rava (2014) identified various factors influencing job satisfaction of MBA faculty members in Gujarat state and check their impact on job satisfaction. Yilmaza, Celebib, and Cakmak (2014) examined job satisfaction level of faculty and to find out factors leading to their job satisfaction. Hago and Abrha (2015) examined the effect of Herzberg job motivator and hygiene factors on job satisfaction. Results indicate that Achievement was the most motivating aspect and salary was the least motivating aspect for faculty satisfaction. Naseem and Salman (2015) put light on the various factor of job satisfaction including pay, job security, relationship with co-workers and relationship with supervisor and study their impact on job satisfaction.
Masum, Masum, Azad, and Beh (2015) determined the influential factors that contribute to the enhancement or reduction of academic’s job satisfaction among private universities. The results revealed that compensation package, supervisory support, job security, training and development opportunities, team cohesion, career growth, working conditions, and organizational culture and policies are positively associated with the academic’s job satisfaction. Al-Smadi and Qblan (2015) studied job satisfaction in four domains: Academic environment, psychological and social aspects, salaries and financial support, and interpersonal communication. The results showed a moderate degree of job satisfaction in general, and there are statistically significant differences due to gender, teaching experience and college type. Mishra and Pandey (2014) viewed that there is a significant difference between the satisfaction level of teachers of govt. schools and private schools. The satisfaction level of govt. school teachers was found to be higher than the private school teachers. Vito (2007) utilized the early proved Kurt Lewin’s person-environment interaction model and develop a conceptual framework for his study. Findings revealed that interaction outside of the classroom between students and faculty promotes high levels of satisfaction and engagement with the institution. Addition, faculty feelings of loyalty to their institution are increased through these interactions. Faculty also perceive that their teaching skills are positively impacted through their interactions with students outside of the classroom. Most Faculty Fellows perceived that their participation in the Faculty Fellows Program increased their desire to stay at this institution. Paul and Goowalla (2015) conducted a comparative study among the government and private college faculty members and find an insignificant relationship between government and private college faculty members in relation to use of skills and abilities. Prerna (2017) identified the factors influencing job satisfaction using the Minnesota Satisfaction Questionnaire developed by Weiss et al. (1967). Findings indicated that job autonomy, job advancement, security and managerial support and employee’s participation enhance the job satisfaction of employees. Larson (2011) in his dissertation attempted to investigate and describe the levels of job satisfaction among family and consumer sciences teachers (FCS) who are currently teaching. The general level of job satisfaction among the teachers was measured by the Minnesota Satisfaction Questionnaire (MSQ). Further, the relationship between the general level of job
satisfaction among the teachers and specific demographic variables were measured. Finding of the study indicates that FCS teachers (family and consumer sciences teachers) working in a school shows high general job satisfaction level in their current positions. The findings also indicate that FCS teachers were most satisfied with intrinsic dimensions (e.g. social service, variety, ability-utilization, creativity, moral values, activity, responsibility, achievement, security, independence, social status, and authority) than with extrinsic dimensions (e.g. compensation, advancement, policies and practices and recognition). Sudsawasd (1980) shed light on various factors measuring job satisfaction and dissatisfaction of Thai faculty members at two selected universities in Thailand. The study drew ten major factors corresponding to job satisfaction in the Herzberg Two-factor theory to determine whether or not such selected factors are related to job satisfaction of Thai faculty members. Two ‘hygiene’ factors i.e. Policy and administration, and salary were found to be major source of job satisfaction for faculty members and all motivator factors i.e. achievement, growth, interpersonal relations, recognition, responsibility, supervision, work itself, and working conditions are the relevant sources of dissatisfaction among the faculty members at two selected universities. Mukhtar (2012) develop a conceptual model to investigate the relationship of work-life balance and job satisfaction of tenure-track faculty. Further study explores the relationship among variables such as demographic and professional experiences among academic disciplines and job satisfaction at Iowa State University. Boeve (2007) explored the level of job satisfaction among the faculty in physician assistant education. Study also examine the relationships of the intrinsic (work itself and advancement opportunities) and extrinsic factors (salary, supervisor support, and coworker relations) to overall satisfaction, and the significance of the job satisfaction factors and personal/professional demographics in predicting overall job satisfaction. Buitendach and Rothmann (2009) conducted a cross-sectional survey design to assess the construct equivalence of the Minnesota Job Satisfaction Questionnaire (MSQ), and to investigate the manifestation of job satisfaction at selected organizations in South Africa. The results confirmed a two-factor model of job satisfaction, consisting of extrinsic job satisfaction and intrinsic job satisfaction. Jackson (2016) through the descriptive study of job satisfaction among full-time nurse educators in Georgia developed a tool for measuring faculty job satisfaction which is referred to as
the Nurse Educator Satisfaction Index (NESI) in addition; the relationships between sample demographics, NESI items, and job satisfaction were examined. Hagedorn’s (2000) conceptual framework of faculty job satisfaction was the guiding framework for this study. The framework consisted of two primary components, the mediators and triggers. Nigam (2017) measured the job satisfaction level between male and female faculty members of private universities of central India. The current study has shown the interrelationship among job satisfaction and their factors (nature of work, dynamic activities, work stress, policies and procedures, responsibility and leadership style, skills and abilities, opportunities, fringe benefits, recognition and supervision, job conditions and promotion. Syed, Bhatti, Michael, Shaikh, and Shah (2012) seek to explore the level of job satisfaction among faculty members at the university. The study also explored the effects of Herzberg motivation and hygiene factors on faculty’s work satisfaction with respect to their demographic characteristics. It was revealed that female faculty members are more satisfied compared with male faculty members. Dhanapal, Alwie, Subramaniam, & Vashu (2013) attempted to explore the impact of various factors such as workload, pay, age, gender, educational background, working environment, job security and management on the level of job satisfaction. The study also identify whether the impact of these factors differ among generations and gender. The result of the study indicated that there was no significant difference in job satisfaction between genders. This is consistent with the findings in regards to the differences between generations. But most researches carried out in the western countries, have clearly suggested that there are significant differences in job satisfaction between genders. Nigam and Jain (2014) showed that the seniority in the hierarchy influences the faculty job satisfaction in higher education in the developing countries like India. The study makes a comparison between the satisfaction of Assistant professors and Associate professors across three disciplines namely Arts, Science and Arts. Masum, Azad, and Beh (2015) aimed at determining the influential factors that contributes to the enhancement or reduction of academics’ job satisfaction among private universities in Bangladesh. A conceptual model of job satisfaction was developed and applied for academics’ job satisfaction. The results revealed that compensation package, supervisory support, job security, training and development opportunities, team cohesion, career growth, working conditions, and
organizational culture and policies are positively associated with the academics’ job satisfaction. Amongst them, three factors stood out as significant contributors for job satisfaction of academics i.e. compensation package, job security, and working conditions. Emadi, Hasanzadeh, Pashaie, and Ghods (2015) in their cross-sectional study carried out in 2013, determine factors affecting job satisfaction among the employees of Semnan health centre’s to meet the challenges and increase efficiency. Various factors discussed in the study are supervision and leadership, management policy, job stability, environmental conditions, cross-relation between Co-workers, salary and benefits and opportunities for growth, development and promotion. The findings demonstrate that supervision and leadership is the most influential factor among all the factors affecting job satisfaction. Bello, Ogundipe, and Eze (2017) studied three constructs i.e., recognition, pay and working condition as the strong precursor of job satisfaction among the academic staff in private and public tertiary institutions in Nigeria. The findings of the research indicate that a significant difference in job satisfaction exists between academic staff in private and public universities in Nigeria. In the same way, Mutairi, Naser, and Enezi (2017) use a short-form Minnesota Satisfaction Questionnaire (MSQ) to understand the influence of three main demographics affect the level of job satisfaction income, nationality and gender on the level of the job satisfaction of the academicians who work for business colleges operating in Kuwait. Qazi and Kaur (2017) tried to understand the prevailing organizational culture among the faculty members of Public as well as private Universities to understand the correlation between organization culture and job satisfaction. The results of the study stated that the faculty members of both private and government universities enjoy an OCTAPACE culture which has a moderate impact on their job satisfaction. Further, the study revealed openness and risk-taking, confrontation; pro-action, collaboration and experimentation are more dominant cultural components. The study also showed that there are no differences between male and female faculty members on the dimensions of job satisfaction and organizational culture.

2.4 STUDENT SATISFACTION (SS)

The primary goal of today’s higher educational institutions is to produce satisfied student’s (Tunio, Abbasi, & Soomro, 2017). Zeithaml et al., (1990) defined satisfaction
as an attitude, perception or overall decision on the service supremacy and decided on the variation between expectations of the customer and actual experiences. Grossman (1999) discussed that student can be treated as a customer or a client of the educational institution and the institution should serve the students on a priority basis to fulfill their needs and expectations. Many authors defined student satisfaction in many ways. Bitner and Zeithaml (1996) have discussed that higher student satisfaction can be attained by the communication skills of teaching staff and the efficient student-staff interaction whereas, Browne, Kaldenberg, Browne, and Brown (1998) explained that student satisfaction is determined by evaluating the quality of coursework and extra curriculum activities and other additional factors related to the university. They suggested that faculty should treat their students with empathy and sensitivity and should support them whenever needed. Another author’s Elliot and Healy (2001) defined student satisfaction is a short-term attitude which is derived from the assessment of the received education services from the institution. Moreover, teaching quality, teaching-learning methodology, teaching aids, support facilities, skill-based curriculum, quality of lecturer, lecture delivery, quality of feedback and lecturer-student relationship are the important factors in judging overall student satisfaction (Ahmed, Ahmed & Anwar, 2000; Hill, Lomas, & MacGregor, 2003; Majid, Mamun, & Siddique, 2000) and out of these factors student-faculty interaction is a strong predictor of student satisfaction (Kuh & Hu, 2001). Schertzer and Schertzer (2004) in their study proposed a conceptual model of retention, which considered student-institution and student-faculty values as a significant component of academic fit which leads to student satisfaction and commitment, and finally retention of students. Study of Kara and DeShields (2004) investigated the relationship between business student satisfaction and their intentions to stay in a college or university. Results of the study stated that faculty performance, advising staff and classes are positively related to student’s academic experience. The student experience is positively related to student satisfaction and further, student satisfaction is positively related to student retention. In addition to this, the results of the study are consistent with the study of DeShields, Kara, and Kaynak (2005) conducted on business students at a state university in South Central Pennsylvania. Marzo-Navarro, Pedraja-Iglesias, and Rivera-Torres (2005) surveyed the Spanish University students and observed that teaching staff, enrolment and course
organisation are the key factors that have a significant positive impact on student satisfaction. In addition to this, another study by Marzo-Navarro et al. (2005) also stated that teaching staff, teaching methods and course administration are key elements to achieving student satisfaction and loyalty. Mai (2005) did a survey on US and UK business school students and found that the overall school impression of the school and quality of education were the most influential predictors of the student satisfaction. Douglas, Douglas and Barnes (2006) developed and tested a questionnaire to measure student satisfaction at Liverpool John Moores University in the UK and reported that teaching and learning aspects are most commonly associated with student satisfaction as compare to the physical facilities. Study of Thornton (2006) also confirmed teaching quality as the most important factor of overall student satisfaction. Further, the study of Peng and Samah (2006) attempted to discover factors affecting student’s satisfaction level and identified lecturer and faculty as a significant factor affecting student satisfaction. Appleton-Knapp and Krentler (2006) investigated the relationship between student expectations and satisfaction. And the results of the study suggested that the extent to which student expectations are fulfilled does emerge to be a good predictor of satisfaction. Huang (2009) investigated the positive relationship of service quality sub-variables such as academic aspects, non-academic aspects, teaching methods, program issues, industry links, access, reputation and cost with student satisfaction in Xiamen University of China. Similar studies on graduate students among Universities in Thailand by Kayastha (2011) and on Pakistani public sector business schools by Ijaz, Irfan, Shahbaz, Awan, and Sabir (2011) identified a significant relationship between the service quality variables and overall student satisfaction. Many studies (Alves & Raposo, 2007; Ali, Shah & Mangi, 2017; Hasan, Ilias, Rahman, & Razak, 2009; Keblawi, Johansson, & Svensson., 2013; Manik & Sidharta, 2017; Napitupulu et al., 2018; Osman, Saputra, & Saha, 2017) also investigated the influence of service quality on student satisfaction. Satisfaction among the students depends upon various factors like curriculum, no. of academic subjects taught, academic staff training, teaching material, social and academic experiences delivered by the respective institution (Diamantis & Benos, 2007). A conceptual model of student satisfaction has been developed by Alves and Raposo (2007) and explores student loyalty as one of its important consequence. Similar to the above
study Douglas, McClelland, and Davies (2008) also develop a conceptual model of student satisfaction and identified various determinants of student perceived quality and their impact on student satisfaction or dissatisfaction with the overall student experience. Further, a Business Student Satisfaction Inventory (BSSI) scale consisting of 17 items with four factors: Quality of Business Education Outcomes, Quality of Advising, Quality of School Climate and Quality of Computer Resources was developed and validated by Maddox and Nicholson (2008). Several studies (Butt & Rehman, 2010; Garcia-Aracil, 2009) identified factors like contact with fellow students, course content, learning equipment, stocking of libraries, teaching quality, teacher’s expertise, teaching/learning materials, courses offered, classroom facilities and learning environment; and their influence on student satisfaction level. Further, Butt and Rehman (2010) stated that teacher’s expertise as a most influential factor for student satisfaction.

Gibson (2010) investigated various academic and non-academic factors which are responsible for satisfaction among the business student. Academic factors such as the teaching quality, curriculum and skills and knowledge acquired are the most significant determinants of overall satisfaction. The non-academic factors such as the student’s feeling of belongings and perceptions of the institution’s responsiveness and concern, also contribute significantly to overall satisfaction. Gruber, Fub, Voss, and Glaser-Zikuda (2010) developed a new tool to evaluate the satisfaction level among students with the services offered by German University. They focused on 15 dimensions of student satisfaction i.e. school placements, atmosphere among students, refectory/cafeteria, library, computer equipment, lecturers, courses, support from lecturers, relevance of teaching to practice, attractiveness of the surrounding city, reputation of the university, satisfaction with the university, the presentation of information, administrative and student services; and lecture theatres. On the same line Abbasi, Malik, Chaudhry, and Imdadullah (2011) also explored various factors like teaching, administrative/management support, library, accommodation, transportation, computer labs and general labs, sports, medical, prayer/religious and classroom facilities which have an impact on student satisfaction. Variables like classrooms comfortability for teaching and learning, students support by the institution for co-curricular and extra-curricular activities and lab facilities, canteen and sports facility, PC and Internet facility are the important
components which ensure quality student services at tertiary level in Bangladesh. (Haque, Das, & Farzana, 2011). Study on B school in Australia by Grace, Weaven, Bodey, Ross, and Weaven (2012) identified the effect of course experience quality on student satisfaction. Findings of the study revealed that good teaching and clear goal setting have a direct influence on overall satisfaction whereas appropriate workload and assessment had no effect on overall satisfaction. In addition to this, management educational institutional quality factors namely, location, academics, infrastructure, image, personnel significantly influence the overall satisfaction of students (Ravindran & Kalpana, 2012).

Study of Kashan (2012) showed the positive relationship of teaching faculty, advisory staff and class environment with overall student satisfaction of the University of Sargodha in Pakistan and further, identified teaching faculty as a highly significant factor contributing towards overall student satisfaction. Yusoff (2012) identified that business students gave more importance to the physical facilities of an institution, followed by the teaching and learning drivers in Malaysian private educational institutions. Seven factors namely, academic advising effectiveness, safety and security, campus life, climate and support, safety and security, responsiveness to diverse populations and financial aid effectiveness, that affect student satisfaction in Islamic Azad University have been identified by Khosravi, Poushaneh, Roozegar, and Sohrabifard (2013) found academic advising as the most important factor, followed by campus support services. Further, the study of Manzoor (2013) reported that sports and transportation facilities have a significant effect on the satisfaction of students. Many more studies (Farahmandin, Minavand, & Afshardost, 2013; Mehdipour & Zerehkafi, 2013; Schuller, Rasticova, & Konecny, 2013; Zahid, Chowdhury, & Sogra, 2000) investigated the level of students satisfaction with the services provided by university and identified the various factors which leads to student satisfaction namely, course system, quality of teaching, medium of instruction, campus size and location, accommodation for the students, campus, library and laboratory facilities, advisory services, curriculum, and financial assistance, tuition costs and internship assistance whereas, Wilkins and Balakrishnan (2013), stated that the most influential factors that determined whether a student was satisfied or not with their institution were: quality of lecturers, quality and availability of resources, and effective use of technology. Bacila, Pop, Scridon, and Ciornea (2014) developed a tool for
measuring student satisfaction within business education institutions in Romania. The developed tool assess business student satisfaction with a wide range of services provided by the institutions relate to: educational process, administrative staff, admission process, image of the faculty, management of the faculty, library, general information, campus climate, cafeteria, tutors, international cooperation, collaboration between faculty and business environment, leisure activities supported by the faculty. Further, Sinclaire (2014) in his study explored the relationship between job satisfaction and student satisfaction with college courses. He analysed the attitudes of students towards aspects of college courses including a view on the faculty, the physical learning environment, interaction and communication, facilities and services provided by the college. Study conducted in the Malaysian private higher education institutions by Yusoff, McLeay, and Woodruffe-Burton (2015) identified 12 dimensions namely; professional comfortable environment; student assessments and learning experiences; classroom environment; lecture and tutorial facilitating goods; textbook and tuition fees; student support facilities; business procedures; relationship with teaching staff; knowledgeable and responsive faculty; staff helpfulness; feedback; and class sizes that drive business student satisfaction and also evaluated the influence of demographic factors on their satisfaction. In the Armenian context, Martirosyan (2015) found that deeming faculty services and program curricula are the key determinants of student satisfaction levels. A model was purposed by Giner and Rillo (2015) showing the interrelationships between Co-creation, satisfaction and loyalty among students enrolled in part-time masters programmes from Spanish universities. Findings of the study concluded that student’s participation in co-creation with the university leads to higher levels of satisfaction and loyalty. Further, confirming significant positive correlations among co-creation, loyalty and satisfaction. In the education sector, several other studies also stress the positive relationship between satisfaction and loyalty of the student (Marzo-Navarro et al., 2005; Mavondo, Tsarenko, & Gabbott, 2004). Adnan, Mohamed, Tarek, Mun, and Hosny (2016) proposed a model where satisfaction with student clubs acts as a mediator variable between satisfaction with the delivered services and overall student satisfaction. They studied the total effect of academic factors on overall business student satisfaction and the role of the professional student clubs as a mediator between these two sets of
variables. The study also discusses the effect of demographic characteristics on research variables and identifies delivered services in need of improvement. The survey was conducted by Ali, Zhou, Hussain, Nair, and Ragavan (2016) at three different universities in Malaysia to study the effect of service quality on international student satisfaction, institutional image and loyalty. The findings of the study revealed that all five dimensions of service quality, i.e., academic and non-academic aspects, program issues, access to university facilities and university reputation influence student satisfaction which in turn influence institutional image and together, they influence student loyalty. Further, study of Carter and Yeo (2016) identified academic experience as the only main and significant factor in predicting student’s intending to carry on with their studies whereas, teaching quality, campus life, facilities, placement support were insignificant and therefore did not make a good predictor for business student’s retention in Malaysian business students. A strong relationship between student’s satisfaction and academic performance of Benadir University has been explored by Dhaqane and Afrah (2016). They stated that satisfaction promotes both academic achievement and student retention. Moreover, Muijs and Bokhove (2017) analysed the two years data of Postgraduate Taught Experience Survey (PTES) to perform multilevel analyses, to obtain insight into predictors of postgraduate student satisfaction and engagement. Weerasinghe and Fernando (2018) developed a conceptual framework for identifying the critical factors affecting student satisfaction levels in state universities in Sri Lanka. The conceptual framework encompasses academic staff quality, administrative staff quality, university facilities quality, university location quality, degree program quality and the university image as the factors affecting student satisfaction level. The results of the study indicated the statistically significant influence of the quality of the degree program, university image and university facilities on the student satisfaction levels in comparison with other modeled variables.

### 2.5 LINK BETWEEN INTERNAL MARKETING AND FACULTY JOB SATISFACTION

Personnel of an organisation play an imperative role in serving its customers, as they act as the face of the organization and interaction with the customers on continuous bases (Bitner, 1990). Thus, the satisfaction and commitment of the employees are
considered as the predictor of the satisfied customer (Ahmed & Rafiq, 2003; Akroush, et al., 2013; Foreman & Money, 1995). Keller (2002) laid stress on the internal marketing mix, the elements which include strategies and techniques that are needed to satisfy internal customers’ needs. Sarker and Ashrafi (2018) augmented that internal marketing is the precursor to higher job satisfaction. Stronger the internal marketing practice better will be the level of employee satisfaction. According to Gounaris (2008), the key intent of IM programs is to strengthen employee job satisfaction. In addition to this, a conceptual study of Qayum and Sahaf (2013) explored internal marketing as a pre-requisite for employee satisfaction in a University setting. Tansuhaj, Randall, and McCullough (1991) designed a study to point out that employees job satisfaction is affected by IM practices. On the same line Conduit and Mavondo (2001) found that a company that is applying IM practices to meet the expectations of its internal customers will have a positive impact the level of job satisfaction among its employees. In the same way, Shiu and Yu (2010) in their study showed a significant correlation between internal Marketing, organizational culture, job satisfaction and performance. Abbasi and Salehi (2011) explored the mediating role of job satisfaction and the relationship between the Internal Marketing and customer-orientation. Esfahani, Amirosadat, Rahimi, and Marandi (2013) examined the positive impact of internal marketing on staff job satisfaction in a private insurance company in Isfahan city. A study by Martey (2014) in the insurance industry of Ghana showed the implementation of internal marketing can significantly enhance employee’s satisfaction with their jobs. Besides, the results of Huang and Rundle-Thiele (2014) study indicated that there is a strong evidence for the effects of IM on employees’ level of satisfaction. The literature also provides abundant empirical studies showing the relationship between internal marketing and job satisfaction(Ahmad & Al-Borie, 2012; Al-Makhadmah, 2015; Altunoglu & Isik, 2016; Carlos & Rodrigues, 2012; Chang & Chang, 2007; Chiu, Cho, & Won, 2014; Gounaris, 2008; Ting, 2010; Hwang & Chi, 2005; Iliopoulos & Priporas, 2011; Kameswari & Rajyalakshmi, 2012; Kanyurhi & Akonkwa, 2016; Leong & Lam, 2016; Marques, Leal, Marques, & Cabral, 2018; Nittala & Kameswari, 2009; Ogunnaike, Oyeniyi, & Adeniji, 2012; Peltier, Pointer, & Schibrowsky, 2008; Sarker & Ashrafi, 2018; Shahzad & Naeem, 2013; Wu, Tsai, & Fu, 2013; Yusuf, Sukati, & Andenyang, 2016).
Hence, related to the above studies, it is proposed that there exists a relationship between internal marketing dimensions and faculty job satisfaction in management education institutions.

2.6 LINK BETWEEN FACULTY JOB SATISFACTION AND STUDENT SATISFACTION

According to Wansoo (2009), customer satisfaction is influenced by the interpersonal encounters between customer and employees in service organisations. If managers treat their employees in a better way, then employees will treat customer’s well (Gronroos, 1981 & 1990; George, 1990). Schneider (1980); Hartline and Ferrell (1996) argued that only satisfied employees deliver better services. Burke, Graham, and Smith (2005) examined the strong correlations between employee satisfaction and customer satisfaction. The study also indicated that there exists a strong relationship between the morale of the employees and the level of service they offer to their customers. In addition to this, Gounaris (2008) also stated that satisfied and motivated employees will positively influence customer satisfaction. Their employment should be considered as an internal product and they should be treated as the internal customers of the organisation. Khartabel and Saydam (2014) emphasis various psychological impact elements which are associated with employee job satisfaction and are represented by banking functions, training programs, wages, communication within the bank organization itself, teamwork, job satisfaction, promotion opportunities, appropriateness of the bank organization. Furthermore, employment satisfaction reflects significantly on their behaviour towards customers which ultimately leads to customer satisfaction and loyalty. In the same line Jeon and Choi, (2012) stated that dispositional variables like self-efficacy, cooperative orientation have a moderating effect on the relationship between employee satisfaction and customer satisfaction. The study further showed that employee satisfaction and customer satisfaction have a unilateral relationship i.e. employee satisfaction have an impact on customer satisfaction but customer satisfaction have no impact on employee satisfaction. Schneider (1991) argued that job satisfaction and external customer satisfaction are positively correlated and that the relationship holds across a number of industries. Both Tornow and Wiley (1991); and Wiley (1991) provided support for this
argument, finding a strong relationship between employee job satisfaction and customer satisfaction when satisfaction was measured for service-oriented aspects of the organisation. Gremler, Bitner, and Evans (1994) supported this argument and suggest that satisfied internal customers will posit more pride in their jobs, leading to increased levels of customer satisfaction. It is therefore argued that employees with a high level of job satisfaction will exhibit behaviours that lead to satisfied customers. In support of this, Conduit and Quigg (2000) advocated the importance of recognizing employees as internal customers and addressing their satisfaction by creating the internal market in the firm. Study developed a conceptual model to understand the in the relationship between internal customer satisfaction and external customer satisfaction. The study further emphasises the creation of market-oriented culture results in internal customer satisfaction and improved service quality, which leads to customer satisfaction and success in the external market. No doubt plethora of literature is available showing the evidence for relationship between employee satisfaction and customer satisfaction (Adsit, London, Crom, & Jones, 1996; Amoopour, Hemmatpour, & Mirtaslimi, 2014; Sarker, Crossman, & Chinmeteepituck, 2003; Gilaninia, Almani, Pournaserani, & Mousavian, 2011; Sohail, & Jang, 2017; Wright, Cropanzano, & Bonett, 1997; Xu & Goedegebuure, 2005). Kroncke (2006) in his research applied the same concept to the organizational setting of Ohio state university. Where he seeks to examine the correlations between several facets of faculty satisfaction and student satisfaction within a university setting. In this setting, faculty members are viewed as employees of the organization and students as its customers. The satisfaction of one group is expected to affect their satisfaction and thus the performance, of the other group. For example, a faculty member who is happy and satisfied with his or her job may be motivated to put in extra efforts to engage and enhance the learning experience (and thus satisfaction) of students. Gupta and Goel (2012) also supported the findings of this study by studying a strong relationship between faculty satisfaction and student satisfaction. Further, Butt and Rehman (2010) studied the student’s satisfaction in higher education in Pakistan. The study focused on the factors like teacher’s expertise, courses offered, learning environment and classroom facilities. However, the teacher’s expertise is the most influential factor among all the variables. Shetty and Gujarathi (2012) examined the role of faculty job satisfaction in generating
student satisfaction. The finding of their study reveals that a contended faculty is a source of student’s satisfaction. Agrawal and Nagar (2013) also augmented that satisfied faculty is a source of student satisfaction.

Hence, related to the above studies, it is proposed that there exists a relationship between faculty job satisfaction and student satisfaction in management education institutions.

2.7 RESEARCH GAP

A large number of research studies on internal marketing have been conducted in different sectors (Akroush et al., 2013 in restaurants; Chang & Chang, 2007 in hospitals; Chiu, et al., 2014 in sports service industry; Hwang & Chi, 2005 in hotels; Iliopoulos & Priporas, 2011 in hospitals; Kameswari & Rajyalakshmi, 2012 in banks; Kanyurhi & Akonkwa, 2016 in microfinance institutions; Leong & Lam, 2016 in resorts; Peltire & Schibrowsky, 2008 in hospitals; Sarker & Ashraf, 2018 in retail sector; Wu et al., 2013 in manufacturing industry), but very few have been carried out in the higher education sector (Ali, 2016; Altarifi, 2014; Asiedu & Acheampong, 2014; Carlos & Rodrigues, 2012; Dhanapal, 2013; Nandi & Prasad, 2017; Qayum & Sahaf, 2013; Safi et al., 2015; Shepherd & Ronicah, 2011; Siddiqi & Sahaf, 2007; Sihombing & Gustam, 2007).

However, most of the studies were restricted to internal marketing relationship with job satisfaction (Al Makhadmah, 2015; Chang & Chang, 2007; Chiu, et al., 2014; Hwang & Chi, 2005; Iliopoulos & Priporas, 2011; Kameswari & Rajyalakshmi, 2012; Kanyurhi & Akonkwa, 2016; King & Grace, 2010; Leong & Lam, 2016; Peltire et al., 2008; Shiu & Yu, 2009; Wu et al., 2013), business performance (Amangala & Wali, 2013; Kaurav et al., 2015; Panigyrakis & Theodoridis, 2009; Shiu & Yu, 2009), commitment (Awwad & Agti, 2011; Kyriazopoulos et al., 2007; Narteh, 2012; Tsai, 2014), service quality (Aburoub et al., 2011; Akroush et al., 2013; Tsai & Tang, 2008) and human resource management (Bansal, 2001; Davoudi & Kaur, 2012; Ewing & Caruana, 1999) and less emphasis has been paid to study the existing status and importance of IM in the higher education sector.
Further, it is stated that the literature review done so far reveals that internal marketing is studied much in foreign countries and minimum research has been undertaken in the Indian context. Despite internal marketing being researched in other service settings, there is no existence of any work on internal marketing in the management education institutions. A better understanding of internal marketing and the study of its prevalence in management education institutions would go a long way in ensuring efficient delivery of services to the students. In addition to this, some related studies have although examined the positive relationship between internal marketing dimensions and employee job satisfaction, but they have failed to include customer satisfaction.

One of the research objectives in this study seeks to develop a suitable internal marketing model for management education institutions within Northern India because rarely any research has been done in developing countries on this issue.

In Indian education institutions, not much attention is drawn towards studying the influence of internal marketing on employee and student satisfaction. So, this necessitates the need for and relevance of the present study. This study will provide empirical work which will explore the relationship between internal marketing, faculty job satisfaction and student satisfaction. It has been found that lack of research on higher education institutions has led to increased attention to be paid in filling this gap so as to enhance faculty job satisfaction eventually leading to enhancement in the student satisfaction through internal marketing practices.

2.8 SUMMARY OF THE CHAPTER

While IM is widely used in different sectors all over the world, the varied results of IM studies in different industries across different countries suggest a necessity to understand IM concept in higher education. This chapter has presented a review of literature related to internal marketing, faculty job satisfaction and student satisfaction and the various factors that help to create/influence internal marketing through them. An extensive review of research studies on internal marketing, faculty job satisfaction and student satisfaction are presented in regards to theoretical and practical perspectives,
which has helped to identify the research gap. Beyond the theoretical implications, the findings of this study are expected to bridge the gaps ascertained, contribute towards enriching the marketing literature and possess critical practical implications for management institutions, marketing practitioners and academic researchers.
REFERENCES


Kroncke, K. A. (2006). *Correlation between faculty satisfaction And student satisfaction in higher education* (Bachelor Degree Thesis).The Ohio State University, Columbus, USA.


