
**THE ELEMENTS OF INTERNAL MARKETING AT A HIGHER EDUCATION INSTITUTION:
A Study of the Perceptions of Teaching Staff**

Josiane da Luz

*Administration Graduate Program, University of Vale do Itajaí - UNIVALI
Street: João Coan, n° 400, Universitário, Biguaçu, Brazil - Cep:88161-064
E-mail: josiluz@univali*

Ricardo Boeing

*Administration Graduate Program, University of Vale do Itajaí - UNIVALI
Rua: João Coan, n° 400, Universitário, Biguaçu, Brazil - Cep:88161-064
E-mail: boeing@univali.br*

ABSTRACT

This paper presents an analysis of the perceptions of teaching staff at a higher education institution of the elements of internal marketing. Multivariate statistical analysis was used to investigate 14 elements of internal marketing chosen on the basis of work by Vasconcelos (2004). This is a descriptive, quantitative study based on primary data collected by survey. According to the teaching staff's perceptions, several elements had high or low mean scores for agreement. The statistical results identified certain elements that were significant with relation to faculty members' sociodemographic profiles, including personal development, organizational climate, performance assessment system, information about the institution's performance and identification with the institution. Pearson's correlation coefficients showed that all elements were positively correlated.

Keywords: *internal marketing; elements of marketing; internal customer.*

1. INTRODUCTION

Over the years, research investigating management has discussed many pertinent aspects of the modern market scenario into which organizations fit and many studies have contributed to evolving and extending understanding of the resources that organizations are able to manage in the quest for organizational success.

An organization's success is founded on a variety of different factors and also involves its various different departments. Two of the most important are the human resources and marketing functions, because they are intimately related to organizational resources and are indispensable to attaining good organizational performance.

One element of this wider scenario is "internal marketing", which is concerned with implementing the vision that employees are "internal customers" and jobs are "internal products" and that it is necessary to offer internal products that satisfy the requirements and wishes of these customers, utilizing marketing as a tool for achieving organizational objectives (Berry & Parasuraman, 1991; Saad, Ahmed & Rafiq, 2002).

Considering the objectives of internal marketing in the light of the objectives of Higher Education Institutions (HEI), it appears relevant to study the real perceptions of HEI teaching staff, working from the assumption that these perceptions will play an important role in the services provided, since the services they provide are part of the dimensions of higher education services quality. (Parasuraman, Zeithmal & Berry, 1981; Denton, 1990; Johnston, 1995).

It was therefore decided to investigate the 14 elements of internal marketing identified by Vasconcelos (2004), thereby filling the gap left by an absence of analysis using multivariate statistics. This study will provide up-to-date information about the higher education sector, with a focus on one internal public - the teaching staff. It is of relevance to study this specific population because its members are part of the core services provided by the organization, which are teaching services. The study also therefore focuses on a public that plays an essential role in the HEI. Specifically, this study was conducted in order to answer the following research question: what are the perceptions of a Higher Education Institution's teaching staff about the institution's internal marketing elements?

2. THEORETICAL FRAMEWORK

This section presents a review of the theoretical literature on the central themes covered in the paper, starting with an introduction to the concepts and dimensions of internal marketing. Working from both historical and contemporary perspectives, the functions and dimensions that make up internal marketing will be highlighted. Finally, the foundations of internal marketing in higher education institutions will be discussed.

2.1 History and concepts of internal marketing

It can be assumed that there are a variety of ways to employ marketing in organizations and marketing is an important element in many different areas of management. In turn, internal marketing is a management approach based on principles of meeting the needs and wants of internal customers (workers) with the objective of enabling the organization to meet the requirements and wishes of its end customers.

A review of the historical evolution of studies conducted on the subject of internal marketing reveals that they first began to appear during the 1970s, with work by Sasser and Arbeit (1976), Berry (1976) and George (1977), who were already emphasizing the point that a service organization's employees are its first market. At that time, these authors were focusing their attention on the concept of marketing oriented towards the external client, but these studies also considered the organization's internal customers and highlighted an awareness of the need to satisfy the demands of both groups of customers (Papasolomou- Doukakis & Kitchen, 2004)

From a historical perspective, Morgan (2004) states that internal marketing was originally developed in the 1970s by several researchers in the United States and that these authors focused their work on service companies and their effectiveness. Internal marketing was primarily used by organizations that work with services as a tool for assessing training requirements and cultural problems at the point of sale (service encounters).

In Brazil, an equivalent expression to "internal marketing" was coined in 1991, in the form of the word "*Endomarketing*". The word was patented by Saul Bekin, who describes using the term for the first time in 1975, when he was product manager at Johnson & Johnson. Bekin also claims that this was a novel, Brazilian, creation that was the result of a personal and professional need to define a new area of activity. He considers endomarketing to consist of marketing activities aimed at the employees of a company and designed to motivate them to achieve the alignment needed to achieve the organization's objectives and targets.

It is worth noting that the term is based on the prefix "endo", from the Greek *endon*, meaning "within", combined with the term created and celebrated by the Americans, to give the idea that the marketing techniques directed at external customers can be applied to internal customers (Carvalho, 2009).

Among the different conceptual perspectives on internal marketing, authors such as Gronroos (1981); George (1990); Varey (1995); Bansal, Mendelson and Sharma (2001); Kale (2007); Aburoub, Hersh and Aladwan (2011); Abzari, Ghorbani and Madani (2011); and Bellaouaied and Gam (2011) describe internal marketing as a management strategy, focusing exclusively on the services sector and identifying it as a management practice. A wider view can be found in work by Gronroos and Gummensson (1985), Gummensson (1987) and Vrontis, Thrassou and Zin (2010) who do not restrict their study of internal marketing to the services sector, but also investigate the industrial sector, focusing on manufacturers of industrial goods.

Notwithstanding, these authors highlight similar concepts. Varey (1995), describes internal marketing as the process of selling the concept of customer service to the employees in such a way that they internalize different, and more appropriate, values, which in turn is expected to provoke changes in their attitudes and behavior. When applied in the services sector, the objective of internal marketing is identification and satisfaction of the needs of employees as individuals and as service providers.

The expression internal marketing emerged from the assumption that employees are part of an organization's internal market and that this market requires training and motivation of employees if the needs and expectations of the external clients are to be met (Ahmed & Rafiq, 2003; Papasolomou-Doukakis & Kitchen, 2004; Vrontis, Thrassou & Zin, 2010; Aburoub, Hersh & Aladwan, 2011; Shekay et al., 2012)

2.2 Dimensions of internal marketing

When internal marketing is implemented in organizations there are a number of important dimensions that should be taken into consideration right from the planning stage. Several authors (Ahmed & Rafiq, 1995, 2000; Varey, 1995; Ballantye, 2000; Gronroos, 2003; Kale, 2007) have listed elements that should be adapted to these dimensions at the point of application. Chart 1 contains descriptions of the dimensions of internal marketing identified by a selection of authors.

As can be observed from Chart 1, certain dimensions are highlighted by several authors. There is, for example, agreement with relation to motivation, remuneration and compensation, and also with relation to the need for and/or relevance of training, development, leadership, communications, the physical environment, teamworking and customer focus. In addition to these items, other authors have focused on aspects such as organizational change, succession and interdepartmental relationships, among others.

2.3 Internal marketing in higher education institutions

In the modern world, many different types of organizations use marketing as a tool, including those dedicated to the provision of services. It has been observed that organizations in this sector, which includes higher education institutions, are using marketing with ever greater intensity and concerning themselves with the market as never before.

In common with other organizations, HEI have had to take into account the changes in market paradigms over recent years and have begun to identify new market demands, as generally occurs when the relationships between consumer and supplier are changed. This is taking place in HEIs in the same manner as in other organizations, with investment in professionalization of their internal departments, such as those responsible for finance and people management and for educational marketing, among others (Gomes; Hoetgebaum & Silveira, 2008).

Martins, Teixeira and Silva (2009) claim that today's organizations/institutions are witnessing a shift towards valuing creation and fostering of lasting and lucrative relationships with modern consumers. Trevisan (2002) states that it is widely understood that marketing is essential to the survival of the majority of organizations and that this includes institutions with responsibility for education; and points out that as the majority of organizations' "reason for existence" is rooted in their customers, the reason for existence of educational institutions is their students.

Trevisan (2002) and Perfeito et al. (2004) have discussed the concept of marketing and its application to educational institutions, stating that educational marketing fulfills several functions that help institutions to correctly identify customers' needs and demands, but they also warn against forgetting that if the institution does not have high quality programs and services that meet the requirements of its target public, then no matter how hard marketing professionals work or how much effort they expend, all will be in vain.

As such, quality in education becomes more and more linked with the market principles of productivity and profitability, leading to the emergence of a logic of competition between HEIs. Therefore, just as is the case of a product set out on a supermarket shelf, these institutions also need to advertise the tangible attributes (material and human resources) and intangible attributes (quality, image, legitimacy, experience and credibility), which will enable them to meet the challenges of an ebullient market and ensure competitive advantages (Vergara & Amaral, 2010). Within this context of the elements that comprise educational services, internal marketing has a relevant role to play, particularly when implemented in higher education institutions.

Nunes et al. (2008) has illustrated how the concept of integration between different areas is not reflected in HEI management models, since these institutions are traditionally split between academic departments, in which the service provided is created in offices and delivered in the classrooms, and administrative departments, comprising finance, infrastructure and human resources, which as a rule have distinct aims and activities. Considering that the teaching staff have significant strategic importance within an HEI, it must be accepted that good teachers are key elements in this segment of the organization. In common with any other professional, teaching staff also have objectives, needs and expectations with relation to their work and their working environment. For their part, HEIs should not neglect such aspects if they do in fact wish to value their internal markets (employees) (Vasconcelos, 2005).

2.2 Research hypotheses

In studying the teaching staff of a specific HEI, the first step was to define the characteristics of the target population, before surveying their perceptions of the internal marketing elements, in order to determine whether there are significant differences in perceptions of the internal marketing elements that could be linked to the population's sociodemographic profile. Bispo (2006) states that models designed to investigate employees' perceptions should take into consideration the internal factors that have influence in the organization and that the organization itself can have a direct impact on these factors, in order to improve results for organization, customers and employees. In view of this, in the present study the employees' profiles, in terms of gender, years working for the HEI and hours worked per week, were analyzed to determine whether they might reveal internal

elements such as retention and external elements such as gender that influence the teaching staff's perceptions of the elements of internal marketing.

Echoing Soares et al. (2009), it should be emphasized that teaching is an essentially relational activity, in which the quality of interactions is reflected in development of social and academic competencies by students. The success of these interactions will tend to vary as a function of social abilities and sociodemographic indicators.

H1 – There will be significant differences in teaching staff's perceptions of internal marketing elements that can be related to sociodemographic variables

While many authors identify several different elements of internal marketing, they do not all list the same elements and overall consensus is lacking. In terms of partial consensus, there is agreement that internal marketing precedes external marketing. Before the organization works on its external market, a series of procedures, activities and measures should be put in place on the internal level. The more integrated a company is, the greater its chances of successfully serving its external clients (Vasconcelos, 2003; Azevedo, 2004). This indicates that internal marketing elements must be integrated to ensure organizational success, whether internal or external. Internal marketing includes strategies which, when applied appropriately for a given type of organization, can improve the relationship between employees and company, achieving alignment between individual and organizational objectives through participatory management (Bochi, 2011). In view of the above, the following research hypothesis was formulated.

H2 – There will be correlations between internal marketing elements according to the perceptions of the HEI teaching staff.

3. RESEARCH METHODOLOGY

The research methodology employed is quantitative, because the intention was to understand a phenomenon and establish relationships between the institutions studied, the people involved and the phenomenon in question. Quantitative approaches have their roots in the positivist paradigm, which works from the assumption that there is an objective reality subject to natural laws, such as cause and effect, and that there are universal truths that can be discovered by means of investigation (Alves-Mazzotti & Gewandsznajder, 2004; Hayati, Karami & Slee, 2006; Lima, 2011; Ramos, 2012).

This study is also descriptive and, according to Godoy (1995b); Vieira (2002); Deslaurie and Kérisit (2008), this type of research frames the issue of organisms and of those involved in the form of questions related to details, seeking information on context which will provide a basis for directing the research and explaining its findings.

Still with relation to research methods, this study employs the survey approach, which is primarily centered on an interest in producing quantitative descriptions of the population and which employs predefined data collection instruments (Freitas et al., 2000).

The data collection technique was designed to acquire primary data, seeking information to answer the research question, and employing a questionnaire as the data collection instrument. Roesch (1996) states that the questionnaire is the most common instrument used in quantitative research attempting to measure phenomena, because of the functionality it offers for surveying data related to samples.

The questionnaire used was developed from the starting point of an instrument used by Vasconcelos (2004), in which 17 internal marketing elements were investigated using a questionnaire containing 60 questions and administered to teaching staff at a higher education institution. All items were in the 5-point Likert format, with responses varying from "completely disagree" to "completely agree". That instrument was adapted to fit the focus of this study and to the situation at the HEI investigated, with the result that while it still covered all 17 elements, some of them were collapsed together so the final instrument used in data collection contained 14 elements and 42 items.

The elements surveyed were as follows: (1) Personal Development (2) Information about the Institution's Performance and Identification with the Institution (3) Relationship with Superiors in the Hierarchy (4) Job Satisfaction (5) Communication Processes (6) Teaching as a Profession: Commitment and Autonomy (7) Student-orientation (8) Teachers' Performance Assessment System (9) Teamworking (10) Human Resources Policies (11) Infrastructure (12) Organizational Climate (13) Interdepartmental Relationships (14) Remuneration.

The study participants comprised 177 faculty members at the institution, which was an intentional sample. Mattar (2005) points out that one strategy that is often used in intentional sampling is to choose cases judged to be typical of the population in which the researcher is interested, assuming that errors of selection judgment will tend to counterbalance out.

Initially, in order to determine the applicability of the data collection instrument, its reliability was calculated using Cronbach's alpha. The statistical reliability of the 42 questions related to elements of internal marketing was 0.951, which is considered very good. It was decided to analyze reliability of the instrument as a whole, rather than variable by variable, because this practice consolidates the elements comprising the questionnaire.

Multivariate statistical analysis was employed. Hair et al. (2005) state that multivariate analysis denotes any type of statistical method that simultaneously analyzes multiple measurements for each individual object of investigation.

Student's *t* test for independent samples was used to test for significant differences between perception of elements by sex. The *t* test evaluates the statistical significance of differences between means for two independent samples (Hair et al., 2005). In addition to the *t* test, analysis of variance (ANOVA) was also applied. Malhotra (2006) points out that ANOVA analysis of variance is used to test the means for two or more populations. Analysis of variance is employed to determine the probability that differences in means from different groups have occurred merely as a result of sampling error (HAIR et al., 2005).

Finally, correlations were also tested. Barbetta (2001) states that Pearson's linear correlation coefficients are appropriate for describing linear correlations between data on two quantitative variables. These methods were chosen to meet the research objectives, employing appropriate techniques to analyze the results.

4. RESULTS AND DISCUSSION

4.1 *Characteristics of the sample*

The study sample comprised 177 faculty members, 79 (45%) of whom were female and 98 (55%) of whom were male.

It was observed that the majority of these faculty members were aged from 30 to 39 (36.2%) or from 40 to 49 (31.6%). Comparatively, there were many fewer professionals in the 23 to 29 (7.9%) and over 50 (24.3%) age group.

The greatest percentage of teaching staff were in the 30 to 49 age group, which can be explained by a combination of the time of life at which most teachers enter the profession and by the length of time they had spent in the profession. It is also notable that this profile of the teaching staff shows that they are less likely to remain in the career after 50 years of age.

With regard to sex and age distribution, it was observed that there were more male teaching staff in the "23 to 29", "40 to 49" and "over 50" age groups. Females were only in the majority in the "30 to 39" band, which is the band with the greatest number of staff. It was observed that among the teaching staff at the campuses investigated, the women were younger than the men. More than half (52%) of the sample worked between 30 and 39 hours per week. Just 6% of the sample worked at the institution for 10 hours or less per week.

Almost half of the sample (49.7%) had been at the institution for more than 10 years, which demonstrates that the faculty members surveyed are knowledgeable Academic staff who had been working at the institution for 5 to 10 years accounted for 18.6% of the sample and 10.7% of the faculty members surveyed had spent 3 to 5 years at the institution.

4.2 *Descriptive analysis of the elements that make up internal marketing*

The elements of internal marketing with the **greatest mean score for agreement** were: **Relationship with Superiors in the Hierarchy; Job Satisfaction and Teaching as a Profession: Commitment and Autonomy**, with **mean scores of 4.2** (bearing in mind that response categories ranged from 1: completely disagree, to 5: completely agree).

It is important to point out that these elements with high mean scores are all important parts of the internal marketing mix. For example, Saad, Ahmed and Rafiq (2002), Galpin (1997), Berry and Parasuraman (1991) and Vasconcelos (2004) all list leadership among the elements to be measured in internal marketing.

With regard to the element Job Satisfaction, Papasolomou, Doukakis and Kitchen (2004) state that employee job satisfaction is reflected in the level of service provided to both the internal and external customers of an organization.

With relevance for the element Teaching as a Profession: Commitment and Autonomy, Morin (2001) reports that one of the principal indicators of an effective organization is its employees' commitment to their work.

Items with the **lowest agreement scores** also merit attention. These were the elements **Information About the Institution's Performance and Identification with the Institution**, and **Human Resources Policies**, both with a **mean of 3.2** and **Remuneration** with a **mean of 3.1**.

With relation to Information About the Institution's Performance and Identification with the Institution, Cardim (2007) states that the institution's management should concentrate power, but that it is necessary to publicize the results achieved, exceeding the continuous improvements of the institution's total quality.

An organization's intangible assets, such as its human resources, play a crucial role in its success. This can be especially apparent in services organizations, that rely on a competent and service-oriented workforce, which is an important parameter for ensuring the lasting success of an organization (Javadein et al., 2011).

Neto (2006) points out that the remuneration system is useful for directing individual and organizational behavior, and for creating values, influencing changes in processes and structures to fit the objectives and results desired.

4.3 Investigation of associations between sociodemographic characteristics of the teaching staff and their perceptions of internal marketing elements

After analyzing the internal marketing elements that are part of the HEI's human resources policy and the profile of the faculty members, and after calculation of means and standard deviations for the elements investigated, analyses were conducted to determine whether there were significant differences in perceptions of internal marketing elements that could be associated with the sociodemographic variables of respondents. To achieve this it was necessary to use Student's *t* test, which is used to compare independent samples.

When the sample was broken down by sex, just two elements exhibited significant differences: the elements **Personal Development** and **Organizational Climate**. In other words, female and male faculty members had significantly different perceptions of these elements.

It can be observed in Table 1 that the mean scores for the element Personal Development were significantly different ($p = 0.047$), with the mean response from male staff significantly higher than the mean response chosen by females. Gonçalves (2009) states that personal development of teaching staff must be aligned with the organizational development of the educational institution. Table 1 also shows that mean scores for the element Organizational Climate were significantly different ($p = 0.015$), once more with a higher mean among males than females. Such differences are common, and, as a consequence, reveal conflicts that can be predicted and ameliorated, but not extinguished. This is a result of the dynamic and changeable character of the organizational climate (Mól et al., 2010).

Analysis of variance was conducted for age group, with the same objective for which the *t* test had been used, i.e. to test for the possible existence of significant differences between perceptions of the elements by respondents in different age groups, as illustrated in Table 2.

As shown in Table 2, the only element that exhibited significant difference between different age groups was Performance Assessment System ($p = 0.040$). For this element, the ANOVA mean squares were statistically different at 2.818 inter-group and 0.997 intra-group, providing evidence of inter-group variability, i.e. the means were significantly different. For the other elements of internal marketing, means were not significantly different

The Tukey post hoc test for multiple comparisons was then used to identify in which age group this occurred. It was found that there were significant differences between the age groups "23 to 29" and "30 to 49" and between "23 to 29" and "40 to 49". There was no significant difference between the age groups "30 to 49" and "40 to 49" and the "over 50" age group was not significantly different from any of the other three age groups.

With regard to the element Performance Assessment and its relationship with age group, it is relevant to note that this is not a new activity for the human resources department, rather it is an activity that is part of the

routine practices of any organization and indeed any human being, whether in order to propose improvements or in the sense that professionals perform self-assessments to gauge whether their professional and personal objectives are aligned with the company's expectations.

The element Performance Assessment System was most significant in the “23 to 29” age group. This can be explained by the number of years that these members of staff have been at the HEI and by their experience in the employment market. The analysis showed that staff members who were new to the institution were “concerned” about or had a more critical view of performance assessment, in contrast with older respondents, who have acquired a longer-term perspective of assessments and their effect on the organization's performance.

The ANOVA test was also applied to determine whether there were significant differences in perceptions of the elements between staff members who worked different numbers of hours per week at the institution.

As shown in Table 3, the only element that exhibited significant difference when analyzed by hours worked per week was Teachers' Performance Assessment System ($p = 0.000$). The mean squares for this element were statistically different, with 4.873 for inter-group and 0.689 for intra-group. As such, the ANOVA test provides evidence of inter-group variability, i.e. the means are significantly different. When the other elements were analyzed by hours worked per week, means were not significantly different.

The Tukey post hoc test for multiple comparisons was then used to identify in which ranges of hours worked this occurred. It was found that there were significant differences between the results for respondents who worked 4 to 10 hours and for those who worked 20 to 30 hours ($p < 0.05$) and between results for respondents who worked 20 to 30 hours and those for both the 30 to 40 hours and the 4 to 10 hours groups ($p < 0.05$). The results for staff members who worked 10 to 20 hours were not different from any of the other groups. The group with the lowest mean score (2.60) in this element worked 30 to 40 hours per week. The group with the highest mean score (3.50) worked 20 to 30 hours.

Laux and Laux (2004) state that one important factor in university management is when the majority of the members of the teaching staff at an HEI are not full time and are involved in a different primary professional activity than teaching, only working at the universities as a means of supplementing their earnings.

This underscores the relationship between the opinions of the teaching staff surveyed and the number of hours they worked per week, with some groups reporting greater engagement in certain internal marketing elements, since it was the staff members who worked 20 to 30 hours per week who most perceived Information About the Institution's Performance and Identification with the Institution to be significant. It should be pointed out that 18% of the sample worked 20 to 30 hours while 52% were working 30 to 40 hours.

The ANOVA test was applied to the variable years working at the institution with the objective of identifying significant differences in perceptions about the elements between staff members who had been at the HEI for different periods of time.

As shown in Table 4, the only element that exhibited even a near-significant difference when analyzed by number of years at institution was Relationship with Superiors in the Hierarchy ($p = 0.052$). For this element, the mean squares were 1.634 for inter-group and 0.682 for intra-group and this difference fell just short of the cutoff for statistical significance.

4.4 Determination of concomitance between internal marketing elements according to the perceptions of the HEI teaching staff.

Pearson's correlation coefficients were used to determine whether there was concomitance between internal marketing elements according to the perceptions of the HEI teaching staff. These coefficients provide a measure of the degree of linear relationship between two quantitative variables. The coefficient is normally represented by the letter "r" (Triola, 2008).

Certain elements stand out because of a low and positive correlation coefficient. For example, the correlation between the elements Teachers' Performance Assessment System and Infrastructure had a coefficient of 0.181 and the coefficient for the elements Job Satisfaction and Student-orientation was 0.273.

Other elements stand out due to a moderate positive correlation. The element Human Resources Policy was correlated with Organizational Climate and the element Teamworking was also correlated with Organizational Climate, both with coefficients of 0.672. These elements were correlated and all were significant ($p < 0.05$).

The fact that all of the internal marketing elements are correlated is important for practices implemented by the HEI, since the tools of internal marketing are seen as stimuli or incentives that should be put in place to motivate people (Gomes & Knopp, 2007)

For marketing practices to be successful it is important that all actions are integrated and congruent, since in this manner employees are able to perceive the whole of internal marketing.

4.5 Tests of hypotheses

H1 - There will be significant differences in teaching staff's perceptions of internal marketing elements that can be related to the profile of the respondents: this hypothesis was **partially accepted**, since the *t* test and ANOVA applied to identify significant differences between the teaching staff's perceptions of the 14 elements identified statistical significance in some of the elements investigated.

H2 - There will be correlations between internal marketing elements according to the perceptions of the HEI teaching staff: this hypothesis was **accepted** on the basis of the Pearson's coefficients. It was observed that all of the internal marketing elements were correlated according to the perceptions of the HEI teaching staff, and all elements were significant ($p < 0.05$).

5. FINAL COMMENTS

Means and standard deviations of scores for the 14 internal marketing elements according to the teaching staff's perceptions were analyzed in order to identify the teaching staff's perceptions of the internal marketing elements at a Higher Education Institution (HEI). The items with the lowest mean scores for agreement were Teachers' Performance Assessment System, Human Resources Policies and Remuneration. The elements with the highest mean scores for agreement were Relationship with Superiors in the Hierarchy, Job Satisfaction and Teaching as a Profession: Commitment and Autonomy.

These data reflect the way these faculty members perceive the HEI's internal marketing elements and whether they are satisfied with the practices implemented. In order to identify all of the elements and the causes of agreement or disagreement, the analysis was conducted by asking questions to identify key points that merit the HEI's attention.

The results of Student's *t* tests, analysis of variance and post hoc tests indicates that this HEI needs to pay greater attention to disclosing information to the teaching staff, such as details of its turnover and profits, identifying an appropriate form of communication, bearing in mind that circulation of this information must be restricted to the internal environment, but that its disclosure internally ensures the transparency of the employee-institution relationship.

These results make it apparent that the faculty members do not have clarity with relation to internal marketing, which highlights the lack of a marketing division that could attend to these elements - disclosing and identifying elements that require greater attention. Analysis of the influences of each of the elements of internal marketing according to the teaching staff's perceptions employing the correlations between these elements showed that all were positively correlated, which is in alignment with the theory that all elements must be integrated and this is a positive characteristic perceived by the group surveyed.

From a wider perspective of what internal marketing is and what the elements that make it up are, it was evident that this HEI has the practices in place, but that the teaching staff are unclear about how they work and how they fit into the organizational structure and so it is of fundamental importance that these practices be managed by the marketing department together with the human resources department and the office of the Dean for teaching, in conjunction with all the other departments of the HEI. In short, this paper fills the need for statistical validation that had been identified, complementing work by Vasconcelos (2004), since it provides current data related to the institution's teaching activities, focused on the internal public, specifically on information related to the teaching staff.

It is incumbent upon the HEI to analyze those elements that are positive or negative according to the faculty members' perceptions, in order that this information can be used to create internal marketing actions that value the quality of services provided to the faculty members, which will in consequence be reflected in the quality of services provided to the HEI's students. As avenues for future investigations, we suggest the technique of data triangulation, application of the survey to a larger sample in order to enable application of statistical factor analysis techniques to validation of the questionnaire and administration of this questionnaire to the technical and administrative staff, who are another important public that merits attention when studying internal marketing practices.

REFERENCES

Chart 1 - Dimensions of internal marketing

Authors	Dimensions of internal marketing
Galpin (1997)	<ul style="list-style-type: none"> • Strategic compensation • Internal communications • Training and development • Organization and structure • Senior leadership • Physical environment • Selection and succession • Interdepartmental coordination • Incentive systems • Authorization • Operational changes (processes)
Santos and Nakalski (2008)	<ul style="list-style-type: none"> • Motivation • Team spirit • Training and development • Remuneration and recognition • Leadership styles • Communications • Company image
Saad, Ahmed and Rafiq (2003)	<ul style="list-style-type: none"> • Strategic compensation • Internal communications • Training and development • Organizational structure • Leadership • Physical environment • Selection and succession • Interdepartmental coordination • Incentive systems • Empowerment • Operational changes/process
Theopold and Schacherer (2002)	<ul style="list-style-type: none"> • Employee motivation and satisfaction • Customer focus and sales spirit • Use of internal marketing approaches • Interdepartmental cooperation and integration • Change and implementation strategy
Vasconcelos (2004)	<ul style="list-style-type: none"> • Commitment • Personal development • Information about institution's performance • Identification with the institution • Relationship with superiors in the hierarchy • Job satisfaction • Communications Process • Teaching profession • Student-orientation • Teachers' performance assessment system • Teamworking • Human resources policies • Infrastructure • Autonomy • Organizational climate

	<ul style="list-style-type: none"> • Interdepartmental relationship • Remuneration
Varey (1999)	<ul style="list-style-type: none"> • Employee-orientation and marketing of services • Purpose, nature and reason for selling • Marketing as exchange • The political economics paradigm • The organization as a domesticated internal factor • The market internal paradigm • Internal marketing as a social process • The individual in the market internal • A communications-related perspective • Training and internal marketing as a new form of industrial relations

Source: compiled by the author (2014)

Table 1 - T test for independent samples

Elements	Significance	Difference between means	Difference between standard errors	95% confidence interval for difference between means	
				Lower limit	Upper limit
Personal Development	0.047	-0.221	0.111	-0.440	-0.003
Organizational Climate	0.015	-0.305	0.124	-0.549	-0.060

Source: the author (2014)

Table 2 - ANOVA for element under analysis, by age group

Elements	Variability	Sum of squares	DF	Mean square	F	Sig.
Performance Assessment System	Inter-group	8.453	3	2.818	2.827	0.040
	Intra-group	172.418	173	0.997		
	Total	180.871	176			
	Intra-group	144.255	173			
	Total	145.736	176			

Source: the author (2014)

Table 3 - ANOVA for element under analysis, by hours worked per week

Elements	Variability	Sum of squares	DF	Mean square	F	Sig.
Information About the Institution's Performance and Identification with the Institution	Inter-group	14.620	3	4.873	7.069	0.000
	Intra-group	119.268	173	0.689		
	Total	133.88	176			
	Intra-group	143.878	173			
	Total	145.736	176			

Source: the author (2014)

Table 4 - ANOVA for element under analysis, by years working at HEI

Elements	Variability	Sum of squares	DF	Mean square	F	Sig.
Relationship with Superiors in the Hierarchy	Inter-group	6.535	4	1.634	2.396	0.052
	Intra-group	117.252	172	0.682		
	Total	123.787	176			
	Intra-group	142.951	172			
	Total	145.736	176			

Source: the author (2014)