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Employee perceptions of internal marketing and service quality at a South African University

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Employee perceptions of internal marketing and service quality at a South African University

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SUPERVISOR

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A research report submitted to the Faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master in Strategic Management in Marketing.

Johannesburg, 2021

ABSTRACT

Research into service quality suggests that internal marketing is a solution that companies can use to deliver consistent service quality and maintain a competitive edge. However, studies have presented varying findings into the effectiveness of internal marketing in enhancing employee behaviour (Altarifi, 2014) which determine service quality. This study examines four elements of internal marketing – namely leadership, communication, training, rewards and recognition, and their influence on employee satisfaction, organisational commitment which are drivers of service quality. The study provides insight into the perceptions of professional administrative staff, a group of employees, whose job-related attitudes are overlooked by research focusing in higher education (Pitman, 2000).

The study involved a sample of 254 staff members at a University in South Africa. Data was collected using a self-administered survey distributed electronically.

The hypothesised relationships were tested using Amos-based structural equation modelling. The study found that the correlation between internal marketing and service quality is positive but weak. This means the internal marketing programme at the institution is not highly effective. Negative job satisfaction is recorded and yet the results also show positive organisational commitment.

The study concludes that organisations should evaluate the impact of their internal marketing elements regularly to assess their impact in building the desired employee attitudes and work outcomes. The study also contributes to discussions about service quality in higher education and the findings are useful for practitioners who wish to promote service quality.

Keywords: internal marketing, organisational commitment, job satisfaction, service quality

DECLARATION

I, the undersigned, Buhle N. Zuma, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Master in Management in Strategic Marketing in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other University.

Signed: 

Date: August 2021

DEDICATION

To my son, Hlelelwe Londwayinkosi Zuma.

ACKNOWLEDGEMENTS

I wish to thank all those who have supported me on this journey. Your encouragement has been invaluable.

Thank you to the respondents, professional administrative staff (PAS), who took the time to complete the survey. Your responses and time go a long way in building knowledge about PAS members and their contribution in the higher education sector.

Thank you to my family, abakhona nabangasekho.

Finally, thank you to my supervisor Dr Yvonne Saini for the guidance.

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Chapter 1 : Introduction

This research examines the relationship between internal marketing and service quality in higher education. Scholars believe that internal marketing is valuable because it targets the internal market (employees), through a range of activities, with the view of satisfying their needs in order to align employee behaviour to organisational goals (Ahmed, Rafiq & Saad, 2003). However, as described by Altarifi (2014) there is a lack of empirically grounded research to support the assertions that internal marketing leads to satisfied employees.

It is theorised that satisfied employees are better able to fulfil the needs of external markets (Caruana & Calley, 1998; Muriuki, Maru, & Kosgei, 2016). Therefore, organisations need to empower and satisfy their internal market before expecting to achieve success in external markets (Barnes, Fox & Morris, 2004).

According to Rafiq and Perviaz (2000, p. 451), "much of what customers buy in the service industries is labour, human acts of performance" and customer service. This therefore renders internal marketing even more useful in organisations where the product is largely delivered through interpersonal interactions between employees and customers. This is supported by scholars who assert that internal marketing serves as the mechanism that connects employee satisfaction and customer satisfaction (Bruin-Reynolds, Roberts-Lombard & de Meyer, 2015). Some of the common terms used to describe the aims of internal marketing include: customer-consciousness, sales-mindedness, market orientation, service mindedness, customer orientated behaviour (Rafiq & Perviaz, 2000) and these are connected to employee behaviour.

Empirical studies posit that internal marketing is an effective way to enhance service quality (Tsai & Wu, 2011; Ong'unya, Kowa, Wakibi & Ssenyange, 2019) and this ultimately leads to customer satisfaction. Service quality benefits organisations and has been linked to business performance, customer satisfaction, loyalty and word of mouth (Nadiri, Kandampully & Hussain, 2009). Therefore, the influence of internal marketing on service quality in the higher education sector deserves to be explored.

1.1 Purpose of the Study

The purpose of this study is to investigate the impact of internal marketing on job satisfaction, organisational commitment and service quality, focusing on professional administrative staff in higher education. Several scholars have argued that internal marketing leads to satisfied internal markets (employees) and is of relevance as satisfied employees reciprocate by showing organisational commitment and deliver improved service quality (Ahmed, Rafiq & Saad, 2003, Sarker & Ashrafi, 2018). Vaseer and Shahzad (2017) however criticise the lack of empirical research investigating the effects of job satisfaction on service quality while Muruiki (2016) notes the scarcity of studies testing the impact of internal marketing and employee commitment, both locally and internationally.

Trivellas and Santouridis (2016) state that organisational commitment and employee satisfaction have long been studied in management studies as committed and satisfied employees are highly productive, embrace organisational values and goals, and are willing to make 'discretionary efforts' towards their employer and are customer-centric. Furthermore, affective commitment has been positively linked to service quality; while the combination of both job satisfaction and affective commitment result in higher levels of service quality (Trivellas & Santouridis, 2016).

Service quality has been identified as critical in securing competitiveness and organisational performance (Mang'uyi & Govendor, 2018). There is a paucity of empirical research linking job satisfaction to service quality (Yee, Yeung & Cheng, 2008) and; organisational commitment to service quality (Malhotra & Mukherjee, 2003; Dhar, 2015) although theory intuitively draws these links. According to Naidoo (2014), universities all over the world now explicitly or implicitly make reference to excellence in service quality to increase their share of local and international students. Indeed, Mark (2013) offers that quality assurance has become a necessity in the sector due to the changing economic climate, increased student expectations and the competitive global climate. However, a study by Naidoo (2014) conducted in South Africa painted a bleak picture and found that students were unhappy with the service levels. Measured using the five dimensions of service quality developed by Parasuraman, the gap score for responsiveness (-1.2493) signalled a deep unwillingness to help. Reliability (-1.1368) indicated a lack of urgency and trustworthiness to deliver the service as expected or

promised. The gap score for empathy (-1.0342) conveyed an inability to understand students' unique circumstance; while the gap score for assurance (-0.8498) indicates poor confidence that staff are knowledgeable. Finally, tangibles (-0.7881) which refers to infrastructure expectations and real experience had the least gap.

Pitman (2000) argues that studies on quality services in institutions of higher learning (IHE) primarily focus on the teaching and learning experiences, and rarely on the aspects of administrative quality. Graham (2012) also laments the poor attention to research concerning the contribution of professional staff to the core business of learning and teaching as well as to the overall performance of institutions. As stated by Firdaus (2006), it is essential for universities to broaden their understanding of the determinants of service quality beyond academic quality as this would facilitate a true understanding of the service process; failure to do so may result in inefficient allocation of resources. Consequently, this study solicits the views of professional staff with regards to the effectiveness and the outcomes of internal marketing in relation to service quality. Furthermore, Malhotra and Mukherjee (2003) call for more attention on customer-contact employees arguing that they are best suited to evaluate their own performance and the challenges of customer interactions. In the higher education sector, this sentiment is echoed by Khan and Matlay (2009) who state that little attention is paid to staff satisfaction and related motivational issues; in contrast, annual student satisfaction surveys are conducted.

Scholars have attributed failure in external markets to failure in satisfying internal markets (employees). The poor recognition of administrative staff in IHE may be creating a blind spot in service delivery. Therefore, an attempt to improve service in higher education must be approached holistically (Pitman, 2000; Naidoo, 2014).

Given the above, this study seeks to understand the influence of internal marketing on job satisfaction and organisational commitment and service quality.

1.2 Context of Study

Increased competition among universities for students and the quest to attain a favourable image with various stakeholders has placed the issue of service quality firmly on the agenda of IHE (Angell, Heffernan & Megicks, 2007). Universities are increasingly paying attention to quality management as a way to assure both students and stakeholders (Sohail & Shaik, 2004).

Yet despite the wide recognition of the need to uphold high service standards, the Office of the Independent Adjudicator (OIA), the student watchdog in the United Kingdom has noted a steady increase in the number of complaints against universities. In its 2019 annual report the adjudicator indicates receiving an increase in student complaints - 2,371 in 2019; 1,967 in 2018 and 1 635 in 2017. The bulk of the complaints relate to lack of teaching and supervision, poor infrastructure; with financial compensation totalling £745,388 orders made by the adjudicator in favour of students (OIA, 2019). This indicates a struggle to achieve service quality and meeting customer expectations.

Traditionally, institutions of higher learning have positioned themselves on their academic offering, however, there is a call for institutions to do more. Quoting Yeo (2008, p.153), Naidoo and Samuels (2014) state that "grades in academic transcripts can no longer be taken as indicators of good academic service; evaluation of service performance should go beyond these tangible forms". The focus is no longer on teaching quality as can be seen by the emergence and increased focus on the 'student experience' which measures various aspects of the university experience from the academics to student support services (Agnew, Cameron-Agnew, Lau & Walkers, 2016). Indeed, according to Pariseau and McDaniel (1996), the call for institutions to do more in closing the gap between institutional performance and the actual performance is not new and was noted in the mid-90s.

There is undoubtedly a shift in power from universities to students who are a product of a 'consumer-rights' conscious society accustomed to demanding quality service and value for money (Graham, 2012; Akonkwa, 2009). This paradigm shift from product-led to customer-led approach is also fuelled by the growing number of self-funded postgraduate students thus making it a necessity for institutions to conduct periodic self-assessments in order to understand

the underlying service factors valued by postgraduate students as they make great financial and personal investments during the course of their studies (Angell, Heffernan & Megicks, 2007).

In light of the changing economic landscape and the more value-orientated student, institutions of higher learning need to respond to this evolving environment by preparing employees to deliver high service quality and secure employee commitment towards achieving this goal whose satisfaction determines service quality.

However, this cannot be attained if institutions do not consider the way staff perceive quality (Naidoo, 2011) as well as their feelings towards the organisation and the quality of jobs. Roberts-Lombard (2010) argues that internal customer orientation determines external customer orientation thus the company-employee relationship matters as much as the company-customer relationship. African universities have been criticised for their poor performance in satisfying their internal customers (employees) with Hinson (2020, n.p.) suggesting that 'external stakeholders stand next to no chance of receiving excellent customer service' since universities neglect their most important stakeholders – employees.

A study on employee retention factors at South African universities raised alarm over the skills migration from the Southern African Development Community (SADC) to European countries in search of favourable working conditions (Netswera, Rankhumise & Mavundla, 2005). Furthermore, data from this study shows that administrative staff in academic departments account for 76% of staff resignations compared to 23% of academic staff who had resigned from 1998 to 2000. A high staff turnover is considered a risk to the organisations because skills loss threatens sustainability and quality (Mabaso, 2017). In the words of van Schalkwyk and Steenkamp (2016, p. 584) "service quality is the single qualifier or disqualifier of sustainability and a staff turnover undermines service quality".

Studies state that a congruence can be found between internal customer satisfaction and external customer satisfaction (Barnes, Fox & Morris, 2004). According to Lovelock (2010) there is strong evidence that employee satisfaction and customer satisfaction are highly correlated. It has been argued that employee behaviour can be shaped through internal marketing programmes (Huang & Rundle-Thiele, 2015), therefore, this warrants exploration in a South African context, particularly higher education.

1.3 Problem Statement

The lack of academic research on the influence of internal marketing in higher education institutions has made it difficult to understand its contribution towards service quality in the sector or even provide comparisons against other service industries. Sahibzada, Jianfeng, Latif and Shafait (2019) state that not enough research has been conducted on how to operationalise internal marketing in IHEs. Consequently, the measurement of its influence in the higher education sector is limited despite the existing rich conceptual literature (Haung, Rundle-Thiele & Chen, 2018). An awareness of the influence of internal marketing could contribute positively to quality management and enable institutions to maintain high levels of service quality (Sadeh & Garkaz, 2015).

Researchers have pointed to a gap between the service quality offered by IHEs and that which is expected by students (Sadeh & Garkaz, 2015). Yet, on the other hand IHEs spend millions on retaining employees (Netswera, Rankhumise & Mavundla, 2005) indicating a gap in the intentions of institutions to market themselves to employees so that they deliver of the mission and vision of the institution. Thus, the above points to a lack of knowledge of the effectiveness of internal marketing in and the drivers of service quality in IHEs.

Research indicates that internal marketing has been linked to improved employee attitudes and behaviours such as employee satisfaction and organisational commitment which positively impact service quality (Haung et al., 2018; Bailey, Albassim & Al-Meshal, 2015; Kanyurhi & Akonkwa, 2016).

This assumption has been criticised by researchers (Roberts-Lombard, Burin & Klopper, 2015). Kaur and Sharma (2015) raised concern that there is lack of consensus regarding the key dimensions of internal marketing. In addition, they identified 11 elements that are said to form part of the internal marketing toolkit whose effectiveness requires further investigation. The 11 dimensions, as listed by Kaur and Sharma (2015, p. 236) are “senior leadership and vision; inter-functional coordination; internal communication; organisation structure and changes; staffing, training and development; incentive systems; physical environment and strategic rewards and empowerment”.

According to Kaur and Sharma (2015), the effect of these dimensions on job satisfaction, organisational commitment and service quality requires further testing through various

qualitative and quantitative methods. This study investigated leadership and vision, communication, training and development, and rewards as these have been studied in various professional settings (Ahmed, Rafiq & Saad, 2003; Tsai & Wu, 2011; Sohail & Jang, 2017).

Commencing with the first dimension - leadership, scholars have identified that there is limited research about leadership in higher education (Bryman, 2007; Alonderiene, 2017). Research states that the right leadership improves employee satisfaction, however, this is insufficiently tested in higher education (Hamidifar, 2010). Studies examining the relationship between leadership and organisational communication in higher education is also limited (Cokluk & Yilimaz, 2010). The need to understand the effect of leadership in different setting has been raised by Harris and Ogbanna (2001) while the lack of robust research into leadership in South Africa has drawn the criticism of Stander and Rothmann (2009). Given that the leader-member relationship has a strong influence on job satisfaction, understanding this relationship in the context of higher education is important. In order to bridge this gap, this study tests the relationship between the independent variables leadership and vision.

White, Vanc and Stafford (2010) highlight that a communication gap can lead to lack of employee satisfaction and poor organisational commitment. As such employees who are dissatisfied with communication display poor morale and are unlikely to advocate for the organisation. The link between communication satisfaction and employee satisfaction has also been shown to be context specific (Wageneheim & Roodt, 2010).

The third independent variable under investigation is training and development. It is unclear from the inconsistent finding whether training leads to job satisfaction (Conduit & Mavondo, 1998). This has been found to be true for organisational commitment as there is invariable agreement on the influence of training on organisational commitment (Bashir, 2015; Bartlett, 2001).

Rewards have been found to positively impact employee behaviour. Mabaso (2017), however, warns that poor rewards are one of the reasons behind the skills loss and turnover in higher education. Literature suggest that employees are highly dissatisfied with rewards this thus begs the question regarding their job satisfaction and organisational commitment.

Scholars have argued that work attitudes such as job satisfaction and organisational commitment are positively linked to service quality. However, Malhotra and Mukharjee (2004) state that the relative influence of these attitudes are not explored sufficiently in service marketing while Alsharari, Al-Rwaily and Alsharari (2017) have highlighted the need to further investigate the link between service quality and organisational commitment. Yee et al. (2008) determined that only a few studies have been conducted to investigate the relationship between employee attributes and service quality. The majority of studies have focussed on the correlation between employee satisfaction and turnover intentions, drug use, lateness, absenteeism and sabotage (Yee et al., p. 652 citing Fiscer and Locke, 1992). The current research therefore aims to fill the gaps that have been identified in the foregoing literature.

1.4 Research Objectives

In order to address the identified research problems and achieve the purpose of the study, the following objectives were established.

1.4.1 Primary Objective

The overall objective is to test the relationship of internal marketing and service quality. In order to address the identified research problems and achieve the purpose of the study, the following objectives were established.

1.4. 2 Secondary Objectives

1. Investigate the impact of leadership on job satisfaction
2. Establish the impact of communication on job satisfaction
3. Examine the impact of training and development on job satisfaction
4. Assess the impact of rewards and recognition on job satisfaction
5. Determine the impact of leadership on organisational commitment
6. Ascertain the impact of communication on organisational commitment
7. Evaluate the impact of training and development on organisational commitment
8. Investigate the impact of rewards and recognition on organisational commitment
9. Deduce the impact of job satisfaction on service quality
10. Analyse the impact of organisational commitment on service quality

1.5 Research Questions

In light of the objectives and hypotheses of this study, the questions that this research sought to address were categorised into primary and secondary research questions.

1.5.1 Primary Research Question

The overarching research question of this study was to answer:

- Does internal marketing have a positive effect on service quality?

1.5.2 Secondary Research Questions

In light of the primary research question, the secondary research questions are:

1. Does leadership have a positive impact on job satisfaction?
2. Does communication have a positive impact on job satisfaction?
3. Does training and development have a positive impact on job satisfaction?
4. Does rewards and recognition have a positive impact on job satisfaction?
5. Does leadership have a positive impact on organisational commitment?
6. Does communication have a positive impact on organisational commitment?
7. Does training and development have a positive impact on organisational commitment?
8. Does rewards and recognition have a positive impact on organisational commitment?
9. Does job satisfaction have a positive impact on service quality?
10. Does organisational commitment have a positive impact on service quality?

1.6 Significance of Study

The study aims to bridge the gap in the marketing literature by investigating internal marketing in IHE. Many studies measuring the effectiveness of internal marketing programmes have been conducted in the private service sector and these have focused on the Western and Eastern geospheres of the globe (Chi & Lam, 2016). These studies mostly cover the tourism and hospitality (Huang & Rundle-Thiele, 2015), health services (Gapp & Merrilees, 2006) and banking sectors (Kanyurhi & Akonkwa 2016). Very few empirical studies on internal

marketing have been conducted in the higher education sector (Altarifi, 2014), particularly in South Africa.

Further support for this study is found in the work of Punjaisri, Wilson and Evanschitzky (2008), who indicate that the service sector has a plethora of research measuring customer perspectives of service quality. However, not many studies have been conducted from an employee's perspective to measure if and how existing programmes motivate front-line personnel to deliver quality service (Punjaisri et al., 2008). Consequently, this study investigates the views of administrative staff. Pitman (2000) states that research about the administrative side of higher education has largely been overlooked. This is partly because research is conducted by academics and they in turn prioritise areas that concern them the most.

Moreover, by conducting this study, researchers and practitioners will have insight into the drivers of job satisfaction and organisational commitment in order to ensure service quality. The study presents an important contribution to strategies aimed at improving employee attitudes and elevate service levels.

1.6.1 Delimitation of Study

- The study only targets support staff/administrative staff permanently employed by the university.
- Only one institution is investigated and thus limits generalisability
- The cohort is selected using purposive sampling meaning that some groups will be excluded from the study

1.7 Assumptions

- Respondents will answer the questions truthfully
- Respondents will have basic knowledge and exposure to the terms and elements under investigation.

1.8 Definition of Terms

Internal Marketing

This refers to "a planned effort using a marketing-like approach to overcome organisational resistance to change. It serves to align, motivate and inter-functionally co-ordinate and integrate employees towards the effective implementation of corporate and functional strategies in order to deliver customer satisfaction through a process of creating motivated and customer orientated employees" (Rafiq and Ahmed, 2000, p. 454).

Employee Satisfaction

This is regarded as "an emotional state that results from the assessment of an individual's job" (Locke, 1976 cited in Ngidi & Ngidi, 2017, p.10253).

Organisational Commitment

Organisational commitment reflects an "individual's feelings towards the entire organisation and their level of identification with and desire to maintain membership in the organisation" (Ngidi & Ngidi, 2017, p.10253).

Service Quality

Is "the extent to which a service meets, exceeds or fails to meet the expectations of a customer" (Mang'unyi & Govender, 2018, p. 141).

Professional Administrative Staff (PAS)

These are all non-academic employees who perform functions in support of the university in order to deliver on its teaching, learning and research mandate.

1.8.1 Case site

The University of the Witwatersrand, also known as Wits University, is one of the top universities in Africa and is consistently ranked amongst the world's top 250 universities in global rankings such as the Academic Ranking of World Universities and the QS World University Rankings (Wits, 2020).

This global ranking is of significance as it signals South Africa's reputation in the knowledge economy and its ability to produce relevant skills for society that can compete with the best in the world. Wits University is also a well-known brand because of its role in shaping South Africa's road to democracy through its anti-racism position and the calibre of its graduate who occupy leading positions in industry.

The university is well aware that it cannot afford to be complacent and this is articulated on its website which reads as follows "our legacy equally requires that we continue to be positively ranked by the everyday impact we make to society, the quality of our goals and the lives we change". This statement is significant as the university celebrates its Centenary in 2022, a milestone of great achievement and weight.

Excellence in teaching, research and other aspects of university life are at the core of the university's mission hence the need to understand the preparedness of its human capital in delivering on this mission.

Located in Johannesburg, the university is home to nearly 38 000 students, of which 35% are postgraduate students and 10% of these are international students. The university has set itself a target to increase its postgraduate cohort to 50% in the coming years in order to meet its key goal of becoming a research intensive university.

Its staff complement of approximately 4500 staff member (25% academic and 75% professional administrative staff) is essential in this endeavour. Non-academic staff in universities fall under different occupational categories (Bray & Williams, 2017) ranging from business and financial operations; information and technology services, librarians, student affairs; healthcare practitioners; office and administrative support; grounds, cleaning and maintenance; marketing and legal services etc.

The case site was chosen for its prestige, reputation and ambition to remain at the cutting edge of knowledge, attracting the best students and staff.

1.8.2 Report Structure

The subsequent sections in this paper are divided as follows: Chapter 2 is dedicated to the literature review and discusses the studied internal marketing elements and the rational for their investigation. The chapter also covers the proposed hypotheses and conceptual model. Chapter 3 focuses on the methodology adopted for the study and justification for quantitative research. Chapter 4, 5 and 6 will concentrate on the presentation of the results, discussion of the results and finally the conclusion, implications and recommendations.

Chapter 2 : Literature Review

2.1 Introduction

This chapter reviews scholarly works related to internal marketing. It proceeds with a brief discussion of the service sector in order to demonstrate the significance of internal marketing to the sector. This is followed by a discussion of the evolution of internal marketing, a review of the identified dimensions of internal marketing in order to aid the objectives of this study which seeks to understand staff perception of the internal marketing programme. Each element is presented alongside literature examining its influence on job satisfaction and organisational commitment and; finally their impact on service quality. The literature review draws mainly on studies in marketing, internal marketing, service-marketing, service quality and higher education.

2.2 Background of Study – Service marketing births internal marketing

Internal marketing has its roots in the discipline of service marketing and is championed by scholars as the answer to address the problem of variability in service quality and the human factor experienced in the service sector (Rafiq & Ahmed, 2000).

By nature, the service sector is characterised by four features - intangibility, inseparability, variability/heterogeneity and perishability (Vargo & Lusch, 2004; Kotler & Armstrong, 2016) making it unique to the manufacturing sector. The fundamental difference being that, in the manufacturing sector the product offered by companies to customers is a tangible product whose quality is consistent as it is made through a mechanical process according to pre-set specifications. The product is the same regardless of the purchase point. By contrast, in the service sector the product is an intangible service whose quality is subject to variability depending on the employee rendering the service. According to Vargo and Lusch (2004) these features are often characterised as disadvantageous and hence the existence of service marketing to balance the scales. It is critical at this point to define what services are as this highlights the associated problems and the interventions. According to Vargo and Lusch (2004, p.36) services are non-tangible products and involve “the application of skills and knowledge through deeds, processes, and performances to satisfy the needs of another”.

Scholars and practitioners alike have identified the human element as the most important dimension in the success of service organisations (King & Grace, 2009). These scholars argue that the behaviour and attitudes of personnel exhibited during interactions with the external markets determine customer satisfaction. Thus, employees behaviour and expertise becomes a source of competitive advantage (King & Grace, 2009). Consequently, the rise of internal marketing stems from its promise to effectively manage the human interactions that characterise the service industry (Seyed, Javadein, Rayej, Estiri & Ghorbani, 2011).

Leading service marketing scholars Kotler and Armstrong (2016) state that internal marketing is one of the three interlinked marketing approaches used in the service sector - internal marketing (employee focused), external marketing (customer focused) and interactive marketing (one-on-one). Collectively these form the service marketing triangle. Figure 1 offered by Kotler and Keller (2006) outlines the different types of marketing which are practised in tandem by service-orientated organisations to develop a customer orientated organisational culture (Schulz, Martin & Meyer, 2017).

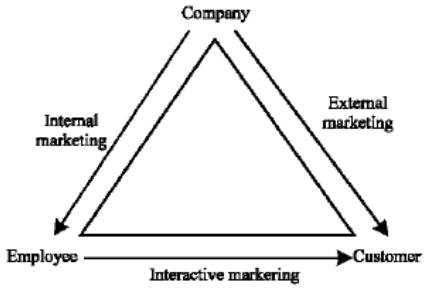


Figure 1: Service Triangle Kotler and Keller, 2006

Gronroos (2006) states that interactive marketing occurs during the customer and service provider engagements and are characterised by simultaneous production and consumption. The successful management of these encounters is essential to the overall marketing success as, at this stage, employees become 'part-time marketers' promoting the company through a demonstration of skills and service-orientatedness.

It has been argued that internal marketing must precede external markets as customer satisfaction is only attained if employee needs are met and they subscribe to the organisational

efforts to satisfy the requirements of the external market (Harris, 2007; du Preez & Bendixen, 2014). Seyed et al. (2011) assert that a marketing strategy can only be effective if there is harmony between the internal and external marketing strategy. Similarly, Gronroos (1994 cited in Barnes et al., 2004, p. 595) adds that "without active and continuous internal marketing efforts the interactive marketing impact on customers will deteriorate, service quality will suffer and customers will defect".

2.2.1 Employees – an enabler of success or failure

There is a notable change in organisational behaviour towards employees. According to Eskildsen and Nussler (2000), employees are now treated as a valuable resource instead of dispensable labour. Similarly, Jha and Mukmar (2016) add that human resources are the most crucial resource in enabling an organisation to compete and excel in a competitive marketplace. However, sustainability can only be attained through a satisfied and committed workforce (Jha, Potnuru, Sareen & Shaju, 2019). Satisfied employees possess the required mindset to deliver on the organisation's goals and values (Park & Hans, 2018). As such, various service marketing theories and literature place employees at the centre of organisational success. This includes the influential service profit chain proposed by Heskett et al. (cited in Kotler & Armstrong, 2016, p. 270) which connects company success to employee satisfaction. This is supported by Silvestro and Cross (2000), who assert that employee satisfaction enhances customer satisfaction and loyalty leading to firm profitability (Ting, 2011).

According to Lovelock and Wirtz (2010), service employees are critical to both the customers and the firm because they are part of the core product. Through their interaction with the customer, employees determine service quality and customer satisfaction. Consequently, employee behaviour and performance shapes customers perceptions of the firm (Kanyurhi & Akonkwa, 2016).

Furthermore, employee engagement studies which explore how individuals invest themselves in the performance of their job (Saks, 2005), have increased due to the primacy of employee attitudes on the execution of services. Jha and Kumar (2016, p. 22) identified four types of employees, the *highly engaged* employee who is totally invested in the success of the organisation and links organisational outcomes to their contribution. Highly engaged employees perform better, take on additional roles outside of their responsibilities such as

serving in committees, and collaborate with other teams. *Moderately engaged* employees still hold the organisation in favourable light, however, their level of mental and emotional connection is slightly lower. Ryba (2021) writes that *passive or nearly engaged* employees reportedly lack motivation on the job and may be scouting other employment opportunities. The *actively disengaged* employee resides at the end of the spectrum and harbours a negative attitude towards the organisation (Ryba, 2021). Not surprising, studies found that one disengaged employee costs approximately $1000 in profit whilst those who display high levels of engagement are "78% more productive and 40% more profitable" (Jha & Kumar, 2016), and less likely to leave the organisation (Kumar & Pansari, 2016).

Despite literature placing an emphasis on the critical value played by employees, Solnet (2016, p. 576) states that "the human factor in service delivery remains one of the greatest challenges for managers".

Scholars Lovelock and Wirtz (2010), p. 280 affirm that "from a customer's perspective, the encounter with the service staff is probably the most important aspect of the service". These interactions leave a residual impression about the organisation and impact patronage decisions. As noted by Peccei and Rosenthal (1997), two thirds of customers defect based the unhelpful or indifferent attitude of employees during service encounters. In the service sector employees can bring value or additional risk to the organisation based on their proximity to customers. Service sabotage by employees has been noted in the service sector and is stated to have a more disastrous effects depending on the nature of the business. According to Harris and Ogbanna (2006), service sabotage by employees in the service sector is much more visible and targeted at the customer compared to sabotage in manufacturing where it is covert and directed at the organisation. Consequently, employee attitudes and behaviour were noted by these scholars as the most salient factor affecting customer perception of service performance leading to poor rapport between the parties.

Internal marketing has been offered as an effective tool to motivate employees to develop customer-consciousness (Park & Hans, 2018). Firms are alert to the value that employees bring and the manner that employees deliver the service can be a source of competitive advantage (Lovelock & Wirtz, 2010). Writing for Forbes magazine, Candell (2013) states that the Customer Experience Index survey found that approximately 86% of customers would pay a

higher premium for an improved customer experience, however, only 1% of the group believed that service providers rise to their expectations. Consequently, those who master service quality will be able to dictate the price of their services.

The forgoing literature stresses the importance of the workforce in fulfilling the needs of the organisation and delivering on the brand promise. Managers would benefit from regular and ongoing assessment of employee perceptions of the value proposition offered through internal marketing and perceptions of relationship quality. Relationship quality is important, and scholars agree that satisfaction, trust and commitment indicate relationship quality (Edo, Llorens-Monzonis, Moliner-Tena & Sanchez-Garina, 2014) and consequently, employee willingness to render high levels of service quality.

2.3 Internal Marketing – evolution and definitions

Scholars credit Leornard L. Berry who in 1976 advanced the concept of internal marketing defining it 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 organisation" (Rafiq & Ahmed, 2000, p. 450). Berry, a service-marketing scholar, argued that a focus on internal customers would enable firms to meet the needs of external markets. This view was supported by Sasser and Arbeit (1976 cited in Kelemen & Papasolomou, 2007) who affirmed that employees are a critical cog in the service industry.

This shift in understanding prompted an awareness that organisations need to satisfy two types of markets – the internal markets and the external customer in order to be successful (Roberts-Lombard, Burin & Klopper, 2013; Piercy & Morgan, 1991). According to Rafiq and Ahmed (2000), internal marketing has undergone three different phases.

The first phase of conceptualisation led by Berry and placed emphasis on treating 'employees as customers' by satisfying and motivating them through the traditional marketing mix - the four Ps of marketing adapted to appease internal customers (Goel, Goel & Singhal, 2000; Rafiq & Ahmed, 2000). The concept was initially viewed as an approach "whereby efforts were focused on recruitment, training, motivation, communication, and retention of suitable service-orientated employees" (Kelemen & Papasolomou, 2007, p. 746). Arguments were built on the

logic that marketing principles applied to external customers must be extended to internal customers to secure positive behaviours that contribute to organisational success.

The application of the traditional marketing mix - product, price, promotion and place to internal markets can be noted in Table 2.

Traditional Marketing Mix-External Customers	Internal Marketing Mix – Internal Customers
Product	The Job is the product sold to employees.
Price	Salary, rewards and recognition: used to attract, retain and motivate employees. This also entails policies and the psychological price paid by employees for adopting different values.
Promotion	Internal Communication: used to enhance employee awareness of vision, expectations and align to external marketing. These are face to face interactions, recognition and rewards system to motivate employees. It promotes orientation to external markets through the internal market.
Place/Distribution	Tangible and intangible aspects of the workplace environment also referred to as physical and sociotechnical where the 'product/job' and communication is delivered. Also includes cultural and symbolic aspects.

Table 1: Similarities between internal and external marketing

Source: Researcher's model based on study Abzari & Ghujali, (2011) and Piercy & Morgan (1991)

Rafiq and Ahmed (2000) state that the second phase led by Gronroos introduced the goals of customer-orientation and sales-mindedness as key parts of employee values that must be entrenched by internal marketing. The third phase broadened the concept to one that advances internal marketing as an implementation tool with the potential to promote cross-functional integration (Rafiq & Ahmed, 2000). It is implied in the latter that the most recent stage of internal marketing is holistic and places emphasis on coordination among internal business functions, a process known as internal market orientation. Barnes, Fox, and Morris (2004, p.

593) agreed that "every employee is both an internal supplier and an internal customer". Consequently, this view propounds that internal marketing is a philosophy that must permeate throughout the organisation as not only customer-contact employees affect customer satisfaction but all employees including back-end personnel. This view is supported by Ballantyne (2003) who holds that internal marketing enables cross-functional flow of information, promotes knowledge sharing to boost market orientation.

Schulz, Martin and Meyer (2017) note that internal marketing has been studied using two distinct perspectives; Berry's (1981) which focuses on employees' job satisfaction and Gronroos' (1984) with emphasis on customer orientation.

There is no consensus among scholars on the definition of internal marketing. According to Tsai and Wu (2011, p. 2594), Kotler (1991) defined it as a "method that organisations use to hire and maintain employees and to motivate them to provide better services to customers".

Ahmed and Rafiq (2003, p. 1180) view it "as a philosophy that focuses attention on customer satisfaction and organisational productivity through continuous attention and improvement of the jobs that employees execute and the environment in which they execute them". In earlier studies the pair defined it as "a planned effort using a marketing-like approach directed at motivating employees for implementing and integrating organisational strategies towards customer satisfaction" (Ongu'nya, Kowa, Wakibi & Ssenyange, 2019, p. 310). According to Sohail and Jang (2017), most studies use either Berry's definition or Ahmed and Rafiq.

Although scholars offer varying definitions, there are no substantive differences as they all support the view that internal marketing seeks to motivate and satisfy employees in order to develop customer-consciousness and service-mindedness. The definitions recognise that employees play a significant role in the service sector due to their direct interaction with customers. The main goal is to ensure high levels of service quality and customer satisfaction. Recent studies, however, seem to embrace Rafiq's definition and is also deemed by this researcher to be all encompassing and offers an expanded view of the objectives of the concept.

There appears to be several terms used to describe the programmes and activities aimed at aligning employee behaviour towards the mission, values and delivering on the brand promise (Sujchaphong, Nguyen & Melewar, 2015). For examples, internal marketing and internal

branding as concepts share the same objectives and outcomes and are frequently used interchangeably.

An attempt to clarify the differences was made by Sujchaphong et.al. (2015). Table 3 below illustrates the differences between these concepts.

Internal branding	Internal marketing
Resource-based management	Customer-based management
Communicates brand values to employees, in order for them to understand those values which lead to appropriate actions and behavior	Communicates the customer brand promise and the attitudes and behavior expected from employees to deliver on this promise by ensuring that they understand their role in delivering a customer experience
Reinforces a common value-based culture, typically attached to some form of corporate mission and vision	Trains and effectively motivates customer-contact employees in order to provide customer satisfaction
'The companies with consistent, distinctive and deeply held values tended to outperform those companies with a less clear and articulated ethos' (Collins & Porras, 1995 cited in Mosley, 2007, p. 128)	Focuses staff attention on the internal activities which need to be changed in order to enhance marketplace performance
Inside-out approach	Outside-in approach

Note: Internal branding is seen as a consequence of increasing interest in internal marketing (Hankinson, 2004
Source: Based on the literature review, the categorizations by Mosley (2007).

Table 2: Difference between internal branding and internal marketing

Source: Sujchaphong et al. (2015)

This paper will use the term internal marketing and align it with the definition below:

> Internal marketing is a planned effort using a marketing-like approach to overcome organizational resistance to change and to align, motivate and interfunctionally co-ordinate and integrate employees towards the effective implementation of corporate and functional strategies in order to deliver customer satisfaction through a process of creating motivated and customer orientated employees (Rafiq & Ahmed, 2000, p. 455)

The above outlines the five components of internal marketing that have become widely accepted to convey the essence and objectives of the concept. These are "employee motivation and satisfaction; customer orientation and customer satisfaction; inter-function coordination and integration; marketing-like approach to the above and; implementation of specific corporate and functional strategies" (Rafiq & Ahmed, 2000, p. 453).

2.3.1 Critique of internal marketing

In Narteh and Odoom (2015) as well as in Chang and Chang (2009) it is observed that internal marketing has developed into a tool that is used for human resources management than marketing management. According to Brown (2017), other scholars believe that internal marketing is an aggressive invasion of the human resources territory. Narteh and Odoom (2015) however, hold that this is a natural development and the two fields have converged to deliver value to external customers. This development should not be viewed in negative light as people management forms part of the basics of marketing management through the 7Ps of marketing - product, price, place, promotion, people, physical facilities and processes (Ivy, 2008; Kotler and Armstrong, 2016). Furthermore, Conduit and Mavondo (2001) extend this view to state that human resources policies are key in shaping the market orientation of a company and how its employees interacts with customers. Indeed, most of the functions that fall under internal marketing such as recruitment, training and development, incentives are human resources functions except for communication (Huang & Rundle-Thiele, 2005). Internal marketing is a cross-disciplinary field that draws on marketing, communication, quality control and human resource management theories and practices (Wambugu, 2015). Clearly, internal marketing is a cross-departmental function shared by marketing and human resources.

What is also evident is that marketing is an evolving concept that seeks to influence internal markets to act in a manner that is in the best interest of the organisation. This is clear in the evolving versions of marketing by the American Marketing Association, which in 2004 recognised that "marketing is the effort to deliver value to the customer in ways that benefit the organisation and the organisation's stakeholders" (Gounoris et al., 2010, p. 1668). Therefore, according to this definition, employees are an important stakeholder as they influence the value that the customer directly or indirectly receives.

2.4 Internal Marketing Elements

Kaur and Sharma (2015) probed internal marketing literature to understand elements of the concept. Their study revealed 11 dimensions, namely: Vision and Senior Leadership; Training and Development; Rewards; Inter-functional Coordination; Internal Communication; Empowerment; Staffing, Selection and Succession; Incentive Systems; Physical Environment/Work; Organisational Change; and Organisational Structure.

This study probes the influence of four dimensions, namely: leadership, internal communication, training and development, and rewards. These four dimensions have been used in empirical studies and are the most recurring dimensions of internal marketing studies (Kaur & Sharma, 2015; Ahmed, Rafiq & Saad, 2003; Sohail & Jang, 2017). Furthermore, these have been identified as mediators of employee satisfaction, organisational commitment; which in turn impact service quality – a key in attracting and retaining customers and to achieving competitive advantage. Below follows a discussion on the identified four dimensions to be probed in this study in order to answer the research questions.

2.4.1 Leadership

The role of leadership in the performance of an organisation and its influence on various aspects of employee outcomes has been studied in many fields. This is due to the fact that leaders have a profound influence on the business and account for as much as 45% of an organisation's performance (Pass et al., 2006 cited in O'Keeffe, Ozuem & Lancaster, 2016).

Leadership, according to O'Keeffe et al. (2016, p. 420), is defined as "the process of influencing others to achieve certain goals" and requires traits that enable "a person to manage, administer, motivate and direct others as well as earn superior respect of superiors". Additionally, leaders play a critical role by "instilling the company culture, values and mission, and continuously communicate by deeds" (Wieske et al., 2009, p. 123).

Chen (2004, p. 432) contends that leaders affect their subordinates through their interactions which either create effective organisations or organisations where employees have "limited commitment with fewer shared values". Leadership is also cited as a contributing factor to job satisfaction (Stander & Rothman, 2003). A study conducted in South Africa established that leadership behaviour is a significant predictor of job satisfaction which in turn predicts employee commitment (Stander & Rothman, 2003). Various leadership styles have been shown to have an impact on the market outlook and responsiveness of the organisation (Harris & Ogbanna, 2001). Chen (2004) however cites research that found mixed results regarding the influence of leadership on employee work attitudes while Voola, Casimir and Haugen (2003) lamented marketing's lack of interest on the role of leadership in marketing outcomes.

According to Bateh and Heylinger (2014), the higher education sector experiences a lack of trained leaders and some leaders are not aware of ramifications of their leadership style on the job satisfaction of academic staff. The pair posit that the downside of this blind spot, even in the United Kingdom which has a long history in higher education studies, is a rapid turnover of staff in institutions.

Effective leaders inculcate organisational commitment by developing psychological bonds between the organisation and subordinate by fostering the acceptance of the organisation's goals and value (Mwesigwa, Tusiime & Ssekiziyivu, 2020). This in turn encourages employee willingness to attain these goals, and to maintain membership in the organisation (Dale & Fox, 2008; Chen, 2004). These are essential attributes that must be cultivated by leaders in their followers. As stated by Fox and Dale (2008) failure to enhance these may result in absenteeism, poor performance and impact customer satisfaction.

According to scholars, there are three dominant typologies of leadership styles (Popli & Rizvi, 2015; Bateh & Heylinger, 2014), notably - transformational leadership, transactional leadership, and passive-avoidance leadership.

A transformational leaders establishes an inspiring vison which appeals to the moral values and intellectual inclination of subordinates (Bass & Avolio, 1997) and focus on building relationships to achieve the set goals (Avolio et al., 1999 in Popli & Rizvi, 2015, p. 2). Transactional leaders place emphasis on exchanges and rely on rewards, power and rules when managing teams. These engage in quid pro quo strategies. Passive-avoidance leaders, as the name suggests, avoid responsibility that requires decision-making and accountability. They are reactionary and rarely give leadership (Popli & Rizvi, 2015).

Popli and Rivzi (2015), highlight that management style influences employees' organisational commitment, job satisfaction, group cohesiveness and organisational financial performance. This is confirmed by an empirical study assessing leadership styles on faculty staff which found that transformational and transactional were the most dominant leadership styles exhibited by leaders at the institution (Bateh & Heylinger, 2014). These styles strongly correlate with job satisfaction whereas passive/avoidant leadership had decreased job satisfaction. This accords with studies cited in the work of Popli and Rizvi (2015) who report

that transformational leadership yields better result than transactional in high-contact service firms.

The above thus points to the significance of leadership on employee and firm performance (Bass, Avolio, Jung & Berson, 2003), their influence on the failure or success of internal and external marketing efforts; and therefore its relevance to this study.

2.4.2 Internal Communication

> *"Contemporary society has been described by more critically oriented researchers as a 'communicative capitalism' (Dean, 2009, 2014), in which it is communication rather than labor that is exploited by organizations to create surplus value. In this modern form of capitalism, value creation has therefore moved from the factory to processes of communication as organizations increasingly rely on how convincingly they communicatively create meaningful worlds through ongoing branding processes, rather than producing and exchanging products and services"* (Mumby, 2016).

The above except of Mumby cited in Andersson (2015, p. 274) outlines the prominent role that communication occupies in today's society and how it used to create value for the organisation. Carrier and Bourque (2008) cite ongoing interest in the relationship between employee perceptions of communications and work attitudes. This is because of the desire to influence work attitudes which are critical to work outcomes at both individual and organisational level. The relationship between communication satisfaction and job satisfaction has received more scholarly attention compared to communication and organisational commitment. Despite the latter being positively related to job behaviours, only three studies have tested the link between internal communication and organisational commitment (Carrier & Bourque, 2008).

As noted from the above excerpt, communication fulfils a range of needs in an organisation by facilitating knowledge and cooperation amongst teams and departments. Communication conveys amongst other things the vision, goals and expectations of the organisation. As such, effective communication promotes employee involvement in the organisation and commitment to values ad mission of the organisation (Bray & Williams, 2017). This is supported by scholars who state that the key functions of internal communications is conveying the brand identity, what the firm stands for; and serves to align employee behaviour with corporate values and culture through consistent messages (O'Keeffe et al., 2016). Communication thus enhances organisational commitment by sharing information that helps the employee to identify with the

organisation, its objectives and intention to maintain employment (Malhotra & Mukherjee, 2003).

Similarly, the quality and quantity of information can influence trust (Bray & Williams, 2017). As argued by these scholars, "quality represents the precision and worth of the information and is more important in the worker -supervisor relationship. Quantity reflects whether employees feel sufficiently informed and is important in the employees' trust of top management" (Bray & Williams, 2017, p. 490).

Scholars agree adding that the accuracy of the information conveyed by managers from the top to the floor diminishes employee role ambiguity while enhancing job performance as employees have a better understanding of expectations and their role (Narteh & Odoom, 2015; du Preez & Bendixen, 2015). Furthermore, the free flow of information helps to establish a company's service culture. An important function of communication is to energise employees to become brand champions and thus the communication channel, quantity and quality will have a significant impact on whether employees become the "company's best ambassadors or loudest critics" (White et al., 2010, p. 3). In this regard, communication promotes organisational commitment whereas a gap creates distrust, makes employees feel devalued and robs them of the ability to explain decisions to family and other publics.

Studies highlight the growing communication gap between managers and their subordinates even though face-to-face communication is the most reliable. White et al. (2010) warn that executives are increasingly relying on electronic communication when engaging with team members. A study conducted in the Chinese hotel industry confirmed that employees value informal communication with their managers (Yo, Martin & Yu, 2015). Furthermore, informal communication mediated how employees received and reacted to formal communication. Thus, personal communication is seen as more authentic and reduces employee turnover.

Yo et al. (2015) argued that managers, due to their proximity with subordinates, must demonstrate commitment to communication, by leading the gathering and dissemination of information and thus facilitate upward (employee to management) and downward (management to employee) communication. Given the growing support of the relationship between communication in shaping employee attitudes, this study explored the relationship between these constructs.

2.4.3 Training and Development

"The only thing worse than training your employees and having them leave is not training them and having them stay" Henry Ford

Training is regarded as an important element of internal marketing programmes following communication. According to Landy (1987, cited in Schmidt, 2007, p. 483) training is defined as "a set of planned activities on the part of an organization to increase the job knowledge and skills or to modify the attitudes and social behavior of its members in ways consistent with the goals of the organization and the requirements of the job". From the above, training is viewed as a tool that can generate positive employee behaviour. Schmidt (2007) explained that trained employees exhibit higher levels of job satisfaction compared to those individuals who have not received training.

Scholars posit that training has a positive influence on employee satisfaction and accrues benefits such as improved attitudes and increased service knowledge that result in improved service quality and customer satisfaction (Bansal, Mendelson & Sharma, 2001; Tsai & Tang, 2008). For example, a trained employee will be more confident in their abilities resulting in a positive reflection on the various aspect of their job including interactions with customers.

While training provides benefits for both the employee and the employer, a study by Sohail and Jang (2017) in Saudi Arabia surprisingly found that training and development did not contribute to employee satisfaction. The pair theorised that the findings may be attributed to Saudi Arabia practices which do not prioritise training and development. Furthermore, the hierarchal nature of the country restricts the role of positive empowerment as employees must defer decisions to their superiors. Rafiq and Ahmed (2000) also caution that empowerment, which often comes with training under the internal marketing programme, is not suited to everyone due to the amount of extra responsibility that comes with empowerment. Indeed, an empirical study by Elmadag, Ellinger and Franke, (2008) found that training can have varying effects depending on the employee's level of commitment to service quality. The study indicated that training has a negative influence on frontline service employees with low levels of commitment to service quality. Despite this, scholars advocate for training as a tool to transfer new ideas and is effective in developing a competitive advantage. Elmadag et al.

(2008) concluded by advancing coaching as a better strategy in motivating employees and developing commitment. Weber (2015, p. 153) deemed it essential that technical training be accompanied by motivational training "to ensure responsiveness, and attention to detail so the customer gets the impression that quality is a central concern on the part of the provider".

Literature is replete with studies that have found a positive correlation between training and organisational commitment (Bashir & Long, 2015; Bartlett, 2001) while others found contrary evidence (Ahmad & Bakar, 2003). However, despite this, Ahmad and Bakar (2003) argue that organisations who are serious about enhancing organisational commitment among employees should pay more attention to training.

The impact of training is typically evaluated against five variables namely the perceived availability of training, willingness to learn in training, anticipated benefits of training, and perceived co-worker and supervisor support for training (Bashir & Long, 2015; Ahmad & Bakar, 2003; Bartlett, 2001). Research exploring the relationship between variables related to training and organisational commitment have found that access to training provides a stronger relationship to organisational commitment. Additionally, Bartlett (2001) concluded that employees are not always keen in participating in a predetermined training but want the option to choose their own training. Therefore, perceptions of training has an influence on employees' job satisfaction and identification with the organisation (Babakus et al., 2003).

Given the varying outcomes and views about the impact of training on job related outcomes and on service quality, it is thus important to understand the influence of training in the higher education sector.

2.4.4 Rewards and Recognition

Employees receive rewards for meeting and maintaining standards or exerting effort (Ahmed et al., 2003; Sohail & Jang, 2017) and are distinct from wages which are paid for standard performance (Alshurideh et al. 2015). This differentiation is significant as rewards create a link between high performance and motivation resulting in enhanced employee morale. Research highlights that there are two major types of rewards – financial and non-financial rewards (Pushpasiri & Ratnayaka, 2018; Nazir, Shafi, Nazi & Tran, 2016). Financial rewards bring

tangibles such as money whereas non-financial rewards relate to recognition, feedback or appraisal and may expand job characteristics such as skill variety, autonomy (Nazir et al., 2016).

Arnett, Laverie and McLane (2002) offer that an employee's perception of rewards informs motivation and performance. Furthermore, rewards signal to employees the type of behaviour valued by the organisation and reinforce behaviour. Bansal et al. (2001) testified that rewards increase organisational commitment and boost employee productivity by allowing employees to share in the company's earnings.

Research in Africa reveals that employees prefer extrinsic rewards such as career progression and pay rise compared to intrinsic rewards (Mara & Muiruri, 2016). A multi-country study also found that employee satisfaction with pay and benefits had a higher level of significance on job satisfaction than recognition (non-financial rewards). Similarly, Malhotra et al. (2007) found that pay and fringe benefits, and career progression emerged as key indicators of organisational commitment.

Studies have, however, criticised financial rewards citing supervisor favouritism, weakening team spirit highlighting that these can be harmful to employee morale when awarded unfairly (Long & Shields, 2010). Consequently, scholars have called for increased use of non-financial rewards such as recognition, feedback and praise to enhance employee satisfaction and employee commitment (Harrisson, 2005; Saunderson, 2004; Tessema, Ready, Ambaye, 2013). Studies cited by Tessema et al. (2013) revealed that 78% of employees believe that it is very important for them to be recognised by their manager while only about 40% of north American workers said they receive recognition for a job well done or get recognised for outstanding individual performance. Unfortunately, only about 50% of managers say they provide recognition for high-performance. A study among South African academics measuring various aspects of rewards found a positive and significant relationship between recognition and organisational commitment (Mabaso & Dlamini, 2018). The Pearson correlation placed recognition amongst the top two predictor above other traditional rewards offers. Performance management (0.387) topped recognition (0.335) which surpassed talent development and career opportunities (0.328) while compensation (0.231) ranked amongst the bottom three followed by benefits (0.213) and finally work–life balance (0.024).

It is thus important to determine to what extent rewards and recognition impact job satisfaction and organisational commitment.

2.5 Employee Satisfaction and Service Quality

> *"Internal marketing aims to align, motivate, inspire and satisfy employees to deliver a higher quality of service that is aligned to organisational goals which in turn will enhance customer satisfaction and retention"* Haung et al., 2019, p. 89).

The foundation of internal marketing is based on the assumption that satisfied employees render high service quality. Job satisfaction describes one's feelings towards the various aspects of their job (Eslami & Gharakhani, 2012 cited in Sohail & Jang, 2017) and the level to which an individual likes or dislikes their job (Ngidi & Ngidi, 2017). Research shows that low job satisfaction is linked to employee absenteeism, turnover and job burnout while job satisfaction flourishes with "task assistance, career advancement, emotional support, friendship and personal growth" (Cheng, 2020, n.p). In addition, job satisfaction can also be influence by the working conditions, work itself, policy and administration, pay and rewards, co-worker relationships, recognition, and empowerment (Hamidifar, 2010; Cheng 2020). Sohail and Jang (2014) advance that satisfied employees display positive qualities including being more enthusiastic, involved and empathetic towards customers. This is supported by Green (2014) who states that a positive state in job satisfaction raises service levels and the ability to meet customer expectations.

A study undertaken in Hong Kong shops concluded that there is a relationship between employee satisfaction and service quality (Yee et al., 2008). Moreover, the results found a strong relationship between the employee satisfaction, service quality and firm success.

Edo et al. (2014) conducted a study of five hospitals in Spain which positively linked job satisfaction to patient's perceptions of service quality. This study used both data from workers and outpatients to verify the mediating role of job satisfaction, trust and commitment on patient outcomes. Consisting of 244 workers (doctors and nurses) and 732 patients, the findings corroborated the hypothesis that internal marketing influences job satisfaction as evaluated by

the employees, which in turn influences service quality as perceived by the patients. Job satisfaction has been linked to customer satisfaction thus an important work behaviour to be developed by organisations in their pursuit for competitive advantage and sustainability. Finally, a meta-analysis of the relationship between employee satisfaction and service quality confirmed the link, it however noted significant variability in the strength of these relationships over service contexts (Brown & Lam, 2008). A study in the higher education sector found that academic staff members display lower levels of job satisfaction compared to professionals from industry (Al-Zhoubi, 2021 cited in Trivellas & Santouridis, 2016).

Huang, Rundle-Theile and Chen (2019) write that it is important to measure employee satisfaction as low levels among staff can increase employee intentions to leave, loss of institutional knowledge and loss of competency to deliver on the brand promise.

2.6 Organisational Commitment and Service Quality

Organisational commitment has been studied extensively in both management and human resources disciplines as it seeks to understand the attitudes of employees towards the organisation.

Barzoki and Ghujali (2015) define organisational commitment as a work-related attitude that reflects an individual's feelings towards the entire organisation. Elsewhere it is defined as an individual's level of identification with and involvement in the organisation (Mowday et al., 1982 cited in Garland et al., 2009). In action, organisational commitment relates to an individual's willingness to accept the organisations' goals and values (Abu Bakar, Mustaffa & Mohamad, 2009) and is demonstrated through an employee's effort towards organisation success (Ho, Chang, Shih & Liang, 2009). Employee organisational commitment has an important bearing for businesses as it affects employee behaviour, service quality rendered to customers and contributes to customer satisfaction and business profitability (Malhotra & Mukherjee, 2003). In the view of Elmadag et al. (2008), committed employees are dedicated to service quality which in turn increases customer satisfaction while poor employee commitment costs the firm and results in customer loss.

Generally, commitment is measured using three dimensions: affective commitment, normative commitment and continuance commitment (Pedro, Pereira & Carrasqueira, 2017). Most studies

credit Meyer and Allen (1991) for developing a multi-dimensional view of commitment (Malhotra and Mukherjee, 2003).

Affective commitment is associated with positive employee's feelings towards the organisation (Malhotra & Mukherjee, 2003, p. 166). In this state an employee is committed to achieving the organisation's goals (Caruana & Calley, 1994) and to remain with the company based on the belief that their values and goals are aligned to that of the organisation (Muriuki et al., 2016). According to Matanda and Ndubisi (2013), the synergy between personal and the business values can strengthen commitment to the objectives and goals of the organisation. Those who display high affective commitment would be highly concerned with the organisation's overall performance including financial performance (Schulz, Martin & Meyer, 2017). Normative commitment arises towards the organisation may eminate from the expectation to uphold the norm or honour responsibility (Malhotra & Mukherjee, 2003; Muriuki et al., 2016). An employee may feel morally bound to remain with the organisation, for example, as a result of receiving support from the organisation such as training or a coaching from a supervisor. Continuance commitment is a calculative commitment informed by the fear of what the employee might loose as a result of leaving the organisaton (Malhotra & Mukherjee, 2003). Other scholars also refer to this as a 'side-bet' where the individual weighs the investment cost of staying or leaving (Muriuki et al., 2016; Caruana & Calley, 1998). Employees on this level have little motivation to perform beyond their job description (Bray & Williams, 2017).

Tsai and Wu (2011 citing Unzicker et al., 2000) suggest that an employee's acceptance of organisational goals, vision and values is reflected in their level of service delivery. Earlier studies also imply that employees exhibiting affective commitment exert effort to accomplish organisational goals, alluding to higher service quality (Laschinger, 2001 in Tsai & Wu, 2006). A study useful to the objectives of this study is that by Tsai and Wu (2006) of three hospitals in Taiwan which found positive linkages between organisational communication and service quality. Interestingly, inferential analysis revealed that age affects employee's perception of service quality with the older employees holding a positive view compared to the 29-20 age bracket. At departmental level, organisation commitment within medical care departments was higher compared to those in administrative departments. Departmental affiliation has been flagged as contributor to work attitudes (Ngidi & Ngidi, 2017) as can be seen from the commitment variations in the Taiwan study.

The results from Tsia and Wu (2006) also indicated that employees believe that they exert more effort into upholding service quality compared to employer investment in internal marketing. Furthermore, they concluded that despite employees perception of internal marketing, organisational commitment served as a mediator service quality. Edo et al. (2014) also confirmed the relationship between organisational commitment and service quality in a study of Spanish hospitals and found a weak relationship between internal marketing and organisational commitment. According to the study by Edo et al. (2014), the presence of affective commitment amongst the employees is not a subject of internal marketing practices.

More recent studies by Tsai and Wu (2011) have found a direct relationship between organisational commitment and service quality. This adds strength to the argument that organisational commitment referred to as an employee's identification and adoption of the organisation's goals and mission positively affects service quality.

2.6.1 Organisational Commitment and Service Quality in Higher Education

Studies conducted in higher education have shed light on the state of organisational commitment and the implications thereof. A study conducted by Ngidi and Ngidi (2017) found that continuance commitment followed by normative commitment were high amongst lecturers at a South African university of technology. This indicates that retention of employment is driven by fear of the associated costs of leaving such pay cut or limited employment options (Adekola, 2012). Low affective commitment indicates poor commitment to the organisation and the potential loss of skilled workers. Bray and Williams (2017) ventured into the less explored territory and examined the satisfaction and organisational commitment levels of professional administrative staff in USA. The results showed high levels of affective commitment based on the positive work experience and encounters. The study also found a positive relationship between the length of tenure and organisational commitment.

A study conducted in four public universities in Nairobi (Kenya) found a significant positive relationship between internal marketing, employee commitment and employee performance. The researchers Muriuku et al. (2016) conclude that this is consistent with arguments of other scholars cited in the study who stated that employee commitment leads to employee performance. They argue that committed employees perform their duties better than those with lower commitment.

Given the role higher education institutions play to the success of countries, especially developing nations, it is thus essential that institutions assess their ability employee attitudes towards the organisation or else they risk loosing valuable staff to other industries or worse – they leave the continent to strengthen other nations. Those who rely on employees for success need to understand how to gain their commitment.

2.7 Service Quality

There is an abundance of literature which highlights the importance of monitoring and enhancing service quality in organisations. A businesses' ability to meet customers' expectations is critical to its longevity and financial success. In a business environment where the primary product is undifferentiated, service quality becomes key in distinguishing the business from its competitors.

Service quality refers to the level that the service conforms, thrills or disappoints the customer (Green, 2014). Jain and Gupta (2004, p. 7) placed emphasis on the "superiority of the service" as key in gaining favourable customer actions and perceptions.

Early studies on service quality models by Gronroos (1984) proposed that service quality consists of two dimensions. The functional quality dimension which relates to how the service is delivered followed by the technical quality dimension which refers to the final outcome of the service performance (Ladhari, 2009). It is argued that the 'how' enacted during the buyer-seller interactions is of utmost importance in the service sector and can act as a reputational buffer when an organisation experiences failure in technical quality (Gronroos, 1984; Barnes, Fox & Morris, 2004). By contrast, Pariseau and McDaniel (1994) observed that quality is measured objectively in the goods industry which uses established standards compared to the service sector which uses subjective measurement. This is because in the service sector "quality is intangible" and cannot be physically estimated and depends on the views of the client and, the "production and consumption of the product (service) are inseparable" and difficult to control (Pariseau & McDaniel, 1994, p. 205)

The ‘how’ also features prominently in SERVQUAL, a service quality measuring scale developed by Parasuraman, Zeithaml and Berry (Jain & Gupta, 2004). Currently the multi-item scale measures five dimensions: tangibility, reliability, assurance, responsiveness and empathy. While this might be the most popular measuring scale, Subrahmanyam (2017) states that the significance of each of the dimensions is dictated by the sector.

Seyed et al. (2011) maintain that internal marketing helps to promote service quality and helps develop a customer orientated organisation by promoting knowledge of the internal customer and external customer. By targeting internal markets (employees) to deliver quality service, internal marketing helps the organisation to build its sustainable advantage (Seyed et al., 2011).

2.7.1 Service Quality in Higher Education

Service quality is of strategic importance to IHE as it plays a key role in attracting new and retaining existing students in an increasingly competitive environment (Ali et al., 2015). The growing demand for value for money from stakeholders has also placed greater focus on service quality in the sector (Pariseau & McDaniel, 1996).

Arena, Arnaboldi and Azzone (2010) observed that service quality research in the higher education sector tends to overlook the contribution of administrative staff to student satisfaction. According to Yeo (2008), studies measuring service quality and student satisfaction predominantly explore on the relationship between teaching quality. However, Oldfield and Baron (2000, cited in Arena et al., 2010) state that there are other non-academic factors which promote students’ academic success and subsequently contribute to overall student satisfaction. Arena et al. (2010) surveyed nearly 12 500 Italian students to gauge their perceptions of central administrative staff. According to the findings, students reported low satisfaction with personnel assurance; reliability; responsiveness, and tangibles. These findings are similar to those by Subrahmanyam (2017) in India where students are also wary about the performance of non-academic staff. In South Africa, a study by Green (2014) measuring service quality at the Durban University of Technology found that the commitment to solve student queries was scored negatively by both staff and students. Ali et al. (2015) measured service quality impact on student satisfaction, image and loyalty within a Kuala Lumpur context and found that; while students are satisfied with the quality of non-academic services,

there was a poor score in relation to access – that is the availability, willingness to assist on the part of both academic and professional staff. The scholars Ali et al. (2015) concluded that this could negatively impact on the reputation of the institution and long-term student loyalty tjus giving credence to the argument that student satisfaction and loyalty are not only mediated by academic satisfaction. The above studies indicate service failures and poor customer orientation amongst students which can be attributed to staff attitudes. Arena et al. (2010) concluded that an investment in soft skills is a pressing need for institutions of higher education.

Subrahmanyam (2017) state that service quality is an antecedent of customer satisfaction. Institutions with satisfied students reap additional benefits from the relationship such as word-of-mouth marketing, retention and loyalty and later, engaged alumni who advocate for and donate to the institution (Subrahmanyam, 2017). Furthermore, quality service and satisfaction in higher education has also been linked to students' motivation to complete their studies and loyalty (Subrahmanyam, 2017). In today's world, student wellness is a critical matter in higher education and as such, Subrahmanyam (2017) adds that service quality may affect a student's mood, wellbeing and participation, and "may lead to students feeling estranged, which ultimately result in poor academic performance" (Subrahmanyam, 2017, p. 176)

From the above discussion it is clear that service quality is a source of competitive advantage in the higher education sector. IHE need to measure service quality beyond the standard student satisfaction measurements which focus on the academic aspects and broaden service quality to include administrative matters and soft aspects of the institution (Yeo, 2008).

2.8 Hypothesis Development

2.8.1 Leadership and Vision and Employee Satisfaction

The quality of the employee-leader relationship or lack thereof influences employee satisfaction (Hamidifar, 2010). Sohail and Jang (2017) found support for the influence of leadership on employee satisfaction. Consequently, this study hypothesised that:

H1: Leadership and vision has a positive influence on employee satisfaction

2.8.2 Leadership and vision and Organisational Commitment

Gilbert, De Winne and Sels (2011) argued that the creation of a friendly and supportive work environment by leaders signals organisational commitment towards employees and impacts positively on employees' affective commitment. A study in Belgium found evidence of a positive and significant interaction between leadership and employees' organisational commitment (Gilbert et al., 2011). The study hypothesised that:

H2: Leadership and vision has a positive influence on organisational commitment

2.8.3 Communication and Job Satisfaction

A study conducted in Iran found that employee satisfaction is highly correlated with communication among non-academic employees (Hamidifar, 2010). Research by Chinomona (2016) also found that communication was the highest scoring variable linked to employee satisfaction among staff at South African universities. This high value also emerged in the work of Sohail and Jang (2017) who established a significant and positively relationship. Chinomona (2016) argued that employee attitudes towards work are better when there is effective communication. Additionally, in a study involving ambulance workers, Carrier and Bourque (2008) found a strong positive correlation between the two constructs confirming earlier studies. Studies by Huang and Rundle (2019) in an Asian context verified and support the positive relationship. This study therefore posited:

H3: Communication has a positive relationship with job satisfaction

2.8.4 Communication and Organisational Commitment

There are limited studies aimed at understating the relationship between communication and organisational commitment (Mishra, 2007). In answering the question of whether internal communication leads to organisational communication the scholars found that affective commitment was marginally and positively related to internal communication. However, a study by Mero, Fernandez, Alcivar and Cruz (2020) submitted that internal communication is significantly correlated to commitment. The authors noted that internal communication had the most influence on organisational commitment amongst Latin American respondents. Mishra et

al. (2014) argued that effective communication establishes trust and commitment which in turn enhances employee engagement thereby endowing additional benefits to the organisation. Carrier and Bourque (2008) found that internal communication practices are significantly and positively related to organisational commitment amongst ambulance workers. In Yemeni banks, communication was found to have the highest loading resulting in a significant and positive relationship between the constructs (Ismail & Sheriff, 2017). Committed employees are a crucial resource for an organisation. Even though there is limited research to justify a positive and significant relation, it is posited that:

H4: Communication has a positive relationship with organisational commitment

2.8.5 Training and Development and Job Satisfaction

A number of studies indicate a relationship between training and job satisfaction. Tsai and Tang (2008) reported a positive relationship between the variable training and the dependent variable, job satisfaction. Moreover, this was found to encourage high levels of service quality and customer satisfaction in Taiwan (Ting, 2011; Tsai & Tang, 2008). Studies elsewhere have found that training does not contribute to job satisfaction. For example, a study by Nigussie and Hiru (2018) in Kenya and that by Sohail and Jang (2017) rejected the relationship. Accotding to Gerbman (2000 cited in Nigussie & Hiru, 2018), the primary goals of many employee development programmes is to align employees to organisational goals and help workers at every level to understand their contribution to the company's success (Gerbman, 2000 cited in Nigussie & Hiru, 2018). Training should therefore enhances job satisfaction. These varying findings were highlighted by Conduit and Mavondo (1998) suggesting a need for clarity and setting specific research. Despite these varying findings, literature overwhelmingly argues that there is a positive link. This study hypothesised that:

H5: There is a positive relationship between training and employee satisfaction

2.8.6 Training and Organisational Commitment

Literature is replete with studies that have found a positive correlation between the two constructs (Bashir & Long, 2015). Early studies of US Navy trainees revealed corresponding positive commitment following training (Tannenbaum, 1991 cited in Bartlett, 2001). A study

by Bartlett (2001) involving nurses found that the ease with which one accesses training was positively linked to affective and normative commitment. Other studies reveal that employees who are well trained view themselves as more competent and are more committed compared to those who view themselves as less skilled (Narteh & Udoom, 2015). This supports the view that training provides an organisation with a source of competitive advantage through high competence levels and loyal employees (Bansal et al., 2001). In contrast, a New Zealand study reported that training had little impact on the organisational commitment of nurses when compared to their counterparts in the USA (Bashir & Long, 2015). Another study showed that lack of training is linked to premature turnover amongst the Danish police (Bansal et al., 2001). A study conducted in Malaysia found that although training was strongly correlated to affective commitment, employees in Malaysia also do not feel the need to remain with the organisation that has invested in their training and development (Ahmad & Bakar, 2003). However, despite this risk of losing skilled staff, Ahmad and Bakar (2003) argue that organisations who are serious about enhancing organisational commitment must focus on training. This study hypothesised that:

H6: There is positive relationship between training and organisational commitment

2.8.7 Rewards and Recognition and Job Satisfaction

Employee satisfaction is often attributed to rewards. Empirical research by Sohail and Jang (2017) support this assertion. The scholars explain that people seek employment in order to satisfy their economic requirements. Mabaso (2017) found a positive and statistically significant relationship between rewards and satisfaction in universities of technology in South Africa. This is evident in the empirical study of Ngidi and Ngidi (2017) who found that low job satisfaction among academic teachers was largely influenced by dissatisfaction with monetary and non-monetary fringe benefits. Mabaso (2017) further argues that job satisfaction influences organisational commitment among South African academics suggesting satisfaction predicts the type of commitment and that high levels of satisfaction result in high levels of commitment. Rewards are important as they allow employees to meet their material needs. In Uganda, Ssesanga and Garret (2005) found that academics were satisfied with the intrinsic factors of academia but were dissatisfied with extrinsic rewards such as recognition of achievement, promotion and professional growth. This study hypothesised:

H7: Rewards and Job recognition are positively linked to job satisfaction

2.8.8 Rewards and Recognition and Organisational Commitment

Ismail and Sheriff (2015) confirmed empirically that rewards are a predictor of organisational commitment. In Nigeria, rewards were also found to be an important determinant of employee loyalty, a concept closely linked to organisational commitment as it relates to an employee's identification and involvement in the company (Narteh & Odoom, 2015). A South African study revealed that younger employees preferred extrinsic rewards and were also keen on career advancement (Mara & Muiruri, 2016). On the other hand, older employees were driven by intrinsic rewards and self-actualization. Therefore, rewards are important in gaining employee commitment. The study hypothesised that:

H8: Rewards and recognition positively impact organisational commitment

2.8.9 Job satisfaction moderates service quality

To date there seems to be limited research connecting job satisfaction to service quality. Studies predominantly test customer perceptions of service quality (Malhotra & Murkherjee, 2004) displaying business attitudes to prioritise the needs of external markets while giving scant attention to internal markets. Lings (1999) argued that satisfied employees are more inclined to render superior service to both internal and external customers. These employees are likely to stay with the firm for longer thus increase their institutional and technical knowledge required to deliver service excellence. Ariana (2015, p. 34) states that "employees who are satisfied will have the resources and the responsibility to understand and meet the customer's demands and needs". Furthermore, satisfied employees display valuable service qualities such as "empathy, understanding, respect, and attention to the customer" (Ariana, p.34). Yee et al. (2008) found that the link between employee satisfaction and service quality is highly significant. In his study of three hospitals, Ariana (2015) found that there is no relationship between job satisfaction and service quality. The scholar concludes by stating that relationship between the two is not consistent. Despite the conflicting findings, it is hypothesised that:

H9: Job satisfaction moderates service quality

2.8.10 Organisational commitment moderates service quality

A study by Malhotra and Murkhejee (2004) found that organisational commitment had a significant positive relationship with service quality. Affective commitment was found to be a stronger predictor of service quality. Dhar (2015) found that organisational commitment partially influences service quality. This means the internal marketing variables influence service quality through organisational commitment. It is thus hypothesised that:

H10: Organisational commitment moderates service quality.

In light of the primary research question, the secondary research questions are:

1. Does leadership have a positive impact on job satisfaction?
2. Does communication have a positive impact on job satisfaction?
3. Does training and development have a positive impact on job satisfaction?
4. Does rewards and recognition have a positive impact on job satisfaction?
5. Does leadership have a positive impact on organisational commitment?
6. Does communication have a positive impact on organisational commitment?
7. Does training and development have a positive impact on organisational commitment?
8. Does rewards and recognition have a positive impact on organisational commitment?
9. Does job satisfaction have a positive impact on service quality?
10. Does organisational commitment have a positive impact on service quality?

Conceptual Model

The conceptual framework is based on a comprehensive literature review of studies about internal marketing, its constructs and outcomes. The model comprised of four independent variables of internal marketing and two dependent variable which impact service quality. The hypothesised relationships are depicted in Figure 2.

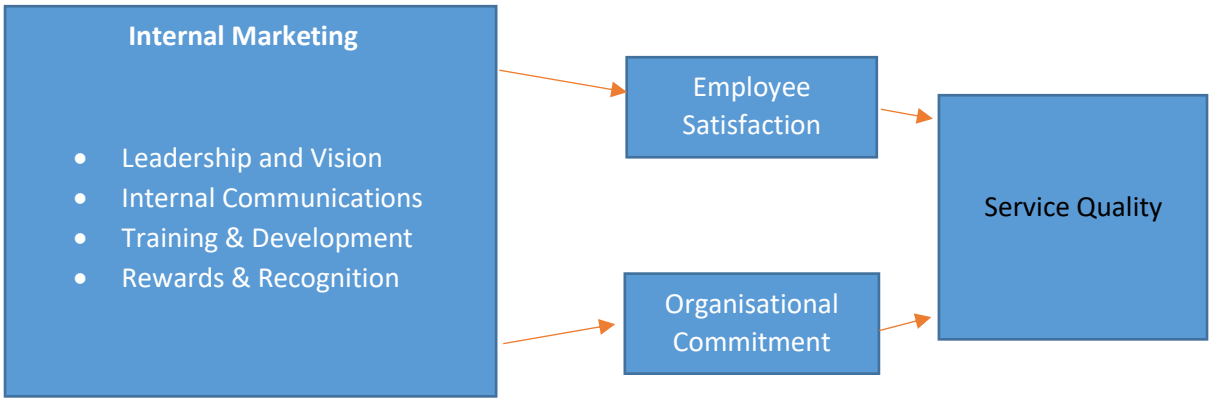


Figure 2: Conceptual Framework of key constructs of the study

2.9 Conclusion of Literature Review

The literature review reveals that service organisations rely on their employees to deliver distinguished service quality that will set them apart from competitors and thus contribute to firm success. The literature argues that employees are more likely to dedicate themselves to the organisation's mission if their own needs are met. In marketing, the process of meeting employee needs is called internal marketing and it treats employees as internal customers.

Meeting the needs of employees results in positive work attitudes and behaviours such as employee satisfaction and organisational commitment (Ahmed & Rafiq, 2003). The investment that firms make in their employees through internal marketing is reciprocated by individuals during service encounters. If the employer-employee relationship is positive this will be mirrored in positive employee-customer experiences. This chain of giving and receiving and continual reciprocity ensures consistent service quality and is vital to customer satisfaction. All parties in these exchanges benefit: the employer retains its workforce and they deliver the brand promise to the external market; the employees are offered attractive jobs that satisfy their

needs; the customers benefit through positive service encounters and result in positive evaluations of quality. The converse applies in negative employer-employee relationships.

While an overwhelming number of studies have supported the relationship between the independent and dependent variables, the literature review also showed that a handful of studies have found evidence contrary to the established findings. The contradictions therefore confirm the significance of this study. Determining employee views regarding the effectiveness of internal marketing efforts within the South African context, particularly the higher education sector, is significant in understanding the drivers of employee satisfaction and organisational commitment which literature asserts strengthens service quality.

Chapter 3 : Research Methodology

This chapter outlines the identified methodology used in order to achieve the objectives of this study. Given that research is a "systematic process of collecting, analysing and interpreting information in order to increase understanding of a phenomenon" (Leedy, Ormrod & Johnson, 2019, p. 2), this section provides details on how this was achieved commencing with an explanation of the umbrella strategy – quantitative analysis.

3.1 Research Paradigm

Research paradigm refers to established models of doing research and helps to define the research strategy, collection of data and the way it is interpreted. Marketing research is underpinned by two broad paradigms (Malhotra & Birks, 2007).

The first is the positivist research which is linked to quantitative methods of research collection and analysis (Mackenzie & Knipe, 2006). According to Saunders, Lewis & Thornhill (2016), positivist research focuses on scientific methods to yield numerical data and facts that are free of human interpretation or bias. Furthermore, it advances knowledge by examining the connection between variables and this relationship is "measured numerically" and interpreted via "statistical or graphic analysis" (Saunders, et al., 2016). The aim is to understand the causal laws of human behaviour (Neuman, 2014).

By contrast, the interpretivist/constructivist paradigm aims to understand the "world of human experience" through participant observation, direct interviews and is associated with qualitative studies (Mackenzie & Knipe, 2006, citing Cohen & Manon, 1994).

The research question primarily determines the appropriate research approach (Salkind, 2017). This study used a quantitative research approach as it sought to understand the relationship between the variables as can be gleaned from the research questions and the conceptual framework. The study sought to understand the impact of internal marketing on the mediating variables (job satisfaction and organisational commitment) which predetermine service quality.

This cause-effect relationship is best observed by a quantitative study. Empirical studies observing this cause-effect relationship have deployed a quantitative approach with great success (Sahibdza & Jainfeng, 2019; Sohail & Jang, 2017; Tsai & Wu, 2011; Malhotra & Mukherjee, 2003; Ahmed, Rafiq & Saad, 2003; Caruana & Calley, 1998).

3.2 Research Design

According to Kumar (2019), a research design guides the research process on the quest to find answers to the research questions or problems. The design also ensures that the process is conducted as "validly, objectively, accurately and economically as possible" in keeping with scientific endeavours. Furthermore, the research design offers insight into how the data will be collected, analysed, communicate the findings and the rational for each of the steps in the 'procedural-operational plan' (Kumar, 2019). As with all research designs, the plan must include ethical considerations associated with elected strategy.

Nueman (2013) notes that timing is an important consideration in research design as the timing of the collection of data and the duration impacts the study. There are two research designs – cross-sectional research and longitudinal research. Cross-sectional is like a snapshot and examines a phenomenon at one point in time. The major benefit is that it is simple and cost-effective whereas longitudinal research captures social processes and change and illuminate a phenomenon far greater than cross-sectional research.

A cross-sectional approach was adopted to understand the dynamics of internal marketing within this institution of higher education. This cross-sectional approach may however be coloured by the events of 2020 and the disruptions brought about by the Covid-19 pandemic which have altered the world of work and interactions between people.

3.3 Target Population and Sampling Design

3.3.1 Target Population

The target population refers to the population of where respondents are to be identified in line with the study objectives. The target population in this instance were all professional administrative staff at the case site, Wits University. This comprises administrative staff located in academic support such as programme coordinators, technicians and those in operations such as financial aid, student enrolment, residences, marketing etc. These professionals contribute to the success of the university at varying levels. The employees had to be permanently employed by the university for at least two years as it is anticipated that these would have been exposed to the internal marketing dimensions under study.

3.3.2 Sample and sampling methods

Sampling relates to the selection of individuals who will the required for the study (Teddlie & Tashakkori, 2009). The sample must closely resembles the target population in order to allow generalisation of the findings to the population. There are two major categories of sampling - probability sampling and non-probability sampling (Neuman, 2014). Probability sampling is mostly associated with quantitative studies. This method is both time and cost efficient as it allows the researcher to survey large populations as required in quantitative statistical analysis. Probability sampling makes for higher overall validity and accuracy of the findings by eliminating selection bias as all members of the population have an equal chance of being part of the study (Nueman, 2014).

The main criteria for this study was that employees must have two years of work experience at the institution. Two years is long enough for one to have been exposed to the internal marketing elements under study and have an opinion about these and their effect on job satisfaction and commitment to the organisation. The study endeavoured to achieve equal representative between those who work inside faculties and those outside who are part of student support services such as residences, fees and financial aid, libraries, student enrolment, information and communication services etc.

This study used a combination of purposive sampling based on its use of permanently employed staff with at least two years at the organisation. A database of those who met the criteria was obtained from the university, all elements thereafter had a probability of participating depending on their interest to respond to the survey.

3.3.3 Sample Size

Quantitative studies strive to obtain a large sample size that will aid in testing hypothesis (Kumar, 2019) and enhance generalisability of findings (Nueman, 2013). There are several ways to determine the samples size including using a scientific formula based on the desired confidence levels, degree of accuracy and the level of variation (Kumar, 2019). This study endeavoured to get 250, which is a minimum when working with a complex conceptual model as outlines in Chapter 2.

3.4 Research Instrument

The research instrument refers to the tool or method to be used to collect data from the respondents in order to answer the research questions. The questionnaire is the most widely used data collection tool and each participant responds to predetermined questions (Saunders et al., 2014). There are two types of questionnaires: descriptive questionnaires and explanatory questionnaires. Descriptive questionnaires allow one to "identify and describe the variability in different phenomena" (Saunders et al., 2014). Explanatory or analytical research explores the relationship between two or more variables (Mathers, Fox & Hunn, 2009). The questionnaire was designed to investigate the causal-effect relationship and was appropriate in testing the research questions in the identified population.

This study used a self-completed questionnaire distributed via email or mobile to the identified sample. Self-completed interviews offer several benefits namely – objective respondent answers as there is no direct or indirect influence from a third party. An interviewer-completed questionnaire is more likely to be elicit socially desirable responses from participants. Where a "researcher is the instrument of data collection" there is a chance that the quality of the responses can be contaminated or distorted (Saunders et al., 2014; Merriam, 2016) and illegible making them unusable; at the worst case, leading to guess work. However, these have a higher

response rate while self-completed questionnaires are associated with a low response rate which undermines their credibility of the results. The survey questionnaire is also efficient in collecting data from large samples improving the time and cost of data collection.

The survey questionnaire included three open-ended questions to allow respondents an opportunity to express themselves. This was deemed appropriate as studies have identified 11 elements used in internal marketing to influence job satisfaction, organisational commitment and service quality. Anyone of these 11 elements could be used by an organisation. Altarifi (2014) conducted a study in higher education using similar variables and concluded that although internal marketing had an effect on the mediating variables, this however, was not substantial thus concluding that other factors were responsible accounted for job satisfaction and organisational commitment. This was also highlighted by Ahmed, Raafiq and Saad (2003). Open-ended questions thus allowed this study to identify additional factors that could affect employee behaviour and attitudes.

A five point Likert-Scale was used as this was found to be easy to use compared to a 7-point Likert-Scale, especially considering the varying educational levels of the respondents. The statements' response continuum ranges from 1-5, where 1 = strongly agree to 5 = strongly disagree. Research shows that scales with more than six categories are rarely tenable and are taxing on respondents, possibly because of limitations in working memory capacity (Nemoto & Berglar, 2014).

The survey consists of six parts.

Part A –asks the respondents to indicate whether they have been permanently employed by the university for more than two years as part of purpose sampling to select the relevant respondents. If they did have ben less than two years, the survey was terminated immediately.

Part B – collects the respondent's demographic details, whether they are faculty based or fall under service units/departments of the university.

Part C– respondents are asked to indicate their position or agreement with each statement of the four elements of internal marketing.

Part D and E – relate to job satisfaction and organisational commitment respectively

Part F – measures staff perceptions of their own level of service quality

Item/Construct Scales

The item scales used in this study are from previous studies and have been proven to be valid and reliable.

Leadership

The study used 4 items used by Sohail and Jang (2017) based on the range of facets which they adopted from Bouranta and Mavridoglou (2004). This measurement is suitable and provides an opportunity to assess its validity within a higher education environment.

The literature review found a paucity in empirical studies examining leadership within the internal marketing context. The two studies are Ahmed and Rafiq (2003), and Sohail and Jang (2017) and one thesis (Mat, 2009).

Internal Communication

The four items measurement for internal communications are based on previous and established studies adopted from Sahibdza, Jainfeng, Latif and Shafait (2019). These are useful because of their contextual understanding of the sector. The original measurements were conceptualised by Rafiq and Ahmed (1993) who are leading scholars in internal marketing.

Training and Development

This scale consists of four item measurement from Sahibzada, Jianfeng, Latif and Shafait (2019) who designed a scale suited for higher education, with a particular focus on China. To ensure relevance to the sector, the questions by these scholars are a mixture of new questions generated from focus groups and those from previous studies such as Ahmed and Rafiq (2003), Foreman and Money (1995), Pantouvakis (2012), Chen and Wu (2016).

Rewards and Recognition

Four items measure rewards. Two of the items were recently used by Sohail and Jang (2017) and drew inspiration from renowned internal marketing scholars Foreman and Money (1995) and; Raafiq, Ahmed and Saad (2003). The frequency of the use of these items indicates that they have been tested and found to be reliable measurements. The remaining two are from Sahibdza, Jainfeng, Latif and Shafait (2019).

Recognition which is a non-financial rewards is measured using items from the Work Satisfaction and Questionnaire from De Beer (1987, cited in Roberts, 2005). It probes whether employees are receiving recognition and feedback for their work.

Employee satisfaction

Four items are used from Sohail and Jang (2017). These are linked to the internal marketing mix.

Employee commitment

This study uses nine out of the 18 items used by Malhotra and Muherjee (2003). The items were reduced to make the survey manageable in length.

Service Quality

The items used in this study are from Malhotra and Mukherjee (2003) in their study that required call-centre agents to engage in self-appraisal of their own performance and only included employee-related aspects of service quality. The items are suitable for this study which also required administrative staff to assess their own performance. Four dimensions of service quality measured are: Reliability, Responsiveness, Assurance and Empathy. Tangibility is excluded as it is beyond employee control.

Appendix A is the research instrument and letter to respondents.

3.5 Procedure for data collection

The standardised survey was distributed using Google forms a survey administration software. Distribution via platform enables the researcher to easily reach participants reducing time spent on the field (Leedy et al., 2019). Furthermore, it enhances efficiency and accuracy in collecting data. The request to compete the survey was included in the university's weekly notices during the month of February 2021. The invitation outlined the targeted staff members and the purposes of the study. The researcher also personally reminded staff encountered during this period, however, it was stressed that participation is voluntary while also emphasising anonymity. Prior to distribution, the researcher followed the advice of Saunders et al. (2016) to assess the questionnaire for 'face validity' using friends or family to test for understanding, problems with completion or following instructions. This enabled the researcher to check for clarity and simplicity especially since the questionnaire was distributed to staff of varying educational levels.

3.6 Data analysis and interpretation

This study sought to test the influence of and the relationship of internal marketing, the mediating variables job satisfaction and organisational commitment, and the dependent variable service quality. SPSS AMOS, a statistical software was used for data analysis which is compatible with structural equation modelling or casual modelling (Arbukle, 2010).

Hypotheses were tested using a series of statistical techniques such as exploratory factor analysis and the relationship analysed using correlation, analysis, structural equation modelling, factor analysis and Cronbach alpha.

3.7 Ethics

Ethics clearance (see Appendix C) was obtained from the Graduate School of Business Administration Ethics Committee constituted under the university's Human Research Ethics Committee (non-medical). Clearance to conduct the survey at the institution was granted by the Office of the Registrar as well as the Human Resources Office at the institute under study.

Ethics is linked to the trustworthiness of the researcher and comes down to the values and ethics of the researcher (Merriam, 2016). There are universal guidelines that researchers should uphold during research and these outline acceptable conduct and are intended to protect the welfare and dignity of research participants.

The study observed the rules and regulations of the research ethics committee of the University of the Witwatersrand. Participation was voluntary. Personal data that could be used to identify the respondents was not collected.

3.8 Study Limitations

The study used a single case study method thus making its findings limited. The views of employees from other universities were not solicited in order to get a comprehensive understanding of the mechanics of internal marketing at the identified university. Expanding the study to other universities would require reducing the number of variables, consequently, only partially respond to the research gap identified by previous researchers. For the current research to achieve its objectives within the allocated time, focusing on one institution was more realistic. The downside of selecting one institution is that the results cannot be used to generalise employee perceptions in another organisation in the South African higher education sector. The study may however serve as a comparative study for similar studies. The sample size excludes those who have less than two years in the organisation. It is however noted that new comers may hold critical views about the organisation as they have not been assimilated into the system or subdued to accept the status quo whether it be positive or negative. The survey which was a self-administered questionnaire might not have been accessible to those with low literacy levels as it requires literacy and uses English which is not the first language of some of the employees who are critical to service quality at the institution. For this group, focus groups are better suited for gathering data, a method outside of the scope of this study,

however, this was not explored due to time constraints. Lastly, employee attitudes and service quality are measured using single respondents and do not include the views of clients which would verify the employee's self-evaluation.

3.9 Validity and Evaluation

According to Merriam (2016), validity and reliability in research relates to the trustworthiness of research and strengthens confidence in the research findings. Merriam further exmplains that trustworthiness can be gleaned from the conceptualisation of the study, the tools used for data collection, data analysis and interpretation, and the presentation of the findings. Creswell (2018, 2009) concurs adding that an audit of the research process gives both the readers and practitioners the assurance that accepted strategies have been used in the study thereby boosting confidence in the accuracy of the findings and possible application in reality. Reliability and validity are some of the common terms used to talk about the trustworthiness of research and these have their root in quantitative research.

3.9.1 Reliability

Reliability refers to the extent which the research design generates similar findings when replicated under identical or similar conditions (Saunders et al., 2016; Nueman, 2013) and the opposite is unstable or erratic results.

3.9.2 Validity

Validity, also referred to as internal validity relates to how well the instrument measures the constructs under study (Nueman, 2013). The assessment strategy must accurately measure the characteristics of the phenomenon or its fitness for purpose (Leedy et al., 2019).

The constructs and scales used in this study have been used previously as indicated above under items/scale measurement. These draw on leading scholars in internal marketing and organisational studies (Sahibdza & Jainfeng, 2019; Sohail & Jang, 2017; Tsai & Wu, 2011; Malhotra & Mukherjee, 2003; Ahmed, Rafiq & Saad, 2003; Caruana & Calley, 1998).

There are four types of validity measurements: face validity, content validity, criterion validity and construct validity.

Face validity is a judgement from others that the indicators make sense, however, this is a subjective judgement and is not dependable (Leedy et al., 2019) and it is recommended that one uses experts in the field. Face validity has been tested through colleagues and members from the site under investigation mainly for understanding due to the varying educational levels and linguistic diversity. As described by Saunders et al. (2016) content validity deals with the extent that the questionnaire covers the investigate questions or hypotheses. Criterion validity considers the fitness of the "questions to make accurate predictions" when subjected to a statistical analysis. Construct validity "is the extent to which an assessment strategy yields credible results regarding characteristics that cannot be observed but is assumed to exist based on people's behaviours" (Leedy et al., 2019). Both reliability and validity were confirmed in previous studies that used the same scales.

3.10 Conclusion

Internal marketing is a growing field with limited literature and empirical studies. The literature review revealed that although researchers have written about the importance of internal marketing in developing the desired employee behaviour and attaining a competitive edge, there is contestation around the concept, how it is measured and practiced. There is a need for more qualitative and quantitative studies in order to advance the field of internal marketing. Its is anticipated that internal marketing will continue in its relevance especially in emerging economies which are predicted to grow in the coming years. The higher education sector is rapidly changing due to the increase in student numbers, competition and growth in online learning. Institutions need to be able to attract top quality students in order to remain competitive, however, this mission can only be achieved if the services quality is at a standard level or distinguished from competitors.

Chapter 4 : Presentation of Results

4.1 Introduction

This chapter discusses findings of the data gathered using the methods outlined in Chapter 3. Firstly, the demographic profile of the respondents is outlined to aid contextualisation of the results. This is followed by a presentation of the results are to determine the relationship between the independent variables and the dependant variables as hypothesised. The data was interpreted using IBM SPSS and AMOS.

4.2 Demographic profile of respondents

4.2.1 Distribution of responses according to gender

Table 4.1 shows the profile of the respondents by gender of the population which participated in this study had 63.4% female and 36.6% male. The highest numbers of participants were African employees (63%), followed by whites (17.3%), and the coloureds (6.7%) and Indians representing only (9.1%). The majority of the respondents were of age 30 to 39 years at 33.1% and second highest age group was 40 to 49 years constituting 31.5% of the respondents. The age group between 50 to 59 years made up 24.4% while those from 60 years and above only comprised 5.9% of the respondents. Most participants had worked for the university for 2-5 years (32.7%) and 6-10 years (26.8%). This was followed by 22.8% of the participants who worked for 16+ years. Those who had worked for the institution for 11-15 years were only 17.7% of the responding population. Broadly speaking, the bulk of the employees have worked for less than ten years at the institution. The table also shows that 65% of the responses who participated in this study works outside Faculty meaning that they work in areas such as finance, protection services etc., while 35% work directly with academic matters inside Faculty an interact regularly with students and academics.

Variable		Frequency	Percentage
Gender	Female	161	63.4
	Male	93	36.6
Race	African	160	63.0
	Coloured	17	6.7
	Indian	23	9.1
	Prefer not to say	10	3.9
	White	44	17.3
Age in Years	20-29	13	5.1
	30-39	84	33.1
	40-49	80	31.5
	50-59	62	24.4
	60+	15	5.9
Number of Years worked	11-15 years	45	17.7
	16+ years	58	22.8
	2-5 years	83	32.7
	6-10 years	68	26.8
Faculty	Inside Faculty	89	35.0
	Outside Faculty	165	65.0

Table 3: Demographic Profile of Respondents

Descriptive Statistics for the Measurement Scale

The relationship between the variables of internal marketing, employee satisfaction, organisational commitment, the service quality are tested according to previous studies as highlighted in Chapter 3 (Ahmed, Rafiq & Saad, 2003; Malhotra & Mukherjee, 2004; Tsai & Wu, 2011; Sohail & Jang, 2017). The 44-item questionnaire has four questions related to Leadership, five related to Communication, and four questions on Training, eight questions relating to Rewards, four relating to Satisfaction, nine questions relating to Commitment and 10 questions for Quality. The five-point Likert scale used in this research generates a mean score of 3 using these ranks Strongly Disagree: l; Disagree:2; Not Sure:3; Agree:4 and Strongly agree:5. The mean scores above 3 are regarded as positive and any score below 3 are regarded as negative.

Descriptive Statistics			
	N	Mean	Std. Deviation
Leadership	254	3.30	0.80
Communication	254	3.28	0.73
Training	254	3.40	0.93
Rewards	254	2.63	0.82
Satisfaction	254	3.26	0.73
Commitment	254	3.48	0.70
Quality	254	4.39	0.45
Valid N (listwise)	254		

Table 4: Descriptive Statistics of Measurement instrument

Table 5 shows that all the variables measuring the quality of service have a mean score of above 3 (mean=4.49, sd=0.45) and participants strongly agree that their behaviour instils confidence and they provide individual attention to their customers. Items measuring commitment have a

mean score of (mean=3.48, sd=0.70) which is above 3 indicating that employees have an interest in the success of the institution and want to remain at the university. The variables measuring rewards component have a mean score of less than 3 (mean=2.63, sd=0.82) indicating that the majority of participants showed lower levels of agreement with the items in this construct. Participants disagreed with the statement that the university rewards and recognises employees providing excellent service.

4.3 Correlation Analysis between the Variables

To assess the strength of relationship between the constructs a correlation coefficient was conducted (Green & Salkind, 2011). According to Wong and Hiew (2005), the correlation coefficient value (r) range from 0.10 to 0.29 is weak, while 0.30 to 0.49 is medium and 0.50 to 1.0 is strong. Given the focus of this particular study the correlation between internal marketing and service quality is of importance.

The Pearson correlation between the dependent variable quality and the independent variables of internal marketing is positive and weak but significant. Table 6 shows that the relationship between rewards and quality has a coefficient value of 0.085.

	Leadership	Communication	Training	Satisfaction	Commitment	Quality
Leadership	1	.705**	.520**	.500**	.389**	.210**
Communication	.705**	1	.595**	.525**	.483**	.208**
Training	.520**	.595**	1	.421**	.373**	.133*
Rewards	.552**	.652**	.593**	.547**	.347**	.085
Satisfaction	.500**	.525**	.421**	1	.326**	.055
Commitment	.389**	.483**	.373**	.326**	1	.224**
Quality	.210**	.208**	.133*	.055	.224**	1

Table 5: Pearson Correlation of Constructs

4.3.1 Cronbach Alpha Test of the Measurement Scales

The Cronbach's Alpha test was used to determine the convergent and discriminate validity of the constructs in order to determine the internal consistency of each scale. A Cronbach's Alpha coefficient close to 1.0 indicates that the questions accurately measure the constructs under investigation. Thus, any dimension measuring less than 0.2 should be eliminated. In this study all the dimensions have a Cronbach alpha greater than 0.2 and therefore none were eliminated. The alpha test was conducted on the measurement scale which measures the quality of the service at an IHE in South Africa and a very high alpha value was obtained (alpha=0.926,n=44).

	Cronbach Alpha Coefficient			
	Raw	Standardised	Mean	Number of Items
Leadership	0.76	0.763	3.30	4
Communication	0.758	0.757	3.27	5
Training	0.871	0.871	3.41	4
Rewards	0.872	0.872	2.61	8
Satisfaction	0.584	0.584	3.26	4
Commitment	0.796	0.795	3.47	9
Quality	0.901	0.902	4.39	10

Table 7: Reliability of the Instruments

The scale had seven components which are Leadership (alpha=0.76,n=4), Communication(alpha=0.758,n=5), Training(alpha=0.871,n=4), Rewards(alpha=0.872,n=8), Satisfaction(alpha=0.854,n=4), Commitment(alpha=0.796,n=9) and Service Quality (alpha=0.901,n=10) respectively. The α-values (Table 4) were greater than 0.70 for all

constraints we can conclude that the scales can be applied for the analysis with acceptable reliability (Saunders et al., 2003).

Exploratory Factor Analysis

The exploratory factor analysis was conducted in order to test the factor structures of the model. Thus, Kaiser-Meyer-Olkin (KMO) test for measure of sampling adequacy showed 0.88, which is above the minimum required value of 0.5. The Chi square for Bartlett's test of sphericity was significant (Chi-Square = 5717.7, df = 946, $p < 0.001$). Finally, the minimum sample size for factor analysis, which requires > 200 was met (n = 254).

Confirmatory Factor Analysis

This study investigates the relationship between four dimensions of internal marketing on service quality moderated by employee satisfaction and commitment at a South Africa university. The model Chi Squared statistic is 756.75 with p=0.00 and the discrepancy between sample and fitted covariance's matrices is significant, therefore, the null hypothesis of a good fit to the data can be rejected. The chi-square value is high, however, Hair, Black, Balin and Anderson (2010) explain that the chi-square values "are sensitive to large sample sizes". In such instances, these should be compared to other fit statistics that account for the sample size, such as the RMSEA. For example, the "root mean square error of approximation (RMSEA) analyses the discrepancies between the hypothesised model and the data as a measure of misfit" as suggested by Fields (2005, p. 322). The RMSEA range from zero to one is preferred and the closer if it to zero the higher the degree of fit.

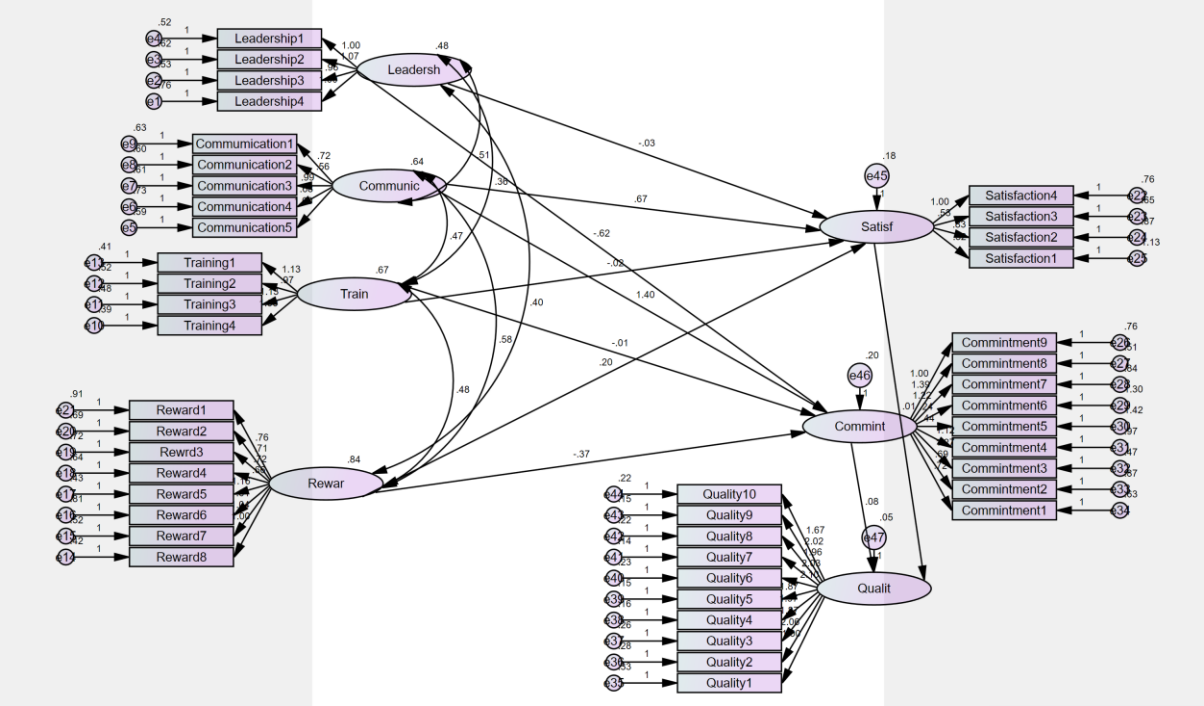


Figure 3: Confirmatory Factor Analysis (A)

The RMSEA value of 0.045 is less than the 0.05 suggesting a better model fit. The model has a comparative fit index (CFI) of 0.921 with a significant p-value=0.00. The CFI takes the sample size into account and has a proposed cut-off value of close to 0.95 (Hu & Bentler 1999, p. 1). The Goodness of Fit Index (0.84) and the Adjusted Goodness of Fit Index (0.81) of the model are not within the recommended threshold for good fit of 0.95 and 0.90 respectively. The research has shown that a GFI = 1.0 indicates perfect model fit, GFI > 0.90 indicate good fit and values close to zero indicate very poor fit.

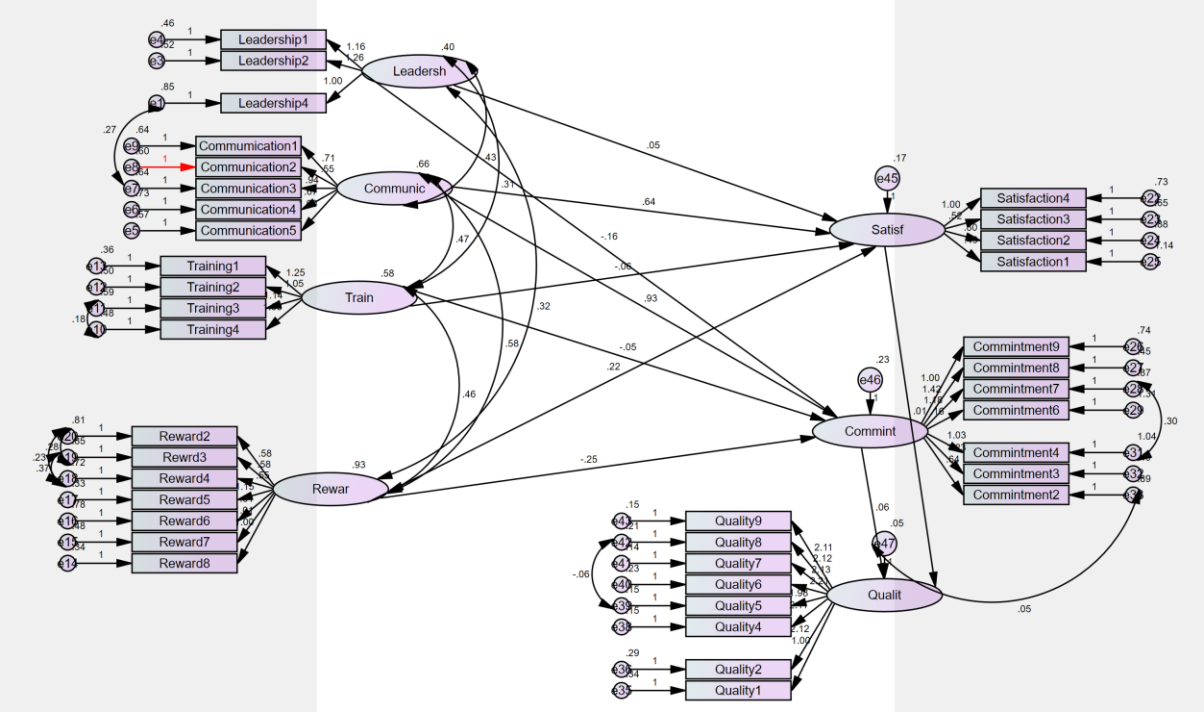


Figure 4: Confirmatory Factor Analysis (B)

SEM Output for hypothesized relationships in the proposed model

			S.E.	C.R.	P-value	Hypotheses
Satisfaction	<---	Leadership	0.249	0.213	0.831	Not Supported
Satisfaction	<---	Communication	0.272	2.333	0.02	Supported
Satisfaction	<---	Training	0.13	-0.445	0.657	Not Supported
Commitment	<---	Training	0.119	-0.381	0.703	Not Supported
Commitment	<---	Communication	0.302	3.09	0.002	Supported
Commitment	<---	Reward	0.105	-2.416	0.016	Supported
Satisfaction	<---	Reward	0.103	2.129	0.033	Supported
Commitment	<---	Leadership	0.25	-0.657	0.511	Not Supported
Quality	<---	Commitment	0.031	2.075	0.038	Supported
Quality	<---	Satisfaction	0.025	0.371	0.711	Not Supported

Table 8: Structural Equation Model Output

Hypothesis 1: Leadership has a positive influence on Job Satisfaction

Hypothesis 1 stated that there is a positive relationship between leadership and job satisfaction. The finding of this study rejected the hypothesis. Modelling Sohail & Jang (2017, p. 78), the relationship of the hypothesis was tested at statistical significance of 0.05 level. The p-value was 0.831 with a standard error of 0.249 meaning that the probability of getting a critical ratio as large as 0.213 in absolute value is 0.831. In other words, leadership is not predicting satisfaction at 5 percent level of significance.

Hypothesis 2: Leadership and Organisational Commitment

Hypothesis 2 which tested a positive relationship between leadership and commitment is rejected. The probability of getting a critical ratio as large as 0.657 in absolute value is 0.511. In other words, leadership is not predicting commitment at 5 percent level of significance.

Hypothesis 3: Communication and Job Satisfaction

Hypothesis 3 postulated that there is a positive relationship between communication and job satisfaction and was supported. We notice a significant p-value of 0.02 with a standard error of 0.272 which means that the probability of getting a critical ratio as large as 2.333 in absolute value is .020. The variable communication is predicting job satisfaction at 5 percent level of significance.

Hypothesis 4: Communication and Organisational Commitment

Hypothesis 4 supports the statement that there is a positive relationship between communication and organisational commitment. This is significant and positive. There is enough statistical evidence to conclude that the probability of getting a critical ratio as large as 3.09 in absolute value is 0.002. The variable Communication is predicting Organisational Commitment at 5 percent level of significance.

Hypotheses 5: Training and Job Satisfaction

The researcher wanted to find out if training influences the employee job satisfaction and this hypothesis was tested at 5% level of confidence. This hypotheses was not supported with a p-value of 0.657 with standard error of 0.13. This relationship has a negative coefficient of -0.058 suggesting that participants are not satisfied with the levels of training.

Hypotheses 6: Training and Organisational Commitment

The relationship between training and organisational commitment was not supported at 5 percent level of significance. The probability of getting a critical ratio as large as 0.381 in absolute value is 0.703. The regression weight for training in the prediction of commitment is not significantly different from zero at the 0.05 level (two-tailed).

Hypotheses 7: Rewards and Recognition and Job Satisfaction

Hypothesis 7 which tested that reward positively influences job satisfaction is supported. There is enough statistical evidence to conclude that at 5 percent level of confidence reward is a significant predictor of job satisfaction with a value of 0.033 and standard error of 0.103.

Hypotheses 8: Reward and Organisational Commitment

This research found out reward is a significant predictor of organisational commitment with a p-value of 0.016 and a standard error of 0.105. The coefficient estimate was negative (-0.253) suggesting that the participants are dissatisfied with the reward system and their influence on commitment towards the organisation is low.

Hypotheses 9: Job Satisfaction mediates the relationship between Internal Marketing and Service Quality

Hypothesis 9 which tested the mediating role of job satisfaction on internal marketing and service quality was not supported by the model. The probability of getting a critical ratio as large as 0.371 in absolute value is 0.711. The regression weight for job satisfaction in the prediction of service quality is not significantly different from zero at the 0.05 level (two-tailed).

Hypotheses 10: Organisational Commitment mediates the relationship between Internal Marketing and Service Quality

Finally, Hypothesis 10 was supported which tested that commitment mediates the relationship between internal marketing service quality with a significant positive pvalue of 0.038 and standard error of 0.031. The results indicate that if employees within the organisation are committed to the organisation and their job they tend to offer a better service quality.

4.4: Thematic Analysis of the open-ended questions

4.4.1: Perceptions of employees on Job Satisfaction

In order to get a better understanding of perceptions and feelings of employees on job satisfaction at the institution under study, participants were given an opportunity to add comment under the predetermined questions. There is great dissatisfaction with management as some participants feel that leadership is not doing enough to address problems such as promotion strategies and equal opportunities.

Number	Emerging Theme	Supporting Quotes
1	Management	‘‘There are no opportunities for advancement in certain departments. There is simply nowhere to go. Also if you are a white person there are no opportunities for advancement which creates dissatisfaction. Some managers are not good at managing people. There is a culture of workplace bullying. Management do not listen to staff. We have no access to senior management. We only have access to line managers. The only impression that senior management have of our performance is via line managers who can say and do as they wish.” Participant 9
2	Promotion	“In professional services there is no scope for within job promotion even though one may give excellent service exceeding job description and have gained great skill in all areas of the job.” Participant 26 “No internal promotion for PAS. Senior posts occupied by external applicants. Junior staff continues to do work for senior because they have experience.” Participant 49
3	Communication	“While I love my job, there is no communication with my supervisor and my salary is not reflective of the time put into, energy spent on or commitment to my work. There is no room

		for growth or promotion and so no real future beyond the next two years." Participant 15
4	Career Growth	"I have a Postgraduate Diploma and currently busy with research for my MBA however I have never been considered for any development or being granted a grooming position that will be aligned to my qualification. This is even when I have confronted the management and requested to be assisted for career growth. Im really not satisfied with my job and even looking for better opportunities outside the University" Participant 26

Table 9: Thematic analysis of employee perceptions

Table 8 identifies the top four themes relating to the employee job satisfaction at the university. Management, lack of opportunities for promotion and lack of recognition for hard workers and career growth were identified as the key challenges experienced by participants with some considering looking for greener pastures.

4.4.2: Perceptions of employees on Organisational Commitment

Number	Emerging Theme	Supporting Quotes
1	Loyalty	''loyalty, honesty and hard work never recognised. Only those who shout the loudest get recognition." Participant 9
2	Institutional	"I used to feel extremely loyal and committed, but the institutional culture has changed and I feel that our service is no longer valued." Participant 26
3	Work Environment	"I have a very good Manager, she's an example of a good leader. We work well together; she is motivation to not apply for other jobs. I almost feel I would be betraying her if I leave because I am great assistance to help implement the strategy and she always wants my opinion. I committed to the department for now." Participant 15

Table 9: Perceptions of employees on Organisational Commitment

Table 9 identifies the top three themes relating to organisational commitment. Loyalty, institutional culture and work environment were identified as the key drivers for commitment with some participants indicating that there is no loyalty at the institution from management:

> "I used to love working at the University, and felt extremely loyal to it. However, after years of having put my family second because my job took so much of my time (not by choice though), and having received no benefit for all those 100's of hours I put in over and above my contracted work hours, I now feel sad and resentful that I wasted so much time, as I received absolutely nothing in return for all the extra work and time. The institutional culture has changed. There is no way to reward a member of staff for exceptional service. XX (institution) does have the Service Excellence Award, but so many managers do not even bother to put forward names of staff. There was a time if our School had some money over from the annual budget, extra bonuses would be paid at the discretion of the Head of School. That's no longer allowed. However, removing employees that are not performing, whether managers or not, has become so difficult that staff who don't care or don't work, just get away with doing nothing and being paid. Where is the fairness in that? Other people have to pick up the slack, increasing their job load. And at the end of the day, as with most companies, it's just 'business as usual', no real loyalty." Participant 78.

4.4.3: Perceptions of employees on Service quality

Number	Emerging Theme	Supporting Quotes
1	Attitude of Staff	"Could be improved, but staff is demotivated because they feel that the university does not care. Happy employees equal better service quality, but if staff feels that the university is trying to short-hand them all the time - they become detached and lose their passion." Participant 25 ''There are some departments of the University which give poor service and this affects our work in a negative way. This kills the morale of great employees." Participant 9
2	Quality	"Some areas have good service quality and others have poor service quality. The drawback in my opinion has been that departments work in silos and there is not systems that cuts

		across departments and applied at executive level in order to achieve universal quality of service throughout an executive's portfolio." Participant 26
3	Internal Customers	"Customer service training is needed on an ongoing basis. Academics and support staff alike that are in management positions should be provided training at intervals along with service reviews. Upward and downward performance management should be instilled."
4	Responsiveness	"Service excellency is key, its good to sort issues in time and explain to customers why and when it can be sorted" Participant 26

Table 10: Perceptions of employee on service quality

Table 10 identifies the top four themes relating to service quality. Participants indicated that staff attitudes, consistent quality, internal responsiveness are key and require improvement. As stated by Heskett et al. (1994, p. 168) it is "internal quality measured by the feelings that employees have toward their jobs, colleagues, and companies and contributes most to employee satisfaction" which in turn contributes to customers' satisfaction. Staff perceptions are unfavourable indicating gaps between the tools for promoting internal marketing and service quality.

4.5 Conclusion

The purpose of this study was to investigate and understand the impact of internal marketing on job satisfaction, organisational commitment and service quality, focusing on professional administrative staff in higher education. The demographic profile of 63% female compared to 37% male took part in the study. The responses provided a significant contribution to the study, with clear indications on measures that can be used to improve the service quality. Of the internal marketing elements under study, only communication and rewards were found to be significant predictor of the drivers of job satisfaction. According to the views and perceptions of staff, the following are the factors that impact job satisfaction, organisational commitment and service quality at the IHE in South Africa.

- Unresponsive management
- Lack of promotion and recognition
- Communication
- One sided loyalty
- Institutional Culture
- Work Environment
- Staff Attitudes
- Inconsistent commitment to service quality across the institution
- Lack of commitment to internal customers

Chapter 5: Discussion and Conclusions

5.1 Introduction

This chapter discusses and explains the results presented in Chapter 4 and anchors these against the work covered in previous chapters. Section 5.2 recaps on the purpose of the research problem and section 5.3 discusses the results in relation to the published research work and section 5.4 conclude the chapter.

5.2 Discussion of the main research problem

This study tested the impact of internal marketing on job satisfaction, organisational commitment and service quality, focusing on professional administrative staff in higher education. The research study used a quantitative research approach and data was collected via an online self-administered questionnaire distributed to permanent staff employees at the University of the Witwatersrand. The conceptual model proposed was tested on 254 responses using the Structural Equation Modelling technique and Mediation Analysis. The framework used four elements from Ahmed, Rafiq and Saad (2003) that form part of internal marketing. These elements are leadership and vision, internal communication, training and development, and rewards and recognition. Studies have found that these elements have a positive relationship with employee satisfaction (Sohail & Jang, 2017) which in turn results in service quality. Studies also state that internal marketing directly contributes to organisational commitment and this influences service quality (Tsai & Wu, 2011). This research study bolsters knowledge about the South African higher education sector as many studies measuring the effectiveness of internal marketing programmes have been conducted in the private service sector and these have focused on the Western and Eastern countries (Chi & Lam, 2016).

5.3 Discussion of the Hypotheses Tested

As presented in Chapter 4, the results of the structural equation model are discussed in relation to the institution.

H1: Leadership and Job Satisfaction

The hypothesis of a positive relationship was rejected. Leadership did not contribute to job satisfaction meaning that the majority of employees view leadership as ineffective when it comes to enhancing aspects of their jobs. This is contrary to previous studies that found leadership to positively linked with job satisfaction (Sohail & Jang, 2017). A South African study by Stander and Rothman (2003) found that leadership is a factor in influencing employee satisfaction. Among Ugandan academics, it also emerged that leadership styles are correlated with job satisfaction (Mwesigwa et al., 2020). The findings under discussion by this researcher also tested items linked to leadership and vision which examine the ability of leaders to inspire a shared vision. Visionary leaders communicate their vision, galvanise followers to work towards achieving strategic objectives and goals. In this study 11% strongly agreed with the statement that "*The University offers employees a vision they can believe in*" while 45% agreed with the item. The remainder were either on the fence or strongly disagreed.

Morris and Laipple (2015) state that very few leaders in academia have leadership training before assuming their roles and are thus poorly prepared for people management and creating the necessary conditions required for staff and students to thrive. The lack of systematic leadership as described thus has an adverse effect on productivity and employee morale. This could account for the findings in the current study. Furthermore, the data collection period might explain the contradictory findings. The university had just appointed a new leadership in key posts and was transitioning. The vision of the new leadership had yet to be shared broadly and translated by supervisors to their teams between January and February 2021. It is hard to tell whether the responses reflected on the past leadership and new executive's vision and leadership. Another factor may be the destabilising effect of Covid-19 to business life the year prior to the collection of data. Work relationships were tested and leaders faced tremendous pressure from the pandemic. The impact of the Covid-19 pandemic on the leader-employee relationship has yet to be understood.

In a constantly changing environment, leadership can contribute to employee satisfaction by generating and disseminating internal market intelligence and consequently shaping occupations and employee experiences (Edo et al., 2014). Furthermore, leadership's inability to adjust to changing circumstances limits their power and influence.

The challenges of leaders in the higher education sector are explained by Spendlove (2007) who holds higher education leaders face different challenges to business leaders which may limit their responsiveness to employee expectations. For example, the influence of government and national directives and funding models restrict the power of university leaders to act in a manner that would increase financial performance and greater voice to employees in steering the course of institutions. Aside from the above, scholars maintain that regardless of the sector, leaders must possess the universal traits such as "openness; honesty; the ability to listen, negotiate and persuade; the ability to think broadly/strategically; and to engage with people" (Bartram, 2005 cited in Spendlove, 2017, p. 211). These traits may minimise the frustrations of employees and improve work attitudes such as satisfaction and commitment. In the same vein, Kantabutra and Rungruang (2013) acknowledge the complexities faced by public sector leaders, however, they call for less reliance on rules and procedures and focus more on developing clear strategic vision, communicate it effectively and inspire motivation.

H2: Leadership and Organisational Commitment

The hypothesis of a positive relationship between the two constructs was rejected. Various studies have found contradicting evidence as noted by Kantabutra and Rungruang (2013) ranging from positive to no linkage. It is suggested by Kantabutra and Rungruang (2013, p. 162) that leaders who demonstrate high commitment to the vision, mission and organisational goals are able to stimulate commitment "by raising subordinates' level of intrinsic value associated with goal accomplishment and the follower's effort". Literature states that effective leaders inspire, motivate and emotionally engage followers (Kantabutra & Rungruang, 2013). Leadership style is once again linked to employees' organisational commitment. The rejection of H2 is not surprising given that H1 which tested the relationship between leadership and job satisfaction was also rejected. As stated by Mwesigwa et al. (2020), job satisfaction has been found to precede organisational commitment in studies. Thus the factors discussed in H1 could have contributed to H2.

H3: Communication and Job Satisfaction

The study found a positive relationship between communication and job satisfaction. This finding is in line with Tunuz (2013). Fifty percent of the respondents in this study believe that the university places significant effort in communicating with employees and 10% strongly supported this statement. It can be inferred that job satisfaction increases with the level of communication. This is because effective communication creates links between the individual and organisational goals (Altariffi, 2014). It is also suggested that communication "reduces inter-functional friction and enhances cross-functional integration between employees and management leading to better working environments" (Altariffi, 2014, p. 128). As confirmed by scholars, communication diminishes employee role ambiguity while enhancing job performance as employees have a better understanding of expectations and their role (Narteh & Odoom, 2015; du Preez & Bendixen, 2015). It must be noted that the qualitative feedback showed gaps in communication with employees expressing dissatisfaction with the inadequate amount of strategic information communicated downward and upward at departmental level. A study by White et al., (2010) found that employees appreciate receiving information that is outside of their jobs and puts them 'in the know'. This indicates a level of trust and fosters a sense of community. This creates employees who advocate for the company. Mishra et al. (2014) concur that management communication is most influential in motivating employees to render superior service as it transfers job skills and organisational knowledge giving employees an opportunity to become organisational advocates. It must be noted that Tunuz (2013) pointed to the conundrum that satisfaction with communication in one's department does not mean satisfaction with organisational communication and vice-versa. Her study, however, confirmed that departmental communication appears to have a greater influence on job satisfaction. This therefore means the institution under study must promote the flow of information and face-to-face communication especially through middle management and supervisors.

H4: Communication and Organisational Commitment

Participants agree with the statements measuring the relationship between these independent and dependent variable. The p-value for communication is the highest predictor of commitment amongst the measured dimensions, according to the correlation analysis. According to Mishra et al. (2014, p. 187), internal communication is said to result in engaged employees and exhibit

"strong emotional bonds towards their employer, recommending it to others and committing time and effort to help the organisation succeed".

H5: Training and Job Satisfaction

Results indicate that training does not have a relationship with job satisfaction. This is consistent with a study conducted in Saudi Arabia (Sohail & Jang, 2017). However, studies in the service sector by Ahmed and Rafiq (2003), and Tsai and Wu (2011) among nurses in different settings found a positive relationship between training and job satisfaction. Earlier study also found that training is positively associated with overall job satisfaction and organisational commitment (Bansal et al., 2007; Goldstein, 2003). Less than 50% of the respondents believe that the university trains employees to perform well.

An explanation for these diverging results might be the findings that training has the greatest impact on employee work attitudes (commitment) if employees believe that the organisation's programmes are motivated by a genuine concern for human development (Kinicki et al., 1992 cited in Ahmad & Bakar, 2003), holds tangible benefit to them and there are no obligations imposed on the employee. This view is supported by Bashir and Long (2015), who add that employees perceive training as a sign of care and recognition if it is complemented by support from supervisors and co-workers, fostering psychological bonds. Essentially, the impact of training is context specific and depends on the internal organizational culture. Furthermore, the effectiveness of training is dependent on other factors such as one's motivation to learn. Whilst training might be available in the organisation, the above factors contribute to employee perceptions and satisfaction. Lastly, Shen and Tang (2018) noted that literature on the effect of training on the individual and the organization is ambiguous. This may be due to the fact that there are several scales used to measure the outcomes of training. Shen and Tang (2018) also state that research has also found that education and rank rather than other variables determine the outcome of training, which were not measure in this study. In their study where they also controlled for education and the level position, the above researchers found that training influences work performance through the mediation of job satisfaction.

H6: Training and Organisational Commitment

The hypothesis is not supported therefore training does not mean employees will display organisational commitment. This corroborates a study in Saudi Arabia by Sohail and Jang (2017). Training is used to entrench organisational values meaning that with training, employees will align and dedicate themselves to the organisational vision. Other studies suggest that training has no impact on the attitudes of higher ranking employees while it has a negative effect on the lower groups (Elmadag et al., 2008). Rather, the scholars promote informal training and coaching (Elmadag et al, 2008). In New Zealand, Bartlett (2004) found a positive relationship between training and the first two orders of commitment whilst organisational commitment increased among US Navy recruits following training (Bartlett, 2001). Similar positive results were reported in Malaysia (Ahmad & Bakar, 2003). Research has found mixed results leading to scholars calling for greater attention to the training offer by companies and employee preferences (Elmadag et al., 2008).

H7: Rewards and Recognition and Job Satisfaction

The hypothesis is supported that favourable rewards lead to job satisfaction. This is line with previous studies of insurance workers in South Africa (Roberts, 2005). A study in Saudi Arabia found that rewards influence employee satisfaction (Sohail & Long, 2017). Likewise, a study at Unilever found that there is a "statistically significant, direct and positive relationship between rewards, work satisfaction and motivation" (Ali & Ahmed, 2009, p. 276). This supports the conclusion by Roberts (2005) that a change in rewards and recognition would lead to a change in satisfaction and motivation. It is important to note the warning by Bowen (2000) who states that while leadership has been a focus in employee satisfaction and service quality; rewards in actual fact are more influential than leadership in driving employee behaviour and attitudes. Yet, others warn that rewards are not effective in the long-term in sustaining performance and call for better use of non-financial rewards. That said, Lepak and Snell (2002) state that performance depends on promotion and pay, therefore, because promotions and salary are antecedents of employee motivation, it can be stated that motivated employees are more likely to be satisfied with their jobs.

H8: Rewards and Recognition and Organisational Commitment

This finding is similar to that discussed earlier under H7 (rewards and satisfaction). Rewards have a direct relationship with organisational commitment as attested by Arnett et al. (2002). Studies have found that Africans generally prefer financial rewards with younger employees preferring pay rise and career progression over intrinsic rewards (Mara & Muiruri 2016). Bowen (2000) argues that rewards in actual fact are more influential than leadership in driving employee behaviour and attitudes. Informal rewards in the form of recognition have also been highlighted to have a positive and significant relationship with organisational commitment (Mabaso & Dlamini, 2018). A study of South African academics ranked recognition above the other traditional rewards. This highlights the importance of developing a holistic rewards programme comprising both formal and informal rewards.

H9: Job Satisfaction mediates the relationship between Internal Marketing and Service Quality

The mediating role of job satisfaction between internal marketing and service quality was not supported. This is contrary to studies of Edo et al. (2014) which found that employee job satisfaction influenced service quality. The results of a negative relationship is not surprising considering that employee satisfaction was weak in this study when testing the direct influence of the dimensions of internal marketing on employee satisfaction. Only two of the four elements of internal marketing were found to contribute to employee satisfaction. Scholars cited in this study concur that the role of internal marketing is to "guarantee the satisfaction of the employees and to improve the quality of services in order to attain the satisfaction of the external customers" (Barvasad, Shanaki & Barvasad, 2015, p. 532). Likewise, Bailey et al. (2015) adds that employee satisfaction leads to higher levels of organisational commitment. The benefits are high levels of employee retention and employee production. In addition, the employees' external representation of the company is positive as well as the internal influence on colleagues.

From an age perspective, most of the respondents were of age 30 to 39-years-old at 33.1% and second highest age group was 40 to 49-years-old with 31.5%. Young people are highly mobile and low job satisfaction among this demographic presents a serious threat to the talent pipeline at the institution.

As stated by Subrahmanyam (2017) holds that employee satisfaction is the driver of service quality and by extension, customer satisfaction. Therefore, universities must pursue employee satisfaction to attain student and stakeholder satisfaction. Arena et al. (2010) surveyed nearly 12 500 Italian students and they expressed low satisfaction with administrative staff. These findings are consistent with finding in India (Subrahmanyam & Shekar, 2017) and the Durban University of Technology (Green, 2017) who found that the commitment of administrative staff to solve student queries was scored negatively by both staff and students. Poor rating of service quality has a negative impact on the efforts of IHE to reach global markets, reputational ranking and ability to attract funders and students. Improving employee satisfaction must be priority to reap maximum benefits from all the investment made by the university in staff programmes.

H10: Organisational Commitment mediates the relationship between Internal Marketing and Service Quality

This proposal is supported. This is in line with previous studies by Malhotra and Mukherjee (2004) conducted at a United Kingdom bank and the research by Tsai and Wu (2011) in Taiwan. This adds strength to the argument that organisational commitment, which in its basic form means an employee's identification with the organisation's goals, positively affects service quality. Studies conducted in IHEs have shed light on the state of organisation commitment and the outcomes of the various forms of commitment. A study conducted by Ngidi and Ngidi (2017) found that continuance commitment followed by normative commitment were high amongst employees at a South African university of technology.

It is interesting to note that the study by Tsia and Wu (2006) indicates that "employees perceive service quality as being better than internal marketing and organisational commitment". It can thus be concluded that employees view as insufficient the company's efforts to meet and satisfy their needs, as postulated by internal marketing proponents or that employees invest more in the organisation than the organisation on its employees.

5.4 Conclusions

The study findings revealed that not all of the internal marketing elements are effective in building employee satisfaction and organisational commitment. Employee perceptions of job satisfaction was low compared to organisational commitment and service quality. Employees indicated shortfalls in leadership, lack of promotion, growth opportunities, communication, and lack of promotion, training opportunities. According to Hashim and Mahmood (2012), the role of leadership is to build an environment that enables service quality; however, this must be accompanied by understanding employee attitudes. Through aligning training, promotion opportunities, rewards, and communicating effectively - organisations can improve service quality. However, we need to need note that there are some departments within the organisation that have high service quality and great managers. The teams in these departments are highly committed to their work. There are mixed feelings about the work environment as some of the participants feels that the there is no room for growth and development and some indicated that there is no collaboration and sharing of ideas as some work in silos. As articulated by Buchman (2018), silos indicate the presence of barriers to communication and open exchanges. These pose a threat to cohesion and create negative worker attitudes.

Furthermore, the mixed results may also be attributed to what scholars term ‘hidden actions or factors’ that cannot be addressed by traditional strategic incentives such as those offered under internal marketing (Gambardella, Panico, & Valentini, 2015). Scholars have argued that giving employees autonomy to make decisions about tasks or projects may be key in improving employee attitudes such as motivation, job satisfaction and organisational commitment (Gambardella et at. 2015). Such latitude is critical in the management of skilled workers, such as those found in universities to perform intensive-knowledge tasks. The personal benefit of autonomy brings personal benefit strengthening the attractiveness of the job. Other scholars suggest that the social, political and economic relevance of the institution explains the reasons why employees display signs of organisational commitment (Netswera, Rankhumise & Mavundla, 2005) despite low job satisfaction. With regards to higher education, Altarifi (2015) concluded that the influence of internal marketing on job satisfaction and organizational commitment was not substantial, therefore, there is a need to identify drivers of satisfaction and commitment.

Chapter 6 : Conclusions and Recommendations

6.1 Introduction

This chapter presents the conclusion of the study and provides recommendations for consideration by institutions implementing internal marketing with the view of enhancing employee satisfaction, organisational commitment and service quality. The limitations of the study and future research are also be discussed.

6.2 Conclusion of the Study

This study sought to examine the relationship between internal marketing and employee attitudes and behaviour - namely employee satisfaction and organisational commitment. It also sought to understand the influence of these attitudes and behaviours on service quality at an IHE in South Africa.

Institutions of higher learning play an important role in the economic development and social advancement of their respective countries as well as global society.

It has been argued that universities are the backbone of successful economies as they contribute skilled graduates through teaching; knowledge production through research and innovation. Furthermore, Pouris and Inglesi-Lotz (2014) state that universities are a key source for employment, social mobility, economic growth and economic development and thus contribute to economic prosperity and social cohesion.

These institutions therefore provide a valuable service to society and factors that affect and contribute to their sustainability and competitiveness need to be explored.

IHE depend on their employees to establish their reputation be it in academic performance or administrative excellence. It therefore becomes essential that these institutions also invest in understanding the drivers of employee satisfaction and organisational commitment in order to deliver outstanding service quality. Service quality has become even more important in light of the growing competition in the sector and the move to online learning. Online learning has

the potential to broaden access and intensify competition as students can now to study at any university in the world without needing to leave their home country.

Research literature suggest that internal marketing is correlated with employee satisfaction (Sohail & Long, 2015), organisational commitment (Malhotra & Mukherjee, 2003) and service quality (Yee et al., 2008; Edo et al., 2014). Saad, Ahmed and Rafiq (2002, p. 28) pointed out that there is "unclear empirical evidence of a positive relationship between internal marketing practices and organisational effectiveness and performance. There is even less research examining the mechanics of this linkage". This study sought to fill this gap by examining the influence of elements of internal marketing and its outcomes.

One of the major findings of this study is that job satisfaction is weak among the respondents which is contrary to previous studies examining these elements and job satisfaction (Sohail & Jang, 2017). At the same time, data display high levels of organisational commitment. In conjunction with this, employees rated themselves highly on service quality although qualitative data around service quality showed that there is a perception of variation amongst the departments. Low job satisfaction whilst service delivery is high is not unique to this study. Scholars say it is possible for employees to render high or satisfactory service quality while dissatisfied. Slocombe and Dougherty (1998 cited in Karimba, 2006) state that there are several reasons why dissatisfied employees might uphold service excellence. This might be to reap maximum benefits while scouting for better opportunities and/or to preserve their own professional reputation.

Altariffi (2014, p. 134) contends that while significant, "internal marketing is not a strong predictor of job satisfaction" in a university setting. His conclusion suggests that there are other stronger factors of job satisfaction that need to be investigated, corroborating the current study.

These findings highlight the importance of evaluating the effectiveness of internal marketing programmes within organisations, especially institutions of higher learning.

As noted by scholars, studies in higher education tend to focus on academic leaders and their competencies when moving from academic to university administrators (Spendlove, 2007) whilst neglecting the role of professional administrative employees.

6.3 Recommendations

Leadership

Studies have found that job satisfaction can be explained by leadership practices. Leaders shape work experiences through the quality of support, information and by enacting good behaviour (Wong & Laschinger, 2012). This study showed that employees hold unfavourable perceptions of their leaders and that the vision is not well communicated. This can be improved through leadership training and support programmes for all individuals who have subordinates. Leadership development must also focus on the soft aspects of management and empower managers with communication skills and how to foster healthy work environments. Leadership in departments and units plays a greater role in shaping employee job satisfaction, commitment and galvanising employee support of organisational goal (Tunuz, 2013). The strategic intent should be how to use leaders to build employee job satisfaction and organisational commitment. In many respects, management enables the attainment or failure of business goals as well the effectiveness of the internal marketing programme.

Communication

Internal communication plays a vital role in engaging employees, creating transparency, trust and collaboration in an organisation (Mishra et al., 2014). Qualitative data unearthed subtle anecdotes associated with communications dissatisfaction. Employees perceived the lack of communication about strategic matters in departments as a sign of disrespect and disregard by the institution. More effort must go towards fostering a culture of openness and information flow. Managers should aim to share other information that is not only job specific in order to improve knowledge of the organisation. This could be infused in weekly meetings where a manager introduces one fact about the institution. Welch and Jackson (2007 cited in Mishra et al., 2014, p.188) believe that "managers are critical in sharing reliable and open communications with their employees in order to promote a sense of belonging and commitment as well as helping employees to better understand the goals of the organisation". Leaders shape work experiences through the quality of support, information and by enacting good behaviour (Wong & Laschinger, 2012).

Training and development

Employees need the support of supervisors to take advantage of the training and development opportunities available at the university. There needs to be more awareness of how to access these opportunities. As stated by scholars, five variables (Bashir & Long, 2015) contribute to employee perceptions of training programmes. Supervisor support to participate in training programmes and support from colleagues who might be required to carry extra tasks while one is on training, are important drivers in employees taking advantage of training programmes. Training availability on its own is not enough for employees. Management must be encouraged to use coaching and informal training as this has been shown to be more effective than formal training programmes.

Rewards and recognition

This is an area of major concern as employees feel that they are not fairly recognised for excellent service and promotions are non-existent for support staff members. Although institutions might be constrained due to the financial crisis brought by the pandemic, Silverman (2004) states that individuals are motivated by more than money. Institutions must be innovative in how they recognise and encourage behaviours that drive organisational performance. As stated by Silverman (2004), non-financial recognition is an underutilised tool in organisations and yet are valued by employees. Non-financial rewards vary and can be as basic as a 'Thank You' from a manager; a letter from senior leadership to days off and as sophisticated as vouchers or trips to facilities owned by the institution. However, Bowen (2002) calls for care in the choice of recognition awards as 'the effect of any reward depends of the recipient". This simply means that institutions and managers must offer awards that are suitable and meaningful to individual employees in order for these to have value. Furthermore, these must be designed in a matter that accommodate employees of all ranks from cleaners to office-based workers in order to be within reach by all employees.

The promotion and career development of professional administrative staff also needs attention as this was a dominant theme in the qualitative section. Even with limited opportunities for growth, the institution could offer consultations such as career path sessions and actively encourage staff enrolments in development opportunities. An internal service such as career coaching at an individual level would help direct employees towards their better versions and

long-term goals thus helping to overcome feelings of stagnation, especially where job content and engagement are low and could possibly affect commitment and satisfaction.

Job Satisfaction

Employees are the key drivers of organisational success therefore their job satisfaction is of paramount importance. Generally, job satisfaction represent the extent to which people like or dislike the various aspects of their jobs (Ngidi & Ngidi, 2017). This report found low job satisfaction and that only two of the internal marketing elements were positively associated with job satisfaction. The consequences of job dissatisfaction are high staff turnover, job stress and burnout while high job satisfaction is linked to high productivity, better health outcomes and low absenteeism (Cheng, 2020). It is recommended that the university investigate the drivers of job satisfaction. This will help managers understand the conditions of job satisfaction in their work context. As stated by Yee et al. (2008), employee satisfaction is linked to service quality and customer satisfaction which are primary factors behind the implementation of internal marketing. In high contact services such as education, employee satisfaction is absolutely critical as the product are the acts delivered by employees. The service chain model propounds that employee satisfaction leads to service quality therefore low employee satisfaction is a risk (Sohail & Jang, 2017).

Organisational Commitment

Employee levels of organisational commitment can be improved in the organisation as only two of the four variables were found to contribute positively to this work attitude. This adds to the view that there are other drivers of organisational commitment beyond internal marketing. At the same time, employee commitment was high at the organisation as approximately 60% of the respondents that the university has "great personal meaning to them" and 63% stated that they would be happy to retire at the institution. The levels of commitment are in contrast to the low levels of job satisfaction recorded. Studies have argued that the higher the levels of job satisfaction the higher the organisational commitment (Trivellas & Santouridis, 2016). This therefore means that the institution can strengthen commitment by paying close attention to job satisfaction. Since commitment is linked to service quality (Sohail & Jang, 2017; Malhotra & Mukherjee, 2014), increased levels of commitment would result in higher levels of service

quality. It therefore follows that satisfaction is important to other work attitudes and organisational outcomes.

Service Quality

The evaluation of services provided by professional administrative staff members must be undertaken regularly across the university. This will assist to identify departments that are underperforming or areas of improvement. University lecturers are evaluated regularly by students and institutions invest a lot of resources in ensuring that their academic reputation meets and exceeds student expectations. A similar approach must be adopted for staff in support services. This is one of the steps to enhance service quality. Respondents highlighted the need for ongoing training to entrench service excellence and promote the spirit of cooperation amongst departments. Variations in service quality and silos overall undermine the work of dedicated individuals and the general reputation of institutions.

6.4 Suggestions for future research

The study used a self-rating instrument which, although is widely used in research, this form of assessment can be considered biased as respondents can rate themselves highly. Future studies should conduct parallel studies that measure employee perceptions of service quality against those of the customers in order to get a better sense of the levels of service quality and the real impact of internal marketing in higher education. The scale used to measure perceptions of training by internal marketing can be refined and keep up with those used by Bartlett (2001), Ahmad and Bakar (2003) and Bashir and Long (2015) which measure the five dimension of training. This will ensure a more robust and relevant scale aligned with the human resources field as internal marketing uses elements from this discipline.

The study finding cannot be assumed to be representative due to the low response. Only 254 participants responded out of a sample of over 3000 professional administrative staff members employed for more than two years by the institution. Future studies must strive for larger responses and consider the digital divide and literacy gap that exists in South Africa. This study,

however, attempted to provide a brief explanation of each of the constructs before listing the questions in order to provide context so that respondents provide informed responses.

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APPENDIX A: RESEARCH INSTRUMENT

Employee perceptions of internal marketing and service quality at a South African University

My name is Buhle Zuma. I am completing a Masters of Management degree specialising in Strategic Marketing at the Wits Business School.

In order to complete this qualification, I need to submit a research report. My topic is Employee Perceptions of Internal Marketing and Service Quality at a South African University. In sum, the research seeks to understand the influence of some of the tools aimed at promoting job satisfaction, organizational commitment and service quality.

I would be grateful if you could grant me 10 - 15 minutes of your time to complete my survey regarding the above.

Participation is voluntary and you may withdraw at any stage. There are no direct benefits from participating in this research nor are there penalties for not participating. Information supplied is only for academic purposes and no one can identify you as no personal details are collected.

As a participant, you are welcome to request a copy of the research results once concluded. If you have questions regarding this study, you may contact me at Buhle.Zuma@wits.ac.za or my research supervisor Dr Yvonne Saini at Yvonne.Saini@wits.ac.za

Thank you

Employee perceptions of internal marketing and service quality at a South African University

Section A

Background Information

This section of the survey gathers biographical information in order to allow me to compare differences and similarities between groups of respondents. Once again, you are assured that your response will remain anonymous. Your cooperation is appreciated.

Q1

How long have you worked at Wits University (if less than two years, please do not continue with the survey)?

2-5 years

6-10 years

11-15 years

16+ years

Q2

Please indicate your Age Group in years?

20-29

30-39

40-49

50-59

60+

Q3

What gender do you identify with?

Male

Female

Prefer not to say

Other:

Q4

Ethnicity- Indicate your ethnic group

African

Indian

Coloured

White

Asian

Prefer not to say

Other:

Q5

Are you based inside a Faculty or outside Faculty?

Inside Faculty

Outside Faculty

Q6

What is your current job grade?

1-4

5-6

7-9

10+

Leadership and Vision

Leadership is a process of influencing others to achieve certain goals and requires qualities that enable the leader to manage, motivate and earn the respect of others.

Please answer following questions:

Q1

The University offers employees a vision that we can believe in

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q2

The University's vision is well communicated to all employees

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q3

Senior management has the ability to move the university forward

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q4

Management holds regular meeting with employees

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Internal Communications

Is the spread of information amongst organizational members? It serves to convey amongst other things the vision, goals and expectations of the organization. Internal communication occurs between managers and employees as well as between organization and employees. It is a two-way exchange of information.

Q1

The University places considerable effort in communicating with employees

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q2

Our internal communication is consistent with our advertising to external customers

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q3

Managers are open to receive suggestions from the employees and make an effort to implement them

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q4

The internal communication helps in building a strong work culture

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q5

In this University I can express opinion freely in an open atmosphere

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Training and Development

Equips employees with skills to perform their jobs satisfactory and/or empowers employees with skills to fulfill their goals for the future

Q1

The University trains employees to perform well

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q2

There are considerable opportunities for improving oneself

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q3

The University sets aside adequate resources to train its staff

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q4

The training and development program is clearly directed at creating the competencies that are important to our university

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Rewards and Recognition

Rewards are provided for achievement and maintenance of service standards or excelling. These can be financial or non-financial and are different to wages/salary.

Q1

Our University applies the system of incentives and benefits for staff

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q2

Our rewards system is linked to our University's goals

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q3

Employees providing excellent services are rewarded for their efforts

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q4

All staff members know how and why awards and rewards are granted

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q5

I am praised regularly for my work

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q6

I receive constructive criticism about my work

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q7

I get credit for what I do

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q8

I am told I am making progress

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Employee Satisfaction

Refers to an emotional state that results from the assessment of an individual's job and relates to the extent to which people feel satisfied or dissatisfied with their job.

Q1

I am satisfied with my salary

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q2

I am satisfied with the nature of my job

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q3

I am satisfied with the relationship of my fellow workers

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Q4

I am satisfied with the supervision from my superior

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Please feel free to comment on job satisfaction?

Your answer



Organisational Commitment

Refers to an individual's feelings towards the entire organization and their level of identification with and involvement in the organization

Q1

This University has a great deal of personal meaning for me

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q2

I really feel as if the University's problems are my own

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q3

I would be happy to spend the rest of my career with this University

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q4

Too much in my life would be disrupted if I decided I wanted to leave the University now

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q5

I feel that I have too few options to consider leaving this University

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q6

One of the negative consequences of leaving this organization would be the scarcity of available alternatives

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q7

Even if it were to my advantage, I do not feel it would be right to leave the University now.

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q8

I would not leave the University right now because I have a sense of obligation to the people in it.

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q9

This organization deserves my loyalty

Strongly disagree

Disagree

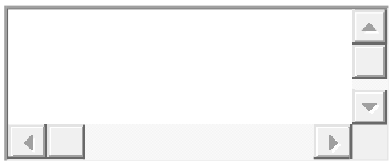
Neutral

Agree

Strongly Agree

Is there anything that you wish to add on Organizational Commitment?

Your answer



Service Quality

Service quality refers to the extent to which a service meets, exceeds or fails to meet the expectations of a customer.

Q1

I can understand the specific needs of my students/staff/partners

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q2

When I promise a students/staff/partners that I will do something by a certain time, I do so

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q3

I perform the service right the first time

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q4

When problems occur, I give them all my attention in an effort to solve them speedily

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q5

I give prompt service to students/staff/partners

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q6

I always explain to the students/staff/partners each and every step I take to attend to their questions (e.g. Why a call has to be transferred)

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q7

I treat all students/staff/partners courteously

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q8

I have the knowledge and ability to answer students/staff/partners questions

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q9

When a student/staff/partners has a problem, I provide them with individual attention

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Q10

My behaviour instils confidence in my students/staff/partners

Strongly disagree

Disagree

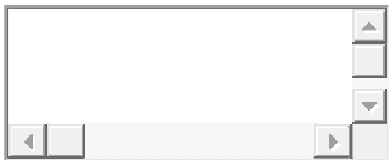
Neutral

Agree

Strongly Agree

Kindly comment on Service quality?

Your answer



APPENDIX B: Statistical Report

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
Satisf	<---	Leadersh	.053	.249	.213	.831	par_32
Satisf	<---	Communic	.635	.272	2.333	.020	par_33
Satisf	<---	Train	-.058	.130	-.445	.657	par_34
Commint	<---	Train	-.045	.119	-.381	.703	par_35
Commint	<---	Communic	.933	.302	3.090	.002	par_36
Commint	<---	Rewar	-.253	.105	-2.416	.016	par_37
Satisf	<---	Rewar	.219	.103	2.129	.033	par_38
Commint	<---	Leadersh	-.164	.250	-.657	.511	par_39
Qualit	<---	Commint	.064	.031	2.075	.038	par_40
Qualit	<---	Satisf	.009	.025	.371	.711	par_41
Leadership4	<---	Leadersh	1.000				
Leadership2	<---	Leadersh	1.263	.158	8.003	***	par_1
Leadership1	<---	Leadersh	1.162	.146	7.981	***	par_2
Communication5	<---	Communic	1.000				
Communication4	<---	Communic	.667	.082	8.137	***	par_3

			Estimate	S.E.	C.R.	P	Label
Communication3	<---	Communic	.941	.089	10.576	***	par_4
Communication2	<---	Communic	.550	.073	7.575	***	par_5
Commumication1	<---	Communic	.709	.080	8.890	***	par_6
Training4	<---	Train	1.000				
Training3	<---	Train	1.138	.081	13.995	***	par_7
Training2	<---	Train	1.053	.094	11.147	***	par_8
Training1	<---	Train	1.253	.102	12.277	***	par_9
Reward8	<---	Rewar	1.000				
Reward7	<---	Rewar	1.011	.064	15.798	***	par_10
Reward6	<---	Rewar	.612	.066	9.322	***	par_11
Reward5	<---	Rewar	1.149	.064	17.932	***	par_12
Reward4	<---	Rewar	.545	.063	8.701	***	par_13
Rewrd3	<---	Rewar	.581	.068	8.596	***	par_14
Reward2	<---	Rewar	.576	.066	8.717	***	par_15
Satisfaction4	<---	Satisf	1.000				
Satisfaction3	<---	Satisf	.520	.085	6.148	***	par_16
Satisfaction2	<---	Satisf	.797	.109	7.341	***	par_17
Satisfaction1	<---	Satisf	.491	.104	4.732	***	par_18
Commintment9	<---	Commint	1.000				

			Estimate	S.E.	C.R.	P	Label
Commintment8	<---	Commint	1.420	.144	9.850	***	par_19
Commintment7	<---	Commint	1.180	.140	8.445	***	par_20
Commintment6	<---	Commint	.160	.114	1.404	.160	par_21
Commintment4	<---	Commint	1.029	.137	7.532	***	par_22
Commintment3	<---	Commint	1.235	.130	9.492	***	par_23
Commintment2	<---	Commint	.639	.109	5.852	***	par_24
Quality1	<---	Qualit	1.000				
Quality2	<---	Qualit	2.121	.407	5.208	***	par_25
Quality4	<---	Qualit	2.111	.390	5.417	***	par_26
Quality5	<---	Qualit	1.977	.369	5.364	***	par_27
Quality6	<---	Qualit	2.211	.416	5.315	***	par_28
Quality7	<---	Qualit	2.132	.392	5.441	***	par_29
Quality8	<---	Qualit	2.124	.400	5.310	***	par_30
Quality9	<---	Qualit	2.115	.390	5.417	***	par_31

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
Satisf	<---	Leadersh	.042
Satisf	<---	Communic	.647
Satisf	<---	Train	-.055

			Estimate
Commint	<---	Train	-.050
Commint	<---	Communic	1.105
Commint	<---	Rewar	-.354
Satisf	<---	Rewar	.264
Commint	<---	Leadersh	-.151
Qualit	<---	Commint	.202
Qualit	<---	Satisf	.034
Leadership4	<---	Leadersh	.567
Leadership2	<---	Leadersh	.742
Leadership1	<---	Leadersh	.737
Communication5	<---	Communic	.731
Communication4	<---	Communic	.537
Communication3	<---	Communic	.691
Communication2	<---	Communic	.500
Commumication1	<---	Communic	.585
Training4	<---	Train	.738
Training3	<---	Train	.747
Training2	<---	Train	.749
Training1	<---	Train	.847

			Estimate
Reward8	<---	Rewar	.856
Reward7	<---	Rewar	.816
Reward6	<---	Rewar	.555
Reward5	<---	Rewar	.887
Reward4	<---	Rewar	.525
Rewrd3	<---	Rewar	.519
Reward2	<---	Rewar	.525
Satisfaction4	<---	Satisf	.682
Satisfaction3	<---	Satisf	.458
Satisfaction2	<---	Satisf	.561
Satisfaction1	<---	Satisf	.345
Commintment9	<---	Commint	.622
Commintment8	<---	Commint	.825
Commintment7	<---	Commint	.656
Commintment6	<---	Commint	.096
Commintment4	<---	Commint	.569
Commintment3	<---	Commint	.772
Commintment2	<---	Commint	.421
Quality1	<---	Qualit	.352

			Estimate
Quality2	<---	Qualit	.654
Quality4	<---	Qualit	.768
Quality5	<---	Qualit	.744
Quality6	<---	Qualit	.707
Quality7	<---	Qualit	.784
Quality8	<---	Qualit	.713
Quality9	<---	Qualit	.768

Covariances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
Leadersh	<-->	Communic	.433	.070	6.216	***	par_42
Leadersh	<-->	Train	.306	.055	5.596	***	par_43
Leadersh	<-->	Rewar	.324	.061	5.326	***	par_44
Train	<-->	Rewar	.456	.067	6.784	***	par_45
Communic	<-->	Rewar	.576	.078	7.409	***	par_46
Communic	<-->	Train	.467	.067	6.992	***	par_47
e39	<-->	e42	-.055	.013	-4.178	***	par_48
e18	<-->	e19	.370	.057	6.492	***	par_49
e19	<-->	e20	.282	.057	4.907	***	par_50
e28	<-->	e31	.299	.072	4.142	***	par_51

			Estimate	S.E.	C.R.	P	Label
e1	<-->	e7	.271	.055	4.900	***	par_52
e10	<-->	e11	.181	.047	3.809	***	par_53
e18	<-->	e20	.233	.053	4.436	***	par_54
e33	<-->	e47	.045	.016	2.832	.005	par_55

Correlations: (Group number 1 - Default model)

			Estimate
Leadersh	<-->	Communic	.842
Leadersh	<-->	Train	.637
Leadersh	<-->	Rewar	.531
Train	<-->	Rewar	.625
Communic	<-->	Rewar	.737
Communic	<-->	Train	.757
e39	<-->	e42	-.313
e18	<-->	e19	.472
e19	<-->	e20	.341
e28	<-->	e31	.314
e1	<-->	e7	.368
e10	<-->	e11	.340
e18	<-->	e20	.305

			Estimate
e33	<-->	e47	.226

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Leadersh	.401	.090	4.471	***	par_56
Communic	.660	.102	6.442	***	par_57
Train	.576	.090	6.406	***	par_58
Rewar	.926	.112	8.277	***	par_59
e45	.173	.064	2.694	.007	par_60
e46	.227	.056	4.034	***	par_61
e47	.045	.016	2.755	.006	par_62
e1	.848	.085	9.986	***	par_63
e3	.524	.067	7.839	***	par_64
e4	.456	.057	7.937	***	par_65
e5	.574	.061	9.487	***	par_66
e6	.727	.068	10.676	***	par_67
e7	.640	.065	9.892	***	par_68
e8	.598	.055	10.779	***	par_69
e9	.636	.061	10.502	***	par_70
e10	.481	.054	8.908	***	par_71

	Estimate	S.E.	C.R.	P	Label
e11	.590	.067	8.800	***	par_72
e12	.499	.055	9.008	***	par_73
e13	.356	.053	6.749	***	par_74
e14	.337	.041	8.172	***	par_75
e15	.477	.053	9.055	***	par_76
e16	.779	.072	10.772	***	par_77
e17	.333	.046	7.165	***	par_78
e18	.724	.067	10.831	***	par_79
e19	.848	.078	10.842	***	par_80
e20	.806	.074	10.829	***	par_81
e22	.733	.091	8.068	***	par_82
e23	.648	.062	10.401	***	par_83
e24	.879	.090	9.722	***	par_84
e25	1.136	.105	10.827	***	par_85
e26	.745	.074	10.045	***	par_86
e27	.446	.063	7.123	***	par_87
e28	.869	.089	9.756	***	par_88
e29	1.311	.117	11.230	***	par_89
e31	1.041	.101	10.262	***	par_90

	Estimate	S.E.	C.R.	P	Label
e32	.488	.058	8.365	***	par_91
e33	.892	.082	10.843	***	par_92
e35	.337	.030	11.084	***	par_93
e36	.287	.028	10.377	***	par_94
e38	.148	.015	9.548	***	par_95
e39	.150	.016	9.408	***	par_96
e40	.233	.023	10.077	***	par_97
e41	.135	.014	9.354	***	par_98
e42	.207	.021	9.669	***	par_99
e43	.148	.016	9.549	***	par_100

Appendix C: Ethics Clearance Letter

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF GRADUATE SCHOOL OF BUSINESS ADMINISTRATION ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE **PROTOCOL NUMBER** WBS/SM0419274A/628

PROJECT TITLE	Employee Perceptions of Internal Marketing and Service Quality at a South African university.
INVESTIGATOR	Ms Buhle Zuma
SCHOOL/DEPARTMENT OF INVESTIGATOR	MM (Strategic Marketing)
DATE CONSIDERED	24 November 2020
DECISION OF THE COMMITTEE	Approved unconditionally
RISK LEVEL	MINIMAL RISK
EXPIRY DATE	30 JUNE 2021

ISSUE DATE OF CERTIFICATE 15 December 2020 **CHAIRPERSON** _____

(Dr MDJ Matshabaphala)

cc: Supervisor: Dr Saini

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am are authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.

Signature **Date** 20/12/2020