

**Evaluation of the Degree to which Employee  
Satisfaction is related to Internal Marketing  
within Pakistani Universities**

**Atif Mahmood**

**Salford Business School,  
University of Salford, Salford, UK**

Submitted in Partial Fulfilment of the Requirement of the Degree of  
Doctor of Philosophy, July 2013

Title.....	I
List of contents.....	II
List of Tables.....	X
List of Figures.....	XII
List of Key Abbreviations.....	XIII
Acknowledgment.....	XIV
Abstract.....	XV

**Chapter One: Introduction.....1**

1.0	Introduction.....	2
1.1	The importance of the research.....	3
1.2	Research objectives and its justifications.....	6
1.3	Research questions and its justifications .....	11
1.4	Research hypotheses.....	14
1.5	Structure of the Research.....	15
1.5.1	Chapter One: Introduction.....	15
1.5.2	Chapter Two: Internal Marketing and its Implications in Employee Satisfaction.....	16
1.5.3	Chapter Three: Higher education in Pakistan.....	17
1.5.4	Chapter four: Research Methodology.....	18
1.5.5	Chapter five: Presentation of findings , Analysis and Discussion.....	18
1.5.6	Chapter six: Summary, Conclusions and Recommendations.....	19

**Chapter Two: Development of Marketing theories and its link with Internal Customers (Employees).....21**

2.0 Introduction.....22

2.1 Development of Marketing Theories.....23

2.1.1 Defining Marketing.....24

2.2 Customer.....28

2.2.1 Needs and expectations of the Customer .....32

2.2.2 Customer care.....33

2.2.3 Marketing objectives in customer care.....35

2.2.4 Key features in Customer care.....41

2.3 Link between External Customer , internal customer (employees) and Internal marketing (IM).....50

2.4 Summary.....55

**Chapter Three: Internal Marketing , its implications and link with Employee Satisfaction.....56**

3.0 Introduction.....57

3.1 Internal Marketing (IM).....58

3.2 The development and evolution of the Internal Marketing (IM) concept.....60

3.2.1 Employee motivation and satisfaction.....61

3.2.2 Customer Orientation.....63

3.2.3	The internal marketing concept in strategy implementation and change management.....	64
3.3	The Aims of internal marketing (IM).....	67
3.4	Models of Internal Marketing.....	78
3.4.1	Berry's model of (IM) (1981).....	79
3.4.2	Grönroos model of IM (1985).....	81
3.4.3	Combination of Berry (1981) and Grönroos (1985) model by Ahmed and Rafiq (2002).....	84
3.5	Internal marketing variables that influence employee satisfaction.....	88
3.5.1	Vision and Internal Marketing (IM).....	97
3.5.2	Teamwork and Internal Marketing (IM).....	98
3.5.3	Quality and internal customer (Employees) focus and Internal Marketing (IM).....	99
3.5.4	Employee relationship and Internal Marketing (IM).....	101
3.5.5	Employee benefits and Internal Marketing (IM).....	103
3.5.6	Training and development and Internal Marketing (IM).....	104
3.6	Relationship of Internal marketing (IM) and Employee job satisfaction.....	106
3.7	The conceptual framework of Internal Marketing (IM) that influence employee satisfaction.....	112
3.8	Summary.....	116

<b>Chapter Four:</b>	<b>Higher Education and its Applications</b>	
	<b>in Pakistan.....</b>	<b>117</b>
4.0	Introduction.....	118
4.1	The Higher Education Commission (HEC) in Pakistan.....	119
4.1.1	Introduction.....	119
4.1.2	Key features and achievements of higher education commission (HEC) in Pakistan.....	120
4.2	Importance of Higher Education (HE) in a society.....	127
4.3	Reasons of choosing higher education for this research.....	129
4.3.1	Marketing higher education (HE).....	129
4.3.2	Introduction.....	129
4.3.3	Developing role of contemporary marketing applications in higher education (HE).....	131
4.3.4	Importance of Faculty (Employee) involvement (Internal marketing) in the educational marketing process.....	137
4.3.5	Importance of employee (internal customer) satisfaction in higher education.....	138
4.3.6	Conclusion.....	141
4.4	Targeted Universities in Pakistan.....	142
4.5	Summary.....	144

**Chapter Five: Research Methodology.....145**

5.0	The Research Project.....	146
5.1	Introduction.....	146
5.2	Research Philosophy or Paradigm.....	150
5.2.1	Positivism.....	153
5.2.2	Phenomenology.....	155
5.3	Research approach.....	160
5.3.1	Inductive approach.....	160
5.3.2	Deductive approach.....	161
5.4	Rational for choosing Research Philosophy.....	165
5.5	Qualitative and Quantitative methods.....	166
5.6	Theories and Hypothesis.....	167
5.7	Type of data.....	168
5.8	Reliability.....	169
5.9	Validity.....	170
5.10	Generalisability.....	171
5.11	Research strategy.....	172
5.11.1	Survey.....	174
5.11.1.1	Questionnaire.....	174
5.11.1.2	Types of Questionnaire.....	177
5.12	Questionnaire design and pre-testing.....	182
5.12.1	Translating the questionnaire.....	184
5.13	Pilot study.....	185

5.14	Population and Sample Research.....	187
5.15	The final structure (layout) of the Questionnaire.....	188
5.15.1	Justification for the questions of the questionnaire.....	190
5.15.1.1	Section one ( Job satisfaction and growth opportunities).....	190
5.15.1.1.1	Job satisfaction and growth opportunities.....	190
5.15.1.2	section two (Organisational vision and its link with employee satisfaction).....	195
5.15.1.2.1	Organisational vision and its link with employee satisfaction.....	195
5.15.1.3	Section three: (Team work and its link with employee job satisfaction).....	199
5.15.1.3.1	Team work and its link with employee job satisfaction.....	199
5.15.1.4	Section four: (Organisational quality and internal customer (employees) focus and its link with employee job satisfaction).....	202
5.15.1.4.1	Organisational quality and internal customer (employees) focus and its link with employee job satisfaction.....	202
5.15.1.5	Section five: (Employee relationship and its link with employee job satisfaction).....	211
5.15.1.5.1	Employee relationship and its link with employee job satisfaction.....	211
5.15.1.6	Section six: (Employee benefit and its link with employee job satisfaction).....	217
5.15.1.6.1	Employee benefit and its link with employee job satisfaction.....	217
5.15.1.7	Section seven: (Training and development).....	220
5.15.1.7.1	Training and development.....	220
5.16	Summary.....	224

<b>Chapter Six:</b>	<b>Presentation of Findings , Analysis and</b>	
	<b>Discussion.....</b>	<b>226</b>
6.0	Introduction.....	227
6.1	Conceptual Framework of Study.....	228
6.2	Research hypotheses.....	230
6.3	Rationale for statistical tests.....	232
6.4	Reliability analysis.....	234
6.5	Descriptive analysis.....	236
6.5.1	Respondents of university.....	237
6.5.2	Academic and non Academic Staff Respondents.....	238
6.5.3	Interpretation of Table 5.3 and Table 5.4 from frequencies.....	239
6.6	Correlation Analysis- nonparametric (Spearman’s Rank order correlation-(rho).....	239
6.6.1	Results of Hypotheses.....	243
6.6.1.1	Research data Table 6.6 Correlations- nonparametric(Spearman’s rank order correlation- rho).....	244
6.6.1.2	Interpretation of Table 6.6.....	245
6.6.1.3	Presenting the Results (Spearman’s Rank Order Correlation- rho).....	248
6.6.1.4	Standard Multiple Regression Analysis.....	249
6.6.1.4.1	Model Summary.....	249
6.7	Discussion.....	251
6.7.1	Employee job satisfaction and culture.....	252



6.7.2	Hypotheses discussion.....	256
6.7.3	Verification of Hypotheses and Model.....	266
6.8	Summary.....	269

**Chapter Seven:            Summary, Conclusions and  
   Recommendations.....271**

7.0	Reflection on the Research.....	272
7.1	Theoretical conclusion.....	275
7.2	Limitations.....	277
7.3	Contribution to knowledge.....	280
7.4	Future Research Directions.....	283

**List of References.....288**

**Appendices.....387**

Appendix - 1.....	388
Appendix - 2.....	389
Appendix - 3.....	391
Appendix - 4.....	393
Appendix - 5.....	395
Appendix - 6.....	397
Appendix - 7.....	399
Appendix - 8.....	401
Appendix - 9.....	403

## List of Tables

Table 5.1	Classification of main types of research.....	149
Table 5.2	Alternative terms for the main research paradigms.....	152
Table 5:3	Features of the two main paradigms.....	152
Table 5.4	The strength and weakness of positivist and phenomenological philosophies.....	159
Table 5.5	Difference between deductive and inductive approaches.....	164
Table 5.6	The main features of the quantities and qualitative methods.....	167
Table 5.7	Targeted Universities of the Research.....	180
Table 5.8	Determining Sample Size of the Targeted Universities.....	181
Table 6.1	Internal consistency.....	235
Table 6.2	Reliability Test for the data.....	235
Table 6.3	Respondents of universities .....	237
Table 6.4	Academic and Non- academic staff respondents.....	238
Table 6.5	Non-parametric correlation coefficients.....	242
Table 6.6	Correlations- nonparametric(Spearman's rank order correlation-rho).....	244
Table 6.7	Research results.....	245
Table 6.8	Summary of fitted standardized regression model.....	249

Table 6.9	Relationship between university vision and employee job satisfaction.....	256
Table 6.10	Relationship between Team work and employee job satisfaction.....	258
Table 6.11	Relationship between quality and internal customer (employee) focus and employee job satisfaction.....	260
Table 6.12	Relationship between employee relationship and employee job satisfaction.....	261
Table 6.13	Relationship between employee benefits and employee job satisfaction.....	263
Table 6.14	Relationship between training and development of employees and employee job satisfaction.....	264
Table 6.15	Summary of hypotheses results.....	267

## List of Figures

Figure 3.1	Berry's Model of Internal marketing (IM).....	79
Figure 3.2	Grönroos model (1985) of internal marketing.....	82
Figure 3.3	Combination of Berry (1981) and Grönroos (1985) model by Ahmed and Rafiq (2002).....	85
Figure 3.4	The conceptual framework of internal marketing.....	115
Figure 5.1	The Research process 'onion'.....	148
Figure 5.2	Targeted Universities of the Research.....	180
Figure 6.1	Hypothetical Model correlating variables of internal marketing that influence employee Job satisfaction.....	228
Figure 6.2	Reliability Test for the data.....	236
Figure 6.3	Respondents of Universities.....	237
Figure 6.4	Academic and Non-Academic staff respondents.....	238
Figure 7.1	The Conceptual Framework of Internal Marketing.....	280

## List of Key Abbreviations

Alternative Hypothesis	(H <sub>A</sub> )
Coefficient of Determination- R Square	(R <sup>2</sup> )
Customer Relationship Marketing	(CRM)
Employee (internal customer) Relationship	(ER)
Employee Benefit	(EB)
Employee Satisfaction	(ES)
Higher Education	(HE)
Higher Education Commission in the Pakistan	(HEC)
Human Resource Management	(HRM)
Internal Marketing	(IM)
Job satisfaction and Growth Opportunities	(JS)
Lahore University of Management Sciences	(LUMS)
Non-Government Organizations	(NGOs)
Non-Parametric Correlation Coefficient	(r <sub>s</sub> )
Null Hypothesis	(H <sub>0</sub> )
Number of Items	(N)
Quality and Internal Focus	(Q)
Significance Level	(p)
Spearman's Rank Order Correlation	(rho)
Statistical Package for Social Science	(SPSS)
Team Work	(TW)
Total Quality Management	(TQM)
Training and Development	(TD)
University of Engineering and Technology	(UET)
University of the Punjab	(PU)
University Vision	(UV)
World Wide Web	(WWW)

## **Acknowledgment**

This thesis is the harvest of many years of hard work away from my family, sacrifice and tremendous sleepless nights. It is a dream that has finally come true and is now a beginning of a new chapter in my life.

First and foremost, I would like to thank the Almighty Allah for his tremendous blessings, he has showered on me and for giving me the strength and determination to complete the thesis whilst holding a full time job.

Achieving my PhD at University of Salford has been a great privilege. I would like to express my sincere gratitude and profound thanks to my supervisors Dr Tony Conway, Dr. Tahir Rahid and Dr. Grarzyna Rembielak-Vitchev for their continuous supervision, patience in guiding me throughout my journey. This research would not have been completed without their valuable support.

In addition, my sincere appreciation to Dr Muhammad Azam for his constant encouragement without whom this research would have been incomplete. I would also like to thank my parents Mr and Mrs Waris Mahmood, my sister Dr Faiza and her husband Adnan , younger sister Dr Maira and her husband Ahmed, my in-laws Mr and Mrs Masood who never ceased praying for me and wishing me every success. From the depths of my heart, I acknowledge the love given to me by my wife Najia and children Ayesha and Ibraaheem in showing their patience during the period of my study. Lastly, my heartfelt thanks go to all my family and friends in UK, Pakistan and UAE who always showed great concern for my studies and health.

## **Abstract**

Internal Marketing (IM) is a concept in which employees within organisations are treated as internal customers. This concept of internal marketing focuses on how an organisation serves the employees. In addition, internal marketing (IM) has evolved as a strategy in order to create employee satisfaction within the company. This is because when employees are treated as customers they become more committed, co-operative, enthusiastic and satisfied.

Employee job satisfaction is an essential element of internal marketing (IM). This is because employee's understanding of their organization's goals and activities help in meeting the required standards and establish successful relationships with external customers. Employee satisfaction towards their work uplifts their morale which in turn contribute significantly and positively to high-quality performance and external customer service. Therefore, internal Marketing (IM) is considered a continuous process and directly linked to employee satisfaction.

This research seeks to explore the concept of internal marketing (IM) and its relationship in developing satisfaction among employees of three targeted universities in Pakistan, Lahore. In this research, firstly, relevant literature is reviewed on relation between internal and external customer which leads to concept and development of internal marketing (IM). After that, in depth discussion of the models of internal marketing (IM), briefly leading to the development of a conceptual framework in the context of this research.

Later, it follows, to define employee satisfaction and its relationship with internal marketing (IM) comprehensively. Next, concept of internal marketing (IM) in higher education (HE) and justify the reasons of choosing three targeted universities in Pakistan. This helped in shaping the conceptual frame work, and to generate hypotheses to fulfil the objectives of this study, in terms of relationship between variables of internal marketing (IM) and employee job satisfaction.

Statistical Package for Social Science (SPSS) is used to test hypotheses using the non-parametric alternative, Spearman's Rank Order Correlation ( $\rho$ ) to find significance of the above defined relationship and then Standard Multiple Regression was applied to find the Coefficient of Determination in order to observe the goodness of fit of the model.

The empirical research findings provide strong support for the hypothesized model; all hypotheses are supported and accepted. Statistically significant and positive correlations were found between all variables of internal marketing (IM) and employee job satisfaction in three targeted Pakistani universities. Future research can be built by considering other regions, industries, in different environment, backgrounds or cultural context to determine the unaffected impact of variables of internal marketing (IM) and its relationship with employee satisfaction.



# **Chapter One**

## **Introduction**

## **1.0 Introduction**

The basis of this research is to seek an understanding of the concept of internal marketing (IM) and its relationship with employee job satisfaction in Pakistani universities. More specifically, this research is concerned with exploring the understanding and implementation of most frequently used variables of internal marketing (IM) within three targeted universities in Lahore, Pakistan and its role in developing satisfaction among university employees.

The main purpose of this chapter is to present an outline of the research which is to be discussed over the next six chapters. The introduction of this chapter begins by presenting the importance of the research, research objectives and research questions with their justifications. After that it is followed by an overview and a brief explanation of the structure of research.

## 1.1 The Importance of the Research

Marketing is considered an important subject in academic discourse and an significant tool in business practices. This subject has been studied extensively since the 1950's (Kotler, 1991) . He further defines marketing as a social and managerial process by which individuals and groups obtain what they want and need through creating, offering and exchanging products of value with others (Kotler 1997, 1991).

Marketing theory has evolved over several stages:

Consumer Marketing in the 1950's, Industrial Marketing in the 1960's, Societal Marketing in the 1970's, Service Marketing in the 1980's and Relationship Marketing in the 1990's (Egan, 2001, Christopher, Payne and Ballantyne, 1991). All the above helped to set the stage for Internal Marketing (IM) (Voima, 2000).

Traditionally, marketing and management focus on external customers and markets, while attracting and retaining customers for a profit (Drucker, 1963). Nevertheless, there has been consistently internal resistance to marketing in organizations, requires major change (Kotler and Armstrong, 2001) For this reason, internal marketing (IM) was proposed as an approach to solve the challenge of constantly delivering high quality service (Grönroos, 1978). Internal marketing was first emerged in the literature of services marketing and then in service management and relationship marketing (Voima, 2000). Internal marketing (IM) is a method for enabling the delivery of promises to customers by external marketing (Zeithaml and Bitner, 2000). In this concept of internal marketing, employees within organizations

are considered as internal customers and jobs as products (Berry, 1981). Furthermore, according to Pitt et al., (1999) treating all employees as internal customers is the most important aspect of internal marketing and their ability to satisfy the needs of others inside the organization is considered an antecedent to external customer satisfaction (Gummesson, 2000). Internal Marketing (IM) is usually focused in service firms. However, it is equally important in all firms, including manufacturing, non-profit entities and government agencies (Cahill, 1995).

Internal marketing (IM) consists of a work environment that motivates employees to respond to management's demands Grönroos (1985). In addition, internal marketing has evolved as a strategy in order to create employee satisfaction within the company (Grönroos, 1981; George, 1990; Woodruffe, 1995; Barnes et al., 2004; Pappasolomou and Vrontis, 2006). In this way, internal relationships between employees and departments enhance the drive to develop strong external relationships with customers (Grönroos, 2000).

Employee job satisfaction is an essential element of internal marketing (IM) (Donaldson and O'Toole, 2002). This is because employee's understanding of their organization's goals and activities help in meeting the required standards and establish successful relationships with external customers (Donaldson and O'Toole, 2002). Employee satisfaction with job, work environment and relationship with staff and other departments is pleasurable emotional state and play vital role in providing excellent service to external customers (Locke, 1976 ; Foreman and Money, 1995).

Employees satisfaction raise their morale which in turn contribute significantly to high-quality performance and external customer service (Kolter and Armstrong, 2001). Employees who are satisfied will most likely have positive attitude towards work and excellent performance as it leads to greater attraction and retention of the best employees, which in turn significantly enhance the ability of the organization to deliver higher quality service to external customers (Berry, 1981, Berry and Parasuraman, 1991).

Consequently, internal marketing is an important part of employee satisfaction (Yim et al., 2005).

This research is concerned with exploring and seeking an understanding of the development of relationship between internal marketing and employee satisfaction in Pakistani universities, which are explained below in research objectives. More specifically, in order to do that this research is concerned to develop a theoretical model that establishes the relationship between variables of internal marketing (IM) that influence employee job satisfaction. Furthermore, measure the significance and relationship of the model in the context of three targeted universities in Lahore, Pakistan.

## **1.2 Research Objectives and its Justifications**

This research is set out to achieve the following objectives :

- a) To identify the key features of employee satisfaction through a consideration of the relevant academic literature.**

The rationale of choosing above research objective is that from the proposed concept of employee satisfaction, it was found in the academic literature that employee satisfaction in organisational management has achieved important position in academic literature (King et al., 1982 ; Lofquist and Dawis, 1969; Smith et al., 1969; Locke, 1976; Cranny et al., 1992).

According to Currivan (1999) since last forty years, this notion of employee job satisfaction has been broadly investigated by many researchers (Boshoff and Tait, 1996; Hartline and Ferrell, 1996; MacKenzie et al., 1998; Herrington and Lomax, 1999) and moreover it is considered essential to the success of any business (King et al., 1982). Even though, this notion has not yet fully explored (Bell and Weaver, 1987).

Employee's job satisfaction improves performance and is influenced and modified from various factors within and outside of working environment (Baran, 1986).

That is why, in such circumstances it is vitally important to know that which key features and variables most influence employee satisfaction because it helps to understand the importance of staff, add positive value to organisations and keep them focused on employee issues (Togia et al., 2004).

**b) To explain the development of internal marketing (IM) and to examine the relationship between internal marketing and employee satisfaction and as a result, develop a theoretical model that establishes the relationship between internal marketing and employee satisfaction.**

The purpose of this objective is to describe how the progress towards internal marketing came into being in academic literature and study its relationship in the context of employee satisfaction. After that, consequently, derive a conceptual model from existing marketing literature that links the relationship between variables of internal marketing that influence employee job satisfaction.

The subject of internal marketing (IM) has been discussed widely in the literature (Foreman and Money, 1995) but it has not received extensive research (Fisk et al., 1993). There is confusion about the concept of internal marketing and its implementation within organizations (Gilmore and Carson 1995). Despite the fact, that it would be useful to define internal marketing (IM), there exist no single unified definition of IM (Rafiq & Ahmed, 1993). The concept of internal marketing (IM) first came out in the services marketing literature and later in other domains such as service management and relationship marketing (Voima 2000).

Ahmed and Rafiq (2000) also write researchers have been continuously defining and clarifying the concept of internal marketing (IM) since its emergence. For instance researchers like George and Grönroos (1989) ; George (1990) ; Berry and Parasuraman (1991) ; Kotler (1991) ; and Joseph (1996) argue for the interdependence between internal marketing and human resources. In contrast, Grönroos (1985); Barnes (1989) ; Piercy and Morgan (1990) and Ahmed and Rafiq (1995) discuss internal marketing may involve the use of marketing-like techniques within the company.

Similarly, Berry (1981) suggests that internal marketing (IM) emerged from the notion that employees within organizations should be considered as internal customers and jobs as products. Pitt et al., (1999) also suggest that the most important aspect of internal marketing is that all employees are considered as internal customers. Payne (1993) also point out that in internal marketing concept, every employee and department is viewed as an internal customer.

Additionally, the concept of internal marketing (IM) has been developed as a strategy in order to create customer orientation within organisation (Grönroos, 1981; George, 1990; Woodruffe, 1995; Barnes et al., 2004; Papasolomou and Vrontis, 2006). In this way, this enhances internal relationship between employees, departments and processes. In return, it develops strong external relationship with customers (Grönroos, 2000).



Likewise, in the concept of internal marketing (IM), it is equally important to consider offering job satisfaction to internal customers (employees) because it raises their morale, strengthen team work and contribute significantly to high-quality performance Berry (1981). Therefore, employee job satisfaction plays vital role to excellence of services to external customers (Berry, 1981, Berry and Parasuraman, 1991). They also mention that successful IM strategies could increase employee job satisfaction which in return, will bring higher degree of positive attitude by employees towards work.

At the same time, according to Ahmed and Rafiq (2000) researchers do not agree on a single definition of internal marketing (IM), its variables, which created disagreement amongst researchers at the conceptual level and made its empirical investigation of the concept more difficult. Ahmed and Rafiq (2003) also write that in internal marketing (IM), limitations still exist and there is little agreement that how this notion can be used effectively to influence and motivate employees. In the same way, Papasolomou and Kitchen (2004) also mention that these limitations on internal marketing has resulted in a variety of implementation formats in practice which has created ambiguity rather than clarity and understanding (Papasolomou, 2006).

Therefore, further exploratory research is required to shed light on the fundamental principles and theoretical concept of internal marketing (Papasolomou and Kitchen, 2004). This will certainly support in the development process and to understand the concept of the fundamental principles of internal marketing among managers and

educators alike (Varey and Lewis, 2000). Further research on internal marketing will identify its factors that may have impact on its success and failure (Christopher et al., 1991).

For this reason, this research objective is important and add knowledge in the area of internal marketing and additionally, as it is explained earlier that research in this field is limited as well.

**c) To undertake empirical research in order to assess the appropriateness of the model in the context of three targeted universities in Lahore, Pakistan.**

The above research objectives seek to implement the suitability of the derived model from academic literature within Pakistani universities because barely, any research has been done in developing or underdeveloped countries on this issue. That's why, more investigation is necessary in order to figure out its concept for the importance of employee satisfaction issue and its relationship with internal marketing in higher education (Küskü, 2003). At the same time, recently in Pakistan, higher education has become an attractive and promising sector to work in, attracting people from industry to pursue their career in universities. (Arif, 2009; Arif and Ilyas, 2011; Arif and Riaz, 2011).

The findings of the research will provide the researcher a clear picture of the relationship between variables of internal marketing that influence employee

satisfaction within three targeted Pakistani universities. For this reason, the theoretical model for this study is derived from academic literature that links the relationship between variables of internal marketing and employee job satisfaction.

### **1.3 Research Questions and its Justifications**

Based on the above discussion, this study attempts to examine variables of internal marketing and its positive and significant relationship with employee job satisfaction within three targeted universities in Lahore, Pakistan. This research is conducted to answer the following questions:

- a) What are the variables affecting employee job satisfaction within three targeted universities in Lahore, Pakistan?**

In this study, different variables have been identified with specific viewpoints of job which generate satisfaction for employees. Different writers like Coomber and Barriball (2007); Luthans (1992) ; Drummond and Stoddard (1991) ; Tsigilis et al., (2006); Dinham and Scott (2000) ; Kazemsadeh and Bashiri (2005) ; Togia (2004) ; Koustelios (2001) ; Bodur (2002) ; Brewer et al. (2000); Kuo et al., (2010) ; Bhatti and Qureshi (2007); Chao et al., (1994) ; Ampofo-Boateng et al., (1997) ; Snipes et al.,(2005) and Velthouse (1990) have mentioned different factors affecting employee job satisfaction.

The researcher has taken the most frequently used variables affecting employee job satisfaction and applied them in three targeted universities in Lahore, Pakistan.

These variables are identified as University vision (UV) , Team work (TW), Quality and internal customer (employee) focus (Q) , Employee relationship (ER) , Employee benefit (EB) , Training and development (TD).

It was found in the existing marketing literature and discussed in detail in chapter two and chapter four that these above mentioned variables of internal marketing (IM) influence employee job satisfaction.

**b) What are the interrelationships between these variables and employee satisfaction in order to provide explanations for the role of employee satisfaction and its links with internal marketing (IM) in three targeted universities in Lahore, Pakistan and the extent to which IM leads to employee satisfaction?**

Firstly, this study examines whether there is positive and significant relationship between variables of internal marketing; University vision (UV) , Team work (TW), Quality and internal customer (employee) focus (Q) , Employee relationship (ER) , Employee benefit (EB) , Training and development (TD) affecting employee satisfaction in three targeted universities in Lahore, Pakistan.

Accordingly, above research questions are formulated in a set of hypotheses that require statistical testing. These hypotheses are mentioned in chapter six in

section 6.2 Non-parametric Spearman's Rank Order Correlation ( $\rho$ ) is applied to find significance of the above defined relationship and then standard multiple regression is applied to find the coefficient of determination in order to observe the goodness of fit of the model and to find the extent internal marketing (IM) leads to employee satisfaction.

## 1.4 Research Hypotheses

A set of six hypotheses have been derived from academic literature and formulated to link the criteria of variables of internal marketing that influence employee job satisfaction to fulfil the objectives of this research which are as follows:

H1: There is a significant and positive relationship between university vision and employee job satisfaction.

H2: There is a significant and positive relationship between team work among employees (internal customers) and employee job satisfaction.

H3: There is a significant and positive relationship between quality and internal customer focus and employee job satisfaction.

H4: There is a significant and positive relationship between employee relationship and employee job satisfaction.

H5: There is a significant and positive relationship between employee benefits and employee job satisfaction.

H6: There is a significant and positive relationship between training and development of employees and employee job satisfaction.

## **1.5 Structure of the Research**

The writings of this research are divided into six chapters to fulfil the requirements followed in the University of Salford. This research consists of six chapters, as follows:

### **1.5.1 Chapter One: Introduction**

This chapter expresses the importance of this research, its objectives , research questions based on the problem which led the researcher to go through this project. It also explains a strong background of this research, where researcher stands to go through and follow necessary steps to implement this study. The research problem is explained comprehensively about the concept of internal marketing and its link with employee satisfaction. This helped in shaping the theoretical model derived from academic literature, research questions and to generate hypotheses to fulfil the objectives of this research that need to test the relationship between most frequently used variables of internal marketing (IM) and employee satisfaction in Pakistani universities.

## **1.5.2 Chapter Two: Internal Marketing and its Implications in Employee Satisfaction**

This chapter reviews the relevant literature related to concept of customer (internal and external) which has a central role in marketing. Further, it investigates the relevant literature on relation between internal and external customer which leads to the concept of internal marketing (IM).

Chapter two represents the background of the concept of internal marketing (IM) by discussing it in depth and examines different academic viewpoints, measures, models and main functions to analyze literature relevant to internal marketing (IM) in the context of this research. In addition, internal marketing models are also explained briefly leading to the development of a theoretical model of internal marketing. Afterwards, it follows, to define employee satisfaction and its relationship with internal marketing (IM) and theoretical model of this research comprehensively.



### **1.5.3 Chapter Three: Higher Education and its Applications in Pakistan**

This chapter presents the overall importance of higher education sector in society, marketing applications in higher education (HE), concept of internal marketing (IM) in higher education (HE). Following on from that, brief background on the higher education (HEC) in the Pakistan, its key features and achievements and at the end, three targeted universities in Pakistan for the research, in order to find relationship between the variables of internal marketing (IM) and employee satisfaction.

#### **1.5.4 Chapter Four: Research Methodology**

This chapter discusses suitable method to carry out the proper exploration for this research. It begins by presenting the main research paradigms and approaches. These are followed by a clear justification for the quantitative research approach and the strategy adopted in this research. Its main aim is to provide empirical data to investigate the research problems and answer the research questions. After that two major approaches to theory development, inductive and deductive are explained with justification for the adoption of the deductive approach. Next, a clear explanation of the research strategy, reasons for adopting survey as a strategy are discussed. Research sampling, data collection method and layout of the questionnaire are systematically highlighted with justification for questions of the questionnaire.

#### **1.5.5 Chapter five: Presentation of Findings , Analysis and**

##### **Discussion**

This chapter presents the research findings of empirical data that is analysed and discussed in order to test the proposed hypotheses. In addition, hypothetical testing follows a rational sequence of stages of deciding whether to accept or reject it.

The research findings begins by data reliability test and descriptive statistics . Hypotheses have been tested using the non-parametric alternative, Spearman's Rank Order Correlation ( $\rho$ ) to find significance of the above defined relationship

and then Standard Multiple Regression was applied to find the Coefficient of Determination in order to observe the goodness of fit of the model with justification for using the non-parametric test in this study. After that in the next section, discussion is presented from the empirical study, the results of which verify the hypotheses developed in this research. Accordingly, cultural values have been used to describe the behaviour of employees in three targeted Pakistani universities and link it to research results. For that reason, the results of this study among all the variables of internal marketing and its relationship with employee satisfaction have been clearly presented , analysed, and discussed relationship proposed in the theoretical model in the context of three different targeted universities in Lahore, Pakistan.

### **1.5.6 Chapter Six: Summary, Conclusions and Recommendations**

This chapter presents an overall summary on the research with possible implications, theoretical conclusions, a reflection on the research questions based on the findings, limitations of the study, contribution to knowledge and recommendations on future research directions. For this reason, conclusion of this research is based on the results, the discussion and the literature reviewed in this research. This research also highlights the importance of the research by identifying the main reasons for conducting this research. It also identifies that there is dearth of previous research on variables of internal marketing and its relationship with

employee satisfaction in the context of Pakistani universities due to the confusion over its definitions and elements. Therefore, this thesis focuses on exploring in depth understanding and apply the most frequently used variables of internal marketing and its relationship with employee satisfaction within Pakistani universities. Consequently, these conclusions led the researcher to prescribe and highlight the recommendations and future research directions.

## **Chapter Two**

### **Development of Marketing theories and its link with Internal Customers (Employees)**

## **2.0 Introduction**

This chapter begins by introducing the development of marketing theories and generally described different definitions of marketing to get key points and similarities between different authors. After that concept of customer (internal and external) which has a central role in marketing theories and different definitions of marketing have been discussed in detail. Later on, relationship and link between internal and external customer has also been explained which leads to the concept of internal marketing (IM).

## 2.1 Development of Marketing Theories

Marketing is often difficult to define because of its complicated and disputed definitions and nature (Kotler, 2002).

According to Kotler and Armstrong (2007) marketing is a management process that identifies, anticipates and satisfies customer requirements profitably. It is also said that marketing is the human activity directed at satisfying human needs and wants through an exchange process. As Kotler (2002) put it, marketing is a social and managerial process by which individuals and groups obtain what they want and need through creating, offering and exchanging products of value with others.

It is an important area in academic discussion and it has been studied extensively since the 1950's. Marketing history has gone through several different stages. The first important stage is the Consumer Marketing of the 1950's. In this stage, marketing concepts, models and strategies were mainly concentrated on corporate manufacturers and their consumer brands. Industrial Marketing followed in the 1960's. It involved managing exchanges between companies and human interaction issues. Afterwards, Societal Marketing in the 1970's and Services Marketing in the 1980's were developed.

In the 1990's marketing notion was shifted from production-led economies to service-led economies in many western economies. It emphasized and increased the importance of service marketing which guided towards the importance of

Relationship Marketing (Egan 2001, Christopher et al.,1991). Consequently, it was understood to transform marketing from a narrow set of functional skills to a broader business orientation where delivery of 'superior customer value' was a key objective (Christopher, 1996).

### **2.1.1 Defining Marketing**

Marketing has grown, developed and become accepted as a management discipline over the years. Marketing is not narrowly confined to a particular office or a department. It is an attitude of mind and a strategic approach to solve business problems that should be adopted by the whole organization (Lancaster et al., 2001).

Marketing is a wide- ranging subject. Different authors often look on the topic from different viewpoints and perception or they emphasis the matter differently. For example, many people go into marketing after studying economics and are likely to give the subject an economics perspective. Some others have worked for many years in a specialized area of marketing e.g. marketing research or advertising, and for this reason are inclined to their particular field as the most important aspect of market (Kotler, 2002).

There are number of generally described and accepted definitions of marketing, it is impossible to find and identify one unified definition of marketing. While many



definitions are correct, at the same time all of them are slightly different from each other (Kotler, 2002 and Egan 2001 ).

The following are the some key points and similarities between different authors which will clarify the situation:

Marketing is considered the centre and backbone of businesses because it has an analytical nature which shows the path by which the organizational resources can be utilized effectively and efficiently in order to meet business needs and organizational tasks (Lancaster et al., 2001).

Lancaster et al., (2001) as mentioned above, consider marketing an activity or process which focuses the firm's or individual's attention towards the needs and wants of the market place. According to (Kotler, 1991) marketing concept is more inclined and focus on external customers and markets, with an emphasis upon attracting and retaining customers for a profit.

Marketing is explained as an organizational activity and it is difficult and rather impossible to expect relationships with customers without satisfying their needs and wants. Furthermore, needs and wants can only be satisfied if they are identified by initial research (Withey and Lancaster, 2006).



Marketing is described as a management process and raises the most important issue of satisfaction of customer requirements due to anticipation and identification which results in profit to the organization Hyde (2002). Hyde (2002) and Jay (1998) also emphasize that all kinds of marketing tools are required for the satisfaction of needs and wants of customers.

Both above writers, Withey and Lancaster (2006) and Hyde (2002) agree to the point that marketing refers to certain actions and measurable procedures towards customers. Moreover, those actions are interrelated with the distribution of goods and services to customers so that producers can attain profit.

Jobber (2006) like Withey and Lancaster (2006) and Hyde (2002) accept marketing as a set of activities in order to provide goods and services to customers.

Brassington and Pettitt (2006) describe marketing as an interaction and exchange of goods and services so that needs can be satisfied. Hyde (2002) and Brassington and Pettitt (2006) explain marketing as exchange of goods and services so that the customer can be satisfied.

Marketing is an activity that involves the individual and the organisation. Additionally, it creates, accelerates and fulfils through interaction between buyer and seller. This happens in a well motivated atmosphere while using marketing tools from beginning to end (Dibb et al., 2005).

Furthermore, other authors like Blythe (2005), Kotler and Armstrong (2005) and Grönroos (2000) state that marketing involves analysis, planning, control and dynamic operational actions. They also highlight the principle of marketing which states that all business decisions should be made with a careful and systematic consideration of the user. In addition, marketing requires an improved form of business organization in order for it to be able to lead and catalyze the application of the marketing approach.

Marketing is an important functional area of management and an overall business philosophy which recognizes that the identification and retention of the customer is the key to prosperity Lamb et al., (2002). Lamb et al., (2002) also believe that the definition of marketing and misunderstandings over the term 'marketing' starts from the confusion between the function of marketing and its philosophy. The term marketing describes the overall marketing orientation of the firm and company – wide culture.

Marketing is concerned with satisfying the genuine needs and wants of specifically defined target markets by creating products or services that satisfy customer requirements (Kotler and Armstrong,2007 and Smith 1997).

Strategically, in the concept of marketing, organisations must centre businesses on the customers more than their products. Even though, good and quality products are also essential. (Kotler and Armstrong,2007 ). So indeed, in the next section it will be

discussed in detail about the concept of customer, its importance and implications in marketing.

## **2.2 Customer**

Customer is a person that a marketers believe buy products and services and will benefit from their goods and services offered by them (Kotler and Armstrong,2007 ). The customer has been the focal point of marketing (Kotler, 1988 ; Kotler et al., 1999). Customer is someone who makes use of or receives products or services of an individual or organisation (Harris, 2006). According to Harris (2006) customer is derived historically from "custom", meaning "habit", a customer was someone who frequented a particular shop, who made it a habit to purchase goods of the sort the shop sold there rather than elsewhere, and with whom the shopkeeper had to maintain a relationship to keep his or her "custom". This means expected purchases in the future.

Customers are also known as consumer, client, end-user, retailer, buyer, beneficiary, receiver or purchaser and the definition of a customer is an organization or person that receives a product or service (Smith, 1997).

Rice (1997) concludes that a customer is someone who pays for goods or services and notes the following:

- A customer is the most important person ever in the place of work in person or by mail.
- A customer should not be considered a deprived person, in-fact organizations are dependent on them.
- A customer is not a disruption of a marketer's work. A company is not doing a favour by serving a customer. In reality a customer is doing a favour by giving the opportunity to do so.
- A customer is the most important person who should not be argued with because an organization loses its image and reputation in the market and nobody has ever won an argument with a customer.
- A customer is a person who brings his/her wants and requirements with them. It is an organization's job to satisfy and gratify them.

Cusack (1998) uses a similar approach to Rice (1997) and considers that a customer is not an interruption to work. As a matter of fact, they do a favour to the company when they come in. Therefore, a customer should be taken as part of the organization not as an outsider. Cusack (1998) also stresses that a customer is a human being and deserves to be treated with respect. A customer is a person who enters in an organisation with his/her needs and his/her wants. It is an organizational obligation to fulfil them. It is also an organizational duty to give the most courteous

attention to a customer. In the end, Cusack (1998) highlights that a customer is the lifeblood of any business and every business.

Cusack (1998) also says that it is because of the competitive environment that organizations are forced to produce excellent quality and provide best possible services and customer care. All organizations should never forget that without customers they would have to close their doors and leave the market Cusack (1998).

Smith (1997) argues that customers are those who use companies' goods and services and in return pay for them. Moreover, he classifies also customers into two main groups which are internal customers (employees) and external customers. Internal customers are the people working in different departments or branches of an organization. It can be individuals or departments within an organization that receive a good or service from another individual or department within the organization. External customers are individuals or organizations that receive a good or service in return for compensation, typically monetary.

For instance, businesses or businesspeople, including suppliers, bankers and competitors. They also can be Non-government organizations (NGOs), government bodies, or voluntary organizations. Drucker (1954) emphasise that the fundamental purpose of the business being to "create a customer". His concept has been acknowledged by many management writers since then e.g.(Hoffman and Ingram,1992; Smith, 1997 and Henning-Thurau,2004).

Marketing is not just a matter of placing advertisements and selling certain ideas for the sake of profit. It is a method of attracting new businesses and bringing new innovative ideas (Kotler et al., 2002). Colombo (2003) raises a very important issue of customers and users as an influential distinction for marketers to make when developing marketing strategy. Users are the ones who are affected by the products or who affect the product that is supplied. In a simple way, users can be those who use the product but do not necessarily pay for it e.g. children do not buy toys: parents, relatives, and friends, of the family do. It is agreed by all that children are targeted customers of the marketers and manufacturers.

Today, more and more organizations are recognizing the importance of effective customer care i.e. satisfying and retaining current customers. Acquiring new customers can cost five times more than the cost involved in satisfying and retaining current customers (Evenson, 2005).

Customers are the source of income for any business. Their demand has to be satisfied, so that they continue buying products/services from the company (Barlow and Stewart, 2006). It is also emphasized by Bacal (2004) that customers determine the requirements of their needs and wants. This is the reason why a customer focused strategy has major value in the concept of the market (Bacal, 2004).

The soul of marketing is the customer and any organisation cannot achieve their targets if customer focus strategy is not implemented (Hutchings, 1995).



Kotler et al., (2002) have also mentioned that companies have placed increasing emphasis to fulfil needs and expectations of their customers as a tool for gaining competitive advantage. The most important aspects of this tool is satisfying customers.

### **2.2.1 Needs and Expectations of the Customer**

For Smith (1997), customer needs may be defined as the facilities or services a customer requires to achieve specific goals or objectives. Needs are generally non-negotiable. Gee and Gee (1999) explain that in any transaction, customers seek value-for-money, and will often judge a range of vendors' offers before settling on a purchase. Ford et al., (2001) state that customer expectations are based on perceived values of facilities or services as applied to specific needs. Leland and Bailey (2006) state that a customer's expectations are influenced by cultural values, advertising, marketing, and other communications, both with the supplier and with other sources. Furthermore, expectations are negotiable and modifiable. Customer needs and expectations may be determined through interviews, surveys, conversations or other methods of collecting information (Leland and Bailey, 2006).

Customers sometimes do not have a clear understanding of their needs. Help and assistance given by organisation in determining needs is a valuable service to customers. In this process, expectations may be set or adjusted to correspond to known product capabilities or service (Blacharski, 2006). Cook (2000) writes that, as

customers begin to experience a better service, their expectations rise. Furthermore, the marketing of a service and customer care is transferable in the mind of a purchaser. The customer makes a conscious and unconscious comparison between customer care and over all service experience (Blacharski, 2006).

### **2.2.2 Customer Care**

Over the last 30 years, marketing concept has been focusing on customer satisfaction and it has been to the fore in the marketing management literature. Moreover, as a result, it has become central to management development and qualification programmes and courses in marketing management (Kotler, 2002).

Customer care is a phrase that is used to describe the process, procedure and development of taking care of all customers in a positive manner (Karr and Blohowiak, 1997). Colombo (2003) notes it as a means of complaint handling due to its positive customer focus strategy. In short, customer care is a reminder that customer satisfaction has a priority for the organizational approach. Fundamental aim of customer care is to delight the customer by delivering more than was expected. It can be referred to as 'added value' the extra that makes organizational products/services special (Peel,1987:Harris, 2006).

Peel (1987) and (Harris, 2006) and also believe that customer care is a process which combine a firm and its customers together. Customer service is the set of

behaviours that businesses carry out during its interaction with its customers. It can also refer to a specific person or desk which is set up to provide general assistance to customers (Cusack,1998). Customer care is an internal part of customer service that seeks to acquire new customers, provide superior customer satisfaction to existing customers, and build customer loyalty and relationship (Cook, 1997).

According to Karr and Blohoviak (1997) customer care is an act of performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its result may or may not be tied to a physical product. Kotler (2002) describes that as the market has now moved increasingly towards service economy, marketers have become increasingly interested in the special challenges involved in effective customer care. Companies need to consider all the ways the business interacts with customers. For instance, web sites, outgoing letters, incoming calls, orders and service visits, e-mail, fax, sales calls and more. Customer care allows businesses to integrate all of these customer communications and service channels into an organized, accessible knowledge which enables it to create a more personalized and profitable relationship with each of its customers, based on their individual needs (Zeithaml et al., 2005).

### **2.2.3 Marketing Objectives in Customer Care**

Stone and Young (1992) explain that marketing objectives should be based on product understanding and moreover the strengths and the weaknesses of the business and marketing environment that it operates in. After that, an organization will be in a better position to formulate its business and marketing strategy by means of customer care. For example, if business objectives include increasing sales by 10 per cent over the following year, the marketing objective might include the targeting of a new market segment in order to achieve its objective (Kotler 2002 ; Zeithaml et al., 2005).

Customer care is a crucial element of business success. Every contact that a customer has with a business is an opportunity for the company to improve its reputation with its clients and it increases the likelihood of further sales. Customer care starts from a member of staff's telephone manners to the efficiency of order-fulfilment systems, almost every aspect of the business affects the way its customers view its business (Rice,1997). It seems self-evident that the customer always matters but unfortunately in spite of this, the behaviour of some organizations indicates that customers are not valued (Baird,2000). Gale (1994) states that if organizations do not care for their customers then they will surely go out of business.

However, Gale (1994) also identifies some possible exceptions:

- Some businesses may be competing with other organizations that don't care about their customers either.
- Organizations may be able to compete on factors other than customer care such as price.
- Some businesses may not need to compete at all if they have a monopoly
- Some organizations might be offering products or service which are in great demand and nobody else is yet in position to imitate.

The dilemma with these exceptions is that they are only likely to be temporary conditions if businesses are operating in a competitive environment.

Kotler and Keller (2005) hold the view that total quality management (TQM) is also one of the most important and significant approaches which encompasses customer care. TQM is based on a customer centred approach satisfying customer requirements and necessity (Brown, 1999).

Cusack (1998) highlights the fact that customers are the guarantee of the organizations' profitability and continued existence in the market. For him, customer satisfaction (internal as well as external) is the key objective for success. Indeed, it is argued by Cook (1997) that customer satisfaction, in its fundamental nature, defines

quality. In a recent survey of 600 organizations, Leland and Bailey (2006) note that customer care appeared among the top five training requirements. Both public and private sector were well represented in the sample. They also note that the training requirement covered all forms of customer contact, i.e. written, telephone and face-to-face. 80 per cent of training programmes were judged to be needed for staff at the lower end of the organizational pyramid.

Cook (2002) holds the view that the reason for this priority being at the lower end is because this group of staff faces customers on most occasions. She also writes that customer care is a by-product of internal relationships and culture. The way the customer is treated is closely dependent on how the staff feel about their jobs, and the situation in which they perform. This atmosphere within a company is reflected at every level, but generated at the top. Training should start at the top, but the courses at each level should differ to reflect the outcomes which are required. Leland and Bailey (2006) also agreeing with Cook (2002) that customer-care training should start at the top, the courses at each level should be different to show the required results. It is difficult to attain long term change unless senior managers treat customer care as part of business strategy. Customer-care training for senior managers must be in the course of development and implementation of customer focus. Customer care training should target real understanding of customer requirements. Managers should be involved in research in understanding both internal and external customer views, so that they can really begin to appreciate the

situation. It also helps them to model the behaviours of staff that have a successful track record of customer care Leland and Bailey (2006).

Customer care is the most important training obligation for organizations which look for competitive advantage and atmosphere because most markets are saturated and product innovation is the norm rather than the exception. So, indeed, any company which wants to be successful must aim to retain its customers (Morris, 1996).

Morris (1996) also writes that most customer-care training programmes are targeted on customer-facing staff because it is the place where the majority of transactions occur but by doing this customer care can become a simple tactical issue. However, it is according to Morris (1996) a leadership issue. It should be part of an overall business strategy, not a “bolt-on” benefit which can be won through a short training course. So, it has to start at the top with leaders (Morris, 1996).

Customer care training is about attitudes more than skills. It is about wanting to help customers rather than being told to help them. Genuine commitment from managers is quickly apparent to staff and their action of performance highlights it (Griffin, 2002). Good service is about exceeding expectations, not just meeting them. Employees must be given authority of empowerment to make decisions even though some of those decisions will be less than perfect. They must also receive management support if they make mistakes, and training will enhance their ability to avoid similar occurrences (Leland and Bailey, 2006).

Customer care training for senior managers needs to be about the development and implementation of a customer focus strategy (Brown, 1999). Customer care strategy will not give any result until business vision, plus believes and values which highlight culture, become truly customer centred and customer focused (Lovelock and Wirtz, 2006) . They also emphasize that training should target a real understanding of customer requirements. It means involving managers at understanding both internal and external customer views. The next phase of customer care training takes in the development of their customer-satisfaction mission.

According to Brown (1999) training must meet a number of objectives including :

- Defining the business in a customer focused way.
- Defining the management behaviour needed to support customer focus.
- Defining management involvement in the ongoing process.
- Stating how management will communicate the previous three points to employees.
- Considering how to motivate staff to take part in the program and maintain their commitment.



- Identifying the methods by which communication filters will be removed from the organization.
- Identifying how the success of the program will be measured.

Staff training is more about customer centred attitude than skills to be developed (Griffin, 2002 and Baird, 2000 ). Employees must be empowered and allowed to make certain decisions even though some of those decisions will be less than perfect. She also writes that they must also receive management support and coaching even if they make mistakes so that similar occurrences can be avoided in the future (Cook, 2002).

Customer care means giving consideration to all direct and indirect customer contacts. Direct contacts encompass telephone and written communications as well as face-to-face contact. Indirect contacts accumulate through all forms of advertising, external perceptions (the building, delivery vans, staff appearance, contract suppliers, company newsletters, etc.). Moreover, every aspect affects the customer so it should be seriously addressed (Anderson, 1992).

Customer care program is not a short term goal and should be programmed as an ongoing objective. Moreover, its cost must be viewed as an investment (Kotler et al., 2002). Brown (1999) stresses that producing and implementing the customer-satisfaction strategy should be the management's fundamental objective. It should

take inputs and advice from all levels of staff, but the final decisions on positioning and broad strategy are the responsibility of management. Every other step in this field should involve both staff and managers. The best way, is to involve working groups made up from within the organization.

#### **2.2.4 Key Features in Customer Care**

Effective and successful customer care programs require true commitment from the top management. It is the most vital and central step to be followed by the top management and they must ensure that the customer care program is delivered properly so that it can provide good results and improvement in quality in the customer service (Cook,1997). Customers' requirements and obligations must be clearly defined and moreover, from the organizations view point a customer can be viewed and thought of as a collection of requirements and obligations (Carlaw and Deming,1998).

Cusack (1998) explains that measurement is extremely important for any customer care program. He also writes that measurement must be continuous and accepted by all. Similarly, Cook (2002) states that required performance should be clearly specified in terms which can be measured and mechanism must be instituted which provide clear indicators and methods of achievements. For Baird (2000) the end product of any customer care program must be to satisfy the needs and wants of the

paying customer in order to accomplish and achieve particular commercial, financial or strategic objectives.

Cook (2002) highlights that the success of an organization doesn't depend on its understanding of economics, or organizational development, or marketing. She stresses that it depends, quite simply, on the understanding of human psychology, how each individual employee connects with his/her company. In order to survive in today's highly competitive markets, organizations are required to provide good service that produce highly satisfied and loyal customers. The retention of very loyal customers is key to organizational survival and success (Baird, 2000; Jones and Sasser, 1995).

According to Blacharski (2006) customer relationship marketing (CRM) is one of the most common name used in the market by marketers. It has many dimensions. One of the most common definition is the use of wide range of marketing, sales, communication and customer care techniques and process to

- Identify named individual customers.
- Create a relationship between company and these customers- a relationship that stretches over many transactions.
- Manage that relationship to the benefit of customers and the company.

Blacharski also (2006) also notes that customer relationship marketing (CRM) has become one of the top priorities for organizations of all sizes. It is a business strategy, which places customers as the central focus of the organization. Organizations are successfully implementing CRM strategies to improve revenue, decrease costs while increasing consumer satisfaction and loyalty. Lovelock and Wirtz (2006) claim that if businesses do not have a strategy and a plan for keeping its customers, and if they do not have a staff that is skilled in creating positive customer care environment, then in the long run customers will leave.

Today's competition is fierce and customer service training should not be an event rather it should be an ongoing process that leads to better relationship management skills and higher levels of customer loyalty Leland and Bailey (2006). The benefits of understanding customers and how organizations can use customer contact, feedback and loyalty schemes to retain existing customers increase sales and even win new customers (Baron and Harris, 1995). Customer care involves putting systems in place to maximize a customer's satisfaction with the business. It should be a prime consideration for every business and its sales and profit depends on keeping its customer happy (Harris,2006).

Once companies have identified their most valuable customers or best potential customers, they can target their highest levels of customer care towards them (Bell and Ron, 2003). They also write that understanding the customers, help the organisation to sell more and increase their profit. The more a company knows about its customers, the easier it is to spot opportunities to sell them new products or services and target them with appropriate offers. Zemke and Woods (1999) suggest that profiling existing customers also make it easier to find new ones because it helps in data evaluation and analysis of existing potential customers. Steps should be taken and it must make sure that organisations must act in accordance with data protection regulations for any personal information on existing and potential customers that companies collect, keep and use. Baron and Harris (1995) note that the organization can use the information, it has about customers to improve efficiency. Keeping a central record of customer details and sales reduces errors and

speeds up transactions. They also state that the organization can tailor product offerings and provide personalised treatment. The right information makes it easier to track down and resolve any problems. In this way, it can be easily predicted and analysed that what customers will buy or are willing to buy, and estimate how much stock a company might need (Baron and Harris, 1995). McCoy (2000) also hold the same view that information about customers and what they want can easily be tracked down from many sources particularly customer order history. McCoy (2000) also mentions that it is important that organizations should draw up a business plan about how customer information is to be gathered and used in future. Customer records can be managed by using a database system software.

Lovelock and Wirtz (2006) claim that making customer information available to employees can make them more productive. For example, a company could give sales staff access to financial systems so that they can check orders and payments. Lovelock and Wirtz (2006) also explain that managers need to decide what information different employees might need, and how to make it available to them. Additionally they emphasize that in this situation, technology can be very useful. For example, staff can share correspondence and other information on their computer network. If they use caller recognition, staff can view an incoming caller's details and purchasing history before even answering the phone. Young (2005) stresses that managers need to update records regularly. Staff could also give customers online access, so that they can update their own details themselves. He also mentions that organizations must ensure that any confidential or important information is protected

against misuse or accidental deletion. Moreover, organizations must also comply with data protection rules for any personal information on existing and potential customers which is collected, kept and used (McCoy, 2000).

McCoy (2000) also states that the right information will build up a useful profile of the customers. This typically includes the following:

- Who the customers are - their age and gender of individual consumers, or industry and business size for corporate customers.
- What they think and believe, what interests them and what they think of company and its products/ services.
- Clients' purchasing behaviour - which products they intend and prefer to buy, from where it is bought, when, and how it can be or usually it is paid for.

Profiling the customers in this way will facilitate any organization and assist them in placing them in different segments, each of which can be approached separately so that a company will be in a better position to produce customised products or services for different segments McCoy (2000).

Peel (1987) states that a system should be placed to assess a company's performance in its business areas which significantly affects its customers' satisfaction levels. For instance, it can be tracked via sales renewal rates, the number of queries or complaints about its products or services, the number of complaints about its employees, the number of damaged or faulty goods returned,

average order-fulfilment times, the number of contacts with a customer each month, the volume of marketing material sent out and responses generated and time taken from order to delivery (Peel, 1987 and McCoy, 2000).

Cook (1997) identifies important areas of customer care which are more difficult to measure. Many of these are human factors such as a receptionist's telephone manner or a salesperson's conduct whilst visiting clients. In these areas it is crucial that a company gets feedback from its customers about their perceptions of its customer care. Customer surveys, feedback programs and occasional phone calls to key customers can be useful ways of deciding how customer service levels in a business are perceived. They also note that customer feedback and contact programs are two ways of increasing communication with customers. These can represent great opportunities to listen to its customers and to let them know more about what the company can offer. Customer feedback can provide companies with detailed information about how this business is perceived. Feedback is most often gathered using questionnaires, in person, over the telephone or by post (Johnson and Gustafsson, 2001). The purpose of customer contact programs is to help to deliver tailored information to customers (Young, 2005). In conclusion, customer care is the best way of generating customer loyalty, sometimes new relationships can be strengthened or old ones refreshed (Zemke and Woods, 1999).



At the same time, these service programs can also be used to persuade customers to give the company another try if they feel that the company has successfully tackled past problems with its customer service (Leland and Bailey, 2006).

Companies can also provide key customers with loyalty cards that entitle them to a discount on all their purchases (Carlaw and Deming,1998). Blacharski (2006) explains that employees who deal with customers' orders should be fully aware of current offers and keep customers informed. Customers' view of the overall service that a company provides will influence their loyalty much more than short-term rewards. Companies' existing customers are among the most important assets of a business because they have already chosen the company instead of its competitors. It is therefore, worth taking steps to make sure that they are satisfied with the service they receive (Berry,1999 and Grönroos, 2000).

According to Morris (1996) the fundamental objective of any business is to win, satisfy and, hence, retain their customers. The total value of a lifetime customer is probably unquantifiable. The real value of the customer comes from the most cost-effective form of advertising known to man, namely word-of-mouth recommendation (Morris, 1996).

Morris (1996) also highlights that in the global market as products improve and competition increases, customer care is considered the only sustainable competitive advantage. Genuine customer care always remains in the mind even after the

product is obsolete. Therefore, main issue for companies, is to exceed customers' expectation regarding service (Morris, 1996).

After discussing about the concept of customer, its marketing significance and implications and link with customer care. In the next section, its link with internal customer and internal marketing will be discussed.

The justification for that is extensive research has been conducted and found in literature on the characteristics and quality of organizational effectiveness from the perspective of external customers as compared to organizational effectiveness from the perspective of internal customer satisfaction (Parasuraman, et al., 1985; Zeithaml, et al., 2000 ; Fisk, et al., 1993; Bojanic, 1996; Nicholls, et al., 1993; 1998; Taylor, 1994) because it translates directly into increased profits (Spreng and Mckoy, 1996; Reynoso and Moores, 1996 and Wilson 1991 ).

Internal customers have special importance because the satisfaction of external customers largely depends on them. Therefore, low-quality service by internal suppliers may have as an effect, the provision of low-quality service to external customers (Bowen and Johnston, 1999).

There are a number of studies that have investigated empirically the link and relationship between internal and external customers (Chaston, 1994; Farmer et al.,

2001; Hallowell et al., 1996; Heskett et al., 1994; Nagel and Cilliers, 1990; Newman et al., 2001; Pitt et al., 1999; Stanley and Wisner, 2001:2002 and Khan et al., 2011).

### **2.3 Link between External Customer , Internal Customer (Employees) and Internal Marketing (IM)**

According to Piercy (1995) it has been acknowledged that companies face two kinds of customers: internal and external. This notion, is successfully adopted by many organizations to implement their strategies (Piercy, 1995).

Internal customer is a term used for employees of any organisation and to highlight the necessity to motivate its employees which bring change in the overall interest of a company as well as its employees. It is also suggested that an organisation can perform better by marketing its own employees, just as it markets its products to external customers (Berry, 1981). The internal customer concept can be applied to any type of business but it is widely practiced in organisations engaged in service businesses (Berry, 1981; Grönroos, 1981).

The 'internal customer' concept was first originated nearly forty years ago. Internal customer as a term was used by Sayles (1964) whilst analysing various types of administrative relationships within departments. After that, it was suggested by Sasser and Arbeit (1976) that this concept of the internal customer evolved with the intention of making more attractive jobs in the services sector. Berry (1981) argue

that employees should be viewed as internal customers, jobs as internal products in organisations and at the same time, progressing the aims of the organisation.

The concept of employees as internal customers brought forth the importance of internal service quality. Every employee or department acts as an internal supplier to customers within the company that receives goods or services from them. In result, they need to reply to both internal and external customers (Strauss, 1995). Therefore, it can be concluded from this view that an organization consists of a chain of individuals and functional units that are linked together with an objective of satisfying the needs and wants of their external customers (Finn et al., 1996; Marshall et al., 1998 and Mills and Ungson 2001).

Bowen and Johnston (1999) also emphasize in a similar way that if organisation needs their employees to deliver a quality service to external customers, then it must be prepared to provide a great job to its employees. Grönroos (1985) found in case of poor internal customer service, external customer will be diminished. Likewise, a number of researchers like Ahmed et al.,(2003); Berry (1981); Berry and Parasuraman (1991) and Cespedes, (1995) have also commented on the importance of internal customer as one of the key determinants in the provision of quality goods and services to external customers. Similarly, research evidence indicates that there is a positive relationship between employee satisfaction and external customer satisfaction (Ahmed et al., 2003 and Bowen and Schneider,

1988). Employee satisfaction in an organisation has beneficial effects on external customers (Berry, 1981). The important concept herein is that if an organisation provides their internal customers with better service then external customers are likely to receive service of higher quality (Lukas Maigan, 1996 and Ahmed et al., 2003).

Internal customers (employees) are one of the most important stake holders within a company. An internal customer helps the organization to serve the external customer. As profit is the main objective of many organizations. So, indeed, it is essential for organizations to take care not only of the external customers but also people who are serving the external customers i.e. the Internal customers (Greene et al., 1994).

External customers give value to the organisation in the form of money and in return what they get from organisation, goods or services. Similarly, internal customers get value from the company in the form of salary, payment and employment benefits etc and provide valuable services in return to the organisation. It can be in the form of work done for the organisation, outsourced materials etc (Greene et al., 1994). Any dissatisfaction of internal customers will eventually lead to losses to the company This usually happens due to improper communication, co ordination and poor care and concern for internal customers (Berry and Parasuraman, 1991).

Internal customers and their satisfaction is the “mirror-image” of the external customers and their satisfaction. For this reason, it is argued that those organisations which effectively manage internal customers would show similar, behaviour while interacting with external customers (Reynoso,1994 ; 1999). Interaction of internal customers with external customers mostly take place during the process of delivering services to them and in this process, internal customers play a vital role in contributing to the company's success (Berry, 1981; Grönroos 1985).

According to Spreng and Mackoy (1996) internal customer (employee) satisfaction has significant role for service oriented organizations. So, indeed, in order to have an in depth understanding of service quality, it is important to consider employees as determinants of quality (Dotchin and Oakland,1994).

Greene et al., (1994) writes that satisfied employees are more motivated and hard working than dissatisfied employees. Gremler et al., (1994) supports this argument by suggesting that satisfied employees will respond by working towards the organization's success. Additionally, satisfied internal customers (employees) will have more pride in their jobs. Similarly, Zairi (2000) also writes that internal customer satisfaction is the source of excellent quality and as a result, internal customers (employees) are more likely to work together as a team and effectively to achieve external customer satisfaction.

In order to achieve excellent external customer support, organisations are required to align internal customer support to serve the external customer (Deming, 1986). In service marketing literature, external customer satisfaction is strongly influenced by the interaction between employee and external customer (Boshoff and Tait, 1996).

It has been recognized that an organisation's competitive advantage is dependent on its employees' skills. In order to have successful customer service, the organization must revive its human resource ethos through the development of internal customer care by internal partnerships, communication with employees, and a general selling of the job to them (Barsky, 1995 and Schlesinger and Heskett (1991).

In service marketing literature, this concept of internal customers give rise to the concept of internal marketing. The concept of internal marketing focuses on how an organisation serves the employees (Berry 1981; George, 1990; Grönroos, 1981). Furthermore, in internal marketing, organisations focus on internal customers, or employees, to motivate them to provide good quality service to external customers (Berry, 1981; Grönroos (1990).

A number of authors highlight the link and importance of internal marketing and external customer care (Berry 1981; George, 1990; Grönroos, 1981 ; Zeithaml and Bitner, 2001 and Ahmed and Rafiq, 2003). Zeithaml and Bitner (2000) state that external customer care is a strategy and the ability of any organization to

“continuously improve” the operating effectiveness of the business. They also suggest that this must be undertaken in such a manner as to balance and recognize the needs of two stakeholders (external customers and internal customer). A major challenge is hiring and keeping great people in order to develop and deliver great products and services (Brooks and Weatherston 1997). External Customer care programmes have been widely embraced as challenges, to improve external customer service. A number of writers have suggested that, if the employees of the organization are viewed and treated as internal customers, then good service will be more likely and possible for external customers through effective marketing behaviour by customer-oriented and sales-minded people (Berry 1981; George, 1990; Grönroos, 1981 and Ahmed and Rafiq, 2000).

## **2.4 Summary**

This chapter explains several advancement of marketing theories by different authors. Later, the concept of customer both internal and external and their central role in marketing has been reviewed in detail. After that, it has been described that how internal and external customers are linked with each other which lead to the concept of internal marketing (IM).

In the next section, concept of internal marketing will be discussed in depth.



## **Chapter Three**

### **Internal Marketing , its implications and link with Employee Satisfaction**

### **3.0 Introduction**

The objective of this chapter is to explore theories which allow a deeper understanding of the concept of internal marketing (IM) by discussing it in depth and at the same time, examine different academic viewpoints, measures, models and main functions of internal marketing (IM) to analyze relevant academic literature in the context of this study.

After discussing many issues related to internal marketing. It is followed by a section, which defines most frequently used variables of internal marketing that influence employee satisfaction.

It then proceeds to define employee satisfaction and its relationship with internal marketing (IM). In addition, a full explanation of the conceptual framework of internal marketing (IM) and its link with employee satisfaction as developed in this research is also considered.

### **3.1 Internal Marketing (IM)**

There exists no single definition of internal marketing (IM) (Rafiq & Ahmed, 1993). A review of literature suggests that this concept of (IM) internal marketing can be related to a number of aspects, including 'market orientation', 'service culture' or even 'empowerment of service providers'.

The term, internal marketing was first used by Berry et al., (1976), has taken hold in the modern services literature (Grönroos, 1981; Gummesson 2000; George, 1990; Harrell and Fors, 1992; Christopher et al., 1993; Sargent and Saadia, 1998; Ahmed and Rafiq 2000).

The concept of internal marketing focuses on how an organisation serves the employees (Berry 1981; George, 1990; Grönroos, 1981). Furthermore, in internal marketing, organisations focus on internal customers, or employees, to motivate them to provide good quality service to external customers (Berry, 1981; Grönroos (2000).

Likewise, in parallel notes, the concept in the marketing literature that focuses on employees and their satisfaction is internal marketing (IM) (Greene et al., 1994). In internal marketing (IM) employees represent an internal market within an organisation. In this notion, employees are viewed as internal customers and jobs as internal products (Berry, 1981). It has been suggested by Sasser and Arbeit (1976)

that the fundamental benefit of focusing on the internal market is the direct improvement of service quality which has a direct effect on external customer satisfaction. Varey and Lewis (1999) write that IM is interface between staff, management and between departments in order to maximize internal and external customer satisfaction.

Dunmore (2002) also states that marketing and the market philosophy came into prominence in the 1960s. However, it was not until the 1980s that it became widely accepted, practised and seen by most organisations as obligatory. Similarly, participative management, for example human resource management (HRM), gained wide acceptance in the 1980s and the 1990s. The need to align human resources to the organisational strategy is widely accepted and more recently, the need to focus organisational resources towards customer/market orientation has gained ground in the emergence of market focused management. These conditions have led to the development of IM. There is likely to be a rapid growth of interest in IM by managers and a number of organisations adopting IM management practices (Dunmore, 2002).

### **3.2 The Development and evaluation of Internal Marketing (IM) concept.**

Internal marketing (IM) has emerged as the latest and newest trend in marketing. This concept of IM was first proposed in the mid 1970s in order to obtain the best service quality which is considered to be the core area in service management (Grönroos, 1981; Ahmed and Rafiq, 2002 and Burton, 1994). However, in the beginning at that time only a few organizations applied the actual concept in practice. The major reason was that there was no unified and clear concept of what was meant by IM, what it was supposed to do, how it was supposed to be done and who it was supposed to do it. There was complete diversity in interpretations and definitions which made this concept difficult to be implemented in organizations (Berry et.al., 1976). In the concept of internal marketing, management is emphasized to consider the company as a market and employees as internal customers (Berry, 1984; Foreman and Money, 1995 ; Barnes et al., 2004). Internal marketing relationship with external customers are created through maintaining successful relationships with employees (Voima and Grönroos, 1999).

On the other hand, despite many years having passed, the concepts of IM have not attained widespread recognition in many organizations (Ahmed and Rafiq, 2002). According to Ahmed and Rafiq (2000) there is a great deal of confusion in the literature regarding a clear definition of internal marketing (IM) which has created a situation where very few organizations actually apply the concept in practice

because of the misconception of what internal marketing (IM) actually means. Ahmed and Rafiq (2002) suggest three separate yet closely intertwined components of theoretical development of IM concept, namely an employee satisfaction phase, a customer orientation phase, and a strategy implementation/change management phase. All three phases are considered as significant in the development and implementation of IM as an approach in any organisation.

### **3.2.1 Employee Motivation and Satisfaction**

In the early developmental phase, a predominantly greater part was focused on employee motivation, inspiration, incentive, interest and satisfaction. The fundamental objective of the IM concept is to improve service quality in general. Ahmed and Rafiq (2002) also insist that it is not the machine that matters or can provide 100% satisfaction to the client but the employee's inconsistent ability and performance of attaining an objective and as a result, brings a variation to the level or service quality. This was the first stage where the importance of employee satisfaction and valuable standards of customer satisfaction were considered. Berry et al., (1976) was the first person who used the term IM and later it was used by Sasser and Arbeits (1976), George (1977), Tansuhaj et al., (1987) and Murry (1979). Though the term IM was not directly used by many of the writers, its idea was present. However it was not until Berry's (1981) article when IM was truly accepted. This article defined internal marketing as viewing employees as internal customers,

viewing the job as an internal product that satisfies the needs and wants of these internal customers.

The fundamental hypothesis in this view is based upon the concept that in order to satisfy external customers, the firm must also satisfy the employees so that organisational objective and tasks can be achieved efficiently and effectively (George, 1977). Sasser and Arbeit (1976) go one step further by contending that the most important market of a service company is personnel department. They also drew the picture of jobs as products and employees as customers by implementing marketing techniques in the personnel area of the company.

*“viewing their job offerings as products and their employees as customers forces managers to devote the same care to their jobs as they devote to the purchasers of their services”.* (Page, 5).

The internal products consist of a job and a work environment, which motivates the employees to respond favourably to management’s demand for customer orientation (Grönroos, 1985).

Berry and Parasuraman (1991) state:

*“Internal marketing is attracting, developing, motivating and retaining qualified employees through job products that satisfy their needs. Internal marketing is the philosophy of treating employees as customer and it is the strategy of shaping jobs as products to fit human needs”.* (Page, 5)

In this new approach to employee management, employee satisfaction is the fundamental focus. Consequently, the attraction of the best employees, their retention and motivation become of critical importance. In the environment, where the quality of the service is the only and real differentiating factor between competitors, attraction, retention and motivation of high quality staff is very critical. These types of situation usually occur in the service environment where external customers are very demanding of companies' internal customers (employees). Sasser and Aarheit (1976) also explain that employees as internal customers hold very high expectations of their organisation and see their jobs as sources of self actualization and self development. Under these circumstances, the effect of employing an IM approach would create more satisfied customer contact employees.

### **3.2.2 Customer Orientation**

Grönroos (1981) acknowledged that not only buyer and seller interactions have an impact on purchasing and repeat purchasing decisions but also significantly, that buyer and seller interactions provide a marketing opportunity for organisations. For this reason he strongly viewed the fundamental goal of IM as to employ motivated and customer conscious employees. He also states that it is not enough at all that employees must be sales minded rather additionally, effective and successful service orientation requires efficient and co-operative co-ordination between contact staff and back room support staff. Grönroos (1981) also extended the concept of IM



to include the use of marketing like activities in this activity and redefines internal marketing as

*“holding that an organisations’ internal market of employees can be influenced most effectively and hence motivated to customer consciousness, market orientation and sales mindedness by a marketing like internal approach and by applying marketing internally” (1981:6).*

George (1997) similarly accepts this stand by emphasising that employees must be motivated for service mindedness and customer oriented behaviour by an active marketing approach, where marketing activities are used internally.

### **3.2.3 The Internal Marketing Concept in Strategy Implementation and Change Management**

The third phase is indicated by Winter (1985) who openly recognises the role of IM as a tool for implementing strategy. He was one of the earliest writers who highlighted the significant role of IM as a technical method for managing the workforce so that organisational goals can be achieved. Winter (1985) also stressed the role of IM as that of

*“Aligning ,educating and motivating staff towards institutional objective the process by which personnel understand and recognise not only the value of the programme by their place in it” ( 1985:7).*

Similarly, George (1977) emphasises that IM is a philosophy for managing the organisations' human resources. In this phase, the position of IM is more clear and open as an implementation tool and methodology. Later, Morgan and Piercy (1991) emphasis that tools and techniques of external marketing could be applied to internal marketing. In addition, their model clearly links internal marketing with external marketing programs. In this way, IM is generalized by Morgan and Piercy (1991) as a course of action that decreases departmental inter-functional tension and conflicts and overcome resistance to change. Therefore IM can be applied to any type of organisation and not just specifically a service. For instance, Harrell and Foors (1991) applied this concept of IM to manufacturing firms.

According to Ahmed and Rafiq (2002) the study of Internal Marketing shows that there are numbers of competing definitions and activities to address IM. There seem to be five main elements of IM:

- Employee motivation and satisfaction.
- Customer orientation and customer satisfaction.
- Inter-functional co-ordination and integration.
- Marketing like approach to the above and implementation of specific corporate or functional strategies.

The definitions that are the most closest to satisfying the above criteria are those of Grönroos (1985) and Rafiq and Ahmed (1993). However, Grönroos (1985) does not emphasise the inter-functional co-ordination, whilst, Rafiq and Ahmed (1993) do not emphasise the implementation of marketing approach. Therefore Internal Marketing (IM) can be defined either in the Grönroos (1985) way, but suitably modifying it by incorporating inter-functional co-ordination and strategic dimension, or the definition of Rafiq and Ahmed (1993) can be modified to incorporate the use of marketing techniques. According to Ahmed and Rafiq (2002)

*“internal marketing is a planned effort using a marketing like approach directed at motivating employees, for implementing and integrating organizational strategies forwards customer orientation” (2002:10).*

This definition incorporates the five necessary components of Internal Marketing set above. It emphasises achieving customer satisfaction through the implementation of customer oriented strategies by motivating and satisfying employees and co-ordinating cross functional efforts.

In order to develop a clear conceptual framework of internal marketing for this research, it is essential to discuss three key issues: the aims of internal marketing, models of internal marketing and variables of internal marketing (IM) that influence employee satisfaction (ES).

### 3.3 The Aims of Internal Marketing

The aim of internal marketing (IM) is to promote customer consciousness in company employees in order to develop and enhance customer satisfaction through employee-customer interactions. The central concept of internal marketing is to view employees as internal customers (Greene et al., 1994). Berry et al., (1976) suggest that internal marketing is the solution to the problem of how to deliver high service quality constantly.

Berry (1981) defines internal marketing as

*“viewing employees as internal customers, viewing jobs as internal products that satisfy the needs and wants of these internal customers while addressing the objectives of the organization” (1981:272).*

The above definition is based on the view that in order to have satisfied external customers, the company must also have satisfied employees known as internal customers (George, 1977).

Berry and Parasuraman (1991) state in a similar way that

*“internal marketing is the philosophy of treating employees as customers ... and it is the strategy of shaping job-products to fit human needs” (1991:151).*

IM's fundamental principle is that if a firm wants to have satisfied customers then it must have satisfied employees. This can only be achieved by considering and treating its employees as its customers. Berry and Parasuraman (1991) also strongly emphasize that employees must be given the same importance and value as is usually given to external customers. Moreover, when employees are viewed as internal customers and jobs as internal products then Job products must attract, develop, and motivate employees thus by satisfying the needs and wants of these employees while addressing the overall objectives of the organization ( Ahmed and Rafiq, 2002; Berry, 1981 and Berry and Parasuraman, 1991; Greene et al., 1994). Piercy (1995) also suggest in a similar way that an internal marketing programme should be aimed at employees because without their commitment, co-operation and support, the organization will not be able to successfully embed its external marketing programme. Similarly, Ahmed and Rafiq (2002) define internal marketing as

*“a planned efforts to overcome organizational resistance to change and to align, motivate and integrate employees towards the effective implementation of corporate and functional strategies” (2002:222).*

The above definition is focused on the view point that ensures an effective implementation of marketing and other programmes to achieve external customer satisfaction while recognizing the fundamental role and importance of employees as internal customers (Ahmed and Rafiq, 2000).

According to Grönroos, (1981) the core principle of IM is to prepare customer oriented employees and this will lead employees to market in day-to-day activities and thereby consistently provide quality service to the external customers. According to Sasser and Arbeit, (1976) successful marketing strategies can only be implemented if firms are involved not only in external marketing but also in internal marketing. In order to be successful an organisation needs to sell the job to employees before it can sell to external customers.

From the above point of view, internal customers satisfaction is important to the success of an organisation. Indeed, Rosenblunth and Peter (1992) have also claimed similarly that the needs of external customers should come after to those of employees which in turn will result into organizational commitment, increase in Job Satisfaction and enhance their performance.

Ahmed and Rafiq (2002) also claim that IM requires

- The acceptance of marketing techniques and philosophy.
- Customer orientation/marketing orientation.
- A participation approach to marketing.
- A strategic approach to human resource management (HRM) to ensure the alignment of HRM strategy with organisational strategy.
- The co-ordination of all management activity to achieve customer or market orientation or customer/market focused management.

Internal Marketing (IM) is necessary to improve organizational capability and an essential tool to deliver valuable services to external customer. This goes with customer needs, as a basis for competitive strategy (Christopher et al., 1991; Wilson et al., 1991). In the beginning, internal marketing (IM) was initially suggested recommended as an approach to service management which involved the applications of the traditional marketing concept and the associated marketing mix within an internal market. However, in this concept, employees are treated as customers of the organization in order to improve corporate effectiveness by improving internal market relationships (Helman and Payne, 1992).

In order to meet the needs of external customers, IM is considered as an internal customer care strategy which creates an environment and motivation among all members of an organization in such a way that they explore their own role and accept positive customer consciousness and service orientation, whether “front-line” service performers or “back-office” service support workers (Cowell, 1984). This can only be accomplished after building a service climate. Moreover, this can be attained through the marketing process of communicating customer needs and requirements (Mills, 1986).

Internal marketing (IM) produces service orientation among staff by being conscious of customer relationships and their own role in achieving customer satisfaction. Internal marketing should therefore be viewed as a customer care philosophy and a continuous process for both motivation and support (George, 1990; Grönroos, 1985 and Morris, 1996) rather than as a short-lived exhortation programme or a temporary campaign to boost attention to customers.

Berry et al., (1976) write their views that internal marketing can solve problems of delivering high service quality consistently. Berry (1981) defines internal marketing as

*“viewing employees as internal customers, viewing jobs as internal products that satisfy the needs and wants of these internal customers while addressing the objectives of the organization” (1981:272).*

So, indeed, in order to have satisfied customers, the companies must also have satisfied employees (George, 1977).

Berry and Parasuraman (1991, p.151) state that

*“internal marketing is the philosophy of treating employees as customers ... and it is the strategy of shaping job-products to fit human needs”.*



Woodruffe (1995) also support above notion that internal marketing is treating internal customers (employees) and external customers with equal importance and required needs through effective programmes and planning in order to achieve organizational objectives by both employee and external customer satisfaction. It is also recognized in literature of internal marketing that businesses pay major attention on the significance of satisfying employees' needs and treat their jobs as internal products, in order to develop and motivate employees (Grönroos, 1994). Satisfying the needs of internal customers (employees) might enable the organizations to meet customers' expectations of service quality (Ahmed and Rafiq 2003).

According Grönroos (1981) the main aim of internal marketing is to create customer orientation among service employees. He argues that internal marketing should

*“create an internal environment which supports customer-consciousness among the personnel” (1981:237).*

Similarly, George (1990) writes internal marketing a management process which is used to integrate the multiple functions of the organization in order to ensure that all employees (internal customers) understand the business and its activities which is aimed at supporting customer orientation, and to make sure that all employees are willing to perform in a customer-oriented manner.

In support of that, Stauss and Schulze (1990) argue in a similar way that

*“the objective of internal marketing is to get motivated and customer-oriented personnel” (1990:155).*

Consequently, they point out that internal marketing (IM) highlight the idea of customer orientation by creating acceptance of customer orientation among employees (internal customer) and creating an organizational environment that supports customer-oriented attitudes and behaviours among employees (Stauss and Schulze,1990).

Woodruffe (1995) argue that the fundamental aim of internal marketing is to ensure that the employees of an organization are well motivated and committed to the company goals by ensuring their best possible treatment. This concept also strives to make sure that employees see themselves participating actively in achieving organizational goals in order to accomplish long term success (Woodruffe, 1995).

Papasolomou (2006, p.194) also states in a similar way that internal marketing develops customer orientation among employees by defining internal marketing as

*“a mechanism for instilling a ‘people’ orientation within an organization as a prerequisite for instilling and strengthening the service, customer, and marketing orientation among organizational personnel” (2006:194).*

Compton et al., (1987) argue that in internal marketing (IM), employees are helped to understand the importance of their interactions with customers and responsibility for interactive marketing performance. Furthermore, the purpose of internal marketing is to create, maintain and enhance internal relationships in the organization (Voima and Grönroos, 1999). Additionally, Gummesson (1990) suggest that internal marketing has expanded the ideas of training, education, information and communication within the organization. In result, it motivates employees to provide services to internal and external stakeholders successfully in a customer-oriented manner (Voima and Grönroos, 1999). Hence, in interactive marketing processes and in handling customer relationships, the role of employees is very important in order to create motivated, committed and customer-oriented employees within organization and to build relationships with external customers (Panigyrakis and Theodoridis, 2009 and Grönroos, 2007).

If employees of an organization are viewed and treated as internal customers, then high-quality and satisfactory service will be more likely and possible for external customers through effective marketing behaviour by customer-oriented and sales-minded people (Grönroos, 1981). Kanter (1983) also has a similar approach that those employees who are talented, capable, skilled and willing to give exceptional service and care to the customers must be attracted, trained, motivated and retained by treating them well and making them feel important. An appropriate customer service climate and a consistent customer care strategy is obligatory to form a good service experience to employees who will then “do the many things right” and “do the

right things to create a quality service and customer care experience for consumers” (Schneider, 1986). George (1990) writes that the principle of internal marketing (IM) is that if management wants its employees (internal customers) to do a great job with external customers, then the organization must do a great job with its employees. It means that the internal exchanges between the organization and its employees must function effectively and efficiently before the organization can succeed in satisfying its external customers (Rajyalakshmi and Kameswari, 2009 ; Norbani et al., 2007 and George, 1990).

The main aim and purpose of internal marketing (IM) is to identify and satisfy employees' need as an individual and as service providers. IM is the process of marketing, the notion of customer care to employees so that they internalize an appropriate set of values. It therefore, aims to change attitudes and behaviour (Barnes, 1989). This topic has received considerable attention from customer care and service quality specialists (Barnes, 1989; Berry, 1984; Berry and Parasuraman, 1991; Crane, 1989; Panigyrakis and Theodoridis, 2009 ; Davidow and Uttal, 1990; Golzen, 1990; Grönroos, 1991; Gummesson, 1987a; Kahn, 1985; Lewis, 1989, 1991; Lewis and Entwistle, 1990; Hua et al., 2010; Lovelock, 1984 and Sasser and Arbeit, 1976). Schonberger (1990), Ciampa (1991) and others have also urged the recognition of an internal customer-supplier chain as an enabler of good (external) customer service (Richardson and Robinson, 1986).

In internal marketing, the concepts of marketing are applied, originally developed for the external marketing of the company (Martensen and Grønholdt, 2006 and Gummesson,1987a).

In the same direction, Barnes (1989) and Ahmed and Rafiq (2002) defined internal marketing as the application of marketing principles to motivate employees, within the organization to 'sell customer service to employees' in order to encourage them to provide external customer satisfaction. So, indeed, the aim of internal marketing is to encourage employees to 'buy in' and share commitment to external customer service (Nittalan and Kameswari, 2009 ; Barnes, 1989). Similarly, Ahmed and Rafiq (1995) also stress on using marketing-like techniques within the organization in order to encourage employees to be committed, motivated and develop customer-oriented attitude. According to them internal marketing is defined as

*“a philosophy involving the planned use of marketing-like techniques internal to the organization in order to help realise the effective implementation of marketing programmes through a process of attempting to create customer orientation and employee commitment”( p.34).*

According to Grönroos, (2000) in marketing, the external customer has been considered an essence for organisational success. However, in order to succeed in external marketing it is in fact essential to succeed in internal marketing. Wright and Staw (1999) write that in the notion of internal marketing, when employees are treated as customers eventually they will become more committed, co-operative and enthusiastic. Through changes in their behaviour and attitude

employees will experience greater motivation and happiness. Finally, organisations will reap the benefits in the form of increased productivity, efficiency and quality.

Piercy (1995) describes internal marketing as a mechanism and method for implementing marketing strategy to ensure market-led change management. Internal marketing provides a course of action to leadership through which the advancement of a better knowledge and function of marketing principles can be achieved (Nittala, and Kameswari, 2009 and Bryman, 1986). The leader therefore, must conduct analysis of the existing culture in the form of internal market research. For instance, staff surveys, and other techniques to sense the needs of the internal market, and then to take action in order to develop the required new culture (Preston and Steel, 2002 and Seddon ; Jackson, 1990 ; Ballantyne2003).

Ahmed and Rafiq (2003) also highlight the reason of satisfying the needs of internal customers (employees) that possibly will enable the organization to meet external customers' expectations of service quality. So, as a result, IM facilitates the interactive process and improves the awareness of employees in terms of productivity, efficiency and effectiveness (Rosenblunth and Peter, 1992 and Ballantyne, 2003). So, indeed, it can be concluded that IM creates the environment of deeper and clearer understanding of inside of an organization which is a key capability to respond to the challenges of today's competitive world. In conclusion, IM as an approach provides strategic guidance on how to influence and control

business performance and increase profitability in progressively more competitive atmosphere (Awwad and Agti, 2011 and Gilmore, 2000).

### **3.4 Models of Internal Marketing**

Importance of internal marketing is widely recognised by academics in the literature. Instead of that, there are only a few models for the implementation of internal marketing in practice (Gilmore and Carson, 1995). It is because of the confusion over the definition of internal marketing and the elements that can be grouped under the umbrella of internal marketing (Ballantyne, 2000; 2004 ; Papasolomou and Kitchen, 2004; Papasolomou, 2006).

Therefore, three different models will be presented in this section in order to show how internal marketing can be used in practice. These were developed independently by three different authors. The aim of these three models are to provide different views on the concept of internal marketing so that practitioners may form an outlook on how they can use these models of internal marketing and what can be achieved as a consequence.

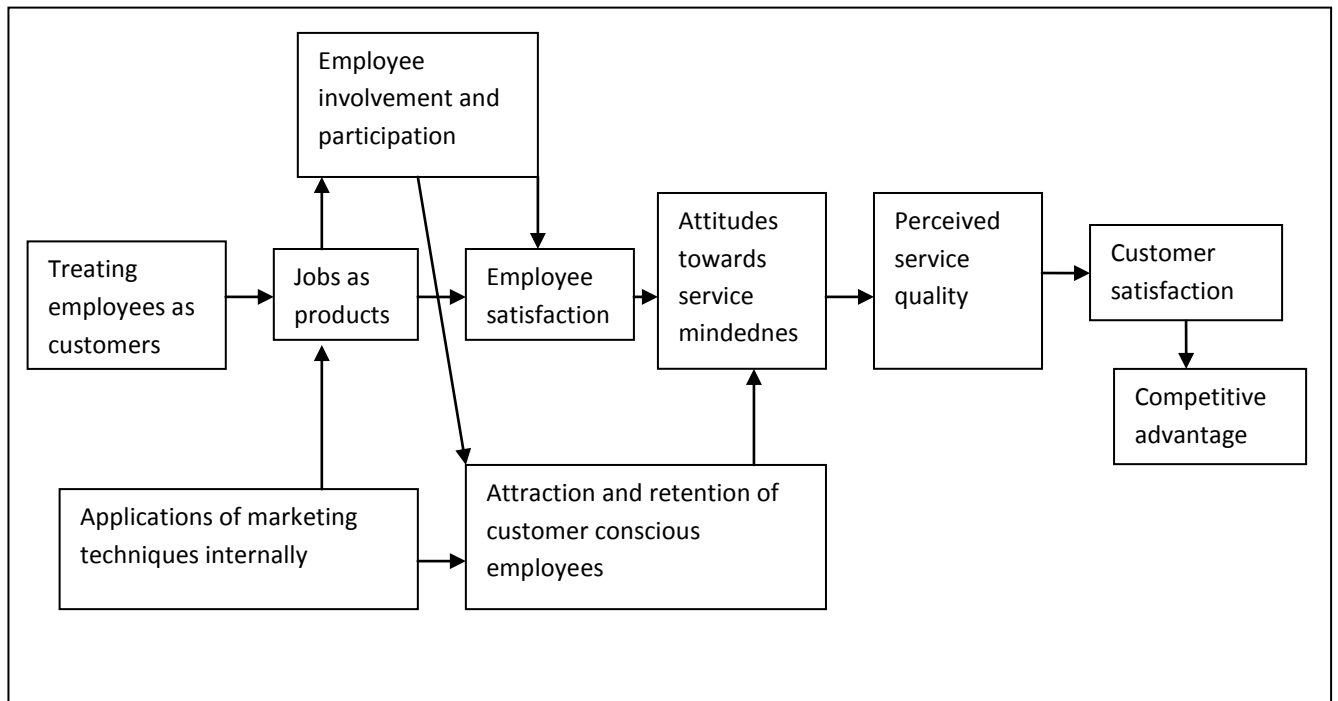
First model presented in this section developed by Berry (1981) on the concept of treating employees as customers and the second model is based on customer mindedness and interactive marketing (Grönroos, 1985). Few authors seems to distinguish between the two models. Ahmed and Rafiq (2002) highlight that both

Berry (1981) and Grönoos (1985) are concerned with improving service quality in their models of IM. However, they have different methodologies in achieving it.

### 3.4.1 Berry's model

The key features and points of Berry's (1981) model are as follows:

**Figure 3.1 Berry's Model of Internal marketing (IM)**



Berry's (1981) Internal marketing model source: Ahmed and Rafiq (2002:14)



The primary concept in Berry's (1981) model is that treating employees as customers along with viewing and treating jobs in the same way as any other product of the company. This means that employees' needs and wants are taken into full consideration by organization and efforts are made to make their products attractive to their internal customers (employees). In result, it will lead to changes in attitudes of employees by having full employee satisfaction. In this model it is also explained that by viewing the job as products, it will also lead to the involvement and the participation of employees' and employee satisfaction. Applications of marketing techniques internally also view the job as product and attract and retain employees . This will lead to the work force (employees) having service minded attitudes will give their best in terms of innovation and perceived quality of service. It will increase the competitive advantages through customer satisfaction in the market place.

According to Berry's (1981) above model, one of the most important factors that influence the quality of services to external customers is organization's employees. Treating employees of organisations as the customer means that jobs must be treated as any other product of the company. It also means that by employee's involvement and participation, needs and wants of the customer should be taken into account and an effort should be made to make the product attractive to the external customers. Satisfied employees that are directly in contact with external customers in the process of rendering services play the central role in creating values and perception of the quality of service on the external customer's part. Therefore, paying attention and satisfaction to the employees is very important to bear the load of

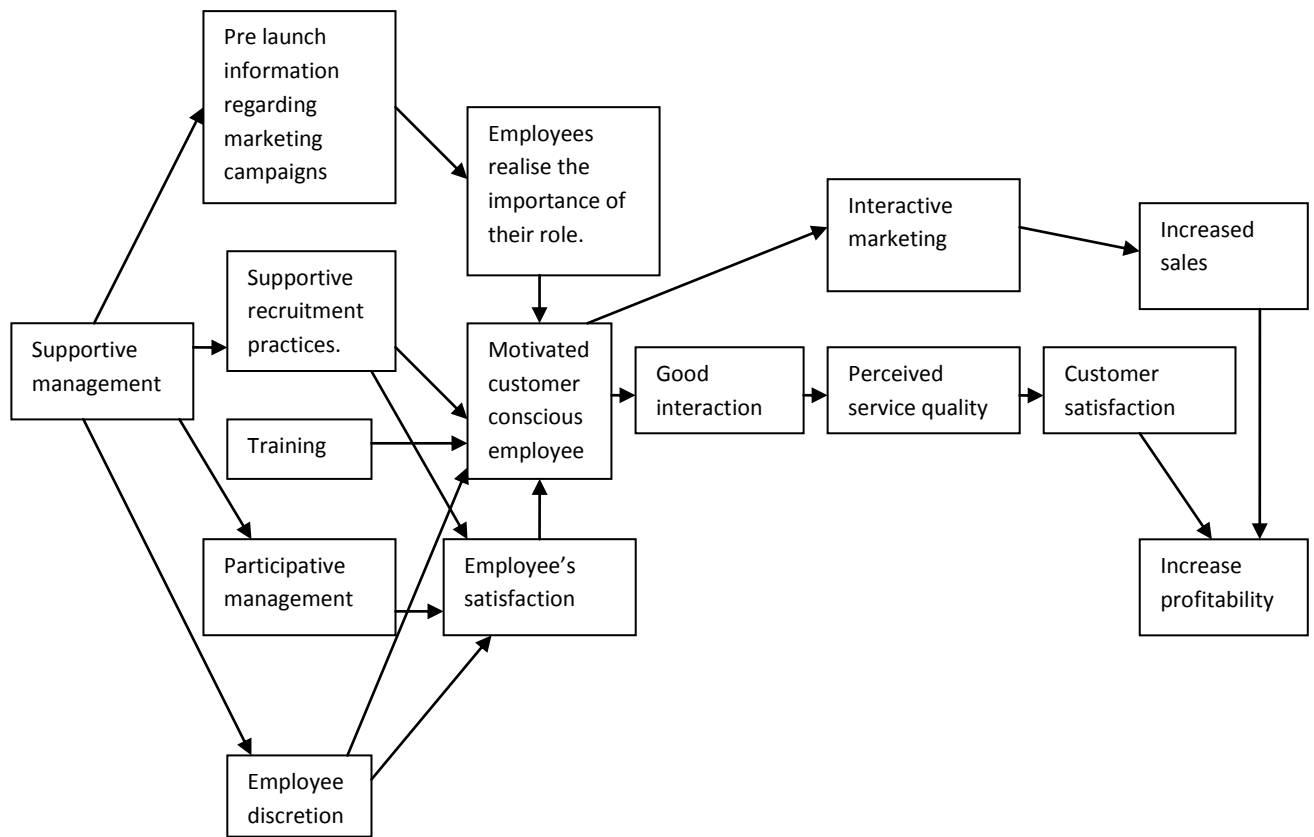
competitive advantage. In addition, by attracting and maintaining customer-oriented and service-oriented employees, organizations may distinguish themselves from their competitors.

According to above Berry's (1981) model internal marketing is as much important as external marketing. Similarly, treating jobs as products requires a new approach to human resource management (HRM) and the need to implement the application of marketing techniques internally both to attract and to retain customer conscious employees. A typical organization can achieve its marketing strategic successes when it analyzes both internal and external marketing strategies at the same time.

### **3.4.2 Grönroos model of IM (1985)**

Ahmed and Rafiq (2002) point out key distinguishing features of Gronroos' (1985) model of Internal Marketing (IM). This model is based on that employees need to be customer conscious and sales minded so that they can take advantage of interactive marketing opportunities. It will automatically lead to better service quality and higher sales, and thus higher profits.

**Figure 3.2 Grönroos model (1985) of internal marketing**



Grönroos (1985) Internal marketing model: Source: Ahmed and Rafiq (2002:16)

Although, the main focus of Berry's (1981) model is on employee satisfaction, the above model of Grönroos (1985) sheds light on how internal marketing can be used to develop customer orientation among employees.

According to above model customer consciousness can be created among employees by supportive management which focus on supportive recruitment practices. It also requires staff training, participative management style, employee discretion and pre- launch information regarding marketing campaign. It enhances

employee motivation. They realize the importance of their role which develops ultimately employee's satisfaction. Subsequently a motivated customer conscious employee attitude leads to good interaction and responsibility in the delivery of perceived service quality. Therefore, the process can take advantage of interactions between contact employees and satisfied customers. When employees are given responsibility, workers are given more control over their work, As a result, it is expected in a positive sense, that employees' job satisfaction will increase. According to Grönroos (1985) only motivated customer conscious employees can achieve the target of increased sales and profitability through interactive marketing and customer satisfaction.

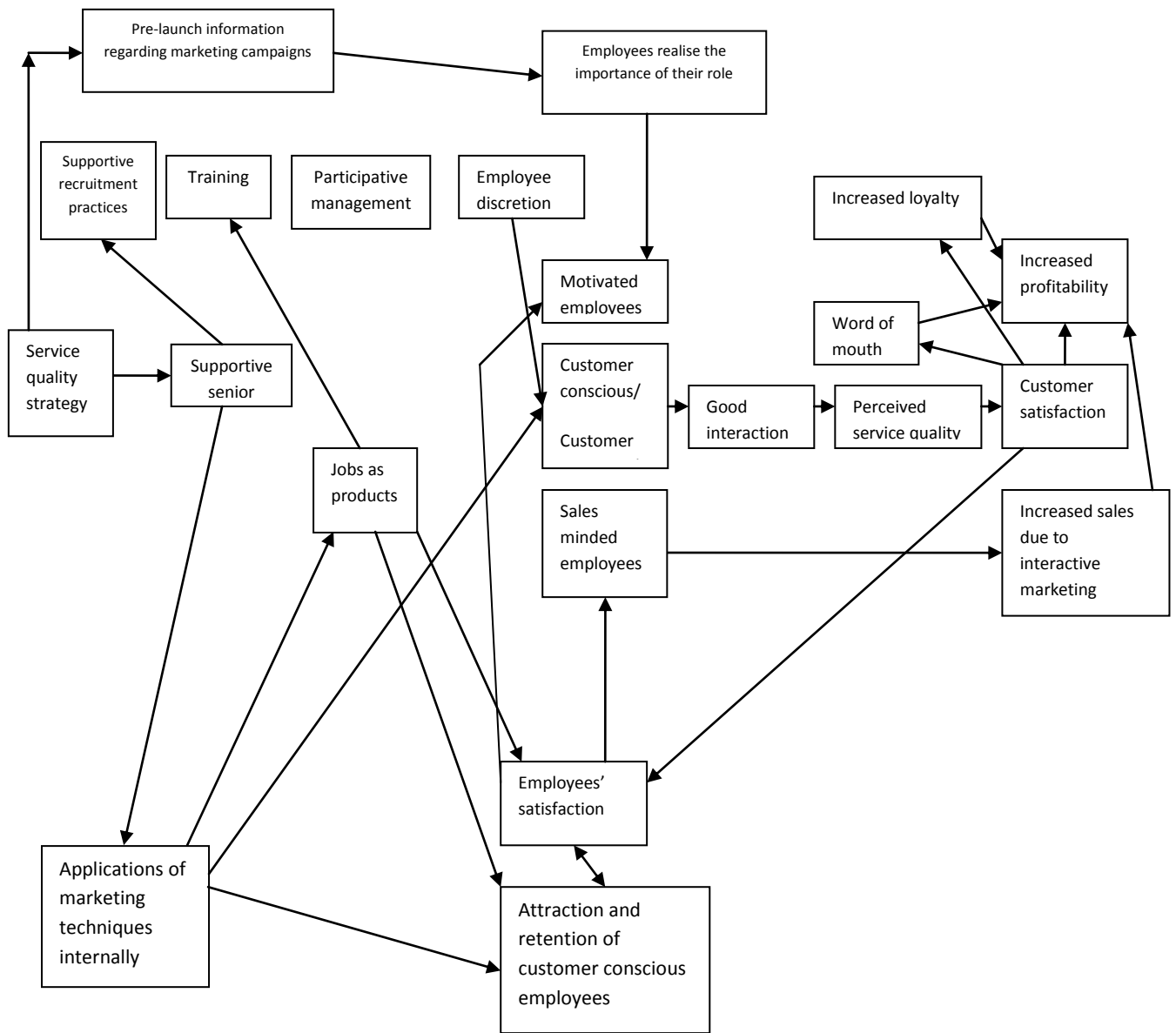
Grönroos (1985) also strongly stresses that before launching any campaign or bringing any required changes in marketing strategies to the external market, employees must be well informed. The fundamental idea behind this concept is that it gives a clear indication of the employees' importance and it shows the value of their role in decision making, service production and delivery process. In the end, Grönroos (1985) claims that all the above will be successful only with the support of senior management.

Although, the fundamental aims of both the above mentioned models are the same, the methodological approach applied by both of above writers are quite different.

### **3.4.3 Combination of Berry (1981) and Grönroos (1985) model by Ahmed and Rafiq (2002)**

This model of Ahmed and Rafiq (2002) has some advantages over the previous models of Berry (1981) and Grönroos (1985). Both models of Berry (1981) and Grönroos (1985) highlight different aspects of internal marketing (IM). In fact, this model of Ahmed and Rafiq (2002) has taken these differences and presented a more comprehensive model of IM and has combined both of above models' approaches. Moreover, this model of Ahmed and Rafiq (2002) suggest a large number of linkages and mechanism by which internal marketing can be implemented in practice.

**Figure 3.3 Combination of Berry (1981) and Grönroos (1985) model by Ahmed and Rafiq (2002)**



Source: A meta- model of the combination of Berry (1981) and Grönroos (1985) by Ahmed and Rafiq (2002) pg 17

According to Ahmed and Rafiq (2002) in this new model which is the combination of Berry (1981) and Grönroos (1985) a number of additional features are added.

The main characteristics of above model are:

- When jobs are treated as products, by adopting recruitment, training, participative management and employee discretion. In result , it will lead to employee satisfaction and customer orientation.
- The application of marketing-like techniques within the organization is linked to customer conscious and orientation.
- The relationship between customer satisfaction and customer loyalty and increased profits, which can be increased through word of mouth promotion by satisfied customers.
- Good communication between marketing and contact employees is linked to customer orientation.

This new combined model starts with service quality strategy which can only prosper with the help of senior management support. It also requires applications of marketing techniques internally and pre-launch information regarding marketing campaigns. Senior supportive management leads to supportive recruitment process, training, participative management, employee discretion which go ahead towards customer conscious/customer oriented employees. Applications of marketing

techniques internally view jobs as products and this requires adequate training. Viewing jobs as products give rise to employees' satisfaction, at the same time, attracting and retaining of customer conscious employees. Employee satisfaction should improve motivation amongst employees. This should also increase sales due to interactive marketing. As a result, this means increased profitability. When senior support management are informed about pre-launch information regarding marketing campaigns, employees will realise the importance of their role which build employees' motivation. It is observed that word of mouth of the satisfied customer increases the profit and the image of the company.

Ahmed and Rafiq (2002) also highlight that the composite model of IM has a number of advantages. The new model also emphasizes the fact that the Grönroos (1985) and Berry (1981) models are not competing models but highlight different aspects of IM and the new model uses these differences to build a more broad conceptualisation. The model stresses a large number of hidden assumptions and relationships that needs to be tested empirically. The model clearly indicates and explains the mechanisms involved in the implementation of IM. This model projects a more comprehensive and clear view of internal marketing (IM).

All three above mentioned models are conceptual and aim to show different ways of using internal marketing. They also suggest a clear relationship of employee satisfaction and internal marketing for this research. One of the ideas raised by these above mentioned models is that internal marketing can lead to employee satisfaction, which is the main focus of this research. These three above mentioned



developed models show the way that internal marketing (IM) can be applied within organizations and the outcomes following its implementation.

Consequently, the way these models argue in favour of the link between internal marketing and employee satisfaction will be discussed in detail in the next section.

### **3.5 Internal Marketing Variables that influence Employee Satisfaction**

The concept of internal marketing views employees as internal customers, and jobs as internal products that satisfy their needs and wants (Sasser and Arbeit 1976; Berry 1981 ; Ballantyne, 2003 and Arnett et al., 2002). Moreover, satisfying employees through internal marketing has been widely recognized (Berry and Parasuraman 1991; Conduit et al. 2001; Zand 1981 and Awwad and Agti, 2011). Employees awareness in business has contributed to the adoption of internal marketing which emphasis on the their satisfaction and needs (Zampetakis and Moustakis, 2007). As a result, implementation of internal marketing approach will create more satisfied employees and hence, lead to greater external customer satisfaction (Ahmed and Rafiq, 2000).

Grönroos (1985) also urge that the scope of internal marketing (IM) that consists of a work environment motivates employees to perform their job well. Heskett et al., (1997) write the link between employee satisfaction and internal marketing as well. However, more studies like Loveman (1998); Hallowell, et al. (1996); Richardson

and Robinson (1986); Schlesinger and Zornitsky (1991) ; Pritchard and Silvestro (2005) and Kim, (2009) also found positive correlations between internal marketing (IM) and employee satisfaction. In the same way, other researchers like Tansuhaj et.al., (1991); Ahmed and Rafiq (2000) ; Conduit and Mavondo (2001) reveal that the concept of internal marketing has a direct link with employee job satisfaction and organizational performance (Pfeffer and Veiga (1999) and Nebeker et al.,2001). According to Fisk et al. (1993) there are two main issues in internal marketing concept. Firstly, employees are considered as internal customers and secondly, the organizations need to satisfy the needs and wants of internal customer so that they can serve to the external customers. For that reason, it is suggested that for obtaining external customer satisfaction businesses should first concentrate on their internal customer (employee) satisfaction George (1977). Gounaris (2008) also emphasises that in internal marketing it is very important to satisfy the needs of employees before the business can satisfy the needs of its external customers. Palmatier et al., (2006) also define this concept of internal marketing and state that by satisfying the needs of internal customers (employees), businesses come in a better position to satisfy external customers.

The factors of internal marketing that influence on employee job satisfaction are described in various ways. Grönroos (1990) presents it as prerequisites for successful internal marketing. However, all variables of internal marketing discussed by different authors like (Grönroos, 1990 ; Kasper, et al., 1999 and Berry and Parasuraman, 1992) are categorised in terms of different factors that influence employee satisfaction and can be summarised as recruitment and selection ,

training, teamwork, empowerment, performance measurement and reward systems, organisational vision, communication , culture, top management commitment, involvement and leadership, employee commitment and involvement. Moreover, these elements have been identified as contribution to successful internal marketing. Additionally, they lead to successful external marketing and also play a major role in the development of a service culture through facilitating and enhancing quality service delivery.

Internal marketing (IM) is an enabling tool for the implementation of strategic business plans and organisational vision because internal marketing (IM) concept is based on the understanding that no single business management function is effective if it operates in isolation. Employees in different departments with different skills have to be actively involved with each other. These cross-functional activities of employees have a major influence on their satisfaction and performance (Chang and Chang, 2008 ; Ahmed and Rafiq, 2003).

In the concept of internal marketing (IM), marketing tools are applied by firms to attract and retain the best and high quality employees which enhance their satisfaction and performance (Che-Ha and Hashim, 2007 ; Martensen and Grønholdt, 2006 and Panigyrakis and Theodoridis, 2009). They also identify many variables of internal marketing like organisational vision, inter-functional coordination between departments and integration, teamwork among employees, customer orientation, marketing like approach, employee job satisfaction, empowerment, employee motivation, employee benefits quality of service, employee development,

and vision of the organization, strategic reward, internal communication between different departments and senior leadership which lead to employee satisfaction (Che-Ha and Hashim, 2007).

The impact of internal marketing factors on employee job satisfaction, motivation and their performance have a positive effect (Danish and Usman, 2010). Furthermore, it reveals that working conditions, working hours, hygiene and sanitation, rest rooms, support from superior, and attitude of colleagues have highest influence on job satisfaction and motivation. Likewise, satisfied employees are the biggest asset to an organization, whereas, the biggest liability is dissatisfied employees of organisation (Amal and Hani, 2010 ; Nittala and Kameswari,2009 ; Mornay, 2010 and Yazdani et alk., 2011).

Preston and Steel ( 2002) write issues related to internal marketing. According to them recruiting, training, development, teamwork and motivating staff are the important variables of internal marketing (IM) that influence employee satisfaction. Sang et al., (2009) state that aspects of internal marketing (IM) that affect employee satisfaction like pay, colleagues, supervisors, working conditions, job security, promotional aspects and the nature of work, teamwork, employee relationship and training and development are the most researched factors and In addition, all these aspects are positively inter-correlated with job satisfaction. Panigyrakis and Theodoridis (2009) also write about concept of internal marketing (IM) and its effect on employee job satisfaction and business performance. According to them vision, internal communication, teamwork, quality of job, care about employee, reward

systems, feedback, internal procedures and policies and internal customer relationship with colleagues, senior staff and other departments play vital role in employee job satisfaction and their performance. Internal marketing include some human resource management practices, such as internal communication, employee recruitment, employee training and employee empowerment, teamwork, employee benefit in order to satisfy employees and create customer consciousness amongst them (Che-Ha and Hashim, 2007 ; Chughtai, 2008 ,Team, 1999 and Pawan et al., 2009).

Spiros (2008) and Yavas and Babakus (2010) also examine the relationship between internal marketing and employee job satisfaction. According to them supervisory support and employee benefit are closely associated with employee performance and their satisfaction. Similarly, creating and aligning internal customer relationships between department and other staff inside the organisation is necessary to improve their performance and satisfaction. Amal and Hani et al., (2010) identify important variables of internal marketing like retaining and attracting high quality employees, training and development, vision, feedback, internal communications, have major impact on job satisfaction as well. Abdullah et al., (2011) also highlight the relation between internal marketing and job satisfaction. They also identify employee recruitment, training and development, employee benefits, work design, job description, rewards and compensation have positive and significant dimensionality to internal service quality of employee job satisfaction (Mani, 2010 ; Yaseen, 1990 ; Bowling, 2007 ; Saari and Judge, 2004 and Rajyalakshmi et al., 2009).

The important factors of internal marketing that has a positive impact on employee satisfaction like pay, co-worker support, supervisors, working conditions, job security, promotional aspects, employee complaint handling, teamwork, nature of work, feedback, work environment, employee selection, employee care, employee training and development, work design, employee rewards and compensation, fairness, recognition, flexibility, feedback, quality of service, employee development, vision of the organization, reward, internal communication with senior leadership have been concentrated upon by different authors over the years (Che-Ha and Hashim, 2007 ; Abdullah et al., 2011; Sang et al., 2009 ; Faragher et al., 2005 ; Preston and Steel, 2002; Khan et al., 2010 and Amal and Hani et al., 2010).

In internal marketing, approach to measure employee's job satisfaction is used when the objective is to measure overall aspect to the employee's job. However, different variables can be identified with specific viewpoints of the job which generate satisfaction for employees. Employee job satisfaction involves many aspect of the job such as employee benefits, employee relationship with co-workers and supervisors, organizational vision, growth opportunities, employee commitment, training and development, organizational factors and work environment (Coomber and Barriball, 2007).

Long and Swartzel (2007) and Luthans (1998) also mention five dimensions of internal marketing(IM) that directly influence employee job satisfaction, comprising attractive benefits, characteristics of job, working environment, team work and employee relationships.

According to Drummond and Stoddard (1991) and Tsigilis et al., (2006) employee job satisfaction contain various characteristics. These characteristics are working environment, employee benefits, employee relationships with co-workers and supervisor, organizational quality, employee focus policies and the nature of the job itself. Additionally, according to Dinham and Scott (2000) and Koustelios (2001), there are numerous factors of internal marketing (IM) related to job satisfaction, like vision, commitment, employee relationship, feedback, employee's needs, working environment and training.

Kazemzadeh and Bashiri (2005) also explore the relationship between internal marketing (IM) and employee job satisfaction. They identify the following variables: employee relationships with staff across different departments, employee motivation, commitment, loyalty, wage and salary, other welfare facilities, growth opportunities, feedback and complaint handling, organization's systems and processes. Bodur (2002) also suggests that working condition, co-workers, benefits and training are some of the factors related to job satisfaction. Similarly, Kuo et al., (2010) and Khan et al., (2010) write as well that job characteristics and employee empowerment are significant factors in providing higher employee commitment and loyalty towards the organization which lead to their satisfaction. Similarly, organisational quality,

employee involvement and feedback improve employee's satisfaction. As a result, they feel that they are part of organization which makes them motivated to improving the system (Khalid and Irshad 2010).

According to Brewer et al., (2000) considering employees in decision-making processes which create awareness and satisfaction among them, is one of the important factor of job satisfaction. Similarly, Bhatti and Qureshi (2007) suggest that employee participation improves their job satisfaction level. Likewise, according to Chao et al., (1994), employee's understanding of direction and goals, balance between work and personal life are positively and significantly related to job satisfaction. Employee's empowerment involves doing their job independently without constant intervention of management is one of the variable of their satisfaction (Ampofo-Boateng et al., 1997 and Hassan et al., 2011).

The fundamental aim of the employee's empowerment is to develop them and improve organizational performance. It also helps employees to achieve their goals by authorizing employees to participate in the decision-making process (Seibert et al., 2004; Hua and Nigel, 2010; Alagbari, 2002 ; Mohammad et al., 2011 ; Jun et al., 2006). From an employee's viewpoint, feelings of empowerment should have a positive impact on attitudinal responses and satisfaction from the job (Snipes et al.,2005; Norbani et al., 2007). Likewise, Velthouse (1990) and Alarami (1988) also note that staff autonomy is a variable of their satisfaction.



Based on the literature and models of internal marketing proposed by Berry (1981), Grönroos (1985) and Ahmed and Rafiq (2002). The present study has identified six most frequently used variables of internal marketing that influence employee satisfaction as follows:

Vision

Teamwork

Quality and internal customer focus

Employee relationship

Employee benefit

Training and development.

These variables of internal marketing are studied to identify their relations with employees' job satisfaction in this research

### **3.5.1 Vision and Internal Marketing (IM)**

Vision have been defined differently by different authors. According to them, vision stimulates and manages the flow of energy. Additionally, vision is the starting point of establishing an organisation and portrays unique image of the future (Smith, 1996a, 1996b; Snyder and Graves, 1994 ; Eccles, 1994; Kouzes and Posner, 1987; Nanus, 1992 and Li et al., 2007). Furthermore, vision evolves employee satisfaction and influence to motivate them (Tichy and Devanna, 1986).

Internal marketing practices offers vision and also communicate vision to employees. This means that employees need to know contribution of their work to the organization and moreover, they must understand and believe in the goals to which they contribute. In addition, vision also communicates employees about their guidance, positive behaviour and creates strong culture (Berry and Parasuraman, 1991). Additionally by understanding organisational vision, employees are able monitor their own progress, perform better and ultimately leads to their satisfaction (Berry and Parasuraman, 1991).

Internal marketing programmes includes organisational vision in order to develop sense of purpose, establishing behavioural standards, and direction to employees (Grönroos, 1981; Bart, 1997; Ireland and Hitt, 1992; Klemm et al., 1991; McGinnis, 1981 and McGivern and Tvorik, 1998). In internal marketing concept, employees are involved at all levels in effective marketing programmes which enable them to understand their role within the organisation. In the same way, internal marketing

(IM) encompasses vision as an important element which helps contribute towards enhanced customer service, a greater degree of marketing orientation and finally leads to employee satisfaction (Berry and Parasuraman, 1991). According to Kirkpatrick and Locke, 1996; Nanus, 1992 understanding and acceptance of organisational vision by employees which is an important element of internal marketing (IM) stimulate their job satisfaction and improve their commitment and performance towards job.

### **3.5.2 Teamwork and Internal Marketing (IM)**

There is no single definition of teamwork as numerous concepts exist amongst researchers and they also differ in their view of what teamwork actually means Schermerhorn et al., (2005).

Teamwork is an important element of internal marketing leads to employee job satisfaction because a team has a common goal and it can be autonomous in its decision-making, responsibility and support (Hayes 2005).

In internal marketing, teamwork amongst the employees is one of the key factor in the development, retention of a successful business strategy (Kale, 2006 and Roberts-Lombard, 2007). Teamwork is essential for better outputs and better relationships amongst staff which ultimately leads to employee job satisfaction (Hayes 2005). Teamwork among employees has a positive effect on their job

satisfaction. In addition, teamwork among employees and departments are essential factors for organisational successes (Eklund and Hallberg 2000).

According to Gilmore and Carson, (1995) team work which is an important element of internal marketing is about working together in order to contribute to organizational progress. Kitchen (1997) also believe in a similar way that employees must be working in a team if they are to participate effectively in the organization. Moreover, strong feelings of teamwork among employees from different departments increases quality and job satisfaction (Kusku, 2003). Furthermore, Employees are more likely to perform better when they feel they are valued by their organizations (Dunmore, 2002).

### **3.5.3 Quality and internal customer (Employees) focus and Internal Marketing (IM)**

Most researchers like Berry and Parasuraman (1991); George (1990); Gronroos (1985); Gummesson (1987a); Piercy (1995); Chaston (1995) and Ahmed and Rafiq (2000) agree that adoption of internal marketing improves internal service quality delivered to internal customer (employees). In internal marketing (IM) concept a method is applied across the organization which treats other service chains as customers (Christopher., et al 1991). This role of IM helps employees to know that how they are related to others in order to promote, develop and sustain the concept of customer service for internal as well as external customers in activities including marketing to employees and internal functions (Helman and Payne, 1992). The

concept of internal marketing was developed from the idea that employees are considered as an internal market within the organization. They need to be informed, educated, trained, rewarded and motivated to meet external customers' needs and expectations (Varey and Lewis, 2000).

Successful internal marketing should start with recruiting employees to perform marketing tasks (Grönroos, 2000). It has been argued that employee focus is a significant part of internal marketing. For example hiring for right staff is an essential element of internal marketing because one of the principal causes of poor service quality is recruiting the wrong employees to deliver the service (Grönroos, 2000). Similarly, Ahmed and Rafiq (2002) consider recruiting customer-oriented employees as an important element of internal marketing.

An effective internal marketing strategy should result in internal service quality and employee focus (Lewis and Entwistle, 1990; Joseph, 1996). In this regard, Gorchels (1995) note that recruitment of employees, who fit the values of the organization bring changes in employees' attitudes and behaviours (Ahmed and Rafiq, 2000). For this reasons, Ahmed and Rafiq (2000) suggest that it is beneficial to spend time selecting the person who matches the desired criteria.

### **3.5.4 Employee relationship and Internal Marketing (IM)**

This section deals employee's relationship with immediate supervisor or manager and its link with internal marketing (IM).

According to Mills (1994) organisations need employees who work together with immediate supervisor, manager and other departments in order to achieve organisational objectives. Employee relationship with immediate supervisor, manager and other departments require necessary attitudes and skills from employees, rather than a specific management function or well-defined activity. Employee relationship and internal communication on different issues are significant and at the same time very decisive to the relationship between staff and their immediate supervisor because firms cannot afford to have barriers between employees. Additionally, as it is explained earlier that internal marketing (IM) guides all organisational employees by its systematic appreciation of the needs and aspirations firms cannot afford to have barriers between employees and departments. Furthermore, it gives them confidence, sense of responsibility and bring success to organisation (Eklund and Hallberg 2000).

A number of researchers like Ballantyne (1997) ; (2000b) ; Gilmore (2000) ; Gummesson (1999b) ; Varey et al., (2000) ; Lings (1999 ; 2000) ; Varey (1995) and Voima (2000) write link between employee relationship and Internal Marketing (IM). Employee relationship with immediate supervisor, manager and other departments in firms is an important and well adopted element of internal marketing

(IM) (Vioma, 2000) because it develops a measure of internal marketing and ability to sell organisational vision to employees and moreover, it motivates employees to perform well and gives them satisfaction (Forman and Money, 1995). So, indeed, an effective internal marketing strategy should result in employee relationship in organisations (Lewis and Entwistle, 1990; Joseph, 1996) because it has many benefits like exchange views, ideas, discuss problems, consider developments and ultimately lead to job satisfaction for employees (Mills, 1994). Equally, employee relationship with immediate supervisor, manager and other departments in firms contribute to productivity, improve service quality to external customers, employee commitment, and as a result, lead to their job satisfaction (Mitchell et al., 1988). In addition, It helps employees to know that how they are related to others in order to promote, develop and sustain the concept of customer service for internal as well as external customers in activities including marketing to employees and internal functions (Helman and Payne, 1992).

### **3.5.5 Employee benefits and Internal Marketing (IM)**

Employee benefits are a reward that employees receive from employers for their work (Schermerhorn et al., 2005). In this regard, Mitchell et al., (1988) note that employee benefits are considered an important element of internal marketing (IM) as it helps managers to retain their valued staff and also facilitate in achieving the business goals of an organisation and values that it needs in employees.

In the internal marketing (IM) concept, employees play very important role in continuing growth and success of an organisation. Thus, employee benefits contribute to their overall job satisfaction (Schneider et al., 1996; Walsh and Tseng, 1998) and also considered by the empirical studies of Locke (1976), Lawler (1973) and Smith et al., (1969) one of the major determinant of employee job satisfaction. Employee benefits not only encourage employees to perform better but also create internal motivation among them to offer better service quality to external customers which in the end will contribute to the success of the business.

The concept of internal marketing was developed from the idea that employees are considered as an internal market within the organization. In internal marketing (IM), they need to be informed, educated, rewarded and motivated to meet external customers' needs and expectations (Varey & Lewis, 2000). So, indeed, competitive employee benefits for staff and their families as compared to other organisations are the major factor of their job satisfaction (Zeffane et al., 2008; Reiner and Zhao 1999; Ellickson and Logsdon 2001).



### **3.5.6 Training and development and Internal Marketing (IM)**

A number of researchers like Gummesson (1990) ; Berry and Parasuraman (1991) and Foreman and Money (1995) suggest that internal marketing includes employee training .

Training and development of employees can enhance every sub-goal of internal marketing: attracting, developing, motivating and retaining superior employees. Therefore it is considered an essential element of internal marketing (Berry and Parasuraman, 1991).

In order to achieve business objectives, training and development are considered necessary required skills for employees by management (Chen et al., 2004). Training modifies employees behaviour through learning which occurs as a result of education, instruction, development and planned experience (Armstrong, 1996). In result, it improves employees performance and reduces anxiety or frustration, brought on employees by work demands (Beardwell et al., 2004 ; Scott et al., 1999 ; Chen et al., 2004 and Karthikeyan et al., 2010).

Organizations should invest in people (employees) as much as in machines, in order to enhance the abilities of employees to meet customers' expectations of high service quality and it leads to their satisfaction (Schlesinger and Heskett, 1991 ; Tsui et al., 1997 and Merkac Skok, 2008 ). This is because employees, who are well trained, capable and fairly rewarded provide better performance, require less

supervision and are more likely to remain on the job. In result, it gives benefits to organisation in the form of enhanced productivity, lower turnover, loyalty, satisfaction and overall competitiveness. This has led to the development of the internal marketing concept, where selling the job to employees must precede selling the services to external customers (Schlesinger and Heskett, 1991).

Most researchers like Berry and Parasuraman (1991); George (1990); Gronroos (1985); Gummesson (1987a); Piercy (1995); Chaston (1995) and Ahmed and Rafiq (2000) also agree that training and development of employees in internal marketing improves satisfaction and overall competitiveness. Likewise, it also contributes significantly to organizations' reputations for responsive service (Benoy, 1996). Employees training is considered very important for the success of an internal marketing programme, as it enhances their knowledge about firms' products, business development, and specific marketing skills (Woodruffe, 1995).

### **3.6 Relationship of Internal marketing (IM) and Employee Job Satisfaction**

The rationale for this section is to allow the researcher to develop a conceptual frame work based on academic literature and the models of internal marketing proposed by Berry (1981), Grönroos (1985) and Ahmed and Rafiq (2002) mentioned in the section 3.4.1, 3.4.2 and 3.4.3 for testing and analysing the employee job satisfaction

The rational justification was driven by the fact that no one definition of internal marketing had been agreed upon by researchers(Rafiq & Ahmed, 1993). Furthermore, a clear identification of internal marketing practices influence employees satisfaction (Berry, 1981;Grönroos, 1985 and Ahmed and Rafiq, 2002). As a result, these models have played an important role and serve as a guidance towards developing conceptual framework of this study in order to clarify the mechanism through which internal marketing can be used in practice to influence employees satisfaction.

In this part, the classical notion of employee job satisfaction is reviewed and its links with internal marketing, after that, this is followed by the development of a conceptual framework. At the same time, variables influencing employee job satisfaction are described and discussed in detail based on supporting literature.

Internal marketing (IM) programs perform in order to develop, train and motivate its employees, so to enhance quality of the services provided to its external customers (Hwang and Chi, 2005). In addition, internal marketing(IM) also improves the employees productivity, satisfaction and enhances external customers' satisfaction which increases earnings (Ahmed and Rafiq, 2002).

As it is discussed earlier that in internal marketing (IM) employees are treated at all levels of the organization as internal customers. Moreover, growing recognition of the importance of the employees' role has led organizations to adopt internal marketing (Yavas and Babakus, 2010). Likewise previous researchers like Hwang and Chi (2005); Martensen and Grønholdt (2006); Masroor et al., 2009 ; Tortosa-Edo et al., 2010 ; Che Ha et al., (2007); Judith et al., (2002) Paulin et al., (2006) ; Sergeant and Frenkel (2000) ; Homburg and Stock (2004); Spiros Gounaris (2008); Vella et al., (2009); Abdullah et al (2011); Paul et al., 2009 and Khan et al.,(2011) write that dimensions of internal marketing positively influence employees job satisfaction to a larger extent.

Overall employee job satisfaction and its elements are traditionally emphasized as important essentials of organizational management (Lofquist and Dawis, 1969; Smith et al., 1969; Locke, 1976; Cranny et al., 1992) and it has obtained an established position in the research literature (King et al., 1982). There is not one particular definition of employee job satisfaction. Employee job satisfaction has been broadly studied over the last four decades (Currivan, 1999). It depends on how much and

what employees like about their job. Employee Job satisfaction has been studied by several researchers (Boshoff and Tait, 1996; Hartline and Ferrell, 1996; MacKenzie et al., 1998; Herrington and Lomax, 1999).

Every year a significant amount of research has been published in reputable journals. According to Quinn (1985) more than 5000 articles had been published on employee job satisfaction. However, according to Bell and Weaver (1987) the concept of employee job satisfaction is not fully explored.

Employee job satisfaction has been defined as a

*“pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences” (Locke, 1976:1300).*

*“the amount of overall affect that individuals have toward their job” (Arnold and Feldman, 1986:86).*

*“the degree to which people like their jobs” (Spector:7).*

*“There is concrete evidence that satisfied employees make for satisfied customers” (Zeithaml and Bitner, 2000:287).*

Schneider and Snyder (1975) regard job satisfaction as a personal evaluation and perception present in the job. Employee satisfaction is defined as the gratification or prosperity that the employees get from their job (Visser et al., 1997).

Sempene et al., (2002) hold the view that job satisfaction is defined as employees' own evaluation of their jobs against those concerned issues that are important to them. Similarly, McCormick and Ilgen (1980) conclude that high job satisfaction means that employee like their job in general. Hence, they appreciate and feel positive about it. They also mention that job satisfaction is an employee's personal attitude towards their job, and an attitude is an emotional response to job, which can be positive or negative.

Sempene et al., (2002) also write that job satisfaction involves employee's emotions and their feelings. Indeed, it has a major impact on their work lives and for this reason it also influences their behaviour as employees, e.g. loyalty, commitment, teamwork, relationship with other staff attitude and behaviour etc (Locke, 1976; Visser et al., 1997 and Aloryali, 2002). Employee satisfaction is a central task of organizational management. Since, satisfaction creates confidence, loyalty and consequently improved quality in the output of employees (Tietjen and Myers, 1998). According to Arnold and Feldman (1986) the concept of employee job satisfaction has taken a lot of organisations' attention these days. Managers feel their moral responsibility for maintaining high levels of employee job satisfaction, because of its impact on productivity. It has been recognized by different organisations that a satisfied workforce contributes enormously towards organisational effectiveness and ultimate survival (Spector, 2003 ; Kim, 2009 and Alonazi, 2001).

Employees derive job satisfaction from their work place, for different reasons (Hartline and Ferrel, 1996; MacKenzie et al., 1998; Yousef, 2000 ; De Nobile, 2003 ;

Kim et al., 2005 and Mercer, 1997 ). A variety of factors motivate employees at their workplace , some of which are tangible, such as money, and some of which are intangible, such as a sense of achievement (Spector, 2003).

Hence, some researchers have established a strong positive relationship between job satisfaction and performance (Hartline and Ferrell, 1996; MacKenzie et al., 1998 and Yousef, 2000). Employees' satisfaction improves their job performance and boost the level of work, which in turn contributes to the company's growth (Tsui et al., 1997; Shaw et al., 1998; Gerhart and Rynes, 2003). Employee's job satisfaction is not a static state rather it is influenced and modified from factors within and outside an individual and working environment (Baran, 1986). Employee's job satisfaction is an antecedent of customer-oriented behaviour (Hoffman and Ingram, 1992).

Employee satisfaction is an important variable that gives an opinion about general emotions of employees about their job. As a result, job satisfaction is a function to which one's needs are satisfied in a job (Togia et al. 2004).

The concept of employees' job satisfaction includes several factors emphasized by many writers like (Hartline and Ferrell, 1996; Locke, 1976; Visser et al., 1997 MacKenzie et al., 1998 and Yousef, 2000). As mentioned earlier, the most frequently used variables of internal marketing that influence employees' job satisfaction are as follows:

Vision

Team work

Quality and internal customer focus

Employee relationship

Employee benefit

Training and development

In Chapter 5 section 5.15.1 , the definitions of these variables and their links with employee satisfaction is discussed in detail.



### **3.7 The conceptual Framework of Internal Marketing (IM) that Influence Employee Satisfaction**

As it is explained earlier, that the conceptual framework see figure 3.4 on page 114 of this research is developed and derived from academic literature and the models of internal marketing proposed by Berry (1981), Grönroos (1985) and Ahmed and Rafiq (2002) in the section 3.4.1, 3.4.2 and 3.4.3.

Moreover, the researcher referred to above mentioned internal marketing literature and developed models to support the linkages between variables of internal marketing and employee satisfaction suggested in this conceptual framework. These models of Berry (1981), Grönroos (1985) and Ahmed and Rafiq (2002) show the way, that internal marketing can be applied within organizations.

The rationale of this conceptual framework is driven by the fact that no one definition of internal marketing has been agreed upon by researchers (Rafiq & Ahmed, 1993) and also a clear identification in these models by Berry (1981), Grönroos (1985) and Ahmed and Rafiq (2002) show that internal marketing (IM) practices lead to employee job satisfaction.

Consequently, these models are important and serve as guidance towards developing conceptual framework of this research in order to clarify the mechanism through which internal marketing can be used in practice. For instance, Model of Berry (1981) was developed on important notion of internal marketing 'employee as

customer' in order to achieve both internal and external satisfaction. After that their jobs are treated in the same way as any other product of company. It means that employees' needs and wants are taken into account. In result, it will lead to employee satisfaction and changes in employee attitudes. Consequently, they will become service-minded, leading to better service quality to external customers and competitive advantage in the market-place. Moreover, employees will have feeling of identification and satisfaction with organization. Empirical evidence suggests that there is a link between employee participation and employee satisfaction (Bhatti and Qureshi, 2007).

Grönroos (1985) model show that training is an element of internal marketing (IM) which improves employee satisfaction. This model also shows that supportive management focuses on quality and internal customer (employee) focus by using recruitment activities to take on motivated and customer-oriented employees, providing staff with training activities, allowing them the opportunity to participate in decision making which in turn will lead to the delivery of better service quality, increased internal and external customer satisfaction and profit.

Third model of Ahmed and Rafiq (2002) give a more precise view of internal marketing. In fact, this model is the combination of first two models with some additional features.

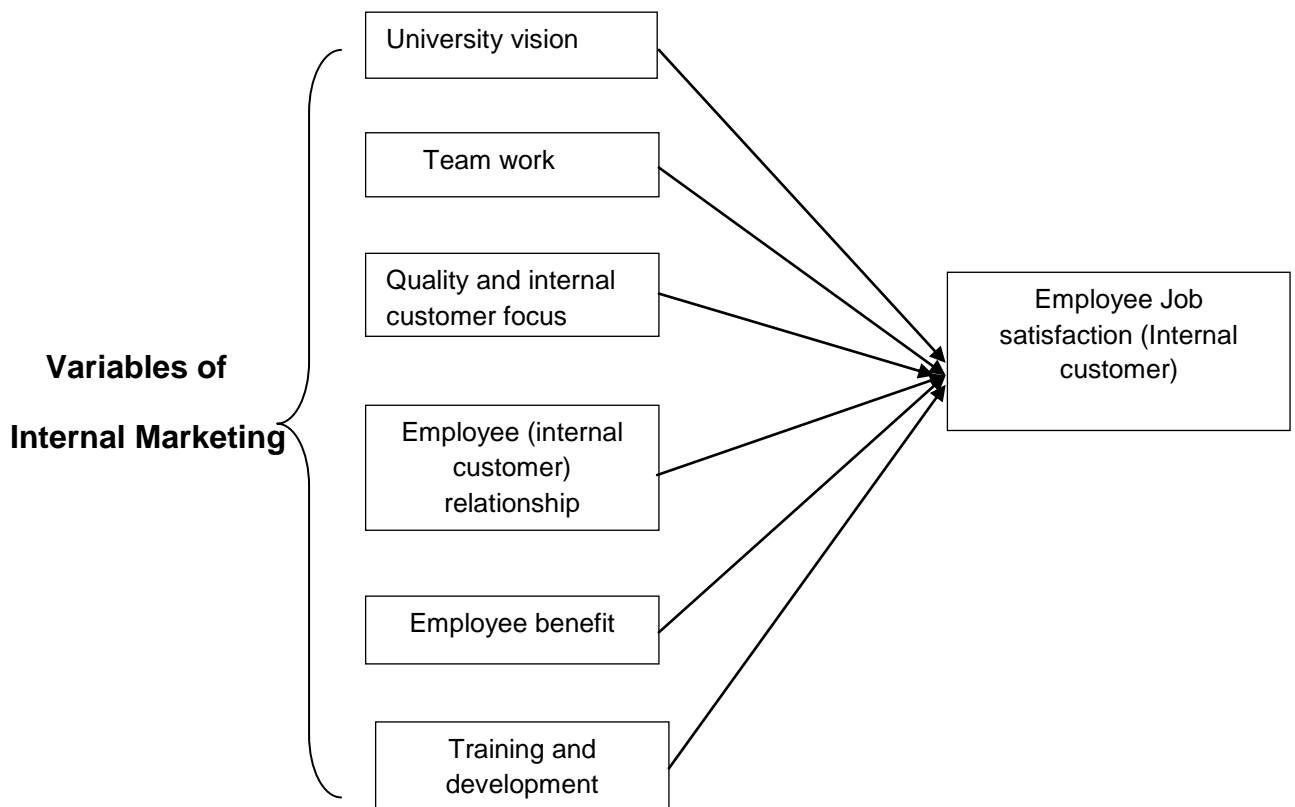
The main characteristics of this model is treating jobs as products, by adopting recruitment, employee training, participative management and application of

marketing-like techniques within the organization which are linked to employee satisfaction, customer orientation and consequently, external customer satisfaction. Moreover, Ahmed and Rafiq (2002) believe that this model show the mechanism by which internal marketing can be implemented in practice.

While, this research is aimed to determine the relationship between most frequently used variables of internal marketing (IM) and employee satisfaction in Pakistani universities, other outcomes mentioned in these models of Berry (1981), Grönroos (1985) and Ahmed and Rafiq (2002) are not included in the conceptual framework developed for this study, as they are not focused as per objectives of this research. Therefore, the researcher developed a conceptual framework to focus on the link between internal marketing and employee satisfaction. In order to achieve this, the researcher has identified a set of most frequently used variables of internal marketing elements, namely University Vision ( UV ), Team work ( TW ), Quality and internal customer (employee) focus ( Q ), Employee ( internal customer ) relationship ( ER ) , Employee benefit ( EB ) , Training and Development ( TD ) as discussed earlier in this chapter and their effect on employee job satisfaction. Hence, link between internal marketing and employee satisfaction has been agreed by researchers (Berry 1981; Grönroos 1985, Ahmed and Rafiq 2002; George, 1990; Stauss and Schulze, 1990; Papasolomou, 2006).

Along these lines, the conceptual framework of internal marketing is developed in this research focused on the link between internal marketing and employee satisfaction are as follows:

**Figure 3.4: The conceptual framework of internal marketing**



The conceptual framework presented above shows how the variables of internal marketing (IM) are linked to employee satisfaction. So, indeed, this research will examine relationship between internal marketing (IM) and employee satisfaction within three targeted universities in Pakistan, Lahore and it will be discussed in detail in the next chapter.

### **3.8 Summary**

This chapter presents a critical review of the literature on the concept of internal marketing. This notion has been explained differently by different authors, based on their own reading and understanding of the literature, which contains no single, concise definition of the term. Thus, it is related to the context of their studies. For instance, it has been interpreted as the treatment of employees as customers (Gummesson, 1987a), use of marketing tools inside the organization (Barnes, 1989; Piercy and Morgan, 1990; Ahmed and Rafiq, 1995), use of human resource management functions (Ewing and Caruana, 1999; Tansuhaj and Wong, 1987; Tansuhaj et al., 1991; Caruana and Calleya, 1998; Asif and Sargeant, 1998; Quester and Kelly, 1999; Davis, 2001).

After that, most frequently used variables of internal marketing that influence employee satisfaction has been adopted and defined to fulfil the objectives of this research. In addition, the conceptual framework is developed which identifies the linkages between variables of internal marketing and employee satisfaction.

As it is explained earlier that this research aims to study the relationship between the variables of internal marketing (IM) and how it influence employee satisfaction within Pakistani universities. So, indeed, it will be discussed in detail in the next chapter.

## **Chapter Four**

### **Higher Education and its Applications in Pakistan**

## **4.0 Introduction**

This chapter begins by looking at the brief background on the higher education (HEC) in the Pakistan, its key features and achievements in Pakistan. Following on from that looking at the importance of the higher education sector in society, importance of employee satisfaction in higher education. After that concept of marketing in higher education, developing role of contemporary marketing applications in higher education (HE), criticism of marketing higher education, importance of Faculty (Employee) involvement (Internal marketing) in the educational marketing process. At the end of this chapter, defining the three targeted universities in Pakistan, Lahore for the research, in order to find relationship between the variables of internal marketing (IM) and employee satisfaction.

## **4.1 The Higher Education Commission (HEC) in Pakistan**

### **4.1.1 Introduction**

At the time of independence in 1947, Pakistan had only one institution of higher education, the University of the Punjab (www1). In the coming years, many private and public schools and higher education institutions were established to improve Pakistan's socio-economic development (www2 ; www3 and Mahr et al., 2011).

Problems facing in Pakistani educational system are multidimensional like increase in population, lack of educational and financial resources, non participation of the private sector, inconsistency in the policies of various regimes, political instability, inefficient educational management system, and poor implementation of policies and programme etc. (Hayes,1987 ; www4 and Mahr et al., 2011).

Moreover, recently in Pakistan, higher education has become an attractive and promising sector to work in, attracting people from industry to pursue their career in universities. (Arif, 2009; Arif and Ilyas, 2011; Arif and Riaz, 2011).



#### **4.1.2 Key features and achievements of higher education commission (HEC) in Pakistan**

The Higher Education Commission of Pakistan was established in 2002 (Ali and Tahir , 2009 ; Athar et al., 2009 ; Tayyeb and Nasira, 2011 ; Abdul et al., 2013). It is the primary supervisory body of higher education in Pakistan. It is also responsible to upgrade and facilitate the development of system of higher education in Pakistan (www5 ; www6 ; Ali, 2006 ; Ali and Tahir , 2009; Athar et al., 2009 ; Tayyeb and Nasira, 2011 ; and Mahr et al., 2011).

Since 2002, the HEC has undertaken a remarkable and impressive revival in Pakistan. Its fundamental aim is to revive and restructure higher education system and transform Pakistan from an agriculture-based economy to a “knowledge-economy” (www7; Ali and Tahir , 2009 ; Athar et al., 2009 and Mahr et al., 2011).

The HEC has taken many steps to elevate the indigenous universities to be world-class centres of education, research and development. Its mission is “to facilitate institutions of higher education to serve as engine of growth for the socio-economic development of Pakistan”. It helps and plays a vital role in leading and building knowledge based economy in Pakistan. The government has taken keen interest and given HEC an authorization to assess, and promote higher education and research in the country. The government has also given instructions to HEC in restructuring and modification of programs. As a result, in Pakistan HEC, has left positive impact on higher education. In addition, since 2002, HEC has shown

professional, organized procedures and methods of reforming the whole higher educational structure in Pakistan (www8 ; Athar et al., 2009 ; Azra et al., 2011 and Mahr et al., 2011).

HEC has taken key steps in the following developing projects:

**a) Improving Access**

Progressive plan has been set up by the HEC to double the student enrolment in the coming next five years. In order to accomplish this target, as per education Policy 2009, HEC has set up strategy to increase the capacity and competence of existing universities, establish new institutions in remote areas, in providing financial assistance to needy students and to increase access to higher education to 10% by 2015 (www9 ; www10 ; HEC, 2007 ; Athar et al., 2009 ; Azra et al., 2011 and Mahr et al., 2011).

**b) Quality assurance:**

HEC has identified quality as one of the key pillars of higher education development and is well committed to quality assurance and enhancement of higher education institutions. The HEC has made impressive efforts to improve the quality of higher education in Pakistan and to meet international standards in the provision of high-quality teaching, learning, research and service. In result, according to QS World Universities Rankings 2010 two universities of Pakistan are now ranked among the

top technology universities of the world. Additionally, HEC is looking for at least five universities in the top 300 technology universities of the world by 2015 (www11; HEC, 2007 ; Athar et al., 2009 ; Azra et al., 2011 and Mahr et al., 2011).

**c) Faculty Development:**

The HEC has made many efforts to provide facilities to their academic staff and hiring foreign faculty for the uplift of educational standards in Pakistan which is a great challenge for higher education in Pakistan (Adeeb, 1996 Rao, 2003; HEC, 2008 ;Athar et al., 2009 ; Azra et al., 2011 and Mahr et al., 2011 and Abdul et al., 2103).

Human Resource Development in HEC lies at the heart of the reform process, in which vital and significant progress has been made with goal of increasing institutional capacity and enhancing local research activities, primarily aimed at improving the academic qualifications of university faculty. In order to achieve that an indigenous and foreign PhD scholarships have been established and thus followed (www13; HEC, 2007 ; Athar et al., 2009 ; Azra et al., 2011 and Mahr et al., 2011).

Hence, by following this focused approach on the issue of faculty development in higher education, the number of faculty with Ph.D. degrees have been doubled in last five years in Pakistani universities . HEC has planned to triple the number of PhD faculty at the universities by 2015. It will increase the number of Ph.D. faculty to

at least 40% by 2015. According to HEC at the moment the number of PhDs awarded by Pakistani universities is 700 per year. HEC has future plans to increase it at least 1000 by 2015, with a significant increase in science and technology disciplines and research publications per year at least 50% during this period (www14 ; HEC, 2007 ; Azra et al., 2011 and Mahr et al., 2011).

**b) Infrastructure:**

HEC has made enormous investments in order to improve the physical infrastructure of universities, especially, to meet the requirements of increased enrolment in higher education.

A plan for a public sector university has been set up by HEC to bring improvement and advancement in its departments in means of availability of books, journals, scientific equipment, teaching aids and high speed internet connectivity and connecting universities in Pakistan through Video Conferencing System, so that students of such universities, who are not in a position to benefit from high profiled teachers, could have the opportunity to learn from them, exchange their ideas, contribute and communicate their views in order to enhance their knowledge and capabilities so that necessary environment can be provided for quality education and to increase enrolment in higher education and moreover in result, Pakistan's education standard will become comparable with any of the world class universities (www15 ; www16 ; HEC, 2008 ; Athar et al., 2009 ; Atta, 2009 ; Azra et al., 2011 and Mahr et al., 2011 ).

Other examples of the types of projects are as follows:

- Development of new universities and degree awarding institutions
- Introduction of new disciplines and cutting edge technologies
- Improvement of existing infrastructure
- Upgrading/ strengthening/ establishing of Laboratories (www17 ; Atta, 2009 ; Azra et al., 2011 and Mahr et al., 2011).

#### **d) Scholarships:**

A number of scholarship programs have been introduced and offered by the HEC in order to develop highly qualified university faculty. The HEC has also offered several scholarship schemes consist of local as well as foreign scholarship/fellowships. Many PhD scholars have been sent to a number of reputable foreign universities/institutions/ research centres. In addition, the HEC has also offered a six month research fellowship to reputable foreign universities to full-time PhD students to increase their research capability. HEC has awarded 4000 Ph.D. level scholarships for study in a number of reputable foreign universities which is largest program in developing world and at the same time some 3,000 indigenous Ph.D. scholarships have also been awarded (www18 ; HEC, 2007 ; Athar et al., 2009 ; Atta, 2009 ; Azra et al., 2011 and Mahr et al., 2011).

### **e) Foreign Experts:**

The services of several foreign experts has been arranged by the HEC in a number of disciplines from many universities like UK, USA, Canada and Australia in order to provide consultation in a variety of critical areas. The HEC has also adopted the foreign faculty hiring program to recruit highly qualified faculty members, both on short and long term appointments from different reputable foreign universities/institutions/ research centres (www19 ; Azra et al., 2011 and Mahr et al., 2011).

The other major landmarks are as follows:

- a) HEC established the most excellent digital library in Pakistan in which every student in public sector university has got access to 45,000 textbooks, research monographs from 220 international publishers as well as to 25,000 international research journals (www20 ; Atta, 2009 ; Azra et al., 2011 and Mahr et al., 2011).
- b) University enrolments were tripled from 135,000 in the year 2003 to 400,000 in 2008 (www21 ; Atta, 2009).
- c) HEC promoted research, which resulted in huge expansion of international research publications from Pakistan. The total number of research publications from universities in Pakistan was only about 600 per year till 2001

and by the year 2008 it had increased to over 4,300 (www22 ; www23 and ; Athar et al., 2009 ; Atta, 2009).

- d) During (2003-2008) HEC established 51 new universities and degree awarding institutes and 18 campuses of existing universities (www24 ; Atta, 2009 and Azra et al., 2011).
- e) Since the time of independence (1947-2003) not a single Pakistani university could be ranked among the top 600 universities in the world. While today, 5 of Pakistani universities are in this category with the National University of Science and Technology (NUST) standing at a very respectable number 350 (www25 ; Atta, 2009).
- f) HEC also established video-conferencing facilities in most of the public sector universities that allow lectures to be delivered live and interactively to students in Pakistan from technologically advanced foreign countries (www26 and Atta,2009 and Azra et al., 2011).
- g) According to the institute of scientific information, two year report for 2004 to 2006, the total number of publications appeared in 8,000 leading journals indexed in the web of science, coming out of Pakistan in 2005 were 1,259 articles, representing a 41% increase over the past two years and a 60% increase since the establishment of HEC in 2002. Moreover, over 20,000 leading research journals, covering about 75% of the world's peer reviewed

scientific journals are provided by the HEC digital library. Furthermore, 40% increase in enrolment in universities in Pakistan is also noted (www27 and ; Atta, 2009 and Azra et al., 2011).

For this reason, a positive change can be seen in all areas of academic activities like development of infrastructure, academic standards, curriculum, knowledge distribution, international collaborative research and fine supervisory standards etc (Athar et al., 2009 ; Atta, 2009 ; Azra et al., 2011 and Mahr et al., 2011).

## **4.2 Importance of Higher Education (HE) in a society**

Education is a fundamental necessity of every society. An excellent education system improves the social, scientific, and technological improvement of a country. The development of any country depends upon human resource development and the quality of education imparted (Mohanthy, 2000 and Donn and Manthri, 2010 ).

Higher education accommodates education in the colleges and universities (Allen, 1988 and Donn and Manthri, 2010) . In the development of any country, higher education has a great importance. Higher education provides the social norms of communication and interaction such as philosophical thinking and reasoning to promote the sovereignty of its individuals, and to eliminate all kinds of social-class ethnic conflicts (Best, 1994 ; Atkins,1993 and García-Aracil, 2009). In addition, higher education is considered as a capital investment, economic and social



development of a country (Barnet, 1990 ; Rao, 2003 ; Russell, 2005 and Donn and Manthri, 2010 ).

Higher education plays very important role in socio- economic and cultural development of any country. It is primary responsibility of higher education institutions to equip individuals with advanced knowledge and skills required for positions of responsibility in government, business, and other professions (Mughal and Manzoor 1990; Rao, 2003 ; Brown and Oplatka, 2006 ; Becker, 2009 and Knight, 2011 ).

In the emerging challenges of the 21st century, future of higher education is based on international mobility of students, and teachers' accessibility of computer based learning pursuit of research and scholarship, globalization of economy (Mughal and Manzoor 1999 ; Alves and Raposo, 2009). The fundamental purpose of higher education is not simply to impart knowledge in certain branches of learning rather it has multidimensional objectives to achieve and it plays very important role in accelerating economic growth (Moore and Farris, 1991 ; Russell, 2005 ; Badril, 2009).

Higher education in the 21<sup>st</sup> century faces many challenges in the form of various economic, social, political, and moral changes (Rao, 2003 ; Russell, 2005 ; Gibbs, 2008). It is very important to assure quality in higher education because it is no longer sufficient to expand the access and establishment of higher education institutions without maintaining internationally comparable quality standards. The

quality of higher education provide students skills, competencies, abilities and vision to compete in the job market that is driven by knowledge economy. Moreover, it develops a civil society through following the norms of social interaction such as argumentation and reasoning (Adeeb ,1996 and Bunzel, 2007 ).

As new management approaches, place the human factor in the forefront. So, in this vision, institutions can only make progress based on the views, attitudes, and perceptions of their human resources. For that reason, the number of studies related to employee satisfaction in higher education (HE) has increased very rapidly (Witt and Beokermen, 1991; Jenkins, 1993; Judge and Watanabe, 1993 and Badril, 2009) which will be discussed in detail in the next section.

### **4.3 Reasons of choosing higher education for this research**

#### **4.3.1 Marketing higher education (HE)**

#### **4.3.2 Introduction**

In recent years, educational system has received a lot of attention from policy makers, and revolutionary reforms are being introduced. Moreover, educational administrators have also started using of marketing principles and strategies to determine educational programme's needs, institutional missions, strengths and

weaknesses, and to find ways to increase competitiveness (Barry et al., 2001; Russell, 2005 and Stamp, 2007).

Barry et al., (2001) also highlight that in the mid-1980s, the marketing of higher education emerged as an offshoot of the field of health care marketing. In the beginning, there was resistance within the institutions itself and it was perhaps the greatest challenge to marketing education. The perception existed in the higher education (HE) tended to discount marketing as an appropriate tool for education, equating marketing with selling products that degraded the profession and delivery of quality education and performance (Becker, 2009). As the time passed, marketing became an invaluable tool to ensure the survival and ultimate success of higher education (HE) (Blackburn, 1980; Dolence, 1993; Turnbull and Edwards, 2005 ; Ferrari and Lauer, 2000; Hayer, 1991; Kotler and Clarke, 1986; Kotler and Fox, 1995 ; Topor, 1997; Russell, 2005 ; Bunzel, 2007).

The concept of marketing of education is not new; however, implementation of a comprehensive marketing techniques in the educational sector is adopted in the mid-1980s. The implementation of the marketing of education is also a relatively new activity, as is the admission by some educational administrators that marketing is a legitimate, relevant, and viable management strategy (Tytherleigh et al., 2005 and Becker, 2009).

In the late 1980s, several marketers with industrial background entered in marketing of higher education, where the focus was on a physical product. At the start, it took

some time to understand non-tangible service marketing in general. Many marketers came from internal public relations offices, they were not aware of the complete scope of marketing. This lack of recognition had existed previously in health care, but was addressed and rectified by health care administration programs which included marketing courses as part of the curriculum. Indeed, many challenges were faced by marketers in the development and growth of application of marketing tools in higher education (HE) (Barry et al., 2001; Bok, 2003; Litten, 1980 and Domino et al., 2006). For that reason, in conclusion, today, all universities have separate marketing department (Bok, 2003 and Domino et al., 2006).

### **4.3.3 Developing role of contemporary marketing applications in higher education (HE)**

Like any other businesses, higher education also needs effective marketing applications which gives good quality of education and organizational performance. Marketing in higher education is a way of managing to improve the effectiveness, efficiency, cohesiveness , flexibility, and competitiveness of an institution as a whole. Marketing in higher education (HE) is a management philosophy and institutional practices which aim to harness the human and material resources of educational institution in the most effective way to achieve the objectives (Barnett, 1990 ; Tight, 2004 ; Sinlarat,2005 and Gibbs 2008).

Sinlarat (2005) ; Pascarella and Terenzini (1991) ; Leslie and Brinkman (1988) ; Tooley (2003) ; Domino et al., (2006) ; Bunzel, D.L. (2007) and Bennett and Ali-

Choudhury (2009) state that the importance and value of marketing in higher education is unquestionable. Moreover, the application of marketing concepts in higher education is to provide quality education, research and related services to continuously satisfy stakeholders' needs and achieve excellence through it (Archer et al., 2003 ; Sinlarat, 2005 ; Russell (2005) and Bennett and Ali-Choudhury 2009). In addition, according to them marketing in higher education is to supply satisfactory teaching standards, competitive research and complementary services and facilities which must be internationally competitive. According to Drummond (2004) and Domino et al., (2006) in today's higher education system, marketing is directly and clearly related to the forces and elements that affect business organizations across the globe. They also express the view that the commercialization of higher education and organizations now place far greater emphasis on marketing as a means of business development.

Drummond (2004) and Bunzel (2007) also write that the marketing management of higher education increasingly rely on the strategies, methods and tools that the business world has long-adopted, irrespective of their profit or non-profit orientation. They further stress that the concept of marketing in higher education require understanding better their markets' needs and wants.

First of all, it is very much obligatory towards the segmentation of their markets and the targeting of the right segments. Secondly, it is essential for the in-depth investigation into the causes and effects of customer behaviour within individual segments, as well as the motivators that underlie this behaviour. The adoption of

marketing techniques in higher education as on organizational philosophy will not only influence the administrative style but also affect its culture (Grabowski, 1981 and Winter and Sarros 2002 ; Hemsley-Brown and Oplatka 2006; Gibbs 2008 and Bennett and Ali-Choudhury 2009). Carlson and Fleishher (2002) and Bunzel (2007) also write that marketing in higher education is a thoroughly integrated effort for gaining competitive advantage by continuously improving every aspect of organizational culture.

The undisputed concept of marketing in educational institutions, just like any other industry with customers, has as a primary purpose to satisfy their customers. Relying on fundamental marketing concepts, it becomes apparent that once institutions identify the needs and wants of the customer, the task of satisfying these needs and wants becomes more feasible and practical (Eagle and Brennan, 2005 ; Carlson and Fleisher, 2002; Becker and Lewis, 1992; Hoenack and Collins, 1990 and Buss et al., 2004 ; Brown and Oplatka 2006 ; Stamp 2007 ; Gibbs 2008 and Bennett and Ali-Choudhury 2009).

The marketing of higher education is a process which consists of decisions on the marketing mix, i.e. the right product at the right place, right promotion and right price. As the marketing functions are always concerned with effectiveness (doing the right thing) and efficiency (doing things right). Consequently, the successes of the marketing functions are always the primary objective in higher education (Witcher, 1990 ; Clayson and Haley 2005 ; Domino et al., 2006 and Stamp 2007 and Bennett and Ali-Choudhury 2009).

As a whole, in every division, higher education marketing is an entire system, including planning, operations and maintenance, involving everyone from top executives to workers, promoting productive maintenance through morale building management and small-group activities in an effort to maximize efficiency. For instance, necessary equipments such as computing facilities, laboratory equipment and demonstration displays require regular maintenance in order to provide services when required. The conditions of these equipments and facilities have a direct impact on the quality of services in the form of teaching and instruction sessions (Barnett, 1990 ; Winter and Sarros, 2002 and Stamp 2007).

Application of marketing principles in higher education are the main guarantee of success because it requires leadership, commitment, total customer satisfaction, continuous improvement, total involvement, training and education, ownership of problems, reward and recognition, error prevention, and teamwork (Dearing, 1997 and Smith, 2002 and Domino et al., 2006) . In addition, some employees may recognize the importance of marketing in higher education (HE) but fail or are not willing to contribute individually because they do not know what is required or are not motivated to participate. So, in order to implement marketing planning effectively, it is important to ensure that everyone is fully involved in and committed to the process and procedure (Clarke, 2003 ; Smith, 2002 and Judson et al., 2006).

Today's universities face a lot of critics since advent of fees from students in a very crowded and competitive market place. Potential students and other stakeholders view the higher educational institutions from many sources like how the phones are

answered and building condition to web blogs matters. Managing the messages relayed by these diverse channels are the most important role of marketing in higher education (Dearing, 1997 and Knight, 2011).

The marketing process of higher education includes the following aspects: scanning the environment; defining the institutional mission; analysing institutional strengths, weaknesses, opportunities, and threats; formulating specific objectives; and targeting potential students. As a result, it develops a marketing mix and it can be used by an educational institution to achieve its objectives in a particular and desired setting (Decore and Pannu, 1989 ; Hebron, 2005 and Bruce, 2006).

The primary aim in successful higher education marketing is to direct relevant publics and their expectations come together with those of educational administrators (Dennison, 1990 ; Brookes, 2003 ; Domino et al., 2006 and Gibbs 2008). The development of a marketing process in higher education stems from its vision. Hence, first of all institutional vision must be clearly identified because vision statement influences the limits an educational institution is free to adapt to its changing environment (Clarke, 2003 and Russell, 2005 and Bruce, 2006 ).

Canning (1988) ; Wolverton et al., (2005) and Domino et al., (2006) express the view that the adoption of marketing as an institutional philosophy in higher education requires that the entire organisation should reflect in terms of marketing: consumer needs, market segmentation, competitors and their positioning, and developing product/market trends. Likewise, it will improve market place performance and



promote the educational institution's growth. Furthermore, it is essential for higher education marketing that employees must understand and recognize the value of their institutional vision, processes, values, and issues, whilst at the same time understand how marketing strategies can be effectively incorporated (Canning, 1988; Bruce, 2006 ; Domino et al., 2006 ; Stamp , 2007 ; Gibbs , 2008).

Educational institutions must have to understand and adopt the concept of marketing principles and strategies (Clarke, 2003 ; Bernard et al., 2003 and Gibbs , 2008). Implementation of marketing principles in higher education will give a degree of success by educational institutions in the form of greater success in fulfilling the institution's vision, satisfaction of the institution's employees and improvement in efficiency (Kotler and Fox, 1985 ; Domino et al., 2006 ; Gibbs , 2008 ).

On the other hand, different higher educational institutions achieve benefits from marketing strategies based mainly on the needs and goals of those institutions. Some institutions have adopted marketing to increase enrolment, others to increase the quality of students who have enrolled, and yet others to enhance the image or prestige of the institutions (Cohen, 1985 ; Domino et al., 2006 and Bunzel, 2007). Application of marketing strategies in higher education (HE) increase the effectiveness of its academic curriculum design and delivery by aligning them with the wants and needs of various publics, the institution's strengths and weaknesses, and the institution's mission. No matter what of the kind of education is offered, the implementation of marketing in higher educational institutions demonstrate that

academic curriculum development display the needs of the students, employers, and society in general (Davies, 1989 ; Bruce, 2006 ; Stamp, 2007 ).

#### **4.3.4 Importance of Faculty (Employee) involvement (Internal marketing) in the educational marketing process**

Employees in higher education have to be fully concerned and involved if marketing has to be effective and result oriented. (Doyle and Newbould, 1986 ; Campbell, 1978 ; Kotler and Andreasen, 1987 and Noor and Sahibzada , 2012).

Topor (1983) argues that

*"the most successful marketing strategy begins at the top" (1983:5).*

According to Kohut (1988) in a study of 46 liberal arts colleges and universities in the United States, it was found that top management support and involvement was a major factor in the success of higher education marketing. Hence, in higher education marketing, it must be ensured that the administrative and academic members of staff not only recognize and believe in the application of marketing but actively support the activities. Faculty involvement, in the educational marketing process is of principal importance to its success ( Kotler and Andreasen, 1987 ; Topor,1983 ; Davies and Scribbins, 1985 and Brochado 2009).

#### **4.3.5 Importance of employee (internal customer) satisfaction in higher education**

It has been observed that significance of employee (internal customer) satisfaction has been increased in all over the world since the beginning of 1990s because higher education institutions are labour intensive. Moreover, their budgets are mostly spend to personnel and in result, their effectiveness and efficiency are mainly dependent on their employees (internal customer). Thus, satisfaction of the employees (internal customer) in higher education institutions is enormously significant (Judge and Watanabe, 1993 and Judge et al., 2012).

Even though, as it is explained above that there is a growing interest in employee satisfaction in higher education but majority of the leading theoretical and empirical research is done in the western countries.( e.g. Fredman and Doughney ;2011 ; Hagedorn, 1994; 1996; 2000 ; liacqua and Schumacher, 1995 ; Johnsrud and Heck, 1998 and Kanji and Tambi, 1999).

According to Comm and Mathaisel (2000) and Noor and Sahibzada, 2012) most of the researcher on higher education focus on students as customers, and evaluate student levels of satisfaction/dissatisfaction. Whereas, employee (internal customer) satisfaction are usually neglected. In fact, very few deal with university staff in general (Ward and Sloane, 1998 ; Kusku, 2003 ; Badril, 2009 and Noor and Sahibzada, 2012).

External customer satisfaction is the key to raise company profits. Moreover, it also facilitates company development (Dubrovski, 2001 and Badril, 2009). As it is discussed earlier employees (internal customers) are the greatest assets of any organisation (Nebekar et al., 2001 and Noor and Sahibzada, 2012). Their influences have an effect on organisational performance as much as external customer satisfaction. Furthermore, they satisfy the current working environment and cooperate with the business to accomplish their business goals (Domino et al., 2006 ; Badril, 2009)

Employees working in any higher education institution can be divided into two categories: academic staff, who are responsible for all kinds of academic activities such as research and teaching, and non academic staff (administrative staff), who are usually involved in supporting research and teaching activities. Therefore, their requirements must be fulfilled to improve the working environment and enable them to achieve outstanding results and performance ( Chen et al., 2006 ; Badril, 2009 and Noor and Sahibzada, 2012).

Organisations seek job satisfaction from their employees (Oshagbemi, 2003 and Badril, 2009). Job satisfaction radically influences job performance, absenteeism, and psychological distress (Andrisani, 1978; Davis, 1992; Spector, 1997 ; Nyquist et al., 2000 ; Gilbert et al., 2000 and Badril, 2009). So indeed, dissatisfied employees are more prone to excessive turnover and absenteeism. Therefore, employee satisfaction is a strategic concept and directly linked to employee performance, organisational productivity and other issues, including labour turnover (Dickter et al.,

1996; Murat and Thomas , 2003 ; Lee et al.,1999; Melamed et al., 1995; Sekoran ; Jauch, 1978 ; Badril, 2009 and García-Aracil, 2009). Similarly, employee satisfaction is as important as external customer satisfaction in influencing organisational performance (Murat and Thomas , 2003 and Badril, 2009 ) and it shows that job satisfaction is among the best predictors of turnover. Moreover, it also influences external customer perceptions of service quality (Rafaeli, 1989; Hagedorn, 1996 : Bender and Heywood, 2006 and Badril, 2009 ). Conversely, employee satisfaction enhances creativity and commitment. Thus, employee satisfaction must not be ignored in spite of that, very few organisation seriously consider it (Ulmer et al., 1999 ; Bender and Heywood, 2006 and Badril, 2009 ).

The fundamental objectives of any higher education institution are to provide in-depth knowledge, seek academic development, educate students, and coordinate national development demands (Eyupoglu and Saner, 2009 and Bunzel, 2007). Okpara et al., (2005) propose that university staff (internal customers) accomplish three major functions; teaching, researching, administration and management. Mamiseishvili and Rosser, (2010) examine the satisfaction of academic staff and non academic staff in higher education sector by using various variables, including salary, perceived support from colleagues, satisfaction with administration, university vision, employee training, enjoyment of student interaction and perceived stress levels.

Nevertheless, employees can be successful if they can turn their work environment more productive with the help of other employees who are involved in the same

organization with different jobs (Küskü, 2003 and Domino et al., 2006). Employee (internal customer) satisfaction is the reflection of the degree to which the each employee's needs and desires are met and how and what level it is perceived by the other employees (Hagedorn, 1994 and Mamiseishvili and Rosser, 2010).

#### **4.3.6 Conclusion**

To implement marketing techniques generally is high-priced exercise. So, it must be carefully managed and followed in order to achieve institutional objectives. Adoption of marketing strategies in higher education will increase influence of constraints and level of competition in the environment (Dearing, 1997 and Winefield et al., 2008).

Adoption of marketing strategies will give benefits to their institutions, enhance their market shares and it will be impossible to ignore these benefits (Dearing, 1997 ; Badril, 2009). The application of marketing to educational institutions requires specific management actions, such as the adoption of a marketing philosophy, senior administrators' acceptance, market-led allocation of resources, and constant monitoring of institutional activities (McInnis and Anderson, 2005 and Badril, 2009). Doyle and Newbould (1986) and Badril (2009) also highlight that in the higher education sector, the adoption of a marketing approach brings programme development closer to the needs of the relevant publics, increases institutional responsiveness, and provides a more efficient allocation of resources. Moreover, marketing higher education is based on an organisational philosophy and it promotes careful planned programme to enhance client satisfaction, employee satisfaction,

institutional effectiveness, and social advancement (Baldwin and James, 2000 ; Jongbloed, 2003 ; Trim, 2003 ; Brookes ; 2003 ; Shandler, 1980 ; Gibbs, 2008 and Badril, 2009).

As it is explained earlier that this research aims to explore the relationship between the variables of internal marketing (IM) and employee satisfaction within Pakistani universities. In the next section, three targeted universities are discussed.

#### **4.4 Targeted Universities in Pakistan**

In order to achieve the research objectives the three distinguished universities of higher education in Lahore, Pakistan were targeted which are as follows:

- a) University of the Punjab (PU)**
- b) University of Engineering and Technology (UET)**
- c) Lahore University of Management Sciences (LUMS)**

##### **a) University of the Punjab (PU)**

University of the Punjab (PU) is the largest and the oldest seat of higher learning in Pakistan. This public institution was established in 1882 by British colonial authorities in undivided India. It is located in the historical and culturally alive city of Lahore, Pakistan and the most important low tuition fees; the university remains the institution of first choice for admission seeking students (Khawaja, 1996 ; www28).

### **b) University of Engineering and Technology (UET)**

University of Engineering and Technology (UET) is the oldest engineering educational institution of Lahore, Pakistan. It was established in 1921 before partition of India by British. UET has honour to produce the largest number of engineering graduates in Pakistan. It is also considered number one public sector engineering university in Pakistan (www29).

### **c) Lahore University of Management Sciences (LUMS)**

The Lahore University of Management Sciences (LUMS) is one of the largest leading private universities of Pakistan. LUMS is one of Pakistan's first private universities was established in 1984 by sponsors belonging to the country's leading private and public sector corporations (www30). The university was granted a charter by the Government of Pakistan in March 1985 (www31).

LUMS is rated as the best in Pakistan for management studies. According to the higher education commission (HEC) of Pakistan, LUMS is the top ranked leading Pakistani university among institutions that offer degrees in Business Management and Information Technology in South Asia (www32 ; www33 and www34).



## 4.5 Summary

This chapter explained the overall importance of higher education in society, gave a brief description of the employee satisfaction in higher education, marketing applications in higher education and illustrating the significance of internal marketing (faculty involvement) in educational and marketing process.

This was followed by a giving brief overview of higher education (HE) in Pakistan, its key features and recent achievement and defining three targeted universities in Pakistan for the research, in order to find relationship between the variables of internal marketing (IM) and employee satisfaction within three targeted Pakistani universities.

In the next chapter, Research Methodology will be carried to further elaborate the research. So, that best possible philosophy and methodology can be adopted . In addition, empirical data can be collected and investigated in order, to answer reserach questions.

In the next chapter, Research Methodology will be carried to further elaborate the research. So, that best possible philosophy and methodology can be adopted . In addition, empirical data can be collected and investigated in order, to answer research questions.

## **Chapter Five**

### **Research Methodology**

## **5.0 The Research Project**

### **5.1 Introduction:**

Chapter two, three and four have presented a comprehensive literature review, and in this chapter a suitable method is presented to carry out the proper research.

This chapter presents the suitable research philosophy and methodology adopted in this research. Its main aim is to provide empirical data to investigate the research problems and answer the research questions.

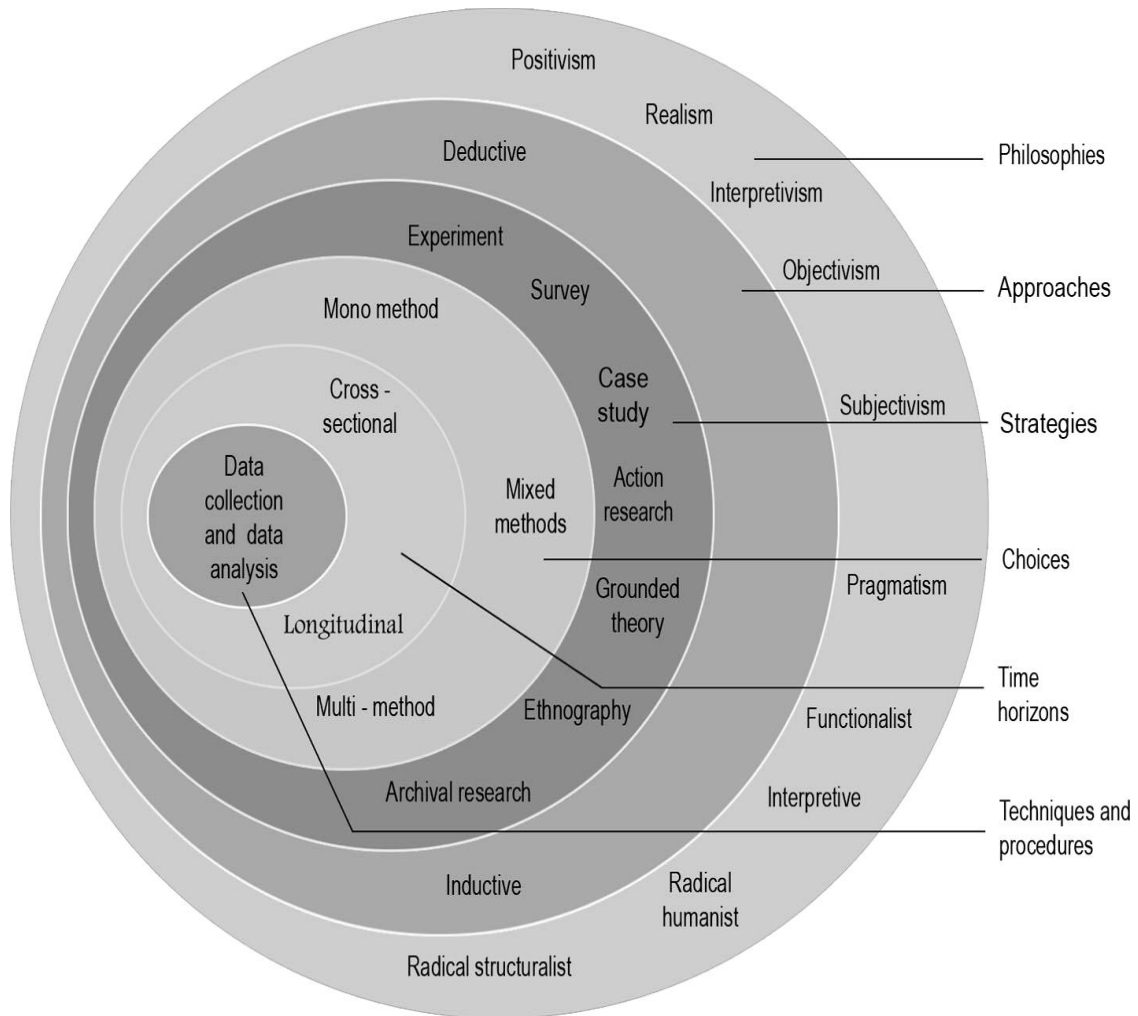
In this chapter, first of all, the philosophical paradigms are discussed then two research approaches; inductive and deductive are explained with justification for the adoption of the deductive approach . After that, most suitable research philosophy is identified with rational justification. Subsequently, a clear explanation of the research strategy, reasons for adopting survey as a strategy, questionnaire as a tool and type of questionnaire for this study are mentioned. Next is the final structure (layout of the questionnaire is discussed with justification for the questions of the questionnaire. Last section sets summary of this chapter. The questionnaire is attached in the Appendix -2.

Research methodology is the way in which data is collected, organized, analysed and integrated for the research project in order to solve a problem or answer a question (Sekaran, 1992). It is usually described as

*“ a voyage of discovery during which the researcher learns much about research methodology as well as about the subject being researched, and may even learn something of him or herself” ( Remenyi et al., 1998:27)*

According to Collis and Hussey (2003) research methodology determines the research process from the beginning to the end. They also emphasise the research philosophy, which refers to the assumptions about the world and the nature of knowledge. Arbno and Bjerke (1997) see research methodology as guiding principles for certain knowledge. Generally speaking that there are several approaches which can be considered in research. Saunders et al., (2003 : 2000) describe the research process as layers of an onion which need to be peeled so that research philosophy, approach, strategy, time restrictions and the data collection methods can be found.

**Figure 5:1 The Research process 'onion'**



Source: The Research process 'onion' Saunders et al., (2000:85)

Collis and Hussey (2003) have divided the whole process of research into the following steps. Firstly, why the research is being conducted. It means that what is the purpose and principle reason of the research. Secondly, in what way data will be collected in order to analyse the research question. It means the process and procedures of the research. Thirdly, is research moving from general to specific topic or vice versa. It means logic, reasons and judgement of the research. Fourthly, is researcher contributing new to knowledge and trying to resolve and answer particular problem.

Following table explain the major kinds of research as above criteria

**Table 5:1                      Classification of main types of research**

Basic of classification	Type of research
Purpose of the research	Exploratory, descriptive, analytical
Process of the research	Explanatory or predictive research
Logic of the research	Quantitative or qualitative research
Outcome of the research	Deductive or inductive research
	Applied or basic research

Source: Collis and Hussey (2003:10)

## 5.2 Research Philosophy or Paradigm

The term paradigm refers to the progress of scientific practices based on people's philosophies and assumptions about the world and the nature of knowledge (Collis and Hussey, 2003 and Saunders et al., 2009). According to them the term paradigm is used very loosely and with different meaning in academic research and every person takes its different meaning. It is suggested by Morgan (1979) that the term can be used at three different levels:

- a) at the philosophical level, where it is used to reflect basic beliefs about the world.
- b) at the social level, where it is used to provide guidelines about how the researcher should conduct his or her endeavours.
- c) at the technical level, where it is used to specify the methods and techniques which ideally should be adopted when conducting research.

Business research, like other social science research, aims at solving various issues and problems which exist in society and in the business environment. The researcher needs to address philosophical issues behind these problems so that approach can solve problems and justify the methods used in finding solutions. This

is known as philosophical 'stance' or 'consideration' taken by the researcher (Johnson and Duberley, 2000 and Saunders et al., 2007).

Philosophy of research is very essential and important for researchers. According to them there are at least three reasons for this. Firstly, it helps to explain research designs. This means what type of data is required, how to collect and interpret it, in order to reach the best answers or solutions to the research question. Secondly, it clarifies and makes it easier for the researcher to analyse which research design is applicable or not and which research design will give appropriate results, so aiding in an appropriate choice of methodology. Thirdly, it may help the researcher to recognize and even generate designs, which could be outside his or her past experience (Easterby-Smith et al., 2008 ; Crème and Lea, 1997 and Sekaran, 2003).

In this section two main philosophical paradigms which dominate the literature in the field of management research are discussed, namely positivism and phenomenology. Furthermore, both philosophical paradigms are different views and play very important roles in business and management research (Clough and Nutbrown 2012 ;Hussey and Hussey, 1997; Easterby-Smith et al., 2002; Gill and Johnson, 2002; Collis and Hussey, 2003; Jankowicz, 2005; Saunders et al., 2003; Remenyi et al., 1998 ; Creswell, 2009 ; Bryman and Bell, 2003 and Sekaran, 2003).



**Table 5:2 Alternative terms for the main research paradigms**

Positivistic paradigm	Phenomenological paradigm
Quantitative	Qualitative
Objectivist	Subjectivist
Scientific	Humanistic
Experimentalist	Interpretivist
Traditionalist	

Source: Collis and Hussey 2003, p.47

**Table 5:3 Features of the two main paradigms**

Positivistic paradigm	Phenomenological paradigm
<ul style="list-style-type: none"> <li>• Tends to produce quantitative data</li> <li>• Uses large samples</li> <li>• Concerned with hypothesis testing</li> <li>• Data is highly specific and precise</li> <li>• The location is artificial</li> <li>• Reliability is high</li> <li>• Validity is low</li> <li>• Generalise from sample to population</li> </ul>	<ul style="list-style-type: none"> <li>• Tends to produce qualitative data</li> <li>• Uses small samples</li> <li>• Concerned with generating theories</li> <li>• Data is rich and subjective</li> <li>• The location is natural</li> <li>• Reliability is low</li> <li>• Validity is high</li> <li>• Generalises from one setting to another</li> </ul>

Source: Collis and Hussey 2003, p.55

## 5.2.1 Positivism

In positivism, the researcher will probably adopt the philosophical stance of the natural scientist. The researcher will prefer

*“working with an observable social reality and that the end product of such research can be law like generalizations similar to those produced by the physical and natural scientist” (Remenyi et al., 1998:32).*

A positivistic paradigm is based on the concept that the study of human behaviour should be carried out in a similar way as studies carried out in the natural sciences (Hussey and Hussey, 1997 ; Bryman and Bell 2011 and Sekaran, 2003). That means if the research philosophy shows the image of positivism, then researchers will take the philosophical stance of the natural scientist (Bryman and Bell 2011 and Saunders et al., 2003). According to them, in this course of action, researchers presume the role of objective analyst, calmly understanding and explaining about data that is collected. It means there will be an emphasis on a highly structured methodology to facilitate replication and quantifiable observation that lend itself to statistical analysis (Gill and Johnson, 2002). According to Easterby-Smith et al., (2002) the positivist philosophy traditionally assumes that the researcher undertakes the role of an objective analyst, making detached interpretations about the data that has been collected.

In positivism, Remenyi et al., (1998) describe,

*‘the researcher is independent of and neither affects nor is affected by the subject of the researcher’ (Remenyi et al., 1998:33).*

Consequently, personal beliefs, hunches, feelings, intuitions and emotions do not count as evidence in positivistic philosophy (Bryman and Bell, 2011 and Jankowicz, 2005). The positivistic paradigm looks at a variety of phenomena and at the same time looks for causes and links. The benefit of the positivistic approach is cost effectiveness and quick data collection and simplicity of analysis (Remenyi et al., 1998; Easterby-Smith et al., 2002; Collis and Hussey, 2003; Sekaran, 2003; Saunders et al., 2003 ; Bryman and Bell, 2011 and Jankowicz, 2005 ).

A positivistic philosophy has number of attributes like: it is deductive and it tries to find out causal relationships among the variables being researched and links them to a certain theory. It commonly makes use of quantitative data. Large samples from population are usually used and hypotheses are tested. It determines the relationship between variables and it also establishes the reliability and generalisability of data. Positivistic philosophy is cost effective and quick in data collection and the easy to analysis. (Remenyi et al., 1998; Easterby-Smith et al., 2002; Collis and Hussey, 2003; Sekaran, 2003; Saunders et al; 2009 and Jankowicz, 2005 ).

Similarly, Malhotra and Birks (2003) point out that the basic factor of positivistic research is the desire to generalise findings to a target population. Most targeted population are so large that measurements of them can only be managed through representative sample surveys (Veal, 2005).

### **5.2.2 Phenomenology**

According to Collis and Hussey (2003) phenomenology is the science of phenomena. A phenomenon is a

*“fact or occurrence that appears or is perceived, especially one of which the cause is in questions” (Allen, 1990, P893).*

Hence, according to Collis and Hussey (2003) the phenomenological paradigm is based on the perceptive of human behaviour from the participant’s own frame of reference. Social scientists have assumed that social reality is within human beings so consequently, the act of investigating reality has an effect on that reality.

Argument against the positivism paradigm indicates that

*“the physical sciences deal with objects which are outside us, whereas the social sciences deal with actions and behaviour, which are generated from within the human mind” (Hussey and Hussey, 1997, p.52).*

Phenomenologists strongly consider that social reality is dependent on the human mind. Therefore, in phenomenological paradigm, it uses a more personal process in order to understand reality (Carson et al., 2001; Hussey and Hussey 2003 and Saunders et al., 2009).

It can be argued by researchers that the social world of business management is completely different and it cannot be theorized by definite 'laws' like physical sciences. According to them, rich in-depth research of business management would be lost if it is reduced to a series of law-like generalizations. This type of research philosophy and view is likely to be nearer to that of the phenomenologist (Cooper and Schindler, 1998 ; Hussey and Hussey 2003 and Saunders et al., 2009). In the case of business and management research, this opinion carries heavy weight because business circumstances most of the times are very complex and this raises questions about the generalisability of research that aims to capture the rich complexity of social situations (Saunders et al., 2009). They also describe that social scientists criticize positivism. According to them, physical sciences deal with objects which are outside human beings, while the social scientists deal with action and behaviour which are generated from within the human mind. In addition, social scientist also argue that the

*“interrelationship of the investigator and what was being investigated was impossible to separate, and what existed in the social and human world was what we (investigators and laymen) thought existed” (Smith 1983; P.7).*

Saunders et al., (2009) write that phenomenological paradigm has emerged as a result of criticism and dissatisfaction with the application of the positivistic approach in social science. Easterby-Smith et al., (2002) argue that this philosophy

*“stems from the view that reality is not objective and exterior, but is socially constructed and given meaning by people”. (P.29).*

In other words, the phenomenological approach focuses on the subjective state of individuals by embracing the meaning rather than the measurement of social phenomena (Easterby-Smith et al., 2008).

This philosophy tries to understand and explain why people have different experiences, rather than searching for external causes and fundamental laws to explain their behaviour. Moreover, the researcher is not independent of what is being researched but is a part of it. At the same time, the weaknesses of this philosophy are that: large samples are required if results are to have credibility, and this may be costly and time consuming (Clough and Nutbrown, 2012, Remenyi et al., 2003; Easterby-Smith et al., 2008; Collis and Hussey, 2003; Saunders et al., 2007; Hair et al., 2003).

There are advantages and disadvantages for both of research philosophies. Table below shows the strengths and weaknesses of the positivist and phenomenological philosophies.

**Table 5.4 The strength and weakness of positivist and Phenomenological philosophies**

Theme	Strength	Weakness
Positivist (quantitative Paradigm)	<ul style="list-style-type: none"> <li>• Can provide wide coverage of the range of situations.</li> <li>• Can be fast and economical.</li> <li>• Where statistics are aggregated from large samples, they may be of considerable relevance to policy decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Methods used tend to be rather inflexible and artificial.</li> <li>• Not very effective in understanding processes or the significance that people attach to action.</li> <li>• Not very helpful in generating theories.</li> <li>• Because of a focus on what is, or what has been recently, it may be hard for policy makers to infer what changes and actions should take place in the future.</li> </ul>
Phenomenological (qualitative paradigm)	<ul style="list-style-type: none"> <li>• Data-gathering methods seen as more natural than artificial.</li> <li>• Ability to look at change processes over time.</li> <li>• Ability to understand people's meaning.</li> <li>• Ability to adjust to new issues and ideas as they emerge.</li> <li>• Contribute to theory generation.</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection can be tedious and require more resources.</li> <li>• Analysis and interpretation of data may be more difficult.</li> <li>• Harder to control the pace, progress and end-points of research process.</li> <li>• Policy-makers may give low credibility to results from the qualitative approach.</li> </ul>

Source: Amaratunga et al., (2002:20)



## 5.3 Research approach

There are two research approaches to be considered, deductive and inductive. A new researcher might start thinking that one research approach is 'better' than another. Both research approaches are important and valuable at doing different things (Saunders et al., 2009 and Sekaran, 2003).

In case of choosing research approach, either deductive or an inductive. It depends on degree to which the researcher is clear about the theory from the beginning of the study (Saunders et al., 2009 ; Easterby-Smith, et al., 2008 and Sekaran, 2003).

### 5.3.1 Inductive approach:

In the inductive approach, the researcher will collect data and as a result of data analysis, a theory will be developed. The Inductive approach owes more to phenomenology (Saunders et al., 2007). In other words, inductive approach is the opposite of the deductive approach as it includes:

*“moving from the plane of observation of the empirical world to the construction of explanations and theories about what has been observed”  
(Gill and Johnson, 2002, p.40).*

In the inductive approach, one observes certain phenomena and on the basis of the observations one reaches certain conclusion (Sekran, 2003). This approach involves moving from individual observation to statements of general patterns or laws; this is

referred to as moving from the specific to the general (Collis and Hussey, 2003). Inductive approach also allows the researcher to gain an understanding of the meanings human beings attach to events Saunders et al., (2007). Researchers who use the inductive approach would also seriously criticize the deductive approach because in the deductive approach, rigid methodology is developed and followed which does not allow any alternative explanation of a current situation (Saunders et al., 2009).

In addition, inductive research is associated with qualitative research methods (Saunders et al., 2007) in order to establish different views of the phenomena under investigation (Easterby-Smith et al., 2008).

### **5.3.2 Deductive approach**

In the deductive approach researcher seeks the

*“development of a conceptual and theoretical structure prior to its testing through empirical observation”* (Gill and Johnson, 2002, p.34).

In the deductive approach, the researcher has his/her roots in the natural sciences and develops a theory and hypotheses related to the research and designs a research strategy in order to justify the researcher's theory and hypothesis (Saunders et al., 2007). Saunders et al., (2007) also write that the deductive approach owes more to positivism. According to Sekaran (2003), the deductive approach is a process by which one arrives at a reasonable conclusion by

consideration of known facts. In other words, this approach is referred to as moving from the general to the particular (Collis and Hussey, 2003). It is observed that the deductive approach is based in the natural sciences where

*'laws provide the basis of explanation, permit the anticipation of phenomena, predict their occurrence and therefore allow them to be controlled' (Hussey and Hussey, 1997:52).*

In deductive approach, laws present the basis of explanation then allow the anticipation of phenomena under investigation. After that predict their occurrence and then permit them to be controlled (Collis and Hussey, 2003). Deductive research is associated with quantitative research methods (Saunders et al., 2007) and moves from the general theoretical framework to the particular as particular instances are drawn from general inferences (Hussey and Hussey, 2003).

Robson (1993:19) lists five sequential stages through which deductive research will progress:

1. Deducing a hypothesis from the theory.
2. Expressing the hypothesis in operational terms
3. Testing this operational hypothesis. This will involve an experiment or some other form of empirical inquiry.

4. Examining the specific outcome of the inquire. It will either tend to confirm the theory or indicate the need for its modification.
5. If necessary, modifying the theory in the light of the findings. An attempt is then made to verify the revised theory by going back to the first step and repeating the whole cycle.

In the deductive approach, the concepts need to be operationalised in such a way that facts can be measured quantitatively. Another characteristic of the deductive approach is generalization. In human social behaviour in order to generalize about regularities, a sufficient numerical size sample must be selected (Saunders et al., 2003).

This research follows a deductive approach because it started with general ideas derived from the theory, not with observations on internal marketing and employee satisfaction. Rather, it used the theory and research on internal marketing and employee satisfaction to develop a conceptual framework to be explored within the context of universities in Pakistan. In addition, the literature review on internal marketing and employee job satisfaction was used to decide on the research questions. Consequently, this study has been conducted to provide answers for research questions and to identify whether or not the general ideas, such as the linkage identified in the conceptual framework, are correct. The following is a summary of the major difference between deductive and inductive approaches to research.

**Table 5.5 Difference between deductive and inductive approaches**

<b>Deductive emphasises</b>	<b>Inductive emphasises</b>
<ul style="list-style-type: none"> <li>• Scientific principles.</li>   <li>• Moving from theory to data.</li>   <li>• The need to explain causal relationships between variables.</li>   <li>• The collection of quantitative data.</li>   <li>• The application of controls to ensure validity of data.</li>   <li>• Researcher independence of what is being researched.</li>   <li>• A highly structured approach.</li>   <li>• The necessity to select samples of sufficient size in order to generalise conclusions.</li>   <li>• The operationalisation of concepts to ensure clarity of definition.</li> </ul>	<ul style="list-style-type: none"> <li>• Gaining an understanding of the meaning humans attach to events.</li>   <li>• A close understanding of the research context.</li>   <li>• A more flexible structure of permit changes of research emphasis as the research progresses.</li>   <li>• The collection of qualitative data.</li>   <li>• Less concern with the need to generalise.</li>   <li>• A realisation that the researcher is part of the research process.</li> </ul>

Source: Saunders et al., (2003), p. 91

## 5.4 Rational for Choosing the Research Philosophy

This research bends more in the direction of positivistic philosophy because of the following reasons:

- a)** The need to satisfy the research topic and its objectives. This research seeks to explain the casual relationship between variables (i.e Job satisfaction and growth opportunities, vision, team work, quality and internal customer focus, employee relationship, employee benefit, training and development.
- b)** This research needs to evaluate the variables of internal marketing (IM) that influence employee job satisfaction within the context of Pakistani universities, which means it tries to find and analyse through measurement and judgement.
- c)** Hypotheses testing, numbers of hypotheses are proposed and need to be tested, for this reason; statistical tests have been applied that utilise quantitative data. The statistical analysis package (SPSS) is used in order to analyse the collected data.

Generalisation, the sample size of this study is reasonably large (See section 5.10).

In this context, Saunders et al.,(2003;87) write that

*“in order to be able to generalise about regularities in human social behaviour it is necessary to select samples of sufficient numerical size”*

In the similar way, Malhotra and Bricks (2003) also explained that in positivistic research it is fundamental requirement to generalise findings to a target population. Most targeted populations are quite large that their measurements can only be managed through representative surveys.

- e) Resource limitation, the positivistic approach is cost effective, speed in data (time saving) and ease of analyses (Saunders et al., 2007).
- f) Previous studies in a similar area have applied the same quantitative methods as an appropriate way to achieve the research objectives ( e.g. Kusku 2003; Hwang and Jang chi 2005; Farzad et al., 2008 and Lai, 2006).

From the above mentioned reasons it is summarised and conducted that this thesis tends in the direction of a positivist philosophy.

## **5.5 Qualitative and Quantitative methods**

Qualitative and quantitative are the two methods and processes which are applied in research paradigms. Whereas, the qualitative approach inclines more towards phenomenological paradigm and quantitative approach tends to be linked and related with the positivistic paradigm (Saunders et at., 2003).

Saunders et al., (2003) also highlight that quantitative research methods are usually explained in the form of numerical data with statistical analysis so that the formulated research questions can be judged by measurement and it is in general takes the form of a questionnaire. According to Collis and Hussey (2003) in quantitative method, the collected data which is descriptive and illustrates frequencies. Whereas, in qualitative research methods, words are more emphasized than in numerical form. They also summarised the main features of the two approaches.

**Table 5.6 The main features of the quantities and qualitative methods**

Qualitative	Quantitative
Concerned with generating theories	Concerned with hypothesis testing
Uses small sample	Uses large sample
Data is rich and subjective	Data is highly specific
Reliability is low	Reliability is high
Validity is high	Validity is low
Generalise from one setting to another	Generalise from sample to populations

Source: Collis and Hussey (2003:55)

## 5.6 Theories and Hypothesis:

In the positivistic paradigm, generally a researcher studies the literature to understand an appropriate theory and then formulate a hypothesis. A hypothesis is defined as an idea or proposition which needs to be tested by using statistical analysis (Collis and Hussey 2003 and Sekaran, 2003).



In phenomenological approach, however, there might not be present or relevant theory or a researcher might not want to be constrained by existing theories. Therefore, researcher usually, explains the phenomena with different perception which emerge in the data (Collis and Hussey 2003).

As it is explained earlier, this research aims to examine the relationship between internal marketing and employee satisfaction within three targeted universities in Lahore, Pakistan which means it tries to find and analyse through measurement and judgement. In addition, this also tests framework and hypothesis. Subsequently, it stresses the need to formulate hypotheses for verification. The statistical analysis package (SPSS) will be applied in order analyse the collected data. From the above mentioned reason, it is summarised and conducted that this thesis tends in the direction of positivistic philosophy.

## **5.7 Type of data:**

In the positivistic paradigm, it is necessary that the data which is used must be highly specific and precise. As, measurement is an important factor of the research process in positivistic paradigm. Moreover, significant rigour must also be applied to make sure the accuracy of the measurement (Collis and Hussey 2003).

## **5.8 Reliability:**

According to Collis and Hussey (2003) reliability is related with the results of the research and besides that the credibility of research findings. In statistics, reliability means consistency of a set of measurements obtained from respondents (Pallant 2007). It means that if a finding of the required research data is repeated and the same result is reproduced then it is considered reliable (Collis and Hussey 2003 ; Veal, 2005 and Sekaran, 2003). Reliability is very important in positivistic research and is usually very high. Whereas, in phenomenological paradigm, reliability is interpreted in different ways. In phenomenology, qualitative scales are measured differently from a positivistic sense. For instance, if a manager of a bank decides to grant an overdraft to customers, he has information and rational criteria, such as income level, security of employment, previous evidence of repayment, property ownership etc. Likewise, on the other hand, observation or in depth interviews may determine different criteria and standards than already presented rational information about customers which could be equally important. In additions, their criteria could be less rational in order to establish principal standards so that the overdraft can be granted to customers (Saunders et al., 2009 and Sekaran, 2003).

## 5.9 Validity

Collis and Hussey (2003) explain that validity means a level where finding of a research, precisely represent the action. In the same way, validity of research findings can be undermined because of wrong and miscalculating research procedures, poor samples, inaccurate or misleading measurement (Sekaran, 2003).

*“An effect or test is valid if it demonstrated or measures what the researcher thinks or claims it does”(Coolican,1992; 35).*

In the positivistic approach validity is usually very low because it focuses on the precision of measurement and the ability to be able to repeat the experiment reliably.

In other words, measures do not reflect the investigated phenomena in positivistic approach.

In contrast, in phenomenological approach, the researcher ensures the essence of phenomena from his/her perception and extracts data for explanation and analysis. As a result, validity is high under such an approach because full access to the knowledge and meaning involved in the phenomena (Collis and Hussey, 2003 ; Saunders, 2009 and Sekaran, 2003).

## 5.10 Generalisability

According to Vogt (1993) generalisability is

*“the extent to which you can come to conclusions about one thing (often a population) based on information about another (often sample)”(p, 99).*

In generalisability of data; the sample size (population) of this research will be quite large. In this perspective, Saunders et al., (2003) write that

*“In order to be able to generalise about regularities in human social behaviour it is necessary to select samples of sufficient numerical size” (P, 87).*

According to Collis and Hussey (2003)

*“Generalisation is concerned with the application of research results to cases or situations beyond those examined in the study”(p, 59).*

In the positivistic paradigm, a researcher must be determined that characteristics and information found in the collected samples must be presented in the population from which samples are drawn.

## 5.11 Research strategy

Remenyi et al., (1998) emphasise that adoption of a research strategy should be followed after thoughtful consideration about that how the research questions can be answered with reasons and justifications.

In social sciences a researcher can apply a number strategies. According to Remenyi et al., (1998) research strategy is a working plan in which specific and precise plan is adopted and particular research methods are followed and used. In other words, it was defined as

*“the direction of the research including the process by which the research is conducted” (Remenyi et al., 1998:44).*

There are a number of strategies like experiment, case study, survey and ethnography (Remenyi et al., 2003; Leedy and Ormrod, 2001; Saunders et al., 2007, Sekaran, 2003; Yin, 2003, Hair et al., 2003 and Jankowicz, 2005). Every strategy has its own specific approach and methods to be followed in order to collect and analyse data so it can be said each one has its own advantages and disadvantages. Most of the above mentioned strategies are inappropriate in order to achieve the aims and objectives of this research. For example, experiments are generally adopted in natural sciences and come under positivistic approach and method. Manipulation and control are the two main features. Laboratory setting is different from the real world. Moreover, experiment as a strategy is difficult to adopt in business research because the actual environment cannot be arranged and reflected

in laboratory settings. In addition, ethnographic approach bends towards phenomenology and does not seem to be an appropriate approach because of the limitation of the researcher's time and it demands the involvement of direct participation in the activities of certain work place (Collis and Hussey 2003 and Veal, 2005).

According to Collis and Hussey (2003) case study is a paradigm of phenomenological methodology. Yin (2003) highlights the point that case study strategy, questions are related with 'why', 'what' and 'how' because events are not under the control of researcher. Questions in case study have operational links to be traced by time, rather than by frequency. In addition, it also concentrates on contemporary phenomenon surrounded by a real life frame work.

In business studies, a general case study would be a company or particular departments of a company. At the same time it can include group of people or certain events. The disadvantage of adopting this strategy is that it will become quite complicated and demanding to realise the phenomena in a particular period of time. Additionally, case studies are usually illustrated as a lengthy process, time consuming and costly (Collis and Hussey 2003; Saunders et al., 2009).

### **5.11.1 Survey**

Surveys as a research strategy is usually considered an important part of positivistic methodology (Collis and Hussey 2003). Even though, all strategies have some advantages and some disadvantages. It all depends upon the research question which determine the strategy should be followed. Likewise, weakness of survey research is low response rate and possible ambiguities in questions. However, survey strategy is the most popular and commonly used method in business and management research (Remenyi et al., 1998; Saunders et al., 2007). According to Saunders et al., (2007) survey strategy is generally linked with deductive approach. Moreover, it is an efficient and very well organised way of collecting large amount of data on the basis of required information from variable respondents in a highly economical way.

#### **5.11.1.1 Questionnaire**

The questionnaire is a convenient data collection tool used in survey strategy (Oppenheim, 1992; Sekaran, 2003; Saunders et al., 2009).

Sekaran (2003) has defined a questionnaire as

*“a pre-formulated written set of questions to which respondents record this answer” (p,26).*

Likewise, Hair et al., (2003) defined it as the

*“pre-determined set of questions designed to capture data from the respondents” (P, 130).*

Spasford (1999) similarly writes that

*“a survey in this sense is a detailed and quantified description- a precise map and/or a precise measurement of potential” (P, 2).*

According to Spasford (1999) quantification is a tool in survey research that differentiates it from other types of research projects. Questions are generally asked to respondents, which the researcher wants to be answered, and often range of answers is also given which needs to be dictated. Set rules of standardisations and scales are the fundamental tools of survey research which is a method of measurement so that consistent answers can be achieved from consistent questions.

In this study, survey strategy has been adopted in order to answer the objectives of this research and the need for a large sample to carry out data analysis. In addition, questionnaire in survey strategy is considered broad in nature and it focuses on scope rather than depth (Saunders et al., 2009). That is why, it is well suited to collect a large amount of data. This is the reason why the researcher has used questionnaire as a tool to measure variables of internal marketing that influence employee job satisfaction.



The questionnaire is most often used as a method of gathering data from the required field (Sekaran, 2003). Afterwards, statistical techniques can be applied to give explanations and descriptions of the meaning beyond data gathered in order to determine reliability, validity and statistical significance (Collis and Hussey, 2003). One of the biggest advantages of a survey strategy is that it can be adopted to study attitude, value, belief and past behaviours. Equally, it is the most prominent and economical method to collect massive amount of data and information from large number of population (Oppenheim, 1992 and Leedy and Ormrod, 2001). Moreover, it makes it easy for researchers to administer efficiently and effectively the significant amount of data. Survey strategy provides control to a researcher over the research process. In survey strategy, questionnaires are easy to make comparisons and analyse statistically. In addition, it is far easy and quick to understand for common people. For instance, in everyday life surveys or reports which show the results about certain questions or cultural values indicate that how population thinks and behaves in certain way (Oppenheim, 1992; Leedy and Ormrod, 2001; Easterby-smith et al., 2008; Collis and Hussey, 2003; Jankowicz, 2005; Saunders et al., 2009).

Hence, from the above discussion, it can be said that a survey strategy is suitable for this research in order to achieve its objectives. For this reason, samples from a large population were identified from stratified sampling for the survey which means that members of the population will be grouped into relatively homogeneous subgroups before sampling so that the proportions within a sample are representative of the sizes within each university as a whole and the results and findings from the survey

can be generalised in order to understand more about the population (Krejcie and Morgan 1970).

### **5.11.1.2 Types of Questionnaire**

Once questionnaire has been chosen as the research strategy, then the next task is to choose the method of communication with targeted population.

Saunders et al., (2009) highlight different types of questionnaire like on-line questionnaire, postal questionnaire, telephone questionnaire and delivery and collection questionnaire. Moreover, Saunders et al., (2009) also highlight on-line questionnaire, postal questionnaire and delivery and collection questionnaire as self-administered and telephone questionnaire as interviewer administered.

The on-line questionnaire and postal questionnaire were difficult to use in this study due to difficulties in obtaining the email/ postal addresses of all types of staff (academic and non academic) of targeted universities and to send the questionnaire to them. Moreover, some of the non academic staffs of the universities like drivers, security staff, cleaners and staff working in cafeterias do not have internet access.

Regarding the telephone questionnaire, this is also difficult to use for many reasons. Firstly, it is difficult to contact some of non academic staff of the universities like drivers, security staff, cleaners and staff working in cafeterias on work telephone number. Secondly, the traditional difficulties accompanying the use of the telephone

in data collection in Pakistani environment. A telephone interviewee may have some suspicious towards the character of the interviewer. Thirdly, it is time-consuming and very costly, since the sample size of this study is quite large.

Fourthly, it has been seen as an inconvenient method for obtaining data because it was not clear for the interviewer of a suitable call (when day/night; where, home / office and how, whether to use the land line or mobile phone).

Due to these difficulties, neither a mailed questionnaire (on-line questionnaire and questionnaire) nor a telephone questionnaire has been used in this study. On the other hand, delivery and collection questionnaire (self-administered questionnaire) were seen as suitable methods to obtain data from the respondents.

Regarding the delivery and collection questionnaire (self-administered questionnaire). Oppenheim (1992) has pointed out that self-administered questionnaire are distributed to respondents by appointed fieldworkers.

Following this method, the questionnaires were delivered to respondents through appointed fieldworkers. Respondents were informed about the purpose of study, as well as the use of the data gathered. They were also informed that their response will be anonymous: no personal identity such as name and address will be required and issue of confidentiality and anonymity was also addressed. In addition, it was also clearly informed by appointed fieldworkers that it is the respondents' right to participate or not in the survey.

Questionnaires were delivered to respondents which were academic and non-academic staff of three different targeted universities in Lahore, Pakistan as discussed earlier in Chapter three: University of the Punjab (PU), University of Engineering and Technology (UET), Lahore University of Management Sciences (LUMS).

The staff were also reminded to remain as neutral as possible in administering the questionnaire. According to Sekaran (2003) the main advantage of this method is that it covers a wide geographical area. As recommended by Sekaran (2003), 3-5 days were set as the interval time between delivery and pick-up of the questionnaire. Moreover, this method also enabled the respondents to complete the questionnaires at their convenience, in their homes, and at their own pace. In addition, it is less expensive and less time-consuming.

Next Page presents in the Table 5.7 the overall description of three targeted universities in this research, their total population including academic and non academic staff and the required sample size of three universities for the distribution of questionnaire.

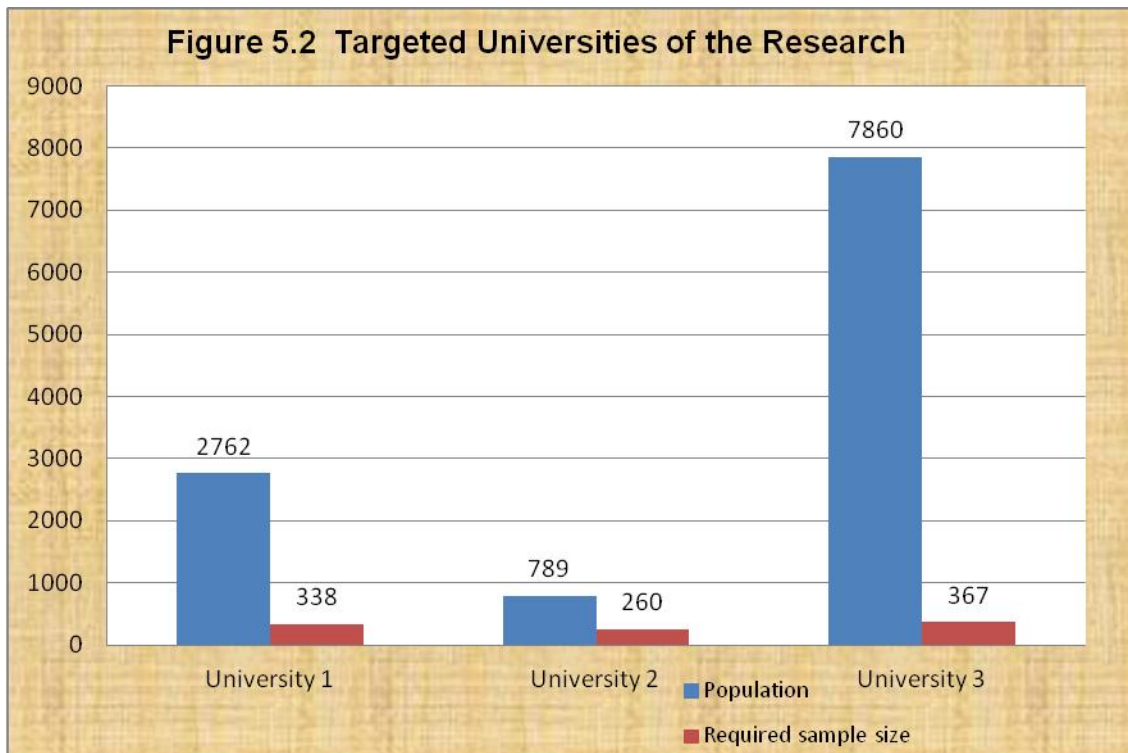
**Table 5.7 Targeted Universities of the Research**

<b>Universities</b>	<b>Population(Staff; academic and non-academic)</b>	<b>Targeted sample size(required)</b>
University 1	2762	338
University 2	789	260
University 3	7860	367

\*University 1 (University of Engineering and Technology; UET)

\*University 2 (Lahore University of Management Sciences ;LUMS)

\*University3 (University of the Punjab ;PU)



Krejcie and Morgan (1970) have produced a Table 5.8 for determining sample size of the targeted universities.

**Table 5.8 Determining sample size of the targeted universities**

N - n	N - n	N - n	N - n	N - n
10 - 10	100 - 80	280 - 162	800 - 260	2800 - 338
15 - 14	110 - 86	290 - 165	850 - 265	3000 - 341
20 - 19	120 - 92	300 - 169	900 - 269	3500 - 346
25 - 24	130 - 97	320 - 175	950 - 274	4000 - 351
30 - 28	140 - 103	340 - 181	1000 - 278	4500 - 354
35 - 32	150 - 108	360 - 186	1100 - 285	5000 - 357
40 - 36	160 - 113	380 - 191	1200 - 291	6000 - 361
45 - 40	170 - 118	400 - 196	1300 - 297	7000 - 364
50 - 44	180 - 123	420 - 201	1400 - 302	8000 - 367
55 - 48	190 - 127	440 - 205	1500 - 306	9000 - 368
60 - 52	200 - 132	460 - 210	1600 - 310	10000 - 370
65 - 56	210 - 136	480 - 241	1700 - 313	15000 - 375
70 - 59	220 - 140	500 - 217	1800 - 317	20000 - 377

N = Population size, n = sample size

The above mentioned sample size is expected to be representative of those to be respondents from within the accessible population in the universities.

## **5.12 Questionnaire design and pre-testing**

According to Sekaran (2003) the language used in the questionnaire is one of the most important aspects in questionnaire design. Words and sentences should be used in such a way that they are easily understood by the respondents. He further stresses that questionnaire design is related to how questions are worded, measured and organised. Ambiguities, inappropriate wording or misleading questions should be avoided in the questionnaire (Sekaran, 2003; Saunders et al., 2007; Collis and Hussey, 2003).

However, in questionnaire design, careful consideration has been made by researcher as recommended by many writers (Oppenheim, 1992; Saunders et al., 2007; hair et al., 2003; Sekran, 2003). These considerations are as follows:

- Clear, simple and precise wording of the questionnaire in order to avoid any ambiguities or misleading questions.
- Clear instructions for the completion of the questionnaire and directions of answering the questions of each section.

- The lengths of the questions were kept as short as possible and negative questions were avoided.

Oppenheim (1992) emphasise that every question in each section of the questionnaire that is taken from previous surveys or studies need to be piloted or modified to ensure that it will work as required with the kind of respondents involved.

Thus the questionnaire was developed and modified from the literature which identifies variables of internal marketing (IM) that are likely to influence employee job satisfaction in three targeted Universities in Pakistani, Lahore.

Therefore, the questionnaire was pretested and piloted. Pre-testing stage was done by adopting and involving experts available in the University of Salford, including research supervisor in providing with necessary guidelines. Other academic staff and research students of business school at the University of Salford were also asked to read the questionnaire and suggest any additional comments or corrections.



### **5.12.1 Translating the Questionnaire**

Since Urdu is the national language widely spoken in Pakistan and English is the official and medium of instruction used in the Pakistani universities. So indeed, original questionnaire was prepared in the English language and translated into Urdu using parallel blind technique (Behling and Law, 2000).

This method is based on two stages. First, two translators who are fluent and have full command in both languages independently prepare the draft translation of the targeted questionnaire. Second, both versions are compared and if there are any differences they are resolved. After that, targeted language questionnaire is presented to the researcher (Behing and Law, 2000).

This technique has many advantages like the process of this technique is faster than other type of translation (e.g back translation). Both translators of targeted translation of questionnaire work in parallel rather in sequence and checking of both translations against one another will provide security and confidence ( Behing and Law, 2000).

The criterion used to confirm the accuracy of translation is the experts' judgement which are based on their qualification and experience in this field of translation from English to Urdu or vice versa.

### **5.13 Pilot study**

According to Oppenheim (1992) all aspects of the research must be piloted, so that subsequently, it should be made sure by all means that it works and results can be produced as expected and designed. A pilot study was conducted in April, 2009, by distributing questionnaire to twenty academic and non academic staff that are the subject of this research within the University of Salford. This number was chosen in order to cover the entire sample (three Universities) in Pakistan.

The rational reason of conducting pilot study in the University of Salford is that the present educational system in Pakistan is inherited by the British colonial rule, and the levels of education, medium of instruction at higher education, systems of examinations and supervision and the titles of degrees are similar. The teacher education systems and hierarchy of university staff and administration also retain same fundamental structures, making it convenient to compare and analyze.

The fundamental aims of these questionnaires were to certify the relevance and appropriateness regarding the topic and besides that it can be examined that how University would collaborate and act as a team in order to help the researcher to fill questionnaires and also to indentify key respondents and distribute the questionnaires.

Simultaneously, 20 questionnaires were distributed at random to internal customers (employees) of the university; academic and non academic staff. These

questionnaires accomplished the result in order to provide comments on the final questionnaire. This piloting was helpful in order to explain, whether the questions are appropriate, relevant to the subject, intelligent, easy to answer, do they contain inapplicable or confusing statements and in addition, the researcher obtained valuable and constructive feedback as to where and when, the questionnaire should be distributed.

According to Oppenheim (1992) the important reason for a pilot study is problem recognition with the questions and some alterations, adaptations that are necessary before they are applied in the final questionnaire. It gives the researcher constructive, beneficial and worthwhile understanding and knowledge in the relevant administrative procedures, contacting the respondents, explaining the purpose of the survey and timing in each operation.

This pilot study is also helpful in given information before hand, if any of the university must be excluded from the research because if organisation policy does not permit any information to researchers. Similarly, it is also supportive in case of respondents' alteration that seemed necessary for the final questionnaire.

## **5.14 Population and Sample Research**

According to Collis and Hussey (2003) research population means a precisely defined set of people, or population is defined as collection of people under consideration. In the same way, Sekaran (2003) explains that research population is the entire group of people, events, or things of interest that a researcher wants to research. Likewise, Collis and Hussey (2003) emphasis that sample means subset of required population of the research. Similarly, population is defined as collection of people under consideration. For instance, skilled and unskilled workers in a particular industry, workers or office of specific grade or department in an organisation. However, in positivistic paradigm usually large samples are collected in order to conduct statistical analysis (Collins and Hussey 2003).

In the light of these details, the targeted population of this research survey include internal customers (employees) in Pakistani higher education that means academic and non academic staffs of three universities from Lahore, Pakistan and because of time and other constraints like travel. It was decided that this survey will be conducted in March, 2010.

## **5.15 The final structure (layout) of the Questionnaire**

The conceptual framework of this study and questions of the questionnaire are derived from the concepts given in the academic literature.

As already discussed above, enormous efforts were invested (e.g., pilot study, pre-testing) in designing the layout and appearance of the questionnaire. The first page (covering letter) contained: university name, brief introduction of researcher and purpose of study, research title, importance of participation by respondents to the success of the study, statements regarding confidentiality and anonymity. It was also mentioned that it is their right to participate or not in the survey. The covering letter ended with information about the researcher's address (phone number, postal address and e-mail address) and thanked the respondents for their co-operation.

Five point Likert scale was used in the questionnaire for scales in each section. Other than that respondents were also allowed to give additional comments in each section. The rationale for using Likert scale is that they are more reliable than using single opinion items and can capture the whole domain of the construct (Oppenheim, 1992; Sekran, 2003). Similarly, Oppenheim (1992) also writes that the layout of the questionnaire should be convenient for the respondents and the researcher, who will have to enter data into his/her computer. In the same way Saunders et al., (2009) also emphasise that Likert scale is the most common approach used by researchers to ask from respondents, strongly agree, agree, neither agree or disagree, disagree, strongly disagree.

This questionnaire starts with the clarification that it takes approximately only 10 minutes for respondent to complete the questionnaire and short description of purpose of survey. It was also clearly mentioned on the questionnaire that researcher does not require any respondent's personal identity and all information will be treated as strictly confidential, anonymous and for academic use only. Likewise, it was also mentioned on the questionnaire that it is respondent's right to either participate or not in the survey because of sensitivity of the questions in the questionnaire.

Clear instructions were given on the questionnaire for respondents to tick one answer for each question. Compulsory information that was required from respondents was marked with an asterix (\*) sign such as university name, academic or non academic.

## **5.15.1 Justification for the questions of the questionnaire)**

In general, the research questionnaire was split into seven sections with rational justification as follows:

### **5.15.1.1 Section one: (Job satisfaction and growth opportunities)**

this section contains five questions (Q1-Q5).

#### **5.15.1.1.1 Job satisfaction and growth opportunities**

Job satisfaction is a sense of achievement of employees and is generally linked to personal wellbeing. It also implies when employees enjoy their work and rewarded for their efforts. Moreover, it also involves their enthusiasm and happiness.

Job satisfaction comes from vision, working environment, employees growth opportunities and accomplishment of their goals that lead to a general feeling of fulfilment (King et al., 1982).

Job satisfaction and growth opportunities are most important of factors in employees' satisfaction. Job satisfaction and growth opportunities bring satisfying state that often leads to a positive work attitude. As a matter of fact, satisfied employees are more likely to be loyal and committed to their organization. For the organization, job satisfaction brings motivated employees to high quality performance and increased productivity (Sempene et al., 2002).

**1. I have real opportunities for career development in the university.**

According to the empirical studies of Smith (1969), Lockie (1976) and Lawler (1973) employees' growth opportunities in companies lead to their job satisfaction. Chen (2006) also writes that career development and growth opportunities bring employee job satisfaction. Some researchers such as Fisher (2000), Lockie, (1976) and Petty et al., (2005) have also found similar results that growth opportunities increases employee job satisfaction.

Hence, from the concept given by the above authors about career development and growth opportunities which lead to employee satisfaction. It was added as a first question in the questionnaire.

**2. I am committed to my career in the university.**

There is an indisputable relation between employees' commitment and their job satisfaction (Basset-Jones and Lloyd, 2005; Chen et al., 2004; Lok and Crawford, 2004; Pool and Pool, 2007).



According to Becker et al., (1995), loyalty is defined as a strong desire of employee commitment to an organization. Chen (2006) also writes that employee job satisfaction is an antecedent of organizational commitment of employees. It means that organizational commitment of employees build up from their job satisfaction (Chen, 2006). Likewise, Fletcher and Williams, (1996) also highlight that employee job satisfaction has a positive impact on organizational commitment of employees. Also, some researchers like Al-Aameri (2000), Fang (2001) and Wu and Norman (2006) also report a strong relationship between organizational commitment and employee job satisfaction. Some researchers such as Fisher (2000), Lockie, (1976) and (Petty et al., 2005) have also found similar results that employee job satisfaction increases, the degree of organizational commitment.

In view of the fact that, this question is derived from the above mentioned writers' view.

**3. I feel that the university has a caring attitude towards its employees.**

Employees' attitudes have many aspects about their job, like their careers, and their organizations. However, the most focal employee attitude is their job satisfaction. Employee's attitude is the degree to which he/she identifies with organisation, value of their contribution, their well being and to maintain membership in organisation (Chen, 2006).

Organisation's caring attitude toward employees brings job satisfaction by treating them with respect, dignity and fairness. However, caring attitude towards employees is an effective response of the whole organization by showing that they are important to the firm (Chen, 2006).

Therefore, above question is derived from the justification given by Chen (2006) about employees caring job attitude.

**4. I feel that people get ahead predominantly in this university on the merits of their work.**

In job, employees seek fair promotion policies and practices. Hence, it provides them opportunities for personal growth and increased social status. Therefore, promotion decisions must be made in a fair and just manner. For this reason, employee satisfaction is positively related to fair policies of employee's job promotion in their companies (Martensen and Gronholdt ,2001).

Similarly, Chen (2006) also writes that impartial promotional chances of employees affect their job satisfaction to a great extent because it indicates their worth to the organisation and also increase self-esteem. Moreover, employee takes promotion as the ultimate achievement in their career which creates satisfaction.

For this reason, the above question is derived from the concept given by above authors relating to just promotional chances of employees which lead to their job satisfaction.

**5. I would recommend this university as a place to work.**

According to Becker et al., (1995), employee's job satisfaction plays significant role in the organisation. Therefore, workers who are satisfied with their job lead to employee loyalty and employee commitment. That is characterized as a strong wish to continue membership of an organization not only for himself/ herself but also recommend to others by word of mouth.

Additionally, satisfied employees recommend their companies to others because of their enjoyable experience (Martensen and Gronholdt ,2001).

That's why, above question was taken from the argument given by above writers and added in this section.

**5.15.1.2 Section two: (Organisational vision and its link with employee satisfaction)** this section has been divided into four questions (Q1-Q4).

### **5.15.1.2.1 Organisational vision and its link with employee satisfaction**

Different people have defined organisations' vision differently. Vision is a force; it stimulates and manages the flow of energy (Smith, 1996a, 1996b; Snyder and Graves, 1994). It portrays unique image of the future (Eccles, 1994; Kouzes and Posner, 1987; Nanus, 1992). Formulation of vision is the starting point for establishing an entity or organization and it distinguishes them from others (Li et al., 2007).

Vision is a phenomenon; it evolves employee commitment, satisfaction and appeals to motivate them (Tichy and Devanna, 1986).

#### **1. I understand the directions and goals of the university.**

According to Sidhu (2003) vision plays a vital direction-establishing role in organisations. Hence, Goodstein et al., (1993) emphasize that vision provides the organisations with a clear sense of direction, a strong stimulation of energy and employees feel the positive sense of being engaged in something

important. According to Tvorik and McGivern (1997) employees need to be knowledgeable with the concept of organisational vision, direction and its goals because it identifies what they need to aim at. Understandable organisational vision allows employees to monitor their own progress and ultimately leads to their satisfaction. In addition, within an organisation, vision proposes unanimity of purpose and provides a focal point for employee direction (King and Cleland, 1979). Organisational vision provides a sense of purpose, promoting shared values, establishing behavioural standards, and maintaining employee focus on organizational strategy and direction to employees (Bart, 1997; Ireland and Hitt, 1992; Klemm et al., 1991; McGinnis, 1981).

Consequently, this question was added in the questionnaire of organisational vision as it is explained by Sidhu (2003), Goodstein et al., (1993), Tvorik and McGivern (1997), Bart (1997), Ireland and Hitt (1992), Klemm et al., (1991), McGinnis (1981).

**2. The university leadership has produced policies which are positive for me.**

The relationship between vision, organizational culture, employee perceptions and quality service has been recognized in the literature and its impact on employees' job satisfaction (Parasuraman et al., 1985) and (Harber, et al., 1997). Similarly, Harber et al., (1997) also point out that communication,

positively affects employees' organisational commitment, employee job satisfaction and performance.

Organisational positive attitude towards the vision will stimulate the employees' job satisfaction and improve their commitment and performance towards job (Kirkpatrick and Locke, 1996; Nanus, 1992). Similarly, McGovern and Tvorik (1998) and Price (2001) highlight that organizational vision is an approach that drives business strategy and an organisational culture. Additionally, it is interdependent with preceding business strategy development.

The above theme by different authors on positive policies of an organisation towards employees was the reason of this question.

### **3. The university has a successful method in dealing with external issues.**

Finkelstein et al., (2008) emphasize that organisations must formulate a comprehensive vision, touching external issues of the business. Likewise, it must be inclusive, reaching both inside and outside the organization. A vision which is comprehensive and inclusive will bring an enterprise to a superior competitive position. As a result, it will prevent in extremis the threat of corporate failure (Finkelstein et al., 2008).

For this reason, according to Wilson (1992) an effective organizational vision provides organisational effectiveness and it can be measured by continued

competitive advantage factors of improved sales, leadership, organizational values, employee satisfaction, and increased shareholder value.

As explained by Finkelstein et al., (2008) and Wilson (1992), this subject matter has been derived as a question in the questionnaire of organisational vision.

#### **4. The University has a successful method in dealing with internal issues.**

Employees' involvement, open communication, demonstration of commitment to the culture through daily work life activities are variables related to the usefulness of vision statements which lead to their satisfaction (Juechter et al., 1998) and (Poole et al., 1996). In the same way, Wilson (1992) also stresses that organisational vision must be practical about the market, competitive, economic and reflect the values and aspirations of management, employees, and stakeholders. As a result, vision establishes direction for the organisation.

Similarly, as it is mentioned above in the question number two of the organisational vision that in literature it has been recognized the relationship between vision, organizational culture, employee perceptions ,quality service and its impact on employees' job satisfaction (Parasuraman et al., 1985) and (Harber et al., 1997).

In the same way, according to Finkelstein et al., (2008) a comprehensive vision must be formulated that touches internal issues of the business because it will bring an enterprise to a superior competitive position and prevent in extremis the threat of corporate failure. In result, it can be measured by continued competitive advantage factors of improved sales, leadership, organizational values, employee satisfaction, and increased shareholder value (Wilson, 1992).

Like so, on the basis of above reasons by different authors this question was derived.

**5.15.1.3 Section three: (Team work and its link with employee job satisfaction)** this section has been divided into two questions (Q1-Q2).

#### **5.15.1.3.1 Team work and its link with employee job satisfaction**

This factor explains the relationship between teamwork and employee job satisfaction. In this section, employee satisfaction with a team-based way of working and its impact on overall employee job satisfaction are examined.

Schermerhorn et al., (2005) express their view that teamwork is defined in many ways. In fact, it is not easy to define with a single definition as numerous concepts exist and researchers also differ in their view of what teamwork actually means.



**1. The university ensures that there is teamwork across the departments.**

Teamwork is as an important instrument of an organizational measure that leads to employee job satisfaction. Organisational teamwork across different departments contributes to employee job satisfaction because a team has a common goal and it can be autonomous in its decision-making, responsibility and support (Hayes 2005). Murray (1988) defines teamwork as interpersonal contact and autonomy among employees leading to their job satisfaction. For this reason, Eklund and Hallberg (2000) explain that teamwork is dependent on organisational tasks. According to them it is used by organisations to refer to a wide range of possibilities, such as quality circles, cross-functional teams, self-managing teams among employees and across departments. Similarly, according to Schermerhorn et al., (2005), employee job satisfaction includes teamwork with different departments.

So, it is derived from the studies of above researchers and included as a question of the questionnaire in the section of Teamwork.

**2. Employees have a strong feeling of teamwork and cooperation in the university.**

Finn (2001) also writes that teamwork and co-operation in an organisation among employees have a positive effect on their job satisfaction. In addition, cooperation among employees and departments are essential factors for employee job satisfaction (Eklund and Hallberg 2000). A Strong feeling of organisational teamwork among employees from different departments increases quality and job satisfaction (Kusku, 2003).

In result, from the studies of above researchers, this theme is added as question.

#### **5.15.1.4 Section four: (Organisational quality and internal customer (employees) focus and its link with employee job satisfaction)**

This section contains ten questions (Q1-Q10).

##### **5.15.1.4.1 Organisational quality and internal customer (employees) focus and its link with employee job satisfaction**

This section explains how organisational quality and internal customer focus are linked with employee job satisfaction.

Organisational quality is determined by stakeholders (Anwyl, 1992; Birnbaum, 1994; Harvery and Green, 1993; Lindsay, 1994; Ruben, 1995).

*“Good is no longer good enough. To survive in today's competitive environment, you need to excel. To excel, an organisation needs to focus on all parts of the organisation, optimizing the use and effectiveness of all of its resources” (Harrington, 2005, p. 107).*

#### **1. The university attracts high quality employees.**

Employee job satisfaction is an attitude and is based on many factors. It is important from the perspective of hiring the appropriate employees within the organisation; it is about getting the right person in the right culture and

keeping them satisfied (Ivancevich et al., 1997; Huczinsky et al., 1991; Goleman et al., 1995).

Likewise, according to Crow et al., (1995) high quality staff is cost-effective in the long run as they give better productivity and can work autonomously. In the same way, employees who know their job well can suggest improvements and bring efficiency, less training overhead and competitive advantage Mitchell et al., (1988). Zeithaml et al., (1990) also note the importance of the recruitment of high quality employees. Moreover, the right employees are also able to deliver quality service to the organisation. Ross (2001) and Payne et al., (2001) also write that employee recruitment decisions are the foundation of any organisation's success in quality management. Likewise, there are many benefits of hiring good staff as it leads to service value and companies can effectively add value to their business over the long term.

So, from the studies of above mentioned writers, this theme was added as a question in this section.

## **2. The university retains high quality employees.**

Employee's job satisfaction is based on many factors and retaining the appropriate employees within the organisation is one of the important factor (Ivancevich et al., 1997; Huczinsky et el., 1991; Goleman et el., 1995).

Ross (2001) and Payne et al., (2001) highlight that retaining high quality employees play an important role in achieving organisation's goals. Moreover, there are many benefits in retaining good staff as companies can effectively add value to their business.

Crow et al., (1995) strongly suggest that companies should work hard to retain high quality employees because first they are cost-effective in the long run, second they improve productivity. In the same way, they bring efficiency, and competitive advantage Mitchell et al., (1988).

In result, above question was derived from the concept given by the above mentioned writers regarding retaining high quality employees.

**3. Employees are held accountable for the quality of work they produce.**

According to Bhatti and Qureshi (2007) creating employee accountability is a delicate process. It is very important for the organization to know the correct approach in using accountability for the quality of work employees produce. Accountability based employees engagement improves their performance which is important to maintaining productivity and profitability. Hence, it leads to employee job satisfaction, commitment and loyalty. Consequently, when employees are held accountable for their performance. It builds an organisational culture that produces highly motivated work force (Kazemsadeh and Bashiri 2005).

From the research conducted by Bhatti and Qureshi (2007) and Kazemsadeh and Bashiri (2005), this question was taken from the above theme in this section.

**4. The quality of services provided to internal customers (employees) is important to the university.**

According to Harrington (2005) employee job satisfaction is interrelated with delivering service quality to employees from an organisation, as satisfied customers can only be created by satisfied employees. He also stresses that the quality of services provided to staff have a major affect on their job satisfaction. Boshoff and Tait (1996) and Hoffman and Ingram (1992) also

support his argument and link it with employee job satisfaction. As it increases employee's confidence in their abilities, company loyalty and organisational behaviour through the mechanism of employee empowerment to carry out the tasks which lead to employee job satisfaction and organisational commitment (Schneider et al., 1996; Waldman, 1994; Morrison, 1994; Walsh and Tseng, 1998).

Employee job satisfaction has a considerable positive effect on the service quality of staff (Rust et al., 1996; Greenberg and Baron, 1997; Zeithaml et al., 1990; Boshoff and Mels, 1995; Schneider, and Snyder, 1975 and Boshoff and Tait, 1996).

Thus, the above question has been derived from the above researchers' work and put it as a question in this section.

##### **5. The university is aware of its internal customers'(employees) needs.**

According to Ellickson and Logsdon (2001) employees job satisfaction is positively correlated with the extent to which their organisations fulfil their needs. Employees' need fulfilment and the cognitive process are determinants of job satisfaction (Foster, 2000; Spector, 1997).

In result of Ellickson and Logsdon (2001) and (Foster, 2000; Spector, 1997) studies this question was derived and added as a question.

## **6. Employees' complaints are properly handled.**

Complaint handling is an important aspect of business which must operate satisfactory for its employees. So, senior management should ensure their employees that their firm very well understand and has a clear policy to act on it (Foster, 2000; Spector, 1997). Within any industry, those organisations with a reputation for fair complaint-management have a competitive edge (Eklund and Hallberg 2000).

According to Eklund and Hallberg (2000) good complaint handling can turn aggrieved staff into loyal ones. Employee's complaint handling and feed back are significant factors for employee's job satisfaction (Eklund and Hallberg 2000).

For this reason, this question is derived from the concept given by above authors.



**7. Employees have professional work environment with senior management.**

When employees are satisfied with their jobs and the environment they work in, they become more productive and it contributes to the enhancement of institutional quality (Kusku, 2003). A supportive work environment increases employee's positive organisational behaviour and job satisfaction through the mechanism of employee empowerment (Schneider et al., 1996).

Likewise, Finn (2001) also emphasises that the professional work environment among employees plays a very important role in job satisfaction. Similarly, according to (Kusku, 2003) the working environment with senior management is positively associated with administrative quality and performance which in turn leads to employee job satisfaction.

Hence, above question is derived from the concept given by above writers regarding working environment and its impact on job satisfaction.

**8. Employees have professional work environment with other departments.**

Herzberg (1968) and Spector (2003) emphasise that working environment has a significant effect in motivating employees to work with a high level of job satisfaction. Hence, it is a good predictor of job satisfaction (Reiner and Zhao, 1999; Carlan, 2007; Ellickson and Logsdon, 2001; Diener et al., 1995; Forsyth

and Copes, 1994; Nevis, 1983; Finn 2001). Similarly, according to Kusku (2003) the working environment with other departments is linked with organizational characteristic and performance which in turn leads to employee job satisfaction. Moreover, it makes them productive which enhances their institutional quality (Kusku, 2003).

Thus, from the concept given by above researchers, this question was taken in this section.

**9. The university provides environment which supports a balance between work and personal life.**

Murray (1998) writes that balance between work and personal life lead to employee's job satisfaction. The focus on quality of professional environment and balance between work and personal life influence job satisfaction (Zeffane et al., 2008; Murray and Murray, 1998 ; Reiner and Zhao, 1999; Ellickson and Logsdon, 2001).

From the studies of above writers this questions was derived and included in the questionnaire.

**10. I receive feedback that helps me improve my performance.**

Feedback is a necessary component of communication between employees and management. It also leads to motivation of employees and effective job training (Murray, 1995 ;Eklund and Hallberg 2000). At the sametime employees feedback is an essential tool of improving performance. It improves poor performance and gives indications and reasons for dissatisfaction of employees (Murray 1998).

Similarly, Murray (1998) also writes that feedback from employees helps in improving business problems and achieving organizational goals. Furthermore, It also keeps management updated about their employees' likes and dislikes and organisation's strengths and weaknesses.

There are many factors of employee's job satisfaction; few of them are as satisfying as positive feedback. Employees feed back improve their job performance, and it also determines that how well the employees are meeting organisational and personal goals (Ellickson and Logsdon, 2001).

Verily, employee's complaint handling and feed back are major significant factors for employee's job satisfaction (Eklund and Hallberg 2000).

From the point of view of above writers, this question is derived and added in this section.

### **5.15.1.5 Section five: (Employee relationship and its link with employee job satisfaction)**

This section contains eight questions (Q1-Q8).

#### **5.15.1.5.1 Employee relationship and its link with employee job satisfaction**

This section, deals with employee's relationship with immediate supervisor or manager, its implications and impacts on employee's performance, opinion, consultation, information about work, personal development support, realistic expectations about work, directions about work assignments, authority to perform job and his/her availability to staff the role.

Employee relationship is a philosophy which requires necessary attitudes and skills, rather than a specific management function or well-defined activity.

##### **1. My immediate supervisor/manager takes note of opinions.**

According to Mills (1994) an employee's relationship with the immediate supervisor or manager is based on mutual communication with each other. Hence, it is also related to issues of workplace decisions through consultation and taking notes of their opinions.

Taking opinions on different issues from staff gives them confidence and sense of responsibility of effective organisation. Moreover, this concept is significant and at the same time very decisive to the relationship between staff and their immediate supervisor/manager (Eklund and Hallberg 2000). At the same time, taking notes of opinions from staff has many benefits like exchange views, ideas, discuss problems and consider developments. In result, it will lead to job satisfaction for employees (Mills, 1994). Similarly, Mitchel et al., (1988) also emphasise that employer-employee relationships contribute to organisational productivity, improve service quality, employee commitment, and as a result, lead to their satisfaction.

Thus, the above question is taken from the theme of above writers.

## **2. My immediate supervisor/manager is well-informed about my work.**

Competent managers play indispensable role in the success of all businesses. It is very important for an immediate supervisor or manager to be well informed about their staff's work and challenging issues. (Payne et al., 2001).

The most important ability for a potential manager is to be able to think strategically and make decisions in challenging matters. Similarly, a potential business leader will never be able to influence and guide his subordinates if he/she is not well informed about their work (Murray 1998).

Managers must be knowledgeable and proficient in the skill of their profession. However, they must be well informed about their assistant's work which gives them vision to make strategic decisions and eventually gives job satisfaction to employees (Murray 1998).

So, from the studies gathered from (Payne et al., 2001 and Murray 1998), this question was derived and added in this section of the questionnaire.

**3. My immediate supervisor/manager gives fair and honest performance evaluation.**

Quinn (1985) writes that an excellent employee relationship with the immediate supervisor or manager improves the working environment and increases revenue and profit. This relationship can only be performed effectively when managers demonstrate interest about their staffs' work and show honesty in performance evaluation. This relationship with the immediate supervisor or manager includes the process of developing, implementing, administering and analyzing the employer-employee relationship and performing ongoing evaluation, managing employee performance and complaint handlings (King and Cleland, 1979; Payne et al., 2001).

Likewise, Fosam et al., (1998) write that a good employee relationship depends on showing appreciation for work in the form of performance evaluation which leads to their satisfaction.

As a result, above question is added from the theme given by (Quinn, 1985; King and Cleland, 1979; Payne et al., 2001 and Fosam et al., 1998).

**4. My immediate supervisor/manager supports personal development.**

Mutual communication between employee with the immediate supervisor or manager is also broadly used for personal development of staff and furthermore, how methods are applied that encourage employees to make decisions (Schermerhorn et al., 2005). Similarly, the relationship with the immediate supervisor or manager includes the process of personal development of employees which gives productivity and employee loyalty and commitment. In result, this process will lead to job satisfaction. (King and Cleland, 1979).

Therefore, this question is derived from the above theme.

**5. My immediate supervisor/manger has realistic expectations regarding my work.**

Fosam et al., (1998) mention that organisational goals can only be achieved when managers have realistic expectations regarding work from their employees.

All employers have expectations that they want employees to meet. Managers must understand the realities of business and maintain realistic expectation. This is the best way to earn employee's commitment and confidence which eventually leads to job satisfaction (Schermerhorn et al., 2005).

Hence, above question is derived from the concept given by (Fosam et al., 1998 and Schermerhorn et al., 2005) regarding setting realistic expectations.

**6. My immediate supervisor/manager gives me clear direction on work assignment.**

An employee's job satisfaction is directly related to his/her relationship with the immediate supervisor or manager (Schermerhorn et al., 2005). Similarly, Fosam et al., (1998) report that some employees obtain satisfaction from a professional working relationship with senior staff and the way they receive clear direction on work assignment.

Similarly, Fosam et al., (1998) also highlight that employees get job satisfaction by giving clear direction on work assignments because employees can never follow ambiguous job instructions.

For that reason, this question is added in this section from the concept given by above researchers.



**7. My immediate supervisor/manger gives me the authority I need to do my job.**

Relationship of employees with the immediate supervisor or manager is broadly used for planning activities and how methods are applied that encourage employees to make decisions (Schermerhorn et al., 2005).

Employee empowerment is a strategy set by management that enables employees to make decisions about their jobs. It helps employees to own their work and take responsibility for their results (Payne et al., 2001). Moreover, it also enables employees to think, behave, take action, and control work and decision making in autonomous ways which is important factor of job satisfaction (Fosam et al., 1998).

Hence, above question is derived from the concept given by (Schermerhorn et al., 2001; Fosam et al., 1998) and added in this section .

**8. My immediate supervisor/Manager is available when needed.**

It is very important for an immediate supervisor or manager to act as a role model and always be available when needed to deal with required issues (Payne et al., 2001). In order, to understand and deal with difficult people, immediate supervisor/Manager must be available when they are required. It

increases employees' confidence and lead to job satisfaction (Fosam et al., 1998).

So, this question is added in this section from the viewpoint given by (Payne et al., 2001) and (Fosam et al., 1998).

### **5.15.1.6 Section six: (Employee benefit and its link with employee job satisfaction)**

This section includes three questions (Q1-Q3).

#### **5.15.1.6.1 Employee benefit and its link with employee job satisfaction**

This section explains how employee benefit is linked with employee job satisfaction. Employee benefits are any form of packages offered to staff. In essence, employee benefits are a reward that employers can give to their staff for their work (Schermerhorn et al., 2005).

Employee benefits also help managers to retain their valued staff, not least, as this cuts the cost of recruitment. Furthermore, once employees are recruited, it is extremely important to promote a sense of work devotion and enthusiasm for their job. In these cases, employee benefits have an important role to play in any business (Mitchell et al., 1988). As a result, employee benefits help to achieve the business goals of an organisation and values that it needs in employees in order to

be successful. Moreover, in the concept of internal marketing, the employees of an organization play a vital role in its continuing growth and success. Thus, employee benefits and their job security contribute to their overall job satisfaction. So indeed, employee benefit packages increase their job satisfaction (Schneider et al., 1996; Walsh and Tseng, 1998).

**1. I am provided with the type of benefits I need.**

According to the empirical studies of Locke (1976), Lawler (1973) and Smith et al., (1969) one of the major determinant of employee job satisfaction is benefits provided to staff. Similarly, Finn (2001) and Schermerhorn et al., (2005) also mention in their work that employee benefits positively affect job satisfaction.

According to the research conducted by above authors, this question was taken from their view point.

**2. I am provided with the type of benefits my family needs.**

Locke (1976), Lawler (1973) and Smith et al., (1969) emphasise that fulfilment of employees' family benefits is determinant of job satisfaction. In the same way Finn (2001) and Schermerhorn et al., (2005) also talk about in their work that employees' family benefits positively affect their job satisfaction (Zeffane 2008; Reiner and Zhao 1999; Ellickson and Logsdon 2001).

Therefore, this question is derived from the concept given by above writers.

**3. The university provides benefits that compare favourably with other universities in higher education.**

Competitive employee benefits for staff and their families as compared to other organisations are the major factor of their job satisfaction (Zeffane 2008; Reiner and Zhao 1999; Ellickson and Logsdon 2001).

One of the major determinant of employee job satisfaction is benefits provided to staff, especially which is comparable favourably to other organisations in market (Locke, 1976; Lawler, 1973 and Smith et al., (1969).

According to the research conducted by above authors, this question is derived from their theme and added in this part of the questionnaire.

### **5.15.1.7 Section seven: (Training and development)**

This section contains two questions (Q1-Q2).

#### **5.15.1.7.1 Training and development**

In this section, training and development is discussed and its relevance to an employee's job satisfaction.

Training is defined as

*“as the planned intervention that is designed to enhance the determinants of individual job performance” (Chiaburu and Tekleab, 2005, p.29).*

In order to achieve organisational goals, training and development are considered necessary required skills for employees by management. Hence, training reduces anxiety or frustration, brought on employees by work demands, that they are not familiar with, and they are lacking the skills to handle effectively (Chen et al., 2004). Investing in employee training and development is very essential for any organisation and it leads to their satisfaction (Tsui et al., 1997; Merkaç Skok, 2008). Training and development provide opportunities to employees to widen their job related knowledge and abilities for more efficient teamwork and achieve individual development (Jun et al., 2006).

Employees without having sufficient required training are always less able to do a task and are more likely to leave the field (Chen et al., 2004), or if they stay, their capability in terms of productivity would be sub-optimal. The larger the gap between the required adequate training possessed by the employees, the greater the probability of the lack of job satisfaction of the employees (Kanelopoulos and Akrivos, 2006).

For Guest (1997) training and development, not only affects the quality, skills and ability of employees, but behavioural and attitudinal change and thus higher performance will be achieved as well.

#### **1. I received initial training when I was hired.**

According to Tai (2006) high quality initial training leads to higher employee's job satisfaction, which in turn has a beneficial effect on organisational performance. Training increase the level of employees satisfaction which is higher than those without such training (Saks, 1996).

Rowden and Conine (2005), argue that trained employees are in a better position to satisfy the needs of their customers. Tsai et al., (2007) also find out that trained employees show a higher level of job satisfaction with a positive effect on their performance. High quality initial training has a direct effect on employee's motivation and commitment which leads to higher employee's job satisfaction as well. As a result, it also has a beneficial effect

on organisational performance (Meyer and Allen, 1991; Tai, 2006; Tsai et al., 2007; Pool and Pool, 2007; Demirbag et al., 2006 Sirota et al., 2005;).

One way of empowering employees is through initial job training to perform well. Thus, it gives them the skills to conduct tasks (Deming, 1986; Juran and Gryna, 1993). It enhances the employee's capability to carry out job tasks (Shea and Howell, 1998).

It also increases employee's confidence in their abilities, company loyalty and organisational behaviour through the mechanism of employee empowerment to carry out the responsibilities which lead to employee's job satisfaction and organisational commitment (Schneider et al., 1996; Waldman, 1994; Morrison, 1994; Walsh and Tseng, 1998).

Martensen and Gronholdt (2001) also accept that the development of employee's competencies through various training programs and have a positive influence on their job satisfaction. Hence, they gain self-confidence after attending training programs. As a result of this, employee satisfaction increases (Jun et al., 2006).

Therefore, above question is derived from the concept given by above writers and included in this section of the questionnaire.

## **2. I receive necessary ongoing training to perform my job well.**

Tai (2006) stresses that ongoing training of employees increases their job satisfaction and organisational performance. Similarly, on-going training of employees through self-development enhance satisfaction level as compared to those without such training (Saks, 1996).

According to Rowden and Conine (2005), training enhance their quality in order to satisfy the needs of their customers. Similarly, Tsai et al., (2007) also emphasise that employee training is directly linked with job satisfaction and has positive effect on their work performance.

One of the benefits of on going job training is that it empowers employees and gives them the skills to conduct tasks (Deming, 1986; Juran and Gryna, 1993). In the same way, ongoing job training has major effect on motivation and commitment of employees which leads to employee's job satisfaction.

Moreover, it also has a valuable result on performance and increases their capability to carry out job tasks (Meyer and Allen, 1991; Tai, 2006; Tsai et al., 2007; Pool and Pool, 2007; Sirota et al., 2005; Demirbag et al., 2006; Shea and Howell, 1998). Furthermore, it also enhances their confidence, loyalty which leads to employee's job satisfaction and organisational commitment (Schneider et al., 1996; Waldman, 1994; Morrison, 1994; Walsh and Tseng, 1998).



Martensen and Gronholdt (2001) also explain the importance of different training programs and it increases their work competencies and job satisfaction. For this reason, it gives them confidence and enhances employee job satisfaction (Jun et al. 2006).

Hence, above question is derived from the above mentioned researchers' work.

## **5.16. Summary**

This chapter explains about research methodology and its importance in order to achieve research objectives. In general, it has been identified the key decisions made with respect to the methodological choices available to researcher.

In actual fact, there is no right or wrong methodology rather it is employed in research projects to achieve objectives (Sekran, 2003; Saunders et al., 2007). Limitations as well as advantages of methods employed have been discussed.

In this chapter, the instruments employed have been discussed and its rational justifications for adopting survey as a strategy. In general, it is focused on the research design, methodology applied, strategies regarding population and samples in order to achieve its objectives. A detailed description of the procedures conducted in the pre-testing stages of questionnaire, a pilot study is also provided. At the end it

presents layout of the questionnaire with justification for the questions of the questionnaire are thoroughly discussed.

The following chapter will present the model for analysing data, identify the key statistical tests used, its results, interpretation and discussion about hypotheses.

## **Chapter Six**

### **Presentation of Findings , Analysis and Discussion**

## **6.0 Introduction**

As explained in the previous chapter that this research has used a positivistic philosophy and deductive approach. In Hypothesis testing, existing theory is tested (Saunders et al., 2003; Collis and Hussey, 2003). Moreover, hypothetical testing follows a rational sequence of stages of deciding whether to accept or reject it. Hence, in this research, hypothesis testing has been chosen because it will investigate the general patterns of relationship between sets of phenomena, add clarity, make it easier to understand the issues to be resolved and lead to the stage of clear goal achievement i.e. successfully complete the research ( Collis and Hussey, 2003).

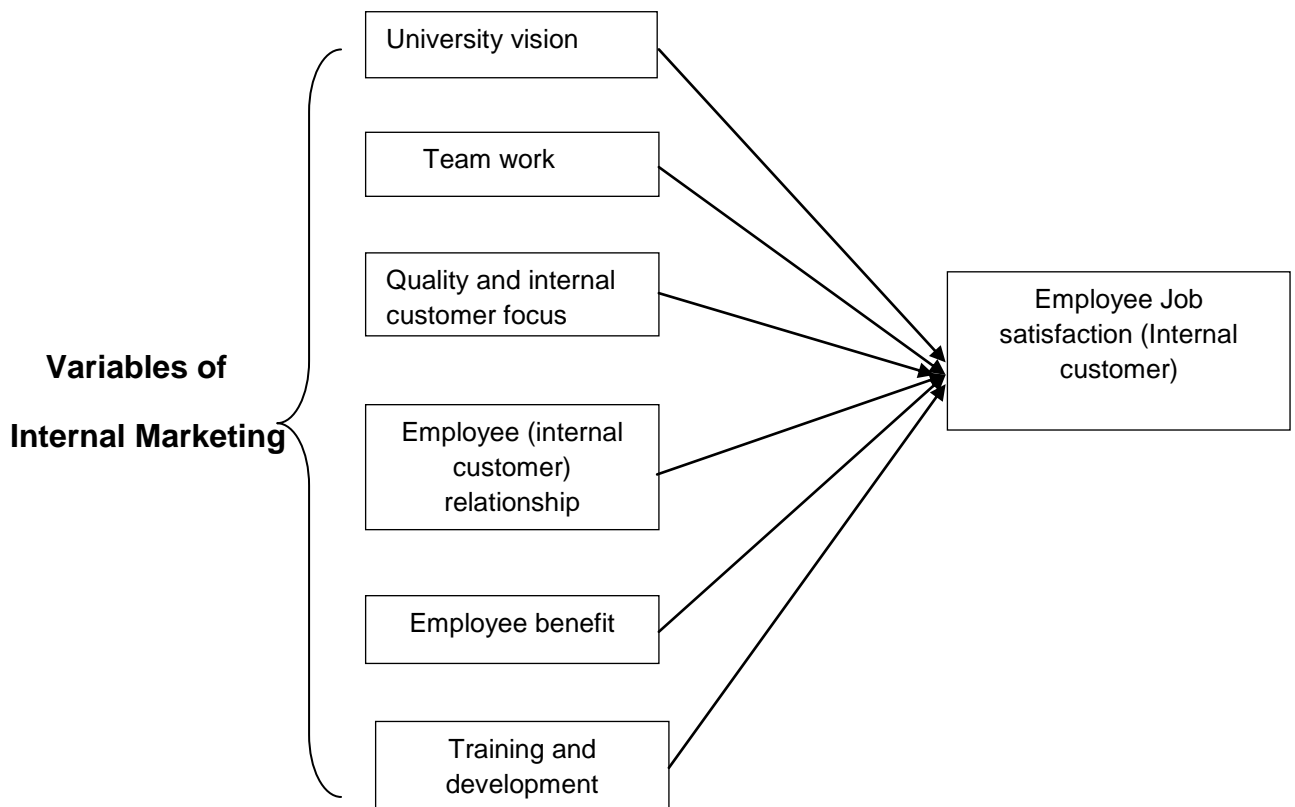
In this chapter, empirical data is presented, analysed and discussed that is used to test the proposed hypotheses.

## 6.1 Conceptual Framework of Study

A framework outlines a model by building a rational implication of the relationships among the several identified variables. A conceptual framework allows to convert the research objective into a research question, which can be used for further study (Cavana et al., 2001 and Cooper and Schindler, 2008).

In line with the literature review and the purpose of research, the conceptual framework of the study has been configured below:

**Figure 6.1: Hypothetical Model Correlating Variables of Internal Marketing that influence Employee Job Satisfaction**



## **6.2 Research hypotheses**

A set of six hypotheses have been formulated to link the criteria of variables of internal marketing that influence employee job satisfaction to fulfil the objectives of this research which are as follows:

- H1: There is a significant and positive relationship between university vision and employee job satisfaction.**
  
- H2: There is a significant and positive relationship between team work among employees (internal customers) and employee job satisfaction.**
  
- H3: There is a significant and positive relationship between quality and internal customer focus and employee job satisfaction.**
  
- H4: There is a significant and positive relationship between employee relationship and employee job satisfaction.**
  
- H5: There is a significant and positive relationship between employee benefits and employee job satisfaction.**
  
- H6: There is a significant and positive relationship between training and development of employees and employee job satisfaction.**

Whenever hypotheses are being tested, in general, two hypotheses are compared, which are called the null hypothesis and the alternative hypothesis.

The null hypothesis ( $H_0$ ) is the hypothesis that states that there is no relation between the two measured phenomena whose relation is under investigation. The alternative hypothesis ( $H_A$ ) is the alternative to the null hypothesis (Mellenberg, 2008).

These hypotheses can be stated in the alternate and null hypotheses as follows:

- H1<sub>A</sub>: There is a significant and positive relationship between university vision and employee job satisfaction.**
- H1<sub>O</sub>: There is no significant and no positive relationship between university vision and employee job satisfaction.**
- H2<sub>A</sub>: There is a significant and positive relationship between team work among employees (internal customers) and employee job satisfaction.**
- H2<sub>O</sub>: There is no significant and no positive relationship between team work among employees (internal customers) and employee job satisfaction.**
- H3<sub>A</sub>: There is a significant and positive relationship between quality and internal customer focus and employee job satisfaction.**
- H3<sub>O</sub>: There is no significant and no positive relationship between quality and internal customer focus and employee job satisfaction.**
- H4<sub>A</sub>: There is a significant and positive relationship between employee relationship and employee job satisfaction.**
- H4<sub>O</sub>: There is no significant and no positive relationship between employee relationship and employee job satisfaction.**
- H5<sub>A</sub>: There is a significant and positive relationship between employee benefits and employee job satisfaction.**
- H5<sub>O</sub>: There is no significant and no positive relationship between employee benefits and employee job satisfaction.**



**H6<sub>A</sub>: There is a significant and positive relationship between training and development of employees and employee job satisfaction.**

**H6<sub>O</sub>: There is no significant and no positive relationship between training and development of employees and employee job satisfaction.**

### **6.3 Rationale for statistical tests**

To perform the statistical analysis of data, it is necessary to conduct Cronbach's Test (reliability test) and also to conduct a descriptive analysis of a research data.

Additionally, it is clear from the research objectives that the researcher is examining the relationship between variables of internal marketing that influence employee job satisfaction.

In response, the above mentioned hypotheses have been tested using the non-parametric alternative, Spearman's Rank Order Correlation ( $\rho$ ) to find significance of the above defined relationship and then Standard Multiple Regression was applied to find the Coefficient of Determination in order to observe the goodness of fit of the model SPSS 16.0 has been used to complete all this statistical analysis.

The reason for using the non-parametric test in this study is that it was observed that the data does not follow the assumptions of parametric tests. In addition, non-parametric tests are more robust but not stringent (of regulations, requirements, or

conditions) and distribution free (Gibbons, 1993; Daniel, 2004 ; Lawrence and Arthur, 1990; Corder and Foreman, 2009; Siegel and Castellan, 1988).

According to Lawrence and Arthur (1990) in statistics, a test is considered as robust if it provides insight to a problem despite violation or alteration of assumption. In fact, robust is resistant to errors in the results, produced by deviations from assumptions (e.g. of normality). Likewise, these tests have advantage of not requiring the assumption of normality (Gibbons, 1993; Lawrence and Arthur, 1990; Corder and Foreman, 2009 and Siegel and Castellan, 1988).

## 6.4 Reliability analysis

In Statistics, reliability means consistency of the set of measurements obtained from respondents (Pallant, 2007). Oppenheim (1992) writes that internal consistency measures whether a number of items that propose to measure the same general construct produce similar scores. According to Sekran (2003), internal consistency of measures is indicative of the homogeneity of the items in the measure(s) that formulate the construct(s). Pallant (2007) writes that there are various situations where one can measure it. In this study, reliability was measured to assess the internal consistency of results across the items.

To validate the obtained information from respondents, Cronbach's test (Cronbach's alpha) was used which is one of the most commonly used reliability tests to measure internal consistency (Oppenheim, 1992; Amaratunga et al., 2002; Sekran, 2003; Saunders et al., 2003; Hair et al 2003). Cronbach's alpha reliability coefficient normally ranges between 0 and 1 with 0 being not reliable. However, there is actually no lower limit to coefficient (Carmines and Zeller, 1979).

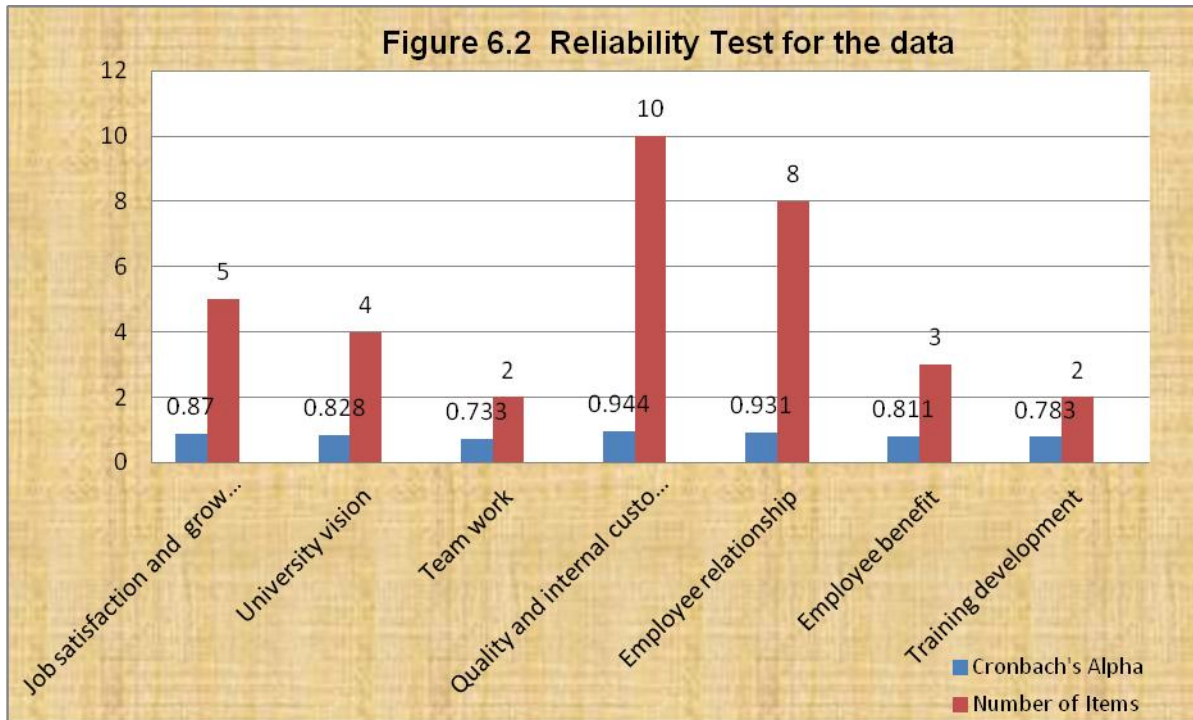
Georger and Mallery (2003) provide the following rule of thumb for describing internal consistency is as follows:

**Table 6.1 Internal consistency**

<b>Cronbach's alpha</b>	<b>Internal consistency</b>
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

**Table 6.2 Reliability Test for the data**

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>Number of Items</b>
Job satisfaction and growth opportunities	0.870	5
University vision	0.828	4
Team work	0.733	2
Quality and internal customer (employee) focus	0.944	10
Employee relationship	0.931	8
Employee benefit	0.811	3
Training development	0.783	2



From the above table 6.2 and figure 6.2, it can be seen that the variable scales have a range of coefficients between 0.733 and 0.944, which are considered acceptable (Hair et al., 2003 and Pallent, 2007).

## 6.5 Descriptive Statistics

Section 6.5.1 and section 6.5.2 describe the overall number and percentage of respondents out of total number of academic and non-academic staff.

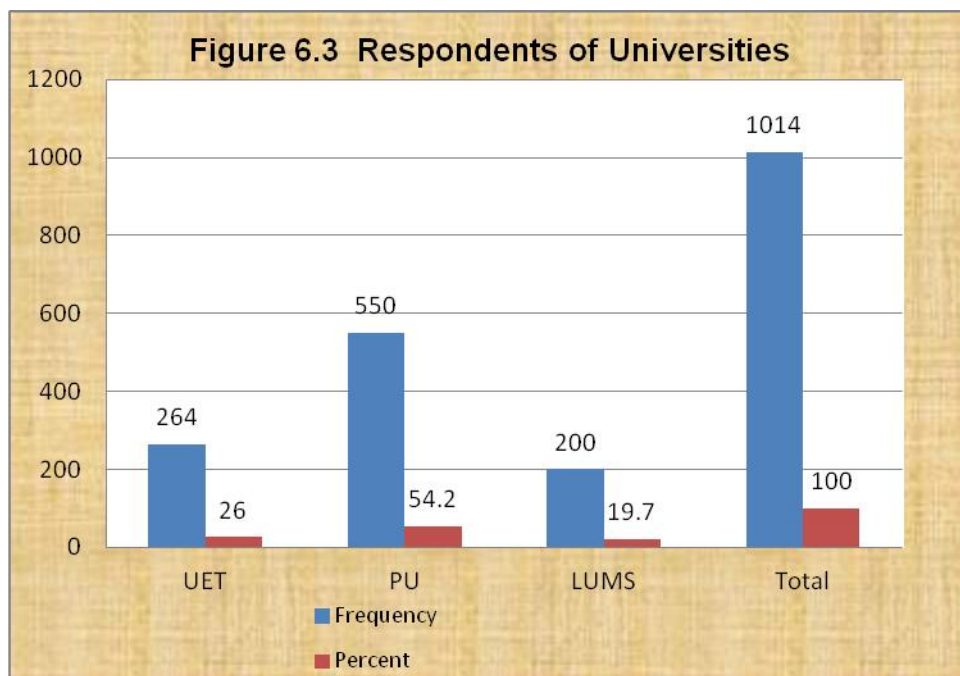
## 6.5.1 Respondents of Universities

**Table 6.3 Respondents of universities**

Universities	Frequency	Percent
UET	264	26.0
PU	550	54.2
LUMS	200	19.7
Total	1014	100.0

\*UET = University of Engineering and Technology  
PU = University of the Punjab  
LUMS = Lahore University of Management Sciences

Table 6.3 shows the number and percentage of respondents from all three Universities.

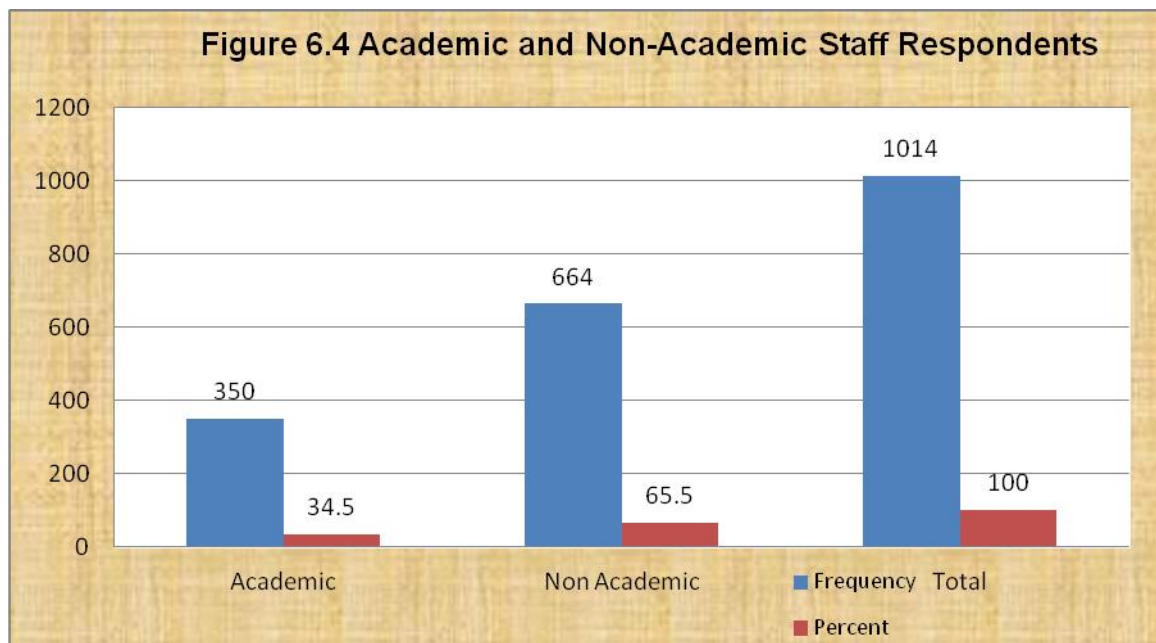


## 6.5.2 Academic and Non Academic Staff Respondents

**Table 6.4 Academic and Non- academic staff respondents**

Respondents	Frequency	Percent
Academic	350	34.5
Non Academic	664	65.5
Total	1014	100.0

Table 6.4 shows the number and Percentage of academic and non-academic Staff (Respondents) of the three Universities together.



### **6.5.3 Interpretation of Table 6.3 and 6.4 from frequencies**

The output above in table 6.3 shows that there are 264 respondents from UET (26%), 550 respondents from PU (54.2%) and 200 respondents from LUMS (19%) in the sample, giving total of 1014 respondents.

Likewise, in table 6.4, 350 respondents were academic (34.5%) and 664 respondents were non-academic (65.5%) in the sample, giving total of 1014 respondents.

## **6.6 Correlation Analysis- Nonparametric (Spearman's Rank order correlation-rho)**

In this section, hypotheses mentioned in section 6.2 have been tested using Spearman's Rank Order Correlation (rho) to find significance in order to describe relationship between between variables of internal marketing that influence employee job satisfaction.

Spearman's Rank Order Correlation (rho) is a non-parametric measure usually used when a researcher needs to measure the strength and direction or interdependence of the relationship between two, or more than two, variables measured on ordinal scale. It therefore, provides the numerical value of strength of relationship between variables and how strongly pairs of variables are related (Pallant 2007).



The rationale for using Spearman's Rank Order Correlation – (rho technique) is that it allows the researcher to make a prediction about one variable based on what the researcher knows about another variable (Pallant, 2007; Moore and McCabe, 2003). This test is applied for ordinal variables failed to meet the necessary assumptions and those variables which are not normally distributed (Pallant, 2007; Moore and McCabe, 2003).

Both sets of authors also write that it is a way to measure the degree of linear relationship between two variables. A correlation coefficient is a number between -1 and +1, including 0 and is usually represented by the symbol  $r_s$  (or the Greek letter  $\rho$ , pronounced rho).

There are two types or directions of correlation. These are called positive correlation and negative correlation. Values closer to +1 indicate a positive relationship. Values closer to -1 indicate a negative relationship. Values closer to 0 represent the absence of a relationship between two variables (Pallant, 2007; Moore and McCabe, 2003; Georger and Mallery 2003).

In a positive correlation, as the value of one of the variables increases, the value of the second variable also increases. Likewise, as the value of one of the variable decreases, the value of the other variable also decreases. In a negative correlation, as the value of one of the variables increases, the value of the second variable decreases. Likewise, as the value of one of the variables decreases, the value of the other variable increases. These values whether positive or negative indicate the

strength and direction of the relationship between variables (Pallant, 2007; Moore and McCabe, 2003).

A score of 0 means that there is no correlation (the weakest measure). It means that value on one of the variable provides no assistance in predicting the value on the second variable. A score of 1 is a perfect positive correlation, which does not really happen in the “real world.” As the correlation score gets closer to 1, it is getting stronger. So, a correlation of 0.8 is stronger than 0.6; and 0.6 is stronger than 0.3 (Pallant, 2007; Moore and McCabe, 2003; Georger and Mallery 2003).

Similarly, negative correlations will be reported as a number between 0 and -1. Again, a 0 means no correlation at all. A score of -1 is a perfect negative correlation, which does not really happen. As the correlation score gets close to -1, it is getting stronger. So, a correlation of -0.7 is stronger than -0.5; and -0.5 is stronger than -.2 (Pallent, 2007; Cohen, 1988; Moore and McCabe, 2003; Georger and Mallery 2003).

.  
Below is a reference on how to interpret non-parametric correlation coefficients. The interpretation also applies to negative correlations (Cohen 1988).

**Table 6.5 Non-parametric correlation coefficients**

Non-parametric correlation coefficient ( $r_s$ )	Interpretation
0.00 - 0.19	Slight, almost negligible correlation
0.20 - 0.39	Low, quite small correlation
0.40 - 0.69	Moderate correlation
0.70 - 0.89	High correlation
0.90 - 1.00	Very high correlation

## 6.6.1 Results of Hypotheses

This section looks at the relationship of variables. Table 6.6 shows Spearman's Rank Order Correlation ( $\rho$ ) results for the variables. It looks at the relationships between six variables of internal marketing that influence employee job satisfaction.

The important thing in the below table 6.6 is that it gives direction and strength of the relationship between variables. It indicates whether, there is a positive correlation or a negative correlation (Pallant, 2007).

In the second section 6.6.1.4 Standard Multiple Regression is applied to find the Coefficient of Determination in order to observe the goodness of fit of the model.

### 6.6.1.1 Research data

**Table 6.6 Correlations- nonparametric(Spearman's rank order correlation-rho)**

			JS_Score	UV_Score	TW_Score	Q_Score	ER_Score	EB_Score	TD_Score
Spearman's rho	JS_Score	Correlation Coefficient	1.000	.445**	.359**	.435**	.394**	.399**	.304**
		Sig. (2-tailed)	.	.000	.000	.000	.000	.000	.000
		N	1014	1014	1014	1014	1014	1014	1014
UV_Score	UV_Score	Correlation Coefficient	.445**	1.000	.440**	.484**	.473**	.487**	.361**
		Sig. (2-tailed)	.000	.	.000	.000	.000	.000	.000
		N	1014	1014	1014	1014	1014	1014	1014
TW_Score	TW_Score	Correlation Coefficient	.359**	.440**	1.000	.407**	.401**	.399**	.367**
		Sig. (2-tailed)	.000	.000	.	.000	.000	.000	.000
		N	1014	1014	1014	1014	1014	1014	1014
Q_Score	Q_Score	Correlation Coefficient	.435**	.484**	.407**	1.000	.550**	.538**	.368**
		Sig. (2-tailed)	.000	.000	.000	.	.000	.000	.000
		N	1014	1014	1014	1014	1014	1014	1014
ER_Score	ER_Score	Correlation Coefficient	.394**	.473**	.401**	.550**	1.000	.598**	.444**
		Sig. (2-tailed)	.000	.000	.000	.000	.	.000	.000
		N	1014	1014	1014	1014	1014	1014	1014
EB_Score	EB_Score	Correlation Coefficient	.399**	.487**	.399**	.538**	.598**	1.000	.444**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.	.000
		N	1014	1014	1014	1014	1014	1014	1014
TD_Score	TD_Score	Correlation Coefficient	.304**	.361**	.367**	.368**	.444**	.444**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.
		N	1014	1014	1014	1014	1014	1014	1014

\*\* . Correlation is significant at the 0.01 level (2-tailed).

- (JS) Job satisfaction and growth opportunities
- (UV) University vision
- (TW) Team work
- (Q) Quality and internal customer (employee) focus
- (ER) Employee relationship
- (EB) Employee benefit
- (TD) Training and development

### 6.6.1.2 Interpretation of Table 6.6

In the above table 6.6 for non-parametric correlation analysis, the number of respondents were 1014 used in this analysis.

Spearman's Rank Order Correlation-rho ( $r_s$ ) for all observed relationships between Job satisfaction & growth opportunities (JS) and other variables are:

**Table 6.7 Research results**

Variables	JS_Score	UV_Score	TW_Score	Q_Score	ER_Score	EB_Score	TD_Score
JS_Score	1	0.445	0.359	0.435	0.394	0.304	0.399

Table 6.7 indicating a positive correlation between all variables (JS, UV, TW, Q, ER, EB, and TD). Correlation ( $r_s$ ) values for University vision (UV) and Quality and internal customer (employee) focus (Q) are 0.445 and 0.435 which are positive and moderate correlation. Similarly, Correlation ( $r_s$ ) values for Team work(TW ), Employee ( internal customer ) relationship ( ER ), Employee benefit ( EB ) and Training and development ( TD ) are 0.359, 0.394,0.304 and 0.399 which are considered positive and low, quite small correlation (Cohen, 1988).

This means in terms of previously noted hypotheses, University vision ( UV ) , Team work ( TW ) , Quality and internal customer (employee) focus ( Q ) , Employee ( internal customer ) relationship ( ER ) , Employee benefit ( EB ) and Training and development ( TD ) increase, Job satisfaction and growth opportunities ( JS ) will also increase.

After observing relationships between all variables, the next thing in table 6.6 is to consider the significance level (labelled as sig 2 tailed).

Statistically, "highly significant" result means it is very probably true and the statistic is reliable. At the same time, it does not mean the finding is important or that it has any decision-making utility (Ziliak and McCloskey, 2008 and Thompson, 2004).

The statistical significance test is used to determine whether the null hypothesis is rejected or alternative hypothesis is accepted. It eliminates the possibility that the data results occurred by chance, allowing a rejection of the null hypothesis ( $H_0$ ). The significance level ( $p$ ) is usually denoted by the symbol  $\alpha$ . The significance level is the criterion used for rejecting the null hypothesis. This test determines whether there is enough evidence to reject the null hypothesis. The significance level test is applied in hypothesis testing in the following way. First of all, the difference between the results and the null hypothesis is determined. After that, it is assumed that the null hypothesis is true, the probability of a difference that large or larger is computed. Then, the probability is compared to the significance level. If the measured probability is less than or equal to the significance level, then the null hypothesis is

rejected and the outcome is called statistically significant. The level of statistical significance does not indicate how strongly the variables are associated rather it indicates that how confidently results are obtained (Ziliak and McCloskey, 2008; Cooper and Schindler, 2003 ; Nilsson and Vacha-Haase, 1998 ; McLean and Ernest, 1998 ; Daniel, 1998 ; Chow, 1996 and Thompson, 2004 ).

Two-tailed noted in the table is a statistical test where the region of rejection is on both sides of the sampling distribution. In addition, a two-tailed test allots half of alpha to testing the statistical significance in one direction and half of alpha to testing statistical significance in the other direction. For example, suppose the null hypothesis  $H_0$  states that the mean is equal to 10. The alternative hypothesis  $H_a$  would be that the mean is less than 10 or greater than 10 (Cooper and Schindler, 2003; Ziliak and McCloskey, 2008 ; Thompson, 1993 ; Freund,1984).

Moreover, Sig. (2 tailed) value also explains that if there is a statistically significant correlation between variables. In this case, all variables are significant, sig 2 tailed (p) for all variables are 0.000 which means  $p < 0.01$ . That means, increases or decreases in one variable do significantly relate to increases or decreases in other variable (Pallent, 2007). So, it can be concluded that there is a statistically significant correlation between all variables (JS, UV, TW, Q, ER, EB, and TD).



### 6.6.1.3 Presenting the Results (Spearman's Rank Order Correlation- rho)

A Spearman's Rank Order correlation was conducted to determine the relationship between Job satisfaction and growth opportunities ( JS ) , University vision ( UV ) , Team work ( TW ) , Quality and internal customer (employee) focus ( Q ), Employee ( internal customer ) relationship ( ER ) , Employee benefit ( EB ) and Training and development ( TD ).

It was found from table 6.6 that there were positive low, quite small correlation some were moderate and significant correlations between all variables (JS, UV, TW, Q, ER, EB and TD),  $r_s = 0.445, 0.359, 0.435, 0.394, 0.304$  and  $0.399$ , Number of items = 1014,  $p < 0.01$ .

Therefore, the null hypotheses  $H_{1O}$  to  $H_{6O}$  i.e. there exists no linear relationship between all variables, have been rejected with  $p < 0.01$ .

This rejection of null hypotheses  $H_{1O}$  to  $H_{6O}$  (no correlation) are evidence in favour of above stated hypotheses from  $H_1$  to  $H_6$ . As a result,  $H_{1A}$  to  $H_{6A}$  hypotheses have been supported and accepted.

#### 6.6.1.4 Standard Multiple Regression Analysis

Second part of this analysis is to observe the goodness of the fit of this model by applying Standard Multiple Regression.

The rationale for using this technique is that Multiple regression is applied to find the Coefficient of Determination in order to know model as a whole. (Pallant, 2007; George and Mallery 2003).

##### 6.6.1.4.1 Model Summary

**Table 6.8** Summary of fitted standardized regression model

Model	R Square	Adjusted R Square
1	.806	.805

a. Predictors: (Constant), TD\_Score, TW\_Score, EB\_Score, UV\_Score, Q\_Score, ER\_Score

b. Dependent Variable: JS\_Score

The value given under the heading R Square (Coefficient of determination) in the table 6.8 is the key output of regression analysis. Its main purpose is the prediction of future outcomes likely to be predicted by the model. It is explained as the proportion of the variance (fluctuation) in the dependent variable that is predictable from the independent variable. In addition, It gives the proportion of the variance (fluctuation) of one variable that is predictable from other variable.

Furthermore, it is also used as a guideline to measure the accuracy of the model. One of the common uses of the coefficient of determination  $R^2$  is to test the goodness of fit of the model (Pallant, 2007; Aiken and West, 1991). In this case, the value is 0.806. This means that this model explains 80.6 % of the variance in Job satisfaction (JS) which is respectable result because in social sciences,  $R^2$  value of above 75% are considered very good; 50-75% good; 25-50% fair; and below 25% poor and perhaps unacceptable (Pallant, 2007; George and Mallery 2003).

The Adjusted R Square in the multiple regression is the proportion of variation in the dependent variable that can be explained by the predictors in the regression model. As predictors (independent variables) are added to the model, each predictor will explain some of the variance in the dependent variable. The Researcher could continue to add predictors to the model which would continue to improve the ability of the predictors to explain the dependent variable, although some of this increase in R-square would be simply due to chance variation. The adjusted R Square attempts to yield a more honest estimate of R-Square (Pallant, 2007; Tabachink and Fidell 2007).

In this study , as mentioned in table 6.4 the sample size is quite large. Therefore, R Square value should be taken which tells the model accounts for 80.6 % of variance in the UV, TW, Q, ER, EB and TD scores which is a very good and respectable model (Pallant 2007; George and Mallery 2003; and Aiken and West, 1991).

## 6.7 Discussion

This section presents discussion and conclusions from the empirical study, the results of which verify the hypotheses developed in this thesis. In this study, non-parametric alternative, spearman's Rank Order Correlation ( $\rho$ ) is implemented to indicate the strength and direction of the relationship between variables of internal marketing (IM) that influence employee job satisfaction. Additionally, in order to observe the goodness of fit of the model, standard multiple regression is also applied to find coefficient of determination (R square) which is a parameter to observe the precision of the model (Pallant, 2007; Aiken and West, 1991).

### **6.7.1 Employee job satisfaction and culture**

After presenting statistical findings it is very important to note that factors that influence employee job satisfaction are always abstract because of dissimilar environment and sector. Moreover, employee job satisfaction factors are always divergent and influenced by culture (Hofstede, 1980; Hofstede and Hofstede 2005). In addition, Hofstede is also most often cited scholar on different cultural dimension in business literature (Chandy and Williams, 1994; Kogut and Singh, 1988 ; Sivakumar and Nakata, 2001; Sondergaard, 1994 and Tian, 2000).

Employee job satisfaction is a collective business objective while considering cultural importance (Hofstede, 1980). According to Hofstede (1980) concept of national culture exists worldwide and it guides the behaviour of their people.

Given the partial support resembling Hofstede's dimensions of culture ( 1988, 2005), a cultural analysis may be useful to add meaning to this research results and it is important for the implementation of an organization's strategies. It also helps to analyze different aspects that have special effects on results and performance.

The cultural values of any organization reflects the values prevailing in that society (Kluckhohn, 1951 ; Emery and Tian, 2002b ; Lillis and Tian, 2010 and Senguder, 2000). Culture is joint programming of mind that differentiates its members or category of people from others (Hofstede, 2003). Similarly, some researchers like (Kanungo and Wright, (1983); Lincoln and Kalleberg, (1985); Palich et al., (1995); Verkuyten et al., (1993); Williams et al., (1965) ; Monga and John, (2007) ; Kroeber and Kluckhohn (1952) and Rodrigues, C. (2001) found a relationship between cultural values, job attitude, and behaviours. Equally, in certain cultures employees resist to self management whereas in other cultural values employees resist the team efforts (Hackman and Oldham, 1976 ; Hackman and Oldham, 1980; Kuchinke, 2006 : Kirkman and Shapiro, 1997; Pareek, 2006 ; Manz and Sims, 2001; Orsburn et al., 1990).

In this research, the researcher has used Hofstede's country cultural values study to describe the behaviour of employees in Pakistani universities and link it to research results.

Hofstede (1980, 1984), analyzed a large data base of employees values scores collected by IBM between 1967 and 1973. He covered more than 70 countries including Pakistan and found that organizations are cultural-bounded. These cultural dimensions define the attitude of employees towards the organization.

In this survey, according to Hofstede (1980, 1984) Pakistan was observed as a collectivist . The family and kinship structure support the collectivist behaviour in

Pakistan (Islam, 2004). According to Hofstede (1980) these dimensions can predict the attitude of employees in the organisations.

Although considerable academic research is present on this issue but cross cultural comparison of employee job satisfaction that includes this research's framework in Pakistani higher education environment is absent from literature. As no previous research has been found that exploring the organization's cultural values, its interrelationship between the variables of internal marketing that influence employee job satisfaction and its impact on Pakistani higher education institutions at least to the extent of researcher's knowledge from 1980 to 2012. So, indeed, it has created a big gap that needs to be filled in order to enrich literature regarding organization's cultural values.

As discussed above referenced by Hofstede (1980, 1984), cultural dimensions of collectivism is mainly applied in order to understand the results of this research.

In collectivist culture, employee shows his/her affiliation within the group or organisation as long as group or organisation is involved in the achievement and satisfaction of employees goals and needs (Wagner III, 1995 and Triandis, 1995). In the same way, in collectivism, people from their birth are integrated into strong, cohesive in-groups with each other which throughout their lifetime continue to protect them in exchange for unquestioning loyalty (Hofstede, 1997).

Emotional commitment to each other and organisations , employees perform best in groups, belief in collective decisions, organizational success means a lot for employees, poor performance does not mean instant dismissal, openly committing oneself , alliances and association with each other and institutions are encouraged and preferred are important characteristics in collectivist societies (Hofstede , 2003) . Furthermore, employees have the trend to strive to maintain interpersonal harmony which has a significant impact on the their job satisfaction (Hui et al., 1995).



## 6.7.2 Hypotheses discussion

**H1: There is a significant and positive relationship between university vision and employee job satisfaction.**

**Table 6.9 Relationship between university vision and employee job satisfaction**

			JS_Score	UV_Score
Spearman's rho	JS_Score	Correlation Coefficient	1.000	.445**
		Sig. (2-tailed)	.	.000
		N	1014	1014
	UV_Score	Correlation Coefficient	.445**	1.000
		Sig. (2-tailed)	.000	.
		N	1014	1014

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In H1, significant, positive and moderate correlation result was found between university vision and employee job satisfaction. With respect to these dimensions among all the variables of internal marketing (IM), the highest correlation coefficient was between employee job satisfaction and university vision is 0.445. This means that as university vision of employees increase, their job satisfaction will also increase ( $r_s = 0.445, p < 0.01$ ).

In H1 the relationship between Job satisfaction and growth opportunities ( JS ) , University vision ( UV ) is significant and positive  $r_s = 0.445$   $p < 0.01$ .

University vision ( UV ) is the highest value among all the variables of internal marketing that influence employee job satisfaction. It is because according to Hofstede (1980, 1984) Pakistan is a collectivist country.

In collectivism, employees prefer the organization's benefit more than their own interest (Triandis et al., 1988 ; Wagner and Moch, 1988; Erdogan and Liden, 2006 and Hui et al., 1995). Hofstede (1980) also mentions that in collectivist environment, employees support group loyalty even if individual goals are suffered. Wagner and Moch (1988) write that in collectivism demands and interests of institutions and groups take priority over the desires and needs of individual employees. Similarly, commitment towards organization is more observable in collectivist employees than individualistic employees (Cohen and Avrahami, 2006).

Correspondingly, the biggest motivating force within collectivist culture is to achieve group goals of an organisation and safe guard group welfare (Robert and Wasti, 2002 ; Earley, 1989). Similarly, in cross cultural studies, it is observed that collectivist employees tend to have a stronger attachment to their organization and tend to subordinate their individual goals to organisational goals (Robert and Wasti, 2002 Earley, 1989 and Triandis, 1995).

**H2: There is a significant and positive relationship between team work among employees (internal customers) and employee job satisfaction.**

**Table 6.10 Relationship between team work and employee job satisfaction**

			JS_Score	TW_Score
Spearman's rho	JS_Score	Correlation Coefficient	1.000	.359**
		Sig. (2-tailed)	.	.000
		N	1014	1014
	TW_Score	Correlation Coefficient	.359**	1.000
		Sig. (2-tailed)	.000	.
		N	1014	1014

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6.10 shows positive, low and quite small correlation of statistical significance between team work among employees (internal customers) and employee job satisfaction. It means that team work among employees positively and significantly influence employee job satisfaction ( $r_s = 0.359$ ,  $p < 0.01$ ). This result is consistent with existing literature, as team work increases, employee job satisfaction will also increase.

In the same way, relationship of team work with employee job satisfaction is positive and significant because when employees help out each other in critical situations and sometimes even, sacrificed individual interest for the sake of group benefit , is clearly the characteristic of a collectivist society (Hofstede, 1980). Research also found that collectivists performed their group tasks better (Jackson et al., 2006).

In collectivist oriented culture,

*“people recognize the ‘fundamental connectedness’ of human beings to each other” (Markus and Kitayama, 1991, p. 227).*

In result, collectivist orientation is associated with individuals having a desire to engage in activities with others and wanting to maintain positive social relations in their workplace (Eby and Dobbins, 1997; Hofstede, 1984; Hui and Villareal, 1989; Schwartz, 1990 and Wagner, 1995).

Chen et al., (1998) and Triandis (1995) have also suggested in similiary way that in collectivistic culture individual’s inclination to cooperate in group contexts could be enhanced because they see themselves as members of one or more in-groups which are primarily motivated by the norms of those in-groups and emphasize their connectedness to other in-group members.

**H3: There is a significant and positive relationship between quality and internal customer (employee) focus and employee job satisfaction.**

**Table 6.11 Relationship between quality and internal customer (employee) focus and employee job satisfaction**

			JS_Score	Q_Score
Spearman's rho	JS_Score	Correlation Coefficient	1.000	.435**
		Sig. (2-tailed)	.	.000
		N	1014	1014
	Q_Score	Correlation Coefficient	.435**	1.000
		Sig. (2-tailed)	.000	.
		N	1014	1014

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Quality and internal customer (employee) focus positively and significantly correlates with employee job satisfaction. As displayed in the table 6.11 , the results ( $r_s = 0.435$ ,  $p < 0.01$ ) support Quality and internal customer (employee) focus as having positive and moderate correlation of statistical significance with employee job satisfaction. This means that quality and internal customer (employee) focus has positive and significant impact on employee job satisfaction. The more an organisation implements the concept of quality and internal customer (employee) focus as guided by internal marketing philosophy, the more employees are satisfied with their jobs.

Quality and internal customer (employee) focus is the second most highest value among all variables of internal marketing,  $r_s = 0.435$ ,  $p < 0.01$ . It is for the reason that Hui et al., (1995) found that job satisfaction is higher for collectivist employees.

Ozdemir and Hewett (2010) write that collectivism influences the importance of quality of work and employees for behavioural intentions. Similarly, (Triandis, 1995) also write that in a collectivist culture, which is group oriented, offer social support as a duty or obligation. Unlike individualistic cultures, there may be more opportunity for people to receive social support (Ozdemir and Hewett, 2010 and Shaffer et al., 2005).

**H4: There is a significant positive relationship between employee relationship and employee job satisfaction.**

**Table 6.12 Relationship between employee relationship and employee job satisfaction**

			JS_Score	ER_Score
Spearman's rho	JS_Score	Correlation Coefficient	1.000	.394**
		Sig. (2-tailed)	.	.000
		N	1014	1014
	ER_Score	Correlation Coefficient	.394**	1.000
		Sig. (2-tailed)	.000	.
		N	1014	1014

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In table 6.12, positive low and quite small correlation of statistical significance was found between employee relationship and employee job satisfaction (  $r_s = 0.394$ ,  $p < 0.01$ ). It shows that employee relationship significantly influence employee job satisfaction. That means that employee relationship with supervisor / manager do significantly relate to increase in employee job satisfaction.

In H4, relationship between employee relationship and employee satisfaction is also positive and significant because collectivist employees tend to cooperate and stick with their in-groups and their performances are viewed as a result of collective effort and inter personal relationships (Hofstede, 1997). In collectivist environment employees of an organisation would greatly value membership in a group and would look out for the well-being of the group even at the expense of his/her own personal interest (Wagner & Moch, 1986). Likewise, Abdulla (1996) and Choi (2005) mention that in collectivist culture personal happiness comes second to group and it is not surprising that caring for family and friends are identified as the most important social aspect. Research has found that collectivism was positively related to organizational citizenship behaviour ( Van Dyne et al., 2000). In addition one of the most important behavioural characteristic that differentiates a collectivist person from an individualist person is the value the collectivist person place on harmonious relations (Hofstede, 1980; Hui et al., 1991 and Hui and Villareal, 1989). In the same way, Singelis et al., ( 1995) also write their view point that amongst collectivist employees, relationship are of the greatest importance, and even if the costs of these relationship go beyond their benefits, they prefer to stay with the relationship.

**H5: There is a significant and positive relationship between employee benefits and employee job satisfaction.**

**Table 6.13 Relationship between employee benefits and employee job satisfaction**

			JS_Score	EB_Score
Spearman's rho	JS_Score	Correlation Coefficient	1.000	.399**
		Sig. (2-tailed)	.	.000
		N	1014	1014
	EB_Score	Correlation Coefficient	.399**	1.000
		Sig. (2-tailed)	.000	.
		N	1014	1014

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 6.13 shows that the correlation coefficient between employee benefits and employee job satisfaction is 0.399 which is positive, low and quite small correlation. Moreover, this refers to a high level of statistical significance ( $r_s = 0.394, p < 0.01$ ) i.e. the more employee benefits policy is adopted as internal marketing strategy in Pakistani universities, the more employee job satisfaction level will be achieved.

In other words, there is a positive and significant relationship between employee benefits and employee job satisfaction in Pakistani universities because Pakistan's economy is also facing different types economic problems like global recession and political instability is also creating frustration among stakeholders of the country, organizations, private and government institutes (Bashir et al., 2011).



The employees in Pakistan seek work, life policies, and family benefits (Bashir and Ramay, 2008). The compensation policies and benefits related to the family structure also contribute to satisfaction (Ghazanfar et al., 2011). The nature of tenure and jobs in Pakistan affect the commitment of their employees to their organizations (Hunjra et al., 2010).

**H6: There is a significant and positive relationship between training and development of employees and employee job satisfaction.**

**Table 6.14 Relationship between training and development of employees and employee job satisfaction**

			JS_Score	TD_Score
Spearman's rho	JS_Score	Correlation Coefficient	1.000	.304**
		Sig. (2-tailed)	.	.000
		N	1014	1014
	TD_Score	Correlation Coefficient	.304**	1.000
		Sig. (2-tailed)	.000	.
		N	1014	1014

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In table 6.14, significant, positive, low and quite small correlation results were found between training and development of employees and employee job satisfaction (  $r_s = 0.304$ ,  $p < 0.01$ ). It indicates that as degree of training and development of employees increase, it will significantly influence and ultimately increase employee job satisfaction in Pakistani universities.

Training and development of employees has also positive and significant relationship with employee satisfaction in Pakistani universities because with the passage of time work related environment of Pakistan have been changed, and modernization has exposed the variation in employees attitude (Khilji, 2004).

Therefore, the results of this study among all the variables of internal marketing and its relationship with employee satisfaction clearly, show that in three different targeted universities in Lahore, Pakistan: University of the Punjab (PU), University of Engineering and Technology (UET), Lahore University of Management Sciences (LUMS) Pakistani universities, collectivist culture prevail among all university employees.

### 6.7.3 Verification of Hypotheses and Model

Statistically significant and positive correlations were found between variables of internal marketing (IM) and employee job satisfaction. The relationship between Job satisfaction and growth opportunities ( JS ) , University vision ( UV ) , Team work (TW ) , Quality and internal customer (employee) focus (Q), Employee ( internal customer ) relationship ( ER ) , Employee benefit ( EB ) and Training and development ( TD ) were investigated using non-parametric alternative, Spearman's Rank Order Correlation (rho). There were positive low, quite small correlation and some were moderate correlations between JS, UV, TW, Q, ER, EB and TD,  $r_s = 0.445, 0.359, 0.435, 0.394, 0.304$  and  $0.399$ , Number of items = 1014,  $p < 0.01$ .

**Table 6.15 Summary of hypotheses results**

	<b>Hypotheses</b>	<b>Statistical test</b>	<b>Moderate correlation</b>	<b>Low and quite small correlation</b>	<b>Result</b>
H1	There is a significant and positive relationship between university vision and employee job satisfaction.	Non-parametric correlation	$r_s = 0.445$ $p < 0.01$		Accepted
H2	There is a significant and positive relationship between team work among employees (internal customers) and employee job satisfaction.	Non-parametric correlation		$r_s = 0.359$ $p < 0.01$	Accepted
H3	There is a significant and positive relationship between quality and internal customer (employee) focus and employee job satisfaction.	Non-parametric correlation	$r_s = 0.435$ $p < 0.01$		Accepted
H4	There is a significant and positive relationship between employee relationship and employee job satisfaction.	Non-parametric correlation		$r_s = 0.394$ $p < 0.01$	Accepted
H5	There is a significant and positive relationship between employee benefits and employee job satisfaction.	Non-parametric correlation		$r_s = 0.304$ $p < 0.01$	Accepted
H6	There is a significant and positive relationship between training and development of employees and employee job satisfaction	Non-parametric correlation		$r_s = 0.399$ $p < 0.01$	Accepted

Therefore, null hypotheses  $H1_0$  to  $H6_0$  have been rejected with  $p < 0.01$  as mentioned earlier in this chapter. This rejection of null hypotheses  $H1_0$  to  $H6_0$  are evidence in favour of above stated hypothesis from  $H1$  to  $H6$ . As a result,  $H1_A$  to  $H6_A$  hypotheses have been supported and accepted. As a result, it revealed significant and positive relationship between variables of internal marketing (IM) and employee job satisfaction in three targeted universities in Pakistan, Lahore.

Research hypotheses were designed to fulfil the objectives of this study, in terms of relationship between variables of internal marketing (IM) and employee job satisfaction.

It is clear from research findings all six variables of internal marketing (IM) influence and significantly affect employee job satisfaction. The findings of empirical research provide strong support for the hypothesized model; all hypotheses are supported and accepted.

## 6.8 Summary

This chapter presents the empirical data, its analysis and discusses the statistical result of this research that is used to test the proposed hypotheses.

The choice of statistical tests were justified. In order to validate the obtained information from respondents, reliability test was conducted. Descriptive statistics provided background information about the respondents' sample.

After presenting statistical findings, researcher has used Hofstede's country cultural values study to describe the behaviour of employees satisfaction in three targeted universities in Pakistan, Lahore. Next, these statistical results were theoretically linked to cultural analysis and thoroughly discussed because employee job satisfaction factors are always divergent and influenced by culture (Hofsted, 1980;2005).

It has added meaning to this research results and understood different aspects that have special effects on results, performance and illustrate the importance of employee job satisfaction and its relationship with internal marketing (IM).

This chapter has reviewed the relationship proposed in the conceptual frame work. Each hypothesis was evaluated by discussing the results of the statistical analysis.

The empirical result provides strong support for all the hypotheses; all the data proves the conceptual frame work of this research that all six variables of internal marketing (IM) are important factors that influence and have positive and significant relationship with employee job satisfaction in three targeted Pakistani universities.

The research conclusions and recommendations are presented in the next chapter.

## **Chapter Seven**

### **Summary, Conclusions and Recommendations**



## **7.0 Reflection on the Research**

The following Chapter presents reflection on the research with possible implications, theoretical conclusions, limitations of the study, contribution to knowledge and future research directions.

In this research, the development of internal marketing (IM) and its relationship with employee job satisfaction within three targeted universities in Pakistan, Lahore was studied. As a result, a conceptual framework was developed from the literature that establishes the relationship between internal marketing (IM) and employee job satisfaction.

The proposed concept of internal marketing (IM) with a set of different variables shows its importance and how it can be used to influence employee job satisfaction in three targeted universities in Lahore, Pakistan. A particular feature of the model is derived from the literature defines that different variables of internal marketing (IM) can be used as a method to influence and create significant and positive relationship with employee job satisfaction in three targeted universities in Lahore, Pakistan.

This research is likely to be the first and only empirical study on variables of internal marketing (IM) that influence employee job satisfaction in three targeted universities in Lahore, Pakistan. Additionally, this relationship shows significant and positive relationship within this context.

The purpose of this research was to determine the relationship between most frequently used variables of internal marketing (IM) which are University Vision ( UV ), Team work ( TW ), Quality and internal customer (employee) focus ( Q ), Employee ( internal customer ) relationship ( ER ) , Employee benefit ( EB ) , Training and Development ( TD ) and their effect on employee job satisfaction in Pakistani universities.

In order to accomplish the research objectives a survey questionnaire strategy was conducted and Questionnaires were delivered to respondents which were academic and non-academic staff of three targeted universities in Lahore, Pakistan: University of the Punjab (PU), University of Engineering and Technology (UET), Lahore University of Management Sciences (LUMS). The rationale for using these universities are mentioned in chapter three.

As noted in the Methodology chapter, this research concentrates on three different universities in Lahore, Pakistan. There are 550 respondents from University of the Punjab (PU) with 55% response rate, 264 respondents from University of Engineering and Technology (UET) with 52% response rate and 200 respondents with 49% response rate from LUMS in the sample, giving total of 1014 respondents.

This research has taken the most frequently used variables of internal marketing that influence employee job satisfaction for this study from the literature and are briefly discussed in Chapter two and three whilst proposing and justifying the

empirical research. Chapter six presents the analysis of findings, its analysis and discusses the statistical result to test the proposed hypotheses.

After that Hofstede's country cultural values study were used to describe the behaviour of employees in three targeted Pakistani universities in Lahore and link it to statistical research results and comprehensively discussed about each and every hypothesis. The rational justification for taking Hofstede's country cultural values study is that employee job satisfaction is always abstract because of dissimilar environment and influenced by culture (Hofsted, 1980; Hofsted and Hofsted 2005). Additionally, Hofstede is also most often cited scholar on different cultural dimension in business literature (Chandy and Williams, 1994; Kogut and Singh, 1988 ; Sivakumar and Nakata, 2001; Sondergaard, 1994 and Tian, 2000). This helps to analyze several features that have special effects on research results and employee performance. Along these lines, it presents results from the present empirical study and verify all hypotheses developed in this thesis.

It is also clear from research findings that statistically significant and positive correlations were found between all six variables of internal marketing which are University Vision ( UV ), Team work ( TW ), Quality and internal customer (employee) focus ( Q ), Employee ( internal customer ) relationship ( ER ) , Employee benefit ( EB ) , Training and Development ( TD ) that influence employee job satisfaction. These findings also highlight that this empirical research provides strong support for the hypothesized model; all hypotheses were supported and accepted.

It is also mentioned in chapter five that at least to the extent of researcher's knowledge from 1980 to 2012 no previous research has been found that link the cultural values, its interrelationship between the variables of internal marketing that influence employee job satisfaction and its impact on three targeted Pakistani universities in Lahore. That's why, more investigation is necessary to figure out to implement the suitability of this concept and derived model. Thus, this big gap needs to be filled in order to enrich literature on the subject of cultural link and its implications on employee satisfaction in the context of Pakistani universities.

## **7.1 Theoretical conclusion**

The theoretical support for this research was based on literature from a number of marketing areas which include services marketing, customer care, internal customer care, internal marketing, relationship between internal customer care and internal marketing, development and evaluation of internal marketing concept, employee satisfaction in addition to articles about higher education in Pakistan, its historical and current perspective.

The concept of internal marketing (IM) was developed and emerged as the latest trend in marketing. It was originally proposed in the early in 1980s as an approach to service management (Grönroos, 1978). The principal concept of internal marketing is that employees are viewed as internal customers and job as internal products. Job products must attract, motivate and develop employee satisfaction while addressing

the overall objectives of the organisation (Berry, 1981; Berry and Parasuraman, 1991).

According to (Grönroos 2000; George 1990; Christopher et al., 1991) fundamental purpose of internal marketing (IM) is that when employees are treated as customers they will become more committed, co-operative, enthusiastic and satisfied. In result, organisations will obtain the benefits in the form of increased productivity, efficiency and quality. IM's fundamental principle is that if a firm wants to have satisfied customers then it must have satisfied employees. This can only be achieved by considering and treating its employees as its customers (Ahmed and Rafiq, 2002; Kotler, 1991). Internal marketing should therefore be viewed as an internal customer care philosophy and a continuous process for both motivation, support and employee satisfaction (George, 1990; Grönroos, 2000). Therefore, it can be said that internal marketing is a strategic concept and directly linked to employee satisfaction (Dickter et al., 1996).

In Chapter Three, the concept of employee job satisfaction and factors influencing employee job satisfaction are briefly discussed. The Conceptual framework of variables of internal marketing was developed based on literature for testing and analysing the employee job satisfaction factors. This has been applied to Pakistani universities in Lahore.

However, Employee job satisfaction and its elements have obtained an established position in the research literature (King et al., 1982), There would seem to be no one

particular definition of employee job satisfaction despite this being studied by many researchers (Boshoff and Tait, 1996 ; Hartline and Ferrel, 1996 ; MacKenzie et a l., 1988 ; Herrington and Lomax, 1999).

According to Baran (1986) employee's job satisfaction is influenced and modified from factors within and outside an individual and working environment. There are number of reasons that motivate employees It can be tangible like good wages or intangible like sense of achievement (Spector, 2003). It can be said that every employee derive job satisfaction from his/her work place, for different reasons ( Hartline and Ferrell, 1996; MacKenzie et al., 1998; Yousef, 2000).

## **7.2 Limitations**

The empirical results suggest insight into the importance of variables of internal marketing in Pakistani universities and provide an analysis of its relationship with employee job satisfaction. Several limitations of the research have been identified. Even though, the chosen research method was considered to be the most appropriate for this research, its limitations are acknowledged and must be discussed. The limitations of this research are presented in the following paragraph.

One of the main limitations is related to the data collection. Self administrated questionnaires were delivered and picked-up from respondents of three different universities at far distant locations through appointed fieldworkers. It was difficult to obtain university staff especially academic staff's consent to participate in the

research. This was because most of the academic staff of all three universities did not have time to fill the questionnaires. Despite that, the researcher's appointed field workers were able to get filled questionnaire from respondents and the research was carried out successfully. On the researcher's advice, field workers incentivized respondents by offering vouchers to encourage them to take part in future studies. Additionally, it would be convenient for the researcher to work with these targeted universities to promote their research.

On a geographical and environmental dimension, this research is conducted and mainly limited to three universities in Pakistan, located in one city (Lahore), the sample presents a cross-section of a relatively small section in this particular sector. Similarly, other research elsewhere in Pakistan in other cities and other universities in a similar context would provide valuable, broader, wider sampling and comparative data for managers and academics about variables of internal marketing (IM) and its relationship that influence employee job satisfaction.

A further limitation was the dearth of previous research on variables of internal marketing and its relationship with employee satisfaction in the context of Pakistani universities and its link with cultural values . Hardly ever, any research has been done in developing or underdeveloped countries on this issue (Kusku, 2003). This created limited access for researcher but analysis of literature was valuable for indentifying factors on variables of internal marketing and its relationship with employee satisfaction in order to generate questionnaire scales. However, it could be argued that with further research, additional attributes or factors may have been

uncovered so that more explanation could be given by these factors. Additionally, it is also questionable that the most frequently used variables of internal marketing that influence employee job satisfaction could be used for other studies.

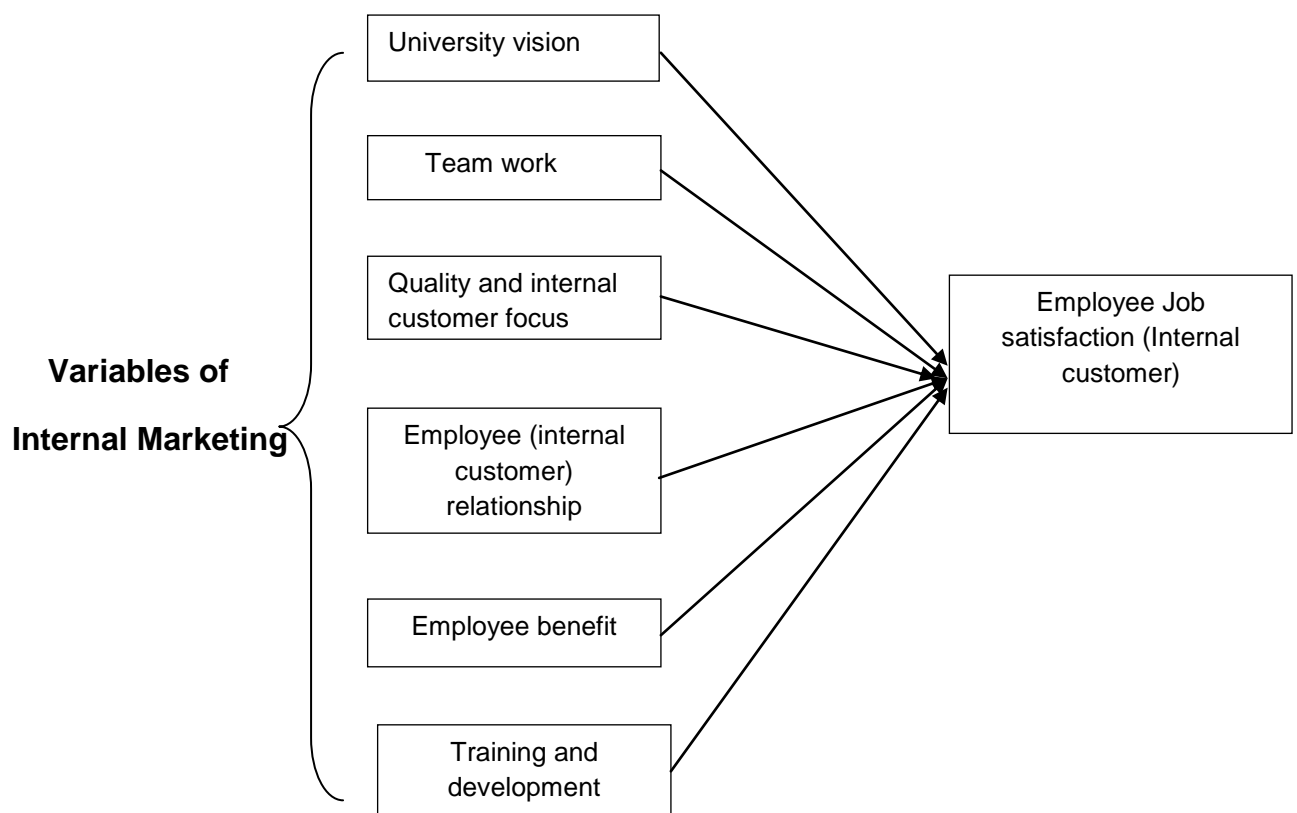
Likewise, the theoretical framework for this empirical research might not have included all possible factors of variables of internal marketing (IM) influencing employee satisfaction. However, the researcher ensured by considering academic literature that most frequently used variables are adopted in this research to measure employee job satisfaction.



### 7.3 Contribution to knowledge

This research has derived a conceptual framework from academic literature which shows its link between internal marketing and employee satisfaction as follows:

**Figure 7.1: The Conceptual Framework of Internal Marketing**



1. This research has bridged the gap in knowledge , by examining and investigating the concept of internal marketing and its interrelationship that leads to employees satisfaction in three targeted universities in Pakistan, Lahore as there is dearth of research on this topic.
2. Similarly, for this reason, the implication of this research appears as being first research that deals with this conceptual frame work in Pakistan, Lahore covering three very important universities in Pakistan; University of the Punjab (PU), University of Engineering and Technology (UET), Lahore University of Management Sciences (LUMS).
3. Being the first research of its kind, it provides significant insight into the development and understanding of concept of internal marketing (IM) and relationship with employee job satisfaction in a specific sector in three targeted universities in Pakistan, Lahore and its link with cultural values.
4. Furthermore, the results of this research give positive and significant empirical evidence after evaluating primary research that employee job satisfaction is playing an important role in three targeted universities in Pakistan, Lahore. This research verifies the claim as mentioned by researchers like (Arif, 2009; Arif & Ilyas, 2011; Arif and Riaz, 2011) that recently in Pakistan, higher education institutions have become an attractive and promising employee satisfaction sector to work in, attracting people from industry to teach and pursue their careers in universities.

5. Another important contribution from this research is to the literature of variables of internal marketing and its relationship with employee job satisfaction in higher education sector.
6. In addition, this research has also contributed to the higher education internal marketing literature in the context of Pakistan or developing countries. For that reason, it is valuable from the results of this research to find out how positive and significant relationship of internal marketing plays an essential role in influencing employee job satisfaction in three targeted universities in Pakistan, Lahore.
7. Similarly, this research has provided contribution to knowledge by identifying most frequently used variables of internal marketing from academic literature and research results will help universities to develop an appropriate marketing strategy efficiently and effectively because the derived model of this research shows 80.6 % variance in Job satisfaction (JS). In addition, by implementing this suggested model, employee satisfaction would be documented, focused , monitored and would create a state of clarity, as identified variables of internal marketing in this research would play a quantifiable role of success factors. Therefore, this research model suggests in means of practical implications that universities are recommended to give more attention to internal marketing activities (university vision, Team work among employees, Quality and internal customer focus, employee relationship, Employee benefit and Training and development of employees)

that shows practical confirmation of positive and significant impact and relationship with employee job satisfaction in three targeted universities in Pakistan, Lahore. Additionally, in result, it will also facilitate their excellent performance which in turn would enhance the ability of organisations to high quality service and business performance.

8. Furthermore, in this comprehensive research framework, highest correlation coefficient was found between employee job satisfaction and university vision in three targeted universities. Therefore, compliance with the university vision can be beneficial as it evolves employee commitment, satisfaction and appeals to motivate them. Consequently, employees will be encouraged to appreciate a clear sense of direction, feel the positive sense of being engaged in something important.

## **7.4 Future Research Directions**

It is not possible for any single research to cover all features of a subject and this research is not an exception. However, while this research has fulfilled its objectives, still there are many areas for additional studies and empirical research.

In broader terms, variables of internal marketing (IM) and its relationship with employee job satisfaction deserve further investigation in many different contexts which are explained in below paragraph.

In this research, the proposed model of variables of internal marketing (IM) and its relationship with employee job satisfaction should further be studied to ensure its validity in different environment, backgrounds or cultural context to determine the unaffected impact of variables of internal marketing (IM) and its relationship with employee satisfaction.

Moreover, variables of internal marketing and its relationship with employee job satisfaction require further theoretical and empirical refinement. This research provides a benchmark for future research in this particular field and it also offers suggestions for several key factors beyond the scope of this study and present opportunities for future research.

This research was kept to only three universities in one city Lahore, Pakistan. More, explanation of the factors of internal marketing and its relationship with employee job satisfaction might provide an opportunity for additional research that could extend this topic beyond higher education sectors or replication of comparative study to explore the concept of this model with other similar universities in other parts of Pakistan, other developing countries or universities in western world. In this way, it can be expected that a more comprehensive conceptual framework related to variables of internal marketing (IM) would be developed. This would also allow researchers to explore further impact and role of this model in different scenario and environment in order to identify differences and similarities to the research findings. Therefore, further research to test the revised conceptual framework of model of variables of internal marketing and its relationship with employee job satisfaction

would be worthwhile in order to have greater understanding of issues investigated in this research. It would also provide empirical evidence and linkages identified in this research and others. Future research would also allow and find more validation of research finds and bring new dimensions in the conceptual framework.

As mentioned above, further research would be comparative study to explore this concept in other developing and western countries. This would also allow an identification of the other factors that have impact on employee job satisfaction such as culture and law, in order to gain more generalized findings and validation for the conceptual framework. At the same time, it would enable researchers with additional explicative and creative research to develop a more comprehensive and new conceptual framework of internal marketing that influences employee satisfaction. This would provide a wider picture of the reality of internal marketing in higher education and its relationship with employee satisfaction with different cross cultural dimensions. In addition, further research at spatial scale is very important because without this it is difficult to assess the contribution of the research findings.

Even though, the results of this research offer support for variables of internal marketing as a positive and significant relationship with employee job satisfaction, in order to confirm the reliability of these observations, future research should be undertaken in order to explore the complexities of the relationship between variables of internal marketing and employee job satisfaction from alternative dimensions in future studies. Equally, frequently used factors of internal marketing in this research could be applied repeatedly in examining in other sectors other than higher

education such as Banking sector, insurance companies, others services and manufacturing firms.

Finally, as the present research has identified positive and significant correlation between variables of internal marketing (IM) and employee satisfaction in three targeted Pakistani universities in Lahore. It would be useful to expand this study further in order to provide a deeper understanding, where this model and concept of internal marketing (IM) that influence employee satisfaction can be extended to further stage to business performance.

The rational justification of above mentioned further stage is present in academic literature. Employee satisfaction facilitates their excellent performance as it leads to attraction and retention of the best employees, which in turns enhances the ability of organisations to deliver high quality service (Berry, 1981, and Parasuraman, 1991). After that according to Grönroos (1981) satisfaction of employees lead to improved quality of services and organisation performance. Schneider (1980) also writes that employee job satisfaction is a major reason of their delivery of high quality service, and to improve business performance.

The theoretical link between internal marketing (IM) and business performance can further be investigated through relevant academic literature. Likewise, it is important to note that business performance is a multidimensional paradigm that may be illustrated in many ways like effectiveness, efficiency and adaptability (Walker and

Ruekert, 1987). Thus, it would be very useful to explore the complexities of the relationship between internal marketing and business performance.

Similarly, future research may investigate different aspects environmental and cultural factors on the association between concept of internal marketing and business performance.



## **List of References**

Abdullah, A. (1996), *Going Global: Cultural Dimensions in Malaysian Management*, Malaysian Institute of Management, Kuala Lumpur.

Abdullah. Bin, Rahman, Musa. Mushaireen, Zahari. Harnizam, Rahman. Razman, and Khalid Khazainah (2011) "The Study of Employee Satisfaction and its Effects towards Loyalty in Hotel Industry in Klang Valley, Malaysia", *International Journal of Business and Social Science* Vol. 2 No. 3, pp. 147-155.

Abdul, G., Shehla Z., Huma, Q., Assad, H., (2013). *Medical education and research in Pakistan*. World Health Organization. Published by Elsevier Ltd/Inc/BV. Retrieved from [http://dx. doi.org/10.1016/ S0140-6736\(13\)60146-4](http://dx.doi.org/10.1016/S0140-6736(13)60146-4) and *The Lancet*, Early Online Publication, doi :10.1016/S0140-6736(13)60146-4.

Adeeb, M. A. (1996), *Comparative study of developed & developing countries*. Multan: Beacon Books.

Ahmed, P.K., and Rafiq, M., (1995), The role of internal marketing in the implementation of marketing strategies. *Journal of Marketing Practices*, 1(4), 32-51.

Ahmed, P.K., and Rafiq, M., (2000), Advances in the internal marketing concept: definition, synthesis and extension. *The Journal of Services Marketing*, 14 (6), 449-62.

Ahmed, P.K., and Rafiq, M., (2002), *Internal marketing: tools and concepts for customer-focused management*. Oxford: Butterworth Heinemann.

Ahmed, P.K., and Rafiq, M., (2003), Commentary internal marketing issues and challenges. *European Journal of Marketing*, 37 (9), 1177-1186.

Ahmed, P.K., Rafiq, M., and Saad, N.M., (2003), Internal marketing and the mediating role of organizational competencies. *European Journal of Marketing*, 37 (9), 1221-1241.

Aiken, L. S., and West, S. G. (1991), *Multiple Regression: Testing and interpreting interactions* . Newbury Park, CA: Sage.

Al-Aameri, A.S., (2000), "Job satisfaction and organizational commitment for nurses", *Saudi Medical Journal*, Vol.21 No.6, pp.531–535.

Alagbari, A., (2002), Job satisfaction among a sample of general education head teachers in Eastern region of Saudi Arabia. *Journal of Gulf and Arabic island studies*,29, 169-197.

Alarami, H., (1998), *Job satisfaction among head teachers of general education school*. Dissertation (MA). Quaboos University.

Allen, M. (1988), *The goal of universities*. Philadelphia, USA: The Society for Research into Higher Education.

Allen, M., Bourhis, J., Burrell, N., and Mabry, E. (2002), *Comparing Student Satisfaction with Distance Education to Traditional Classrooms in Higher Education: A meta-analysis*. *The American Journal of Distance Education*, 16, 83 – 97.

Allen, R.E. (1990) *The Concise Oxford Dictionary of Current English*, Oxford: Clarendon Press.

Ali, S., Tahir, M. S., (2009). *Reforming education in Pakistan – tracing global links*. *Journal of Research and Reflections in Education*, 3(15), 1-16.

Ali, S., (2006). *Analysis of higher education policy in Pakistan*. Paper presented at the state, civil society and public administration in Portugal: towards a new paradigm of public service, of the role of the state and of public policies, Aveiro, Portugal.

Alonazi, A., (2001), *Relationship between a degree of occupational performance and job satisfaction among secondary schools head teachers in Northern region of Saudi Arabia*. Dissertation (MA). Umm Alqura University.

Aloryali, N., (2002), *Job satisfaction among governmental general education head teachers in Northern region of Saudi Arabia, field study*. Dissertation (MA). King Saud University.

Alves, H., Raposo, M. (2009), "The measurement of the construct satisfaction in higher education", *The Service Industries Journal*, Vol. 29 No.2, pp.203-18.

Amal Ibrahim 'Al-Haj Abed', and Hani Dmour (2010), "The Effect of Internal Marketing Implementation on Job Satisfaction of Sales People in Jordan Telecom Group", *Jordan Journal of Business Administration*", Vol.6, No.1.

Amaratunga, D; Baldry, D., Arshar, M. and Newton, R. (2002), Quantitative and qualitative research in the built environment application of mixed research approach. *Work Study*. 51 (1), 17-31.

Ampofo-Boateng, K., Merican, W.R.A., Jamil, A., and Wiegand, B., (1997), "Employees' Adaptation To Technological Changes In A Multinational Corporation In Malaysia, Innovation in Technology Management – The Key to Global Leadership. PICMET '97: Portland International Conference on Management and Technology, 27-31 July 1997 pp :987 – 989.

Anderson, K., (1992), *Great customer service on the telephone*. New York: American Management Association.

Andrisani, P. (1978), "Levels and Trends in Job Satisfaction, 1966-1972," in Andrisani (ed) *Work Attitudes and Labor Market Experience* (New York: Praeger).

Anwyl, J. (1992), "Quality in higher education", Proceedings of the National Invitational Workshop, Centre for the Study of Higher Education, University of Melbourne, Victoria, 13 August, .

Arbnor, I. and Bjerke, B. (1997), Methodology for Creating Business Knowledge 2<sup>nd</sup> ed, California: Sage Publications, Thousands Oaks.

Arif, S. (2009), "Praxis: Teachers' dilemma to choose the right action", The International Journal of Learning, Vol. 16 No.7, pp. 27-37.

Arif, S. and Ilyas, M. (2011), "Leadership, empowerment and customer satisfaction in teaching institutions: Case study of Pakistani university", Total Quality Magazine, Vol. 23 No. 4, pp. 388–402.

Arif, S. and Riaz, N. (2011), "Student development: Emerging teaching paradigm", Daily Dawn, Sunday Magazine, 6 November, p. 7.

Armstrong, M., (1996), Employee Reward London: Institute of Personnel Development.

Arnett, D., Laverie, D., and McLane, C., (2002), "Using job satisfaction and pride as internal-marketing tools." Cornell Hotel and Restaurant Administration Quarterly, 41 (1), 48-61.

Arnold, J.H., and D.C., Feldman, (1986), "Job Satisfaction", Organisational Behaviour, McGrawHill, Inc., USA, pp. 85-113.

Asif, S., and Sarheant, A., (1998), Internal marketing tactics: Is communication really all there is to it? In: Academy of Marketing Science Conference, May, 1998. Virginia: unspecified, pp. 351-355.

Athar, O., Adil, N., Shamsh, K-L., Syed, Z. G., and Christopher, K.,(2009). Pakistan's reform experiment. Nature, doi:10.1038/461038a.

Atkins, M. J., Beattie, J. and Dockrell, W B. (1993), Assessment Issues in Higher Education, Sheffield, Employment Department.

Atta U. R., (2009). Pakistan: sense of urgency powered education reforms. Nature, doi:10.1038/461874c.

Awwad , M. S., and Aghi, D. A. M., (2011), The impact of internal marketing on commercial banks' market orientation. International Journal of Bank Marketing. 294: 308-332.

Azra, P., Khalid, R., Muhammad, Z. I., Sanaullah, K., (2011). System and Reforms of Higher Education in Pakistan. International Journal of Business and Social Science.

Bacal, R., (2004), Perfect phrases for customer service: hundreds of tools, techniques, and scripts for handling any situation. 1<sup>st</sup> ed. New York: McGraw-Hill.

Badril Anuar. (2009). A Study of Job Satisfaction among Teachers. Masters thesis, University Utara Malaysia.

Baird, K., (2000), Customer service in health Care: A grassroots approach to creating a culture of service excellence. New York: John Wiley and Sons.

Baldwin, G., James, R. (2000), "The market in Australian higher education and the concept of student as informed consumer", Journal of Higher Education Policy and Management, Vol. 22 No.2, pp.139-48.

Ballantyne, D., (1997), "Internal networks for internal marketing", Journal of Marketing Management, Vol. 13 No. 5, pp. 343-66.

Ballantyne, D., (2000a), The strengths and weaknesses of internal marketing, in Varey, R. J. and Lewis, B.R., Internal Marketing: Directions for Management, NY, Routledge . p. 43 – 60.

Ballantyne, D., (2000b), Internal Relationship Marketing: A Strategy for Knowledge Renewal, International Journal of Bank Marketing, vol. 18, No, 6 274-286.



Ballantyne, D., (2003), A relationship-mediated theory of internal marketing. *European Journal of Marketing*, 37 . 9/10. 1242-1260.

Ballantyne, D., (2004), "Internal marketing and knowledge renewal: A relationship mediated perspective." *Ekonomiska samfundets tidskrift. Tredje serien*, 153-157.

Baran, R., (1986), *Understanding Behaviour in Organizations*. Allyn & Bacon, Boston, MA.

Barlow, J., and Stewart, P., (2006), *Branded customer service: the new competitive edge*. San Francisco: Berrett-Koehler Publishers.

Barnes, B.R., Fox, M.T. and Morris, D.S., (2004), Exploring the linkage between internal marketing, relationship marketing and service quality: a case study of a consulting organization. *Total Quality Management*, 15 (5), 593-601.

Barnes, J., (1989), The role of internal marketing: if the staff won't buy it, why should the customer? *Irish Marketing Review*, 4 (2), 11-21.

Barnet, R. (1990), *The idea of higher education*. Philadelphia, USA: The Society for Research into Higher Education.

Baron, S.B., and Harris, K.H. (1995), *Service marketing*. 1<sup>st</sup> ed. Kent: Macmillan press.

Barry, J.J., J. Chandler and H. Clark, (2001), *Between the ivory tower and the academic assembly line*, *J Manag Stud* 38 (2001), pp. 88–101.

Barsky, J., (1995), *World-class customer satisfaction*. Burr Ridge, IL: Irwin Professional.

Bart, C.K., (1997), *Sex, Lies, and Mission Statements*. *Business Horizons*, 40(6): 9.

Bashir M, Jianqiao L, Zhang YJ, Ghazanfar F, Abrar M, Khan MM (2011). The relationship between High Performance Work System, Organizational Commitment and demographic factors in public sector universities of Pakistan. *Interdiscip. J. Res. Bus.*, 1(8): 62-71.

Bashir S, Ramay MI (2008). Determinants of Organizational Commitment A Study of Information Technology Professionals in Pakistan. *Inst. Behav. Appl. Manag.*, 9(2): 226-238.

Basset-Jones, N., Lloyd, G.F. (2005), "Does Herzberg's motivation theory have staying power?", *The Journal of Management Development*, Vol. 24 pp.929-43.

Beardwell, I., Holden, L. and Claydon, T. (2004), *Human resource management: a contemporary approach*. London: FT Prentice-Hall.

Becker, R.F.J. (2009), *International Branch Campuses: Markets and Strategies*, The Observatory on Borderless Higher Education, London,.

Becker, T.E., Randal, D.M, and Riegel, C.D., (1995), "The multidimensional view of commitment and theory of reasoned action: A comparative evaluation", *Journal of Management*, Vol. 21 No.4, pp.617–638.

Becker, W.E., and Lewis, D.R., (1992), *The economics of American higher education*, Kluwer Academic Publishers, Boston.

Behling, O. & Law, K.S. (2000), *Translating Questionnaires and Other Research Instruments: Problems and Solutions*. Thousand Oaks, CA: Sage Publications.

Bell, C. and Ron, Z. (2003), *Service magic: the art of amazing your customers*. New York USA: Kaplan Business.

Bell, R.C., and Weaver, J.R., (1987), The dimensionality and scaling of job satisfaction: an internal validation of the workers opinion survey. *Journal of Occupational Psychology*, Vol. 60, pp. 147-55.

Bender, K. A., & Heywood, J. S. (2006), Job satisfaction of the highly educated: The role of gender, academic tenure, and comparison income. *Scottish Journal of Political Economy*, 53(2), 253–279.

Benoy, J. W., (1996), "Internal Marketing Builds Service Quality," *Journal of Health Care Marketing*, 1996, Vol. 16(1), pp. 54-59.

Bennett, R., Ali-Choudhury, R. (2009), "Prospective students' perceptions of university brands: an empirical study", *Journal of Marketing for Higher Education*, Vol. 19 pp.85-107.

Bernard, R. M., Lou, Y., Abrami, P.C., Wozney, L., Borokhovski, E., Walseth, P. A., et al. (2003), How does distance education compare to classroom instruction? A meta-analysis of the empirical literature. Presented as a Symposium at the 2003 Annual Meeting of The American Educational Research Association, Chicago, IL.

Berry, L. L., and Parasuraman, A., (1992), Services marketing starts from within. *Marketing Management*, 7 (1), IA-TiA.

Berry, L., Hensel, J., and Burke, M., (1976), Improving retailer capability for effective consumerism response. *Journal of Retailing*, 52, 3-14.

Berry, L.L. (1999), *Discovering the soul of service: the nine drivers of sustainable business success*. 1<sup>st</sup> ed. New York: The Free Press.

Berry, L.L., (1981), "The Employee as Customer", *Journal of Retail Banking*, Vol. 3, March, pp.25-80.

Berry, L.L., (1981), The employee as customer. *Journal of Retail Banking*, 3 (1), 25-9.

Berry, L.L., (1984), Services' marketing is different. In: Lovelock, C.H., ed. *Services marketing: text, cases and readings*. Englewood Cliffs: Prentice Hall.

Berry, L.L., Parasuraman, A., (1991), *Marketing Services: Competing through Quality*. Free Press, New York, NY.

Best, J. W. (1994), *Research in education*. New Delhi, India: Prentice-Hall.

Bhatti, K.K., and, Qureshi, T.M., (2007), Impact of employee participation on job satisfaction, employee commitment and employee productivity. *International Review Of Business Research Papers*, vol.3 no.2 June 2007.

Birnbaum, R. (1994), "The quality cube: how college presidents assess excellence", *Journal of Tertiary Education Administration*, Vol. 16 No.1, pp.69-80.

Blacharski, D.W., (2006), *Superior customer service: how to keep customers racing back to your business--time tested examples from leading companies*. Florida: Atlantic Publishing Company.

Blackburn, J.C., (1980), *Marketing admissions: a perspective on its use*, *College board review* (1980), p. 116.

Blythe, J (2005), Principles and practice of marketing. London: Thomson Learning.

Bodur S., (2002), "Job satisfaction of health care staff employed at health centres in Turkey", Occupational Medicine. Vol. 52, No. 6, 2002, pp 353-355.

Bodur, S., (2002), "Job satisfaction of health care staff employed at health centres in Turkey", Occupational Medline, Vol. 52 No. 6, pp 353–355.

Bojanic, D.C., (1996), Consumer perceptions of price, value and satisfaction in the hotel industry: an exploratory study. Journal of Hospitality and Leisure Marketing 4(1), 5-22.

Bok, D. (2003), Universities in the Marketplace: The Commercialisation of Higher Education, Princeton University Press, Princeton, NJ.

Boshoff, C., Mels, G. (1995), "A causal model to evaluate the relationships among supervision, role stress, organizational commitment and internal service quality", The European Journal of Marketing, Vol. 29 No.2, pp.23-42.

Boshoff, C., Tait, M., (1996), "Quality perceptions in the financial services sector: the potential impact of internal marketing", International Journal of Service Industry Management, Vol. 17 No.5, pp.5-31.

Bowen, D.E., and Johnston, R. (1999), "Internal service recovery: developing a new construct", *International Journal of Service Industry Management*, Vol. 10 No. 2, pp. 118-31.

Bowling, N. A. (2007), Is the job satisfaction-job performance relationship spurious? A meta-analytic examination. *Journal of Vocational Behaviour*, 71, pp. 167-185.

Brassington, F. and Pettitt, S (2006), *Principles and practice of marketing*. 4<sup>th</sup>. New York: Prentice Hall.

Brewer, G.A., Selden, S.C., and Facer, R.L., (2000), "Individual conceptions of public service motivation", *Public Administration Review*, Vol 60 No. 3, pp. 254-63.

Brochado, A. (2009), "Comparing alternative instruments to measure service quality in higher education", *Quality Assurance in Education*, Vol. 17 No.2, pp.174-90.

Brookes, M. (2003), "Higher education: marketing in a quasi-commercial service industry", *International Journal of Non-Profit and Voluntary Sector Marketing*, Vol. 8 No.2, pp.134-42.

Brooks, I., and Weatherston, J., (1997), *The Business Environment. Challenges and Changes*, Prentice Hall.

Brown, J.H., Oplatka, I. (2006), "Universities in a competitive global marketplace: a systematic review of the literature on higher education marketing", *International Journal of Public Sector Management*, Vol. 19 No.4, pp.316-38.

Brown, S.A., (1999), *Strategic customer care*. Toronto: John Wiley and Sons limited.

Bruce, V. (2006), "Markets and higher education: a regime of truth?", *Irish Educational Studies*, Vol. 25 No.2, pp.141-54.

Bryman, A. and Bell, E. (2003), *Business Research Methods*. 2nd edition. Oxford University Press.

Bryman, A. and Bell, E., (2011), *Business research methods*. 3rd ed. Oxford: Oxford University Press.

Bryman, A., (1986), "Leadership and corporate culture", *Management Decision*, Vol. 24 No. 6, pp. 50-3.

Bunzel, D.L. (2007), "Universities sell their brands", *Journal of Product & Brand Management*, Vol. 16 No.2, pp.152-3.

Burton, D., (1994), *Financial services and the consumer*. London: Routledge.



Buss, J. Parker and J. Rivenburg, (2004), Cost, quality, and enrolment demand at liberal arts colleges, *Econ Educ Rev* 23/1, pp. 57–65.

Cahill, D.J., (1995), The managerial implications of the learning organization: a new tool for internal marketing. *Journal of Services Marketing*, 9 (4), 43-51.

Campbell, C.C., (1978), "The Administration of Admissions", in Barton, D.W., (Ed.), *Marketing Higher Education*, (New Directions for Higher Education, no. 21, 1978, pp. 51-63), Jossey-Bass, San Francisco, California.

Canning, G., (1988) "Is your Company Marketing Oriented?", *Journal of Business Strategy*, May/June, pp. 34- 6.

Carlan, P. (2007), "The search for job satisfaction: a survey of Alabama policing", *American Journal of Criminal Justice*, Vol. 32 No.1-2, pp.74-86.

Carlaw, P. and Deming, V.K., (1998), *The big book of customer service training games*. 1<sup>st</sup> ed. New York: McGraw-Hill.

Carlson, P.M., and Fleisher, M.S., (2002), Shifting realities in higher education: today's business model threatens our academic excellence, *Int J Public Adm* 25 (2002), pp. 1097–1111.

Carmines, E. G. & Zeller, R. A. (1979). *Reliability and validity assessment*. Londres: Sage.

Carson, D, Gilmore, A., Perry, C., and Gronhaug, K., (2001), *Qualitative Marketing Research*. London: Sage.

Caruana, A., and Calleya, P., (1998), The effect of internal marketing on organizational commitment among retail bank managers. *International Journal of Bank Marketing*, 16 (3), 108-116.

Cavana, R. Y., Delahaye, B. L. and Uma Sekaran (2001), *Applied Business Research: Qualitative and Quantitative*, Australia: John Wiley & Sons.

Cespedes, F.V., (1995), *Concurrent Marketing*, Boston: Harvard Business School.

Chandy, P. R., and Williams, T. G. E. (1994), The impact of journals and authors on international business research: A citational analysis of JIBS articles. *Journal of International Business Studies*, 25(4), 715–728.

Chang CS, Chang HC., (2008), Perceptions of internal marketing and organisational commitment by nurses. *J. Adv. Nurs.* 65(10): 92-100.

Chao, G.T., O'Leary-Kelly, A.M., Wolf, S., Klein, H.J. and Gardner, P.D., (1994), "Organizational socialization: Its content and consequences", *Journal of Applied Psychology*, Vol. 79, pp. 730–743.

Chaston, I., (1994), "Internal customer management and service gaps within the UK manufacturing sector", *International Journal of Operations and Production*, Vol. 14, No. 9, pp. 45-56.

Chaston, I., (1995), "A typology for evaluating branch-level perceptions of internal customer management processes within the UK clearing banks", *The Service Industries Journal*, 15(3), 332-349.

Che Ha., Abu Bakar., and Jaafar., (2007), "Internal Marketing Issues in Service Organizations in Malaysia", *International Review of Business Research Papers*, Vol. 3 No. 5, Pp. 134-145.

Che-Ha and Hashim, (2007), "Brand Equity, Customer Satisfaction and Loyalty: Malaysian Banking Sector", *International Review of Business Research Papers* Vol. 3 No.5 November 2007 Pp.123-133.

Chen SH, Yang CC, Shiau JY, Wang HH (2006), "The development of an employee satisfaction model for higher education", *The TQM Magazine*, 18(5): 484-500.

Chen, C. C., Chen, X., & Meindl, J. R. (1998), How can cooperation be fostered? The cultural effects of individualism– collectivism. *Academy of Management Review*, 23, 285–304.

Chen, C., (2006), “Job satisfaction, organizational commitment, and flight attendants’ turnover intentions: A note”, *Journal of Air Transport Management*, No.12, pp. 274–276.

Chen, T.Y., Chang, P.L., Yeh, C.W. (2004), "A study of career needs, career development programs, job satisfaction and the turnover intensity of R and D personnel", *Career Development International*, Vol. 9 No.4, pp.424-37.

Chiaburu, D.S., Tekleab, A.G. (2005), "Individual and contextual influences on multiple dimensions of training effectiveness", *Journal of European Industrial Training*, Vol. 29 No.8, pp.604-26.

Choi, B.C.K. (2005), "An international comparison of women's occupational health issues in the Philippines, Thailand, Malaysia, Canada, Hong Kong and Singapore: the Cida-Seagep study", *Occupational Medicine*, Vol. 55 pp.515-22.

Chow, Siu L., (1996), *Statistical Significance: Rationale, Validity and Utility*, Volume 1 of series *Introducing Statistical Methods*, Sage Publications Ltd.

Christopher, M. (1996), From brand values to customer values, *Journal of marketing practice*, 2 (1), pp.55-66.

Christopher, M.G., Payne, A. and Ballantyne, D.F., (1991), *Relationship marketing: bringing quality, customer service and marketing together*. Oxford: Butterworth Heinemann.

Christopher, M.G., Payne, A., and Ballantyne, D.F., (1993), *Relationship marketing: bringing quality, customer service and marketing together*. Oxford: Butterworth Heinemann.

Chughtai, A.A. (2008), Impact of job involvement on in-role job performance and organizational citizenship behavior", *Behavioral and Applied Management*, 9(2), 169-182.

Ciampa, D., (1991), *Total Quality: A User's Guide for Implementation*. Addison-Wesley, Reading: MA .

Clarke, C. (2003), *The future of higher education*, HMSO, Cm 5753, London.

Clayson, D.E., Haley, D.A. (2005), "Marketing models in education: students as customers, products, or partners", *Marketing Education Review*, Vol. 15 No.1, pp.1-10.

Clough, P. and Nutbrown, C., (2012), *A student's guide to methodology: justifying enquiry*. 3rd ed. London: Sage Publications.

Cohen, A., and Avrahami, A. (2006), The relationship between individualism, collectivism, the perception of justice, demographic characteristics and organizational citizenship behavior, *The Service Industries Journal*, 26(8), 889-901.

Cohen, J. (1988), *Statistical power analysis for the behavioral sciences*. Second Edition. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Cohen, R.L., (1985), "Heritage Provides Key to Marketing School's Identity", *Admissions Marketing Report*, Vol. 1 No. 1, 1985, pp. 8-9.

Collis, J. and Hussey, R. (2003), *Business Research: A practical guide for undergraduate and postgraduate students*. 2<sup>nd</sup> ed. Palgrave: Macmillan.

Collis, J. and Hussey, R. (2003), *Business Research: A practical guide for undergraduate and postgraduate students*. 2<sup>nd</sup> ed. Palgrave: Macmillan.

Colombo, G.W., (2003), *Killer customer care*. 1<sup>st</sup> ed. Canada: Entrepreneur Press.

Comm CL, Mathaisel DFX (2000). Assessing employee satisfaction in service firms: an example in high education. *J. Bus. Econ. Stud.*, 6(1): 43-53.

Compton, F., George, W.R., Grönroos, C. and Karvinen, M., (1987), Internal marketing. In: J.A. Czepiel et al. eds. *The Service Challenge: Integrating for Competitive Advantage*. Chicago: American Marketing Association, 7-12.

Conduit, J., and Mavondo, F. T., (2001), "How critical is internal customer orientation to market orientation?" *Journal of Business Research*, Vol. 51, No. 1, pp. 11-24.

Conduit, J., and Mavondo, F.T., (2001), "How critical is internal customer orientation to market orientation?," *Journal of Business Research* (51:1), pp 11-24.

Cook, S., (1997), *Customer care*. 2<sup>nd</sup> ed. London: Kogan Page Limited.

Cook, S., (2000), *Customer care how to create an effective customer focus*. 3<sup>rd</sup> ed. London: Kogan page limited.

Cook, S., (2002), *Customer care excellence: create an effective customer service strategy*. 4<sup>th</sup> ed. London: Kogan Page.

Coolican, H. (1992), *Research Methods and Statistics in Psychology*. London: Hodder.

Coomber, B., and Barriball, K.L., (2007), "Impact of job satisfaction components on intent to leave and turnover for hospital-based nurses: A review of the research literature", *International Journal of Nursing Studies* , Vol..44, pp.297–314.

Cooper, D. R. & Schindler, P. S. (2003), Business research methods (8th ed.)  
Boston: McGraw-Hill Irwin.

Cooper, D. R. and Schindler, P. S. (1998), Business research methods. 6th edition.  
Singapore, McGraw-Hill.

Cooper, R. D. and Schindler, S. P. (2008), Business Research Methods. Boston:  
Irwin McGraw Hill.

Corder, G.W., Foreman, D.I. (2009), Nonparametric Statistics for Non-Statisticians: A  
Step-by-Step Approach Wiley.

Cowell, D., (1984), The Marketing of Services. London: Heinemann.

Crane, F.G., (1989), A practical guide to professional services marketing. Journal of  
Professional Services Marketing. 5(1) 3-15.

Cranny, C.J, Smith, P.C., and Stone, E.F., (1992), Job satisfaction: How people feel  
about their jobs and how it affects their performance. Lexington Books: New York.

Crème, P. and Lea, M. R. (1997), Writing at university: a guide for students.  
Buckingham, Open University Press.



Creswell, J. W., (2009), *Research design: qualitative, quantitative, and mixed methods approaches*. 3rd ed. London: Sage Publications.

Crow, Stephen M. & Hartman, Sandra J. (1995), "Can't Get No Satisfaction." *Leadership & Organization Development Journal*. 16 [4]: 34-38.

Currivan, D. B., (1999), The causal order of job satisfaction and organizational commitment in models of employee turnover. *Human Resource Management Review*, 9, 495-524.

Cusack, M. (1998), *Online customer care: applying today's technology to achieve world-class customer interaction*. New York: ASQ Quality press.

Daniel, L. G. (1998), Statistical significance testing: A historical overview of misuse and misinterpretation with implications for the editorial policies of educational journals. *Research in the Schools*, 5(2) 23-32.

Daniel, W.W. (2004). *Nonparametric and distribution-free statistics (Chapter 13)*. In *Biostatistics: A foundation for analysis in the health sciences*, 8th ed. New York: Wiley.

Danish, R. Q., and Usman, A., (2010). Impact of Reward and Recognition on job Satisfaction and Motivation: An Empirical Study from Pakistan. *International Journal of Business and Management*, 5 (2), 159-167.

Davidow, W.H., Uttal, B., (1990), Total Customer Service. Philadelphia: Harper Collins.

Davies, P. and Scribbins, K., (1985), Marketing Further and Higher Education, Longman Group Resources Unit, York, UK.

Davis, T.R.V., (2001), Integrating internal marketing with participative management. Management Decision, 39 (2), 121-130.

Davis, Tim R. V. (1992), Internal service operations: strategies for increasing their effectiveness and controlling their cost. Organisational Dynamics, 20 (Autumn), 5 - 22.

De Nobile, J., (2003), Organisational communication, job satisfaction and occupational stress in Catholic primary schools. Thesis (PhD). University of New South Wales.

Dearing, R. (1997), Higher education in a learning society: the national committee of inquiry into higher education, HMSO, London.

Decore, A.M. and Pannu, R.S., (1989) "Alberta Political Economy in Crisis: Whither Education?", Canadian Journal of Education, Vol. 14 No. 2, pp. 150-69.

Deming, W.E., (1986), *Out of the Crisis*, MIT, Center for Advanced Engineering Study, Cambridge, MA.,.

Demirbag, M., Koh, S.C.L., Tatoglu, E. and Zaim, S. (2006), " TQM and market orientation's impact on SMEs' performance", *Industrial Management and Data Systems*, Vol. 106, No. 8,pp. 1206-1228.

Dibb, S., Simkin, L., Pride, W.M., and Ferrel, O.C. (2005), *Marketing: Concepts and strategies*. New York: Houghton Mifflin.

Dickter, D., Roznowski, M. and Harrison, D. (1996), "Temporal tempering: an event history analysis of the process of voluntary turnovers", *Journal of Applied Psychology*, Vol. 81,pp. 705-16.

Diener, E., Diener, M., Diener, C. (1995), "Factors predicting the subjective well-being of nations", *Journal of Personality and Social Psychology*, Vol. 69 pp.851-64.

Dinham, S., and Scott, C., (2000), *Moving into the third outer domain of teacher satisfaction*. *Journal of educational administration*, 38 (4), 379-396.

Donn, G., and Al Manthri, Y. (2010), *Globalisation and Higher Education in the Arab Gulf States*, Symposium Books, Didcot,.

Dolence, M., (1993), Strategic enrolment management: a primer for campus administrators, American Association of Collegiate Registrars and Admission Officers, Washington, D.C.

Domino, S., Libraire, T., Lutwiller, D., Superczynski, S., Tian, R. (2006), "Higher education marketing concerns: factors influence students' choice of colleges", The Business Review, Vol. 6 No.2, pp.101-12.

Donaldson, B., and O'Toole, T., (2002), Strategic Market Relationships: from strategy to implementation. Chichester: Wiley.

Dotchin , John A., and Oakland, John S., (1994), Total quality management services part2: Service Quality. Journal Quality and Reliability Management, 11 (3), 27-42.

Doyle, P. and Newbould, G.D., (1986), "A Strategic Approach to Marketing a University", in Ryans, C.C. and Shanklin, W.L. (Eds.), Strategic Planning, Marketing and Public Relations, and Fund-raising in Higher Education, Scarecrow Press, Metuchen, New Jersey, pp. 16-57.

Drucker, P.F., (1954), The practice of management. New York: Harper and Row.

Drucker, P.F., (1963), The Practice of Management, Heinemann, London.

Drummond, R. J., and Stoddard, A., (1991), Job satisfaction and work values. *Psychological Reports*, Vol.69, pp.1116–1118.

Drummond,G., (2004), Consumer confusion: reduction strategies in higher education, *Int J Educ Manag* 18 (5) (2004), pp. 317–323.

Dubrovski, D. (2001), “The role of customer satisfaction in achieving business excellence”, *Total Quality Management*, Vol. 12 Nos 7/8, pp. 920-5.

Dunmore, M., (2002), *Inside-out marketing: How to create an internal marketing strategy*. London: Kogan page.

Eagle, L. and Brennan, R. (2005), Students as customers: why the customer concept may not be right... and students might not know what they need, Working paper series, marketing vol. 31, Middlesex University Business School, London.

Earley, P. C. (1989),. Social loafing and collectivism: A comparison of the United States and the People’s Republic of China. *Administrative Science Quarterly* 34, pp. 565-580.

Easterby-Smith, M., Thorpe, R. and Jackson, P. R. (2008), *Management research : an introduction*, 3rd ed, Sage, Los Angeles.

Easterby-Smith, M; Thorpe, R; and Lowe, A (2002), *Management Research: An Introduction*, 2<sup>nd</sup> ed. London: SAGE Publication.

Eby, L., and Dobbins, G. (1997), Collectivistic orientation in teams: An individual and group-level analysis. *Journal of Organizational Behaviour*, 18(3), 275-295.

Eccles, T. (1994), *Succeeding with Change: Implementing Action-Driven Strategies*, McGraw-Hill, London.,.

Eccles, T., (1994), *Succeeding with Change: Implementing Action-Driven Strategies*, McGraw-Hill, London.,.

Egan, J., (2001), *Relationship marketing, exploring relational strategies in marketing*, Prentice Hill, 2001.

Eklund, M., and I. Hallberg., (2000), "Factors Influencing Job Satisfaction Among Swedish Occupational Therapists in Psychiatric Care." *Scandinavian Journal of Caring Sciences* 14 (3): 162-71.

Ellickson, M., Logsdon, K. (2001), "Determinants of job satisfaction of municipal government employees", *State Local Government Review*, Vol. 33 No.3, pp.173-84.

Emery, C. R. and Tian, R. G. (2002b), Cross-cultural issues in Internet marketing. *Journal of American Academy of Business*, Cambridge, 12 (2), 217-225.

Erdogan, B., and Liden, R. C. (2006), Collectivism as a moderator of responses to organizational justice: Implications for leader-member exchange and ingratiation. *Journal of Organizational Behavior*, 27, 1-17.

Evenson, R., (2005), *Customer service training 101: quick and easy techniques that get great results*. New York: American Management Association.

Ewing, M.T., and Caruana, A., (1999), An internal marketing approach to public sector management, the marketing and human resources interface. *The International Journal of Public Sector Management*, 12 (1), 17-26.

Eyupoglu SZ, Saner T., (2009), The relationship between job satisfaction and academic rank: a study of academicians in Northern Cyprus. Paper presented at the World Conference on Educational Sciences, North Cyprus, February 4-7.

Fang, Y., (2001), "Turnover propensity and its causes among Singapore nurses an empirical study", *International Journal of Human Resource Management*, Vol.12 No.5, pp.859–871.

Faragher, E., Cass, M. and Copper, C., (2005), The relationship between job satisfaction and health: a meta-analysis. *Occup. environ med*, 62, 105-112.

Farmer, S., Luthans, F. and Sommer, S.M., (2001), "An Empirical Assessment of Internal Customer Service", *Managing Service Quality*, Vol. 11 (5) 2001, 350-58.

Farzad, A., Nahavandi, N., and Caruana, A. (2008), The effect of internal marketing on organizational commitment in Iranian banks. *American Journal of Applied Sciences*,5(11), 1480-1486.

Ferrari, M.R., and Lauer, L.D., (2000), Vision of the future, *Currents* XXVI 4 (2000), pp. 19–22.

Finkelstein, S., Harvey, C., Lawton, T. (2008), "Vision by design: a reflexive approach to enterprise regeneration", *Journal of Business Strategy*, Vol. 29 No.2, pp.4-13.

Finn, C. P. 2001. "Autonomy: An Important Component for Nurses' Job Satisfaction." *International Journal of Nursing Studies* 38 (3): 349-57.

Finn, D.W., Baker, J., Marshall, G.W., and Anderson, R., (1996), "Total quality management and internal customers: measuring internal service quality", *Journal of Marketing Theory and Practice*, Vol. 4 No. 3, pp. 36-51.

Fisher, C.D., (2000), "Mood and emotions while working: Missing pieces of job satisfaction?", *Journal of Organizational Behavior*, Vol.21, pp.185–202.

Fisk, R.P., Brown, S.W., and Bitner, M.J., (1993) Tracking the evolution of the services marketing literature. *Journal of Retailing*, 69 (Spring), 61-103.



Fletcher, C., and Williams, R., (1996), "Performance management, job satisfaction and organizational commitment", *British Journal of Management* , Vol.7 No.2, pp.169–179.

Ford, L., Mcnair, D., and Perry, B., (2001), *Exceptional customer service: going beyond your good service to exceed the customer's expectation*. Toronto: Adams Media Corporation.

Foreman, S.K., and Money, A.H., (1995), Internal marketing: concepts, measurement and application. *Journal of Marketing Management*, 11(8), 755-768.

Forsyth, C.J., Copes, J.H. (1994), "Determinants of job satisfaction among police officers", *International Review of Modern Sociology*, Vol. 24 No.1, pp.109-16.

Fosam, E.B., Grimsley, M.F.J., Wisner, S.J. (1998), "Exploring models for employee satisfaction with particular reference to a police force", *Total Quality Management*, Vol. 9 No.2-3, pp.235-47.

Foster, J. (2000), "Motivation in the workplace", in Chiem, N. (Eds), *Introduction to Work and Organizational Psychology*, Blackwell, Oxford, pp.302-26.

Fredman, N., & Doughney, J. (2011). Academic dissatisfaction, managerial change and neoliberalism. *Higher Education Advance online publication*, doi 10.1007/s10734-011-9479-y.

Gale, B., (1994), *Managing customer value: creating quality and service that customers can see*. New York: The Free Press.

García-Aracil, A. (2009), "European graduates' level of satisfaction with higher education", *Higher Education*, Vol. 57 No.1, pp.1-21.

Gee, J. and Gee, V. (1999), *Super service: seven keys to delivering great customer service...even when you don't feel like it! even when they don't deserve it!* 1<sup>st</sup> ed. New York: McGraw-Hill.

George, D. and Mallery, P. (2003), *SPSS for Windows step by step: A simple guide and reference*. 11.0 update (4th ed.). Boston: Allyn and Bacon.

George, W.R., (1977), The retailing of services-a challenging future. *Journal of Retailing*, Fall, 85-98.

George, W.R., (1990), Internal marketing and organizational behaviour: a partnership in developing customer-conscious employees at every level. *Journal of Business Research*. 20(1), 63-70.

George, W.R., and Grönroos, C., (1989), Developing customer-conscious employees at every level-internal marketing. In: Congram, C.A., and Frieman, M.L. eds. *Handbook of Services Marketing*. New York: Amacom.

Gerhart, B., and Rynes, S.L., (2003), *Compensation: Theory, Evidence, and Strategic Implications*, Sage, Thousand Oaks, CA.

Ghazanfar F, Chuanmin S, Khan MM, Bashir M (2011). A Study of Relationship between Satisfaction with Compensation and Work Motivation. *Int. J. Bus. Soc Sci.*, 2(1):120-131.

Gibbons, J. (1993), *Nonparametric measures of association. Quantitative applications in the social sciences series*. Thousand Oaks, CA: Sage Publications.

Gibbs, P. (2008), "Marketers and educationalists – two communities divided by time?", *International Journal of Educational Management*, Vol. 22 No.3, pp.269-78.

Gilbert, G. Ronald, and Parhizgari, Ali M. (2000), *Measuring internal customer satisfaction. Managing Service Quality*, 10 (3), 178-186.

Gill, J. and Johnson, P. (1997), *Research methods for managers*. 2nd edition. London, Paul Chapman Publishing.

Gill, J. and Johnson, P, (2002), *Research Methods for Managers*. 3<sup>rd</sup> ed. SAGE Publication: London.

Gilmore, A., (2000), "Managerial interactions of internal marketing", in *Internal Marketing: Directions for Management*, Varey, R.J., London, UK: Routledge: 75-92.

Gilmore, A., and Carson, D., (1995), Managing and marketing to internal customers. In W.J. Glynn and J.G.Barnes (eds), Understanding Services Management. Chichester: John Wiley and Sons, pp. 295–321.

Goleman, Daniel. Emotional Intelligence: Why it can matter more than IQ. (1995), London: Bloomsbury.

Golzen, G., (1990), How job ads serve the company image. The Sunday Times. (21) October.

Goodstein, L., Nolan, T., Pfeiffer, J.W. (1993), Applied Strategic Planning: How to Develop a Plan That Really Works, McGraw-Hill, New York, NY., .

Gorchels, L.M., (1995), "Trends in marketing services", Library Trends, Vol. 43 No.3, pp.494-509.

Gounaris, S., Avlonitis, G., Papastathopoulou, P., (2004), "Managing the firm's behavior through market orientation development: some empirical findings", European Journal of Marketing, Vol. 58 No.11/12, pp.1481-508.

Grabowski, S.M., (1981), Marketing in Higher Education, (AAHE-ERIC/Higher Education Research report No. 5), American Association for Higher Education, Washington DC.

Greenberg, J., Baron, R.A. (1997), Behavior in Organisations, 6th ed., Prentice-Hall, Englewood Cliffs, NJ, .

Greenberger, D.B., and Strasser, S., (1991), The role of situational and dispositional factors in the enhancement of personal control in organizations. Research in Organizational Behaviour, 13, 111-45.

Greene, W.E., Walls, G.D., and Schrest, L.J., (1994), Internal marketing: the key to external marketing success. Journal of Services Marketing, 8 (4), 5-13.

Gremler, D. D., Bitner, M. J., and K.R. Evans, (1994), "The Internal Service Encounter," International Journal of Service Industry Management, Vol. 5(2), 1994, 34-56.

Griffin, J., (2002), Customer Loyalty: How to Earn It, How to Keep It. San Francisco: Jossey-Bass.

Grönroos, C. (2000), Service management and marketing: a customer relationship management approach. 2<sup>nd</sup> ed. London: Wiley and Sons limited.

Grönroos, C., (1978), A service-oriented approach to marketing of services, European Journal of Marketing, Vol.12, pp.588-601.

Grönroos, C., (1981), Internal marketing-an integral part of marketing theory. In: Proceedings of the American Marketing Association's Services Marketing Conference. Chicago, IL, 236-8.

Grönroos, C., (1985), Internal marketing – theory and practice, Bloch, T. Met al, Services Marketing in a changing environment, American Marketing Association, 41-7.

Grönroos, C., (1990), Service Management and Marketing: Managing the Moments of Truth in Service Competition, Lexington Books, Lexington, MA.

Grönroos, C., (1991), The marketing strategy continuum: towards a marketing concept for the 1990s. Management Decision. 29(1) 7-13.

Grönroos, C., (1994), Quo vadis, marketing? Towards a relationship marketing paradigm. Journal of Marketing Management, 10, 347-60.

Grönroos, C., (2000), Service management and marketing: a customer relationship management approach. 2<sup>nd</sup> ed. London: Wiley and Sons limited.

Grönroos, C., (2007), Service management and marketing: customer management in service competition. 3rd ed. Chichester: John Wiley.

Guest, D. (1997), "Human resource management and performance: a review and research agenda", *International Journal of Human Resource Management*, Vol. 8 No.3, pp.263-76.

Gummesson, E., (1987a), Using internal marketing to develop a new culture: the case of Ericsson quality. *Journal of Business and Industrial Marketing*. 2 (3), 23-8.

Gummesson, E., (1990), Marketing organization revisited: the crucial role of the part-time marketer. In: Teare, R., Moutinho, L., Morgan, N. eds. *Managing and marketing services in 1990*. London: Cassel.

Gummesson, E., (1999b), *Total Relationship Marketing: Rethinking Marketing Management from 4Ps to 30Rs*, Butterworth-Heinemann, Oxford,.

Gummesson, E., (2000), Internal marketing in the light of relationship marketing and network organizations. In: Varey, R.J., and Lewis, B.R. eds. *Internal Marketing: Directions for Management*. London: Routledge, 27-42.

Hackman, J. R., and Oldham, G. R. (1976), Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16, 250-279.

Hackman, J.R. and Oldham, G.R. (1980), *Work Redesign*. Massachusetts: Addison-Wesley.

Hagedorn, L. S., (1994), Retirement proximity's role in the prediction of satisfaction in academe. *Research in Higher Education*, 35(6), 711-728.

Hagedorn, L. S. (1996), Wage equity and female faculty job satisfaction: The role of wage differentials in a job. *Research in Higher Education*, 37(5), 569–598.

Hagedorn, L. S., (2000), Conceptualizing faculty job satisfaction: Components, theories, and outcomes. In L. S. Hagedorn (Ed.), *New Directions for Institutional Research* (Vol.2000, pp. 5-20). San Francisco: Jossey-Bass.

Hair, J.JR; Babin, B; Money, A, and Samouel, P. (2003), *Essential of Business Methods*, Wiley.

Hall, E. T., and Hall, M. R. (1990), *Understanding cultural differences: Germans, French and Americans*. Yarmouth, ME: Intercultural Press.

Hallowell, R., Schlesinger, L.A., and J. Zornitsky, (1996), "Internal Service Quality, Customer, and Job Satisfaction: Linkages and Implications for Management," *Human Resource Planning*, Vol. 19(2), 1996, 20-31.

Harber, D. G., Ashkanasy, N .M. and Callan, VJ. (1997), Implementing quality service in a public hospital setting: A path-analytic study of the organizational antecedents of employee perceptions and outcomes. *Public Productivity and Management Review*, 21(1): 13-29.



Harrell G. D., and M.F., Fors, (1992), 'Internal marketing of a service', *Industrial Marketing Management*, Vol. 21, pp. 299-306.

Harrington, H.J. (2005), "The five pillars of organizational excellence", *Handbook of Business Strategy*, Vol. 6 No.1, pp.107-14.

Harris, E.K., (2006), *Customer service: a practical approach*. 4<sup>th</sup> ed. New York: Prentice Hall.

Hartline, M.D., and Ferrell, O.C., (1996), The management of customer-contact service employees: an empirical investigation. *Journal of Marketing*, 60 (4), 52-70.

Harvey, L., Green, D. (1993), "Assessing quality in higher education: a trans-binary research project", *Assessment and Evaluation in Higher Education*, Vol. 18 No.2, pp.143-9.

Hassan. Yasir, Kashif-ud-din, Mir. Zark, Ahmad. Khalil, Mateen. Abdul, Ahmad Waseem, and Ahmad Bilal Nasir (2011) "Job Satisfaction in Private Banking Sector of Pakistan", *Global Journal of Management and Business Research*, Volume 11 Issue 12, pp. 85-94.

Hayes, I. D. (1987). *The crisis of education in Pakistan*. Lahore, Pakistan: Vanguard Books.

Hayes, N., (2005), *Psychologie týmové práce*, Prague, Portál.

Hayes, T.J., (1991), *New strategies in higher education marketing*, The Haworth Press, New York.

Hebron, C. de W. ( 1989), " Marketing higher education: myths and problems", *Higher Education in Europe*, Vol. XIV No.3, pp.47-55.

Helman, D., Payne, A. (1992 ), *Internal marketing: myth versus reality*. Cranfield School of Management, working paper.

Hemsley-Brown, J., Oplatka, I. (2006), "Universities in a global marketplace", *International Journal of Public Sector Management*, Vol. 19 No.4, pp.316-38.

Henning-Thurau, T., (2004), *Customer orientation of service employees: its impact on customer satisfaction, commitment, and retention*. *International Journal of Service Industry Management*. 15 (5), 460-478.

Herrington, G., and Lomax, W., (1999), *Do satisfied employees make customers satisfied? An investigation into the relationship between service employee job satisfaction and customer perceived service quality*. Paper presented on the European Marketing Association Conference, Berlin.

Herzberg, F. (1968), "One more time: how do you motivate employees?", Harvard Business Review, Vol. 46 No.1, pp.53-62.

Heskett, J.L., Jones, T.O., Loveman, G.W., Sasser, W.E. and Schlesinger, L.A. (1994), Putting the service-profit chain to work, Harvard business review, 72(2):164-174.

Heskett, J.L., Sasser, Jr. W.E., and Schlesinger, L.A., (1997), The Service Profit Chain: How Leading Companies link Profit and Growth to Loyalty, Satisfaction and Value, Free Press, New York.

Higher Education commission, (2007). HEC Annual Report for 2007-2008. Pakistan: Higher Education commission, Pakistan. Retrieved from [http://www.hec.gov.pk/PublishingImages/ANNUAL%20REPORT%20\(2007-08\)/ANNUAL%20REPORT%20\(2007-08\).html](http://www.hec.gov.pk/PublishingImages/ANNUAL%20REPORT%20(2007-08)/ANNUAL%20REPORT%20(2007-08).html) [ Assessed 01st May, 2013]

Higher Education commission, (2008). HEC Annual Report for 2007-2008. Pakistan: Higher Education commission, Pakistan. Retrieved from <http://www.hec.gov.pk/MediaPublication/NewsViews/PublishingImages/PDFadobe/PDFadobe.html> [ Assessed 01st May, 2013]

Hoernack, S.A., and Collins, E.L., (1990), *The economics of American universities: management, operations and fiscal environment*, State University of New York Press, New York, NY.

Hoffman, K.D., Ingram, T.N. (1991), "Service provider job satisfaction and customer-oriented performance", *Journal of Services Marketing*, Vol. 6 No.2, pp.68-78.

Hoffman, K.D., and Ingram, T.N., (1992), "Service provider job satisfaction and customer-oriented performance", *Journal of Services Marketing*, Vol. 6 No.2, pp.68-78.

Hofstede, G.H. (1980), *Culture Consequences: International Differences in Work-related Values*, Sage Publications, London.

Hofstede, G., (1984), *Culture's Consequences: International Differences in Work Related Values*. Sage, Beverly Hills CA.

Hofstede, G. (1997). *Cultures and organizations: software of the mind*. London: McGraw Hill.

Hofstede, G. and Hofstede, G. J. (2005), *Cultures and organizations: Software of the mind*. New York: McGraw-Hill.

Hofstede, G., (2003), *Culture's consequences, comparing values, behaviours, institutions, and organizations across nations*, 2nd ed. Newbury Park, CA: Sage.

Homburg, C. and Stock, R.M., (2004), "The Link between Salespeople's Job Satisfaction and Customer Satisfaction in a Business-to-Business Context: A Dyadic Analysis", *Journal of the Academy of Marketing Science*, Vol. 32, No. 2, pp. 144-158.

Hua. Yang, and Nigel. Coates, (2010), "Internal marketing: service quality in leisure services" *Marketing Intelligence & Planning*, Vol. 28 No. 6, pp. 754-769.

Huczinsky, Andrzej & Buchanan, David. (1991), *Organizational Behaviour, an Introductory Text*. London: Prentice Hall.

Hui, C. H., and Villareal, M. J. (1989), Individualism-Collectivism and Psychological Needs: Their Relationship in Two Cultures. *Journal of Cross-Cultural Psychology*, 20, 310-323.

Hui, C.H., Triandis, H.C. and Yee, C. (1991), "Cultural differences in reward allocation: is collectivism the explanation?", *British Journal of Social Psychology*, Vol. 30 No. 2, pp. 145-57.

Hui, C.H., Yee, C., and Eastman, K.L. (1995), The relationship between individualism-collectivism and job satisfaction. *Applied Psychology: An International Review*, 44: 276-282.

Hunjra AI, Chani MI, Aslam S, Azam M, Rehman KU (2010), Factors effecting job satisfaction of employees in Pakistani banking sector. *Afr. J. Bus. Manag.*, 4(10): 2157-2163.

Hussey, J. and Hussey, R. (1997), *Business Research: a Practical Guide for Undergraduate and Postgraduate Students*. Basingstoke: Macmillan Business.

Hussey, J. and Hussey, R. (2003), *Business Research: a practical guide for undergraduate and postgraduate students*. 2nd edition. London, Macmillan Press Ltd.

Hutching. A., (1995), *Marketing a resource book*. London: Pitman publishing.

Hwang, Ing-San., and Der-Jang Chi., (2005), "Relationships Among Internal Marketing, Employee Job Satisfaction and International Hotel Performance: An Empirical Study," *International Journal of Management*, 22 (2), 285–93.

Hyde, M. (2002), *Marketing in practice: CIM course book*. Oxford: Butter-Heinemann Ltd. Internal marketing book page 11 Ref number 1.

Liacqua, J. A., and Schumacher, P. (1995), Factors contributing to job satisfaction in higher education. *Education*, 116(1), 51-61.

Ing-San Hwang, and Der-Jang Chi, (2005), "Relationships among Internal Marketing, Employee Job Satisfaction and International Hotel Performance: An Empirical Study", *International Journal of Management*, Vol. 22, No.2, June 2005. pp. 285-293.

Ireland, R.D. and Hitt, M.A. (1992), *Mission statements: Importance, challenge and recommendations for development*. *Business Horizons*, 35(3): 34-42.

Islam N (2004), *Sifarish, sycophants, power and collectivism: administrative culture in Pakistan*. *Int. Rev. Admin. Sci.*, 70(2): 311.

Ivancevich, J., Olekalns, M. & Matteson, M. 1997. *Organizational Behavior and Management*. Sydney: McGraw-Hill.

Jackson, C.L., J.A. Colquitt, M.J. Wesson and C.P. Zapata-Phelan, (2006), *Psychological collectivism: A measurement validation and linkage to group member performance*. *J. Applied Psychol.*, 91: 884-899.

Jankowicz, A.D. (2000), *Business research projects* 3<sup>rd</sup> ed. Business press.

Jankowicz, A.D. (2005), *Business Research Projects*, 4th ed., Thomson Learning, London,.

Jay, R. (1998), *The essential marketing source books*. 2<sup>nd</sup> ed. Harlow. Pearson education limited.

Jenkins, J.M. (1993), "Self-monitoring and turnover: the impact of personality on intent to leave", *Journal of Organisational Behaviour*, Vol. 14 pp.83-91.

Jobber, D. (2006), *Principles and practice of marketing*. 5<sup>th</sup> ed. New York: McGraw-Hill higher education.

John E. Freund, (1984), *Modern Elementary Statistics*, sixth edition. Prentice hall.

Johnson, P. and Duberley, J. (2000), *Understanding Management Research* California: Sage Publications: Thousands Oaks.

Johnsrud, L. K., and Heck, R. H. (1998). Faculty work life: Establishing benchmarks across groups. *Research in Higher Education*, 39(5), 539-555.

Jones TO and Sasser WE, (1995), *Why Satisfied Customers Defect*, *Harvard Business Review*, November-December, 88-99.

Jongbloed, B. (2003), "Marketisation in higher education, Clarke's triangle and the essential ingredients of markets", *Higher Education Quarterly*, Vol. 57 No.2, pp.110-35.

Joseph, B.W., (1996), *Internal marketing builds service quality*. *Journal of Health Care Marketing*, 16 (1), 54-59.



Judge T.A., and Watanabe, S. (1993), Another look at the job-life satisfaction relationship. *Journal of Applied Psychology*, 78, 939-948.

Judge, T. A., Ilies, R., and Zhang, Z. (2012), Genetic influences on core self-evaluations, job satisfaction, work stress, and employee health: A behavioral genetics mediated model. *Organizational Behavior and Human Decision Processes*, 117, 208-220.

Judge, T.A., Watanabe, S. (1993), "Another look at the job satisfaction-life satisfaction relationship", *Journal of Applied Psychology*, Vol. 78 No.6, pp.939-48.

Judith, Broady-Preston, and Lucy, Steel, (2002), "Employees, Customers and internal marketing strategies in LIS", *Library Management*, vol.23, No.8/9, pp.384 – 393.

Judson, K.M., Gorchels, L. and Aurand, T.W. (2006), 'Building a university brand from within: a comparison of coaches' perspectives of internal branding', *Journal of marketing for higher education*, 16 (1), pp.97-114.

Juechter, W.M., Fisher, C and Alford, R.J. (1998). Five conditions for high-performance cultures. *Training and Development*, 52(5): 63-67.

Jun, M., Cai, S. and Shin, H., (2006), "TQM practice in maquiladora: Antecedents of employee satisfaction and loyalty", *Journal of Operations Management*, Vol.24, pp. 791–812.

Jun, M., Cai, S. and Shin, H., (2006), "TQM practice in maquiladora: Antecedents of employee satisfaction and loyalty", *Journal of Operations Management*, Vol.24, pp. 791–812.

Juran, J.M., Gryna, F.M. (1993), *Quality Planning and Analysis*, 3rd ed., McGraw-Hill, New York, NY., .

Kahn, A., (1985), *Internal marketing – the case of the Swedish savings banks in Grönroos, C., Gummesson, E. (Eds) Service Marketing – Nordic School Perspectives. Stockholm University, 25-34.*

Kale SH., (2006), *Internal Marketing: An Antidote for Macau's Labor Shortage. UNLV Gaming Res. Rev. J. 11(1): 1-11.*

Kanelopoulos, C., Akrivos, C. (2006), "Career development in Greek management", *Spoudai*, Vol. 56 No.1, pp.79-106.

Kanji, G. K., Tambi A. M. bin A. (1999). *Total Quality Management in UK higher education institutions*, *Total Quality Management*, vol.10, n.1, 129-153.

Kanter, R. M., (1983), *The Change masters*. New York: Simon & Schuster.

Kanungo, R.N., & Wright, R.W. 1983. A cross-cultural comparative study of managerial job attitudes. *Journal of International Business Studies*, 14: 111-129.

Karr, R., and Blohowiak, D., (1997), *The complete idiots' guides guide to great customer service*. New York. Macmillan publishing books.

Karthikeyan, K, Karthi, R. and Shyamala, D. Graf (2010), "Impact of Training in Indian Banking Sector – An Empirical Investigation", *International Journal of Business and Management*, Vol. 5, No. 7; July 2010.

Kasper, H., van Helsdingen, P., and de Vries, W. Jr. (1999), *Services Marketing Management. An International Perspective*. Chichester: John Wiley and Sons.

Kazemzadeh, R.B., and Bashiri, M., (2005), "Determination of critical factors on employee satisfaction – a case study on a financial institute", *Proceedings of the IEEE International Engineering Management Conference*, Vol. 1, September, pp. 16-20.

Khalid, S., and Irshad, M. Z., (2010), *Job Satisfaction among Bank Employees in Punjab, Pakistan: A Comparative Study*. *European Journals of Social Sciences*, 17 (4), 570-577.

Khan, K. U., Farooq, S. U., and Ullah, M. I., (2010), The Relationship between Rewards and Employee Motivation in Commercial Banks of Pakistan. *Research Journal of International Studies*, 14, 37-52.

Khan, MA., Rehman, K.U., Rehman, I.U., Safwan. N., and Ahmad, A., (2011). Modelling link between internal service quality in human resources management and employee retention: A case of Pakistani privatized and public sector banks. *Afr. J. Bus. Manage.*, 5(3): 949-959.

Khawaja, A.H., (1996). Difficulties and Possibilities in Universities. In: *Pakistan Perspective*, Vol. No.3, Pakistan Study Center, University of Karachi.

Khilji SE (2004). Whither Tradition? *Int. J. Cross. Cult. Manag.*, 4(2): 141.

Kim, S. (2009), "IT employee job satisfaction in the public sector", *International Journal of Public Administration*, Vol. 32, pp. 1070-97.

Kim, W.G., Leong, J.K. and Lee, Y. (2005), "Effect of service orientation on job satisfaction, organizational commitment, and intention of leaving in a casual dining chain restaurant", *Hospitality Management*, Vol. 24, pp. 171-93.

King, M., Murray, M., Atkinson, T., (1982), "Background, personality, job characteristics, and satisfaction with work in a national sample", *Human Relations*, Vol. 35 pp.119-33.

King, M., Murray, M.A. and Atkinson, T., Background, personality, (1982), job characteristics and satisfaction with work in a national sample. *Human Relations*, Vol. 35 No. 2, pp. 119-33.

King, W.R. and Cleland, D.I. (1979), *Strategic Planning and Policy*, New York: Van Nostrand Reinhold.

Kirkman, B.L., & Shapiro, D.L. (1997), The impact of cultural values on employee resistance to teams: Toward a model of globalized self-managing work team effectiveness. *Academy of Management Review*, 22: 730-757.

Kirkpatrick, S.A, Locke, E.A (1996), "Direct and indirect effects of three core charismatic leadership components on performance and attitudes", *Journal of Applied Psychology*, Vol. 81 No.1, pp.36-51.

Kitchen, P., (1997), *Public Relations: Principle and Practice*(1st ed.).London: Thomson Business Press.

Klemm, M., Sanderson, S. and Luffman, G. (1991), Mission statements: Selling corporate values to employees. *Long Range Planning*, 24(3): 73-78.

Kluckhohn, C. K. (1951), Values and value orientations in the theory of action. In T.Parsons and E. A. Shils (Eds.), *Toward a general theory of action*. Cambridge, MA:Harvard University Press.

Knight, J. (2011), "Education hubs: a fad, a brand, an innovation?", *Journal of Studies in International Education*, Vol. 15 No.3, pp.221-40.

Kogut, B. and Singh, H. (1988). The effect of national culture on the choice of entry mode. *Journal of International Business Studies*, 19: 411-432.

Kohut, J.M., (1988), "An Analysis of Marketing Practices and their Perceived Contribution to Marketing Program Goals in Selected Private Liberal Arts Institutions of Higher Education", unpublished doctoral dissertation, University of Akron, Ohio.

Kotler P., (1997), *Marketing Management: Analysis, Planning, Implementation, and Control*. Prentice Hall, NJ.

Kotler, P., and Armstrong, G., (2001), *Principles of Marketing* (9th Ed), Prentice-Hall, NJ.

Kotler, P. and Andreasen, A.R., (1987), *Strategic Marketing for Non-profit Organizations*, 3rd ed., Prentice-Hall, Englewood Cliffs, New Jersey.

Kotler, P. and Armstrong, G. (2005), *Principles of marketing*. 11<sup>th</sup> ed. New York: Prentice Hall.

Kotler, P. and Armstrong, G. (2007), *Principles of marketing*. 12<sup>th</sup> ed. New York: Prentice Hall.

Kotler, P. and Asplund, C. & Rein, I. & Haider, D. (1999), Marketing Places Europe. Pearson Education Ltd, London.

Kotler, P. and Fox, K.F.A., (1985), Strategic Marketing for Non educational Institutions, 3rd ed., Prentice-Hall, Englewood Cliffs, New Jersey.

Kotler, P., (1988), Marketing management: analysis, planning, implementation and control. 6th ed. New Jersey: Prentice Hall International Editions.

Kotler, P., (1991), Marketing management: analysis, planning, implementation and control. 7th ed. Englewood Cliffs, NJ: Prentice Hall.

Kotler, P., (2002), Marketing management. 11<sup>th</sup>. UK: Pearson education.

Kotler, P., and Fox, K., (1995), Strategic marketing for educational institutions, Prentice-Hall, New Jersey.

Kotler, P., and Keller, K.L., (2005), Marketing Management 12<sup>th</sup> ed. New York: Prentice Hall.

Koustelios A., (2001), Personal characteristics and job satisfaction of Greek teachers. The Int. J. Educ. Manage 15(7): 354-358.

Kouzes, J.M., Posner, B.Z., (1987), *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*, Jossey-Bass, San Francisco, CA., .

Krejcie, R.V. & Morgan, D.W. (1970), Determining sample size for research activities. *Educational & Psychological Measurement*, 30, 607-610.

Kroeber, A. L. and Kluckhohn, C. K. (1952), *Culture: A critical review of concepts and definitions*. Cambridge, MA: Peabody Museum.

Kuchinke , K. Peter. (2006), "Leadership and Culture: Work- related Values and leadership Styles among one company's US and Germany Telecommunications Employee". *Human Resource Quarterly Journal*. Vol: 10, Issue: 2, Page 135-154. Publisher: Wiley Periodicals, Wiley Company.

Kuo, T.H., Ho, L., Lin, C., And Kai, K.K.,(2010), "Employee empowerment in a technology advanced work Environment", *Industrial Management & Data Systems*, Vol. 110 No. 1, pp. 24-42.

Küskü, F, (2003), "Employee satisfaction in higher education: the case of academic and administrative staff in Turkey", *Career Development International*, Vol. 8 No.7, pp.347-56.

Lai, J.Y. (2006), Assessment of employees' perceptions of service quality and satisfaction with e-business, *International Journal of Human-Computer Studies* , 64: 926-938.



Lamb, C., Hair, J.F., and McDaniel, C. (2002), *Essential of marketing*. 3<sup>rd</sup> ed. USA: Thomson Learning.

Lancaster, G.A., Massingham, L., and Ashford, R. (2001) *Essential of marketing*. New York: McGraw-Hill Publishing Co.

Lawler, F.E. (1973), *Motivation in Work Organizations*, Brooks, Monterey, CA, .

Lawrence, K. D., and Arthur, J. L. (1990), (Ed.) *Robust regression : analysis and applications*. New York: M. Dekker.

Lee YD, Lain JW, and Chen CY (1999), A study on the measurement of productivity for white color employees: a case of electronic industry in Taiwan. *Chinese Milit. Acad. J.*, 14: 345-361.

Leedy, P. and Ormrod, J. (2001), *Practical research planning and design*. New Jersey: Merrill- Prentice Hall.

Leland, K., and Bailey, K., (2006), *Customer service for dummies*. 3<sup>rd</sup> ed. New York: Wiley Publishing.

Lewis, B.R., (1989), Customer care in service organisations. *International Journal of Operations and Production Management*. 8 (3), 67-75.

Lewis, B.R., Entwistle, T.W., (1990), Managing the service encounter: a focus on the employee. *International Journal of Service Industry Management*. 1 (3), 41-52.

Li, W., P. K. Humphreys, A. C. L. Yeung, T. C. E. Cheng. (2007), The impact of specific supplier development efforts on buyer competitive advantage: an empirical model. *International Journal of Production Economics* 106 (1) 230-247.

Lillis, M. and Tian, R. (2010), Cultural issues in business world: An anthropological perspective, *Journal of Social Science*. Vol. 6 (1), pp. 99-112.

Lincoln, James R., and Arne L. Kalleberg. (1996), Commitment, Quits, and Work Organization in Japanese and U.S. Plants. *Industrial and Labor Relations Review* 50: 39-59.

Lindsay, A. (1994), "Quality and management in universities", *Journal of Tertiary Education Administration*, Vol. 16 No.1, pp.55-68.

Lings, Ian. N., (2000), The Impact of Internal Market Orientation on External Market Orientation and Business Performance: An Empirical Study of the U.K. Retail Market, *ANZMAC Visionary Marketing for the 21st Century: Facing the Challenge*.

Lings, Ian., (1999), Managing service quality with marketing service quality with internal marketing schematics. *Long range planning*, 32(4).pp. 452-463.

Litten, L.H., (1980), Marketing higher education: benefits and risks for the American academic system, *J High Educ* 51 (1), pp. 40–59.

Locke, E., (1976), "The nature and the causes of job satisfaction", in Dunnette, M. (Eds), *Handbook of Industrial and Organizational Psychology*, Rand-McNally, Chicago, IL, pp.1297-349.

Lofquist, L.H., and Dawis, R.V., (1969), *Adjustment to Work: A Psychological View of Man's Problems in a Work-oriented Society*, Appleton-Century-Crofts, New York, NY.

Lok, P., Crawford, J. (2004), "The effect of organisational culture and leadership style on job satisfaction and organisational commitment: a cross-national comparison", *Journal of Management Development*, Vol. 23 No.4, pp.321-38.

Long, J. L., and Swartzel, K. A., (2007), Factors influencing job satisfaction of Extension agents in the Mississippi State University Extension Service. Proceedings of the 2007 AAAE Research Conference (pp. 41-53). Minneapolis, MN: Texas A&M University.

Lovelock, C, and Wirt, J., (2006), *Services marketing*. 6<sup>th</sup> ed. New York: Prentice Hall.

Lovelock, C.H., (1984), *Marketing: Text, Cases & Readings*. New York: Prentice-Hall.

Loveman, G. W., (1998), "Employee satisfaction, customer loyalty, and financial performance: an empirical examination of the service profit chain in retail banking." *Journal of Service Research* 1: 18-31.

Luthans, F., (1992), *Organizational Behaviour*, 6th Ed. McGraw Hill.

Luthans, F., (1998), *Organisational Behaviour*.(8th ed.). India: McGraw-Hill.

MacKenzie, S.B., Podsakoff, P.M., Ahearne, M. (1998), "Some possible antecedents and consequences of in-role and extra-role salesperson performance", *Journal of Marketing*, Vol. 62 pp.87-97.

Mahr, M.S. A ., Muhammad, S. R., Shehzad, A ., Muhammad, R. (2011). Quality in Higher Education: Issues and Current Practices. *Journal of Elementary Education*, Vol.21, No. 1 pp.43-51.

Malhotra, N.K. and Birks, D.F., (2003), *Marketing Research: An Applied Approach*, Prentice Hall, Harlow.

Mamiseishvili, K., & Rosser, V. J., (2010), Examining the relationship between faculty productivity and job satisfaction. *Journal of the Professorate*, 5(2), 100-132.

Mani, V., (2010). Development of Employee Satisfaction Index Scorecard. *European Journal of Social Sciences*, 15 (1), 129-139.

Manz, C. C., and Sims, H. P., Jr. (2001), *The new Super Leadership: Leading others to lead themselves*. San Francisco, Berrett-Koehler.

Markus, H., and Kitayama, S. (1991), Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98,224-253.

Marshall, G. W., Baker, J., and Finn, D.W., (1998), Exploring internal customer service quality, *Journal of Business & Industrial Marketing*, 13(4/5), pp.381-392.

Martensen, A., and Gronholdt, L., (2001), "Using employee satisfaction measurement to improve people management: an adaptation of Kano's quality types", *Total Quality Management*, Vol. 2 No.7/8, pp.949–957.

Martensen, A., and Grønholdt, L., (2006), "Internal marketing: a study of employee loyalty, its determinants and consequences" *Innovative Marketing*, Volume 2, Issue 4, 2006.

Masroor, A.M., and Fakir, M. J. (2009), "Level of Job Satisfaction and Intent to Leave among Malaysian Nurses", *Business Intelligence Journal*, January, pp.123 – 137.

McCormick, E.J., and Ilgen, D.R., (1980), *Industrial psychology* (7th ed.) Englewood Cliffs, N J: Prentice-Hall.

McCoy, G. (2000), *Extraordinary customer care*. Gloucestershire: Management books ltd.

McGinnis, V.J., (1981), *The Mission Statement: A Key Step in Strategic Planning*. Business, November-December, 39-43.

McGivern, M.H., Tvorik, S.J. (1998), "Vision driven organizations: measurement techniques for group classification", *Management Decision*, Vol. 36 No.4, pp.241-64.

McInnis, C., and Anderson, M. (2005), *Academic work satisfaction in the wake of institutional reforms in Australia*. *The Professoriate*, 133-145.

McLean, J. E., and Ernest, J. M. (1998), *The role of statistical significance testing in educational research*. *Research in the Schools*, 5(2)15-22.

Melamed, S., Ben-Avi, I., Luz, J. and Green, M. (1995), "Objective and subjective work monotony: effects on job satisfaction, psychological distress, and absenteeism in blue-collar workers", *Journal of Applied Psychology*, Vol. 80 No. 1, pp. 29-42.

Mellenbergh, G.J.(2008), Chapter 8: *Research design: Testing of research hypotheses*. In H.J. Ader & G.J. Mellnbergh (Eds.) (with contributions by D.J.Hand), *Advising on Reserach Methods: A consultant's companion* (pp. 183-209).Huizen, The Netherlands: Johannes van Kessel Publishing.

Mercer, D., 1997. Job satisfaction and secondary head teacher: the creation of a model of job satisfaction. *School leadership and management*, 17 (1), 57-67.

Merkac Skok, M., (2008), "Zaposleni v organizaciji - Kadri v sportu", in Gerlovic, D. (Ed.), *Sport: trzenje sporta, podjetnistvo v sportu, sportna infrastruktura, sport v lokalni skupnosti, kadri v sportu, zavarovanje v sportu*, Sokolska zveza Slovenije, Ljubljana, Slovenia, pp. 175-214.

Meyer, J., Allen, N. (1991), "A three component conceptualization of organizational commitment", *Human Resource Management Review*, Vol. 1 No.1, pp.61-90.

Mills, C.A., (1986), *Marketing quality assurance*. *Quality Progress*. June, 20-3.

Mills, Daniel Quinn., (1994), *Labor-Management Relations*. 5th ed. New York: McGraw-Hill,.

Mills, P.K., Ungson, G.R., (2001), "Internal market structures substitutes for hierarchies", *Journal of Service Research*, Vol. 3 No.3, pp.252-64.

Mitchell, Terence R., Dowling, Peter J., Kabanoff, Boris V. & Larson, James R. (1988), *People in Organizations: An Introduction to Organizational Behaviour in Australia*. Sydney: McGraw-Hill.

Mitchell, Terence R., Dowling, Peter J., Kabanoff, Boris V. and Larson, James R. (1988), *People in Organizations: An Introduction to Organizational Behavior in Australia*. Sydney: McGraw-Hill.

Mohanthy, J. (2000), *Current trends in higher education*. New Delhi, India: Deep and Deep.

Monga, A. B., & John, D. R. (2007). Cultural differences in brand extension evaluation: The influence of analytic versus holistic thinking. *Journal of Consumer Research*, 33, 529-536.

Moore, D. S., and McCabe, G. P. (2003), *Introduction to the practice of statistics*. New York: W.H. Freeman and Company.

Moore, M. K., and Farris, P. (1991), Combining a school university partnership with a career incentive program. *Catalyst for Change*, 21(1).

Morgan, G. (1979), Response to Mintzberg. *Administrative science Quarterly*. 24 (1), 137-9.

Morgan, N.A., and Piercy, N.F. (1991)., The interface of marketing and strategy: research propositions for market-led quality strategy. *Proceedings of the Summer Educators Conference*. American Marketing Association, San Diego, CA.



Mornay Roberts Lombard (2010), "Employees as customers-an internal marketing study of the AVIS car rental group in South Africa", *African Journal of Business Management*, vol. 4(4), pp. 362-372.

Morris, C., (1996), *Quantitative approaches in business studies*. 4<sup>th</sup> ed. London: FT/Prentice Hall.

Morrison, E.W. (1994), "Role definitions and organizational citizenship behavior: the importance of the employee's perspective", *Academy of Management Journal*, Vol. 37 No.6, pp.1543-67.

Mughal, N. A, and Manzoor. (1999), *Issues in higher education: Problems and prospects of the Pakistani university*. Jamhsoro, Pakistan: University of Sindh.

Muhammad Asif Khan, Kashif-Ur-Rehman, Ijaz-Ur-Rehman, Nadeem Safwan and Ashfaq Ahmad (2011), "Modeling link between internal service quality in human resources management and employees retention: A case of Pakistani privatized and public sector banks"; *African Journal of Business Management* Vol.5; No. 3, pp. 949-959.

Murat H, and Thomas, G.R., (2003), *Job satisfaction of restaurant employees: An empirical investigation using the Minnesota satisfaction questionnaire*. *J. Hosp. Tour. Res.*, 27(1): 85-100.

Murray, B. (1998) Does "emotional intelligence" matter in the workplace? *APA Monitor*, 29 (7).

Murray, J., and Murray, J. (1998), Job satisfaction and the propensity to leave an institution among two-year college division chairpersons. *Community College Review*, 25(4), 45-59.

Murray, J.G., (1979), "The importance of internal marketing", *Bankers Magazine*, pp.38-40

Murray, K. H. (1988), "Intrinsic, Extrinsic and Contextual Work Variables Influencing Job Satisfaction/Turnover Among Registered Nurses in Selected New Jersey Hospitals." Dissertation, Seton Hall University, South Orange, New Jersey.

Murray, L. (1995), Job satisfaction among elementary school counselors in Virginia: Seven years later. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA.

Nagel, P., and Cilliers, W., (1990), "Customer Satisfaction: A Comprehensive Approach", *International Journal of Physical Distribution and Logistics*, Vol. 20 No. 6, pp. 2-46.

Nanus, B., (1992), *Visionary Leadership*, Jossey-Bass, San Francisco, CA., .

Nebeker, D., Busso, L., Werenfels, P.D., Diallo, H., Czekajewski, A., and Ferdman, B., (2001), "Airline station performance as a function of employee satisfaction", *Journal of Quality Management*, Vol. 6, pp. 29-45.

Nevis, E.C. (1983), "Using an American perspective in understanding another culture: toward a hierarchy of needs for the People's Republic of China", *Journal of Applied Behavioral Science*, Vol. 19 pp.249-64.

Newman, K., (2001), "Interrogating SERVQUAL: a critical assessment of service quality measurement in a high street retail bank", *International Journal of Bank Marketing*, Vol. 19 No. 3, pp. 126-39.

Nicholls, J.A.F., Gilbert, G.R., and Roslow, S., (1998), "Measuring customer satisfaction with personal service and the service setting", *Journal of Consumer Marketing*, Vol. 15 No.3, pp.239-53.

Nicholls, J.A.F., Roslow, S, and Tsalikis, J (1993), "Time is central", *International Journal of Bank Marketing*, Vol. 11 No.5, pp.12-18.

Nilsson, J., and Vacha-Haase, T. (1998), A review of statistical significance reporting in the *Journal of Counseling Psychology*. Paper presented at the annual meeting of the American Psychological Association, San Francisco.

Nittala, R., and Kameswari, V., (2009), "Internal Marketing for Customer Satisfaction in Retail Sector." *AIMS International Journal of Management*, 3 (3), 207-220.

Noor, F. and Sahibzada, S. A. (2012), "An Empirical Analysis of Factors Affecting Work Life Balance among University Teachers: the case of Pakistan", *Journal of International Academic Research*, Vol. 12, No. 1, pp. 16-29.

Norbani, Che, Ha., Raida, Abu, Bakar., and Syed, Izzaddin, Syed, Jaffar., (2007), "Internal Marketing Issues in service Organizations in Malaysia", *International Review of Business Research Papers*, vol.3 No.5 November 2007, pp. 134-145.

Nyquist, J. G., Hitchcock, M. A., and Teherani, A. (2000), Faculty satisfaction in academic medicine. *New Directions for Institutional Research*, 105, 33–43.

Okpara, J. O., Squillace, M., & Erondu, E. A., (2005), Gender differences and job satisfaction: A study of university teachers in the United States. *Women in Management Review*, 20(3–4), 177–190.

Oppenheim, A., (1992), *Questionnaire design, interviewing and attitude measurement*, New edition, Continuum, London.

Orsburn JD, Moran L, Musselwhite E, Zenger JH, Perrin C (1990). *Self directed work teams: The new American challenge*. Irwin Burr Ridge (Ill).

Oshagbemi, T. (2003), Is length of service related to the level of job satisfaction? *International Journal of Social Economics*, 27(3), 213-226.

Ozdemir, V., Hewett, K. (2010), "The effect of collectivism on the importance of relationship quality and service quality for behavioral intentions: a cross-national and cross-contextual analysis", *Journal of International Marketing*, Vol. 18 No.1, pp.41-62.

Palich, L.E., Hom, P.W., and Griffeth, R.W. (1995), Managing in the international context: Testing the cultural generality of sources of commitment to multinational enterprises. *Journal of Management*, 21: 671-690.

Pallant, J. (2007), *SPSS survival manual*, 3rd Edition. Buckingham: Open University Press.

Palmatier, R. W., Dant, R. P., Grewal, D., and Evans, R. K., (2006), Factors influencing the effectiveness of relationship marketing: A meta-analysis. *Journal of Marketing*, 70(4), 136-153.

Panigyrakis, G. G., and Theodoridis, P. K., (2009), Internal marketing impact on business performance in a retail context. *International Journal of Retail & Distribution Management*, 37. 7: 600-628.

Papasolomou, I. and Vrontis, D., (2006), Building corporate branding through internal marketing: the case of the UK retail bank. *Journal of Product and Brand Management*, 15 (1), 37-47.

Papasolomou, I., (2006), Building corporate branding through internal marketing: the case of the UK retail Bank Industry. *Journal of Product and Brand Management*, 15(1), 37-47.

Papasolomou, I., and Kitchen, P., (2004), Internal marketing in UK banks: conceptual legitimacy or window dressing? *International Journal of Bank Marketing*, 22, 421-452.

Parasuraman, A., Zeithaml, VA., and Berry, L.L., (1985), A conceptual model of service quality and its implications for future research. *Journal of Marketing*, 49(4): 41-50.

Pareek Udai (2006), "Organisational Culture and Climate". ICFAI University Press, Hyderabad. Taormena, Robert J (2008) "Interrelating leadership behavior organizations socializations and organisational culture", *Journal of Leadership and Organizational Development*, Vol: 29, No.1, Page: 85-102.

Paul, J. Vella., John, Gountas., and Rhett, Walker., (2009). "Employee perspectives of service quality in the supermarket sector", *Journal of Services Marketing*, vol.23, no.6, pp.407–421.

Pawan, S. Budhwar., Arup, Varma., Neeru, Malhotra., and Avinandan, Mukherjee., (2009) "Insights into the Indian call centre industry: can internal marketing help tackle high employee turnover?" *Journal of Services Marketing*, vol. 23, no. 5, pp. 351–362.

Payne, A., (1993), *The essence of services marketing*. New York, London: Prentice Hall.

Payne, A., Holt, S., Frow, P. (2001), "Relationship value management: exploring the integration of employee, customer and shareholder value and enterprise performance models", *Journal of Marketing Management*, Vol. 17 pp.785-817.

Peel, M., (1987), *Customer service*. London: Kogan page Limited.

Petty, G.C., Brewer, E.W. and Brown, B., (2005), "Job Satisfaction among Employees of a Youth Development Organization", *Child and Youth Care Forum*, Vol.34, No.1 / February.

Pfeffer, J., and Veiga, J.F., (1999), *Putting People First for Organizational Success*. Academy of Management Executive. 13(2): 37-48. May.

Piercy, N., (1995), Customer satisfaction and the internal market: marketing our customers to our employees. *Journal of Marketing Practice: Applied Marketing Science*, 1 (1), 22-44.

Piercy, N.F., and Morgan, N.A., (1990), Internal marketing: making marketing happen. *Intelligence and Planning*, 8(1), 4-6.

Pitt, M., Bruwer, J., Nel, D. and Berthon, J. P., (1999), A framework for research in internal marketing and the study of service quality: some propositions. *Management Research News*, 22 (7), 1-11.

Pool, S., Pool, B. (2007), "A management development model", *Journal of Management Development*, Vol. 26 No.4, pp.353-69.

Poole, J., Stevenson, D. and George, J. (1996). A high-involvement health care model. *Nursing Management*, 27(5): 38-42.

Preston, J.B., and Steel, L., (2002), Internal marketing strategies in LIS: a strategic management perspective. *Library Management*, 23.

Price, W.H. (2001), "Vision and change: the relationship between vision statement and strategic change in organizations", Dissertation, Submitted to School of Business and Entrepreneurship Nova Southeastern University, Davie, FL.

Pritchard, M., and R. Silvestro, (2005), "Applying the Service Profit Chain to Analyze Retail Performance: the Case of the Managerial Strait-jacket?" *International Journal of Service Industry Management*, Vol. 16(4), 337-356.



Quester, P.G., and Kelly, A., (1999), Internal marketing practices in the Australian financial sector: an exploratory study. *Journal of Applied Management Studies* vol. 8 (2), 219-232.

Quinn, V.N. (1985), *Applying Psychology*. New York: McGraw Hill Company. Research Vol. 5. Nos. 3-4.

Rafaeli, A. (1989), When cashiers meet customers: An analysis of the role of supermarket cashiers. *Academy of Management Journal*, 32: 245-273.

Rafiq, M., and Ahmed, P. K., (1993), The Scope of Internal Marketing: Defining The Boundary Between Marketing and Human Resource Management. *Journal of Marketing Management* 9 (3): 219–32.

Rajyalakshmi, Nittala., and A. Vijaya, Kameswari., (2009), “Internal Marketing for Customer Satisfaction in Retail Sector”, *AIMS International Journal of Management*, Vol. 3, No. 3, September 2009, pp. 207-220.

Rao, V. K. (2003), *Higher education*. New Delhi, India: A. P. H. Public Corporation.

Reiner, M.D., Zhao, J. (1999), "The determinants of job satisfaction among United States Air Force's security police", *Review of Public Personnel Administration*, Vol. 19 No.3, pp.5-18.

Remenyi, D. Williams, B. Money, A. and Swartz, E. (1998), *Doing Research in Business and management; An Introduction to Process and Method*. London: Sage Publications.

Remenyi, D., Williams, B., Money, A. & Swartz, E. (2003), *Doing research in business and management: An introduction to process and method*, London, SAGE Publications.

Reynoso, J. F. and B. Moores, (1996), 'Internal relationships.' in Buttle, F., (ed.), *Relationship Marketing: Theory and Practice*. Paul Chapman Publishing, pp. 55-73.

Reynoso, J., (1994), "Development of a multiple-item scale for measuring internal service quality in hospitals", Aix-en-Provence, paper presented at the 3rd International Seminar on Service Management & Marketing.

Reynoso, J., (1999), *Methodological Implications In Measuring Internal Service Quality*. Paper Presented at Internes Marketing, Wiesbaden.

Rice, C., (1997), *Understanding customer*. 2<sup>nd</sup> ed. Oxford: Butterworth-heinemann.

Richardson, B.A., and Robinson, C.G., (1986), The impact of internal marketing on customer service in a retail bank. *International Journal of Bank Marketing*. 4 (5), 3-30.

Robert, C. and Wasti, S. A. (2002), Organisational individualism and collectivism: Theoretical development and an empirical test of a measure. *Journal of Management*, 28(4), pp. 544 – 566.

Roberts-Lombard M., (2006), Relationship marketing in the travel agency industry in the Western Cape. Potchefstroom. NWU. (Thesis – D.Phil) p. 406.

Robson, C. (1993) *Real World Research*. Oxford: Blackwell.

Rodrigues, C. (2001), *International Management: A Cultural Approach*. Cincinnati, OH: SouthWestern College Publishing.

Rosenblunth, H., and Peters D., (1992) *The Customer Comes Second: and Other Secrets of Exceptional Service*. William Morrow and Co. New York.

Ross, Emily. (2001), "Love the Job." *Business Review Weekly*, 23 [4]: 56-59.

Rowden, R.W., and Conine, C.T. Jr. (2005), The impact of workplace learning and job satisfaction in small US commercial banks. *Journal of workplace Learning*, Vol. 17 No. 4, pp. 215-30.

Ruben, B.D. (1995), *Quality in Higher Education*, Transaction Books, New Brunswick, NJ,.

Russell, M. (2005), "Marketing education", *International Journal of Contemporary Hospitality Management*, Vol. 17 No. 1, pp. 65-77.

Rust, R.T., Stewart, G.L., Miller, H., Pielack, D. (1996), "The satisfaction and retention of frontline employees: a customer satisfaction measurement approach", *International Journal of Service Industry Management*, Vol. 7 No.5, pp.62-80.

Saari, L. M. and Judge, T. A. (2004), Employee attitudes and job satisfaction. *Human Resource Management*, 43, pp. 395-407.

Saks, A.M., 1996. "The relationship between the amount and helpfulness of entry training and work outcomes", *Human Relations* 49 (4), 429–451.

Sang, K., Ison, S., Dainty, A., (2009), "The Job Satisfaction of UK architects and relationships with work-life balance and turnover intentions". *Engineering, Construction and Architectural Management*, Vol. 16, Issue 3, p. 288-300.

Sanuders, M., Lewis, P. & Thornhill, A. (2000), *Research methods for business students*. Second edition. London : Prentice Hall.

Sapsford, R. (1999), *Survey research*. London: Sage Publications.

Sargent, A., and Saadia, A., (1998), The strategic application of internal marketing – an investigation of UK banking: *The International Journal of Bank Marketing*, 1998. – No. 16 (2). – pp. 66-79.

Saunders, M; Lewis, P; and Thornhill, A. (2003), *Research Methods for Business Students*. 3<sup>rd</sup> ed. New York: Prentice Hall.

Saunders, M.S., Lewis, P., & Thornhill, A. (2007), *Research Methods for Business Students*. 4th edition. London: Prentice Hall.

Saunders, M., Thornhill, A. and Lewis, P., (2009), *Research methods for business students*, Financial Times/Prentice Hall.

Sayles, L.R., (1964), *Managerial Behavior*, New York, NY: McGraw-Hill.

Schermerhorn, J., Hunt, J., Osborn, R. (2005), *Organizational Behavior*, 9th ed., John Wiley, New York, NY, .

Schlesinger, L.A., & Zornitsky, J., (1991), Job satisfaction, service capability, and customer satisfaction: An examination of linkages and management implications. *Human Resource Planning*, 14, 141–149.

Schlesinger, L.A., Heskett, J.L. (1991), "The service-driven service company?", *Harvard Business Review*, pp.71-81.

Schneider, B. (1980), The service organization: climate is crucial, *Organizational Dynamics*, Vol. 8, pp.52-65.

Schneider, B. and Snyder, R.A. (1975). Some relationship between job satisfaction and organizational climate. *Journal of Applied Psychology*, 60(3), 318 – 328.

Schneider, B., (1986), Notes on climate and culture in Venkatesan, M., Schmalensee, D.M., Marshall, D. (Eds). *Creativity in Services Marketing*. American Marketing Association, Chicago, IL.

Schneider, B., Brief, A., Guzzo, R. (1996), "Creating a climate and culture for sustainable organizational change", *Organizational Dynamics*, Vol. 24 No.4, pp.7.

Schonberger, R.J., (1990), *Building a Chain of Customers: Linking Business Functions to Create the World Class Company*. Guild Publishing/Hutchinson Business Books, London.

Schwartz, S. H. (1990), Individualism-Collectivism: Critique and Proposed Refinements. *Journal of Cross-Cultural Psychology*, 21(2, June), 139-157.

Scott, C., Cox, S. and Dinham, S., (1999), The occupational motivation, satisfaction and health of English school teachers. *Educational psychology*, 19 (3), 287-308.

Scribbins, K. and Davies, P. (1989), "Marketing FHE post-ERA: Routes to Salvation?", *Journal of further and Higher Education*, Vol. 13 No. 2, pp. 11-21.

Seddon, J., and Jackson, S., (1990), "TQM and culture change", *Total Quality Management*, No. August, pp.213-16.

Seibert, S.E., Silver, S.R., and Randolph, W.A., (2004), "Taking empowerment to the next level: a multiple-level model of empowerment, performance, and satisfaction", *Academy of Management Journal*, Vol. 47 No.3, pp.332–349.

Sekaran, U. (1992), *Research Methods for Business: A Skills-Building Approach*. New York: Wiley and Sons.

Sekaran, U. (2003), *Research methods for business: a skill-building approach*. New York : John Wiley and Sons.

Sekaran, U. and Jauch, L.R. (1978), "Employee orientation job satisfaction among professional employees in hospitals", *Journal of Management*, Vol. 4 No. 4, pp. 43-56.

Sempane, M.E., Rieger, H.S. & Roodt, G. (2002), Job satisfaction in relation to organisational culture. *South African Journal of Industrial Psychology*, 28(2), 23 -30.

Senguder, T. (2000), Effects of values and culture on international consumer satisfaction. *Journal of American Academy of Business*, Cambridge, 12 (1), 96-103.

Sergeant, A., and Frenkel, S. (2000), "When do customer contact employees satisfy customers?" *Journal of Services Research*, Vol. 3, No. 1, pp. 18-34.

Shaffer, M., Joplin, J.R.W., Francesco, A.M. and Lau, T. (2005), "Easing the pain: a cross-cultural study of support resources and their influence on work-family conflict", in Poelmans, S.A.Y. (Ed.), *Work and Family: An International Research Perspective*, Lawrence Erlbaum Associates, Mahwah, NJ.

Shandler, D., (1980), "Marketing Continuing Education with Effectiveness and Integrity", *College Board Review*, No. 116, pp. 14-16.

Shaw, J.D., Delery, J.E., Jenkins, G.D.Jr., and Gupta, N., (1998), "An organizational-level analysis of voluntary and involuntary turnover", *Academy of Management Journal*, Vol. 41, No. 5, pp. 511-525.

Shea, C.M., Howell, J.M. (1998), "Organizational antecedents to the successful implementation of total quality management: a social cognitive perspective", *Journal of Quality Management*, Vol. 3 No.1, pp.3-25.

Sidhu, J. (2003), Mission statements: Is it time to shelve them? *European Management Journal*. August, 21(4): 438-449.



Siegel, S., and Castellan, N. J. Jr. (1988), *Nonparametric statistics for the behavioral sciences*, 2nd ed. New York: McGraw–Hill.

Singelis, T., Triandis, H., Bhawuk, D., Gelfand, M. (1995), "Horizontal and vertical dimensions of individualism and collectivism: a theoretical and measurement refinement", *Cross-Cultural Research*, Vol. 29 No.3, pp.240-75.

Sinlarat, P. (2005), 'Changing the culture of education in Thai universities', *Higher education policy*, 18, pp.265–269.

Sirota, D., Mischkind, L., Meltzer, M.I. (2005), *The Enthusiastic Employee: How Companies Profit by Giving Workers What They Want*, Wharton School Publishing, Upper Saddle River, NJ, .

Sivakumar, K. and Nakata, C. (2001). The stampede toward Hofstede's framework: Avoiding the sample design pit in cross-cultural research. *Journal of International Business Studies*, 32: 555-574.

Sledge, S., Miles, A., and Coppage, S. (2008). What role does culture play? A look at motivation and job satisfaction among hotel workers in Brazil, *International Journal of Human Resource Management*, 19:9,1667-1682.

Smith, D.K., (1996a), *Taking Charge of Change: 10 Principles for Managing People and Performance*, Addison-Wesley, Reading, MA., .

Smith, D.K., (1996b), "Driving change at Bell Atlantic", *Planning Review*, Vol. 22 No.5, pp.25-7.

Smith, I., (1997), *Meeting Customer Needs*. 2<sup>nd</sup> ed. London: Reed educational and professional publishing limited.

Smith, J.K. (1983), Quantitative v. Qualitative Research: An Attempt to classify the issue. *Educational Research*. March, pp. 6-13.

Smith, P.C., Kendall, L.M., Hulin, C.L., (1969), *The Measurement of Satisfaction in Work and Retirement*, Rand-McNally, Chicago, IL ,.

Smith, R. (2002). The Role of the University Head of Department: A Survey of Two British Universities. *Educational Management and Administration* 30: 293-312.

Snipes, R.L., Oswald, S.L., La Tourc, M., and Armenakis, A.A., (2005), "The effects of specific job satisfaction facets on customer perceptions of service quality: an employee-level analysis", *Journal of Business Research*, Vol.58, pp.1330– 1339.

Snyder, N.H., Graves, M., (1994), "Leadership and vision", *Business Horizons*, Vol. 37 No.1, .

Sondergaard, M. (1994), Hofstede's consequences: A study of reviews, citations and replications. *Organization Studies*, 15: 447-456.

Spector, P. E., (1997), Job satisfaction: Application, assessment, cause and consequences. Thousand Oaks, CA : Sage.

Spector, P.E. (2003). Industrial and organizational psychology – Research and practice (3rd ed.). New York: John Wiley & Sons, Inc.

Spector, P.E., (2003), Industrial and organizational psychology – Research and practice (3rd ed.). New York: John Wiley & Sons, Inc.

Spiros, Gounaris., (2008), “The notion of internal market orientation and employee job satisfaction: some preliminary evidence”, Journal of Services Marketing, vol. 22, no.1, pp. 68–90.

Spreng, R.A., and MacKoy, R.D., (1996), “An empirical examination of a model of perceived service quality and satisfaction”, Journal of Retailing, Vol. 72 No. 2, pp. 201-14.

Stamp, R. (2007), "Marketing as a catalyst in higher education. The survey of decision makers in higher education", Euro RSCG Riley (2006), reissued by Stamp Consulting Ltd, Kenilworth,.

Stanley, L.L., and Wisner, J.D., (2001), Service quality along the supply chain: implications for purchasing, Journal of Operations Management, 19, (3), pp. 287-306.

Stanley, L.L., and Wisner, J.D. (2002), The determinants of service quality: issues for purchasing, *European Journal of Purchasing and Supply Management*, 8, (2), pp. 97-109.

Stauss, B., (1995), "Internal services: classification and quality management", *International Journal of Service Quality Management*, Vol. 6.2, pp. 62-78.

Strauss, Bernd., and Henning S., Schulze, (1990), Internal Marketing, in: *Marketing ZFP*, 12 (3) 149-158.

Stone, M., and Young, L., (1992), *Competitive customer care*. Surrey: Croner Publications limited.

Tabachnick, B. G., and Fidell, L. S. (2007), *Using multivariate statistics* (5th ed.). Boston: Allyn and Bacon.

Tai, W.T. (2006), "Effects of training framing general self-efficacy and training motivation on trainees' training effectiveness", *Personnel Review*, Vol. 35 No.1, pp.51-65.

Tansuhaj et al., (1987), "Internal and external marketing: effects on customer satisfaction in banks in Thailand", *International Journal of Bank Marketing*, Vol. 5 No.3, pp.73-83.

Tansuhaj, P.S., Randall, D., and McCullough, J., (1991), Applying internal marketing concept within large organization: as applied to a credit union. *Journal of Professional Services Marketing*, 6 (2), 193-202.

Taylor, G.S., (1994), "Realistic job previews in the trucking industry", *Journal of Managerial Issues*, Vol. 6 No. 4, pp. 457-73.

Tayyeb, A. K., and Nasira, J., (2011). Tenure track system in higher education institutions of Pakistan: Prospects and challenges. *Educational Research and Reviews* Vol. 6(9), pp. 605-621.

Team, H., (1999), Job satisfaction among secondary school head teachers in Palestine. Dissertation (MA). Jordan University.

Thompson, B. (1993), Special issue on statistical significance testing, with comments from various journal editors. *Journal of Experimental Education*, 61(4).

Thompson, Bruce, (2004), The "significance" crisis in psychology and education. *Journal of Socio-Economics*, 33, pp. 607–613.

Tian, R. G. (2000), The Implications of Rights to Culture in Trans-national Marketing: An Anthropological Perspective. *High Plains Applied Anthropologist*, 20(2), 135-145.

Tichy, N., Devanna, M., (1986), *The Transformational Leader*, John Wiley and Sons, New York, NY., .

Tietjen, M.A., and Myers, R.M., (1998), "Motivation and job satisfaction", *Management Decision*, Vol. 36, No. 4, pp. 226-231.

Tight, M. (2004). *Research into Higher Education: An A-Theoretical Community of Practice?* *Higher Education Research and Development* 23: 395-411.

Togia, A., Koustelios, A., Tsigilis, N., (2004), Job satisfaction among Greek librarians. *Library and Inf. Sci. Res.* 26(3): 373-383.

Tooley, J., Dixon, P. and Stanfield, J. (2003), *Delivering better education: market solutions for educational improvements*. London: Adam Smith Institute.

Topor, R., (1983), *Marketing Higher Education: A Practical Guide*, Council for Advancement and support of Education, Washington DC.

Topor, R., (1997), *Marketing higher education: a practical guide*.

Tortosa- Edo, Vicent, Sanchez-Gracia, Javier and Moliner-Tena, Miguel A. (2010), "Internal market orientation and its influence on the satisfaction of the contact personnel", *The Services Industries Journal*, iFirst Article, pp. 1-19.

Triandis HC (1995), *Individualism and Collectivism* (Boulder, CO. Westview Press. 4: 133-160.

Triandis, H.C., R. Bontempo, M.J. Villareal, M. Asai and N. Lucca, (1988), *Individualism and collectivism: Cross-cultural perspectives on self-group relationships*. *J. Personality Soc. Psychol.*, 54: 323-338.

Trim, P.J. (2003), "Strategic marketing of further and higher educational institutions: partnership arrangements and centres of entrepreneurship", *The International Journal of Educational Management*, Vol. 17 No.2, pp.59-70.

Tsai, P., Yen, C.Y., Huang, L., Huang, I. (2007), "A study on motivating employee's learning commitment in the post-downsizing era: job satisfaction perspective", *Journal of World Business*, Vol. 42 No.2, pp.157-69.

Tsigilis, N., Zachopoulou, E., and Grammatikopoulos, V., (2006), "Job satisfaction and burnout among Greek early educators: A comparison between public and private sector employees", *Educational Research and Review*, Vol.1 No.8, pp.256-261, November 2006.

Tsui, A.S., Pearce, J.L., Porter, L.W., and Tripoli, A.M., (1997), "Alternative approaches to the employee-organization relationship: does investment in employees pay off?", *Academy of Management Journal*, Vol. 40, No. 5, pp. 1089-1121.

Turnbull, S. and Edwards, G. (2005), Leadership Development for Organizational Change in a New UK University. *Advances in Developing Human Resources* 7: 396-413.

Tvorik, S.J., McGivern, M.H. (1997), "Determinants of organizational performance", *Management Decision*, Vol. 35 No.6, pp. 417-35.

Tytherleigh, M.Y., Webb, C., Cooper, C.L. and Ricketts, C. (2005), Occupational Stress in UK Higher Education Institutions: A Comparative Study of all Staff Categories. *Higher Education Research & Development* 24: 41-61.

Ulmer, D., Syptak, J.M., and Marsland, D.W., (1999), "Job satisfaction: putting theory into practice", *Family Practice Management*, October.

Van Dyne, L., Vandewalle, D., Kostova, T., Latham, M. E. and Cummings, L. (2000) Collectivism, propensity to trust and self-esteem as predictors of organizational citizenship in a non-work setting. *Journal of Organizational Behavior*, 21(1), 3-23.

Varey, R., (1995), A model of internal marketing for building and sustaining a competitive service advantage. *J. Market. Manage.*, 11: 41-54.

Varey, R.J., and Lewis, B.R., (1999), A broadened conception of internal marketing: *European Journal of Marketing*, 1999. – No. – 33 (9/10). – pp. 926-945.



Varey, Richard, J., and Lewis, Barbara, R., (2000), "Internal Marketing. Directions for Management". Routledge, Taylor and Francis Group.

Veal, A.J., (2005). Business research methods: A managerial approach, Pearson Addison Wesley, Australia.

Velthouse BA., (1990), "Creativity and empowerment: a complementary relationship", Review of Business, No.Fall, pp.13– 18.

Verkuyten, M., de Jong, W., and Masson, C.N. (1993), Job satisfaction among ethnic minorities in the Netherlands. Applied Psychology: An International Review, 42: 171-189.

Visser, P.J., Breed, M., and Van Breda, R., (1997), Employee satisfaction: A triangular approach. Journal of Industrial Psychology, 23(2), 19 – 24.

Vogt, W. P. (1993), Dictionary of statistics and methodology. Newbury Park, CA: Sage.

Voima, P., and Gronroos, C., (1999), "Internal marketing: a relationship perspective", in Baker, M.J. (Eds), The IEBM Encyclopedia of Marketing, International Business Press, Cambridge, pp.747-51.

Voima, P., (2000), Internal relationship management: broadening the scope of internal marketing. In: Varey, R.J. and Lewis, B.R., eds. Internal Marketing: Directions for Management. London: Routledge, 238-53.

Wagner, J. A., III. (1995), Studies of individualism– collectivism: Effects on cooperation in groups. *Academy of Management Journal*, 38, 152–172.

Wagner, J.A. III, Moch, M.K. (1986), "Individualism-collectivism: concept and measure", *Group and Organization Studies*, Vol. 11 No.3, pp.280-304.

Waldman, D.A. (1994), "The contributions of total quality management to a theory of work performance", *Academy of Management Review*, Vol. 19 No.3, pp.510-36.

Walker, O.C. and Ruekert, R.W. (1987), Marketing's role in the implementation of business strategies: A Critical Review and Conceptual Framework, *Journal of Marketing*, Vol.51, pp.15-33.

Walsh, J.P., Tseng, S.F., (1998), "The effects of job characteristics on active effort at work", *Work and Occupations*, Vol. 25 No.1, pp.74-96.

Ward, M., Sloane, P. (1998), Job satisfaction: the case of the Scottish academic profession, mimeo, University of Aberdeen,.

Williams, O. P., Herman, H., Liebman, C. S., and Dye, T. R. (1965), Suburban differences and metropolitan policies. Philadelphia: University of Pennsylvania Press.

Wilson, I. (1992), "Realizing the power of strategic vision", Long Range Planning, Vol. 25 No.5, pp.18-28.

Wilson. A., (1991), 'The internal marketing of services - the new surge', Management Decision, Vol. 29, No. 5, pp. 4-7.

Winefield, A. H., Boyd, C., Saebel, J., & Pignata, S. (2008), Job stress in university staff: An Australian research study. Bowen Hills: Australian Academic Press.

Winter, D.R. and Sarros, D.J. (2002), The Academic Work Environment in Australian Universities: A Motivating Place to Work? Higher Education Research and Development 21: 241-258.

Winter, J.P., (1985), Getting your house in order with internal marketing: a marketing prerequisite. Health Marketing Quarterly. 3 (1), 69-77.

Witcher, B.J., (1990), "Total marketing: total quality and the marketing concept", The Quarterly Review of Marketing, Winter, pp.1-6.

Withey, F., and Lancaster, G.A. (2006), Marketing Fundamentals: CIM course book. Oxford: Butterworth-Heinemann Ltd.

Witt, L.A., Beokermen, M.N. (1991), "Satisfaction with initial work assignment and organisational commitment", *Journal of Applied Social Psychology*, Vol. 21 No.21, pp.1783-92.

Wolverton, M., Ackerman, R. and Holt, S. (2005). Preparing for Leadership: What Academic Department Chairs Need to Know. *Journal of Higher Education Policy and Management* 27: 227-238.

Woodruffe, H., (1995), *Services marketing*. London: Pitman Publishing.

Wright, T.A., Staw, B.M., (1999), "Affect and favourable outcomes: two longitudinal tests of the happy-productive worker thesis", *Journal of Organizational Behaviour*, Vol. 20 pp.1-23.

Wu, L and Norman, I.J., (2006), "An investigation of job satisfaction, organizational commitment and role conflict and ambiguity in a sample of Chinese undergraduate nursing students", *Nurse Education Today* , Vol.26, pp.304–314.

Yaseen, F., (1990), *Job satisfaction among head teachers in Jordan*. Dissertation (MA). Jordan University.

Yavas, U., Babakus, E., (2010), "Relationships between organizational support, customer orientation, and work outcomes: a study of frontline bank employees", *International Journal of Bank Marketing*, Vol. 28 No.3, pp.222-38.

Yazdani, B. O., Yaghoubi, N. M., and Giri, E. S., (2011). Factors affecting the Empowerment of Employees. *European Journal of Social Sciences*, 20 (2), 267-274.

Yim, F.H.K., Tse, A.C.B. and Sin, L.Y.M., (2005), CRM: conceptualization and scale development. *European Journal of Marketing*, 39 (11/12), 1264-1290.

Yin, R. (2003), *Case study research: Design and methods*. 3<sup>rd</sup> ed. London: SAGE Publications, Thousand Oaks.

Young, L. (2005), *Marketing the professional services firm: applying the principles and the science of marketing to the professions*. London: John Wiley and Sons.

Yousef, D.A., (2000), Organizational commitment: a mediator of the relationships of leadership behavior with job satisfaction and performance in a non-western country. *Journal of Managerial Psychology*, 15(1): 6-24.

Zairi, M., (2000), Managing Customer Dissatisfaction Through Effective Complaint Management Systems, *The TQM Magazine*, 12 (5), pp. 331-335.

Zampetakis, LA., and Moustakis, V., (2007), Fostering corporate entrepreneurship through internal marketing. *Eur. J. Innov. Manag.*, 10(4): 413-433.

Zand, D., (1981), *Information, Organization, and Power: Effective Management in the Knowledge Society*, McGraw-Hill, London., .

Zeffane, R., Ibrahim, M., El Mehairi, R. (2008), "Exploring the differential impact of job satisfaction on employee attendance and conduct: the case of a utility company in the United Arab Emirates", *Employee Relations*, Vol. 30 No.3, pp.237-50.

Zeffane, R., Ibrahim, M., El Mehairi, R. (2008), "Exploring the differential impact of job satisfaction on employee attendance and conduct: the case of a utility company in the United Arab Emirates", *Employee Relations*, Vol. 30 No.3, pp.237-50.

Zeithaml, V.A. (1990) *Delivering quality service*. New York: The Free Press.

Zeithaml, V.A., Bitner, M.J., (2000), *Services Marketing: Integrating Customer Focus across the Firm*, 2nd ed., McGraw-Hill, New York, NY,.

Zeithaml, V.A., and Bitner, M.J., (2001), *Services Marketing: Integrating Customer Focus Across the Firms*. Boston: Tata-McGraw Hill.

Zeithaml, V.A., Bitner, M.J., and Grenler, D.D., (2005), *Services marketing*. 4<sup>th</sup> ed. New York: McGraw-Hill.

Zeithaml, V.A., Parasuraman, A., Berry, L.L. (1990), *Delivering Quality Service*, Free Press, New York, NY, .

Zemke, R. and Woods, J.A. (1999), *Best practices in customer service*. New York: American Management Association.

Ziliak, Stephen, and McCloskey, Deirdre, (2008), The Cult of Statistical Significance: How the Standard Error Costs Us Jobs, Justice, and Lives. Ann Arbor, University of Michigan Press.

## Online References

www1 ; <http://pu.edu.pk/page>, 11th June 2008.

www2 ; [www.hec.gov.pk](http://www.hec.gov.pk), 14th Feb 2001.

www3 ; <http://www.wes.org/ewenr/05jan/feature.htm>, 27th Feb 2012

www4 ;

<http://hec.gov.pk/InsideHEC/Documents/Higher%20Education%20Five%20year%20Plan.pdf>, 27th Feb 2012.

www5 ; [www.hec.gov.pk](http://www.hec.gov.pk) , 14th Feb 2008.

www6 ; <http://www.wes.org/ewenr/05jan/feature.htm>, 27th Feb 2012.

www7 ;

<http://hec.gov.pk/InsideHEC/Documents/Higher%20Education%20Five%20year%20Plan.pdf>, 27th Feb 2012.

www8 ;

<http://hec.gov.pk/InsideHEC/Documents/Higher%20Education%20Five%20year%20Plan.pdf>, 27th Feb 2012).

www9 ;

<http://www.hec.gov.pk/MediaPublication/HECPublication/PublishingImages/MTDFII201015/mtdf2.html>, 20 Feb 2012.

www10 ;

<http://www.hec.gov.pk/insidehec/divisions/fpd/developmentprojects/pages/welcome.aspx> 20th March 2011.

www11 ;

<http://www.hec.gov.pk/MediaPublication/HECPublication/PublishingImages/MTDFII201015/mtdf2.html> 20th Feb 2012.

www12 ;

<http://www.hec.gov.pk/insidehec/divisions/fpd/developmentprojects/pages/welcome.aspx>, 20th March 2011.

www13 ;

[http://enpub.fulton.asu.edu/cement/cbm\\_CI/CBMI\\_Separate\\_Articles/Article%205.pdf](http://enpub.fulton.asu.edu/cement/cbm_CI/CBMI_Separate_Articles/Article%205.pdf), 11th July 2011).



www14 ;

<http://www.hec.gov.pk/MediaPublication/HECPublication/PublishingImages/MTDFII201015/mtdf2.html>, 20th Feb 2012).

www15 ;

<http://www.hec.gov.pk/MediaPublication/HECPublication/PublishingImages/MTDFII201015/mtdf2.html>, 20th Feb 2012).

www16 ;

<http://www.hec.gov.pk/insidehec/divisions/fpd/developmentprojects/pages/welcome.aspx>, 20th June 2011.

www17 ;

<http://www.hec.gov.pk/insidehec/divisions/fpd/developmentprojects/pages/welcome.aspx>, 20th June 2011.

www18 ; [http://www.hec.gov.pk/InFocus/Pages/HEC\\_Report\\_for\\_2002-2008.aspx](http://www.hec.gov.pk/InFocus/Pages/HEC_Report_for_2002-2008.aspx), 12th Jan 2009.

www19 ;

<http://www.hec.gov.pk/insidehec/divisions/hrd/facultyhiringprograms/ffhp/pages/hfoy.aspx>, 12 Jan 2009.

www20 ; [http://www.sciencedev.net/Docs/Achievements\\_1.pdf](http://www.sciencedev.net/Docs/Achievements_1.pdf), 15th Nov 2011.

www21 ; [http://www.sciencedev.net/Docs/Achievements\\_1.pdf](http://www.sciencedev.net/Docs/Achievements_1.pdf), 15th Nov 2011.

www22 ; [http://www.sciencedev.net/Docs/Achievements\\_1.pdf](http://www.sciencedev.net/Docs/Achievements_1.pdf), 15th Nov 2011.

www23 ; [http://www.nextstepforward.net/education-pakistan/nature\\_atta/](http://www.nextstepforward.net/education-pakistan/nature_atta/), 15th Nov 2011.

www24 ; [http://www.sciencedev.net/Docs/Achievements\\_1.pdf](http://www.sciencedev.net/Docs/Achievements_1.pdf), 15th Nov 2011.

www25 ; [http://www.sciencedev.net/Docs/Achievements\\_1.pdf](http://www.sciencedev.net/Docs/Achievements_1.pdf), 15th Nov 2011.

www26 ; [http://www.nextstepforward.net/education-pakistan/nature\\_atta/](http://www.nextstepforward.net/education-pakistan/nature_atta/), 15th Nov 2011.

www27 ; [http://www.sciencedev.net/Docs/Achievements\\_1.pdf](http://www.sciencedev.net/Docs/Achievements_1.pdf), 15th Nov 2011.

www28 ; [www.pu.edu.pk/page](http://www.pu.edu.pk/page), 11th Feb 2012.

www29 ; [www.uet.edu.pk](http://www.uet.edu.pk), 11th Feb 2012.

www30 ; <http://www.lums.edu.pk>, 11th Feb 2012.

www31 ; <http://www.citi.com/pakistan/corporate/csr/ngolist.htm>, 11th Feb 2012.

www32 ; [http://www.hec.gov.pk/QualityAssurance/Ranking\\_lists.htm](http://www.hec.gov.pk/QualityAssurance/Ranking_lists.htm), 11th Feb 2012.

www33; [http://www.paked.net/higher\\_education/hec\\_university\\_rankings.htm](http://www.paked.net/higher_education/hec_university_rankings.htm)  
11th Feb 2012.

www34; [http://www.paked.net/higher\\_education/hec\\_university\\_rankings.htm](http://www.paked.net/higher_education/hec_university_rankings.htm),  
11th Feb 2012.

## **Appendices**

## **Appendix - 1**

Dear Sir/Madam,

I am a PhD student in Salford Business School at the University of Salford in the United Kingdom.

I would be grateful if you could help my research by being involved in a brief survey via questionnaire. This questionnaire forms a part of my research project evaluating the relationship between variables of internal marketing that influence employee satisfaction within Pakistani higher education institutions.

Your co-operation in completing this questionnaire will help me in achieving the main objectives of this research. All information will be treated as strictly confidential, anonymous and for academic use only. If you agree to participate, could you please complete the questionnaire. If you do not want to participate, I totally understand and if you have any queries, please do not hesitate to contact me.

Atif Mahmood

E-mail : [atif\\_waris2004@yahoo.com](mailto:atif_waris2004@yahoo.com)

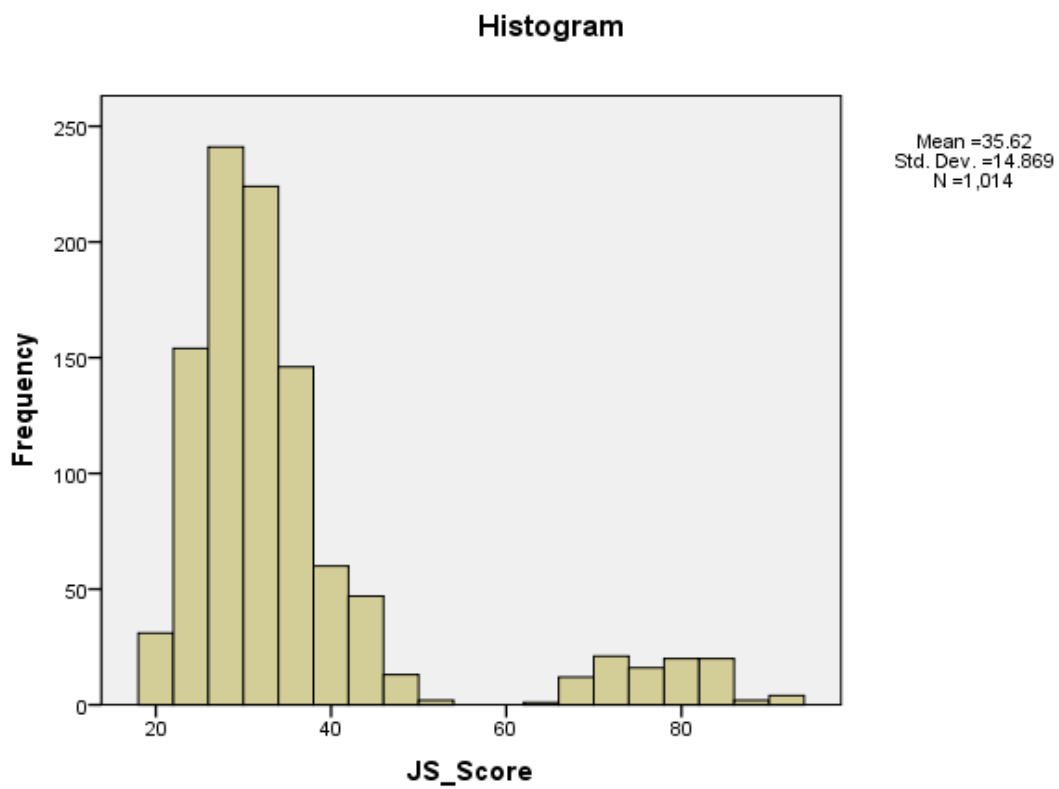
## Appendix - 3

### Assessing Normality

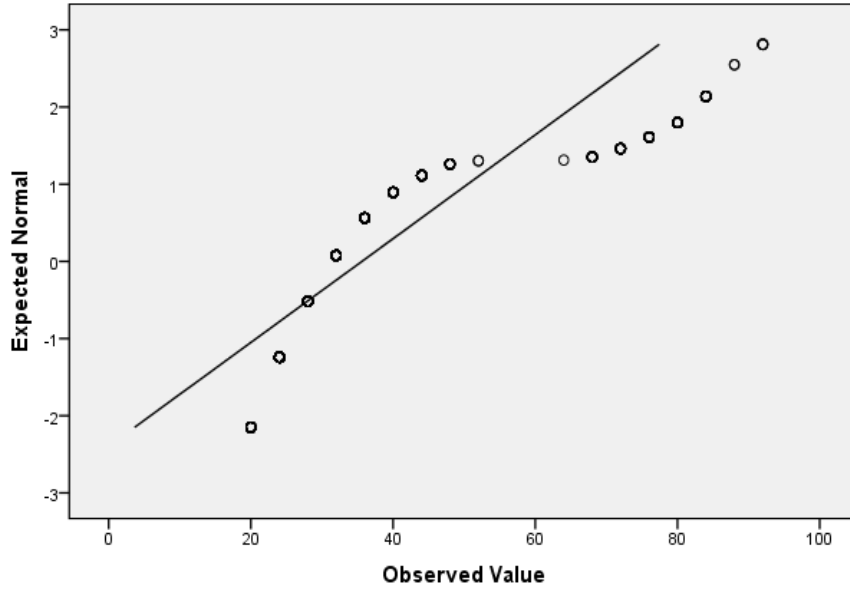
#### JS (Job satisfaction and growth opportunities)

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
JS_Score	.275	1014	.000	.704	1014	.000

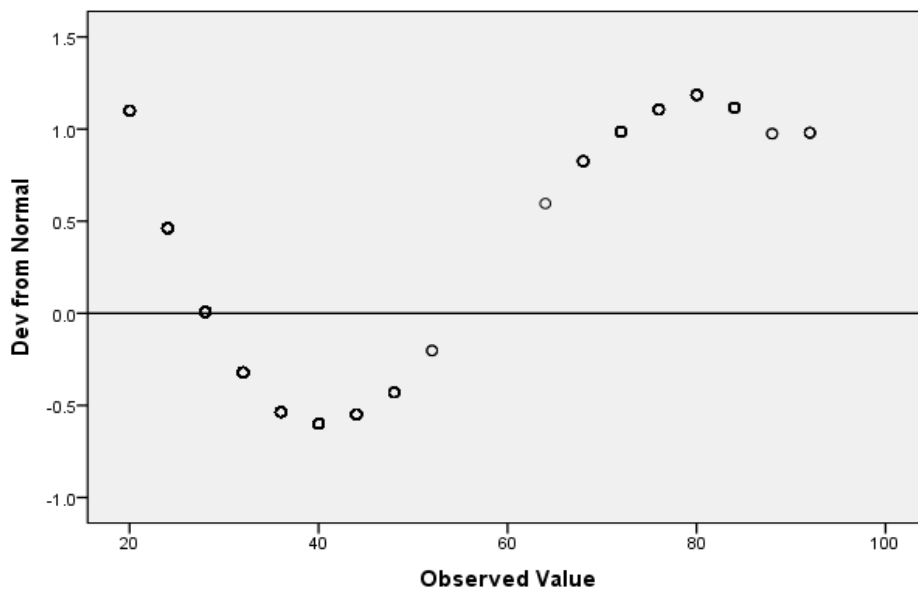
a. Lilliefors Significance Correction



Normal Q-Q Plot of JS\_Score



Detrended Normal Q-Q Plot of JS\_Score

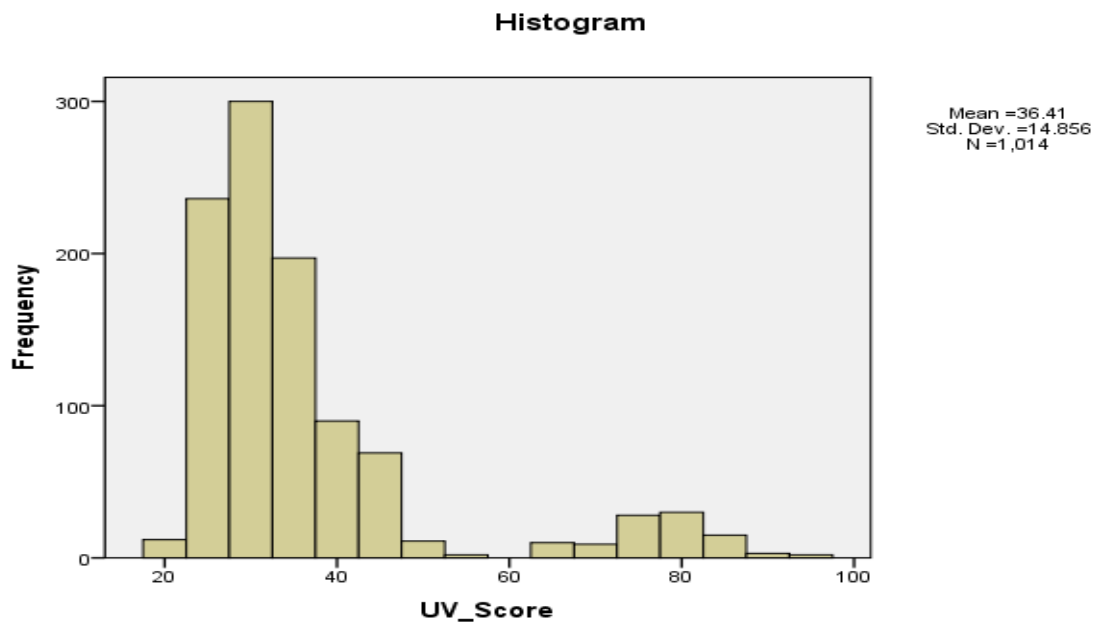


## Appendix - 4

### UV (University vision)

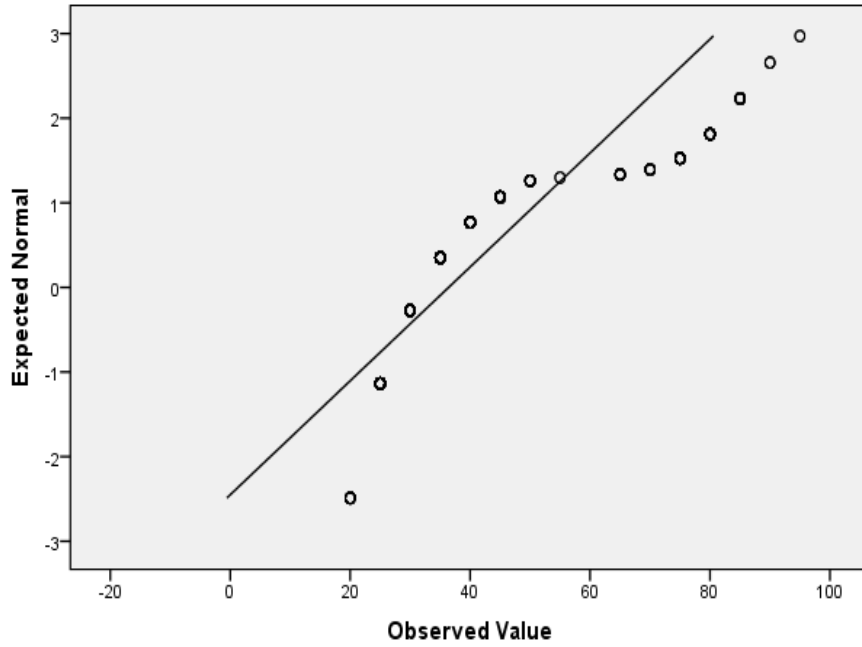
#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
UV_Score	.272	1014	.000	.708	1014	.000

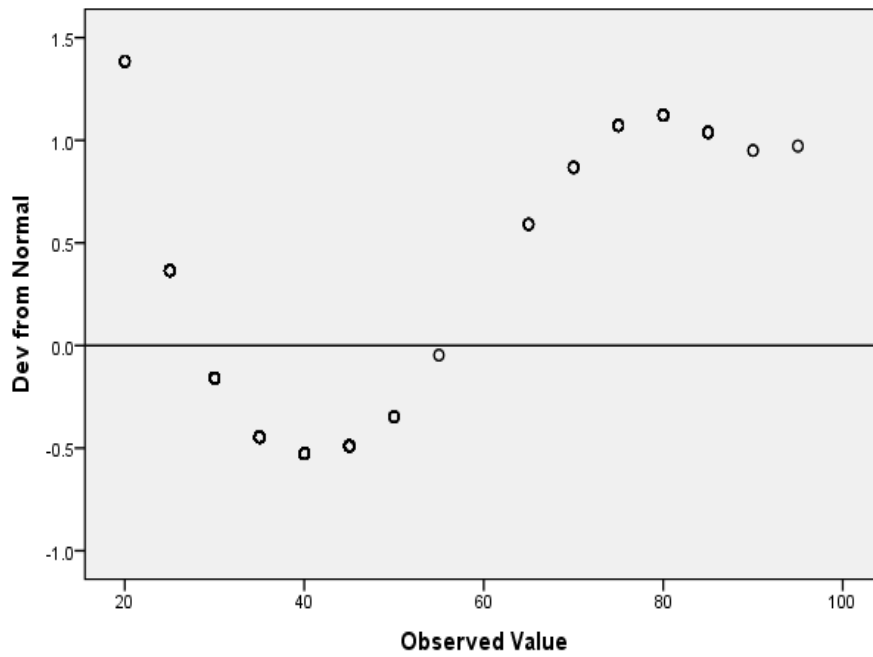




Normal Q-Q Plot of UV\_Score



Detrended Normal Q-Q Plot of UV\_Score



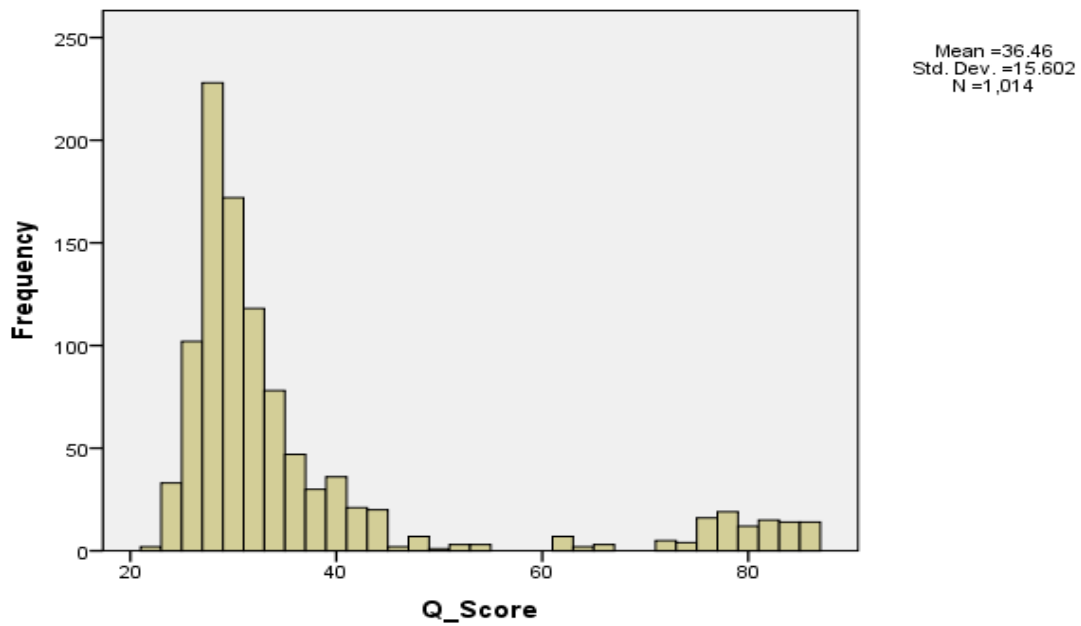
## Appendix - 5

### Q (Quality and internal customer focus)

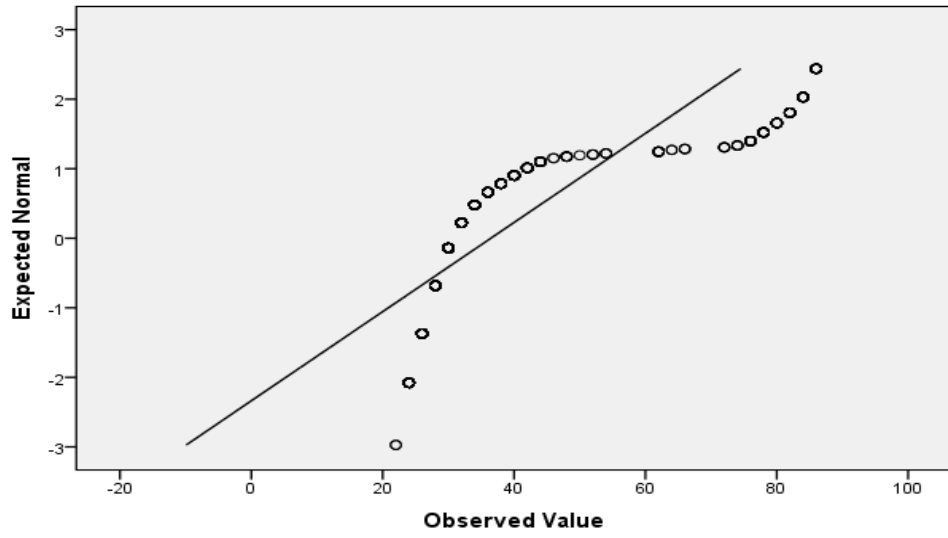
#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Q_Score	.286	1014	.000	.636	1014	.000

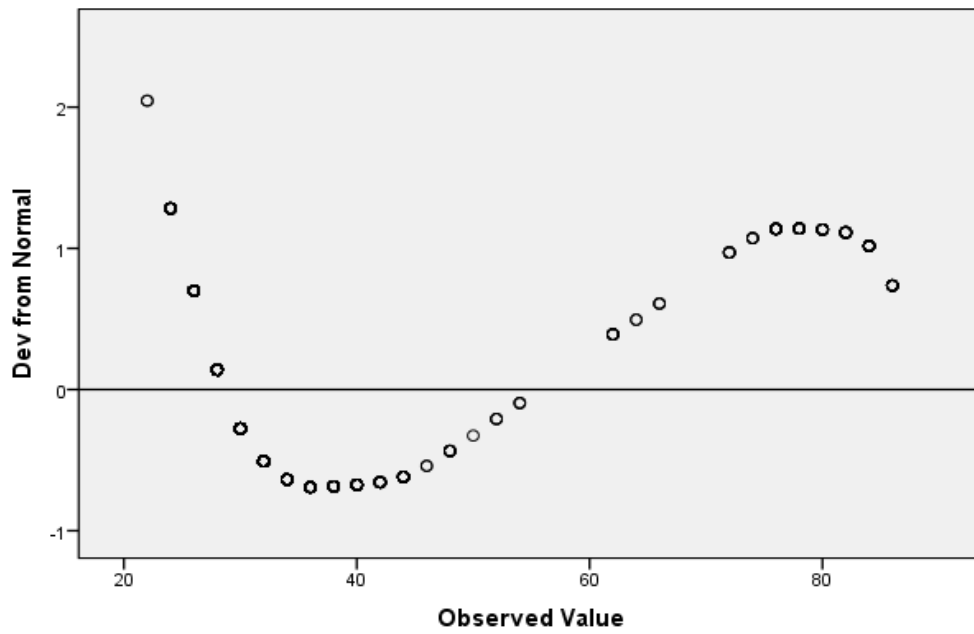
#### Histogram



Normal Q-Q Plot of Q\_Score



Detrended Normal Q-Q Plot of Q\_Score



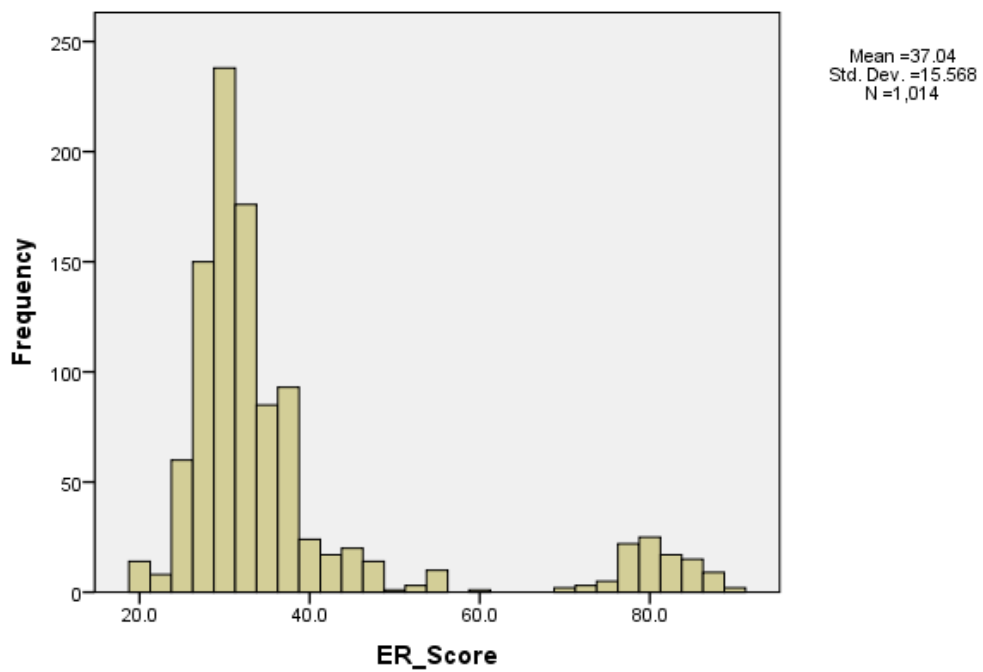
## Appendix - 6

### ER (Employee relationship)

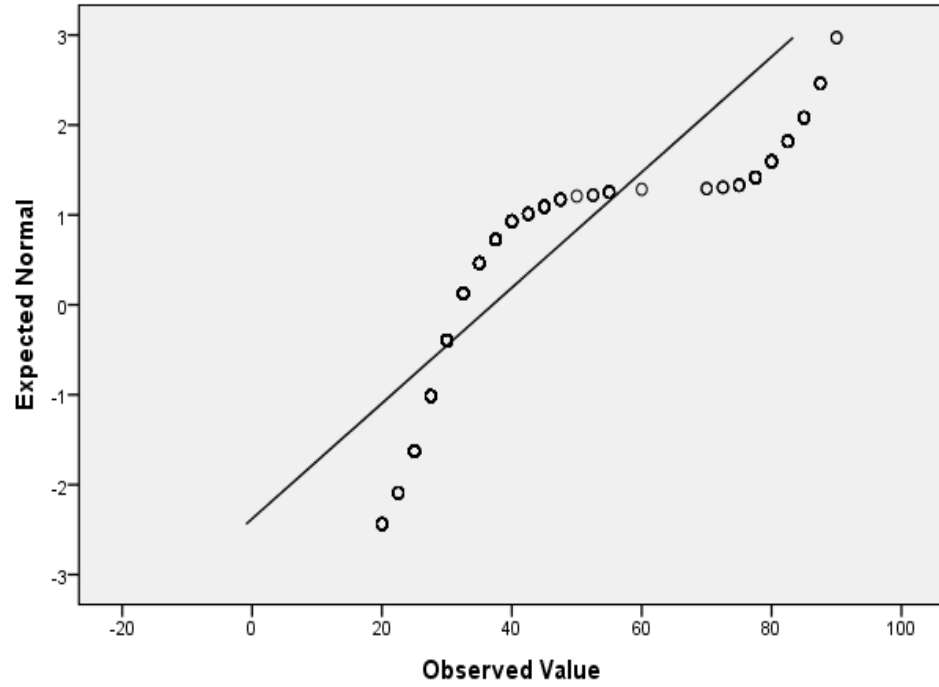
#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ER_Score	.301	1014	.000	.654	1014	.000

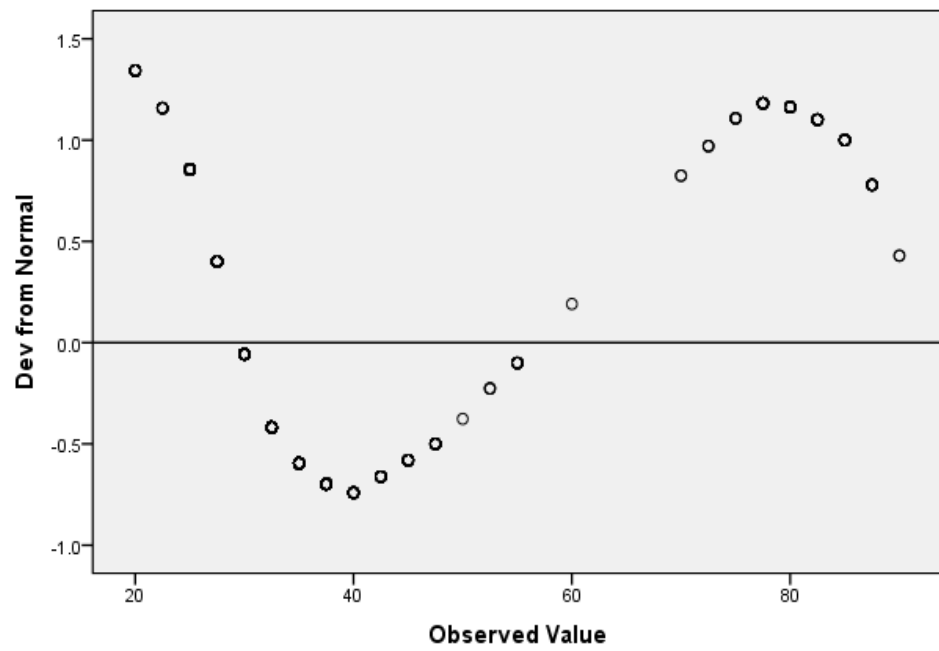
#### Histogram



Normal Q-Q Plot of ER\_Score



Detrended Normal Q-Q Plot of ER\_Score



## Appendix - 7

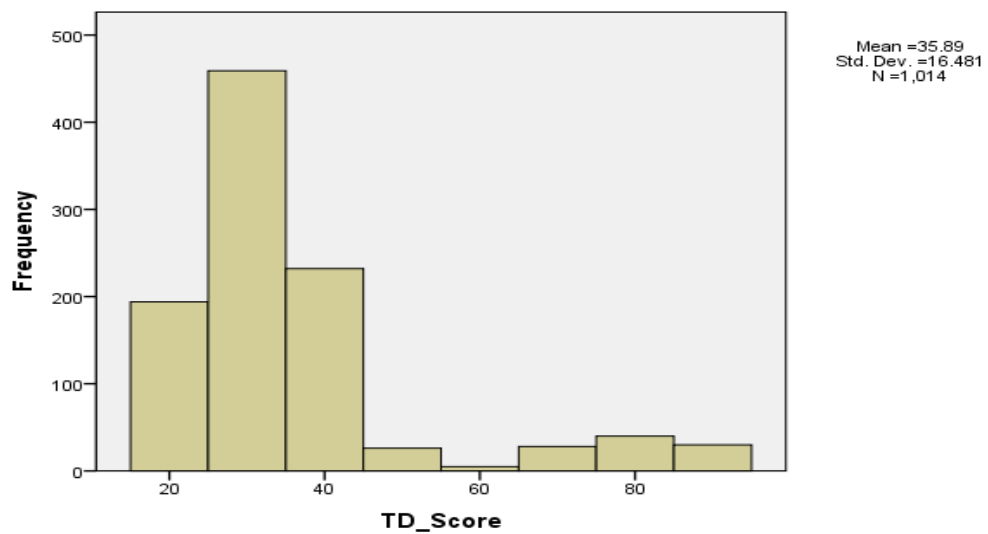
### TD (Training and development)

#### Tests of Normality

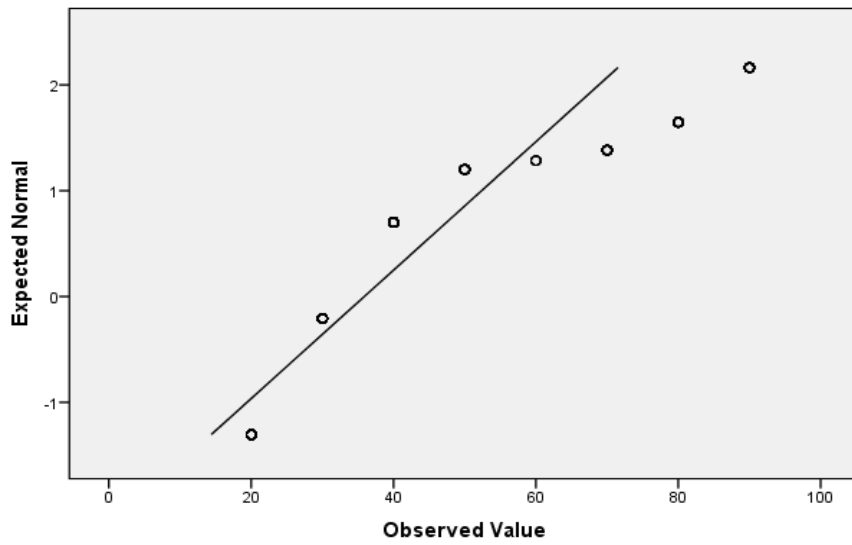
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
TD_Score	.284	1014	.000	.725	1014	.000

a. Lilliefors Significance Correction

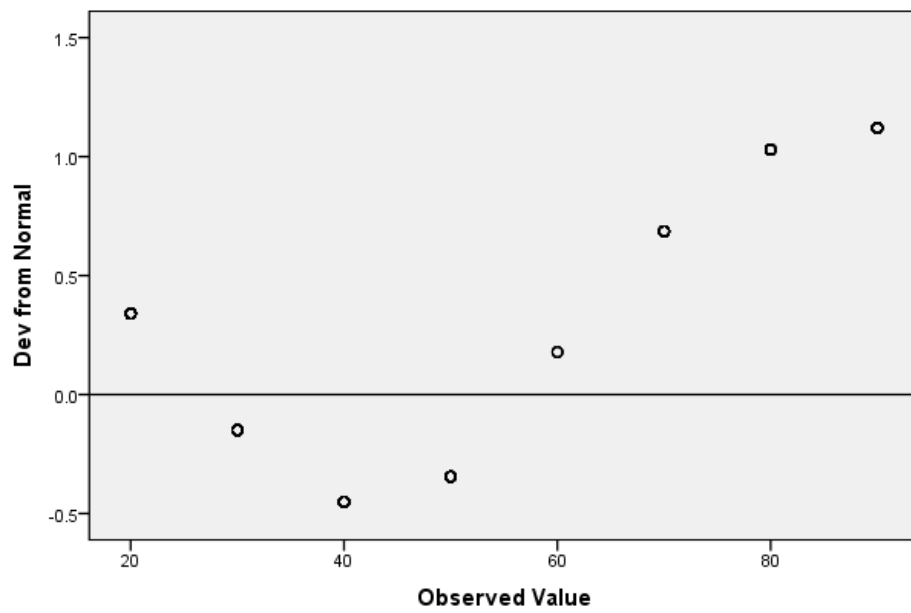
#### Histogram



Normal Q-Q Plot of TD\_Score



Detrended Normal Q-Q Plot of TD\_Score



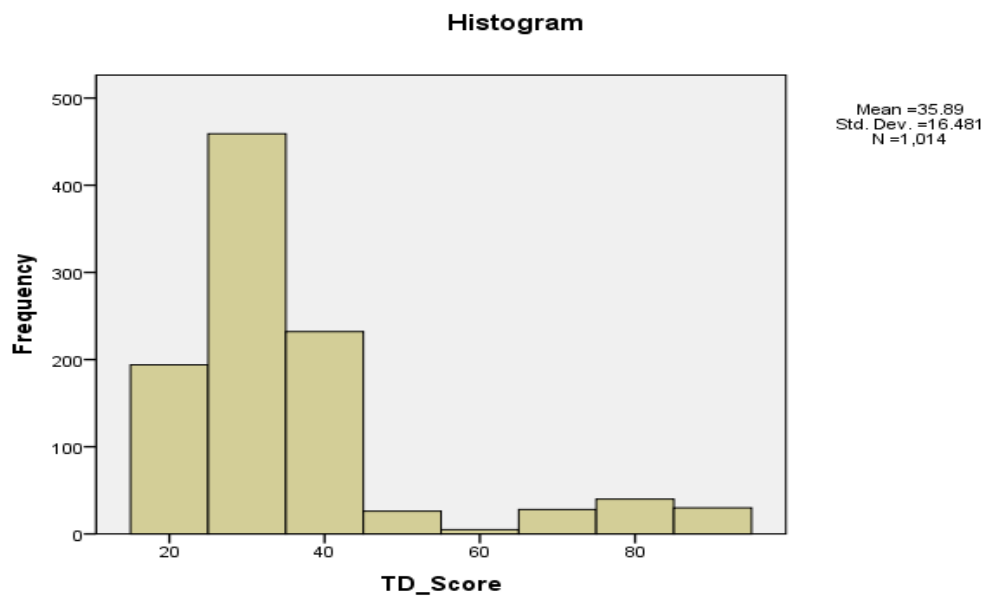
## Appendix - 8

### TD (Training and development)

#### Tests of Normality

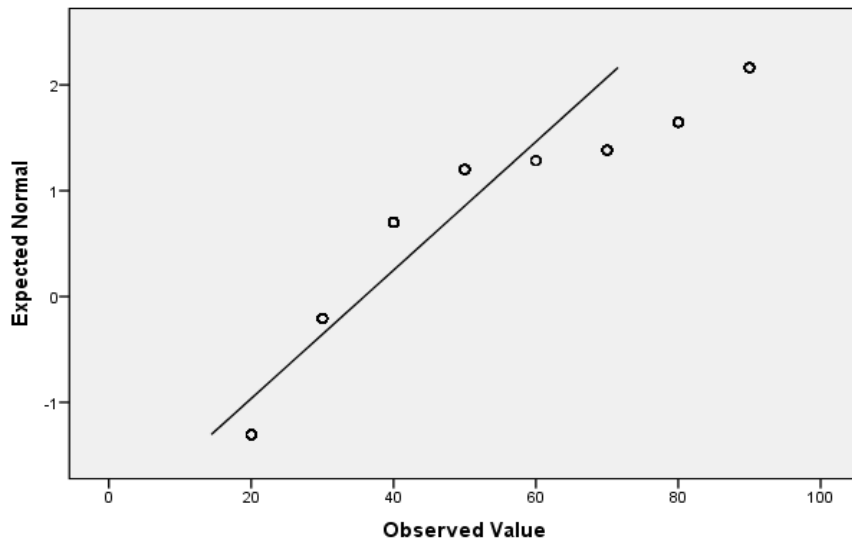
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TD_Score	.284	1014	.000	.725	1014	.000

a. Lilliefors Significance Correction

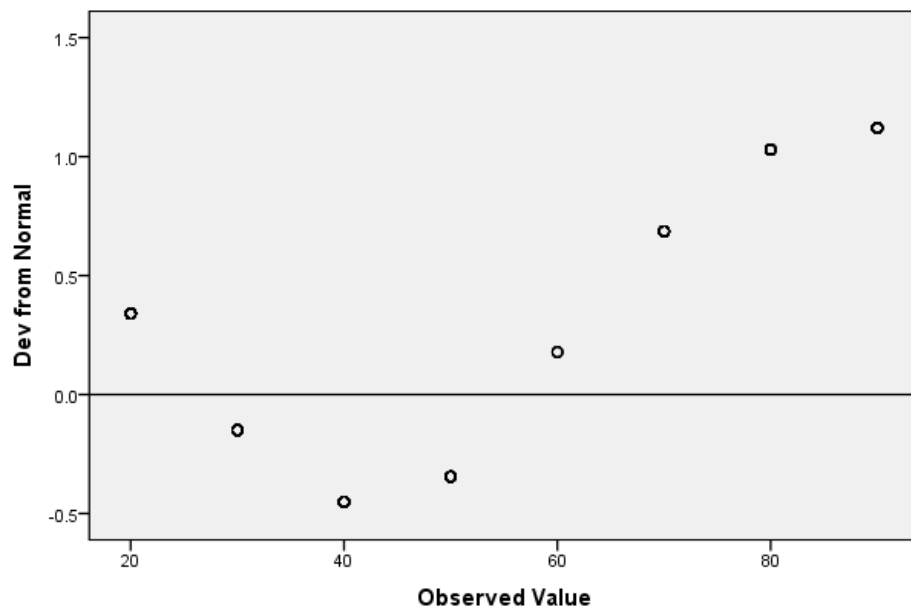




Normal Q-Q Plot of TD\_Score



Detrended Normal Q-Q Plot of TD\_Score



**Appendix - 9**

**Descriptive Statistics(Assessing Normality)**

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
JS_Score	2.137	.077	3.940	.153
UV_Score	2.070	.077	3.657	.153
TW_Score	1.941	.077	3.640	.153
Q_Score	2.164	.077	3.455	.153
ER_Score	2.178	.077	3.656	.153
EB_Score	1.813	.077	2.834	.153
TD_Score	1.897	.077	3.214	.153
Valid N (listwise)				

























