ON ASSESSING MEASURES OF INTERNAL MARKETING IN HIGHER EDUCATION:
A SERVICES MARKETING PERSPECTIVE

Mushtaq Ahmed Siddiqi          Musadiq A. Sahaf

In India significant sums both from state governments and the University Grants Commission are spent on higher education. However, returns are not commensurate with investments. In this paper it is attempted to show that training and development, organizational communication and employee motivation are some key factors that need to be focused for improving organization performance as an internal marketing strategy. Drivers of high performance are identified within internal marketing perspective. This is done by gathering experiences of faculty members within internal marketing perspective. It was found that though faculty members were only moderately motivated, but they were not satisfied with regard to the state of training and development and internal communication, both of which were assessed as vital predictors of employee motivation. The paper comes out with a set of strategies and organization practices that can help improve faculty motivation.

Key words: Training and development, communication, motivation.

INTRODUCTION

Concept of internal marketing is generally not properly understood in organizations. In view of lack of role clarity, internal marketing often encompasses more activities than what normally it should have (Rafiq & Ahamed, 2000). In eighties concept of internal marketing emerged as a service marketing strategy (Berry, 1981); later perceived as a potent tool in service management (Carlzon, 1987 and Normann, 1984); and industrial relationship marketing (Gronroos, 1985 and Gummesson, 1987a). Heskett
(1987) observed that this shift toward internal marketing was due to realization that high performing service companies had acquired their higher status by turning strategic service vision inward.

Internal marketing in service management meant applying marketing principles to individuals with a view to motivate to improve their standards of performance and retain them in the organization (Greene et al., 1994). According to (Gronroos, 1985) internal marketing is a philosophy for managing organization’s human resources based on internal marketing perspective. In specific terms, it views employee as internal customers, jobs as internal products and then objective becomes to design these products to serve customers in most effective manner as in case of regular external marketing. Within internal marketing perspective, if a service organization desires its contract employees to serve its customer in most efficient manner, it should similarly treat them in the same manner as its regular employees (George, 1990). Thus there exists one to one correspondence between those issues which need to be addressed for improved customer service and issues relating to better employees service (Heskett, et al., 1994). The basis objective of internal marketing is to attract, develop, motivate and retain qualified workforce (Berry and Parasurman, 1992). Thus internal marketing mix may involve whole range of HRM interventions similar to external marketing mix (Ahmed, et al., 2003). However, due to paucity of time, HRM interventions in this study are limited to training and development, employee communication and motivation.

TRAINING AND DEVELOPMENT

As internal marketing in nutshell means serving individuals with a marketing perspective to develop internal competencies that finally helps serve customers better (George & Gronroos, 1989; Ahmed, et al., 2003). Employees competencies generally relate to those dimensions of employee behavior that lead to superior job performance (Woodruffe, 1993).

Internal marketing involves a multi-faceted focus on employee development (Tansujet, et al., 1988). Thus, training and development assumes significance particularly in the context of knowledge based organization where customer service largely depends on employees performance
(Chandrasekhar, 2001). This observation is also collaborated by other research results that organizations may increasingly may rely on training interventions in future (London, 1989; Noe, 1999; Rafiq and Ahmed, 2000). A new appointee at the time of joining does not possess requisite knowledge, skill and attitude (KSAs) to perform a job. Thus, some kind of induction training becomes necessary. In fact organizations have no choice but to organize induction training (Flippo, 1984). Trained and competent work force responds more positively to service quality initiative (Schneider and Bowen, 1995). A training programme should begin with the assessment of organizational issues, training need identification that are critical to the service quality. Lawler (1992), and Manz and Sims (1993) support review that employees are best source of training need identification. Training ultimately exerts a positive impact on customer satisfaction (Thurau, 2004), reduces role ambiguity (Rafiq and Ahmed, 2000), leads to empowerment of frontline employees who interface with customers (Rafiq and Ahmed, 1998). Training helps reduce gaps in supply and demand of KSAs (Zeithaml, et al., 1988).

However, training intervention can benefit organization when it improves employees competencies (KSAs) and raises their motivation level. Training has to be need based, well-planned, duly evaluated and well-monitored (Rao, 2000). Thus, training effectiveness is vitally important for organizational success (Ford, et al., 1997; Noe, 1986; Noe and Ford, 1992; Tannenbaum and Yukl, 1992).

COMMUNICATION

Internal marketing which is described as the first order activity and a prerequisite for effective services marketing (Berry and Parasuraman, 1991 and Gronroos, 1990) is based on the understanding that no single management function can be effective if it operates in isolation. Multiple operations and individuals with different skill sets can be actively involved in creating and delivering products and services. These cross functional activities and individuals, who perform them all, have a major impact upon final outcome. Thus, one of the most common internal marketing approaches lies in crafting of internal communication strategies in parallel with external marketing communications. It is only with effective communication in place that service receivers can be in better position to deliver service to expected standards.
Effective, consistent and complete service delivery requires that every one is involved, integrated and consistent, which to a large extent depends on an ambiguous and clarity of communication across the organization. (Gilmore, 1997).

A set of four major gaps affect standards of quality delivery. These are: (i) consumer and management perceptual gap, (ii) service quality specification gap, (iii) service delivery specification gap, and (iv) service delivery communication gap on the service providers side of service quality model. Zeithaml, et al. (1988), assumed communication as a significant gap for perceptual difference between consumer expectations and management perceptions of consumer expectations (gap 1). Several contributors on organizational theory (March and Simon, 1968; Perrow, 1970; Thompson, 1967) have also concurred that the need for information flow is greater when task uncertainty is higher (Wilson and Malik, 1995). Effective communication is thus increasingly identified as a significant factor that impacts on organizational ability to realize its goals (Young and Post, 1993) through higher levels of innovation, commitment, reduced absenteeism, greater productivity, and higher profitability (Clamitt and Downs, 1993).

**MOTIVATION**

In early developmental phase, a large body of literature on internal marketing has focused on employee motivation and satisfaction (Rafiq and Ahmed, 2000). Availability of work plans and effective organization structure in place is no guarantee that employees will necessarily work to achieve organizational goals. Work execution shall occur when they themselves are either internally motivated or supervisor motivates them. Getting organization members to go to work willingly and enthusiastically is a problem that has been compounded by changing features and composition of work force (Flippo, 1984). With internal marketing perspective managers have to continuously maintain expected level of motivation among service personnel. Equally important, employee satisfaction (often referred to as job satisfaction), which has been defined as a pleasurable or positive emotional state, results from the appraisal of one’s job or job experience (Locke, 1976). Peter Drucker (1999) in “Management Challenges for 21st Century” states that management of individuals is a marketing job and in marketing, one begins...
with the question: “What does another person want?” The challenge of internal marketing according to Ahmed and Rafiq (2003) is to force a rounded understanding of the organizational readiness for a particular new initiative by examining full set of organizational needs (demands of organization on the employees) in direct relation to the full set of needs and aspirations of the employee (demands of the employee on organization). It is only when there is balance in both these demands, that conditions become conducive towards motivated strategy implementation and consequently the long term prosperity.

Vroom (1967) in his famous Valency Theory observed that motivation to serve customers in order to serve customers involves three elements, namely, a positive valence of customer oriented behaviour and the consequences associated with such behaviour on the part of the employee; the employees self perception of being able to behave in a customer oriented way; and finally his/her expectation of reaching the desired outcome through engaging in such a behaviour (e.g., happy customers, rewards from employers etc.). Thus, it is the internal marketing which has to develop desired abilities, beliefs among service personnel with regard to Vroom’s three elements for attaining desired motivation level, essential for employees transformation of social and technical skills into customer oriented behaviour. Contract employees job satisfaction level is also receiving necessary attention in view of important role in building customer relationships (Heskett, et al., 1994; Schneider and Bown, 1993), or service quality (Weatherley and Tansik, 1993; Schneider, 1980), customer satisfaction (Schneider and Bown, 1985), and overall profitability (Reichheld and Sasser, 1990). Significance of employee satisfaction can be best understood by the fact that separation, replacement and training costs are 1.5 to 2.5 times annual salary for each person who leaves the organization (Solomon, 1988).

RATIONALE AND SCOPE OF THE PRESENT STUDY

Country’s all round achievement is largely due to its educated workforce for which education institutions deserve immense credit (Jain and Bandyopadhyay, 2001). Surprisingly, service sector has generally been left out by researchers from marketing field. Significant sums, both by the state governments and the University Grants Commission have been spent on
education over the years but somehow results have not been commensurate. It is thus required to look into service quality perception in the education sector for the mismatch between investment and results. In this study it is attempted to look into this mismatch which is largely attributed to lacunas in training and development, communication and motivation as part of internal marketing perspective.

Within higher education, college education is mostly university preparatory which provides input for universities where most students enter for graduation. Moreover, students have to spend more time in graduating from colleges than specializing in universities. Thus, standards of education at universities is directly linked with academic standards of college pass-outs. It is with this consideration that in this paper it is attempted to look into college level education that determines entry level standards of universities.

It is in this context that using data from Kashmir division of the state of Jammu & Kashmir, the present exploratory study aims to examine some of the measures of internal marketing that have an indirect impact upon students’ service quality perception/satisfaction vis-à-vis employees satisfaction. The paper concludes with the strategies, organizational policies, practices that need to be reoriented to improve the efficiency of the education system based upon findings of this study.

**Research Methods**

In this study, Lickert’s type technique was used to analyze responses received. These responses to items were scored in such a way that a response indicative of most favourable was given highest score and vice-versa (strongly disagree: 1, strongly agree: 5).

**Sample and Data Collection**

Selection of respondents was governed by the principles of proportionate stratified sampling; whereby the size of the sample was restricted to one hundred ninety-three (193) respondents who constituted 30 per cent of population in the division, representing five districts (both urban and rural) of the division. The sample represented 38 per cent of females, 48 per cent from arts, 40 per cent from science, and remaining from commerce stream.
As for qualificationwise breakup, the sample included 70 per cent postgraduates, 20 per cent M. Phil, and remaining Ph.Ds. Respondents formed 73 per cent of individuals who were given the questionnaire for this survey.

**Analysis and Results**

Statistical parameters that were analyzed included: mean, percentage of mean score, and standard deviation. Popular Z-tests, Pearson’s correlation and ANOVA (F-tests) were used wherever needed. Overall reliability alpha of 0.7452 was found well above the prescribed cut-off limit (Nunnally, 1978). Split-half test was applied to the responses received that gave following satisfactory results:

<table>
<thead>
<tr>
<th></th>
<th>Split half alpha</th>
<th>Guttman split half</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>0.72</td>
<td>0.74</td>
</tr>
<tr>
<td>Part II</td>
<td>0.74</td>
<td></td>
</tr>
<tr>
<td>Correlation between forms</td>
<td>0.68</td>
<td></td>
</tr>
<tr>
<td>Total items</td>
<td></td>
<td>37</td>
</tr>
</tbody>
</table>

Mean scores were converted as percentages by multiplying with 20 (if mean score of an item is 2.5 on five point scale, then percentage mean score is 50 (2.5x20). As the scale used was Lickert’s five point (minimum:1; maximum:5), a mean score of 1 corresponds to 20 per cent, 2 to 40 per cent, 3 to 60 per cent, 4 to 80 per cent, and 5 to 100 per cent. Percentage of mean scores secured for different factors were then classified and interpreted in the following manner:

- Mean score less than 50 per cent : Poor
- Mean score between 50 to 60 per cent : Moderate
- Mean score between 60 to 80 per cent : High
- Mean score above 80 per cent : Excellent

Itemwise analysis helped identify most critical areas for remedial measures. All the items were divided into three categories based on percentage of agreement levels associated with each of them in the following manner:
A summary of faculty perceptions with regard to internal marketing parameters are as follows:

**Training and Development**

Perception of faculty members about the state of training development in the institution is given in Table 1. It summarizes perceptions in terms of mean scores, standard deviations and their respective ranking among various elements of training and development. As overall mean score of 2.42 shows a poor perception (<50 per cent) its elementwise analysis was carried out to gain further insights. Faculty perception for different factors are summarized below:

**Management’s Attitude**

Management attitude was analyzed in terms of three factors out of which only one statement received a mean score of 2.70 (a moderate range) and remaining two received poor responses (<50 per cent). As many as two statements fall within the moderate acceptance range and the other one in poor acceptance range. The statement ‘Principals of the colleges guide the teachers about the training programme and motivate them to attend the same when organized’ was not largely acceptable to respondents as only 13.6 per cent of them agreed with it. Thus, the analysis shows that while top management emphasizes training and development in principle as evident by a moderate mean score of 2.70 (54 per cent of mean score), conveyed vide first statement, which is agreed by 39 per cent of the respondents. Human resource development through training is part of the organization policy that both the orientation and the refresher training courses are prerequisite for probation clearance, deciding promotions, award of increments, etc. However, the policy was not encouraged at operating levels (colleges and departments) as the second statement received poor score of 13.6 per cent only.
Table 1  Faculty Perceptions with regard to Training and Development

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Item</th>
<th>Mean Score</th>
<th>Standard Mean Score</th>
<th>Per cent Mean Score</th>
<th>Item Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Management attitude</td>
<td>2.26</td>
<td>0.622</td>
<td>45.2</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Induction</td>
<td>2.17</td>
<td>0.240</td>
<td>43.4</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Training need identification</td>
<td>2.32</td>
<td>1.162</td>
<td>46.4</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Training inputs</td>
<td>2.68</td>
<td>1.361</td>
<td>53.6</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Quality</td>
<td>3.01</td>
<td>1.156</td>
<td>60.2</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Internalization</td>
<td>2.09</td>
<td>0.917</td>
<td>41.8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>2.42</td>
<td>48.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Induction**

Practically all statements secured mean scores of poor less than (<50 per cent) and for within the poor acceptance range. The statement that was poorly rated by the respondents achieving a very low mean score of 1.60 was ‘Induction training of college teachers is given due importance in our organization’. It was perceived as true by only 10.1 per cent of the respondents indicating that almost no induction programmes are organized for new inductees.

**Training Needs Identification**

This was measured by two statements that received an overall mean score of 2.32 with a standard deviation of 1.162 indicating a percentage mean score of less than 50 which falls within poor range. The other statement,
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Training Inputs

These were again analyzed with the help of three statements that sought to obtain faculty perceptions about training inputs. Level of improvement perceived by college teachers after undergoing a training received an overall mean score of 2.68 with a standard deviation of 1.361 that falls well within the moderate range (50 to < 60 per cent). Out of three statements, only one statement received a very poor response. However, the training programmes appear to be more focused on scientific and technical training as evident by a very high mean score of 2.91 rather than developing managerial skills such as inter-personal, communication and problem solving skills; and bringing attitudinal change as evident by a very low mean score of 2.52.

Quality

The majority of the respondents are satisfied with the overall training quality, resulting into a mean score of 3.01 with a standard deviation of 1.156 which falls well within the high range of percentage of mean score (60 to 80 per cent). All the three statements of this item fall within a moderate range of acceptance.

Internalization

Training should be more action learning based that derived from workplace rather than based on classroom teaching. There should be a supportive organizational culture for learning to flow from classroom to workplace, referred as a golden rule by innumerable authors (Goldstein, 1986b; Mc Ghee and Thayer, 1961). After training individuals are encouraged to set the house in order following training but this aspect received a very low mean score of 2.09 with a standard deviation of 0.917, that the faculty
returning from training colleges are not encouraged here to reflect and plan improvements in the colleges. In fact, this achieved a very low mean score of 2 which lies within the poor range of (<50 per cent). The statement “After completing a training programme, the college teachers are given ample opportunities to try out practically in their colleges what they have learnt during the training” is agreed only by 14 per cent of respondents. Item-wise analysis percentage of mean scores (Table 1) shows that responses against four out of six items of training and development, securing less than 50 per cent of mean score, thereby indicating a need for fairly high degree of improvement.

The statement wise analysis of mean scores clearly indicates that out of twenty one (21), statements as many as thirteen (13) statements were agreed at most by mere 30 per cent of respondents. Remaining eight (8) statements were agreed within the range of more than 30 per cent to 70 per cent of total respondents (Table 5). Not even one statement is agreed by more than 70 per cent of respondents. Besides, an overall average of 2.42 of all the statements, well within the poor range (<50 per cent), the above item-wise analysis of different factors shows that by and large training and development is not very properly planned, implemented and perceived in the institution.

Communication

As overall mean score of 2.63 falls well within the moderate range of (a percentage of mean score of more than 50 to 60 per cent). This was analyzed with the help of ten items, of which only two statements that received a mean score falling in poor range (<50 per cent), are discussed herein. The statement, ‘Relevant and timely information is made available to all college teachers who need and use such information for achieving high performance’ is agreed by only 29.3 per cent of total respondents with a mean score of 2.49 and standard deviation of 1.010.

For everything you have missed, you have gained something else, and for everything you gain, you lose something else.

- Ralph Waldo Emerson

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Table 2 Communication Process as perceived by College Faculty

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Mean Score</th>
<th>Standard</th>
<th>Per cent of Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.57</td>
<td>0.839</td>
<td>51.4</td>
</tr>
<tr>
<td>2</td>
<td>2.77</td>
<td>0.952</td>
<td>55.4</td>
</tr>
<tr>
<td>3</td>
<td>3.18</td>
<td>0.657</td>
<td>63.6</td>
</tr>
<tr>
<td>4</td>
<td><strong>2.49</strong></td>
<td><strong>1.010</strong></td>
<td><strong>49.8</strong></td>
</tr>
<tr>
<td>5</td>
<td>2.53</td>
<td>0.758</td>
<td>50.6</td>
</tr>
<tr>
<td>6</td>
<td><strong>2.38</strong></td>
<td><strong>1.041</strong></td>
<td><strong>47.6</strong></td>
</tr>
<tr>
<td>7</td>
<td>2.68</td>
<td>0.987</td>
<td>53.6</td>
</tr>
<tr>
<td>8</td>
<td>2.51</td>
<td>1.015</td>
<td>50.2</td>
</tr>
<tr>
<td>9</td>
<td>2.53</td>
<td>0.753</td>
<td>50.6</td>
</tr>
<tr>
<td>10</td>
<td>2.66</td>
<td>0.981</td>
<td>53.2</td>
</tr>
<tr>
<td></td>
<td><strong>2.63</strong></td>
<td></td>
<td><strong>52.60</strong></td>
</tr>
</tbody>
</table>

**Note** Items falling within poor range (<50 per cent) are in bold.

The poor response to the above-mentioned statement and a very low mean score highlight a major lacuna in the prevalent communication practices. It was found that much irrelevant information is often passed down below in the hierarchy without any benefit. The statement, ‘While addressing the academic or administrative issues, most of the college teachers are involved in decision making process’ is agreed by only 26.9 per cent of respondents with a mean score of 2.38 with a standard deviation of 1.041.

It shows that teaching fraternity by and large is ignored in decision-making nor is aware about important decision being taken at the top. This shows that communication process is mainly limited to abrupt directives from the top management trickling down to concerned employees. As given in Table 5, out of ten statements, not a single one is agreed by more than 70 per cent of the respondents. As many as eight (8) statements are in the moderate acceptance range (agreed by more than 30 to 70 per cent of the respondents) and the remaining two (2) fall in poor range (up to 30 per cent).
of acceptance. Out of ten items (10), not a single one’s percentage mean score falls within the excellent range (>80 per cent), only one falls within the high (60 to <80 per cent) range, as many as seven (7) fall within moderate (50 to <60 per cent); and two items fall within poor (<50 per cent) range. Hence, the state of communication process at the institution is not satisfactory either.

Motivation

In this section, it is attempted to analyze motivation level of frontline employees (college faculty) who are crucial for institutional effectiveness. Motivations is analyzed in terms of six (6) items, whose respective mean score barring item No.3 (Table 3) fall within a high range (60 to <80 per cent), thus presenting an impressive picture vis-à-vis the other two factors, namely, training and development and communication. Overall mean score of 3.25 (ranging from 2.38 to 3.89) with a standard deviation of 0.552, ranks first among three measures analyzed in this study. However, item No.3 received a mean score of 2.38 lying in the poor range (<50 per cent) is presented for gaining deeper insights. The statement, ‘Knowledge, expertise, & extra efforts of college teachers are recognized and rewarded in the department’ is agreed by only 29 per cent of respondents. The poor agreement rate to the above statement has two main interpretations: either the management has failed to reward knowledge, expertise and extra efforts of its employees at all, or it recognizes and rewards the employees in a way, which is not accepted by employees on its face value.

SYMBOL OF HOPE AND ASPIRATIONS

I will not be presumptuous enough to say that my life can be a role model for anybody; but some poor child living in an obscure place in an underprivileged social setting may find a little solace in the way my destiny has been shaped. It could perhaps help such children liberate themselves from the bondage of their illusory backwardness and hopelessness.

- Dr. A.P.J. Abdul Kalam

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Table 3 Faculty Perceptions with regard to Motivation

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Mean Score</th>
<th>Standard</th>
<th>Per cent Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.04</td>
<td>1.052</td>
<td>60.8</td>
</tr>
<tr>
<td>2</td>
<td>3.76</td>
<td>1.015</td>
<td>75.2</td>
</tr>
<tr>
<td>3</td>
<td><strong>2.38</strong></td>
<td><strong>1.169</strong></td>
<td><strong>47.6</strong></td>
</tr>
<tr>
<td>4</td>
<td>3.06</td>
<td>1.178</td>
<td>61.2</td>
</tr>
<tr>
<td>5</td>
<td>3.89</td>
<td>1.026</td>
<td>77.8</td>
</tr>
<tr>
<td>6</td>
<td>3.37</td>
<td>1.101</td>
<td>67.4</td>
</tr>
<tr>
<td>Overall</td>
<td>3.25</td>
<td></td>
<td>65.0</td>
</tr>
</tbody>
</table>

Note: Item falling within poor range (<50 per cent) are shown in bold.

Thus, the above poorly rated statement indicates that the existing system of education fails to keep the morale of faculty members to upgrade their knowledge, skills and other abilities (KSAs).

VISION OF STEEL LEGEND

1. My vision is dynamic. It evolves everyday as situations change and new opportunities come up.

2. To be successful globally you have to think globally. Don’t let cultural boundaries hold you back, always think outside the box and embrace opportunities as they appear, wherever they might be. Be flexible to different cultures and ways of thinking and be open to learning new skills and techniques from any different market.

3. Everyone experiences tough times, it is measure of your determination and dedication that how you deal with them and how you can come through them. A lot of people work hard these days, so you have to make sure you work even harder. And every time you achieve one goal it is important to set yourself another, each time raising the bar a bit higher.

- Lakshmi Niwas Mittal
Table 10 \textbf{RCA and RSCA Index for Top Five Exporters of Tea}

<table>
<thead>
<tr>
<th>S.No</th>
<th>Factor</th>
<th>Per cent Mean Score</th>
<th>Standard Deviation</th>
<th>F/Z-value</th>
<th>P-value</th>
<th>Tuckey’s &amp; Duncan’s Post Hoc Tests (homogeneous sub sets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Based on location</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>64.4</td>
<td>0.558</td>
<td>1.55(Z)</td>
<td>0.217 ns</td>
<td>N.A.</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>65.6</td>
<td>0.821</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>65.0</td>
<td>0.128</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Based on qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post Graduates</td>
<td>64.2</td>
<td>0.578</td>
<td>0.03(F)</td>
<td>0.967 ns</td>
<td>Both the tests place them in one homogeneous subset in the same order as : 1,3 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>M.Phil.; &amp; Ph.D</td>
<td>65.8</td>
<td>0.533</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>65.0</td>
<td>0.565</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Based on seniority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Up to 10 years</td>
<td>82.2</td>
<td>0.143</td>
<td>30.86(f)</td>
<td>0.000 *</td>
<td>Tuckey’s test :three(3) groups</td>
</tr>
<tr>
<td></td>
<td>&gt;10 &amp; up to 20 yrs</td>
<td>65.0</td>
<td>0.563</td>
<td></td>
<td></td>
<td>Duncan’s test :three(3) groups</td>
</tr>
<tr>
<td></td>
<td>&gt;20 years</td>
<td>47.8</td>
<td>0.308</td>
<td></td>
<td></td>
<td>Both have indicated following order 3,2, &amp; 1</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>65.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: ns* <0.0001;

However, this is the only out of total six statements of motivation, which falls within the poor acceptance range of less than 30 per cent. Out of remaining five statements, three statements fall within the moderate range of acceptance (agreed by >30 to 70 per cent of the respondents) and only two statements are agreed by more than 70 per cent of respondents (Table 5).

Another interesting results revealed by F-test (ANOVA) is that the level of motivation is not same among teachers with different seniority or experiences. The more the number of years put in by a college teacher, lower is the corresponding level of motivation found and vice-versa. The difference is highly significant (F-test = 30.86, P-value = 000) which is confirmed by the fact that both Tuckey’s and Duncan’s Post Hoc Test have classified them in three different sets (Table 4).

An analysis of motivation levels among faculty classified on the basis of qualification however, discovered no such disparity (F-test = 0.03, P-value = 0.97), also evident by a single homogeneous subset obtained with the help of test of Turkey and that of Duncan. After having classified the college teachers based on location of the colleges, again they are found equally motivated in the system (Z =1.55, P-value = 0.22), irrespective of being posted in rural or urban colleges.

Inter-Dependence of Measures on an attempt to find if any relationship exists in between the three constructs of internal marketing, the present findings are in line with those of Thornhill, et al., 1996, who, in an education setting, found a positive relationship between the way in which the employees feel an organisation communicates with and their attitude and motivation towards that organisation.

**UNIVERSAL RESPONSIBILITY**

The natural environment sustains the life of all beings universally. Today more than ever before life must be characterized by a sense of Universal responsibility.

- The Dalai Lama
Table 5  **Statements of Internal Marketing and their Respective Agreement Levels**

<table>
<thead>
<tr>
<th>Constructs</th>
<th>No. of Items in a Range of Poor Acceptance. Agreed by (Up to 30 per cent of the Respondents.)</th>
<th>No. of Items in a Range of Poor Acceptance. Agreed by (Up to 30 per cent of the Respondents.)</th>
<th>No. of Items in a Range of High Acceptance. Agreed by (&gt;70 per cent of the Respondents.)</th>
<th>Total Items</th>
<th>Per cent Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training &amp; Development</td>
<td>13</td>
<td>13</td>
<td>nil</td>
<td>21</td>
<td>48.4</td>
</tr>
<tr>
<td>Communication</td>
<td>2</td>
<td>2</td>
<td>nil</td>
<td>10</td>
<td>52.6</td>
</tr>
<tr>
<td>Motivation</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
<td><strong>2</strong></td>
<td><strong>37</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 indicates Pearson’s correlation of 0.37 between employee communication and employee motivation significant at 0.05 level. As proposed by Zeithaml, *et al.* (1988), that difference between quality specifications and the service quality actually delivered (Gap3) gets increased with the presence of role ambiguity among service employees. Accordingly in this paper training is recommended, which may help finance employees’ perceived level of confidence or competence and finally result in greater role clarity. Perhaps the same proposition also lies as a reason at the rear of the correlation (0.26) found in this study between training and development and employee motivation (Table 6). Training is found linked with employee communication with correlation (0.34).

**MAJOR FINDINGS AND CONCLUSIONS**

On the basis of comprehensive survey carried out summary of recommendations with regard to three areas chosen are:
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Training and Development

Faculty is not satisfied with prevalent training and development programmes. Training programmes hardly take care of developing functional abilities of faculty members such as teaching skills, interpersonal and behavioral skills, problem-solving skills, etc. Though top management of the institution lays considerable emphasis on training and development of faculty members but in reality at operating levels such as the HOD or heads of institution level, it is not encouraged with the same zeal. Induction training is hardly organized for new appointees. Training is generally not need-based nor its impact realized on the performance of the faculty members. Institutional policies are also not very clear as to what faculty training should actually achieve.

Table 6 Bi-variate Correlations Among Construct of Internal Marketing

<table>
<thead>
<tr>
<th>Factor</th>
<th>Training &amp; Development</th>
<th>Communication</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training &amp; Development</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Communication</td>
<td>0.34**</td>
<td>0.37**</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>0.26*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level; ** significant at 0.05 level.

Communication

Faculty members are generally not satisfied with the prevalent communication practices, and often complaint about ineffective channels of communication across departments. Timely and relevant information, crucial for academic performance is seldom not made available to faculty members at college level. Faculty members feel under-inform and thus feel ignored in the decision-making process.
Motivation

Although top management is aware about the importance of motivation of faculty members, yet the institution lacks a policy to recognize and reward knowledge, expertise and extra efforts of its frontline staff which definitely has a bearing on its employee morale. There is positive relationship between the way faculty is communicated and consequent faculty attitude and morale. Prevalent institution policies fail to maintain morale of service providers to upgrade knowledge, skills and abilities (KSAs) that finally impact on their career growth.

RECOMMENDATIONS

Training should aim to develop a positive faculty attitude towards students and urge for continuous improvement in service delivery. It is important that new joinees are given proper induction training that may cover knowledge of service rules, UGC rules and schemes, college manual, etc. Workshops for one or two days should be organized at least once a year, whereby, in addition to faculty, concerned authorities from university, direction office, and colleges can participate to review faculty training needs. Outcome of such workshops can become basis for designing training programmes. Faculty training and developmental needs should be identified by employer and also to be obtained through institution performance appraisal system. Training programme should focus more on improving functional qualities like skills, attitude of teachers rather than merely technical qualities. It is important to obtain feedback from students about teachers performace in classroom. This feedback can become basis for updating new service standards when something needs to be done at institutional level. It is suggested that separate training programmes be organized to train faculty in handling teaching aid equipments like computer, internet, lab equipments and LCD projectors, etc. As far as possible, such programme should be organized during winter and summer breaks as generally being long programmes, classroom teaching should not suffer on account faculty training. After undergoing training faculty should be encouraged to put running into practice.

Educational administrators are advised to visualize agencies like UGC, affiliating universities and their various departments, direction office, and the constituent colleges as a web of processes linked together and are advised
to pay more attention to facilitating and supporting its open lines of communication. Informal meetings, conferences, seminars, computer, etc. can be helpful in such networking. The administrators from affiliating universities and direction office should occasionally check up by visiting the institutions unannounced so that they are apprised in true perspective. Faculty members should be involved in the institution decision-making process that will have a positive influence on their morale and consequent service quality.

It is of important to provide all requisite amenities to faculty members to keep them happily engaged in their work. This should apply not only to university but all affiliated colleges. Teachers have to be kept sufficiently motivated by recognizing and rewarding knowledge, expertise and extra efforts of the teachers.

The solution to the problem raised can be diverse and varied. Real benefits can accrue when authorities take appropriate decisions and measures in furtherance of recommendations made and ensure these are properly implemented. Follow up actions are more vital than taking any decision. Finally, if the management is firm, it may not be that much hard to improve the service quality perception at undergraduate education level and attain the objectives for which it has been established.

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ENCOURAGEMENT

A famous dancer was to perform but she was ill that day. The show was a sell-out, the audience waited anxiously for the show to begin. The anchor announced, “Ladies and gentlemen, welcome to the performance. The bad news is that the famous dancer is unwell, so she cannot perform. The good news is that her student will dance instead.”

The audience was obviously disappointed. The student dancer gave a wonderful performance. Yet no one applauded. Her little son from the sidelines ran to the mike and exclaimed loudly, “MummmmmYYY, you dance great! I love you.” Overwhelmed, the audience joined the little boy in a deafening applause.

Each one of us is a wonderful being. Encourage bringing forth hidden ability and wonder in an individual. Telling others constantly that they are useless, stupid and unimaginative only destroys any possibility of their improvement. However, if we were to be encouraging and generous with praise, chances are we would make others realize their potential. Encouragement involves a little loving effort, which will result in a very big difference in the life of other.

- Swami Sukhabodhananda

Source: The Times of India, New Delhi, July 31, 2007.