Role of Internal Marketing in Determining Academic Staff Job Satisfaction in Higher Education

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Abstract
Purpose-The purpose of the present study is to examine the influence of internal marketing (IM) dimensions (i.e. academic staff development, rewards, internal communication and empowerment) on academic job satisfaction (AJS) in higher education.

Design/Methodology/Approach - A survey of 236 faculty members of Jammu division from the UT of J&K higher education institutions was done. To analyse the data SEM has been used.

Findings - The results of the study indicated that all the four dimensions of internal marketing significantly influence academic job satisfaction. Empowerment plays the foremost critical part in determining AJS, there after internal communication, academic staff development and rewards.

Practical Implications - By highlighting the influence of these four dimensions of IM on AJS, this study offers valuable experiences into the fundamental forms through which job satisfaction among the staff can be improved. The results of this study will demonstrate to be of incredible assistance to academicians and policymakers. They can give their energies and assets towards devising strategies pointed at maximizing faculty satisfaction level through the proper implementation of IM practices.

Originality/Value - This study includes to the exceptionally little number of researches that have explored the individual influence of the above mentioned four dimensions of IM in determining AJS.

Keywords - Internal Marketing, Academic Staff Development, Rewards, Internal Communication, Empowerment, Academic Staff Job Satisfaction, Higher Education

1. Introduction
In higher education, competition has ended up more cut-throat than ever before and to achieve the competitive advantage, satisfaction of the customers i.e. students should be the prime focus of an institution (Sihombing and Gustam, 2007). The satisfied client can be accomplished just if the workers of the organisations are satisfied (Akroush, et al., 2013; Kotler, 2000; Schultz, 2002; Sihombing and Gustam, 2007). So far as an academic world is concerned, unsatisfied and uninspired teachers will not deliver quality services to students which in turn will lead to dissatisfaction among students (Zeithaml et al., 1990). Internal marketing has been considered as an essential element for the satisfaction of service sector employees (Qayum and Sahaf, 2013). It put forth the notion that employees constitute first market for an organisation (Ewing and Caruana, 1999; Gronroos, 2001). Gounaris (2008) highlighted that the key intent of internal marketing is to strengthen job satisfaction among employees of an organisation. In addition to this, Qayum and Sahaf (2013) also stated that IM is a precondition for employee satisfaction within the University setting. It is considered as the predecessor to higher job satisfaction and more grounded the IM practice superior will be the employee satisfaction level (Sarker and Ashrafi, 2018). Furthermore, the findings...
of various studies (Budhwar et al., 2009; Pereira et al., 2015) suggested that IM interventions could enhance employee satisfaction and tackle with problems related to employee turnover, which perhaps be able to enhance customer satisfaction. According to Berry (1981) IM means “viewing employees as internal customer's and jobs as internal products that satisfy the needs and wants of these internal customers while addressing the objectives of the organization”. He further expressed that simply like outer customers, the requirements of interior customers must be fulfilled. In this manner, by fulfilling the requirements of inner customers, they will turn out to be increasingly inspired and focused on the organization, which will prompts outside customer's satisfaction (Barnes et al., 2004). Thus it can be reasoned that IM leads to employee job satisfaction. Berry and Parasuraman (1991) demonstrated that the field of internal marketing ought to incorporate the conventional deeds of the personnel function. The internal marketing blend may include an arrangement of human resource management intercessions alike to the blend of external marketing (Ahmed et al., 2003). In spite of the fact that, due to the need of time, human resource management intercessions in this consider are restricted to academic staff development, internal communication, rewards and empowerment. In spite of the fact that it has been found that advancement and significance of analyzing “internal markets” has been vigorously felt inside business units but there's still shortage of research on internal marketing (Vel et al., 2019). Moreover, the strategies of organisations still revolve around end customers and seldom on employees (Vel et al., 2019). Though, within the current literature it has been found that internal marketing strategies were applied only to service industries such as hospitals, banks, hotels, insurance companies, etc. and little research has been done in education sector. It is therefore understood that internal marketing is still in its infancy in the higher education sector.

In this paper, we utilised the higher education sector from Jammu division of J&K UT to scrutinize the association of internal marketing and job satisfaction. The conceptual framework of the study and philosophy of IM attempts to detain the new dimensions of IM that are consistent with other sectors and have been applied to the J&K higher education sector in this document.

2. Literature Review

2.1 Theoretical Framework

The theoretical background of the current study has been explained on the basis of service-profit chain theory. Service profit chain theory has become a principal approach to describe relationship of IM and satisfaction (e.g. kanyurhi and Akonkwa, 2016; Sohail and Jang, 2017). This theory has been developed by Heskett, Jones, Loveman, Sasser, and Schlesinger (1994) and is mainly revolve round the internal service quality. Internal service quality involves support in the shape of effective job design, reward systems, flexible working environment, training and development (Heskett et al., 2008). A sophisticated internal service quality offered by organisation to its employees leads to employee satisfaction, productivity and retention (Ennew, 2015). In the same vein, internal marketing has been originated from the concept of employee satisfaction and motivation and believe in treating employees as customers and jobs as products for improving service quality (Azzam, 2016; Berry, 1981; Sasser and Arbeit, 1976). A main assumption of IM is based on the idea that to have satisfied customers, it is necessary for an organization to have satisfied employees (George, 1977). Thus, IM leads to employee satisfaction which stems from the service-profit chain theory (Heskett et al., 1997). Therefore, the concept of a service-profit chain elucidates the association of IM and employee satisfaction as well as service quality (Sohail and Jang, 2017).

2.2 Internal Marketing and Academic Job Satisfaction

In 1976, Berry and his colleagues discovered the concept and term of internal marketing. They gave importance to address and satisfy the employee's needs for superior customer treatment. Further, Berry (1981) by conducting a study in retail banking firms, proposed that employees ought to be treated as the inner customers of the organizations. The rule of IM
is based on two fundamental things: To give importance to the internal customer's satisfaction, before the external customer's satisfaction and, second is to apply marketing rules to the internal customer's of the company (Berry et al., 1976). They speculated that employees could be considered internal customers and that their work could be considered as products of the organization. The general idea is "to have satisfied customers, the company must also have satisfied employees" (George 1977, p.91). Another thought of IM is reflected in the definition of Berry's (1981) that give emphasis on "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" ( p.272). According to Jain and Bandyopadhyay (2001), all-around achievement of a Country is predominantly depending on its educated workforce, for that educational institution deserves massive acknowledgment. The aim of a higher education institution is to provide advanced knowledge in a specific field, teach students, emphasize scientific development and systematize national development and requirements (Shabbir and Salaria, 2014). The problem of satisfy employees in academic institutions is at the centre of researchers' concerns because it is the most interactive sector where the degree of interaction between employee (teacher) and client (student) is high compared to other organizations that provide services. Keller (2002) added that management should be willing to do a good job with their teachers to do a good job with their clients. Hence, the concept of internal marketing is just as important for the academic world as for other business environments and other service organizations (Chien and Chin, 2012). Internal marketing literature highlighted that to have satisfied customer company need to satisfy its employees first (Akroush et al., 2013). Similarly, in the higher education sector, a key factor for the external customers (or students) satisfaction, depends on the key internal customer satisfaction (as the main service providers. i.e., teachers). Even in the academic world, if teachers are not motivated and satisfied, the excellence of their services will suffer and cause discontent among the students (Zeithaml et al., 1990). However, universities face strong competition from foreign universities due to globalization, which makes higher education abroad less expensive for Indians. As a result, educational institutions face the challenge of maintaining the commitment of academics so that they can play a more effective role (Gupta et al., 2015). To cope with such a shortage of teachers and a competitive environment, higher education institutions are looking for new ways to attract and retain teachers. A study by Shepherd and Ronicah (2011) explored various internal marketing factors (corporate culture, corporate policy, HR scheme and reward policy) offer competitive advantage to attract, motivate and retain human assets. The outcomes of this study indicate that organizational culture and reward schemes are the essential factors to attract the new employees and retain the existing ones. Sihombing and Gustam (2007) found that competition in higher education institutions was stronger than ever and that to be on the market, higher education institutions had to satisfy their clients (students). The satisfied customer can only be reached when the organizations have a satisfied workforce. Ting (2011) explored that job satisfaction mediate the relationship between internal marketing and organizational commitment. Furthermore, Carlos and Rodrigues (2012) proposed a model to study the association between internal market orientation and job satisfaction, organizational commitment, organizational behavior in citizenship and performance. In particular, the orientation towards internal marketing directly influence the satisfaction and commitment among the employees as well as an indirect impact on the OCB, even if it is not very significant, and on performance, although the very weak one. Therefore, in order to get satisfied and involved workers, who perform non-compulsory tasks and who have explicit qualities that lead to better performance, the organizations must move more towards the internal market, which implies an increase in the quality provided to external customers. Hung (2012) studied the association between internal marketing, job satisfaction and academic efficiency by using the structural equation modeling. The results showed that the school effectiveness positively influenced by internal marketing practices and job satisfaction among its faculty. Furthermore, job satisfaction partially mediates the relationship between internal marketing and school effectiveness. However, Chi et al. (2016) have slightly different results which indicated that internal marketing act as a mediator between organizational...
commitment and job satisfaction. Qayum and Sahaf (2013) in his conceptual study explored internal marketing as a precondition for employee satisfaction in a University setting. On the similar line, Ali (2016) also emphasised the relationship between internal marketing, organizational commitment and job satisfaction among employees. Yildiz (2016) through two successive empirical studies confirmed that internal marketing, organizational citizenship behaviour and commitment have significant affirmative association among them. The study also revealed that internal marketing act as an effectual device for the developing organisation citizenship behaviour and work engagement among faculty members. Altarifi (2014) measured the internal marketing through six components: staff development, internal communications, internal market research, management support, performance incentives, and vision for excellent service in higher education institutions. The results of the study reflected that IM enhance organizational commitment and job satisfaction among the employees. Asiedu and Acheampong (2014), in the context of the comparative study, highlighted the enormous obstacles to the implementation of internal marketing in schools and considered that a formal and global approach to IM implementation was lacking in schools. Study of Siddiqi and Sahaf (2007) identified organizational communication, training and development, and employee motivation as key dimensions of internal marketing that need to be stressed upon to improve organizational performance. Furthermore, the researchers added that internal communication activities are important elements of internal marketing in the university context, which must be aimed at achieving employee satisfaction (Schuller and Chalups, 2011, Shima and George, 2014). Safi, Saleh, Begum, and Khan (2015) explored internal marketing through it four main dimensions: rewards, communication, employee training, and performance evaluation and found that it has a directly and positively improve the academic service quality. Nandi and Prasad (2017) examined the role of extrinsic motivators in higher education, with particular attention to measuring the "dimensions of internal marketing". The study also identified the four key factors that make up internal marketing, namely communication between employees and higher-level authorities, management concern and empowerment, training and development and competitive compensation. A few comes about have appeared that implementing IM through particular strategies (i.e. Training and Development, motivation, communication and empowerment) will have positive effect on employee's job satisfaction (Kanyurhi and Akonkwa, 2016). The above literature confirms that educational professionals are in favour of using internal marketing practices.

2.3 Academic Staff Development and Academic Job Satisfaction

Foreman and Money (1995) described development as "a strategic investment of the organization in training its members". Furthermore, employee development is a combined idea on the end of employer as well as employee to improve an individual's ability and knowledge. In present era of stiff competition, it has become imperative for employees to keep themselves updated (Kozaric, 2015). If employees have the appropriate knowledge and skills, they will be more motivated, interact more effectively with clients and will be able to better meet their needs (Chapman and Lovell, 2006; Nickson et al., 2005). The idea of seeing employees as an internal market within a company is the heart of IM. This internal market must be informed, motivated, educated and developed to achieve the organization's goals (Berry and Parasuraman, 1991; Papasolomou-Doukakis, 2002). A number of researchers (Berry and Parasuraman, 1991; Foreman and Money, 1995; Gummeson, 1990) have recommended training and development strategy as an essential aspect of IM. Piercy and Morgan (1990) argued that employees must be properly trained and developed to perform their service role and organization can utilize the full potential of its trained employees to boost company's performance. Training and development practice as potential to help in attracting, motivating, developing, and persisting talented employees which are the ultimate goals of internal marketing (Ahmed and Rafiq, 2003; Berry and Parasuraman, 1991; Foreman and Money, 1995; Tsai and Wu, 2011; Varey, 2002). Hence we hypothesized that: H1: Academic staff development significantly influences academic job satisfaction.
2.4 Rewards and Academic Job Satisfaction

Hale (1998) characterized rewards as a framework planned to propel behaviours, activities and exercises that offer assistance to organizations to pursue their business objectives. It is an employee benefit that employees receive from employers for their work (Schermerhorn et al., 2005). In this regard, Mitchell et al. (1988) stated that employee benefits are considered as an essential part of internal marketing as they help managers to maintain their valuable employees and also aid in achieving the organisational goals and values that it needs in its employees. A good strategic reward can help the company to fulfill the requirements of internal customers and, in doing so can also improve the capacity to satisfy the requirements of its external customers (Lai, 2006). Through internal marketing, employees must be educated, well-informed, compensated and propelled to meet the requirements and hope of external customers (Varey and Lewis, 2000). Ahmed et al. (2003) considered it important to include a strategic reward in the implementation of internal marketing practices, as this will contribute to achieving other internal marketing objectives such as employee motivation and satisfaction. Reward is found to be one of the foremost imperative element of internal marketing (Janjua et al., 2014). Based on the general literature examined, we make the following hypothesis:

H2: Rewards significantly influence academic job satisfaction.

2.5 Internal Communication and Academic Job Satisfaction

Several researchers (Dougherty, 1992, Griffin and Hauser, 1992, Piercy and Morgan, 1990) have argued that internal communication acts as an exchange aiming to communicate sentiments, perceptions and intentions of directors and workforce with respect to diverse organizational issues which can diminish departmental friction and upgrade inter-departmental integration and can decrease dialect boundaries between departments. In addition to this, Papasolomou-Doukakis (2002) stated that communication is "a management process through which an organization enters into a dialogue with its various internal audiences" (p.90). An efficient internal communication encourages employees to work more enthusiastically (Argenti, 1998). Besides, Dunmore (2002) characterized internal communication as a method through which individuals interact and exchange thoughts as well as information to better understand their business goals. Internal marketing incorporates information and communications among employees (Gummesson, 1990). Furthermore, the communication or exchange of information between employees is one of the foremost vital role of any organization. It is an internal marketing tool that affects employee satisfaction more than the performance of the company (Ahmed and Rafiq, 2003). Ahmed and Rafiq (2003) also stated that "one of the most common IM applications is the crafting of internal communication strategies" (p.1183). Additionally, Yang and Coates (2010) also stated that internal communication helps management to provide services with a high level of satisfaction and is an effective tool of internal marketing. So, we hypothesize that:

H3: Internal communication significantly influences academic job satisfaction.

2.6 Empowerment and Academic Job Satisfaction

According to Mahmood (2013), empowerment is a strategy defined by management that allows workers to form decisions about their work. Carlzon (1987) stated empowerment as a means to let the employees feel independent from rigid rules of directives, strategies and giving them autonomy to take responsibility for their thoughts, choices and activities. In addition to this, Baron and Harris (1995) recommended that empowerment "involves releasing control to the service employee at the crucial moment of contact with the customer, giving them autonomy to make decisions flexibly in response to the customers' demands as and when they occur" (p.13). Furthermore, Conger and Kanungo (1988) stated that empowerment involved sharing formal and informal decision-making power among managers and their subordinates so that employees could exercise judgment in making daily decisions about work-related activities. It also allows employees to independently think, perform, act, control work and make decisions, which is an important factor in job satisfaction (Fosam et al., 1998). Gilmore and Carson (1995) contended that engaging employees and allowing them
to make their own decisions during client relationships was portion of the internal marketing exercises utilized by various organizations. The more employees will be empowered, the more they are satisfied and are likely to serve their clients well (Bowen and Lawler, 1992). Payne (1993) stated that marketing plan for internal marketing is of small value, if the employees in contact with the customers did not have the power to provide the level of quality of the requested service. Furthermore, several researchers (Ahmed and Rafiq, 2002; Ahmed et al., 2003; Berry and Parasuraman, 1991; Boshoff and Allen, 2000; Rafiq and Ahmed, 2000) argued that empowerment is a fundamental constituent of internal marketing that have an effect on employee job satisfaction. Thus, the above literature review prompts us to hypothesize that:

H4: Empowerment significantly influences academic job satisfaction.

Based on the above literature review, it is supposed that Academic Staff Development, Rewards, Internal Communication, Empowerment are important elements of IM and they all significantly influences AJS

![Conceptual Framework of the Study](Source: Author's Own on the Basis of Literature Review)

3. Research Design and Methodology

3.1 Research Population

This study is empirical in nature and the detailed effort is made to study the concept of IM in the context of the higher education sector. The study population includes faculty members working in higher education institutions of the Jammu Division of J&K (Northern India). Only permanent teachers were contacted for information generation.

3.2 Instrument Design and Measurement

The instrument was separated into three sections: Section A, B and C. Section A represents the demographic profiles of respondents. Section B consists of internal marketing items and Section C consists academic job satisfaction items. Likert 5-point scale has been used to measure the variables. The scale varies from 1 to 5, where 1 = strongly disagree and 5 = strongly agree. The statements have also been improved based on the needs of the sector. The variables were measured using the instruments as described below:

Internal Marketing: It has been measured with 25-item scale having four dimensions viz., Academic Staff Development, Reward, Internal communication and Empowerment. 13-items were adopted from the study of Foreman and Money (1995) to measure 'Academic Staff Development' and 'Rewards'. 8-items were adopted from the study of Gounaris (2008), Johlke and Duhan (2001), and Altariff (2014) to measure Internal Communication'. 4-items were adopted from the study of Hartline and Ferrell (1996) to measure 'Empowerment'.

Academic Job Satisfaction: It has been measured by using 5-item scale adopted from the
4. Data Analysis and Findings

4.1 Exploratory Factory Analysis (EFA)

Exploratory factory analysis have been applied on Internal Marketing items which resulted into the 23-item scale which converged into four factors, namely Academic staff development, Rewards, Internal Communication and empowerment with KMO=0.914, Barlett’s test chi square =2874.531, df= 253, Sig. = .000 and total variance explained by these four factors was 65.323%.

4.2 Confirmatory Factor Analysis (CFA)

As proposed by Anderson and Gerbing (1988), a two step approach was applied to Structural Equation Modeling (SEM) utilizing AMOS. In the first phase, a CFA was conducted to assess the adequacy, reliability and validity of the proposed measurement model. The second phase is to develop and assess the structural model to verify the importance of hypothetical relationships.
All the items are retained in the IM measurement model having standard loading ranging from 0.62 to 0.86. The CFA results indicated a good fit of the model to the data (CMIN/DF = 1.566, GFI = 0.884, AGFI = 0.845, CFI = 0.958, RMR = 0.041, RMSEA = 0.052). Model fit indices were within the acceptable range of values which confirm all the factors under study.

Whereas, standard loadings of AJS measurement model ranges from 0.59 to 0.83 and model fit values were also within the acceptable range (CMIN/DF = 1.669, GFI = 0.987, AGFI = 0.951, CFI = 0.994, RMR = 0.019, RMSEA = 0.057).

4.3 Reliability and Validity Analysis

The internal consistency of the instrument was verified by calculating cronbach’s alpha values as it is the reliability indicator for constructs (Cronbach, 1951). In this study, the reliability of all constructs is greater than 0.70, which is considered acceptable (Nunnally and Bernstein, 1994). Furthermore, the composite reliability (CR) values of the constructs were greater than the recommended value of 0.7 as projected by Hulland (1999), which indicates the acceptable internal consistency and reliability of the individual measurements.

<table>
<thead>
<tr>
<th>Constructs and Items</th>
<th>Standardized Regression Weight (SRW)</th>
<th>Average Variance Extracted (AVE)</th>
<th>Composite Reliability (CR)</th>
<th>Cronbach’s Alpha (α)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Staff Development</td>
<td></td>
<td>0.521</td>
<td>0.873</td>
<td>0.895</td>
</tr>
<tr>
<td>IM1</td>
<td>0.73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IM2</td>
<td>0.72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IM3</td>
<td>0.66</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IM4</td>
<td>0.70</td>
<td></td>
<td></td>
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<tr>
<td>IM5</td>
<td>0.79</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IM6</td>
<td>0.71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IM8</td>
<td>0.76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards</td>
<td></td>
<td>0.521</td>
<td>0.831</td>
<td>0.865</td>
</tr>
<tr>
<td>IM9</td>
<td>0.79</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IM10</td>
<td>0.65</td>
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<tr>
<td>IM11</td>
<td>0.81</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IM12</td>
<td>0.72</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IM13</td>
<td>0.47</td>
<td></td>
<td></td>
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<tr>
<td>Internal Communication</td>
<td></td>
<td>0.508</td>
<td>0.874</td>
<td>0.880</td>
</tr>
<tr>
<td>IM15</td>
<td>0.66</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IM16</td>
<td>0.74</td>
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<tr>
<td>IM17</td>
<td>0.75</td>
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<tr>
<td>IM18</td>
<td>0.79</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IM19</td>
<td>0.67</td>
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<tr>
<td>IM20</td>
<td>0.71</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IM21</td>
<td>0.66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empowerment</td>
<td></td>
<td>0.649</td>
<td>0.708</td>
<td>0.877</td>
</tr>
<tr>
<td>IM22</td>
<td>0.68</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>IM23</td>
<td>0.83</td>
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<td>IM24</td>
<td>0.86</td>
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<tr>
<td>IM25</td>
<td>0.84</td>
<td></td>
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</tbody>
</table>

Table 2.
Constructs Reliability and Validity

Source: Author Calculation

Measurement models were designed to access convergent validity. Items with a standardized load of less than 0.5 were removed (Hair et al., 2009). Convergent validity was determined by using standardized estimates (SRW > 0.5) and average variance extracted (AVE > 0.05) (see Table 2). Furthermore, AVE was compared with the squared correlation in order to verify the discriminant validity and it was found that the AVE value for all the constructs was greater than the squared correlation thus ascertained the discriminant validity (Fornell and Larcker, 1981).

<table>
<thead>
<tr>
<th>Constructs and Items</th>
<th>Academic Staff Development</th>
<th>Rewards</th>
<th>Internal Communication</th>
<th>Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Staff Development</td>
<td>0.521</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards</td>
<td>(0.375)</td>
<td>0.521</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Communication</td>
<td>(0.394)</td>
<td>(0.372)</td>
<td>0.508</td>
<td></td>
</tr>
<tr>
<td>Empowerment</td>
<td>(0.240)</td>
<td>(0.134)</td>
<td>(0.266)</td>
<td>0.649</td>
</tr>
</tbody>
</table>

Table 3.
Correlation and Discriminant Validity

Source: Author Calculation
5. Hypotheses Testing Results and Discussion

The foremost objective of this research is to study the influence of the dimensions of IM on job satisfaction among the academic staff of higher education. The present study uses a cross-sectional design to examine influence. Table 5 shows the results of the SEM analysis that predicts the strongest significant influence of empowerment on the job satisfaction of academic staff (β = 0.684, P < 0.01), followed by internal communication (β = 0.346, P < 0.01), academic staff development (β = 0.321, P < 0.05) and rewards (β = 0.218, P < 0.05) respectively (see Figure 2).

Our present research findings showed that academic staff developments significantly influence academic staff job satisfaction which confirmed the first hypothesis (H1) of the study and the results are reliable with past studies (Al-Makhadmah, 2015; Joung et al., 2015; Leong and Lam, 2016; Sarker and Ashrafi, 2018).

Our second hypothesis (H2), the significant influence of rewards on academic staff job satisfaction is also supported and has results consistent with previous literature (Al-Makhadmah, 2015; Joung et al., 2015; Leong and Lam, 2016; Sarker and Ashrafi, 2018; Sohail and Jang, 2017).

Reliable with the earlier literature findings (Al-Makhadmah, 2015; Lee and Wen-Jung, 2005; Leong and Lam, 2016; Sohail and Jang, 2017; Vallaster and de Chernatony, 2005) the present study supported the significant positive influence of internal communication on academic staff job satisfaction, i.e. the third hypothesis (H3) of the study.

Our fourth hypothesis (H4) of the study i.e. empowerment significantly influences academic staff job satisfaction also stands accepted and the results are also consistent with those of prior researches (Lee and Wen-Jung, 2005; Sohail and Jang, 2017). Hence, all the hypotheses of the study stands accepted (see Table 5). Thus, institutes should invest efforts and resources in strengthening the above discussed practices.

### Table 4.

<table>
<thead>
<tr>
<th>Goodness-of-Fit Indices</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMIN/DF</td>
<td>2.661</td>
</tr>
<tr>
<td>GFI</td>
<td>0.903</td>
</tr>
<tr>
<td>AGFI</td>
<td>0.859</td>
</tr>
<tr>
<td>CFI</td>
<td>0.918</td>
</tr>
<tr>
<td>RMR</td>
<td>0.048</td>
</tr>
<tr>
<td>RMSEA</td>
<td>0.680</td>
</tr>
</tbody>
</table>

Source: Author Calculation

### Table 5.

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Relationships</th>
<th>β</th>
<th>T-value</th>
<th>P-value</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>ASD → AJS</td>
<td>0.321</td>
<td>2.08</td>
<td>0.001</td>
<td>Accepted</td>
</tr>
<tr>
<td>H2</td>
<td>REW → AJS</td>
<td>0.218</td>
<td>2.431</td>
<td>0.015</td>
<td>Accepted</td>
</tr>
<tr>
<td>H3</td>
<td>IC → AJS</td>
<td>0.346</td>
<td>3.497</td>
<td>0.000</td>
<td>Accepted</td>
</tr>
<tr>
<td>H4</td>
<td>EMP → AJS</td>
<td>0.684</td>
<td>7.038</td>
<td>0.000</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Source: Author Calculation

**Note:** Academic Staff Development (ASD), Rewards (REW), Internal Communication (IC), Empowerment (EMP) and Academic Job Satisfaction (AJS)
6. Implications for Education Sector

6.1 Theoretical Implications
This paper presents some important theoretical contributions. Primarily, it explains the impact of internal marketing on job satisfaction on the basis of service-profit chain theory, which revolves round the internal service quality model in higher education sector. In view of that, current research study has enlarged the existing literature as earlier the relationship of internal marketing and job satisfaction in higher education sector was hardly discussed. Furthermore, paper has examined and highlighted the important role of the internal marketing in enhancing faculty job satisfaction in education institutions in UT of J&K, which has received not as much of consideration till now. Also, a two step approach was applied to Structural Equation Modeling (SEM) utilizing AMOS in the present study that has add to the earlier methodology which has mainly used multiple regression analysis and path models for calculating the impact of independent variable on dependent variable. Theoretically, the present research study reveals that IM being multifaceted construct which manipulate the employees' behavior in education sector (Du Preez and Bendixen, 2015; Narteh, 2012; Narteh and Odoom, 2015). Further, the key contribution of this study is examination of four important dimensions of IM i.e academic staff development, rewards, internal communication and empowerment and their impact on AJS.

6.2 Practical implications
The present study shows that internal marketing has a significant influence on academic job satisfaction. This means that education sector needs to value their employees and have to invest on them to satisfy them. This implies that this sector is likely to engage and retain the good employees all the way through entrenched internal marketing policies. Thus, research will offer assistance to direct the administration of higher education to create a culture of IM inside the setting of the Indian education sector so as to satisfy their employees which are then likely to satisfy the external customers (students) (George, 1977). Since the results of the study indicates that out of all the internal marketing practices, empowerment plays the most important role in influencing academic staff job satisfaction. So, management should encourage faculty members to take a high degree of initiatives. They ought to be permitted
to utilize their possess judgment in tackling issues related to the institution or department. In addition, management of the institution must deliver its faculty essential authority for tackling issues proportionate to their capacities and endow them to exercise good judgment in agreement with their abilities. Administration must permit its staff to utilize their imaginative thoughts to illuminate the issues related to students and ought to make reasonable decisions. When employees get autonomy and participation in decision-making, they would feel that their organisations considered them as significant assets of the organisation. This will optimistically enhance their level of satisfaction (Kanyurhi and Akonkwa, 2016). Thus, it is essential to develop the exchange relations between the management and faculty (Bak, Vogt, George and Greentree, 1994) by setting up a transparent feedback mechanism, by counting them in decision-making and ensuring efficient flow of information (Park and Tran, 2018).

Further, management of institutions should place considerable emphasis on communicating with their faculty. Effectual internal communication boosts confidence among the employees and offers the reassurance of being competent to perform their job, thereby escalating their satisfaction level (Sadiq, Sohail and Jang, 2017). Thus, head of the department should readily be available to talk to faculty. Management should show concern about the personal problems of the faculty that might affect their job performance. New policies and procedures should be notified to them by official channels and should also arrange timely meetings to listen to their faculty. The management of the institution ought to communicate its faculty that how their work tasks fit into the institution/department exertion. Information on the various government activities influencing their institution, as well as performance measurement and reward system have to be well communicated to the entire faculty by the management.

Furthermore, to enhance satisfaction among faculty, management must concentrate on academic staff development practice. Management of the institutions should give special emphasis on faculty development programs so as to perform their service roles well, and it should happen as an ongoing process in the institution. Administration must hold fundamental instructive courses based on those aptitudes required for faculty to supply quality services to students. They should implement faculty development programs which should really focus on the substance profoundly pertinent to the existing needs of the faculty to advantage the instructing crew, who in turn will be able to spread the information picked up out of such quality FDP's to the student community. Likewise, technological changes and developments in the education system as well as the need to introduce new teaching and learning methods should be taken into account in these courses. Moreover, management of the institutions should make clear to their faculty that, why they should do things and not just how they should do things. In addition, they should go beyond training and development programs and should educate the faculty importance of their service roles. Additionally, educational institution management need to comprehend their faculty needs and counter to them through reasonable reward system (Kanyurhi and Akonkwa, 2016). To enhance reward practice management of the institutes should utilize the information gathered from faculty to improve their work and build up rewards strategies. The importance of their service roles should be well communicated to the entire faculty. Moreover, faculty who provide excellent services to the institution should be rewarded for their efforts. They should receive worthy rewards through suitable institutional benefits that would encourage them in improving their performances and student services. Institutions must educational tours, global peer competition, selection for international conferences and seminar as a token reward for faculty to counter their valuable input to the institution. Finally, it is critical to assess the significance of internal market orientation strategy in keeping up and progressing inside customer's satisfaction (i.e. employees) (Lings, 2004). Appropriate IM practices improve the level of employee satisfaction at work (Joung et al., 2015). Thus, it is recommended that IM practices should also be adapted in higher education setting and then integrated into ongoing institutional strategic plans to achieve higher academic staff job satisfaction.
7. Limitation and Future Research

Study showed the influence of only four dimensions of IM i.e. ASD, REW, IC, EMP on AJs. There are many more dimensions of IM like understanding and differentiation, inter-functional coordination and integration training and motivation (Ramos, 2018), employment security, reduced status distinction (Bansal et al., 2001), Identify Value Exchange, Management Concern, Internal Market Segmentation and work/family (Mero et al., 2020), Organizational culture (Ali, 2016), organization structure and changes (Kaur and Sharma, 2015) which have been studied in various sectors could influence AJs. Therefore, the possible future area of research is to identify other dimensions of internal marketing that could affect job satisfaction among academic staff. The scope of the study was restricted to only higher education institutions within Jammu division of J&K (UT) and the analysis of the hypotheses was based on a data set of the 236 sample. So, more of research should be done in other institutions of different states or in other countries so as to uncover similarities and differences in the larger set of samples. Additionally the future studies may repeat this study using longitudinal data, which possibly will add on to the understanding impact of internal marketing and job satisfaction and in the fullness of time. Moreover, literature suggest that the examination of the mediation and moderation effects possibly lend a hand to explain the whole phenomenon than a simple cause and effect relationship approach (Jiang and Wang, 2006; Alegre et al., 2015). Thus, for prospective lines of investigation, we propose to study the mediating and moderation effects of various construct like engagement organisational culture, involvement, organisational justice etc. Furthermore, a more comprehensive approach could be adopted in the study by conducting a comparative analysis of public and private educational institutions taking into account the concept of internal marketing.

References

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