



**UNIVERSITY OF THE ALGARVE**

***THE IMPACT OF INTERNAL MARKETING AND SERVICE QUALITY  
ON CUSTOMERS' SATISFACTION IN MOLDOVAN HIGHER  
EDUCATION INSTITUTION: THE CASE STUDY OF CAHUL STATE  
UNIVERSITY "BOGDAN PETRICEICU HASDEU".***

**Liudmila Raru**

Dissertation

**Master integrated in Human Resources Management**

Research paper elaborated under the guidance of

**PhD Professor Ronaldo Schutz and PhD Professor Rosária Pereira**

**Faro, 2015**

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PETRICEICU HASDEU"**

**DECLARATION OF AUTHORSHIP WORK**

I hereby declare that the dissertation submitted for Master Degree of Human Resources Management at the University of the Algarve is my own original work and has not been submitted or published to any other institution of higher education. I further declare that all authors and sources are properly cited and indicated in the text by means of a comprehensive list of references.

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During the winter 2013 and autumn 2014, I have studied the implications of seeing the academic staff and students of Moldovan State University “Bogdan Petriceicu Hasdeu” from Cahul as internal and external customers and identifying their level of satisfaction towards university’ s quality of services provided. I was capable to do this due to the biggest help and guidance of several persons.

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Thank You,  
Yours,  
Liudmila Raru  
Faro, Portugal  
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## ABSTRACT

Nowadays, many organizations, companies or institutions, especially those whose product are services such as higher educational institutions (HEIs) are trying to cope with various competitive challenges regardless their brand image and organizational process of delivering high quality of services. As a result of strong competitiveness in the market area, the requests for quality standards are merely increasing. One of the most important and successful standards is to be customer focused or to continuously meet or exceed customers' service expectations and satisfactions. Therefore, in the field of HEIs, internal marketing approach implies the orientation to internal and external customers' needs, expectations and satisfaction. As a result, providing a high service quality in Universities will positively affect teachers and students' satisfaction. The main purpose of this study is to examine, explore, analyze and evaluate academic customers' level of satisfaction at Cahul State University "B.P.Hasdeu" when applying and adopting internal marketing approach and service quality. The study was conducted within all faculties of the selected University. The sample consisted of a considerable number of teachers (N =90) and students (N=110). The respondents were required to complete 2 structured questionnaires by responding to the 33-items based on a 4-point Likert scale. Data analysis was conducted through SPSS software program version 17.0. Frequencies and descriptive statistics were used to answer the research questions. From the analysis carried out it was found that teachers and students provide a moderate level of satisfaction. The extrinsic factors teachers and students are satisfied with are: teachers' status within University, benefits, university's curriculum, students' punctuality, skills and students' attitudes towards them and their subjects, University's web page, students' involvement into conferences and students' union, teachers' punctuality, professional competences and skills, teachers' methods and techniques used in the class and feedback. In terms of dissatisfaction, they are somewhat dissatisfied with: salary, university's not sufficient support for Master and PhD' career development, promotion and advancement, teachers' freedom to take new challenges and be creative. In almost all the situations, teachers and students of Philology and History Faculty are more satisfied than those of Law and Economy Faculties. The study is limited from methodological and generalization' point of view. Further researches are needed to be carried out in order to figure out whether other factors than service quality and internal marketing can impact teachers and students' satisfaction.

**Keywords:** Higher education institutions, service quality, internal marketing, internal and external customers, customers' satisfaction, Cahul State University.

## RESUMO

Atualmente, muitas organizações, empresas ou instituições, especialmente aquelas que são fornecedoras de serviços tais como as instituições de ensino superior (IES) enfrentam vários desafios competitivos, independentemente sua imagem de marca e processo organizacional, como seja fornecer serviços de alta qualidade. Como resultado da forte competitividade nesta área de mercado, os requisitos para atingir padrões de qualidade são cada vez mais exigentes. Um dos pressupostos para um melhor desempenho e qualidade das Universidades, bem como da qualidade do serviço educacional são a gestão e a liderança por forma a repensar as suas estratégias. Uma das estratégias mais importantes e bem-sucedidas é estar focado no cliente ou seja, continuamente atender ou exceder as suas expectativas em termos de serviço e de satisfação. Portanto, no campo das IES, uma abordagem de marketing interno implica uma orientação para as necessidades, expectativas e satisfação não só dos clientes internos mas também dos clientes externos. Consequentemente, proporcionar uma qualidade de serviço elevada nas Universidades vai afetar positivamente os professores e a satisfação dos alunos. O principal objetivo deste estudo é analisar, explorar e avaliar o nível da satisfação dos clientes através da qualidade do serviço na Cahul State University "B.P.Hasdeu" quando adotando uma abordagem de marketing interno. O estudo foca-se na perceção da qualidade do serviço por parte da Administração da Universidade e do pessoal docente (professores) e considera igualmente a perspectiva dos alunos. Esta tese começa com uma revisão da literatura em marketing interno e nas abordagens de qualidade do serviço. O estudo revê ainda como esses conceitos podem ser refletidos e utilizados no contexto do ensino superior. O estudo foi realizado na Universidade Pública de Cahul "B.P.Hasdeu", abrangendo todas as suas faculdades (Faculdade de Filologia e História- estudo 1 e Faculdade de Direito e Administração Pública e Faculdade de Economia – estudo 2), tendo o inquérito decorrido em dois momentos diferentes. A amostra deste estudo consistiu num número considerável de professores (N = 90) e de estudantes (N = 110) inquiridos durante os anos letivos de 2013-2014 e 2014-2015. O estudo tem como objetivo descobrir se professores e estudantes estão satisfeitos com a qualidade do serviço fornecida pela Administração da Universidade, se os professores estão satisfeitos com a qualidade do desempenho dos alunos e se os alunos estão satisfeitos com a qualidade do serviço prestado pelos professores. O estudo também pretende identificar se na Universidade em estudo as estratégias de marketing interno e as abordagens de qualidade do serviço aplicadas têm impacto na satisfação dos clientes. A recolha de dados foi realizada através da aplicação de um questionário incluindo 33 itens. Os

itens foram adaptados dos estudos de Barmby (2006), Day, Stobart, Sammon & Kington (2006), Moran, Kilpatrick, Abbott, Dallat & McClune, (2001) e outros. Os inquiridos foram convidados a completar os respetivos questionários (professor ou aluno), avaliando os vários itens com base numa escala de Likert de 4 pontos (1= muito insatisfeito, 4= muito satisfeito, sendo que o 2 e o 3 correspondem ao nível de médio, tais como um tanto insatisfeito e um tanto satisfeito). A análise dos dados foi realizada através do programa estatístico para ciências sociais (SPSS), versão 17,0. Frequências e estatística descritiva foram utilizadas para responder às questões de investigação. A partir da análise realizada verificou-se que professores e alunos demonstraram um nível moderado de satisfação. Eles não estão altamente satisfeitos como era de se esperar, mas também não estão insatisfeitos. Os fatores extrínsecos que foram avaliados positivamente por um maior percentual de professores foram: *status* dentro da Universidade (27,78% vs. 12,22%), cuidados de saúde e benefícios na reforma (33,33% vs. 16,67%), currículo da Universidade (28,89% vs. 22,22%), atitude dos estudantes em relação aos professores e às suas unidades curriculares (37,78% vs. 16,67%), pontualidade dos estudantes (37,78% vs. 16,67%) e capacidades e aptidões dos alunos (30% vs. 22,22%). Em termos de insatisfação, os professores revelam-se um pouco insatisfeitos com o seu salário, bónus financeiros e recompensas (38,89% vs. 15,56%), apoio do governo para formação ao nível de mestrado e doutoramento, promoção e progressão na carreira (26,67% vs. 11,11%) e ainda em relação à liberdade dos professores para assumir novos desafios e serem criativos no trabalho (26,67% vs. 10%). Tal como a dos professores, a satisfação dos alunos é também moderada. Os estudantes revelam-se satisfeitos com: página de web da Universidade como fonte de informação (22,73% para estudantes de Direito e de Economia vs. 18,18% para alunos da Faculdade de Filologia e História e), participação em conferências (29,09% para estudantes de Direito e de Economia vs. 27,27% para os estudantes de Filologia e História) possibilidade de fazer parte da Associação de Estudantes (25,25% para os estudantes de Filologia e História vs. 23,64% para estudantes das Faculdades de Direito e de Economia), pontualidade dos professores (26,18% vs. 21,82%), competências profissionais e aptidões dos professores (30,91% vs. 22,73%), métodos e técnicas de ensino utilizadas em aula pelos professores (22,73% vs. 16,36%) e feedback dos professores (40% vs. 15,45%). A qualidade do serviço afetou a satisfação dos alunos em pequeno grau nomeadamente no que diz respeito a: horários (convenientes para estudantes) (20,91% vs. 18,18%), bolsas de estudo para os alunos (12,73% vs. 10,91%) currículo dos professores (11,82% vs. 9,09%). Em quase todas as situações, os professores e alunos da Faculdade de Filologia e História estão mais satisfeitos do que os da Faculdade de Direito e Administração

Pública e da Faculdade de Economia. Este estudo pode ser uma ferramenta eficiente para outras universidades em todo o mundo, onde professores e alunos enfrentam questões semelhantes. O estudo é limitado em termos de metodologia e possibilidade de generalização dos resultados. Mais pesquisas são necessárias a fim de descobrir se outros fatores da qualidade dos serviços e do marketing interno podem afetar a satisfação dos alunos e professores.

**Palavras-chave:** Instituições de ensino superior, qualidade do serviço, marketing interno, clientes internos e clientes externos, satisfação dos clientes, Cahul State University.

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## **LIST OF ABBREVIATIONS**

USC -	Cahul State University (Universitatea de Stat din Cahul)
HEIs-	Higher Education Institutions
HE-	Higher Education
IM-	Internal Marketing
SERVQUAL-	Service Quality
SPSS-	Statistical Package for Social Science
VS. -	Versus

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# CHAPTER I

## INTRODUCTION

### 1.1 Introduction

The 21<sup>st</sup> century as a modern or contemporary era, as a century of dynamism, movements and events, embraces a lot of changes. Those changes have modified the course of worldwide history. Today's changes in politics, economics, culture and civilization, technology and social environment have risen the sense of people of striving, of finding best options to survive. One of the most important variants was to invest in human capital by involving it into the process of competitiveness areas emphasizing the industry market.

Modern market units require all organizations, companies and institutions to manifest and extend their competitive abilities and to be flexible to adapt to the challenges in the markets they serve. The issue of competitiveness in the market industry is evident in every type of organization, whether for profit or not for profit, whether public or private, because each company is trying to provide the best products or deliver the best service quality. One of the nonprofit yet still competitive institutions increasingly involved in the service market is higher education.

Over the last two decades, Higher Education Institutions' importance has increased due to its never-ever life-long process of teaching and learning. The managers' major purpose, providing top quality, created an urgent need services to maintain the best possible position in worldwide markets by spreading up the process of competitiveness. In such competitive circumstances, in order to establish a competitive market position, higher education institutions need to adopt internal marketing practices, strategies and activities.

To be competitive and improve performance in internal marketing, it is very important to satisfy the employees as well as the customers. Therefore, strategically, every organization's success which hangs on the service suppliers' capacity to increase their popularity by continuously satisfying customers' service assumptions (Berry & Parasuraman, 2004). The statements of Rhoades A. & Marriot B., (2013: p.1) are provide reasoning for same concept. According to them "*The unique reason which makes a business productive is due to the every positive cooperation between employees and customers. This is usually happening when employees are treated or served very well*". It is merely important to "*Keep in mind your employees and they will keep an eye on your customers*". This strong connection between employees and customers rests on the basis of internal marketing. The essence of internal marketing is satisfying and motivating the employees by strengthening them to provide very

good services for customer' satisfaction which will therefore contribute to the improvement of any service organization (Goldsmith & Clark, 2005).

Due to economic and cultural globalization, there have appeared challenges for higher education systems. As a result, the majority of companies have been increasingly focusing on customers and their satisfaction. Satisfying customers only occurs when the best quality services are delivered, and is strengthened by solid internal marketing. In educational setting, service quality is the above mentioned educational process assessment presented through the process of enhancing beneficiaries' educational progress in order to achieve the set aims (Barnett, Parry & Coate, 2001). In other words, the beneficiaries or customers are improving, developing and satisfying their wants and needs through the process of service quality. This process is really important to evaluate the customers' educational improvements. Therefore, as it was mentioned above, in the field of higher education, the concepts of internal marketing and service quality are especially important, as they influence internal and external customers' satisfaction. Cahul State University "Bogdan Petriceicu Hasdeu" was purposely selected for this research - in order to identify whether internal marketing and service quality are truly influencing and impacting customer' satisfaction. Additionally, this research examines whether there is a need to implement and develop these concepts for further improvements within the university, which is located in the southern part of Republic of Moldova.

In order to figure out as well as clear up and clarify the real situation of the above-mentioned university, this dissertation will be structured according to several chapters. The following chapters provide evidence for the research questions that will be stated below, using existing literature and, results of researcher's opinions based on the case study. Hence, Chapter I identifies the background and a general introduction to *internal marketing, service quality and customer' satisfaction's concepts*, Cahul State University's problem or situation, the objectives and research questions stated by the researcher and the importance of the study. Chapter II outlines a brief literature review about marketing and internal marketing approaches, service quality as well as internal and external customer' satisfaction in the context of higher education. Chapter III explains how these concepts are practiced in Cahul State University making use of some methodological issues and instrumentations. Chapter IV considers Cahul State University, showing that customer' satisfaction (teachers' and students') is positive and moderate rather than very high or very low. Chapter V shows the analogy between all three faculties. The teachers and students of the Philology and History Faculty are more satisfied with university's quality of services than those of the Law, Public

Administration and Economics Faculties. It also presents some logical explanations for these references. Consequently, the dissertation concludes with the fact that Cahul State University is applying internal marketing and services quality concepts but it still needs further improvements. Teachers' and students' satisfaction appear to be the key indicators of this need for improvement.

## **1.2 Problem statement**

Cahul State University (USC) is a public institution in the field of higher education which is situated in the southern region of the Republic of Moldova. The main goal of this university is to train and provide the southern region of the Republic of Moldova with highly qualified professionals or specialists in different fields. Though the institution has a short history (founded in 1999), USC provides excellent results both in terms of scientific research and the involvement of teachers in the participation of different extra - curricular activities, programs and projects. Despite this wide range of experience, internal marketing is still new for USC. However, in recent year, the university started to apply this concept to its marketing practices due to the competitive advantage. Hence, service organizations are becoming competitors and due to this the higher education sector must deal with the marketing idea (Maringe, 2006). In addition, it was noticed that if higher education institutions do not rethink and refine their marketing, they could be accused of not performing the duties what they are supposed to perform (Nicholls, Harris, Morgan, Clarke & Sims, 1995). Taking into account that universities provide education as a service, the quality of it should be excellent according to customers' standards of satisfaction. Particularly in formerly communist countries, academic customer satisfaction was largely undervalued until recent years and there was not a special area of study, dedicated to assessing academic customer' satisfaction and in general, research on this topic is limited. The study of Siddiqui & Sahaf, (2007) emphasized and identified some elements of internal marketing stressing the points of training and development, organizational commitment, and employee motivation. Schuller & Chalupsky (2011) have studied internal marketing communication activities at public universities in Czech Republic. Additionally, such research is further limited, especially in Moldovan higher education sector. It is time to identify, analyze and explore the impact of internal marketing and service quality on customer' satisfaction in higher education. For this purpose, this study focuses on Cahul State University. Taking into account all it was mentioned above, the following objectives were carried out. Also, questions regarding the application of internal marketing approaches and, the delivery and performance of service quality and customers' satisfaction should be answered.

### **1.3 Objectives of the study**

- a) To examine whether teachers and students are satisfied with service quality provided by the university's administration;
- b) To analyze whether teachers are satisfied with the quality of student performance;
- c) To analyze whether students are satisfied with service quality provided by teachers;
- d) To identify whether Cahul State University applies an internal marketing approach and service quality assessment and whether there is any impact on customer's satisfaction.

### **1.4 Research Questions**

- a) Are teachers highly satisfied with the quality of services provided by the university's administration?
- b) Are students highly satisfied with the quality of services provided by the university's administration?
- c) Are teachers highly satisfied with the quality of student performance (the way of learning and behaving)?
- d) Are students highly satisfied with the quality of services provided by teachers (the way of teaching and behaving)?
- e) Is Cahul State University applying an internal marketing approach and service quality assessment? Is there any impact on customers' satisfaction?

### **1.5 Purpose of the study**

The purpose of this study is to examine, explore, analyze and evaluate academic customers' level of satisfaction at Cahul State University "B.P.Hasdeu" when examining customer' satisfaction through the concepts of internal marketing. It is focused on attitudes and perceptions about service quality from the perspectives of teachers and students, specifically in the context of three faculties. The study was conducted at the Faculty of Philology and History, Law and Public Administration and the Faculty of Economics at the above- mentioned university. The sample of this study consisted of a considerable number of teachers (N=90) and students (N=110) during academic sessions of 2013-2014 and 2014-2015 respectively.

### **1.6 Importance of the study**

In terms of global importance, this study will be useful by representing the necessity for further studies on internal marketing, service quality and customer satisfaction in university settings. It will also help to validate the results of empirical study and apply them in other service settings. In terms of local importance, this study will be useful for policy makers and

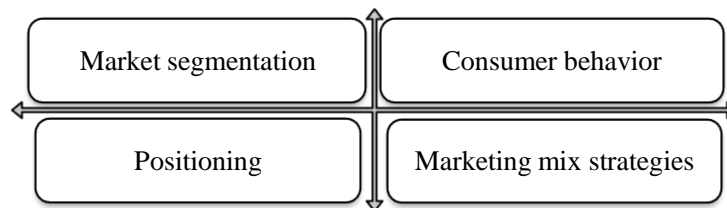
university management to understand the significance of applying internal marketing concepts as a key-factor of improving the service quality of education. The results of the improvement effort will benefit all stakeholders of Cahul State University's service setting, the most important being the students.

**CHAPTER II**  
**LITERATURE REVIEW**

**2.1 Marketing approaches in Higher Education**

The influence of globalization has changed the environment in which people live and activate as an employee or as a student. Due to this essential change, every organization including higher education focuses on the process of providing best quality of services. In order to gain competitiveness and provide a good service quality, it's important to stress the point on applying marketing approaches or concepts within the organizations or institutions. The concept of marketing has known different evolutionary stages. The marketing approaches matched with the history of businesses by representing the levels of organization's development in time: the production era, the sales era, the marketing concept era and the societal marketing era (Berkovitz, Kerin & Rudelius, 2005). On the other hand, it was claimed that there are five concepts of marketing activity: production, product, selling, marketing and societal marketing (Kotler, 2006). He emphasized that the last two levels are mostly used by today's organizations due to their significance as the core of the marketing concept. The marketing concept is the key-factor for reaching organizational objectives which usually depend on determining the target market's expectations and providing the desired satisfaction more efficiently than opponents (Kotler 2006). In other words, the marketing approach focuses its attention on customer's needs with the goal of satisfying him/her and gain competition. Consequently, marketing concepts, which have been successful in past business organizations, are starting now to be applied by many service organizations such as universities (Hemsley-Brown & Oplatka, 2006, Temple & Shattock, 2007). Based on the customer's philosophy mentioned above, the service organizations, including higher education are now using different marketing approaches, such as market segmentation, consumer behavior, positioning and the marketing of mixed activities or strategies. (See figure 2.1)

*Figure 2.1 Marketing approaches in Higher Education*



*Source: author's elaboration*

*Market segmentation* is an abstract idea of identifying the “who” of target markets (Maringe, 2006). In every organization the target markets are those who stand in good stead with quality service and products. These are the customers. The higher education institution has multi-clients or stakeholders. Maringe (2006) also made a classification of target market. According to Maringe (2006), the students, employers and society are seen to be the main beneficiaries. However, along with students, employers and society, there are other stakeholders who have an interest in higher education and who can be seen as customers (Chapleo, 2004; Voss, Gruber, & Szmigin, 2007 & Kantanen, 2007). According to Chapleo et al., (2004/ 2007) these are: parents, the government, quality assurance agencies, professional bodies and others. In a study of UK University, it was noticed that there are two types of customers: internal and external (Kanji & Tambi, 1999). Internal customers include employees, while external customers are students, the government, industry, and parents (Kanji & Tambi, 1999). For the present research study’s purpose, the theory of Kanji & Tambi (1999) will be considered as the best classification or customers’ segmentation.

*Consumer behavior* is another concept of marketing approach that helps the organization to identify what customers need and want. In the case of this research, this concept refers to student behavior as a primary client and customer of higher education and to teachers as secondary customers. Regarding students and teachers’ behavior, there are some aspects that identified their satisfaction, such as student/teachers’ expectations and student/teachers’ choice. Student choices range from the option of higher education institutions or courses that will determine their expectations and actual performance. Teacher’s have the option of selecting an institution with the level of services that meet their expectations (Baldwin & James, 2000).

After identifying the customers and what they want and need, higher education institutions (HEIs) should differentiate themselves from competitors by using *positioning* concept. In the field of higher education it is quite difficult to identify this concept because all within academic are similar. In his study, Chapleo (2004) uses a series of key-factors to take positions of differentiation: teaching versus research, science-based versus arts based, basic teaching versus higher level teaching (Chapleo, 2004). However, these cannot assure totally differentiated positions in universities. Therefore, positioning concept is limited in higher education sector. In higher education institutions, positioning is more about the branding image of the school than distinctiveness whose upsurge and position should be kept in the minds of the public (Hemsley-Brown et al., 2006).

After having identified and generalized the customers and their wants, the service organization such as higher education has to meet the demands of the customers. These products which will satisfy the customers' needs, have to be marketed using *service marketing-mix strategies* (product, price, promotion, distribution, people, process and physical evidence) that have a special impact and importance on customers' satisfaction. The main aspects of service marketing-mix strategies will be analyzed in the following sections.

## 2.2 The service marketing-mix strategies of Higher Education

Higher education institutions as well as any type of service organization need a fully-developed and extensive marketing strategy that is especially communicated throughout the organization (Brooker & Noble, 1985). The upsurge of a marketing strategy implies the coordination and apposition of the marketing mix elements (Mowen, Brown & Donovan, 2002, & Hawkins, Best, & Coney, 2001). Consequently, it is the coordination and combination of these marketing mix elements that help the service organizations to meet customers' expectations or satisfactions. In the field of educational sector, the marketing of mixed strategies are the sole most significant factors of marketing success (Kraft, 2006). Actually, a traditional marketing mix strategies include four elements: *service product, price, promotion and distribution (place)* but due to the great importance and untouchable, inseparable, heterogeneous and inconstant nature of services, the traditional marketing mix was expanded and now includes: the *process, people and physical evidence* (Goldsmith & Clark 2005). (See figure 2.2)

*Figure 2.2 Service marketing mix elements*



*Source: author's elaboration (adapted from Goldsmith & Clark, 2005)*

### 2.2.1 Educational service product strategy

The most important decision a higher education institution has to make is the types of programs and services they will offer to their internal and external customers. Developing service products that satisfy customers' expectations is a crucial marketing function for companies or organizations (Hoyer & MacInnins, 2001). In the educational sector, service

product is a process of “removing” the knowledge, attitudes and behaviors from one person to another that aids them to acquire new capabilities (Alves, 2010). Most educational services are a mixture of tangible (textbooks, chairs, notes) and intangible (teaching process, contact with students) elements (Kotler, Armstrong, Cunningham & Mitchell, 2004). It was claimed that there are two types of services provided by the universities as a global product. These are: educational services (university mission, students’ opportunity of choosing a particular university) and extra services (teaching, research services) designed to match customers’ satisfaction (Bratianu, 2008, & Kantanen, 2007). Generally speaking about educational services, it’s crucial to emphasize external and internal marketing’s impact on customers due to the interpersonal relationships between students and teachers, which heavily influences overall satisfaction (Voss et al., 2007).

### **2.2.2 Educational service price strategy**

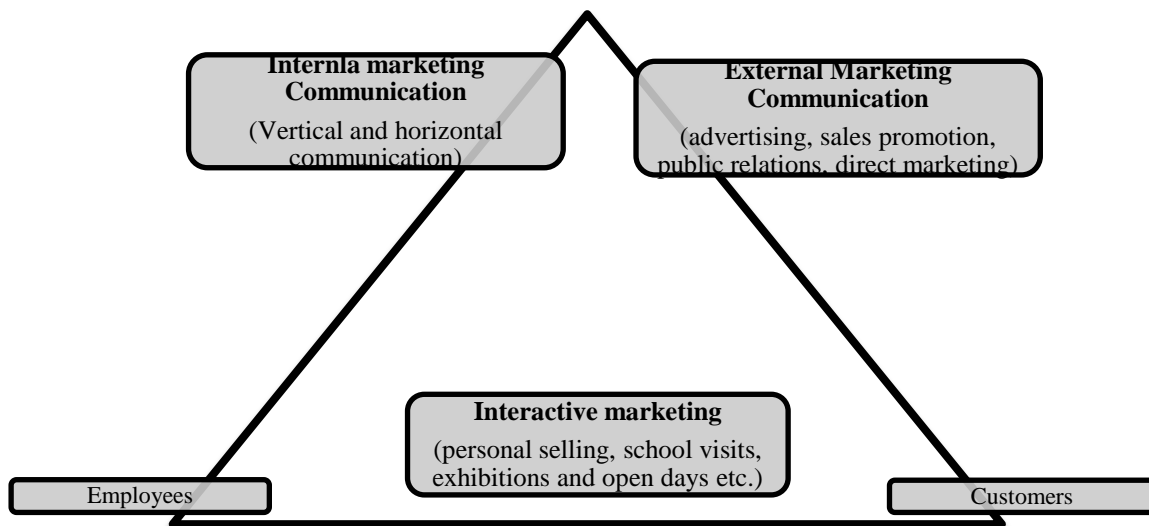
*Price* is the amount of money used by customers in exchange for a service product provided by the seller. In the field of higher education, price is the amount that a customer (student, employer, parents) must pay to be educated. Therefore, the price of a service has a very particular and important position. On one hand, price influences the amount of the service product the customer will purchase and on the other hand it influences whether selling of the service will be advantageous for the company or not (Machado & Cassim, 2002). Price is used as a tool for measuring the service quality that student will achieve and the single clear information determinant that bears before consumption. The price of educational service includes any subsidies from the government in the form of scholarships as well as the taxes or tuition fees. Regarding students’ service price, it is important to notice that it consists not only on monetary costs, but non-monetary costs as well (Eiglier & Langeard, 1991). In a study by Kotler & Armstrong (2003), it was expressed the fact that students’ non-monetary costs consist of psychological costs (students’ stress of enrolling in an institution far from home), effort costs (number of years of study), and time costs (visiting or attending days at different institutions). Price as a part of marketing mix should be considered an important element by educational service organizations because it will help the managers attract more customers. HEIs will provide a good quality of educational service if they clear with customers on their price and services. It is important to communicate with its customers in order to promote what the institution has. The next section will focus on promotional or communication strategies.

### **2.2.3 Educational communication/promotion service strategy**

Educational institutions, as well as other types of service organizations, need to communicate with their internal and external customers in order to emphasize the

effectiveness of marketing approach. It's necessary for them to promote what they are aware to have for competitive advantage. The process of communication and the elements of promotional marketing mix (advertising, public relations, personal selling and sales promotions) are generally used by the institutions to communicate to their prospective students. In the higher education sector, communication or promotion can take place in different ways. However, the best way of communication should integrate a complex form. As for this, Zeithaml & Bitner (2000) suggested a fully communicative strategy which implies the involvement of teachers and students. They have suggested a service marketing triangle which includes three types of marketing communications: internal, external, and interactive. (See figure 2.3)

**Figure 2.3 Communication and service marketing triangle**



Source: Adapted from Zeithalm & Bitner (2000)

*Internal marketing communication* includes both *vertical communication*, which takes place within the departments from the university and *horizontal communication*, which takes place across departments. *External marketing communication* includes elements such as *advertising, sales promotions, public relations and direct marketing*). *Advertising* is defined as detached, paid, one-way mass communication about the service product of an institution used to achieve internal and external customers' needs and fulfill the institutions' overall aims (Lamb, Hair, McDaniel, Boshoff & Terblanche, 2004). The tools used by higher education institutions relating this element of external marketing communication are: print, radio, cinema, television, internet, intranet etc. *Sales promotions* are described as all activities, methods and incentives designed to accelerate a customers' response (Strydom, Jooste, & Cant, 2000). Sales promotion examples can include: displays, contests, demonstrations,

special events etc. Higher education' sales promotion could take the form of special events with the purpose to encourage students to enroll for particular courses (Kotler & Armstrong, 2003). *Public relations* involves the quality of communicate with the public such as customers, employers, government officials. A good way of disseminate the information to the public higher education institutions is using the intranet, web pages and brochures. HEIs often use *direct marketing* with the purpose of communicating with the public through mail, telephone, fax, e-mail and other non-personal instruments (Kotler & Armstrong, 2003). *Personal selling* as an important element of *interactive marketing* is a form of paid communication, which usually seeks a personal and often one-to-one contact between the institution and its customers (Machado & Cassim, 2002). This often requires a demonstration, and an explanation. In educational setting, face-to-face interactions are by far one of the best ways to sell an educational service product. *School visits* represent the visits of some delegated persons with the purpose to persuade customers to enroll to HEIs. For the same purpose, HEIs are organizing exhibitions and open days. The communication or promotional strategy is very important for contacting customers and future customers, but it will be great if part of this strategy services will be distributed to convenient locations. The distribution service strategy will be discussed in next section.

#### **2.2.4 Educational distribution service strategy**

*Distribution* is the making the products and services of an institution accessible or suitable to the customer. In educational setting, distribution is the process of making education or programs available to potential students and teachers in the most convenient and accessible way (Strydom et al., 2000). HEIs' delivery service system is divided into three main components: location, scheduling and technology. The first one is the location of institution which includes the overall atmosphere as well as the accessibility and the quality of facilities. The second is the type of schedule provided to the students. The third major component is the technology used by the teachers (Kotler et al., 2004). Therefore, the distribution strategy is limited in HEIs because they are not totally free in delivering their decisions because of the restrictions set by the Department of Education. However, HEIs usually produce and deliver their services with the help of people such as lecturers, administrative personnel. The next section will focus on the use of people as a strategy for promoting higher education.

#### **2.2.5 Educational service people strategy**

The term, "people" is defined as all human actors who play a major role in the service delivering process that provide a special direction to customers regarding the nature of

service. The people strategy plays a big role in every organization because it aims to satisfy all customers' needs and wants. When planning the people strategy, every organization should take into consideration three important elements: *managing employees, managing customers and balancing employees and customer issues* (Jordaan & Prinsloo, 2004). In HEIs, *managing employees* refers to teachers and administrative personnel. HEIs should manage them in the very best way in order to provide best service quality and deliver customer satisfaction. Management should create a job design, reward and recognition program. All service organizations should emphasize the processes of hiring, training, supporting, evaluating and rewarding service staff (Goldsmith & Clark, 2005). In their article, Goldsmith & Clark (2005) note that there are three types of sales people: teachers (who deliver educational service product), administrators and public relations officers (who build good will with customers) and technical sales people (who provide support and advice the customers on best buying their needs). *Managing customers* mean managing students because the process of delivering service influences students as well whether indirectly but it still has an influence such as participating in research or exercising a choice. The managers of HEIs should provide a *balance of teachers-students* interaction because they are each important to the overall quality of the institution. Various control strategies such as physical (students must sit on chairs provided in class, no smoking in classrooms), leadership (teacher using authority to give a lecture or a class), and rewards (students earning extra credits for class participation) can be implemented. In order to be effective emphasis cannot be placed solely on people, but on the process as well.

### **2.2.6 Educational service process strategy**

The term, "process" is defined as the methods by which the buyers acquire and use the product, thus all the operations involve in generating and delivering the service (Goldsmith & Clark, 2005). In their 2000 study, Rafiq & Ahmed (2000) supported the same idea. According Rafiq & Ahmed (2000), all policies, methods, mechanisms, employee caution, customer implication, customer guidance and flow of operations are part of the educational process. All these activities represented in a form of processes help teachers to deliver the best educational product. In HEIs, teachers provide the educational product in two ways, usually representing through two types of activities. Some activities which are seen or perceived by students and are referred to as front stage activities (teacher in class) and some activities which are not seen or perceived by students (teachers preparing at home) which are classified as backstage activities (Jones, 2002). Actually, process decisions affect the service which is delivered to students, that's why, with the first contact with them, administrative procedures,

delivery and evaluation of the course should be managed as a process or helpful system. However, not only the process strategy should be managed, the physical evidence should be undertaken as well. In next section the physical evidence strategy will be discussed.

### **2.2.7 Educational service physical evidence strategy**

Even if HEIs are non-profit organizations and provide intangible service and not tangible goods as in the case of business organizations, there is a strong necessity to transpose the intangible educational service into a tangible one. This becomes possible with the help of physical evidence issue. Physical evidence is defined as the physical resources which support and encompass the service. Among these physical resources can be mentioned: reports, signage, music, smells, uniforms, store décor and equipment (Goldsmith et al. 2005). According to them, there are three features of physical evidence which affect service environment. These are: ambience, design and social communication factors. The effect of ambience has a psychological impact on teachers as well as students and this refers to noise, lighting, music, sounds and air quality. The design factors consist of exterior appearance and architectural appearance and the interior aspect such as furniture, equipment. The third feature as a number of people presented in the class consists of their moods and behaviors (teachers and students' moods and behaviors). Therefore, physical evidence is important because customers use tangible indications or directions to evaluate the product's quality of the service (Rafiq & Ahmed 1995).

Generally speaking, due to the chances and threats in the educational sector that are taken place from a global and even particular point of view, HEIs need to adopt marketing approaches, concepts or ideas in order to survive, grow, develop and gain competitive advantage. HEIs as service organizations should deliver customer satisfaction by adding value and integrating marketing concepts. It should segment who are the potential customers, what they need and want. In order to do that, it also has to position on the market by providing different educational products and delivering good services for customer satisfaction. Marketing mix strategies will be a successful and effective way of reaching HEIs' purpose and mission, meeting customers' satisfaction and providing and delivering best service quality. Therefore, the ultimate goal of HEIs should be the internal customers (teaching and non-teaching staff) as well as external customers (students, employers, society) in order to guarantee a best market institution. The determination of their needs, interests, wants matched with the adaptation of educational marketing lead on *internal marketing* use and practices that will improve their long-term satisfaction. In next section, internal marketing practices, impact and activities will be discussed.

## **2.3 Internal Marketing Concept in Higher Education**

### **2.3.1 Introduction to Internal Marketing Concept**

Due to the process of globalization and advancements in technology in the 21<sup>st</sup> century, all organizations whether small or large, profit or not profit, business or service ones could not ignore the importance of marketing. By contrast, they started to implement marketing activities because of the high competitiveness which explored many companies by the passage of time. To win competition, the companies have to satisfy their customers. Customers' satisfaction can be reached through the employees' satisfaction (Schultz, 2004). Customers' satisfaction can be easily acquired through internal marketing process (Pitt, Bruwer, Nel & Berthon, 1999).

Over the last two decades, the term *internal marketing* has been used by HEIs with the purpose of emphasizing employees as partners of an organization, for reaching organizational success, effectiveness and performance. The point was that by viewing employees as a valuable asset and treating them as internal customers will help the companies to gain competitive advantage and achieve their goals. In other words, the heart of organizational success are the internal customers who have to be informed, skill-educated, motivated and satisfied in order to achieve organizational objectives. Effective internal customers such as employees will contribute to the clients' development and education, in this case (teachers will contribute to students' satisfaction and development).

The concept of internal marketing was has taken into discussion for almost four decades ago. The term was invented by Berry (2002) who firstly stated that the success of any organization depends on employees' fulfillment of needs and wants. Taking into consideration the opinion of Berry (2002) it's important to highlight that the concept of internal marketing has evolved from the original conceptualization of employees' satisfaction and motivation by treating them as customers and their jobs as products for continuous improvements of service quality.

Internal marketing in HE started to flourish in the late 1985. Kotler et al., (2005)' studies being the first that have been focusing on marketing educational institutions, mostly on higher education and have been removing the business applications and concepts of marketing into education. Since 1985 till nowadays, internal marketing is mostly discussed in service organizations, for instance, higher education that is viewing it as a philosophy. By emphasizing the same idea, it can be notice that the linkage between internal marketing and service marketing goes forward the long-established objective of improving service quality to external customers. In other words, in the educational sector, teachers' job experience is a

service delivered to external customers and due to the fact that they are treated as internal customers, this kind of service is on the base on internal marketing efforts necessary to satisfy external customers. Or, teachers' needs, interests, expectations and satisfaction focus on external customers (students) to achieve organizational goals. It is already clear the way internal marketing evolved all over the years. Next section will focus on internal marketing meaning or definitions.

### **2.3.2 Internal marketing significance or definitions**

External marketing represents the process by which are identified customers' needs and wants and whose satisfaction is achieved. If we do the same thing within the organization, meanly, satisfying employees' needs, then this process will be seen as internal marketing. Taking into consideration that HE is a service organization and doesn't provide physical goods, it's merely important to emphasize internal marketing process as an aid of organizational success through customers' satisfaction. In service organization, internal marketing concept helps all employees understand the organization's mission and goals. It is usually referring to education or instruction and to motivation and adequate assessment of employees to excellently accomplish organizational goals (Johnson, Scheuing and Gaida, 1986). The concept of Internal Marketing (IM) was studied from three different points of view or aspects. Some researchers (Berry & Parasuraman, 2004) emphasized the employees as internal customers whose satisfaction should be reached. Others, such as Woodruff, (1997), studied IM concept by emphasizing both types of customers like internal as well as external one. Some researchers (Lings & Greenley, 2005) studied IM concept by viewing it as a process of employees' happiness. Therefore, taking into account the first aspect of *IM as a process of satisfying employees*, IM was described as a process of attracting, developing, motivating and retaining skilled employees through their jobs seen as products that satisfy their expectations (Berry et al., 2004). According to them, IM is the philosophy of treating employees as customers and it is the strategy of defining job products to meet human needs. Also, in another study, it was supported the same idea and it has stated that the concept of IM is viewing *employees as customers*, so internal customers need to have their necessities satisfied (Berry, 2002). The term IM was defined as the retort to getting employee (Hogg, 1998), while Schultz (2004) mentioned that IM is a premise for employee satisfaction.

As it has mentioned above, there are some researchers that studied *IM by emphasizing both customers* as having an important role in developing the concept. For example, IM was defined as an equal treatment of both employees and customers with the aid of dynamic policies to achieve organizational objectives (Woodruff, 1997). Some of the researchers

(stated below) have highlighted that IM should provide a relationship between employees and customers' management and satisfaction. For example, IM's aim is to employ, educate and motivate internal employees by encouraging them to be aware of the concepts and importance of customer's management as strategically support and serve with the marketing unit to furnish excellent customer service (Huang, 2003). On the other hand, IM is creating an internal environment with customer orientation for service realization within the institution (Conduit & Mavondo, 2001; Johnson et al., 1986). The most complex definition that enhances all IM activities ensuring its influence on both types of customers is that of Rafiq & Ahmed's (2000). According to them IM is an aforethought effort based on marketing practices to face organizational opposition to modify and motivate, inter-functionally coordinate and implicate employees towards the efficient application of corporate and functional strategies in order to supply customer satisfaction through the process of motivated and customer oriented employees.

IM is also seen as a *process of employees' happiness* because it is used to reach the higher level of job satisfaction. Due to their work experience and the level of satisfaction they can feel the sense of happiness. As regards, the process of happiness, IM must establish a mere situation in an institution which makes the employees happy (Lings et al., 2005). Also, the same idea was supported by Broom, Jooste & Cant, (2000). They have claimed that the main profit of IM's programs is got through the employees' happy surroundings and any type of institution has the ability to create it. Therefore, despite the fact that internal marketing has been studied from different perspectives, it has a tremendous role in service organizations having higher education as an example. Internal marketing's major role is to increase the satisfaction of teachers as internal customers in order to improve continuously the offering of services and products to students. The goal of internal marketing as was stated by many researchers is to satisfy and develop both types of customers' expectations. The statement of Payne (2000) represents the same idea. He argued that the main aims of IM are the upsurge of internal and external customer's consciousness as well as the dismissal of functional obstructions to reach organizational productiveness. The purpose of IM is to set out a situation in which the consciousness of the employees gets bigger (Caruana & Calleya, 1998). Consequently, if teachers continue to improve from educational point of view, their needs could be satisfied, so their satisfaction will lead to students' satisfaction and improvements (Chang & Kelly, 1999). However, their satisfaction depends on how qualitative university's administration and management provide the services towards them. In next section, service quality in HE will be merely discussed.

## **2.4 Service Quality concept in Higher Education**

### **2.4.1 Introduction to Service Quality**

Today's changes in the knowledge economy enhanced all the forms of education (pre-school, primary school, secondary school, higher education) and put them into focus. Nowadays, education is seen as a business that contributes to the social development and economy. Among these forms, universities or HEIs are one of the most important centers and components of educational system whose faculty members and students' career advancement, development and satisfaction depend on a good environment and management support provided by the institution's administration. One of the most important issues which affect faculty members and students' satisfaction is the provided *service quality*. Providing high service quality is very necessary because in this way, the function of social educated class and that of universities could be changed. The concept of service quality in HE sector is new but it turned out to be popular and extremely important for universities and their management. In HE, the concepts of what constitute services, quality and service quality are still developing because the education environment is dynamic. Consequently, next sections will focus on these three main concepts having on the top higher education setting.

### **2.4.2 Services and quality concepts in Higher Education**

*Services* are behavioral rather than physical issues and could be seen as achievements, acts or feats (Berry, 2002). Services criteria emphasize the fact that they are intangible (untouchable), heterogeneous (different or diverse) and perishable (could not be stored). From this point of view, HE is a service organization whose product is education – an untouchable market issue. One of the most important aspects of services is the participation of customers (teachers and students) in the delivery process. As a result, the customers are those persons who contribute directly to the delivery of service quality and to their satisfaction and no satisfaction. The idea that HE is a service organization motivated some researchers to bring out into discussion service marketing concept from an educational perspective (Lovelock & Wirtz, 2007). In the service context, quality should be emphasized as a part of educational setting.

Therefore, the term *quality* could be defined as a tool of how well the supply of service level meets customer's expectations (Lewis & Steward, 2010). On the other hand, quality approach is seen as a proactive aspect linked with products, service, people, processes, and environments that exceed customers' expectations (Geotsch & Davis, 2003). In the HE sector, *quality* is defined as the nature of the input process and output of the education system as the elements that provide services for completely satisfying both internal and external

strategic beneficiaries by matching their external and internal expectations (Cheng, 2009). In other words, when it comes to institutions of HE what is of great interest is quality and not so much quantity (Chin, 2004). HEIs that adopt quality will manage to achieve excellence in service quality and customer satisfaction.

### **2.4.3 Service Quality issues and role in Higher Education**

Nowadays' fierce competition in the market place industry and leading edge require universities to deliver high educational quality of services. In addition, it requires to monitor the services they provide in order to commit improvements. That's why service quality concept became very popular in the literature instead of the fact that it's seen as a controversial issue of being difficult to define it. Moreover, it is well acknowledged the fact that HEIs are progressively finding themselves in a business environment that is oriented to awareness of the role and necessity of service quality (Shank, Walker & Hayes, 1996).

Usually, the issue of *service quality* (SERVQUAL) is defined from customers' point of view because it represents their wants and needs. Most of authors are emphasizing the same idea by defining SERVQUAL in the same way. For example, service quality is the amplification to which a service matches customers' expectations (Wisniewski, 2001). It's like a difference between customers expectations of service and perceptions of actual service delivery. On the other hand, service quality is considered to mean the outcome of an assessment process, where the customers contrast their expectations with the service they have gotten (Gronroos, 2007). Therefore, the idea of SERVQUAL is seen as higher-ranking issue because it focuses on comprehending appropriate customers' expectations (Lim & Tang, 2000). However, the above mentioned authors exemplified that understanding the hidden expectations customers' expectations is not an easy task because usually customers do not really know what they want, or not even tell directly what they want.

Therefore, service quality is still a critical procedure of organizational feat in marketing, especially service marketing (Jensen & Markland, 1996). Most marketers are trying to find best methods to improve their organizational quality and in order to do that, they should provide best services to their customers' satisfaction. Customers' service and satisfaction became a good topic for everyone, especially for researchers. During the last two decades, this topic has determined researchers and experts to abstractly and empirically study service quality within a wide assortment of areas (banking, hotels, insurance) (Khan, Ghouri, Siddiqui, Shaikh, & Alam, 2010). One sector that has been relatively forgotten in service quality research is higher education (Shank et al., 1996).

However, the issues of service quality started to be explored by some researchers. For instance, the purpose of a study was to evaluate service expectations in HE from professional service provider and students' point of view (Shank et al., 1996). In their studies, they have found that students expected more from their teachers than teachers thought their students expected from them. Through this study, the researchers concluded that it is possible to manage students' expectations and this thing will reduce the gap and increase educational service and students' satisfaction. In another study was identified that there is an inadequate attention to the process of quality of services in HE and this was viewed from the perspective of quality of students' experiences (Chaffee & Sherr, 1992). On the one hand, it has been noted that most academics focused on conceptual aspects and emphasizing processes and not much attention was paid to the task of measurement (Gundersen, Heide, & Olsson 1996). On the other hand, it was noticed that most of the researched and published works on the service quality issues of HE have been concentrated on course content and outlet (the academic components), but as a result of the progressively competitive global markets in which many universities find themselves, it is not surprising that service quality being provided is now a setting receiving more attention. (O'Neill, 2000) Another research study also identified the important role of service quality by notifying that service quality and internal customers' satisfaction have a positive impact on the external customers' satisfaction and eventually these approaches influence the growth and profitability of the organization (Yue Xia, 2009)

Taking into account the researchers' studies and their conceptual and empirical facts, it is highly necessary to emphasize that service quality plays a very important *role* in service organizations including higher education. In a study has been found that providing high quality services within the institution will enhance employees' satisfaction (teachers) and will have positive results on satisfaction of customers (students) outside of the institution and will also improve the institution's function or mission ( Meng Xia, 2003). Providing a high service quality within HEIs will positively affect teachers' job satisfaction and performance from one hand and students' performance and satisfaction on the other hand. Superior service quality provided by a university will attract much more students and scholars regionally and even globally, will build good brand and reputation and will also contribute to global innovation, to human and social development. Consequently, HEIs should ensure that all services enhance customers' perceived quality, satisfaction, experience and expectation because if an organization regularly provides services at a level that exceeds customer's expectations, the service will be evaluated as high quality. In contrast, if an organization fails

to exceed customer' expectations, the service will be seen as poor quality (Zammuto, Keaveney & O'connor, 1996).

In conclusion, it's merely important to say that HE as a service organization should provide its product in the best way which it will be benefic for its internal as well as external customers' development, performance and satisfaction. Despite the fact that services are difficult to be marketed, the managers should take into consideration that without them, the institution will fail and will lose the possibility to gain competitive advantage. Services and quality usually known as service quality is an interactive and dependable chain which links or correlates customers' satisfaction and institution's further development, global image and reputation. If there is high service quality, there is customer's satisfaction and vice versa, if the customers are satisfied, it means the institutions have provided best and high service quality. In the next section, customers' satisfaction concept (teachers' job satisfaction and students' satisfaction) will be taken into discussion.

## **2.5 Teachers' Job Satisfaction and Students' Satisfaction in Higher Education**

### **2.5.1 Job satisfaction's general aspects in higher educational context**

Among all organizational resources such as physical and financial ones, human resources play a crucial role because only they can accelerate the process of organizational development and can take down its progress. In the context of HE the nucleus of human resources are internal customers of whom the most important are teachers or lecturers because they are ensuring the high quality of education by developing their students as global citizens for the corporate world. Thus, this is only possible when they are satisfied and motivated enough to achieve organizational goals. In the educational setting, job satisfaction has primarily studied as a variable in primary and secondary schools. However, empirical witness concerning job satisfaction in HE is insufficient in the international literature (Oshagbemi, 2003, Tack and Patitu, 1998). As an argument, this sector has not been explored because a high level of job satisfaction has currently been supposed to exist in every organization.

*Job satisfaction* is considered an important issue due to its connection to the physical and mental employees' prosperity (Oshagbemi, 1996). Different definitions of job satisfaction have been proposed. For instance, it has been conceptualized that *job satisfaction* is a general viewpoint toward an object or the job (Robbins & Coutler, 2005). Job satisfaction is also defined as the difference between employee's attitudes and suppositions in a service work environment, in this case, in higher education environment (Comm & Mathaisel, 2000). Another definition of job satisfaction was possible by taking into account the emotional state of employees, so that it is seen as an agreeable and emotional state which results from the

assessment of someone's job or work experience (Locke & Latham, 2002). The most acceptable definition related to educational context is that of Evans (2001). He stated that *job satisfaction* is referring to a state of mind including all those feelings resulted through the extent to which a person comprehends his or her job relating expectations to being reached. In other words, *teacher's job satisfaction* refers to his/her relationship with his/her teaching role and is a task of the perceived association between what one wants from teaching and what one believe it is.

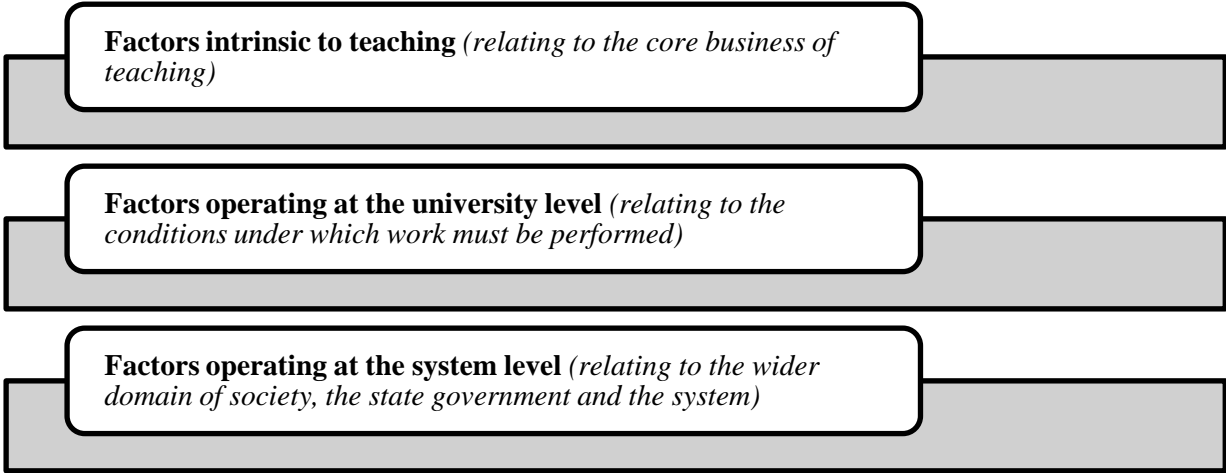
Teachers' job satisfaction has become a very important concept in the educational contexts. As a good argument explaining this situation has been brought by Zembylas & Papanastasio (2004). They have argued that the concern with teacher' satisfaction is becoming more and more important not only because teachers are abandoning the profession but also because job dissatisfaction's increase is connected with decreased dedication and yield, low or reduced ability to meet students' assumptions, some occurrences of psychological perturbation leading to absenteeism and others. On the other hand, their findings show that high levels of job satisfaction can affect the teaching quality, students' self respect, dedication and also students' performance and accomplishment. Taking into consideration the previous literature about teachers' satisfaction, different researchers have identified various aspects of teachers' motivation in HEIs which can contribute to the enhancement of teachers' job satisfaction. For example, in a study was emphasized the fact that teachers' satisfaction depends on different technological resources (computers, projectors, multimedia) and some provisions (supporters and financial aids) for efficient classroom management and institution's upgrades (Ofoegbu, 2004). On the other hand, in another study was found that teachers' satisfaction is merely related to acknowledgement (Wright & Cropanzano, 1997). They further expressed that teachers are motivated when they are appreciated by their head or boss for their precious contribution, achievement, recognition of constructive feed-back for correcting their outputs. From the results of another study it can be mentioned the fact that, training is one of the most incentives for teachers' development (Photanan, 2004). The same opinion was stated by Woodward (2004). He specified that training programs are one of those different inward factors that provide motivation to teachers for their performance increase. As far as motivator factors are concern, autonomy is also seen as another motivator element of teachers' satisfaction (Hall & Bazerman, 2004). They explained that teachers feel more self-assured and self-initiators when the university's administration is giving them autonomy in designing their courses and methods of teaching, evaluating system than those who are always directed to do what they don't want to do. The

present contrast of teachers’ job satisfaction concern stated above leads to some important factors that influence teachers’ progress in the educational sector which will be discussed in the following section.

**2.5.2 Factors that influence teachers’ job satisfaction in Higher Education**

Academics’ job satisfaction seems to be related to several factors which influence the quality of teaching and students’ development as well. There have been pointed out some internal and external factors that influence job satisfaction of professors in HE (Ambrose, Huston & Norman, 2005). The most important factors stated by these researchers in their studies are: the content of the work itself such as the way of teaching and research, teachers’ autonomy and flexibility, quality of interpersonal relationships with colleagues and students, the meritocracy and justice in the system of promotions and others. However, some empirical findings have shown that teachers provide their job dissatisfaction, especially in terms of pay and financial rewards, promotion and profession matters such as lack of progress, incomplete or uncertain evaluating criteria but also their work (Ambrose et al., 2005). Taking into account all it was mentioned before, it will be interesting to identify the other factors that affect teachers’ job satisfaction. In this way, the studies of Dinham & Scott (2000) could be of interest. According to them, the factors which affect professors’ job satisfaction are divided into three main domains (see figure 2.4)

*Figure 2.4 Factors which affect teachers’ job satisfaction*



*Source: Author’s elaboration (Adapted from Dinham & Scott, 2000)*

**2.5.2.1 Factors intrinsic to teaching**

There was stated that the factors which positively affect teachers’ job satisfaction are related to the actual work of teaching, and these are: working with students, developing warm interpersonal relations with them, teachers’ autonomy and independence, opportunities to try

new ideas. It has also been found that teachers are satisfied with students' enthusiasm and responsiveness and they are totally dissatisfied with students' low motivation to learn (Dinham & Scott, 2000; Evans, 2001; Zembylas & Papanastasio, 2006). This idea was briefly explained in the empirical study of the below mentioned researcher justifying that working with students and affecting their lives is the most crucial and valuable source of satisfaction for teachers as well as working with difficult and unmotivated students may have negative effects for teacher satisfaction and can be the source of emotionally exhausting and discouraging proficiencies (Houtte, 2006).

#### ***2.5.2.2 Factors operating at the university level***

The second type of factors that affects teachers' job satisfaction is merely linked with university's based factors such as university's leadership, participation in decision-making, infrastructure, staff administration, university communication network and others (Dinham & Scott, 2000). These are extrinsic factors related to the process of teaching but can be potent dissatisfactions or even problematic when they are absent.

#### ***2.5.2.3 Factors operating at the system level***

The third type of factors consists of those which are related to the society, state government and system. Actually, these are extrinsic factors and are also related to the job itself (Farber, 2000; Hargreaves & Moore, 2004 & Shann, 2001). These factors include imposed or forced educational change, extended expectations on university to face to and settle social problems, community's attitudes of teachers, the status of teachers portrayed in the media, university system support to apply curricular changes, support service to teachers, promotion expectations, quality of services, salary and others. However, there are some factors which negatively affect teachers' satisfaction turning it out into dissatisfaction and these are taken from work excess such as poor pay and cognitions of how teachers are seen by society.

Along with all general factors which were mentioned above, there is a large necessity to emphasize the other ones that are taken from the previous studies of different researchers. Most of them were highlighting lecturers' job satisfaction and dissatisfaction. For example, in the study on HE professors it was identified that teachers were more or less satisfied with teaching, research and administration's process (Oshagbemi, 2003). The findings of another studies have shown that teachers' satisfaction was linked with promotion in career (Hemmasi, Graf & Lust, 1992) Another study highlighted the fact that teachers' job satisfaction was positively related to intrinsic factors such as constructive and challenging nature of work. This was more important than working conditions (promotion, advancement, the amount of work

and salary) (Kledaras & Joslyn, 1992/1993). As opposite to these studies are those of Oshagbemi (1996, 2000). The findings from his studies have shown that teachers' job satisfaction turned on dissatisfaction due to several factors: prompt increases in class size, bad strategies for course assessment, little acknowledgment of teaching abilities, government involvement to teaching, students' attitude to learning. Other aspects of teachers' dissatisfaction were: poor communication with university managers, lack of dialogue and top down communication, lack of real departmental procedures on teaching and research as well as low salary, advancement and physical working conditions. Among all the factors which were stated above, most of them are included in the case study of Cahul State University (teachers' way of teaching, teachers' autonomy or the opportunity to take new challenges and be creative at work, interpersonal relationships with colleagues and students or in other words teachers' status within University, participation in decision-making or teachers' involvement into informational meetings, support service to teachers or university's support for Master and PhD, career development, training opportunity, promotion and advancement, students enthusiasm and motivation for learning and others). These factors have been included in the study in order to figure out whether teachers' satisfaction towards university's quality of services is good or it needs further improvements. Generally speaking, teachers' job satisfaction depends on different or various factors resulting from university's administration and management way of providing qualified or unqualified services. Therefore, as it was mentioned above, teachers as internal customers are the nucleus of HEIs' development, performance and progress but it cannot achieve the culmination point without its external customers such as students. The following section will briefly discuss the concept of students' satisfaction.

## **2.6 Students' satisfaction**

Due to an increasingly competitive and proactive educational circumstance as well as innumerable challenges, universities are becoming more conscious of the importance of student satisfaction (Usman, 2010, Altbach, 2003, Arambewela & Hall, 2009). Focusing on student satisfaction not only allows universities to rethink their managers to adapt to students' expectations but also allows them to promote a system for unceasingly keeping an eye on how efficiently they meet students' satisfaction (O'Neill, 2003). Taking into account that students are considered the most important external customers, they are also seen as a tool through which competitive advantage can be gained (Kevin & Dooyoung, 2002). In this regard, students' satisfaction is an avenue or important method for many universities.

Various definitions or notions about students' satisfaction have been pointed out. Students' satisfaction is a short-term perception resulted from the assessment of the received education services (Elliot & Healy, 2001). Meanwhile, it has been considered that customer satisfaction is a result of students' evaluation of a service based on comparison of the attitude of service delivery with their previous needs (Petruzzellis, D'Uggento, & Romanazze, 2006). The same idea was found out in another study about student satisfaction. The findings show that student satisfaction is related to the link between student needs and the university environment (Borden, 1995). From another researchers' point of view, student satisfaction refers to the favorability of a student's subjective assessment of the different performances and experiences linked with education (Oliver & Desarbo, 1997). As resulting from all the definitions stated above, some researchers have emphasized the importance of student satisfaction noticing that his/her satisfaction's approaches may be an instrument for building a bridge between more classical and academic perceptions on how to improve HE and more market oriented perspectives (Wiers- Jenssen, Stensaker & Groggaard, 2002).

Students' satisfaction of HE depend on two types of service quality: those of university' administration or institution's administration and those of teachers. On one hand, it's merely important to identify the fact that students will be satisfied if the university will provide them a special environment that facilitates the process of learning and proper infrastructure for educational utility. On the other hand, students will be more satisfied, motivated, devoted and good accomplishes if their institution holds essential educational equipments with affective personnel of teaching and training (Kevin & Dooyoung, 2002). The relationship between students and their teachers is positively related to satisfaction of both as internal and external customers of university because when teachers are performing well or have good performances, students become good achievers. In this way, universities will contribute more towards higher education. Consequently, improving teachers and students' satisfaction is a fundamental function for management of higher education, as business, in this kind of institutions becomes more competitive and lecturers as well as students need to generate competitive advantages for their organizations through continuous modernization of their skills, abilities and competences.

In conclusion, it should be mentioned the fact that nowadays, almost every organization, company or institution has a service-oriented marketing approach including higher education institution. Management of universities are trying to adopt marketing activities starting with the target market segmentation or the identification of customers (internal and external ones), following with customers' identification of their needs and wants, then, managers are

producing something absolutely new for their employees and customers in order to maintain their position on market industry and continue with marketing service-strategies which help HEIs to gain competitive advantage. Every type of service educational strategy is quite important such as the product, price, communication, physical evidence but the most important are human resource capital or in other words academics (internal customers) and students(external customers). Organizational success, progress, performance and effectiveness are not only based on the process of determining customers but also on customers' satisfaction. In this regards, internal marketing is on the top because it enhances to develop, retain, motivate and satisfy the employees that will lead to customers' satisfaction and development, too.

Since competition increased amongst service-companies such as universities, the concept of service quality has become crucial in order to satisfy and retain customers. Service quality provided by the university is related to teaching but this is not only limited to this. Therefore, it's of a great importance to note that teaching quality is increasingly high since competition to attract, retain, encourage students amongst universities are ruthless today (Abu, Ilias, Rahman & Abd, 2008). Actually, it is not only the reaching of teachers and students' satisfaction which constitutes the service quality's evaluation it is the full offering or providing of services from the university. What is of a great importance is teachers and students' evaluation of every single thing university provides. Therefore, in the following chapters will be identified and analyzed the empirical part of this dissertation. It will identify whether Cahul State University from the southern part of Republic of Moldova is applying marketing and internal marketing approaches, whether it provides good quality of services and whether internal (teachers) and external (students) customers are satisfied with it.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The methodological chapter begins with a brief presentation of study's design by identifying the reasons of the choice of Cahul State University as the main subject of discussion, then, continuous with an overview of quantitative research method and the reasons of choosing it for this particular case study. After that follows a reasoning of research sources of data and surveys' design. In addition, there are explained the research procedures focusing the attention on sample size and sampling method, data collecting and data analysis.

#### **3.1 Design of the study**

All higher education institutions from all over the world known as service organizations need to apply a system of relationship marketing and internal marketing whose teachers' and students' satisfaction is definitely depended on universities management quality of services. In the last two decades, the tremendously need of adopting marketing and internal marketing approaches became very "popular" within Moldovan HEIs. Due to its "popularity", researchers got interested in studying the truest and valuable aspect of it by revealing and evaluating the way universities work and perform. In this regard, Moldovan State University "B.P.Hasdeu" has been chosen and subjected under discussion.

"B.P.Hasdeu" university is located in the city of Cahul in Republic of Moldova. As opposed to other Moldovan universities, this is the youngest one (founded in 1999). Actually, this is one reason of choosing this university under discussion. 16 years ago, this establishment was used for educational purposes for high schooling but not for higher education. Since 1999, due to higher educational competitive advantage spread all over the country, the Ministry of Education along with the government have taken into consideration some strategic approaches to "open" new doors for teachers and pupils as future specialists for the southern area of Republic of Moldova, so that it was "established" a higher education institution under the name of Cahul State University "B.P.Hasdeu". Therefore, till nowadays, this is the single university from the southern part of Republic of Moldova that comprises only three faculties: Philology and History, Law and Public Administration and Economics, Mathematics and Informatics. Despite to its youth as a higher education institution, it is trying to maintain its position on Moldovan competitive market by developing, refreshing strategic ideas of organizational culture, marketing and internal marketing approaches, service quality and customer' satisfaction criteria. Another reason states in the idea of fundamental need of satisfying teachers and their students and university's administration and management seem to play an important role in providing good and qualitative services throughout the time. As a

logical explanation of choosing especially this university is that it is the single HEIs from the southern part of Republic of Moldova which has strong relationship with one of the European university “Dunarea de Jos” from Galati city, Romania. A very important indicator of the development of this relationship or collaboration is the foundation of the Euro-area University Association, signed in 2000, 1<sup>st</sup> September. This association allows Cahul State University to harness the opportunities provided by European educational programs. Along with the “openness” of the Romanian “Dunarea de jos” University, its European principles, projects and marketing ideas, Cahul State University started to apply the same principles from educational and administrative point of view. The association with this Romanian university allows Cahul State university’s teachers and students educational exchange, meanly that most of teachers from Cahul State University are involved in the European process of teaching within “Dunarea de Jos” University from Galati, as well as Cahul State University students’ involvement into the process of learning within “Dunarea de Jos” University. Both teachers and students have the opportunity to learn something new and adopt European internal marketing criteria as well. Through the increase of teachers’ status as professionals and students’ knowledge as future specialists in different fields, Cahul State University is able to provide good service quality- a necessary tool for customer’ satisfaction. Globally, the reason of choosing “B.P.Hasdeu University under discussion is that the concept of internal marketing, service quality and customer’ satisfaction was never studied in Moldovan HEIs, especially in Cahul State University.

### **3.2 Choice of quantitative research**

By designing this research study, the researcher’s main aim was to figure out the priority of choosing quantitative research over qualitative one. Hence, the research method used for the present study was a *quantitative* one. There are a lot of arguments which merely explain the advantages of quantitative research’s choice. For instance, quantitative research is like an occurrence which gathers quantitative (numerical) data analyzed mathematically and based on procedures such as statistics (Aliaga & Gunderson, 2002). Another positive point of choosing quantitative research was argued by Creswell (2002). He explains that quantitative research is a good match for deductive techniques where a hypothesis can enlighten the variables, the purpose assertion and the administration of the defined research questions. Another very important benefit of quantitative research is that it admits to quantify qualitative data such as opinions, attitudes or beliefs, perceptions by using measurement tools such as Likert scale (Creswell, 2002). The strongest point of quantitative research is that it allows researcher to project his or her findings into the larger population through an objective

process (Creswell, 2002; Thorne & Giesen, 2002). Data collection, as it was mentioned by them, is often administered through a sample survey as a sub-category of the entire population, it allows researcher to generalize or make inferences. Results which are usually found among the sample could be replicated to a larger population. In comparison with qualitative research which is focusing on the real world, is using verbal statements rather than statistical ones and is usually seen as subjective, the quantitative one is more objective and positivist study. Quantitative research is defined as social research that includes or deals with empirical approaches and empirical statements (Cohen, Manion & Morrison, 2007). They argued that an empirical statement is defined as a descriptive statement about what is the case in the real world rather than what ought to be the case. As a result, taking into account all the strengths stated by the authors, researcher of this study has used a quantitative research method because she considered it as a realist and positivist method. She argued that the truth is out there, and it is her duty to uncover it by paying more attention to its objectivity and less attention to her original involvement in the research. Cahul State University has for sure a general truth which lies on the fact that its internal and external customers (teachers and students) are seeking for satisfaction. The truth is that they are probably satisfied or maybe they are somewhat satisfied or dissatisfied with service quality provided by the university. She also thought that quantitative research method will help to generalize the findings to a larger population and it will allow her the possibility to quantify teachers and students' attitudes by concluding how many customers are satisfied or not and by making a comparison between university's faculties. This evaluation will help university's managers to improve its working system and process of marketing as well as internal marketing.

### **3.3 Research sources of data**

There are two types of sources which are related to a data collection. These are: primary and secondary sources. The primary source refers to one data collector or researcher who uses the data for analysis as well as the secondary source refers to one organization or researcher who has elaborated the data to be used by another organization or researcher (Sekaran, 2003). In order to figure out what type of source is suitable for this study, it will be firstly emphasized some general explanations of using both primary and secondary sources as well as their benefits and shortcomings. Primary data is all the information purposely collected by a researcher for a research conveyance which has not been published and appropriate in a public or for the public. In other words, primary data are unique, original in nature and distinctly related to a problem (Schultz, Parker, Becker, & Israel, 2001). This type of data source is usually collected through interviews, surveys, questionnaires etc. It was also stated

that primary source of data presents some benefits as well as shortcomings (Shultz et al., 2001). On one hand, due to the fact that primary data are original and unique, its degree of accuracy and reliability is very high. Despite the fact that primary data can be collected through interviews, surveys and questionnaires, it can also be collected through emails and posts which permit to have a large population from different geographical areas. On the other hand, primary source of data provides time and effort constraints for data collecting. Along with primary source of data, secondary one also provides some advantages and disadvantages. It was notified that secondary data are the data not purposely gathered for the research study but collected for another purpose throughout the time in the past (Schultz et al., 2001). In comparison with primary data, secondary one are collected from internet, media or articles and are accessible in written, typed or electronic form. Compared to primary sources of data, secondary one provides a cheap and fast way of accessibility, it also saves time, efforts and money but the degree of accuracy and reliability could go down. Taking into account time, effort and money factors as well as other advantages of above mentioned sources of data, in this study, both primary and secondary sources have been selected to analyze the data gathered. The instruments that have been used are two structured questionnaires or researcher-administered surveys (personally delivery and collection) which are based on previous literature reviews and relevant topics about internal marketing, service quality and customer' satisfaction.

### **3.4 Surveys design**

#### **3.4.1 Questionnaires' type and purpose**

The essence of research design is to determine methods and procedures for gathering and analyzing particular information. It is hence the type of methods design that aids to increase the validity of the research study. Therefore, the researcher of this study has used as it was mentioned before a quantitative type of method which is respectively represented through a survey. Usually, the heart of a survey is the questionnaire. Reasons why the researcher has chosen this type of method are different but quite evident and important. First of all, questionnaires provide proves of standards amongst large population (Kendall, 2008). Questionnaires are seen as a more objective research measurement instruments that can produce replicable results (Oppenheim, 2000). Even if this type of method requires a lot of time, effort and money, the data collected are of a high degree of accuracy, actual and related to the topic. The questionnaires of this research study were personally administered (in written form) by the researcher to the respondents. So, it means that she made use of a researcher-administered or structured questionnaire. The advantage of structured

questionnaires is that when administrated, participants respond to prompt questions selected from prearranged answers, for instance Likert scale, multiple choices etc. (Kendall, 2008). Also, due to the fact that it could be standardized, there is an economy in data collection without errors which aids researcher to ask, codify and analyze only those questions of a great importance or interest.

The design of this research study is based on the development of two structured questionnaires. Therefore, the main purpose of both surveys (teachers' and students' questionnaire) is to identify and explore customers' satisfaction towards services of quality provided by university on the one hand and on the other hand the service quality provided by professors as well as the quality of performances provide by students. Hence, questionnaires were personally administered by data collector at the end of the class in order not to disturb professors' way of teaching and students' way of learning. Participants were given 5 minutes to fill in the questionnaires. Also, this type of delivery was helpful in collecting all the completed responses in a short period of time. The respondents were allowed to ask the researcher for clarification if they found some difficulties in understanding some questions.

### **3.4.2 Structure of the questionnaires**

This study made use of researcher-administered (structured) questionnaires in order to obtain all needed data. The questionnaires are anonymous and confidential and consist of two parts or sections. The first section of the questionnaires contains demographic and academic background of teachers and students. It comprises three questions covering the subjects of gender, age and academic qualification. These general questions seek to identify teachers' and students' demographic profile. They were adapted from Seifert & Umbach (2008) studies. In order to set out the choice of the instrument used, the second section of the questionnaires includes several questions related to: teachers' job satisfaction towards university's administration quality of services and teachers' satisfaction towards students' quality of performances as well as students' satisfaction towards university's administration and teachers' quality of services. Researcher has chosen to include closed questions into the questionnaires except of the last question which is open and allows participants to express their general satisfaction regarding administration's service quality and students' performance quality (in the case of teachers' questionnaire) and participants' general satisfaction related to administration and teachers' quality of services (in the case of students' questionnaire). They were asked to openly express the reason or reasons of their general satisfaction or dissatisfaction. Because of the low rate of respondents' answers regarding the open question (15%), researcher did not "quantify" the answers, it was not considered to go for further

investigation but their responses were reconsidered as managerial implications. Open questions could be a significant advantage so including them on within a questionnaire or at the end of the questionnaires to closed items would add richness to the results that are difficult if not impossible to achieve just with closed questions (Schuman & Presser, 1996).

Consequently, teachers' questionnaire was made up of 19 items. Students' questionnaire was made up of 24 items. The items of teachers' satisfaction such as *salary/financial bonuses/rewards, benefits (health care, retire), opportunities for training, development, promotion and advancement (Master and PhD are fully sponsored by the university), working conditions (infrastructure, resources), support for diversity in your unit/department, your status within university, students' discipline and enthusiasm for learning, students' motivation for learning, students' attitude concerning you and your subject, students' level of intelligence and skills and students' ability of being punctual* were adapted from the works of Barmby, (2006), Day, Stobart, Sammon & Kington (2006), Moran, Kilpatrick, Abbott, Dallat & McClune, (2001) who justified the reasons why people choose teaching as a career, item such as *curriculum* was adapted from Aydin (2012), item such as *administration's support in being creative and taking new challenges* was adapted from the works of Zembylas & Papanastasiou (2006), items such as *administrative informational meetings and university's policies and administration* were adapted from the studies of Latham (2007). Questions or items of students' satisfaction regarding *accessibility to administration's department, administrator's enough support for students problems, providing adequate information for students' rights, university's web page as a source of information, library services and resources, the computerized skill-building academic center of resources, the quality of providing with books, CD-s, information by the resource centers, opportunity of joining student union, scholarship, students' conference, the schedule of courses at times reasonably convenient for you* were adapted from the work of Hildrew (2009). The items such as *curriculum, teachers' sufficient advice and support related to the studies, feedback given* were adapted from the study of Corno (2004), items such as *teachers' professional skills and competences, teachers' willingness to provide you academic help outside the class, teachers' punctuality* were adapted from the study of Mihaljevic, Nikolov M., & Otto (2008) and the items such as *teachers' methods and techniques used in the class, teachers' manner of giving the lessons and teachers' guideline for your homework* were adapted from Dinham & Scott (2000) works. The last question of the questionnaires which is an open one was merely written by the researcher of this study. These items are based on academic provisions and teachers' professional services (see appendix 1).

Therefore, in the second part or section of the questionnaires, survey respondents were asked to state their level of satisfaction of each statement of service quality in higher education on a four point Likert scale (1 represents very dissatisfied, 4 – very satisfied and, 2, 3 denote average such as somewhat dissatisfied and somewhat satisfied). As it can be seen, the researcher of this study has avoided the midpoint scale or “neutral” point by emphasizing 4-point instead of a 5, 7 or 11 points scale. Most researchers claim that from methodological point of view, avoiding “midpoint” scale could impact the validity and reliability of the response rate. For instance, in a study of students’ satisfaction, elementary students were asked to rate their level of satisfaction or attitude towards mathematics using 4-point scale for one group of students and 5-point scale for another group of students. Results show that the neutral point scale (5-point scale) was more suitable to elementary students’ attitudes and its reliability was higher than the reliability of 4-point scale (Adelson & McCoach, 2010). On the other hand, the results of another study based on students’ satisfaction show that reliability could result from response students’ group, especially where the likelihood of choosing the number of options scale exists (Cronbach & Shavelson, 2004). Regarding the validity set, some authors argued it cannot be influenced by the midpoint (Adelson & McCoach, 2010, Kulas, Stachowski & Haynes, 2008) and other argued that the exclusion of the midpoint may affect the validity (Johns, 2005). The reason of explaining such a contradiction may be that the reliability and validity may be independent of the number of scale points, including the use or not use of midpoints, on Likert scale (Dawes, 2001). Even if avoiding the use of midpoint scales could impact the quality of the response rate, researcher has used a 4-point Likert scale for not confusing respondents or providing misunderstandings by obtaining negative results of dissatisfaction. An increase of positive results may occur when a scale does not include midpoints (Worcester and Burns, 1975). In this case, the choice of midpoint could no longer suggest neutrality.

### **3.5 Sampling size and method, data collection and data analysis**

Sampling and sampling size are fundamental features in quantitative research studies whose main aim is to make statistically generalizations to the wider population. To be able to make generalizations and obtain representative results, it is important that both sample size and sampling method to be suitable. Therefore, taking into account the design of this study which is a descriptive one, the generalization was difficult if not possible to reach and justify. One reason of it lies in the sample size and sampling method. Thus, the population used in this study consists of undergraduate students and professors from all faculties, such as the Philology and History Faculty, Law and Public Administration Faculty and the Economics,

Computer Science and Mathematics Faculty of Cahul State University “B.P.Hasdeu”. The participants of the study comprised a total number of 200, 90 teachers and 110 students. In other words, the sample size of first Faculty consisted of 60 teachers and 50 students and that of the other two Faculties consisted of 30 teachers and 60 students. One explanation for the use of the sample size of each faculty lies in the convenience sampling method used in this study. Convenience sampling method is a kind of non-probability or nonrandom sampling in which members of the target population (teachers and students) are gathered for the purpose of the study if they match various practical eligibilities, such as geographical area, availability at a certain time, easy accessibility, or the inward desire to volunteer (Dörnyei, 2007). He also stated that students of HEIs could be the best audiences and examples for using convenience sample technique. Therefore, one explanation of using sampling technique is that the participants were selected just because they were accessible to the researcher. However, the participation was set out to be voluntary. Another logical explanation lies on the fact that the use of convenience sample is a cost-benefit analysis (Lang, 1996). For instance, a justifiable use of convenience sample is the exploration (Ferber, 1977). In other words, despite taking implausible risks, the researcher has chosen to make an experiment without even know how a convenience sample technique will represent the population concerning the features which were undertaken within the research study. Because nonrandom technique is employed, it is not possible to apply statistics based on deduction and generalize the situation to another population outside this study. That is why the researcher has used only descriptive statistics such as group frequency distribution, arithmetic mean, standard deviation, percentage. As a result, the data analysis of this study was conducted through the use of software called Statistical Package for Social Science (SPSS), version 17.0. This data will either confirm or reject the following questions:

- Q1.** *Are teachers highly satisfied with the quality of services provided by the university's administration?*
- Q2.** *Are students highly satisfied with the quality of services provided by the university's administration?*
- Q3.** *Are teachers highly satisfied with the quality of student performance (the way of learning and behaving)?*
- Q4.** *Are students highly satisfied with the service quality provided by teachers (the way of teaching and behaving)?*
- Q5.** *Is Cahul State University applying an internal marketing approach and service quality assessment? Is there any impact on customers' satisfaction?*

Due to researcher's study in Portugal and rare returns to native country and especially Cahul city, there where "B.P.Hasdeu" University is located, the surveys were developed during two months of two academic years. Hence, the first survey was elaborated during 2013 academic year on 17-24 December and the second survey was developed during 2014 academic year on 3-15 September. Whether these research questions are totally supported or not will be discussed in the chapter that follows.

**CHAPTER IV**  
**DATA ANALYSIS RESULTS**

**4.1 Study I: Teachers and students' satisfaction of Philology and History Faculty**

The great importance for an organization is to clearly segment its target market (customers) because the crash in identifying them correctly leads to wasted efforts and even failure in the entire quality motion (Sirvanci, 2001). It is highly important to explore the fact that different groups within higher education should come to a common consensus as to who their true customers are. In order to have a total quality philosophy and a profitable impact on change and quality improvement in higher education, it is quite desirable that educational institutions have the right customer focus model. As good models were the customers from Cahul State University. The researcher of this study tried to give an original path to the dissertation by analyzing the sample in different ways. As far as Cahul State University' teachers and students are concerned, they were firstly analyzed per faculty as teachers' satisfaction versus students' satisfaction. Secondly, the researcher has thought to make an analogy between teachers' satisfaction of the Philology and History Faculty versus teachers' satisfaction of Law and Economics Faculties as well as students' satisfaction of the first faculty versus students' satisfaction of the other two faculties. In other words, in the first case it was made a data analysis of internal customers' satisfaction versus external ones of the first faculty and the other two ones and in the second case, there was made a data analysis of internal customers' satisfaction versus internal ones (teachers vs. teachers) of all faculties as well as external customers' satisfaction versus external ones of all faculties (students vs. students). In the section which follows, it will be presented data analysis of the first case.

**4.1.1 Demographic characteristics**

The sample of this study (Philology and History Faculty) is made by convenience and consists of 110 members, 60 teachers and 50 students from Cahul State University "Bogdan Petriceicu Hasdeu". The participants' demographic characteristics (gender, age and academic qualification) are listed in the tables below.

**Table 4.1 Participants' gender**

		Frequency	Percent	Valid Percent	Cumulative percent
Valid	Male	31	28,2	28,2	28,2
	Female	79	71,8	71,8	100,0
	Total	110	100,0	100,0	

**Table 4.2 Participants' age**

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Less than 25	50	45,5	45,5	45,5
25 - less than 35	42	38,2	38,2	83,6
35 - less than 45	10	9,1	9,1	92,7
45 and more	8	7,3	7,3	100,0
Total	110	100,0	100,0	

**Table 4.3 Participants' academic qualification (education)**

	Frequency	Percent	Valid Percent	Cumulative percent
Valid High School Diploma	50	45,5	45,5	45,5
Bachelor Degree	24	21,8	21,8	67,3
Master Degree	29	26,4	26,4	93,6
Ph Degree	7	6,4	6,4	100,0
Total	110	100,0	100,0	

As it is shown in Table 4.1, the 110 subjects included 31(28,2%) males and 79(71,8%) females. The descriptive results related to respondents' age are presented in Table 4.2. According to it, the majority of the subjects 50(45,5%) were younger than 25 years old. Out of 110 participants, 42(38,2%) were aged 25-less than 35, almost 9.1% (10 participants) were aged between 35 and less than 45, and another 7,3% (8 participants) were 45 years old or older. Descriptive results of teachers and students' educational background are included in Table 4.3. One of the surveys was conducted with undergraduate students (50 students) who had high school diploma degree (45,5%), the second survey was conducted with teachers with educational background (21,8% having bachelor degree and 26,4% that had master degree and only 6,4% had PhD).

#### **4.1.2 Teaching staff's level of satisfaction (Faculty of Philology and History)**

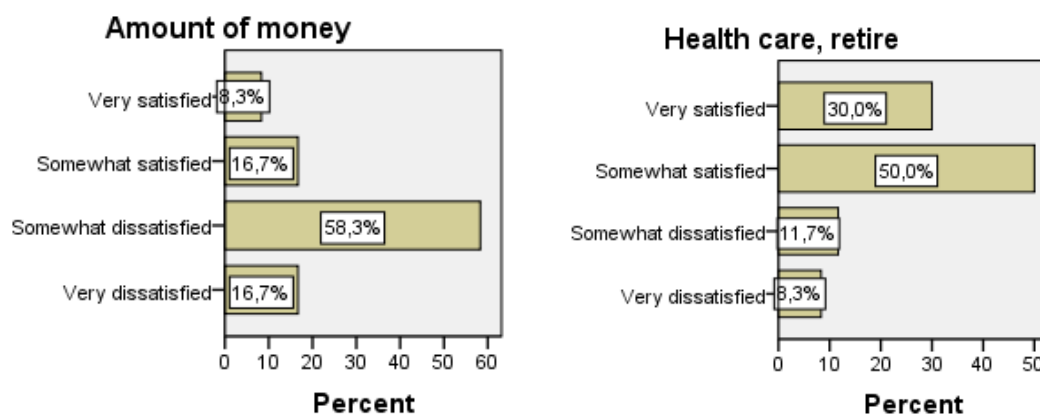
In the following tables it will be presented the descriptive measures (minimum, maximum, arithmetic mean and standard deviation) based on teachers' perception or level of satisfaction related to university's administration quality of services. These measures are calculated as being the variables of the study (although being ordinal qualitative) can also be

considered as interval quantitative. The analysis which follows can be supplemented through the frequency charts (graphics or figures) which will be stated below.

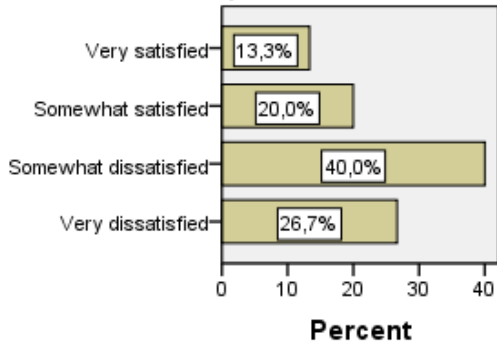
**Table 4.4 Descriptive statistics of the items related to teachers' level of satisfaction concerning administration's quality of services**

	N	Minimum	Maximum	Mean	Std. deviation
<b>Amount of money(salary, financial bonuses, rewards)</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>2,17</b>	<b>,806</b>
<b>Health care, retire (medical benefits, insurance)</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,02</b>	<b>,873</b>
<b>Support for master and PhD career development, training opportunity, promotion and advancement</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>2,20</b>	<b>,988</b>
<b>University's design of contents, materials, processes (curriculum)</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,00</b>	<b>,939</b>
Infrastructure, resources (working conditions)	60	1	4	2,88	,922
<b>Teachers' freedom of taking new challenges and being creative</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>2,15</b>	<b>,917</b>
Teachers' satisfaction towards University's informational meetings	60	1	4	2,80	,860
Teachers' opportunity to change something within their department	60	1	4	2,60	1,061
Teachers' satisfaction towards University's way of administration and its policies	60	1	4	2,72	,993
<b>Teachers' status within the University</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,13</b>	<b>,947</b>

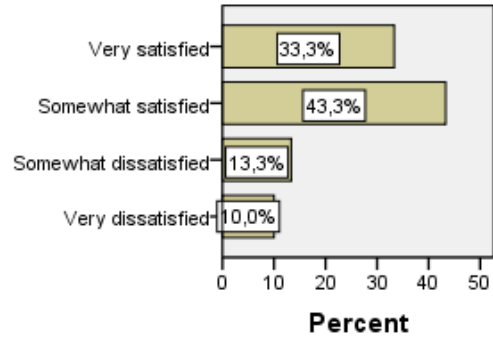
**Figures 4.1-4.10 Teachers' level of satisfaction concerning administration's quality of services**



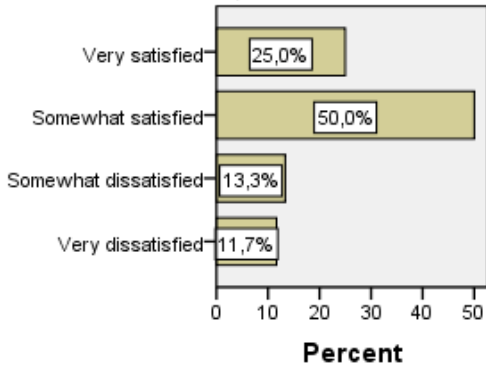
**Support for master and PhD career development**



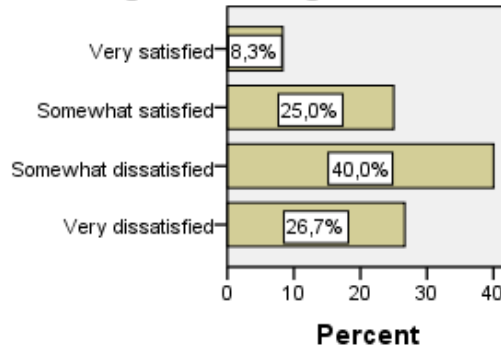
**University's design of contents, materials, processes**



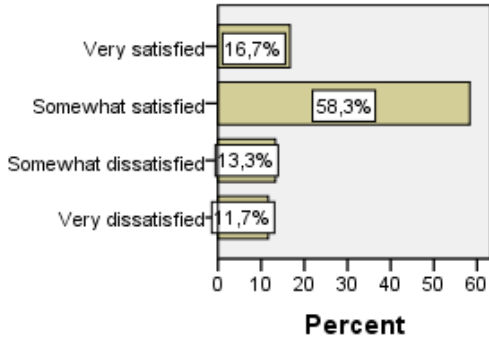
**Infrastructure, resources**



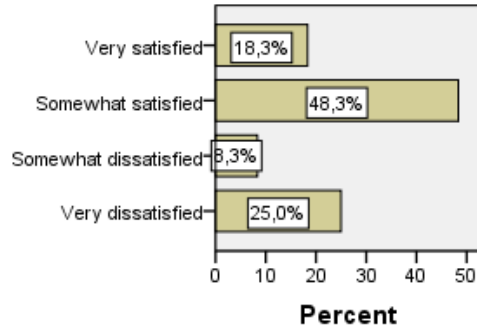
**Teachers' freedom of taking new challenges and being creative**



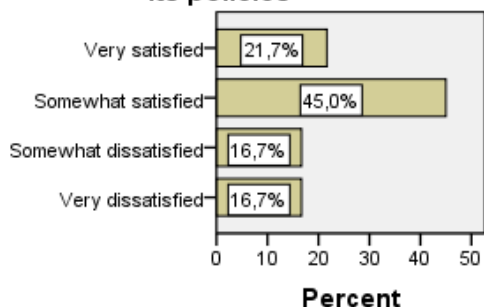
**Teachers' satisfaction towards University's meetings**



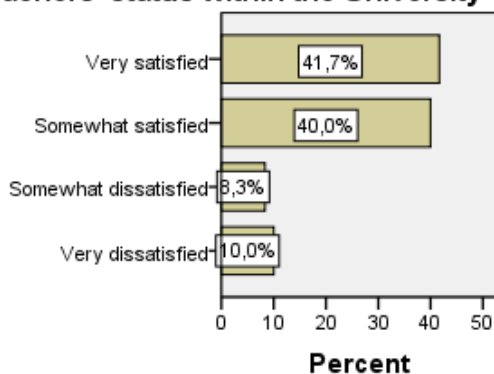
**Teachers' opportunity to change something within their department**



**Teachers' satisfaction towards University's way of administration and its policies**



**Teachers' status within the University**



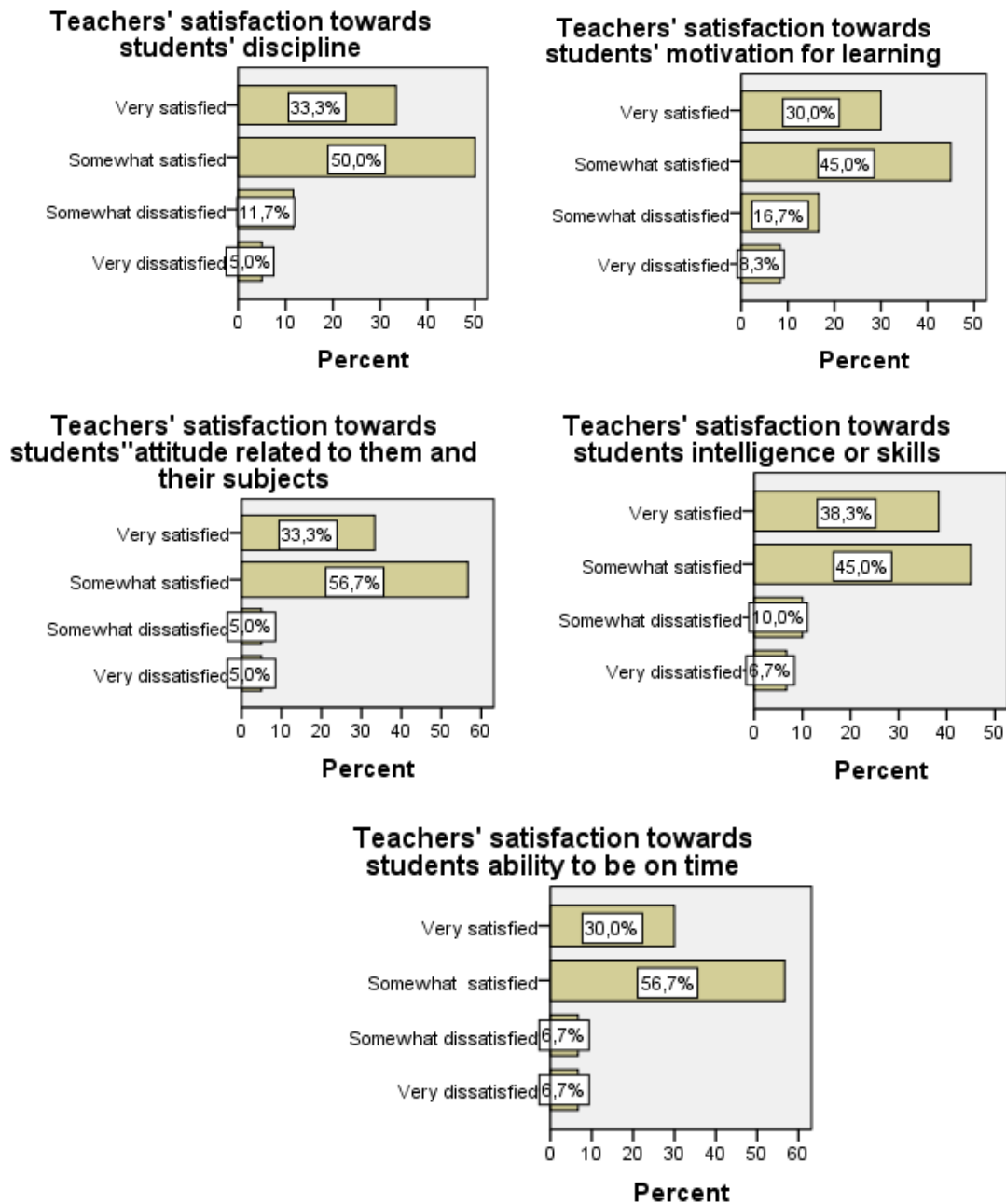
As shown in Table 4.4 and in figures 4.1-4.10, the teachers are somewhat dissatisfied with the following items: salary, financial bonuses and rewards (58,3%), the freedom of taking new challenges and being creative at work (40,0%) and the university's administration support for master and PhD career development, training opportunity, promotion and advancement (40,0%). On the other hand, there is a high degree of satisfaction regarding the following feature: the status within the university (41,7%) and they were somewhat satisfied with the medical benefits and insurance (50,0%) and university's curriculum or design of contents, materials and processes (43,3%).

In terms of teachers' level of satisfaction concerning their students' performance quality, the descriptive results are shown in Table 4.5 and/or figures 4.11-4.15.

**Table 4.5 Descriptive statistics of the items related to teachers' level of satisfaction concerning students' quality of performances (the way of learning, behaving)**

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Teachers' satisfaction towards students' discipline</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,12</b>	<b>,804</b>
Teachers' satisfaction towards students' motivation for learning	60	1	4	2,97	,901
<b>Teachers' satisfaction towards students' attitude related to them and their subjects</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,18</b>	<b>,748</b>
<b>Teachers' satisfaction towards students intelligence or skills</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,15</b>	<b>,860</b>
Teachers' satisfaction towards students ability to be on time	60	1	4	3,10	,796

**Figures 4.11-4.15 Teachers' level of satisfaction concerning students' quality of performances (the way of learning, behaving)**



As shown in Table 4.5 and figures 4.11-4.15, all teachers expressed a good level of satisfaction related to students' quality of performances (learning, behaving) and the highest level of satisfaction are in the following situations: teachers' satisfaction towards students' attitude related to them and their subjects (56,7%); teachers' satisfaction towards students' ability to be on time at the classes; teachers' satisfaction towards students intelligence or skills (45,0%) and teachers' satisfaction towards students' discipline (50,0%). Although, teachers are somewhat dissatisfied with students' motivation for learning (16,7%).

### 4.1.3 Students' level of satisfaction (Faculty of Philology and History)

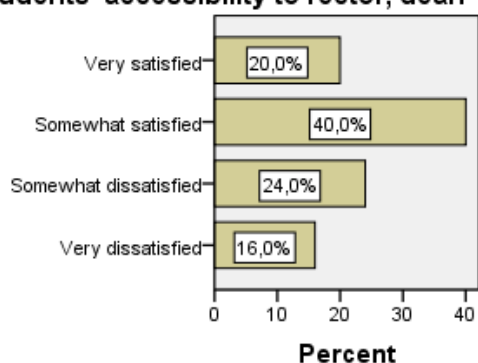
For the purpose of the present study regarding students' level of satisfaction, two dimensions of the questionnaire were taken into consideration: university's administration and teachers. Hence, in the Table 4.6 as well as in the figures 4.16-4.26 are presented the descriptive statistics (minimum, maximum, mean, standard deviation and percentile) of items related to the degree of students' satisfaction concerning administration' quality of services.

**Table 4.6 Descriptive statistics of the items related to students' level of satisfaction concerning administration's quality of services**

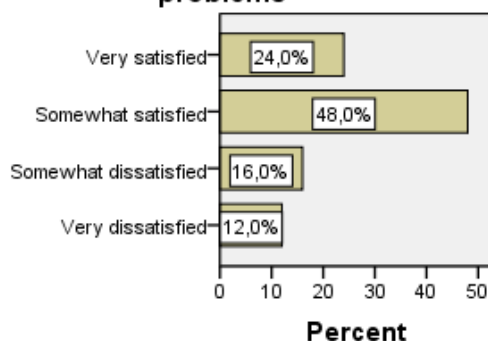
	N	Minimum	Maximum	Mean	Std. Deviation
Students' accessibility to Rector, Dean	50	1	4	2,64	,985
Rector/Principle's support for students problems	50	1	4	2,84	,934
Information for students about their rights	50	1	4	2,98	,795
<b>University's web page</b>	<b>50</b>	<b>1</b>	<b>4</b>	<b>3,22</b>	<b>,790</b>
Services of Library	50	1	4	2,76	,938
Computer labs for students	50	1	4	2,92	,804
Adequate information and resources for students( resources centers)	50	1	4	2,78	,996
<b>Students' involvement in the Union</b>	<b>50</b>	<b>1</b>	<b>4</b>	<b>3,00</b>	<b>,833</b>
Amount of money (scholarship)	50	1	4	2,44	,951
<b>Students' involvement into conferences</b>	<b>50</b>	<b>1</b>	<b>4</b>	<b>3,02</b>	<b>,769</b>
Schedule of courses convenient for students	50	1	4	2,52	,909

**Figures 4.16-4.26 Students' level of satisfaction concerning administration's quality of services**

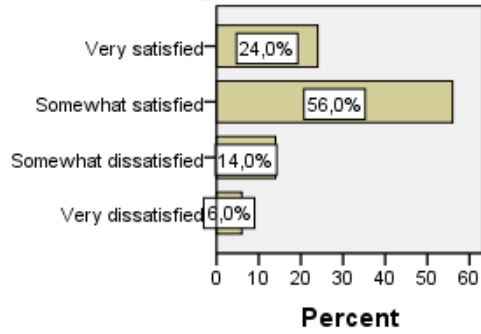
**Students' accessibility to rector, dean**



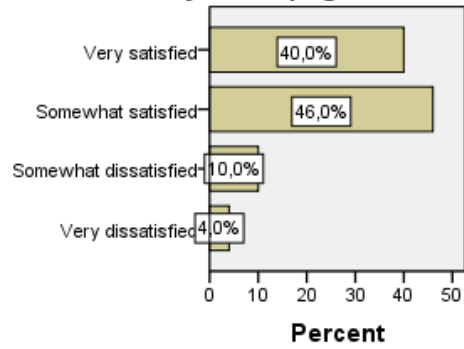
**Rector's support for students problems**



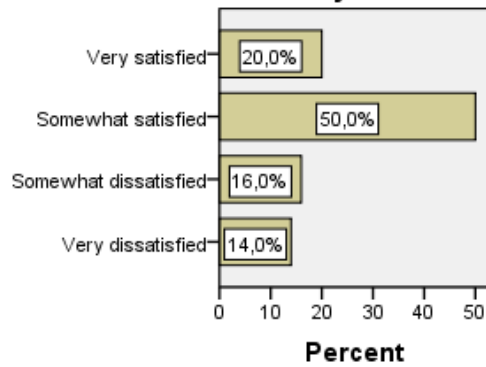
**Information for students about their rights**



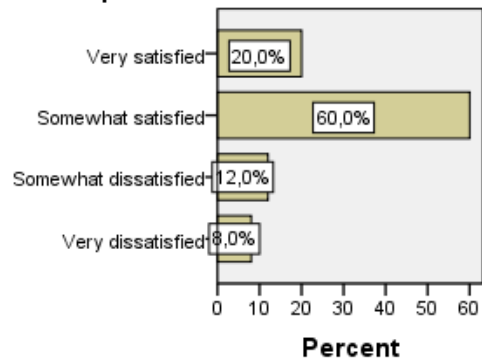
**University's web page**



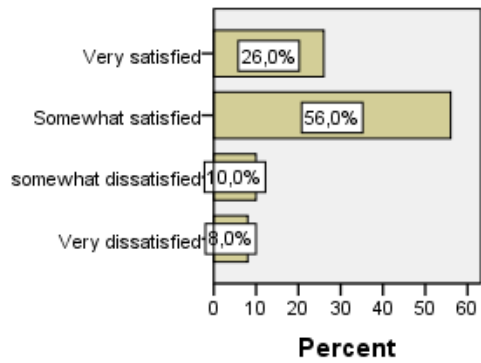
**Services of Library**



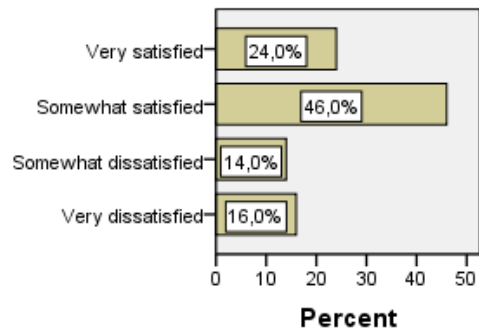
**Computer labs for students**



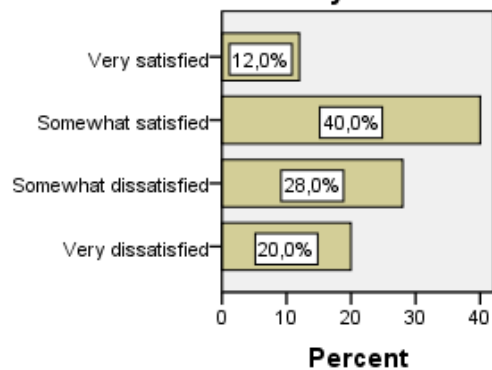
**Students' involvement in the Union**



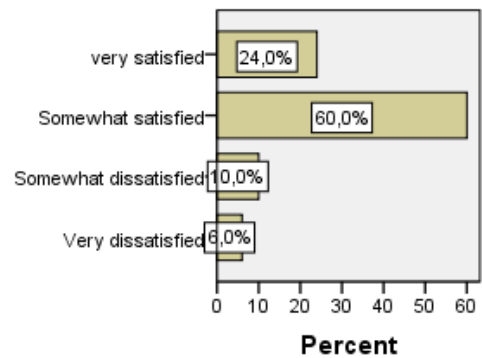
**Adequate information and resources for students**



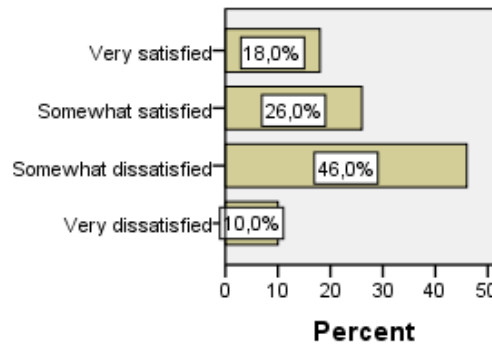
**Amount of money**



**Students' involvement into conferences**



### Sheduling of courses convenient for students



As can be seen in table 4.6 and figures 4.16-4.26, the findings show that students are more satisfied with: university's web page quality of services (46,0%), their involvement into conferences (60,0%) and their involvement in the students' union (56,0%). On the other hand the results show that students are somewhat dissatisfied with: their scholarship (40%), the scheduling of courses convenient for them (26,0%) and their accessibility to the Rector/Principle or Dean (40%).

Taking into account the second dimension of students' questionnaire (teachers' quality of services), it can highly be mentioned that students' perception towards their teachers' service quality were calculated. The descriptive results consisting of mean, standard deviation and percentage appear in table 4.7 as well as in the figures 4.27-4.35. Students expressed moderate degree of satisfaction in terms of teachers' quality of services.

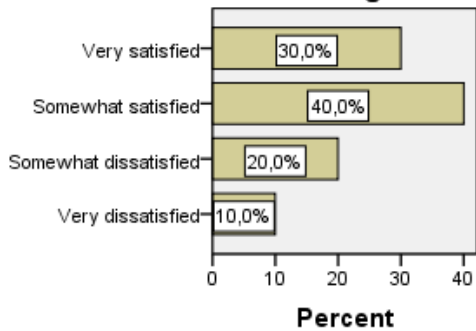
**Table 4.7 Descriptive statistics of the items related to students' level of satisfaction concerning teachers' quality of services (the way of teaching, behaving)**

	N	Minimum	Maximum	Mean	Std. deviation
Students' satisfaction towards teachers' curriculum design	50	1	4	2,90	,953
<b>Students' satisfaction related to teachers' competences and skills</b>	<b>50</b>	<b>1</b>	<b>4</b>	<b>3,26</b>	<b>,922</b>
Students' satisfaction towards teachers' methods and techniques used in the class	50	1	4	3,02	,958
Students' satisfaction towards teachers' way of teaching	50	1	4	2,94	,818
Students' satisfaction towards teachers' support and advice related to the studies	50	1	4	2,84	,934
Teachers' willingness of providing to students academic help outside the class	50	1	4	3,14	,808

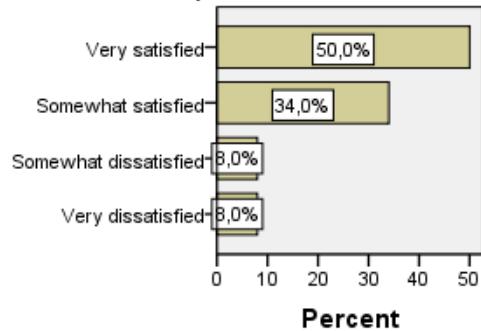
<b>Students' satisfaction related to feedback given</b>	50	1	4	3,18	,941
Students' satisfaction related to staff's support or help in doing their homework	50	1	4	2,96	,925
<b>Students' satisfaction related staff' punctuality (teachers') or starting and finishing classes on time</b>	50	1	4	3,32	,794

Figures 4.27-4.35 Students' level of satisfaction concerning teachers' quality of services (the way of teaching, behaving)

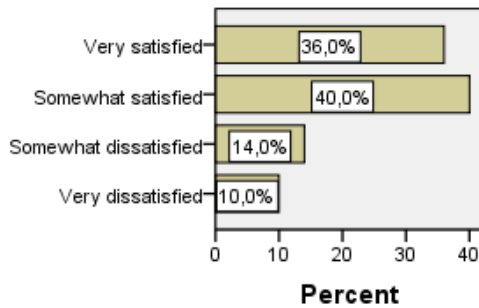
**Students' satisfaction towards teachers' curriculum design**



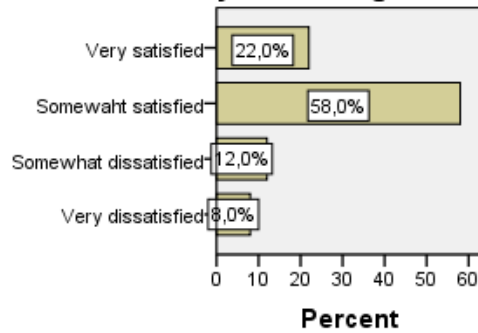
**Students' satisfaction related to teachers' competences and skills**



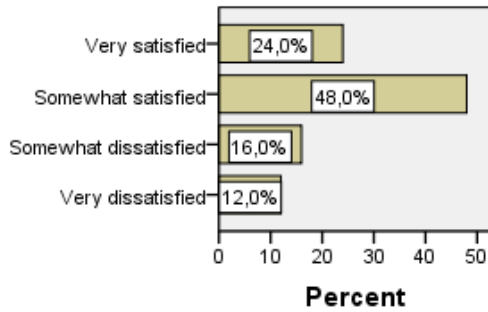
**Students' satisfaction towards teachers' methods and techniques used in the class**



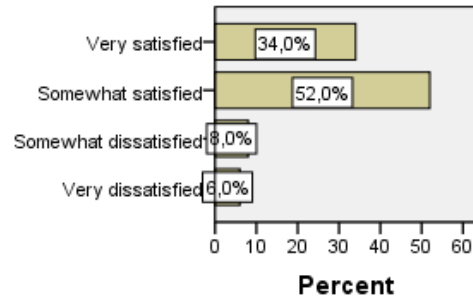
**Students' satisfaction towards teachers' way of teaching**



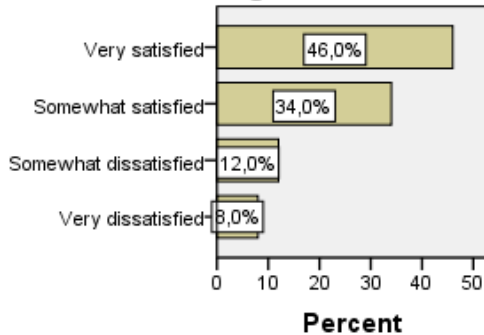
**Students' satisfaction towards teachers' support and advice related to the studies**



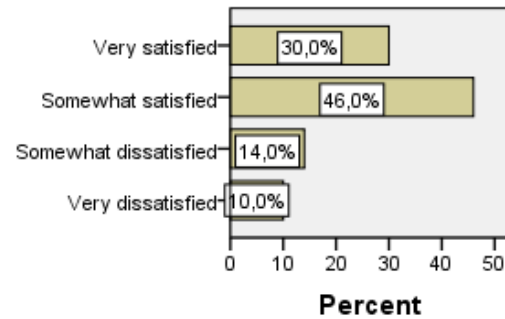
**Teachers' willingness of providing students academic help outside the class**



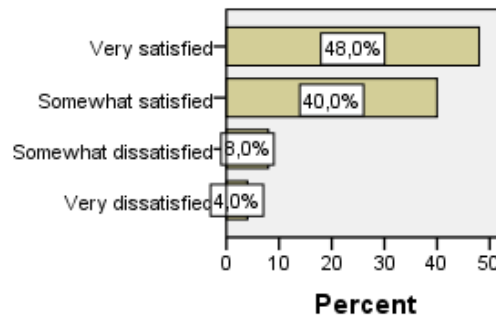
**Students' satisfaction related to feedback given**



**Students' satisfaction related to staff's support or help in doing their homework**



**Students' satisfaction related staff punctuality or starting and finishing classes on time**



The results related to teachers' service quality from students' point of view (perception) are quite positive rather than negative. Students expressed their high satisfaction towards the following items: teachers' punctuality (48,0%), teachers' competences and skills (50,0%) and the way their teachers are given feedback (46,0%). Also, students are somewhat satisfied with: teachers way or manner of teaching (58,0%) and teachers' willingness of providing academic help outside the class. However, students are somewhat dissatisfied with teachers' support and advice related the studies (12,0%).

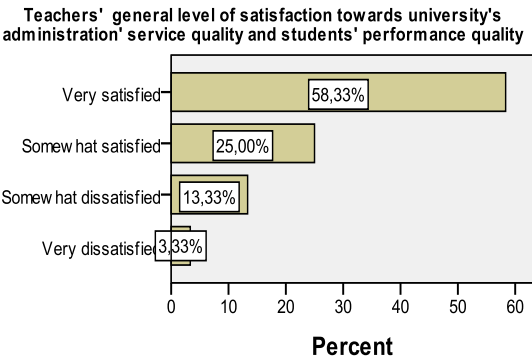
In the table 4.8 as well as figures 4.36-4.37, teachers and students have been expressed their general level of satisfaction towards university’s administration and towards each other’s way of providing services (quality of services and quality of performances). The researcher has been asking them to respond this general question in order to identify whether there could be any differences in terms of quality services approach. The results are shown below.

**Table 4.8 Descriptive statistics of the items related to general level of satisfaction of teachers and students**

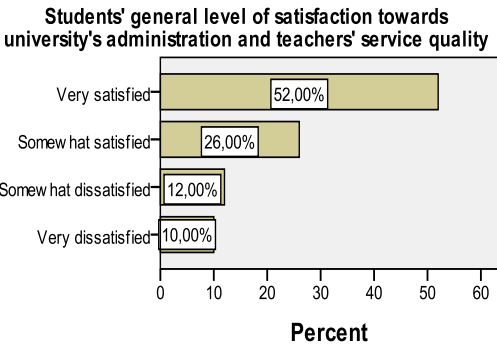
	N	Minimum	Maximum	Mean	Std. deviation
Teachers' general level of satisfaction towards the university's administration and students' performance quality	60	1	4	3,38	,846
Students' general level of satisfaction towards university's administration and teachers' service quality	50	1	4	3,20	1,010

As can be seen in the table 4.8, the overall level of satisfaction towards university is high and does not differ much between teachers and students, and the teachers give a slightly higher average score.

**Figure 4.36**



**Figure 4.37**



From the above figures can be analyzed the fact that most teachers and students surveyed (58,3% and 52,0% respectively) have a global positive opinion and are very satisfied with the Cahul State University “B.P.Hasdeu” quality of services.

Up to the questions stated above, the findings prove that there is a moderate percentage of satisfaction rather than a high one. The level of service quality provided by the university’s administration is not a very good one. Even if there is not a total or categorical

dissatisfaction, 58,3% of the teachers are dissatisfied with their salaries. It was found that university's administration and management don't always provide them with bonuses or rewards when they truly deserve it. Also, from financial point of view, they are not supported by the administration. They are involved in studying master and PhD degree almost by themselves whose satisfaction and even motivation is somewhat low (40%) and they are not as good as it should be promoted or involved into training programs in order to advance for professional growth's purposes. Though, 40% mentioned their moderate dissatisfaction regarding their opportunity of taking new challenges and being creative at work explaining that they are usually "guided" by their leader. On the other hand, they have expressed their higher satisfaction regarding their status within the university (41,7%) notifying the fact they are in very good terms with their managers, colleagues and students. Teachers' moderate satisfaction was expressed in the following situations: the curriculum provided by the administration at the beginning of the semesters is suitable with students' specialty and competences (43,3%) and medical insurance (50%).

Teachers' degree of satisfaction towards performances provided by their students is quite good. 56,7% of teachers are somewhat satisfied with students' attitude towards their personality and subjects taught, they also stated that their students are intelligent and skillful. The average percentage of that is 45%. Teachers are rather satisfied than dissatisfied with students' way of behaving or discipline (50%). The total average of dissatisfaction was not submitted.

In terms of students' satisfaction level regarding university's administration, there is a moderate degree of satisfaction and dissatisfaction. Consequently, the highest point of students' satisfaction is related to the web page of university seen as a good source of information (46%) where they can find out everything related to the university's news(promotions, international programs suitable for students etc.). Moreover, there is a moderate level of satisfaction regarding their involvement into conferences (60%) and into students' union (56%) where they have the opportunity to come up with some ideas and/or scientific researches. However, most of students (40%) argued that they are not well satisfied with their scholarship exemplifying the fact that they should ask from their parents and are not independent, 26% expressed their dissatisfaction regarding the schedule of the courses which is not convenient for them and which badly influences on their extracurricular activities and personal development, 40% said they are somewhat dissatisfied with the poor access to their principle or dean when they have some problems to clear up arguing that these managers are usually busy and difficult to be found.

The findings of the present study also indicated that students were highly satisfied rather than dissatisfied with some aspects of the service quality provided by their teachers. The findings show that students are satisfied with the competences of teachers (50%) explaining that they are very skillful and always well-prepared. Most of them (48%) are content with teachers' punctuality of starting and finishing the classes on time which give them the feeling of responsibility and 46% responded they are satisfied with teachers' way of given feedback arguing that it is good for understanding the process of learning/studying.

The findings of the first study show that internal customers such as teachers are more satisfied than external ones such as students. If internal customers are satisfied, then, internal marketing approach is applied by the management of university but it needs further improvements regarding services provided for students. However, results depicted in case I envisage customers' satisfaction of one Faculty which is that of Philology and History. Teachers and students' satisfaction of Faculty of Law, Public Administration and Economics will be studied in the section which follows.

#### **4.2 Study II: Teachers and students' satisfaction of Law, Public Administration and Economics Faculties**

Every customer from any type of organization needs to be satisfied. He/she has a lot of wants, attitudes and values that should be taken into consideration by the management of the company. Therefore, in the educational setting as well as in any other setting, the customers' needs should be reviewed and evaluated every single year with the purpose of reaching their level of satisfaction and making some organizational improvements. In the following section it will be identified data analysis results of Law and Economics Faculties' customers.

##### **4.2.1 Demographic characteristics**

Therefore, in the two surveys elaborated by the researcher, internal as well as external customers from the Cahul State University were involved in responding to the questionnaires. Consequently, the sample of this study was gathered by convenience rather than randomly and it included 90 participants. Participants' demographic characteristics concerning their gender, age and academic qualification could be depicted in Tables below.

**Table 4.9 Participants' gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	35	38,9	38,9	38,9
	Female	55	61,1	61,1	100,0

**Table 4.9 Participants' gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	35	38,9	38,9	38,9
	Female	55	61,1	61,1	100,0
	Total	90	100,0	100,0	

**Table 4.10 Participants' age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25	60	66,7	66,7	66,7
	25 - less than 35	8	8,9	8,9	75,6
	35 - less than 45	20	22,2	22,2	97,8
	45 and more	2	2,2	2,2	100,0
	Total	90	100,0	100,0	

**Table 4.11 Participants' academic qualification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School Diploma	60	66,7	66,7	66,7
	Bachelor Degree	13	14,4	14,4	81,1
	Master Degree	15	16,7	16,7	97,8
	Ph Degree	2	2,2	2,2	100,0
	Total	90	100,0	100,0	

As it is understood from Table 4.9, descriptive statistics concerning participants' gender are quite positive and are presented in the following way: out of 90 respondents, 61,1% were females and 38,9% were males. Regarding participants' age, the majority of them (N=60) consisted 66,7%. They were younger than 25 years old. Just 8.9% were aged 25-less than 35. A number of 20 respondents (22,2%) answered they are aged between 35-less than 45. Only 2 subjects (2,2%) have responded they are 45 years old or more. These 2% represented the number of 2 teachers. The demographic characteristics related to participants' age are summarized in Table 4.10. In these two surveys was also specified participants'

educational background or academic qualification. According to it, 66,7% included the percentage of participants who have high school diploma because the number of 60 represents the undergraduate students. Also, 14,4% of 90 subjects responded that their educational background is based on bachelor degree. Another 16,7% answered that their academic qualification is Master degree. The lowest percentage of 2,2% was that of participants who have Ph degree. The demographic characteristics concerning participants' academic qualification are presented in Table 4.11.

#### 4.2.2 Academics staff (teachers)' level of satisfaction (Law and Economics Faculties)

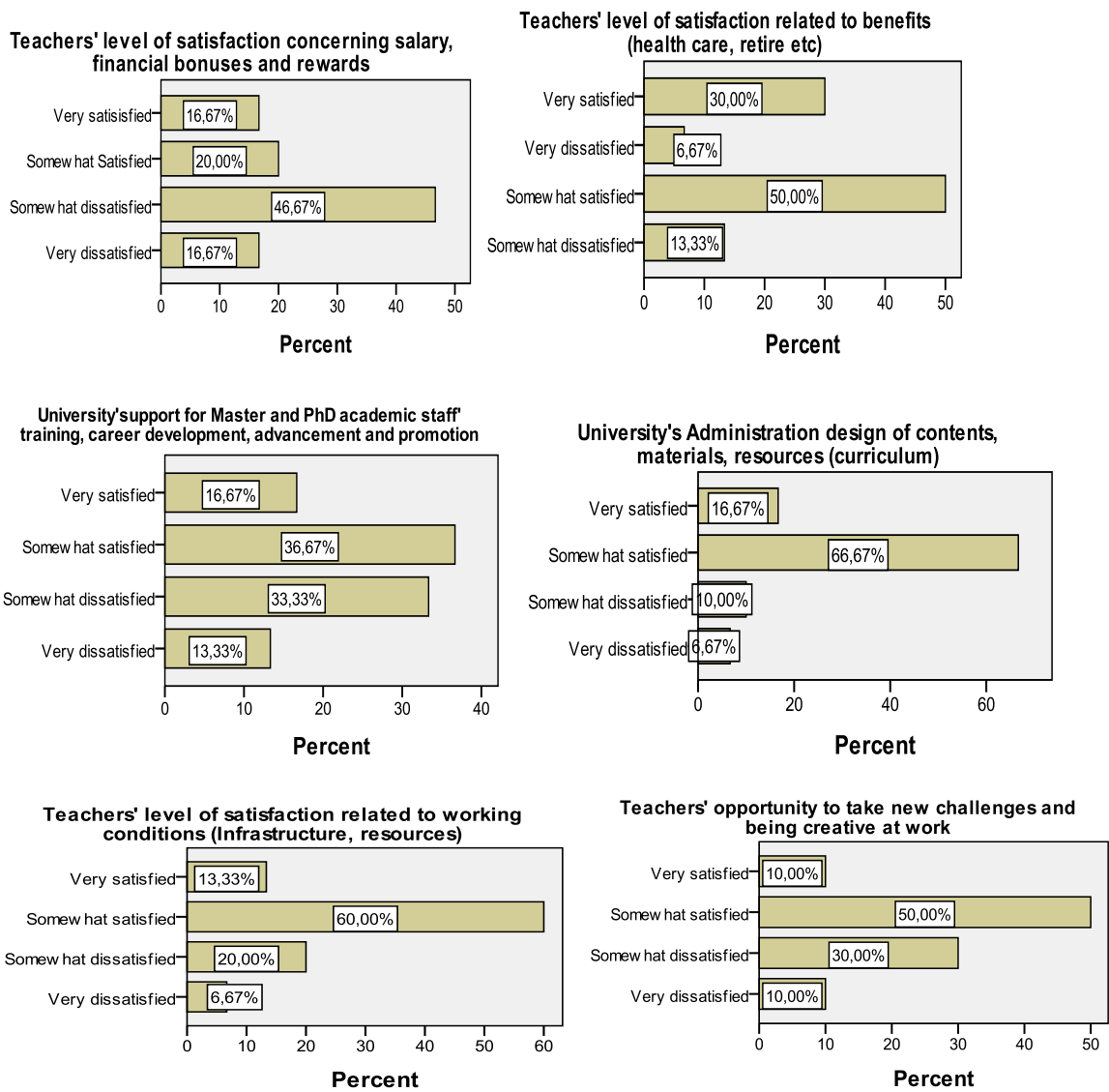
For the purpose of the present study, two dimensions of structured questionnaires were taken into consideration. These are: participants' demographic characteristics and teachers/students' level of satisfaction towards services of quality. In the table 4.12 as well as figures 4.38-4.47 are presented descriptive measures (minimum, maximum, mean and standard deviation) of teachers' perception towards university' administration quality of services. The measures stated above are seen as interval quantitative variables even if they are ordinal qualitative variables.

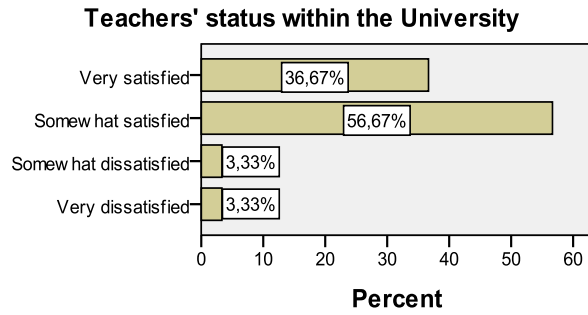
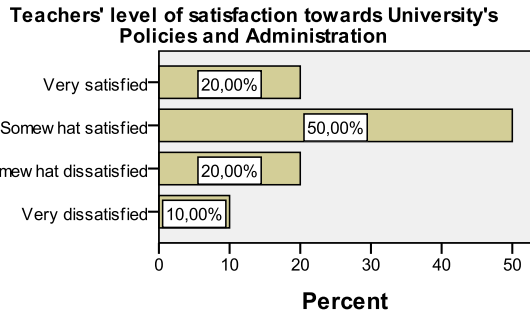
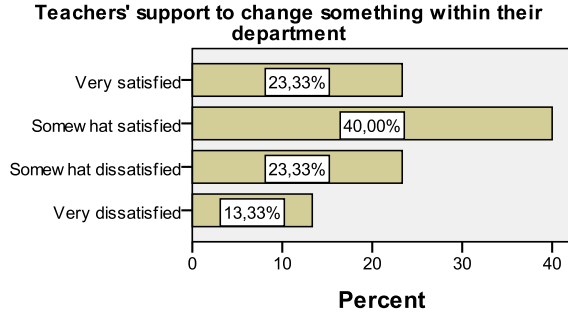
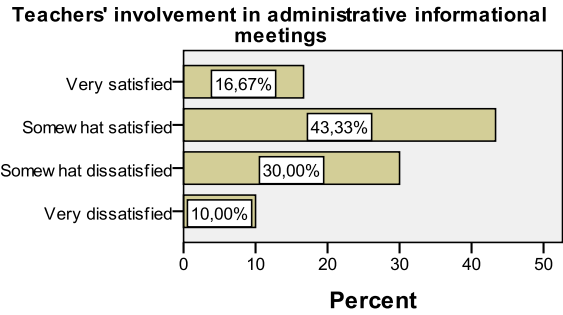
**Table 4.12 Descriptive statistics of the items related to teachers' level of satisfaction concerning administration's quality of services**

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Teachers' level of satisfaction concerning salary, financial bonuses and rewards</b>	<b>30</b>	<b>1</b>	<b>4</b>	<b>2,37</b>	<b>,964</b>
<b>Teachers' level of satisfaction related to benefits (health care, retire etc)</b>	<b>30</b>	<b>1</b>	<b>4</b>	<b>3,03</b>	<b>,850</b>
<b>University' support for Master and PhD academic staff' training, career development, advancement and promotion</b>	<b>30</b>	<b>1</b>	<b>4</b>	<b>2,57</b>	<b>,935</b>
<b>University's Administration design of contents, materials, resources (curriculum)</b>	<b>30</b>	<b>1</b>	<b>4</b>	<b>2,93</b>	<b>,740</b>
Teachers' level of satisfaction related to working conditions (Infrastructure, resources)	30	1	4	2,80	,761
Teachers' opportunity to take new challenges and being creative at work	30	1	4	2,60	,814

Teachers' involvement in administrative informational meetings	30	1	4	2,67	,884
Teachers' support to change something within their department	30	1	4	2,73	,980
Teachers' level of satisfaction towards University's Policies and Administration	30	1	4	2,80	,887
<b>Teachers' status within the University</b>	<b>30</b>	<b>1</b>	<b>4</b>	<b>3,27</b>	<b>,691</b>
Valid N (listwise)	30				

**Figures 4.38-4.47 Teachers' level of satisfaction concerning administration's quality of services**





Taking into consideration the salary/financial bonuses/rewards as an administration's service, teachers provided an average percentage of their level of satisfaction. As shown in table 4.12 and figure 4.38, 46,67% are not totally dissatisfied but they provided a moderate dissatisfaction related to their salaries. Also, their moderate dissatisfaction (33,33%) was related to the item of opportunities for training, development, promotion and advancement (master and PhD are fully sponsored by the university). On the other hand, the highest points of teachers' satisfaction were related to the following items such as: teachers' status within the university (56,67%), teachers' benefits provided by the administration and government (50%) and university's administration design, materials and contents or in other words the curriculum provided by the university (66,67%).

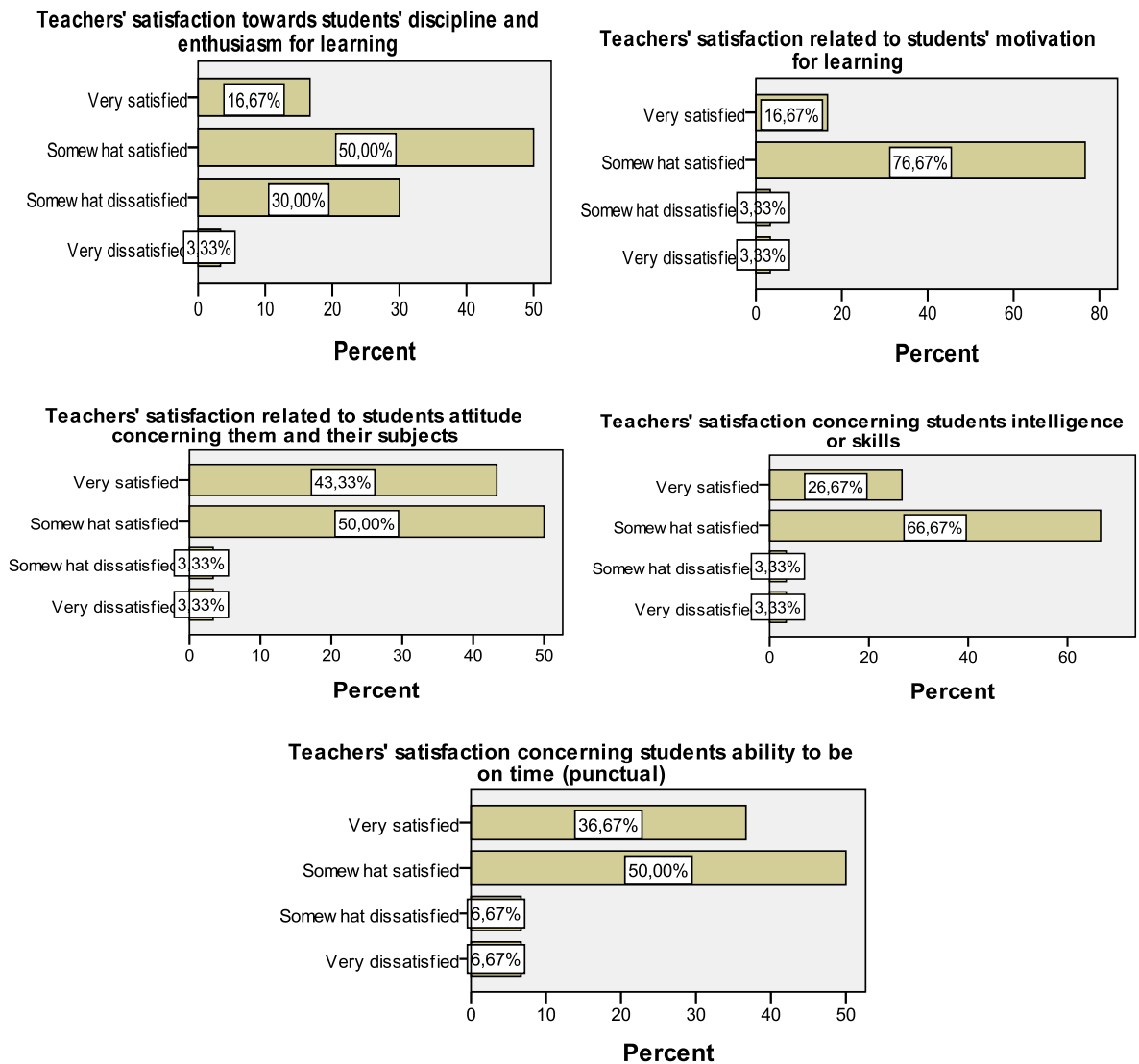
The descriptive results of teachers' satisfaction related to students' performance quality appear in table 4.13 and figures 4.48-4.52.

**Table 4.13 Descriptive statistics of the items related to teachers' level of satisfaction concerning students' quality of performances (the way of learning, behaving)**

	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' satisfaction towards students' discipline and enthusiasm for learning	30	1	4	2,80	,761

Teachers' satisfaction related to students' motivation for learning	30	1	4	3,07	,583
Teachers' satisfaction related to students attitude concerning them and their subjects	30	1	4	3,33	,711
Teachers' satisfaction concerning students intelligence or skills	30	1	4	3,17	,648
Teachers' satisfaction concerning students ability to be on time (punctual)	30	1	4	3,17	,834
Valid N (listwise)	30				

**Figures 4.48-4.52 Teachers' level of satisfaction concerning students' quality of performances (the way of learning, behaving)**



Teachers expressed their average level of satisfaction towards students' quality of performances. As it is shown in Table 4.13 and figure 4.49, the majority of teachers (76,67%) are somewhat satisfied with students' motivation for learning, 50% of teachers are somewhat satisfied with students' skills and intelligence, also, 50% were moderately satisfied with students' attitude concerning them (teachers) and their subjects and 50% responded they are satisfied with students' way of being on time or students' punctuality.

#### 4.2.3 Students' level of satisfaction (Law and Economics Faculties)

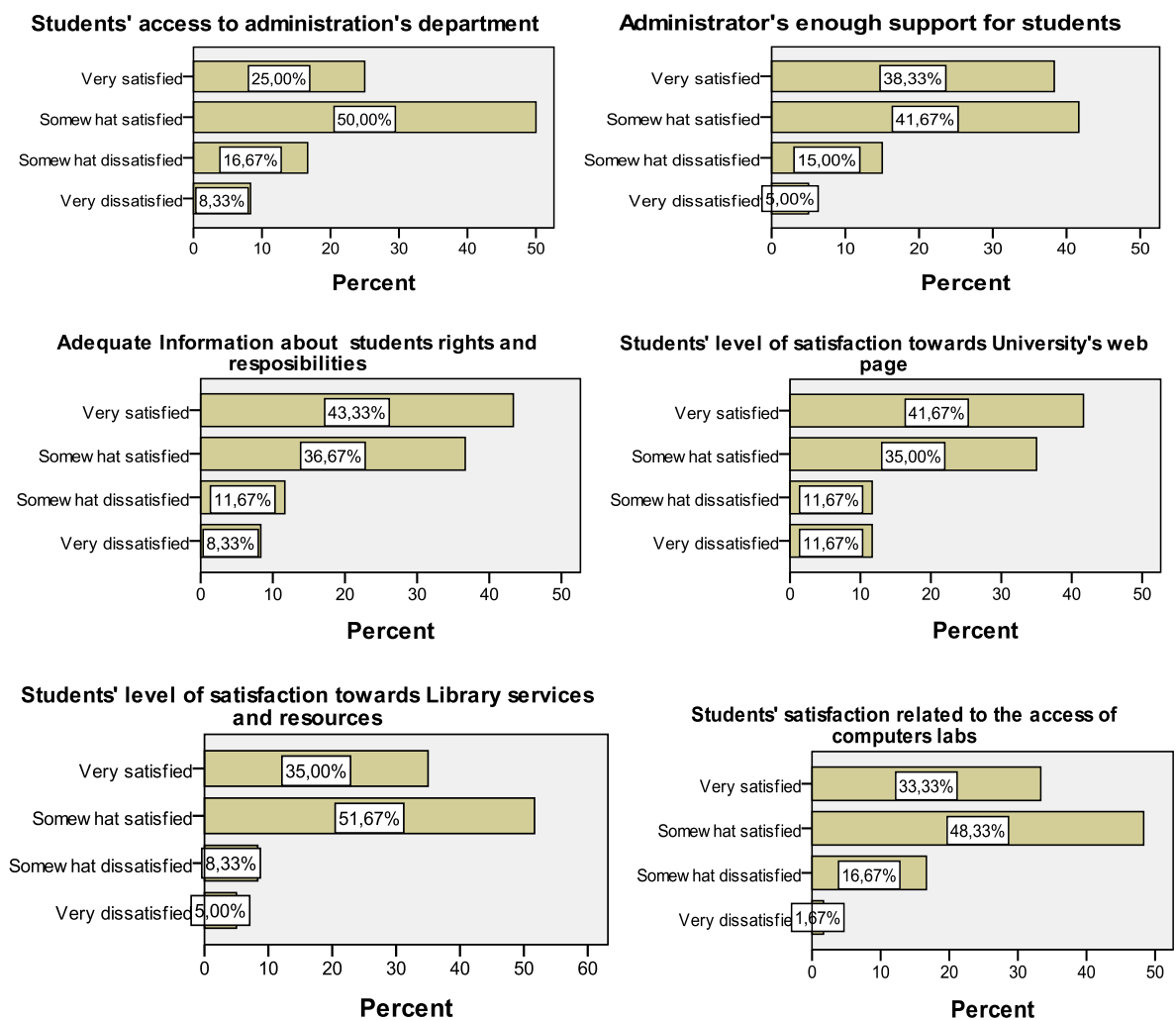
The descriptive results of students' level of satisfaction towards university's administration are presented in the table 4.14 and figures 4.53-4.63. Making a general analysis of the students' results, there can be notified that most of them are providing a good standard or degree of satisfaction.

**Table 4.14 Descriptive statistics of the items related to students' level of satisfaction concerning administration's quality of services**

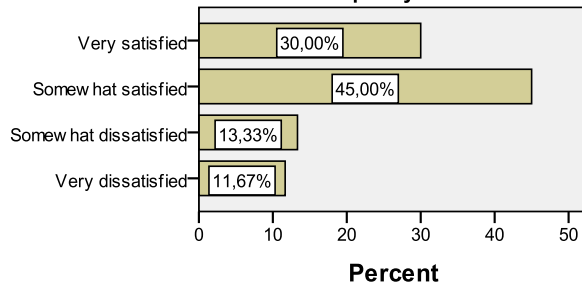
	N	Minimum	Maximum	Mean	Std. Deviation
<b>Students' access to administration's department</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>2,92</b>	<b>,869</b>
Administrator's (Principle, Dean) enough support for students	60	1	4	3,13	,853
Adequate Information about students rights and responsibilities	60	1	4	3,15	,936
Students' level of satisfaction towards University's web page	60	1	4	3,07	1,006
<b>Students' level of satisfaction towards Library services and resources</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,17</b>	<b>,785</b>
Students' satisfaction related to the access of computers labs	60	1	4	3,13	,747
Students' level of satisfaction concerning Resources centers' service quality	60	1	4	2,93	,954
<b>Students' opportunity of joining Student Union</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,22</b>	<b>,825</b>
<b>Students' level of satisfaction concerning their scholarship</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>2,62</b>	<b>,825</b>

<b>Students' satisfaction related to their involvement into conferences</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,23</b>	<b>,722</b>
<b>Students' satisfaction related to the schedule of courses at time convenient for them</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>2,75</b>	<b>,816</b>
Valid N (listwise)	60				

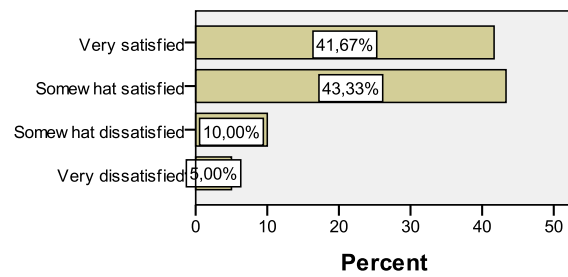
**Figures 4.53-4.63 Students' level of satisfaction concerning administration's quality of services**



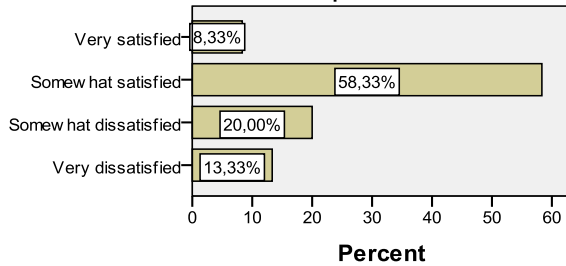
**Students' level of satisfaction concerning Resources centers' service quality**



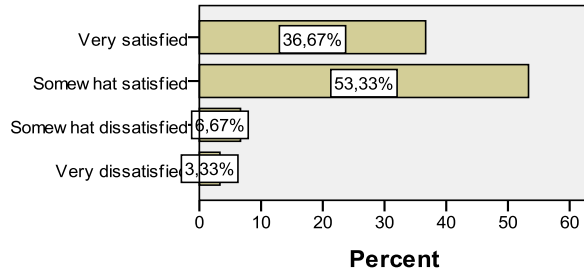
**Students' opportunity of joining Student Union**



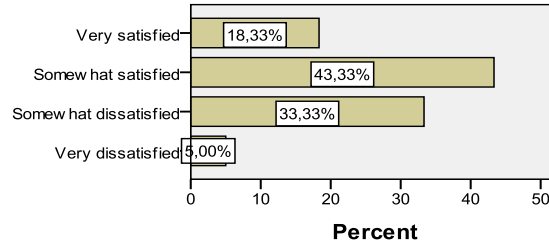
**Students' level of satisfaction concerning their scholarship**



**Students' satisfaction related to their involvement into conferences**



**Students' satisfaction related to the schedule of courses at time convenient for them**

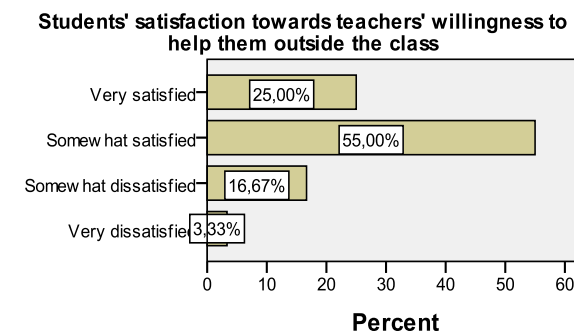
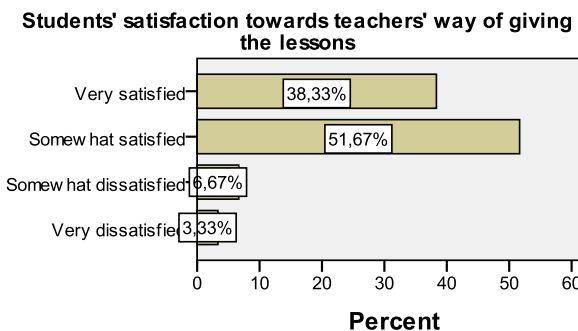
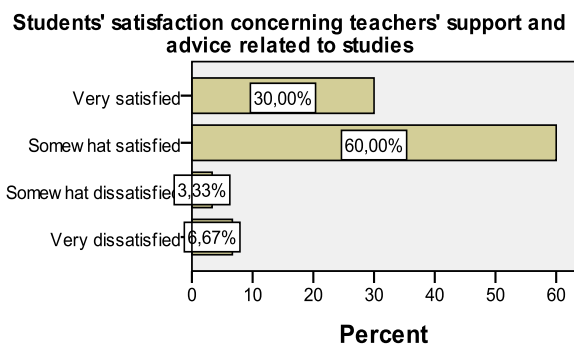
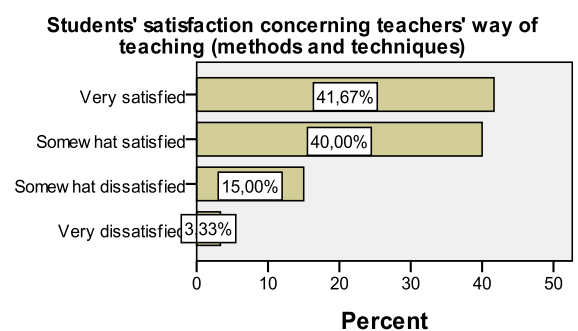
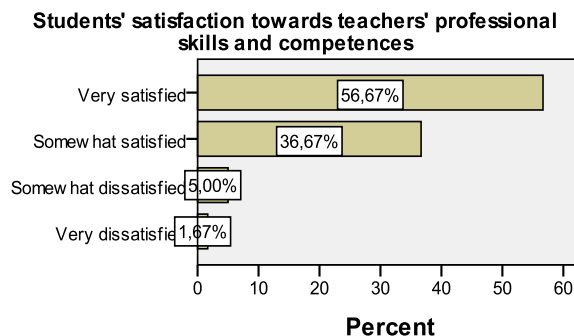
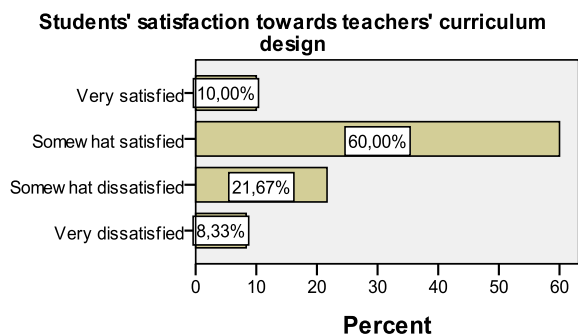


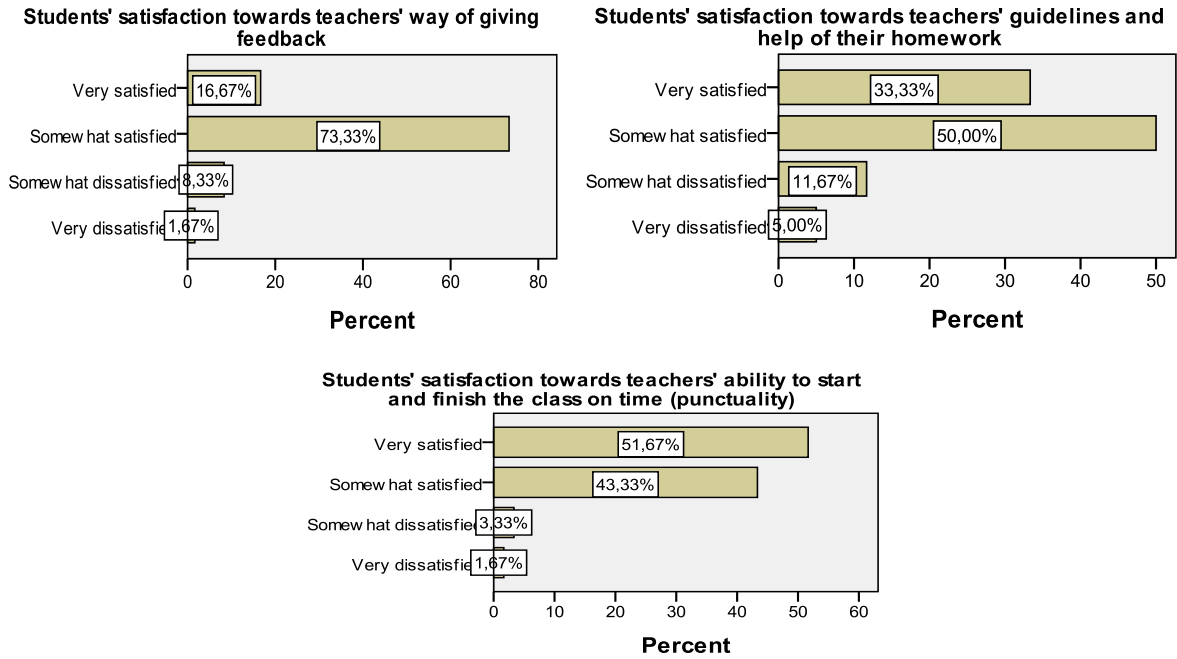
As it is seen in table 4.14 and figures 4.53-4.63, students' satisfaction towards administration's service quality is quite positive rather than negative and they are providing their average degree of satisfaction in the following situations: their involvement into conferences (53,33%), their opportunity to join students' union (43,33%) and their high satisfaction towards library services and resources (41,67%). On the other hand, there is not a low and total dissatisfaction concerning other items but students provided an average one regarding the following items such as: accessibility to administration's department (16,67%), the schedule of courses at times convenient for them (33,33%), their scholarship (20%) and the last but not the least the resources centers' service quality such as providing them with specialized books, CDs and others (13,33%). The results related to teachers' service quality appear in table 4.15 as well as figures 4.64-4.72

**Table 4.15 Descriptive statistics of the items related to students' level of satisfaction concerning teachers' quality of services (the way of teaching, behaving)**

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Students' satisfaction towards teachers' curriculum design</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>2,72</b>	<b>,761</b>
<b>Students' satisfaction towards teachers' professional skills and competences</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,48</b>	<b>,676</b>
Students' satisfaction concerning teachers' way of teaching (methods and techniques)	60	1	4	3,20	,819
Students' satisfaction concerning teachers' support and advice related to studies	60	1	4	3,13	,769
<b>Students' satisfaction towards teachers' way of giving the lessons</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,25</b>	<b>,728</b>
<b>Students' satisfaction towards teachers' willingness to help them outside the class</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,02</b>	<b>,748</b>
Students' satisfaction towards teachers' way of giving feedback	60	1	4	3,05	,565
Students' satisfaction towards teachers' guidelines and help of their homework	60	1	4	3,12	,804
<b>Students' satisfaction towards teachers' ability to start and finish the class on time (punctuality)</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,45</b>	<b>,649</b>
Valid N (listwise)	60				

**Figures 4.64-4.72 Students' level of satisfaction concerning teachers' quality of services (the way of teaching, behaving)**





Compared to the results of teachers' satisfaction towards students, it seems that students are more satisfied with teachers' quality of teaching and behaving than teachers are with students' quality of learning and behaving. Students have provided a high degree of satisfaction regarding: teachers' professional skills and competences (56,67%) teachers' ability to start and finish the classes on time or teachers' punctuality (51,67%), and teachers' way of giving the lessons mainly the methods and techniques used in the class (41,67%). The moderate percentage of students' dissatisfaction towards their teachers was related to teachers' curriculum design (21,67%) and that of teachers' willingness to provide academic help outside the class (16,67%).

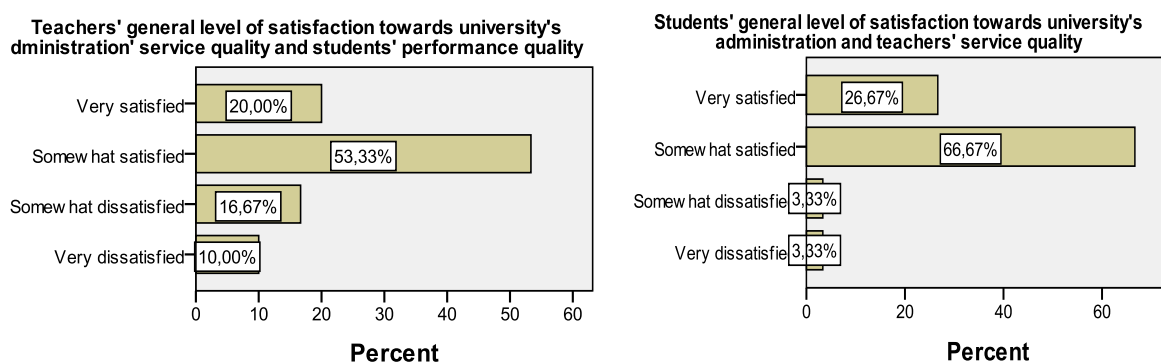
As regards customers' satisfaction of the selected Faculties (Law and Economics) from Cahul State University, all the participants depicted their general level of satisfaction regarding administration's quality of services (both teachers and students), academic quality of services (students' level of satisfaction towards teaching staff) and students' quality of performances (teachers' level of satisfaction towards their students). The descriptive results are depicted in table 4.16 as well as in the figures 4.73-4.74.

**Table 4.16 Descriptive statistics of the items related to general level of satisfaction of teachers and students**

	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' general level of satisfaction towards university's administration and students' performance quality	30	1	4	2,83	,874

<b>Students' general level of satisfaction towards university's administration and teachers' service quality</b>	<b>60</b>	<b>1</b>	<b>4</b>	<b>3,17</b>	<b>,642</b>
Valid N (listwise)	30				

**Figure 4.73 – 4.74**



From the above table and figures, it can be analyzed the fact that there is a small difference ( $M= 0.34$ ) between teachers and students' general level of satisfaction. As regards the percentage, students' global point of view regarding administration and teachers' quality of services is higher (66,67%) than teachers' satisfaction regarding administration's quality of services and students' performance quality (53,3%), meanly that students are more satisfied with Cahul State "B.P.Hasdeu" quality of services than teachers.

After examining all data analysis, the results show that customers provided their average level of satisfaction. On the one hand, teachers are somewhat satisfied (66,67%) with the curriculum provided by the university's administration considering that it is very well scheduled according to students' knowledge and skills. Asking if they are satisfied with their status within the university, most of them (56,67%) responded they are somewhat satisfied because they are respected by all the coordinators and feel the sense of belonging within university. They were also somewhat satisfied (50%) with benefits (health care, retire) stating that it is a good way of motivation not to quit the work. One the other hand, there was expressed their feeling of dissatisfaction (33,33%), especially, in terms of administration's support of training opportunities, promotion, advancement and career development. They were somewhat dissatisfied because they are not supported by the administration to grow from professional point of view but meantime, they are asking to apply for master and PhD by

themselves. Another point which should be mentioned is teachers' salary/financial bonuses/rewards. They were somewhat dissatisfied (46,67%) too with their amount of salary or bonuses per month. They explained they deserve at least some bonuses or rewards because is very difficult to live with such a miserable salary. Otherwise, teachers argued that they will quit the work and will look for another one.

Compared to the results of teachers' level of satisfaction towards the administration's service quality, those of students are more positive. The highest percentage of students who were somewhat satisfied embraced the quality of services related to administration's good way of involving student into conferences (53,33%). Students explained through participating to the conferences they can advance from professional point of view and the administration can provide the best students with some bonuses to their scholarship. It is a good motivation that helps to positively increase the process of learning/studying with pleasure. They provided their satisfaction towards their opportunity to join students' union (43,33%) explaining that it gives them the feeling of being important by specifying all students' opinion at informational meetings for faculty's improvements. 41,67% of students were somewhat satisfied with library services and resources saying that it provides them with different specialized literature that help them from academic point of view. On the other hand, students were somewhat dissatisfied (33,33%) with the way of scheduling their courses specifying that there are not reasonably convenient according to their personal life and activities, 20% of students expressed their dissatisfaction regarding their scholarship arguing that university's administration could help them in this matter by giving them some bonuses at least for the best students, 16,67% stated they are somewhat dissatisfied with accessibility to administration's department exemplifying the fact that teachers are busy and are difficult to find when they want to ask for help.

The second dimension of structured questionnaires was teachers' level of satisfaction towards students' service performances as well as students' satisfaction towards their teachers' service quality. The professionals or teachers provided a high level of satisfaction towards their students. Of course, most of them were somewhat satisfied but what was good was that the percentage of their dissatisfaction was very low. According to this, the majority of teachers (76,67%) said they are satisfied with students' motivation to learn explaining that this is the best issues of their future personalities. They also were satisfied with students' intelligence and skills (50%) explaining that they have a good potential and could become best specialists. Most of teachers (50%) were very satisfied with students' attitude related to them and their subject saying that students' good attitude is a good motivation for them to

work with their heart and soul. Also, another 50% of teachers were somewhat satisfied with students' ability of coming on time to the classes expressing that students are well educated and have the sense of responsibility.

Students' level of satisfaction towards the quality of services provided by their teachers was also high. The highest percentage (56,67%) was mostly related to academic staff's or teachers' professional skills and competences. Students were very satisfied with this item having as an explanation that teachers are very intelligent and are always preparing themselves with the purpose to provide them the best knowledge. They provided their average satisfaction (51,67%) in the matter of teachers' punctuality saying that teachers are always starting and finishing the classes on time and they are very responsible. They were somewhat satisfied (41,67%) with teachers' way of giving the lessons related saying the teaching staff or teachers are always trying to explain what is unknown and new for them by using different methods and techniques. Moreover, students were not so much satisfied with teachers' curriculum (21,67%) explaining that sometimes is very difficult and not suitable with their skills and competences and 16,67% of students were moderately dissatisfied with the willingness of teachers to provide academic help outside the classes saying that everyone is hurrying up and doesn't have plenty of time to help them. Therefore, the findings of this study show that both teachers and students are somewhat satisfied with University's quality of services. However, teachers are less satisfied than students because they know better the university's inside as well as outside process of working with customers and delivering them special and needed services. In this case, the theory of Zeithaml & Bitner, (2000) who stated the idea that in higher education settings when teachers are not motivated and satisfied then quality of their services suffers and this leads to students' dissatisfaction does not support the findings of the study because here teachers' low percentage of job dissatisfaction does not affects students' satisfaction. By contrast, according to the results, students are well satisfied with the quality of services provided by their teachers.

In conclusion, making a comparative analysis of teachers and students of the first faculty and the other two one, research results show that students such as external customers of Faculty of Law and Economics are more satisfied than teachers of the same faculties. What is of interest is that this could not be depicted in the first faculty where teachers are more satisfied than students. In order to get rid of this misunderstanding of data analysis results, researcher will analyze teachers and students' data separately or per Faculty. General results of customers' satisfaction will be discussed in the following section.

### 4.3 Teachers' satisfaction of Cahul State University (all faculties)

Given the empirical cases mentioned above and taking into account the small lack of teachers' satisfaction versus students' satisfaction concerning administration' quality of services, this section aims to identify and compare the general or global results of teachers' job satisfaction towards university and their attitudes related to students with students' satisfaction related to university and their attitude towards teachers of all Faculties (Faculty of Philology and History as well as Faculty of Law, Public Administration and Economics mentioned in the first case),(see appendix 2). Teachers' descriptive analysis will be represented below.

#### 4.3.1 Teachers' informational background

The teachers' sample is made by convenience and is consisting of 90 members of State University "B.P. Hasdeu". Teachers' bio data (gender, age, educational background) are listed in the following tables.

**Table 4.17 Teachers' gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	23	25,6	25,6	25,6
	Female	67	74,4	74,4	100,0
	Total	90	100,0	100,0	

**Table 4.18 Teachers' age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 - less than 35	50	55,6	55,6	55,6
	35 - less than 45	30	33,3	33,3	88,9
	45 and more	10	11,1	11,1	100,0
	Total	90	100,0	100,0	

**Table 4.19 Teachers' academic qualification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Degree	37	41,1	41,1	41,1
	Master Degree	44	48,9	48,9	90,0
	Ph Degree	9	10,0	10,0	100,0

**Table 4.19 Teachers' academic qualification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Degree	37	41,1	41,1	41,1
	Master Degree	44	48,9	48,9	90,0
	Ph Degree	9	10,0	10,0	100,0
	Total	90	100,0	100,0	

As can be seen in table 4.17, the vast majority of respondents were predictably women (74,4%) than men (25,6%). The findings regarding teachers' age clearly reveal that most of them are young specialists with the age between 25-less than 35 (55,6%) and 35-less than 45 (33,3%). Only 11.1% pointed out they were 45 years old and more. As far as their academic qualification is concerned, almost all respondents have revealed their educational background is based on master degree (48,9%) and bachelor degree (41,1%). The lowest percentage of 10% disclosed they have achieved Ph degree. In this regard, university's managerial implications will be very welcome to teachers' career development. Teachers' demographic characteristics regarding age and education are shown in table 4.18 and respectively 4.19.

#### **4.3.2 Teachers' level of satisfaction towards university's administration service quality**

The ordinal qualitative variables concerning administration's service quality and teachers' perception towards it will be measured below by using descriptive statistics (mean and standard deviation).

**Table 4.20 Descriptive statistics of the items related to teachers' level of satisfaction concerning administration's quality of services**

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Teachers' satisfaction towards salary, financial bonuses and rewards</b>	<b>90</b>	<b>1</b>	<b>4</b>	<b>2,23</b>	<b>,862</b>
<b>Teachers' satisfaction related to benefits (health care, retire)</b>	<b>90</b>	<b>1</b>	<b>4</b>	<b>3,02</b>	<b>,861</b>

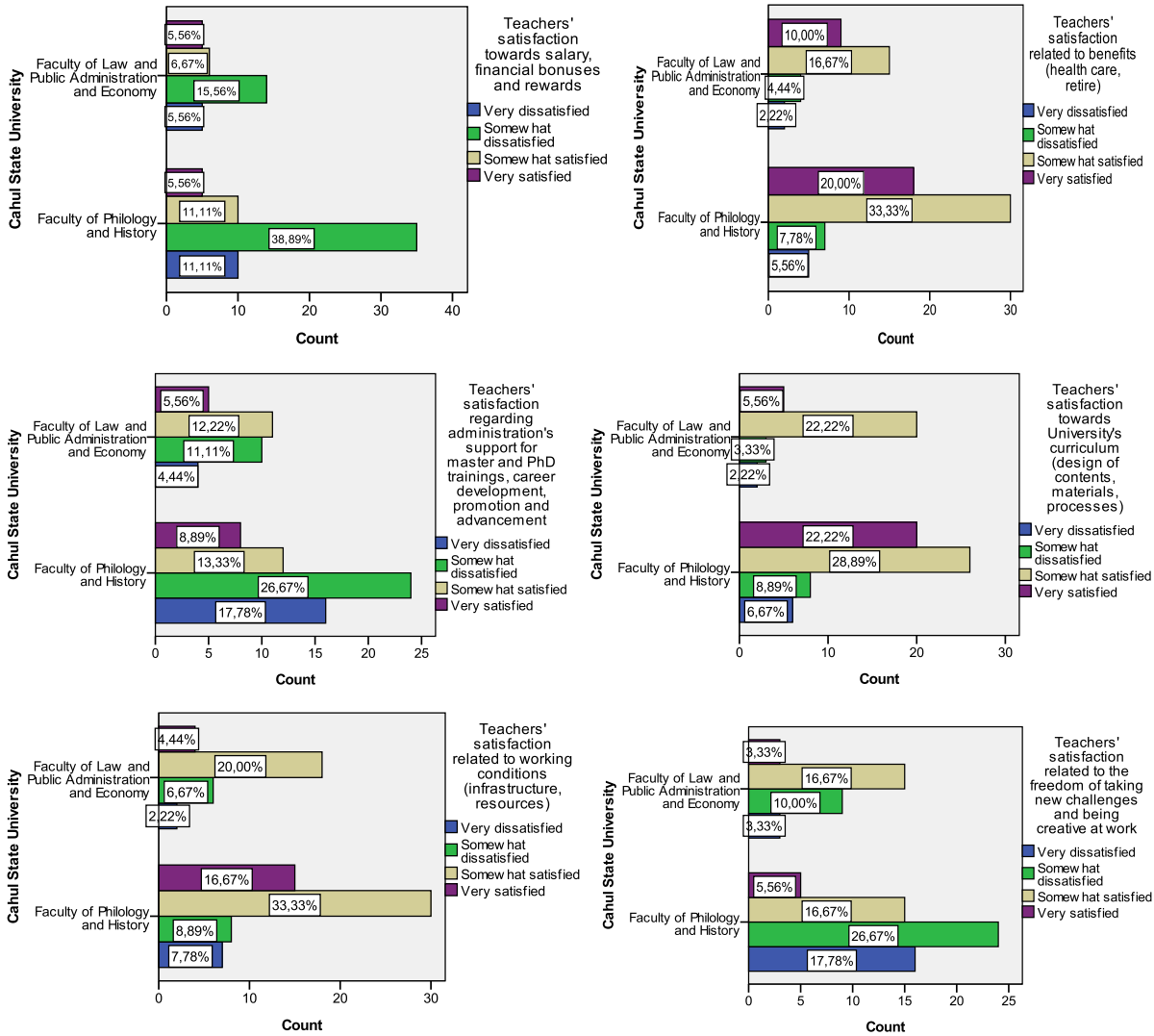
<b>Teachers' satisfaction regarding administration's support for master and PhD trainings, career development, promotion and advancement</b>	<b>90</b>	<b>1</b>	<b>4</b>	<b>2,32</b>	<b>,981</b>
<b>Teachers' satisfaction towards University's curriculum (design of contents, materials, processes)</b>	<b>90</b>	<b>1</b>	<b>4</b>	<b>2,98</b>	<b>,874</b>
Teachers' satisfaction related to working conditions (infrastructure, resources)	90	1	4	2,86	,868
<b>Teachers' satisfaction related to the freedom of taking new challenges and being creative at work</b>	<b>90</b>	<b>1</b>	<b>4</b>	<b>2,30</b>	<b>,905</b>
Teachers' satisfaction towards University's informational meetings	90	1	4	2,76	,865
Teachers' satisfaction regarding University' support for diversity within their department	90	1	4	2,64	1,031
Teachers' satisfaction towards University's policies and way of administration	90	1	4	2,74	,955
<b>Teachers' status within the University</b>	<b>90</b>	<b>1</b>	<b>4</b>	<b>3,18</b>	<b>,869</b>
Valid N (listwise)	90				

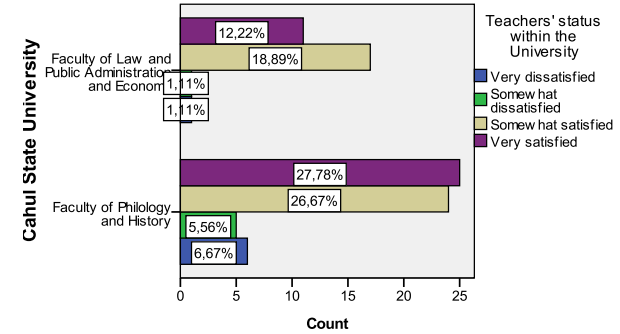
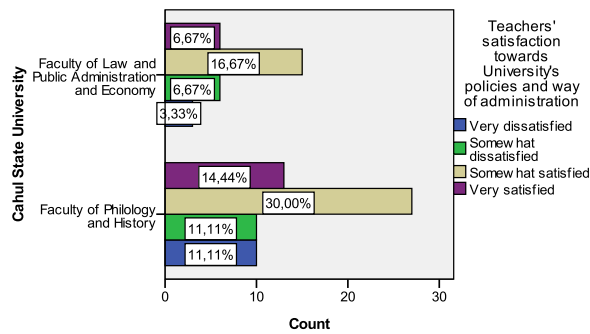
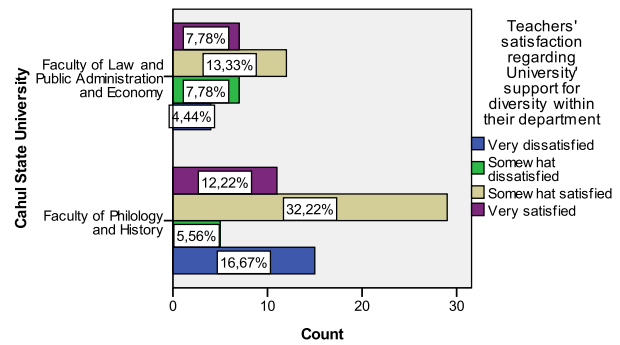
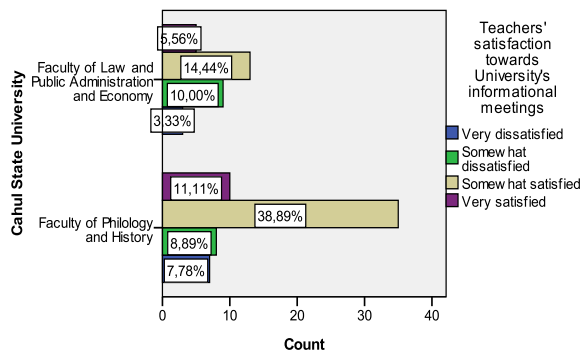
As far as teachers' attitudes towards university's administration and its quality of services are concerned (see Table 4.20), teachers of all the faculties generally felt satisfied with their status or recognition within university ( $M=3.18$ ), they positively valued the benefits provided such as health care, retire ( $M=3.02$ ) as well as university's curriculum or in other words the design of contents, materials, processes ( $M=2.98$ ). As far as sources of dissatisfaction are aware (see Table 4.20), the majority of participants were less satisfied or

somewhat dissatisfied with their salary, financial bonuses and rewards (M=2.23), the freedom to take new challenges and be creative at work (M=2.30) and university's support for master and PhD trainings, promotions, advancements and career development (M=2.32).

From the study conducted it was evident that most of teachers were pleased with the nature of their job in terms of quality of services provided by the administration of Cahul State University. However, some variables provide a low percentage of satisfaction. In order to see if there is a big difference between teachers' satisfaction of Philology and History Faculty and Law, Public Administration and Economics Faculties, researchers has chosen to analyze the data by making use of descriptive statistics such as clustered bar charts. The respondents' results are shown in figures 4.75 – 4.84.

**Figures 4.75-4.84 Teachers' level of satisfaction concerning administration's quality of services**





Of the ten variables measuring teachers' satisfaction of all faculties of the above mentioned university, the three most prominent variables chosen by teachers in terms of positive satisfaction are: teachers' status within university, teachers' benefits (health care, retire) and university's curriculum such as design of contents, materials, processes. In all the situations, the teachers of Philology and History Faculty seem to be more satisfied than those of Faculty of Law and Economics. Results show that 27,78% of teachers of Faculty of Philology and History are more satisfied with their status or recognition within university than those of Law and Economy Faculty whose rate is 12,22%. A comparison of percentage of teachers' satisfaction level of all three faculties is concerning the variable of teachers' benefits with 33,33% for the first faculty and 16,67% for the other ones. 28,89% of teachers who work within Philology and History Faculty are more satisfied with the curriculum provided by the university than teachers from the Faculty of Law and Economics (22,22%). The next set of statistical analysis was undertaken to determine which factors teachers discern to be relevant with their dissatisfaction. The results as shown in figures 4.75, 4.77, 4.80 demonstrate that the most important factors of teachers' average dissatisfaction are teachers' salary, financial bonuses and rewards (38,89% vs. 15,56%), administration's support for master and PhD trainings, promotions, advancements and career development (26,67% vs. 11,11%) and teachers' freedom to take new challenges and be creative at work (26,67% vs. 10%). In all the situations, the highest percentage represents teachers' moderate dissatisfaction of the Faculty of Philology and History.

### 4.3.3 Teachers' level of satisfaction towards students' quality of performance (the way of learning and behaving)

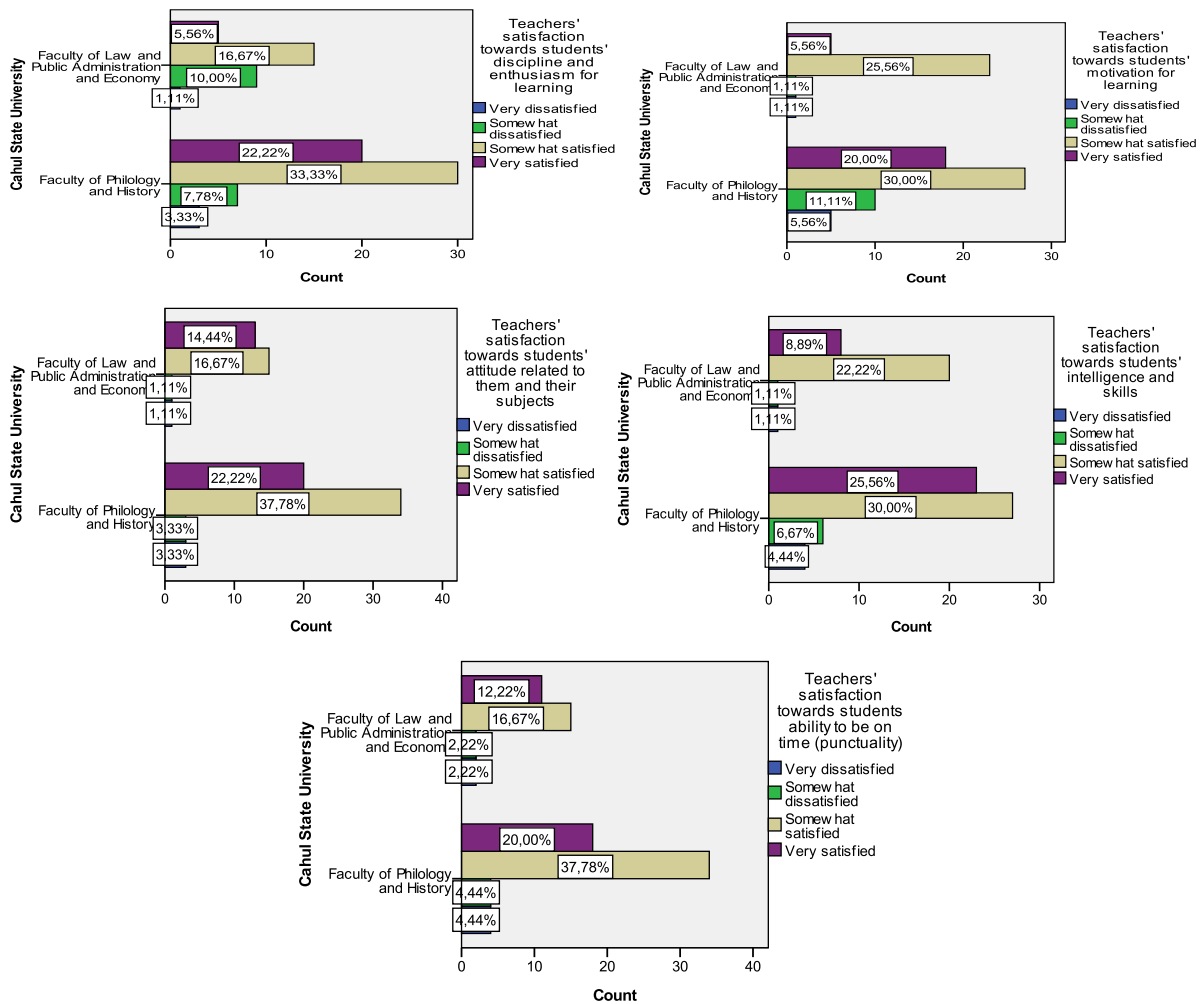
As far as teachers' perceptions are concerned, teachers' attitude or satisfaction towards their students were sought and analyzed. Descriptive statistics such as arithmetic mean and standard deviation are shown in table 4.21

**Table 4.21 Descriptive statistics of the items related to teachers' level of satisfaction concerning students' quality of performances (the way of learning, behaving)**

	N	Minimum	Maximum	Mean	Std. Deviation
Teachers' satisfaction towards students' discipline and enthusiasm for learning	90	1	4	3,01	,800
Teachers' satisfaction towards students' motivation for learning	90	1	4	3,00	,807
<b>Teachers' satisfaction towards students' attitude related to them and their subjects</b>	<b>90</b>	<b>1</b>	<b>4</b>	<b>3,23</b>	<b>,735</b>
<b>Teachers' satisfaction towards students' intelligence and skills</b>	<b>90</b>	<b>1</b>	<b>4</b>	<b>3,16</b>	<b>,792</b>
<b>Teachers' satisfaction towards students ability to be on time (punctuality)</b>	<b>90</b>	<b>1</b>	<b>4</b>	<b>3,12</b>	<b>,805</b>
Valid N (listwise)	90				

As it is shown in Table 4.21, teachers' satisfaction towards students' quality of learning and behaving is quite positive. They are mostly content with students' perception related to them and the subjects they teach (M= 3.23), students' intelligence and skills (M=3.16) and students' punctuality or ability to be on time at the classes (M=3.12). These results are undertaken through teachers' point of view of all three faculties mentioned before. Researcher has also identified teachers' level of satisfaction per faculty. The results appear in figures 4.85- 4.89.

**Figures 4.85-4.89 Teachers' level of satisfaction concerning students' quality of performances (the way of learning, behaving)**



Based on the findings reported in figures mentioned above, teachers' satisfaction who activate as professionals within the Faculty of Philology and History is higher than the satisfaction of other ones, mainly the teachers of Law and Economics Faculties. The most three prominent variables are predictably valuable by teachers in the way that follows: students' attitude towards them and the subjects they teach with 37,78% vs. 16,67%, students' ability to be on time at the classes or students' punctuality with 37,78% vs. 16,67% and students' ability and skills with 30,00% vs. 22,22%. The lowest percentage refers to teachers' level of satisfaction of Law and Economics Faculties.

#### 4.4 Students' satisfaction of Cahul State University (all faculties)

##### 4.4.1 Students' informational background

Compared to the number of teachers (90 members), that of students who were involved in the questionnaire was bigger, 110 participants. Researcher has gathered the data by convenience and as participants were chosen the undergraduate students of Faculty of

Philology and History as well as Law, Public Administration and Economics Faculties. Data's demographic characteristics such as gender, age and educational background appear in table 4.22 - 4.24.

**Table 4.22 Students' gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	43	39,1	39,1	39,1
	Female	67	60,9	60,9	100,0
Total		110	100,0	100,0	

**Table 4.23 Students' age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25	110	100,0	100,0	100,0

**Table 4.24 Students' academic qualification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School Diploma	110	100,0	100,0	100,0

Research findings from Table 4.22 report students' demographic profile in terms of their gender. It is evident that most of participants representing students are female (60,9%) and only 39,1% are male. As far as undergraduate students are concerned, students' age and academic qualification represent a total percentage of 100% per variable. It means that all students are less than 25 years old and have only achieved high school diploma. The results are presenting in table 4.23 and 4.24.

**4.4.2 Students' level of satisfaction towards university's administration quality of services**

Despite all variables concerning teachers' satisfaction, another aim of the study was to identify all students' satisfaction of all faculties mentioned above towards university's administration and its quality of services. The next set of statistical packages such as mean, standard deviation will be presented in the table below.

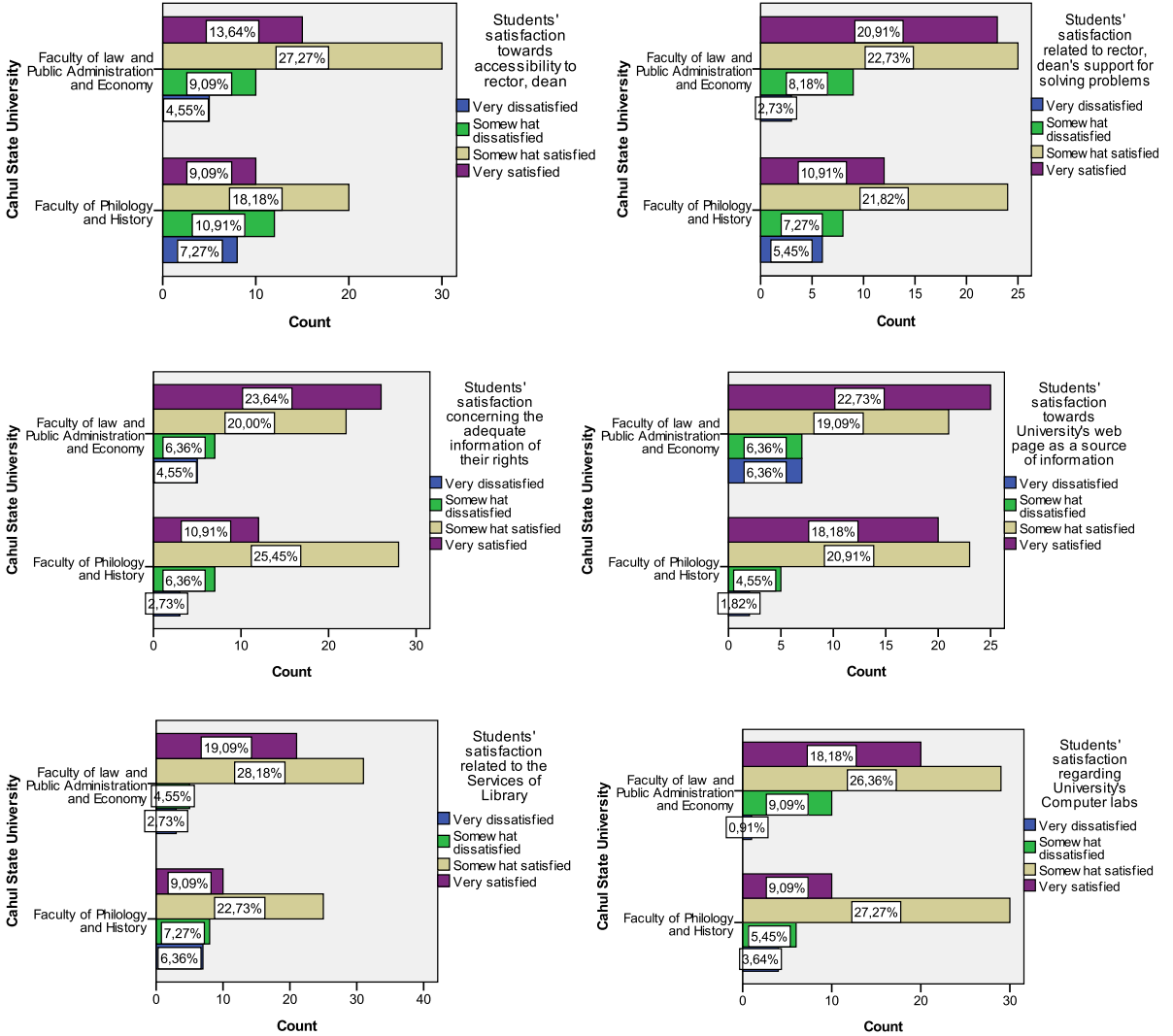
**Table 4.25 Descriptive statistics of the items related to students' level of satisfaction concerning administration's quality of services**

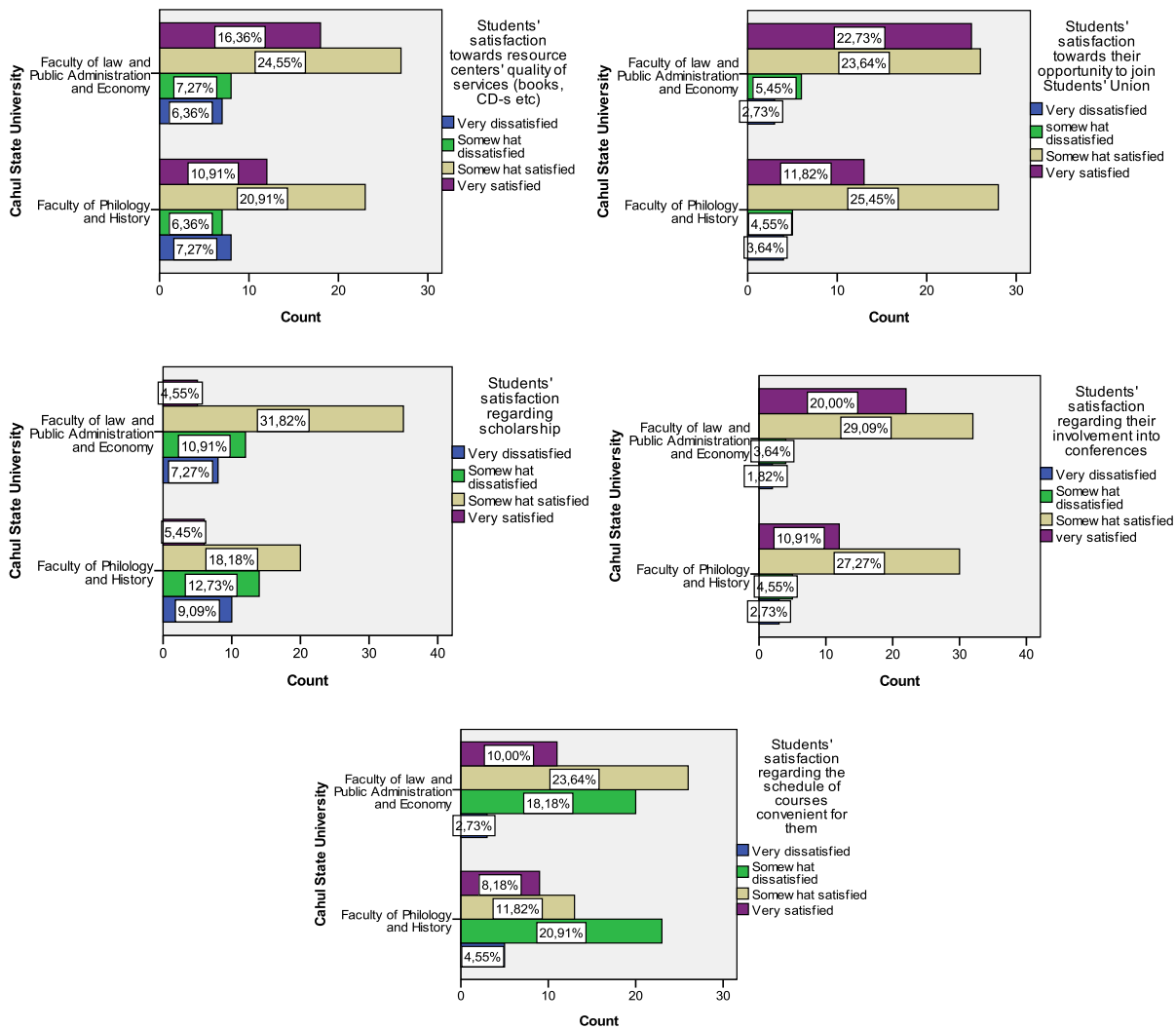
	N	Minimum	Maximum	Mean	Std. Deviation
Students' satisfaction towards accessibility to rector, dean	110	1	4	2,79	,930
Students' satisfaction related to rector, dean's support for solving problems	110	1	4	3,00	,899
Students' satisfaction concerning the adequate information of their rights	110	1	4	3,07	,875
<b>Students' satisfaction towards University's web page as a source of information</b>	<b>110</b>	<b>1</b>	<b>4</b>	<b>3,14</b>	<b>,913</b>
Students' satisfaction related to the Services of Library	110	1	4	2,98	,878
Students' satisfaction regarding University's Computer labs	110	1	4	3,04	,777
Students' satisfaction towards resource centers' quality of services (books, CDs etc)	110	1	4	2,86	,972
<b>Students' satisfaction towards their opportunity to join Students' Union</b>	<b>110</b>	<b>1</b>	<b>4</b>	<b>3,12</b>	<b>,832</b>
<b>Students' satisfaction regarding their scholarship</b>	<b>110</b>	<b>1</b>	<b>4</b>	<b>2,54</b>	<b>,885</b>
<b>Students' satisfaction regarding their involvement into conferences</b>	<b>110</b>	<b>1</b>	<b>4</b>	<b>3,14</b>	<b>,748</b>
<b>Students' satisfaction regarding the schedule of courses convenient for them</b>	<b>110</b>	<b>1</b>	<b>4</b>	<b>2,65</b>	<b>,863</b>
Valid N (listwise)	110				

According to the results reported in the table above, students have validated their satisfaction in the way which follows. They were positively satisfied with the extrinsic factors such as: university's web page as a source of information (M=.314), students' involvement

into conferences (M=3.14) and the opportunity to join students' union (M=3.12). Their level of dissatisfaction presented an average arithmetical mean which provides a moderate rather than a total dissatisfaction. The most prominent factors are: students' scholarship (M=2.54) and the schedule of courses convenient for them (M=2.65). As far as results are concerned, the quality of services provided by university's administration was perceived by all students of all faculties. In order to find out particular information about students' attitude towards administration such as students' satisfaction per faculty, researcher has made use of clustered bar charts as descriptive statistical information. The findings could be depicted in the figures below.

**Figures 4.90-4.100 Students' level of satisfaction concerning administration's quality of services**





The results of clustered charts statistical analysis (see figures 4.90-4.100) indicate that students' satisfaction towards university's administration and its quality of services is valuable good and positive. However, there is an insignificance in terms of dissatisfaction. Moreover, as for the percentage, students' moderate satisfaction varies from one faculty to another one. Some variables perceived by students of Philology and History Faculty are higher than the level of satisfaction of students of Law, Public Administration and Economics Faculties and vice versa. The extrinsic factors which positively affect students' satisfaction are: university's web page as a source of information (22,73% for students of Law and Economics Faculties vs. 18,18% for students of Philology and History Faculty), students' involvement into conferences (29,09% for students of Law and Economics vs. 27,27% for students of Philology and History) and students' opportunity to join students' union (25,25% for students of Philology and History vs. 23,64% for students of Law and Economics Faculties). The statistical analysis of students regarding dissatisfaction enhanced the following factors: the schedule of courses convenient for students (20,91% vs.18,18%) and

students' scholarship (12,73% vs. 10,91%). In both situations, students' dissatisfaction of Philology and History Faculty is higher than students' dissatisfaction of Law and Economics Faculties.

#### **4.4.3 Students' level of satisfaction towards teachers' quality of services (the way of teaching and behaving)**

Another purpose of the study was to deeply explore students' perception towards teachers' way of teaching and behaving. Firstly, it will be identified all students' descriptive statistics (mean and standard deviation), then, the factor analysis will emphasize students' satisfaction towards their teachers of every faculty. Clustered bar charts will be used to figure out and analyze whether there is a difference between students' satisfaction of each faculty.

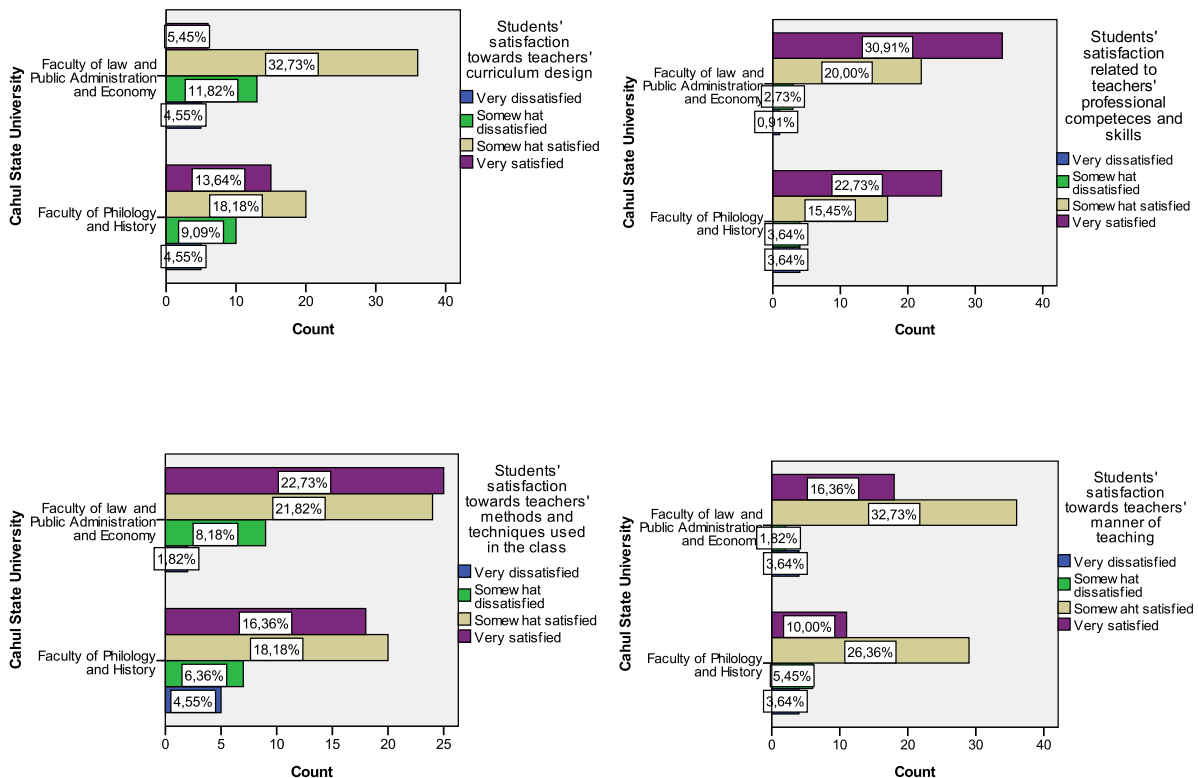
**Table 4.26 Descriptive statistics of the items related to students' level of satisfaction concerning teachers' quality of services (the way of teaching, behaving)**

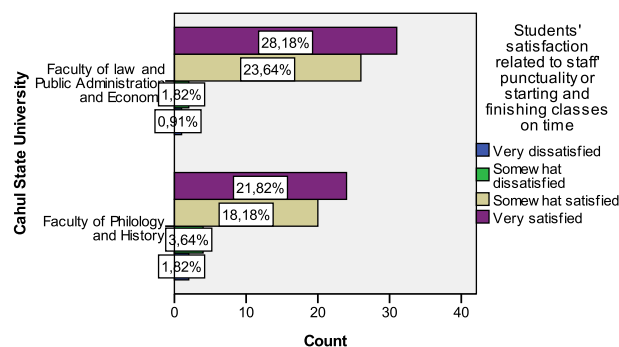
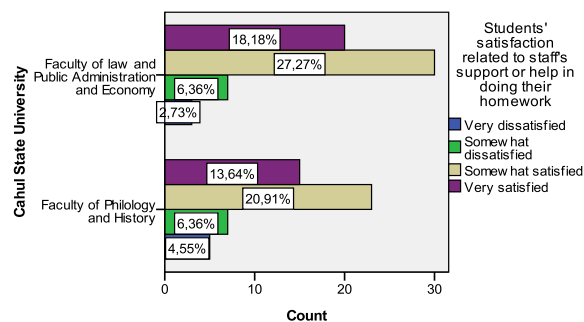
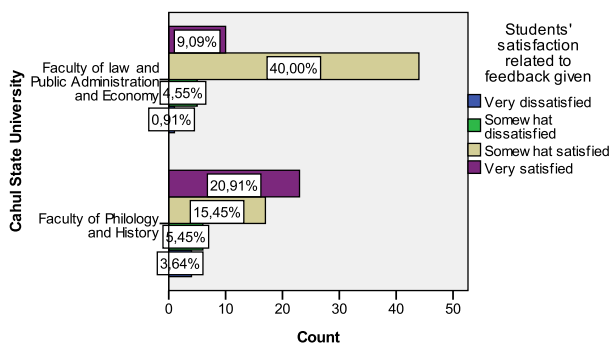
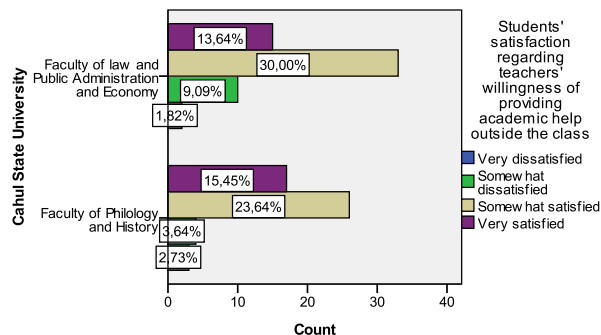
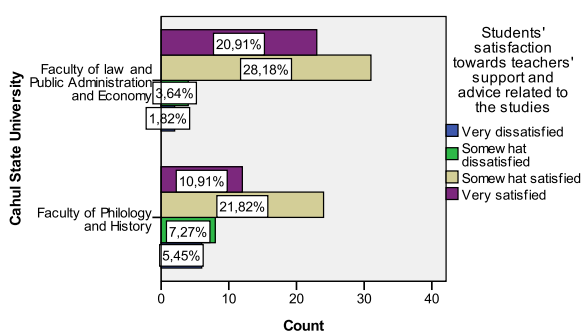
	N	Minimum	Maximum	Mean	Std. Deviation
<b>Students' satisfaction towards teachers' curriculum design</b>	<b>110</b>	<b>1</b>	<b>4</b>	<b>2,80</b>	<b>,855</b>
<b>Students' satisfaction related to teachers' professional competences and skills</b>	<b>110</b>	<b>1</b>	<b>4</b>	<b>3,38</b>	<b>,801</b>
<b>Students' satisfaction towards teachers' methods and techniques used in the class</b>	<b>110</b>	<b>1</b>	<b>4</b>	<b>3,12</b>	<b>,885</b>
Students' satisfaction towards teachers' manner of teaching	110	1	4	3,05	,794
Students' satisfaction towards teachers' support and advice related to the studies	110	1	4	3,06	,849
Students' satisfaction regarding teachers' willingness of providing academic help outside the class	110	1	4	3,07	,775
<b>Students' satisfaction related to feedback given</b>	<b>110</b>	<b>1</b>	<b>4</b>	<b>3,11</b>	<b>,758</b>

Students' satisfaction related to staff's support or help in doing their homework	110	1	4	3,05	,861
<b>Students' satisfaction related to staff' punctuality or starting and finishing classes on time</b>	<b>110</b>	<b>1</b>	<b>4</b>	<b>3,39</b>	<b>,718</b>
Valid N (listwise)	110				

The findings of the table above envisage the intrinsic and extrinsic factors of students that are positively related to students' perceptions towards their teachers. All 110 students of all faculties indicated they are very and moderately satisfied with the following variables: teachers' punctuality or starting and finishing the classes on time (M=3.39), teachers' professional competences and skills (M=3.38), teachers' methods and techniques used in the class (M=3.12) and teachers' feedback which is always given (M=3.11). Their average level of dissatisfaction lies on the variable: teachers' curriculum design (M=2.80). As it was stated before, the following figures will indicate students' satisfaction per faculty.

**Figures 4.101-4.109 Descriptive statistics related to students' level of satisfaction concerning teachers' quality of services (the way of teaching, behaving)**

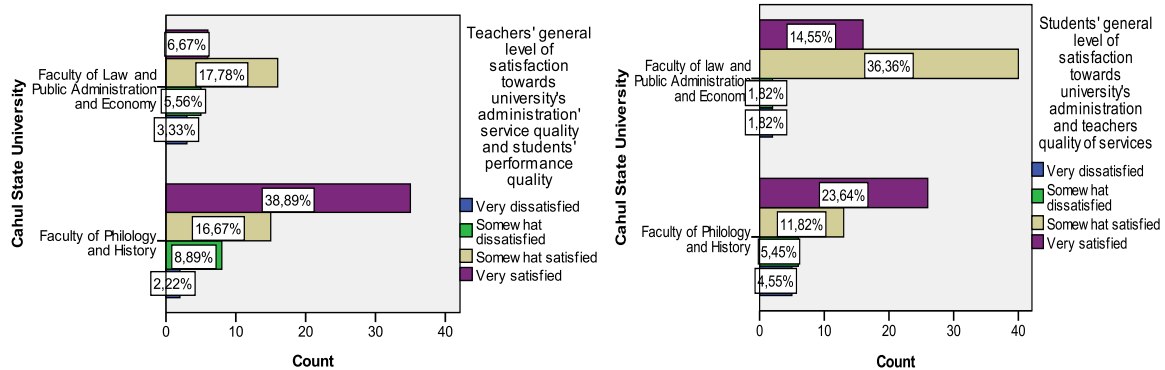




Results depicted from figures 4.101-4.109 show that students of all faculties provide a good and positive level of satisfaction towards their teachers. The most distinguished items concerning students' positive attitude related to the teachers are: teachers' punctuality or starting and finishing the classes on time (26,18% vs. 21,82%), teachers' professional competences and skills (30,91% vs. 22,73%), teachers' methods and techniques used in the class (22,73% vs. 16,36%) and teachers' feedback given (40% vs. 15,45%). Compared to the results of students' satisfaction towards administration' service quality whose percentage of variables varied from one faculty to another, the findings of students' satisfaction towards teachers show that the highest percentage was on the side of students of Law and Economics Faculties, meanly that these students were more satisfied with teachers' way of teaching and behaving than students of faculty of Philology and History. On the other hand, in terms of dissatisfaction, it was emphasized just one factor such as: teachers' curriculum design with

11,82% vs. 9,09%. Also, the highest percentage represents the students of Law and Economics faculties.

Generally speaking, using an analogy from teachers and students' point of view on the quality of service provided, it was notified that their level of satisfaction is somewhat positive if not very positive. Teachers and students' general level of satisfaction was statistically analyzed and presented in the figures 4.110-4.111.



In conclusion, after analyzing the figures stated above, there could be said that the teachers of Cahul State University is more satisfied than students. On one hand, the analogy (comparison between Faculty of Philology and History and Faculty of Law and Economics) of statistical analysis of data show that teachers of Faculty of Philology and History are more satisfied than those of the other faculties mentioned above (38,89% vs. 6,67%). On the other hand, similar situation is for students of Philology and History Faculty with 23,64% vs. 14,55% of students of Law and Economics Faculties. Reasons of why teachers and students of Philology and History Faculty are more satisfied will be discussed in the following chapter.

## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

#### **5.1 Introduction to Discussion and Conclusion**

In Discussion and Conclusion chapter, the findings will be emphasized, analyzed and even compared or collated to the previous literature review about internal marketing, service quality, teachers' job satisfaction and students' satisfaction. It will also be provided answers to the research questions. Based on that, some managerial implications or recommendations will be given to Cahul State University "B.P.Hasdeu" for future improvements. The chapter will end with some limitations and further research.

#### **5.2 General background of data analysis results**

One of the most important challenges that a service organization such as higher education institution encounter with, is the quality concern. The quality of provided services is usually explored by the customers (in this case, the students). By mentioning or taking into consideration the two terms of internal marketing and service quality, the teaching staff is also involved in the evaluation of service quality. Service quality is one of the most important factors which affect teachers' job satisfaction as the internal customers of the HE as well as students' satisfaction as external customers. Teachers' job satisfaction and students' satisfaction as it was explored in this study seem to play a crucial role for Cahul State University's progress and development. As far as these concepts are concerned, the previous theories of Zembylas & Papanastasio (2004) & Wiers Janssen et al. (2002) support the same idea. According to them, on the one hand, teacher' satisfaction is becoming more and more important not only because teachers are abandoning the profession but also because job dissatisfaction is linked with decreased dedication and progress, low or reduced capability to match students' expectation, some issues of psychological perturbation leading to absenteeism and others. On the other hand, having satisfied students is a very important tool for building a bridge between more classical and academic environments on how to improve HE and more market orientated prospects. It also impacts the improvements of university's functions. Therefore, this quantitative study was set out to examine what makes teachers and students satisfied and dissatisfied at Moldovan's B.P.Hasdeu University in Cahul city. From the teachers and students' own perspective, the factors which influence their satisfaction were investigated and analyzed. Results show that both teachers and students have almost the same expectations of Cahul State University's services, but the level to which they point various aspects, varies. The findings of the study show that teachers are somewhat satisfied with university's quality of services and their job. It is important to identify that the latest study of

faculties' members in Northern Cyprus reflects the same levels of job satisfaction (Eyupoglu & Saner, 2009). Similar findings were also outlined in a previous study that explored aspects of academic staff or teachers' satisfaction with their job across eight nations (Austria, Germany, Hong Kong, Israel, Mexico, Sweden, UK, US), (Lacy & Sheehan, 1997). Along with teachers, students also provided a moderate level of satisfaction, meanly, they were somewhat if not very satisfied. On one hand, the factors teachers of Cahul State University are satisfied with are: the way of teaching, interpersonal relationships with colleagues and students or in other words teachers' status within university, participation in decision-making or teachers' involvement into informational meetings, the benefits, university's curriculum, students enthusiasm and motivation for learning, students' intelligence and skills, students' punctuality or ability to be on time at the classes and students' perception related to teachers and the subjects they teach. Similar factors were reported in the previous studies of Oshagbemi (1996, 2000). On the other hand, the studies of Farber (2000); Hargreaves et al., (2004); Shann (2001); Zembylas & Papanastasio (2004) supported the findings of the study, especially, in terms of factors which negatively impact teachers' job satisfaction and which are taken from the amount of work such as poor salary, support services to teachers or university's support for master and PhD, career development, training opportunity, promotion and advancement and others. Similar factors were found in this study but there can be added another one that teachers of Cahul State University were dissatisfied with: the lack of autonomy or the opportunity to take new challenges and be creative at work. Besides, extrinsic factors students of Cahul State University were satisfied with are: university's web page as a source of information, students' involvement into conferences, the opportunity to join students' union, teachers' punctuality or starting and finishing the classes on time, teachers' professional competences and skills, teachers' methods and techniques used in the class, teachers' feedback which is always given. On the other hand, the factors students were dissatisfied or less satisfied with are: scholarship, schedule of courses convenient for them, teachers' curriculum design. Therefore, the findings show that teachers are more satisfied than students with the university's quality of services. One logical explanation is that teachers have a very rich experience in job or working within university and have become used to the working conditions and know better the situation than students. Also, by bringing up the analogy between the customers of all the faculties of the above mentioned university, it was shown that teachers and students of Philology and History Faculty are more satisfied than those of Law, Public Administration and Economics Faculties. The reasons why teachers and

students provide satisfaction and no satisfaction regarding the extrinsic and intrinsic factors will be explained below by complementing or answering the questions of the research.

*5.2.1 Discussion 1: Are teachers highly satisfied with the quality of services provided by the university's administration?*

One of the most prominent factors that affects teachers' job satisfaction regarding the university's administration quality of services is their status within the university or their recognition by heads of departments, deans or principle. From the analysis carried out, 27,78% of teachers of Faculty of Philology and History versus 12,22% of teachers of Law and Economics Faculties are satisfied with their status as professionals. One logical explanation for this is that their senior ranking positions help them to control the content of their job, to cooperate with everybody and obtain sufficient support when they are in need. Also, the overall control allows them to climb the highest ladder of their career. Taking into consideration previous theories of Wright et al. (1997) it is noteworthy to say that it is totally supporting this finding because they also identified that teachers' satisfaction is merely related to the acknowledgements of their achievements or accomplishments from their head or boss's point of view, especially, when they get appreciation for their precious contribution or receive useful feed-back in order to correct their imperfections. Another factor that affects teachers' satisfaction in a positive way is their benefits (health care, retirement) provided generally by the government. Reason for their satisfaction is that the majority of teachers have a rich experience regarding this profession. They are working within this university more than 10 years and they don't have any fear of being terminated by the university's management. Also, they are the government employees. Once they are involved in working as good specialists, they do believe that their nature of work will not change and due to this fact they feel secure in their future. The university's curriculum designed for teachers is another positive factor which influences teaching staff's satisfaction. Reason of their satisfaction is that the general rules and regulations stated by the university's administration will help students to develop multilateral skills or to be skilled in different domains. In terms of teachers' dissatisfaction, poor pay or salary and financial bonuses as well as rewards are the most prominent factor. This finding complies with the finding of Olsen & Crawford (1998) who pointed out that these extrinsic factors are the source of dissatisfaction for academic staff (teachers) from Nigeria. From demographical point of view, one explanation is that almost all teachers involved in the surveys were young and had academic qualification level of masters. They consider that their senior ranking affects pay packages. They should get more experience, apply for PhD and with each year they will receive a bonus to their salary. Another

explanation is they need appropriate university policies and administration in terms of appropriate pay packages. Another factor which negatively influences teachers' satisfaction is the administration not sufficient support for master's and PhD trainings, promotions, advancement and career development. One pronounced reason can be the seniority rank because most of teachers are young and don't see the promotion criteria as a fair mean of awarding. However, instead of seniority level (the fact that few of them are PhD), they are young and energetic which allow them to put more effort for their career growth or development. Unfortunately, this finding does not correspond with the studies of Photanan (2004) & Woodward (2004) whose ideas of identification of training programs as one of those different motivator factors which influence teachers' motivation leads to their performance assurance and career development but could be as an important managerial tool for university's managers for future improvements. The teaching staff also seemed dissatisfied with the opportunity to be creative and take new challenges at work. One reason is that within the institution there are more than one individual who intervenes in the matter of their autonomy (head of department, dean, chancellor). All of them provide some rules and regulations and don't allow them autonomy as to conduct their classes in their own style. In all the situations teachers of the Philology and History Faculty are more satisfied as well as dissatisfied with the university's quality of services than those of the Law and Economics Faculties. One logical explanation for this is related to the sample. The number of respondents of the first faculty was bigger than the other two. Also, the teachers of the first faculty are young but more experienced than teachers from the other two faculties. As opposite studies which could match this finding and be seen as a managerial implication are those of Hall et al. (2004) who emphasize autonomy as a very important tool for teachers' satisfaction explaining that teachers when given the authority or autonomy while projecting their courses, class management and scheming assessment system, feel more self-assured and self-initiators as compare to those who are always instructed to do what they don't want to do.

#### *5.2.2 Discussion 2: Are students highly satisfied with the quality of services provided by the university's administration?*

Students' satisfaction as well as teachers' satisfaction regarding the university's administration is moderate or they are somewhat satisfied rather than very satisfied. It seems that students' satisfaction is totally depended on university's administration. This finding corresponds to the study of Borden (1995) where it was identified a considerable match between students' needs as an issue of their satisfaction and the university's environment. One of the extrinsic factors which enhance students' satisfaction of all three faculties is the

university's web page (website) as a source of information. One explanation for this is that it stresses the point upon university's transparency that assumes students with adequate information whatever they want and whenever they need about various scholarship programs, involvements into university's conferences and so on. Another factor of students' satisfaction was their involvement into conferences. The reason of this consists in developing of their sense of belonging to the university, the feeling of being important, well-known persons, very skilled, creative and responsible. It also allows them to climb the ladder of their future career. Students' union is another prominent factor which affects students' satisfaction towards university's administration. One logical explanation for this is that students' union represents students' interests and it offers students capable support when they need. Also, while students' union meetings are given, there could be organized different education campaigns which are effective for students that will provide them with information about their rights or obligations. In terms of dissatisfaction, students' perception was moderately low within their limited scholarship opportunities and some restricted schedule of courses at times convenient for them. In the first case, the reason of their moderate dissatisfaction consists in the government or policy making level. One suggestion is that this policy should be changed by providing students with a much high amount of money per month especially for those who perform well and have high results. In the second case, the policy making level within the institution especially within the deanship should be also changed. Students are seeking more transparency in scheduling the courses because the actual schedule does not correspond with their performances. Actually, in all situations instead of the first two, students' satisfaction regarding the university's administration of the Faculty of Philology and History is moderately positive than that of students of the Law and Economics Faculties. One explanation is that the number of students who were involved in survey questionnaires of the first faculty was bigger than the other two. Another explanation is that the dean of the first faculty has a richer work experience than that of the other two, and his seniority level and his experience help him to better manage the situation within his faculty than the dean of the Law and Economics Faculties. According to the students of the first faculty, their dean is better because he is always organizing suitable programs, conferences, and trainings: he involves them in projects both inside and outside the university much more than the dean of the other faculties who is older and not as active or energetic.

*5.2.3 Discussion 3: Are teachers highly satisfied with the quality of student performance (the way of learning, behaving)?*

The results of this study confirm that teachers' satisfaction regarding their students is generally positive rather than negative. Their satisfaction depends on students' responsiveness to learn and good behavior. In this regard, the theories of Houtte (2006) perfectly match with this finding. According to him, working with students and affecting their lives is the most central and powerful source of satisfaction for teachers as well as working with difficult and unmotivated students could have negative consequences for teacher satisfaction and can be the source of emotionally exhausting and discouraging proficiencies. The teachers of the above mentioned university provided a moderate if not a high satisfaction regarding students' attitude towards them and their subjects. The reason of teachers' satisfaction lies on the fact that students' degree of respectability is very high which positively enhances the process of teaching-learning. Another fact which affects teachers' satisfaction was students' punctuality to be on time or students' punctuality. The logical explanation of this emphasizes students' sense of responsibility towards teachers as good examples and skilled professionals. Also, the results show that teachers were positively satisfied with students' abilities and skills. The reason of their satisfaction is evident: students are intelligent and skilled persons. The only thing they could do is to never stop studying. As in the above mentioned situations regarding teachers' satisfaction towards administration where the teachers of the Faculty of Philology and History were more satisfied, similar situation can be mentioned here. As teachers of the Philology and History Faculty are concerned, they are more satisfied with students' quality of services than teachers of the Law and Economics Faculties. One explanation could be the fact that students of the first faculty are possibly more motivated to learn. Most of them possibly come from rural areas, and their social status is lower but their level of education is higher than those from the other two faculties, who come from urban areas, are possibly more coddled by their parents and their level of independence is low as they are usually motivated extrinsically.

*5.2.4 Discussion 4: Are students highly satisfied with the quality of services provided by teachers (the way of teaching, behaving)?*

In general, the findings show that students' perceptions indicated satisfaction with not as much dissatisfaction being voiced. Students valued all teachers' services as being important and denoted an average satisfaction. As a result, the ideas of Kevin & Dooyoung, (2002) correspond to the general findings of students' satisfaction towards their teachers because Cahul State University's students are more satisfied, motivated, devoted and good initiators

due to the fact that their institution holds essential educational equipments with affective personnel of teaching and training. They seemed satisfied with teachers' punctuality or starting and finishing the classes on time, teachers' professional competences and skills, the programs associated to teaching and learning such as the methods and techniques used in the class and teachers' feedback given. The reason of their satisfaction is evident: their teachers are well-educated, good specialists, very skilled and responsible persons and imply creativity within the classes. The only concern voiced as an average dissatisfaction was related to teachers' curriculum. One logical suggestion is that students should be more involved in the process of curriculum development because the quality of teaching and learning is an issue of needing attention. Instead of the above mentioned results concerning teachers and students' satisfaction, in this case, students' satisfaction towards teachers of the Faculty of Law and Economics is higher than the satisfaction of students towards their teachers of Philology and History Faculty. One explanation could be that the Faculties of Law and Economics are technologically more equipped than the Faculty of Philology and History. Various computer labs and other projects in the classrooms aid teachers to better teaching their subjects. Another explanation of students' satisfaction of the Law and Economics Faculties is concerning teachers' seniority rank and work experience. The teachers of the above mentioned faculties are PhD specialists and have a work experience of more than 12 years. Though they are not so young, they provide solid knowledge to their students.

*5.2.5 Discussion 5: Is Cahul State University applying an internal marketing approach and service quality assessment? Is there any impact on customers' satisfaction?*

As can be seen above, teachers as well as students' satisfaction seems to be very positive if not a high. Both teachers and students perceive the university's quality of services in a good way. Though it is not stated theoretically, practically, the findings show that there is a relationship between university's quality of services and teachers' service quality as well as students' performance quality. In this case, these findings are similar to the study of Yue Xia (2009) who proved that service quality is important. He identified that service quality and internal customers' satisfaction (in this case, the teachers') have a positive impact on the external customers' satisfaction (students') and eventually these approaches influence the growth and profitability of the institution. Cahul State University is applying service quality approaches and is also providing a good service quality. It seems that the increase of quality of services among employees and professors affects their satisfaction and results in increasing satisfaction of university students from professors, staff and finally the whole university. At

this point, the findings can be related to internal marketing approach, too. There can be merely important to claim that teachers' development, motivation, satisfaction are generally consequences of internal marketing processes. In this regard, the idea of Pitt et al. (1999) that satisfying customers can be easily achieved through the process of internal marketing is generally supporting the findings of this study. Therefore, as it can be seen from this study, the internal customers such as teachers do internal marketing and provide good service quality without being aware of it and this concept has a positive impact on external customers (students). Taking into consideration previous studies and related research findings it is necessary to claim that there is a relationship between internal marketing and service marketing because it goes forward the classical objective of improving quality of service to external customers. In other words, internal customers such as teachers deliver their job experience to external customers such as students and this is usually seen as a service. Consequently, this kind of service as it was stated before is on the basis of internal marketing efforts necessary to satisfy external customers. The teachers' job satisfaction and students' satisfaction are notable factors that will impact the productivity and effectiveness of Cahul State University as a higher education institution.

In conclusion, it is noteworthy to mention the fact that nowadays, almost every organization, company or institution has a service-oriented marketing approach including HEIs. Taking into account "B.P.Hasdeu" University, the managers are trying to adopt marketing activities starting with the identification or segmentation of customers (internal and external ones) and here it is important to mention again the customers' segmentation previously proposed by Kanji & Tambi (1999): internal customers ( employees as teachers) and external customers (students, parents, government), following with customers' identification of their needs and wants (teachers and students' behavior), then, the managers are producing something absolutely new for their employees and customers in order to maintain their position on market industry (usually, this is characteristic for university's best brand image) and continue with marketing service-strategies which help HEIs to gain competitive advantage. In this way, USC's managers are trying to keep in mind and practically pay attention on every type of service educational strategy such as the product (the delivery of services), price (tuition fees, scholarships, psychological effort, time), communication (reasons of choosing USC as the future higher education knowledge), physical evidence (tangible things like technology) but the most important are human resource capital or in other words teachers (internal customers) and students (external customers) which are quite important for maintaining the brand image on competitive

educational market. Cahul State University's (USC) organizational success, progress, performance and effectiveness are based not only on the process of determining customers but also on customers' satisfaction. In this regards, internal marketing is on the top because it enhances to develop, retain, motivate and satisfy the employees that will lead to customers' satisfaction and development, too. Understanding the value and the application of IM approaches in the higher education settings is a necessary condition for their successful market performance. Taking into consideration the results of this research study it is evident to notify that there is a great chance in developing IM approaches in USC because the use of IM systems will set a good way in achieving teachers and students' satisfaction and will lead to a rise in service quality that will enhance university performance. Since competition increased amongst service-companies such as Moldovan universities, the concept of service quality has become crucial for satisfying and retaining USC's customers. Providing high quality service among teachers of the above mentioned university has a great impact on students because the internal customers (teachers) are a part of the cycle that respectively influence external customers (students)' satisfaction and usually go along with university's success or failure. Hence, focusing on service quality which influences customers' satisfaction is actually based on the support of leaders, managers and administration staff of the university, especially, the human resource managers. That is why it is recommended that the managers and leaders and human resources members of Cahul State University "B.P.Hasdeu" support the institutionalization of internal marketing and service quality as a part of corporate culture. Therefore, there is a special need of implementing suitable changes in various parts of university's structure. Hence, the results of the present study specify the need for higher management implications that will help to improve internal marketing and service quality approaches and finally will result in highly satisfying internal and external customers.

### **5.3 Managerial Implications or future guidelines for Cahul State University's improvement**

Higher education has a very noteworthy role in actual "knowledge society". There is a growing requirement for higher education's experts concerning the labor markets. In order to achieve the needs and demands of labor markets, HEIs have to endlessly work on meliorating their service quality through adaptation to various changes. For instance, financial, mobility, career development support for teachers and students are some of the most necessary issues. Hence, the service quality of higher education institutions should be always monitored and altered with the purpose to satisfy both internal and external customers and labor market's

needs and demands. “Bogdan Petriceicu Hasdeu” University from Cahul city, Republic of Moldova ought to apply the marketing and internal marketing principles under the changing environment of the higher education marketplace. Therefore, improving service quality and increasing teachers and students’ satisfaction will be the most critical peculiarities for Cahul State University’s future development and performance.

In general, this study has shown that the service quality at Cahul State University “B.P.Hasdeu” was somewhat positive if not high from teachers and students’ perspective. Their level of satisfaction presented in the study was not a high and even not a low one but it generally was a moderate and a good one. Hereafter, “B.P.Hasdeu” University should take into consideration some recommendations. To obtain a maximum effectiveness in terms of time and cost constraint spent on marketing implications, university’s management should look at education more like a service than a product. Service marketing theories stated previously in the literature framework could be beneficial when it comes to higher education marketing because they could be projected for those who cannot provide their customers a physical and tangible product. In order to get future requests, there is a need to be focused on customers’ satisfaction. Therein, cooperation between teachers, university’s managers, administrative staff and marketing function or approach could be a noteworthy aid for Cahul State University to get a more attractive product. The above - mentioned university needs a special improvement in different terms such as management and administrative staff, academic staff (teachers) and students. Taking into account the first issue, the university needs to improve its reputation by means of better leadership, highly qualified teachers, excellent quality of services, the increase of students’ satisfaction because as it was argued, the organization, brand image, products or services set up its reputation (Fombrun, Gardberg, N.A., & Sever, 2000). Also, in terms of academic aspects, there is a special need to involve administrative staff in training programs especially into those that will enhance their attitudes, manners knowledge of university’s working system. These will develop their problem solving skills that will be effective when dealing with teachers and students inquiries or problems. In terms of non academic aspects, a recommendation comes up with providing more useful facilities and technological equipments, creating laboratory rooms in order to ensure a good quality within campus life. As it was previously stated, the study of Ofoegbu (2004) seems to be seen as a managerial implication regarding technological equipments. According to him, teachers’ satisfaction depends on different technological resources (computers, projectors, multimedia or internet) and some facilities (supporters and financial aids) for efficient classroom administration and institution’s improvements. Also, taking into account the issue

namely administration staff's quality of services, university's management should come up with some adaptations, such as: Employers of Cahul State University should provide a good and suitable way of leadership (an authentic not an autocratic one) and should take into consideration both teachers and students' opinions as main beneficiaries of HE in order to improve their proposals and activities and compete effectively; managers must emerge a more strategic relationship in order to better synchronize teachers and students' needs mutually; university managers should adapt new models of curriculum and teaching strategies in order to advance teachers' transferable skills to students, to assume their process of learning in the new challenging and changing workplaces.

As far as university's services of quality are concerned, there is a space for improvements especially in terms of teachers' satisfaction. B.P.Hasdeu University should never forget that teachers are the most important people who make the university's events and the process of teaching-learning successful. Hence, university managers should reconsider their behaviors and viewpoints towards them and provide them a good level of service quality in different ways. First of all, decision makers and managers should focus on teachers' motivation by influencing their behaviors and recognizing their involvement within university in the most reliable and permanent asset because identifying the nature of teachers' needs and how these needs are satisfied by the university through the development of human resource policies, is a very big challenge. Secondly, there is a big need in consolidating some strategies for the increase of teachers' salary. For instance, university managers can provide teachers with salaries for 14 months instead of 12 months per year or can offer them some percents from the university's profits. Also, it can be settled monthly or yearly certificate with the qualification "*the best teacher of the year*" or "*the best teacher of the month*" along with some percentage 10-15% of financial bonuses that will encourage them to do their best. Also, there is a special need of empowerment process or strong communication. In this case, it can be organized weekly meetings, so that teachers' simple participation but their truest opinions and suggestions will have great satisfactory results over their own and students' satisfaction. Another managerial implication which will have a great influence on teachers' satisfaction is creating the system of professional training that will develop various skills in teachers and will aid them to be creative and discover their abilities. As a recommendation, university managers should organize the training courses during the teachers' working hours and of course being paid for these training courses or in other words, not to remove from their monthly salaries some percentage of money. Other managerial implications would be the updating of system of career promotion focused on teaching and performances, the

identification of contemporary tools for teachers' motivation to be involved in international and national projects, the creation and application of modern mechanisms to support teachers' mobility in other countries which will give them time to relax and at the same time to enlarge their professional horizon by developing their skills for the benefit of the university.

Also, taking into account the second issue such as teachers' satisfaction, university's management and administration should be sure that they employed highly qualified teachers; should be provided discussions' services and feedback studies; involve teachers into courses they are interested in; provide and even preserve their academic autonomy; encourage the availability to have flexible working hours; secure the service of effective and efficient methods and techniques to teach the theory and practice in different subject domains; manage teaching activities in accordance to students' skills and behaviors, so that to create a face-to-face communication or eye direct contact which will ameliorate the process of teaching-learning.

Taking into account the third issue such as university's future improvements for satisfying students, it will be important to note some recommendations, too. One of the recommendations is to provide students the availability to have more flexible way of courses. This is a very important issue for students' satisfaction. Franklin & Lemon (2005), Kuh & Hu, (2001) are of the same opinion. They argued that flexibility of courses is a prophet of students' satisfaction. The findings of this study show that students were not well satisfied with the schedule of the courses. That is why university's administration should offer students the possibility to be flexible in the structure and content of the degree programs or to have a wide range of the degree options. Transparency seems to be the best issue for it. Managers should focus on students' empowerment because their involvement into faculty's changes will increase the quality of services provided by the university's administration and will have a great impact on students' satisfaction. Another recommendation is focusing on students' ease to contact the teachers and administration when they are facing some problems. In this regard, it will be wide if there will be a high degree of transparency in the access of any staff by ways of telephone, email, personal contact and other services convenient for students. Also, costs play a crucial role in decision making regarding the choice of a university (Guilding & McManus, 2002). That is why Cahul State University should provide financial support for the students who are vulnerable from social point of view, especially for the students who are from rural areas. Another way to increase students' satisfaction could focus the point on special scholarships for the students who are in need and for those who perform well.

Another managerial implication for students' satisfaction it will be to provide them special promotions or financial bonuses like round trip tickets to one country for educational purposes and professional career development as a specialist. "Building" or creating laboratory rooms for each specialty is another type of welcome managerial implication. Technological equipments will facilitate the process of learning. Organizing and developing more curricular and extracurricular activities will facilitate the process of assimilating new knowledge and will ensure students' satisfaction and professional performance.

#### **5.4 Limitations and further research**

The presents study illustrated how different issues of internal marketing and service quality impact on customers' satisfaction. In general terms, it is noteworthy to say that internal marketing concepts and service quality issues are applicable to Cahul State University as HE institution and this can be viewed through teachers and students' level of satisfaction. However, the whole concept of "customers' satisfaction" is biased in Republic of Moldova Universities, especially, in Cahul State University. According to the results of the study, Cahul State University's customers are rather satisfied than dissatisfied. This is actually seem to be one of the biggest biases or limitations because no one is perfect and the fact that the above- mentioned institution is providing "only" good services seems to be impossible. The researcher considers that the teachers and students of the above-mentioned university tend to be less willing to demand better service and to challenge the status quo, and this happens, just because of the Soviet mentality, which still lingers in the minds of people regarding what they think they deserve and can ask for. For further improvement of Cahul State University, it will of a great importance if the managers of this institution will not only apply internal marketing concepts but along with these the capitalist, free market concepts as well. This way of thinking will inherently change the mind of university's customers and the results will totally correspond to their inner world. Another major limitation is to the context of the respondents or sample and there are some representative aspects related to it. Firstly, the size of the sample of this study was not as big as it should be for making worth the generalization. It translates the need of using a model of wide and large population which will provide a valuable and reliable way of analyzing the data. Secondly, it is the professions of participants. The researchers has involved in the questionnaires only university's teachers and undergraduate and full-time students. However, the study could be addressed to other educational employees' staff and part-time students from the same university. This will ensure a rich data analysis because data taken from multiple geographical areas or cultural aspects are better than data taken from a single area (Summers, 2001). Another aspect of limitation related to

the sample is participants' demographic characteristics. The findings show that the majority of male teachers are low and there is an uncertainty about the satisfaction level of male teachers. Further research designed to the size of male teachers should be used. Another aspect of limitation concerning respondents' demographic characteristics lies on their ethnicity and religion because all the respondents are Moldovan and Orthodox Christians. It will be of a great importance if a future study will test the respondents of different cultures and ethnicities who are living in Republic of Moldova and are studying or working within HEIs. Another aspect of limitations regarding the population is its structure. The study was exclusive to only one University, to a public institution and only to one sector (educational sector) and even to only one level of education (Higher education). In order to make comparisons and to enlarge the empirical evidence, it will be good if the replication of the study will be done in a private institution and different sectors (bank, health, hospitality, tourism sectors) or if will be done in a educational sector, will be good if it will involve many institutions and other levels of education such as gymnasiums, high schools and others. Another aspect of limitations lies in the geographical area. This study was conducted only in one university from one city of Republic of Moldova. Further research could be done in other cities from the same country or in different cities from different countries. Another limitation refers to internal marketing factors in Higher Education context. This study has investigated customers' satisfaction and service quality's impact on them. Other factors regarding internal marketing approaches could be used: compensation, performance appraisal, motivation, rewards system, training programs, university's brand image or reputation. All these could explain internal and external customers' satisfaction.

The present study has some methodological limitations, too. One of these limitations is related to the instrumentation, mainly, the scale of measurement. This study made use of 4-point Likert scale in which participants were asked to provide their degree of satisfaction towards several items concerning administration and educational service (teachers and students) of quality. The use of 4-point Likert scale seems to be a limitation. On the one hand, this type of scale is good because it is relatively quick to use but it is unfavorable in terms of validity and reliability aspects which does not allow participants to express their feelings in the way they want and feel (Preston & Colman, 2000). Another limitation from methodological point of view is the design of the study. This study has used quantitative method. When designing and analyzing the data, quantitative method could present a gap, for instance, it is difficult to translate the feelings into numbers or quantifying feelings. As a suggestion, qualitative technique should be initiated in future research or the best way is to

combine both quantitative and qualitative research methods. The study has also made use of convenience sampling technique which is a limitation, as well, because the results of the study could not be generalized for the entire population and could result to a low external validity. For further research it will be wise to use a random sampling technique.

From theoretical point of view, the purpose of this study was to generalize the findings to all public Higher Education Institutions from Republic of Moldova. Nonetheless, there are stated some limitations regarding its generalization. First of all, due to the lack of resources and time constraint, this study made use of cross-sectional descriptive design. For further research, the longitudinal or experimental studies could be used for revealing new knowledge concerning service quality and customer satisfaction. Another type of limitation is related to teachers and students' expectations and perceptions concerning the variables or items which were undertaken in the questionnaire. The respondents were involved in the survey in a specific period of time (in December, 2013 and in September, 2014). This could not generalize the overall respondents' satisfaction because there is passing a sequence of changes with regard to respondents' psychological aspects experienced over the time.

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# Appendixes

## **Appendix 1: Questionnaire 1: Teachers' level of satisfaction regarding Cahul State University's administration' service quality and students' performance quality**

This questionnaire was developed to better understand and analyze issues related to quality of services provided by the Administration for teachers of the selected Faculties at the University "B.P.Hasdeu" from Cahul. This is where I describe the study and let people know that their participation is voluntary and that their data are anonymous and confidential.

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### **Section I. Demographic Characteristics**

First I'd like to ask a few questions about you. Please, circle one/two answers which is/are appropriate to you.

**1. What is your gender?**

- Male                       Female

**2. How old are you?**

- Less than 25               25 - less than 35               35 - less than 45  
 45 and more

**3. What is your Academic Qualification?**

- High School Diploma     Bachelor Degree               Master Degree  
 Ph Degree

### **Section II. Reliability of the questionnaire**

#### **Items related to teachers' level of satisfaction concerning administration's quality of services**

Please indicate your level of satisfaction with each of the following statements about administration' service quality of university using the 4<sup>th</sup> point scale.

**How satisfied are you with:**

*Very dissatisfied    somewhat dissatisfied    somewhat satisfied    very satisfied*

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Salary/ Financial Bonuses/<br>Rewards  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Benefits (e.g. health care, retire etc.)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Opportunities for training, development,<br>Promotion and advancement<br>(Master and PhD are fully sponsored<br>by the University) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Curriculum   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Working conditions<br>(infrastructure, resources etc)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Administration's support in being<br>creative and taking new challenges  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. Administrative Informational Meetings              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Support for diversity in your<br>Unit / department | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. University Policies and Administration             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Your status                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Items related to teachers' level of satisfaction concerning students' quality of performance (the way of learning, behaving etc.)**

Please indicate your level of satisfaction with each of the following statements about students' quality of services using the 4<sup>th</sup> point scale.

**How satisfied are you with:**

*Very dissatisfied   somewhat dissatisfied   somewhat satisfied   very satisfied*

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Students' discipline and enthusiasm for Learning   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Students' motivation for learning                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students' attitude concerning you and your subject | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Students' level of intelligence/ skills            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Students' ability of being punctual                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For the next question, please rate your general level of satisfaction related to Administration's quality of services and students' performance quality according to the following scale from 1- *very dissatisfied* to 4- *very satisfied*. Choose one option and explain the reason you are feeling like that in the table below.

**How satisfied are you with the quality of services provided by the university's administration and students' performance quality? Why?**

Nr.	1	2	3	4
Cr.	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied

This questionnaire will help to identify the Cahul State University's quality of work life. Each response is an important need for further necessary improvements.

**THANK YOU for your time and responsiveness**

## **Appendix 1: Questionnaire 2: Students' level of satisfaction regarding Cahul State University's administration' and teachers' service quality**

This questionnaire was developed to better understand and analyze issues related to quality of services provided by the administration and teachers for students of the selected Faculties at the University "B.P.Hasdeu" from Cahul. This is where I describe the study and let people know that their participation is voluntary and that their data are anonymous and confidential.

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### **Section I. Demographic Characteristics**

First I'd like to ask a few questions about you. Please, circle one/two answers which is/are appropriate to you.

1. **What is your gender?**

- Male                       Female

2. **How old are you?**

- Less than 25               25 - less than 35               35 - less than 45  
 45 and more

3. **What is Your Academic Qualification?**

- High School Diploma     Bachelor Degree               Master Degree  
 Ph Degree

### **Section II. Reliability of the questionnaire**

**Items related to students' level of satisfaction concerning administration's quality of services**

Please indicate your level of satisfaction with each of the following statements about administration' service quality of university using the 4<sup>th</sup> point scale.

**How satisfied are you with:**

*Very dissatisfied    somewhat dissatisfied    somewhat satisfied    very satisfied*

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Accessibility to administration's Department                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Administrator's enough support for student problems              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Providing adequate information about students' rights            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. University's web page as a source of information                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Library Services and resources                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The Computerized skill-building resources by the Academic Center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. The quality of Resource centers of providing with books, CD-s, information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Opportunity of joining Student Union                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The scholarship  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Students' Conference  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The scheduling of courses at times reasonably convenient for you          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Items related to students' level of satisfaction concerning teachers' quality of services**

Please indicate your level of satisfaction with each of the following statements about teachers' quality of services using the 4<sup>th</sup> point scale.

**How satisfied are you with:**

- |   |                          |                              |                           |                          |
|---|--------------------------|------------------------------|---------------------------|--------------------------|
|   | <i>Very dissatisfied</i> | <i>somewhat dissatisfied</i> | <i>somewhat satisfied</i> | <i>very satisfied</i>    |
| 1. Curriculum   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| 2. Teachers' professional skills and competences                              | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| 3. Methods and techniques used in the class                                   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| 4. Manner of giving the lessons   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| 5. Teachers' sufficient advice and support related to the studies             | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| 6. The willingness of teachers to provide you academic help outside the class | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| 7. Feedback given   | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| 8. Teachers' guidelines for your homework                                     | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |
| 9. Teachers' punctuality (starting and finishing the classes on time)         | <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/>  | <input type="checkbox"/> |

For the next question, please rate your general level of satisfaction related to administration and teachers' quality of services according to the following scale from 1- *very dissatisfied* to 4- *very satisfied*. Choose one option and explain the reason you are feeling like that in the table below.

**How satisfied are you with the quality of services provided by the university's administration and teachers? Why?**

Nr.	1	2	3	4
Cr.	Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied

This questionnaire will help to identify the Cahul State University's quality of work life. Each response is an important need for further necessary improvements.

**THANK YOU for your time and responsiveness!**

**Appendix 2: Article on:**

**Internal Marketing and Service Quality' effect on customers' satisfaction  
in Cahul State University "Bogdan Petriceicu Hasdeu"**

**Liudmila Raru**

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**Liudmila Raru** is a student of School of Management, Hospitality and Tourism at the University of Algarve from Portugal. In July, 2013, she has achieved a Bachelor degree in the field of Education Sciences at Cahul State University "Bogdan Petriceicu Hasdeu" from Republic of Moldova. Due to her great experience in working as a secretary at English Department and as a teacher, she got the possibility to analyze students and teachers' satisfaction and the level of service quality provided by the university's administration. That has motivated her to make a research whose main goal can be found in this article.

## **Internal Marketing and Service Quality' effect on customers' satisfaction in Cahul State University "Bogdan Petriceicu Hasdeu".**

### **Abstract**

*Globalization is a process that usually lies on the way of how to manage competition. To win competition, there is a need to provide best services and therefore, the institutions need to satisfy their employees and customers. All these complex aspects derive from a simple but important issue such as Internal Marketing (IM). IM is a well-needed ingredient in keeping the internal and external customers of service organization satisfied, and this is applicable for Higher Education Institutions (HEIs), too. The aim of this paper was to examine internal marketing and service quality effect on customers' satisfaction of Cahul State University "B.P.Hasdeu". Data were collected from 200 participants of 3 Faculties (Philology and History Faculty, Law and Public Administration and Economics and Computer Science and Mathematics Faculties) through structured questionnaires based-surveys. The total number of 200 were undertaken and analyzed through SPSS program, version 17.0 The results show that the service quality perceived by the customers was moderately satisfactory and the IM practice is still new but quite adapted in Cahul State University. Further research is needed to enhance customers' satisfaction leading to development of service quality in universities' settings. This study provides several limitations and managerial implications.*

**Keywords:** *Globalization, higher education institutions, internal marketing, service quality, internal and external customers, customers' satisfaction.*

## **Marketing interno e qualidade de serviço: efeito na satisfação dos clientes da Cahul State University "Bogdan Petriceicu Hasdeu".**

### **Resumo**

A globalização é um processo que geralmente se prende como a forma de gerir a concorrência. Para que uma empresa ou instituição se distinga da concorrência tem de prestar melhores serviços. Para fornecer melhores serviços, precisa satisfazer seus funcionários e clientes. Todos estes aspetos complexos são obtidos através de uma forma simple, mas importante, como Marketing Interno(MI). MI é um ingrediente necessário para manter os clientes internos e externos satisfeitos e isso é aplicável para os estabelecimentos de ensino superior. O objetivo deste trabalho é examinar o efeito da qualidade de serviço e do marketing interno na satisfação dos clientes da Cahul State University "B.P.Hasdeu". Os dados foram recolhidos junto de 200 participantes em 3 faculdades (Faculdade de Filologia e História, Faculdade de Direito e Administração Pública e Faculdade de Economia e Ciências da Computação e Matemática) através de questionários estruturados. Os dados foram analisados através do programa SPSS, versão 17. Os resultados mostram que a qualidade do serviço percebida pelos clientes foi moderadamente satisfatória e a prática IM é ainda nova na Cahul State University. Pesquisas adicionais são necessárias para aumentar conhecimentos sobre a satisfação dos clientes, e a forma de desenvolver a qualidade de serviço das universidades. Este estudo fornece várias limitações e implicações práticas.

**Palavras-chave:** Globalização, instituições de ensino superior, marketing interno, qualidade de serviço, clientes internos e externos, satisfação dos clientes.

## **Introduction**

The process of globalization is known in every single country. It determines companies to struggle to be first, to maintain their position on the market by providing the best services. Over the past decade, this rapid advancement of competition has emerged in higher education institutions by redefining their activities and adopting the principles of internal marketing.

In the educational sector, internal marketing seeks to improve service performance by paying attention to customers' satisfaction. To make customers happy, it's important to have happy and satisfied employees with their job. As a result, universities ensure the concept of internal marketing as a reason to develop, motivate and satisfy internal customers (teachers) as well as external ones (students). The main tasks designed for HEIs are those of learning, training and "building" the personality of each student with the aid of teachers who are committed to their job and to the modern system of teaching and communication (Mercedes, Pedraja and Rivera, 2007). Making the customer the hero of the story and satisfying him/her is the main aim of one of the Moldovan HEIs, "Bogdan Petriceicu Hasdeu" State University from Cahul. Hence, the concept of internal marketing has started to flourish within the above - mentioned university few years ago. Even if its principles and issues are still new and quite adapted, the major university's goal is to satisfy its customers by applying these principles according to Higher Education (HE) standards in order to gain success and popularity.

Consequently, this paper aims to notify the impact of internal marketing, the level of quality and performance of educational services provided university's administration, by teachers and students and the influence of these concepts their satisfaction. In the two surveys conducted in December 2013 as well as September, 2014, teachers and students have been inquired about the quality of services provided by the university's administration and meanwhile about the quality of services provided by teachers (from students' point of view) and the quality of performances provided by students (from teachers' point of view) and also the extent to which these correspond to their expectations or satisfaction. The paper begins with an introduction, continues with a theoretical framework, methodological aspects, the research's findings and ends with some discussion, conclusion, managerial implications, limitations and future research.

## **Literature review**

Higher education institutions are interactive sectors whose goals are to offer excellent knowledge on a particular field, educate students and emphasize the academic development and organize national development demands. Compared to any other service organizations, here it can be found a high degree of interaction between customers (teachers and students). Therefore, the quality of teachers' satisfaction and their students should be a vital element for universities' management. In one study it was proved that employee satisfaction determines customer satisfaction (Joen and Choi, 2012). In order to have satisfied customers it is important to have satisfied employees.

### ***Internal Marketing***

Marketing concepts, which have been successful in past business organizations, are starting now to be applied by many service organizations such as universities (Hemsley–Brown and Oplatka, 2006) with the purpose to gain competitive advantage. Taking into consideration that customers' expectations should be satisfied, most of companies are trying to apply marketing and internal marketing approaches. Internal marketing (IM) is a concept assigned to employees as internal customers and their jobs as products designed to satisfy their expectation and satisfaction while referring to the tasks of the organizations (Berry, 2002). The same concept was explained by Papasolomou (2006). In his study, he has proved that an institution which firstly satisfies internal customers' expectations can successfully provide a best service quality designed to satisfy external customers. In higher education, a fundamental element for students' satisfaction merely depends on internal customers such as teachers. In this way, internal marketing refers to teachers who are the customers of the educational institution (Varey and Lewis, 2000). Consequently, if educational institution's management desires to have satisfied external customers (students), then it should pay attention to satisfying its teachers as internal customers (Keller, 2002). In HEIs, unmotivated and dissatisfied teachers create disturbance in delivering the quality of services which lead to dissatisfaction among students (Zeithalm and Bitner, 2000).

### ***Customers (teachers and students) satisfaction***

In higher education sector, educational services are the products which are developed and definitely delivered to internal and respectively external customers. HEIs have multi-clients to whom are delivered educational services but the most important

beneficiaries are teachers and students (Maringe, 2006). The concept of customers segmentation in the educational area was argued by various researchers (the following researchers stated below) but most of them concluded there are two perspectives of approaching a university client. On the one hand, the principal customers are students to whom are providing study programs by university, and on the other hand, the internal customers are teachers to whom students are delivering the educational product of the university (Conway, Mackay and Yorke 1994). Generally, the performance of a high level of services depends on teachers' job satisfaction and students' satisfaction.

Based on the idea of internal marketing influence on internal customers, it is merely important to notice that teachers' satisfaction depends mostly on their job. Employee's job satisfaction is the employee's inner response to the physical and psychological issues of work environment (Hoppock, 1935). Employee satisfaction is employee's emotional state which comes from the assessment of one's job experience (Locke and Latham, 2002). In other words, job satisfaction is viewed as a key-factor that leads to the employee's appreciation, remuneration, advancement and the achievement of other organizational purposes (Kaliski, 2007). In HE sector, there is a particular need to maintain a balance and orientation of satisfying and motivating internal and external customers. The more satisfied teachers are, the more students get involved in learning and the more satisfied students are, the more satisfied and happy teachers will be. Students as well as teachers are one of the main target groups of universities. For instance, Rotfeld (2008) focused his attention on students' satisfaction within educational sector. He argued that satisfied students are those who are not seen only as clients who purchase their courses. He had also explained that students' satisfaction should not be only based on the individual courses, classes because these mechanisms could degrade the quality of educational services. Moreover, customers' satisfaction no matter if it is external or internal one should be on the top of every service organization including university.

### ***Service Quality***

Customers' satisfaction usually depends on the quality of services provided by the organization. In higher education, the delivery of a high level of services, will have a positive feedback on future generations. Students depend on teachers' quality of services. Teachers depend on administration's quality of services. University's administration cannot deliver a

high degree of service quality if it doesn't receive back the same quality. As a result, everyone's satisfaction is highly dependent on the quality of services provided.

Service quality accomplishes customer's satisfaction (Fen and Lian, 2007). Service quality is also seen as the degree to which a service meets customers' expectations (Lewis and Steward, 2010). Service quality is a positive gap between customer perception and expectations of a service offer (Parasuraman, Zeithaml and Berry, 1985). They also argued the idea that if customers' assumptions are greater than facts, then perceived quality is not satisfactory as it should be and this usually leads to customer dissatisfaction. In higher education, the quality of educational services designed to teachers and students depends on both of them. Generally, when speaking about educational services, it's crucial to emphasize external and internal marketing's impact on customers due to the interpersonal relationships between students and teachers, which heavily influences overall satisfaction (Voss, Gruber and Szmigin, 2007).

### **Research Methodology**

Higher education institutions should fulfill numerous needs: the needs of teachers as well as those of students (Voss, Gruber and Szmigin, 2007). To identify the level of satisfaction of teachers and students and the quality of services provided by Cahul State University, this study has used a conceptual framework supported by a special literature review. Taking into account the above mentioned approaches, there were stated the following research questions:

*Q1: Are teachers highly satisfied with the quality of services provided by the university's administration?*

*Q2: Are students highly satisfied with the quality of services provided by the university's administration?*

*Q3: Are teachers highly satisfied with the quality of student performance (the way of learning and behaving)?*

*Q4: Are students highly satisfied with the service quality provided by teachers (the way of teaching, behaving)?*

*Q5: Is Cahul State University applying an internal marketing approach and service quality assessment? Is there any impact on customers' satisfaction?*

### **Sampling size and method, data collection and data analysis**

Sampling and sampling size are fundamental matters in quantitative research studies whose main aim is to make statistically generalizations to the wider population. To be able to make generalizations and have representative results, it is important that both sample size and sampling method to be suitable. Hence, the population used in this study consists of undergraduate students and professors from all faculties, such as Philology and History Faculty, Law and Public Administration Faculty and Economics, Computer Science and Mathematics Faculty of Cahul State University "B.P.Hasdeu". The participants comprised a total number of 200, 90 teachers and 110 students. The sampling method used is a convenience one, which is a kind of non-probability or nonrandom sampling method in which members of the target population (teachers and students) are gathered for the purpose of the study in case they match various practical eligibilities, such as geographical area, availability at a certain time, easy accessibility, or the inward desire to volunteer (Dörnyei, 2007). The researcher has only used descriptive statistics such as group frequency distribution and percentage. As a result, the data analysis was conducted through the use of software SPSS program, version 17.0.

### ***Instrumentation***

Teachers satisfaction questionnaire and students satisfaction questionnaire were used as the data collection instruments. The questionnaires provide proves of standards amongst large population (Kendall, 2008). Questionnaires are seen as a more objective research measurement instruments that can produce replicable results (Oppenheim, 2000). The questionnaires of this research were personally administered (in written form) by the researcher to the respondents. The advantage of structured questionnaires is that when administrated, participants respond to prompt questions selected from prearranged answers, for instance Likert scale, multiple choices, among others (Kendall, 2008). Therefore, the main purpose of both surveys is to explore customers' satisfaction towards services of quality provided by university on the one hand and on the other hand, the service quality provided by professors as well as the quality of performances provide by students. Hence, questionnaires were administered by data collector at the end of the class in order not to disturb the process of teaching-learning. Participants were given 5 minutes to fill in the questionnaires. Also, this type of delivery was helpful in collecting all the completed responses in a short period of time. The respondents were allowed to ask the researcher for clarification if they found some difficulties in understanding some questions.

The questionnaires are anonymous and confidential and consist of two sections. The first section contains teachers and students' demographic characteristics. It comprises three questions covering the subjects of gender, age and academic qualification. They were adapted from Seifert and Umbach (2008) studies. In order to set out the choice of the instrument used, the second section includes several questions related to: teachers' job satisfaction towards university's administration quality of services and teachers' satisfaction towards students' quality of performances as well as students' satisfaction towards university's administration and teachers' quality of services. Researcher has chosen to include closed questions into the questionnaires except of the last one which is open and allows participants to express their general satisfaction regarding administration's service quality and students' performance quality (in the case of teachers' questionnaire) and participants' general satisfaction related to administration and teachers' quality of services (in the case of students' questionnaire). Because of the low rate of teachers and students' "open" answers, the open question was not quantified. Participants' opinions were taken into account as managerial implications. Consequently, teachers' questionnaire was made up of 19 items. Students' questionnaire was made up of 24 items. The items of the questionnaires were adapted from the works of various researchers such as: Barmby, (2006), Day, Stobart and Kington (2006), Moran, Kilpatrick, Abbott, Dallat, and McClune (2001), Aydin (2012), Zembylas and Papanastasiou (2006), Latham (2007), Hildrew (2009), Corno (2004), Mihaljevic, Nikolov and Otto (2008) & Dinham and Scott (2000). Survey respondents were asked to state their level of satisfaction of each service quality statement on a four point Likert scale (1 represents very dissatisfied, 4 – very satisfied and, 2, 3 denote average such as somewhat dissatisfied and somewhat satisfied). Researcher has used a 4-point Likert scale for not confusing respondents or providing misunderstandings by obtaining negative results of dissatisfaction because an increase of positive results may occur when a scale does not include midpoints (Worcester and Burns, 1975).

## **Results**

It is important for an organization to clearly identify its current customers because failure to identify them correctly results in wasted efforts and even failure in the entire quality initiative (Sirvanci, 2001). In order to have a total quality philosophy and quality improvement in higher education, it is quite desirable that HEIs focus on the right customers. The results of the above stated university's customers will be represented below.

### Teachers' demographic characteristics

The teachers' sample is made by convenience and is consisting of 90 members of State University "B.P. Hasdeu". Teachers' bio data (gender, age, educational background) are listed in the following tables.

**Table 1 Teachers' gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	23	25,6	25,6	25,6
	Female	67	74,4	74,4	100,0
	Total	90	100,0	100,0	

**Table 2 Teachers' age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 - less than 35	50	55,6	55,6	55,6
	35 - less than 45	30	33,3	33,3	88,9
	45 and more	10	11,1	11,1	100,0
	Total	90	100,0	100,0	

**Table 3 Teachers' Academic Qualification**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Degree	37	41,1	41,1	41,1
	Master Degree	44	48,9	48,9	90,0
	Ph Degree	9	10,0	10,0	100,0
	Total	90	100,0	100,0	

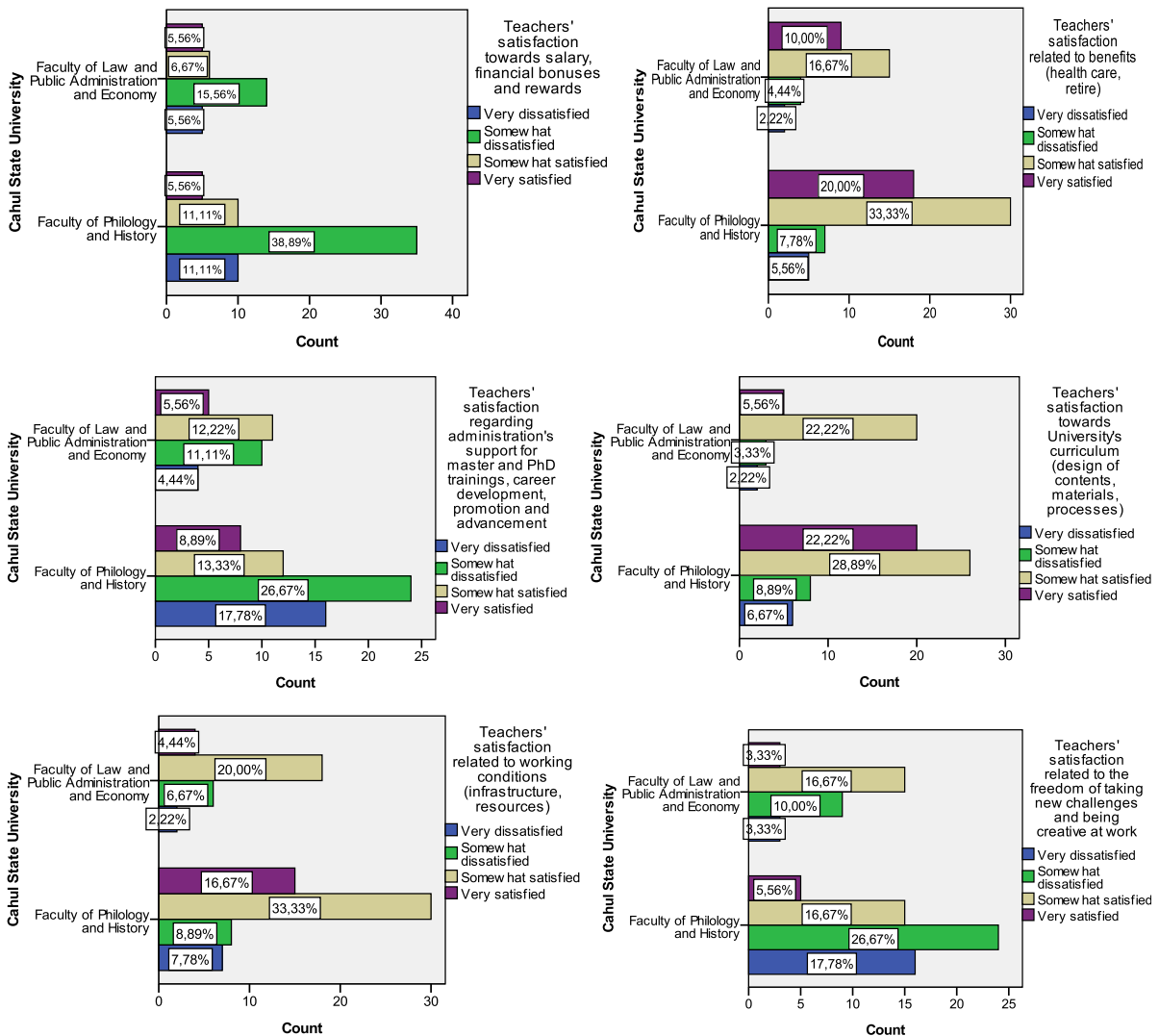
As can be seen in Table 1, the vast majority of respondents were women (74,4%) than men (25,6%). The findings regarding teachers' age reveal that most of them are between 25-less than 35 (55,6%) and 35-less than 45 (33,3%). Only 11,1% were 45 years old and more. As far as their academic qualification is concerned, almost all respondents have revealed their educational background is based on master degree (48,9%) and bachelor degree (41,1%). The lowest percentage of 10% disclosed they have achieved Ph degree.

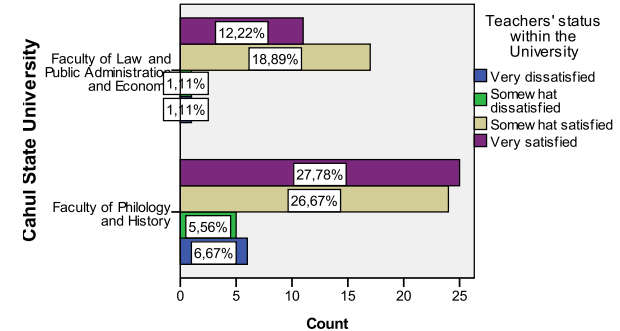
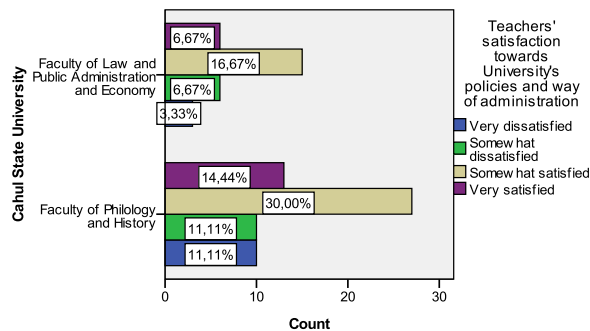
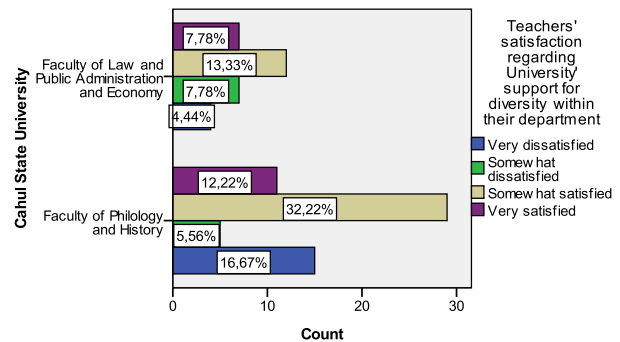
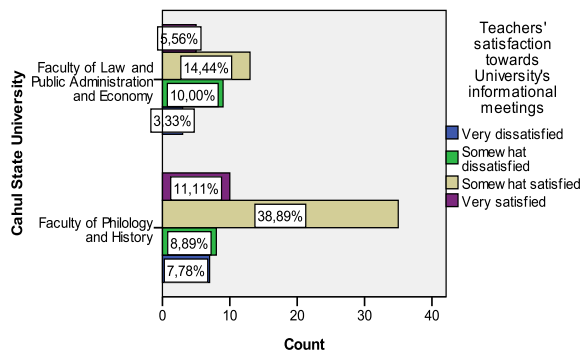
Teachers' demographic characteristics regarding age and education are shown in Table 2 and respectively 3.

### Teachers' level of satisfaction towards university's administration service quality

The ordinal qualitative variables concerning administration's service quality and teachers' perception towards it are measured below. In order to see if there is a big difference between teachers' satisfaction of Philology and History Faculty and Law, Public Administration and Economics Faculties, researcher has chosen to analyze the data by making use of descriptive statistics such as clustered bar charts. The respondents' results are shown in figures 1-10.

Figures 1-10 Teachers' level of satisfaction concerning administration's quality of services



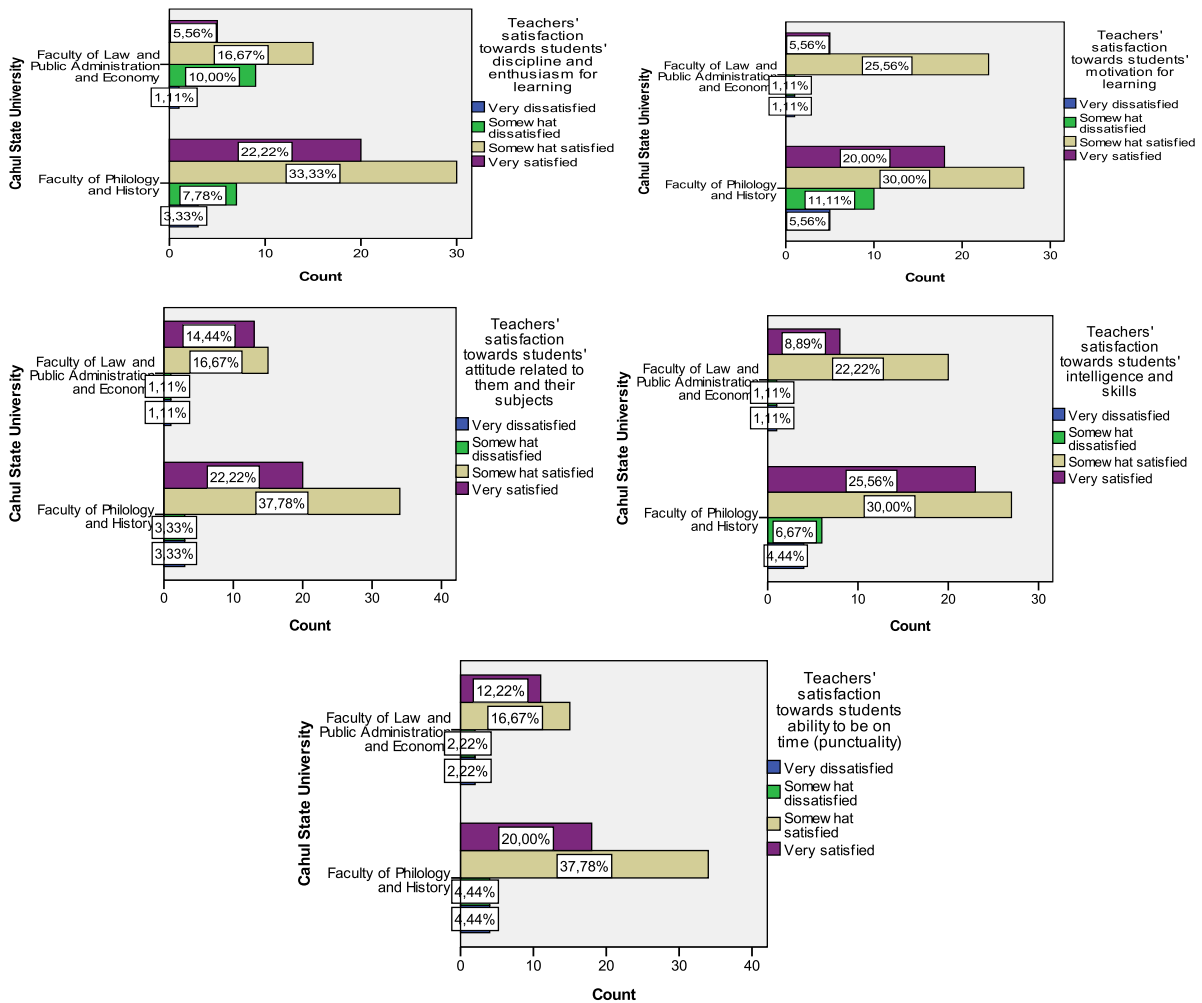


From the above figures, it can be seen that in all the situations, the teachers of Philology and History Faculty are more satisfied than those of Faculty of Law and Economics. Results show that 27,78% of teachers of Faculty of Philology and History are more satisfied with their status or recognition within university than those of Law and Economics Faculty whose rate is 12,22%. A comparison of percentage of teachers' satisfaction level of all three faculties is concerning the variable of teachers' benefits with 33,33% for the first faculty and 16,67% for the other two. 28,89% of teachers who work within Philology and History Faculty are more satisfied with the curriculum provided by the university than teachers from the Faculty of Law and Economics (22,22%). The next set of statistical analysis was undertaken to determine which factors teachers discern to be relevant with their dissatisfaction. The results as shown in figures 1,3,6 demonstrate that the most important factors of teachers' moderate dissatisfaction are teachers' salary, financial bonuses and rewards (38,89% vs. 15,56%), administration's support for master and PhD trainings, promotions, advancements and career development (26,67% vs. 11,11%) and teachers' freedom to take new challenges and be creative at work (26,67% vs. 10%). In all the situations, the highest percentage represents teachers' moderate dissatisfaction of the Faculty of Philology and History.

### Teachers' level of satisfaction towards students' quality of performance (the way of learning and behaving)

Teachers' attitude or satisfaction towards their students were sought and analyzed. Researcher has identified teachers' level of satisfaction per faculty. The results appear in figures 11-15.

**Figures 11-15 Teachers' level of satisfaction concerning students' quality of performance (the way of learning, behaving)**



Based on the findings reported in figures mentioned above, teachers' satisfaction within the Faculty of Philology and History is higher than the satisfaction of the teachers of Law and Economics Faculties. The three most prominent variables are valuable by teachers in the way that follows: students' attitude towards them and the subjects they teach with 37,78% vs. 16,67%, students' ability to be on time at the classes or students' punctuality with 37,78% vs. 16,67% and students' ability and skills with 30% vs. 22,22%. The lowest percentage refers to teachers' level of satisfaction of Law and Economics Faculties.

### Students' demographic characteristics

Compared to the number of teachers (90 members), that of students who were involved in the questionnaire was bigger, 110 participants. Researcher has gathered the data by convenience and as participants were chosen the undergraduate students of Faculty of Philology and History as well as Law, Public Administration and Economics Faculties. Data's

demographic characteristics such as gender, age and educational background appear in Table 6 - 8.

**Table 6 Students' gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	43	39,1	39,1	39,1
	Female	67	60,9	60,9	100,0
	Total	110	100,0	100,0	

**Table 7 Students' age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 25	110	100,0	100,0	100,0

**Table 8 Students' academic qualification**

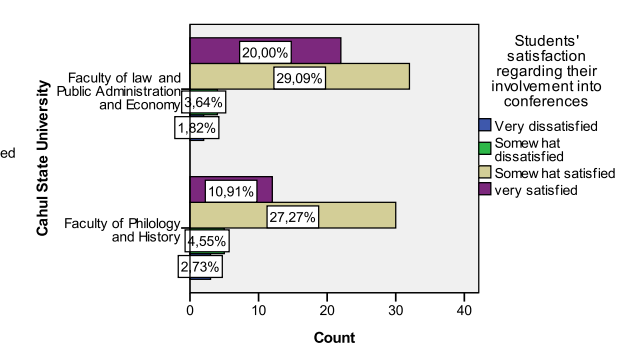
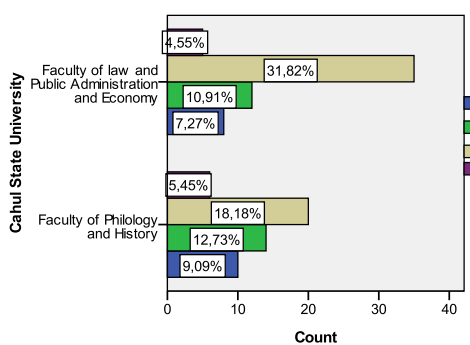
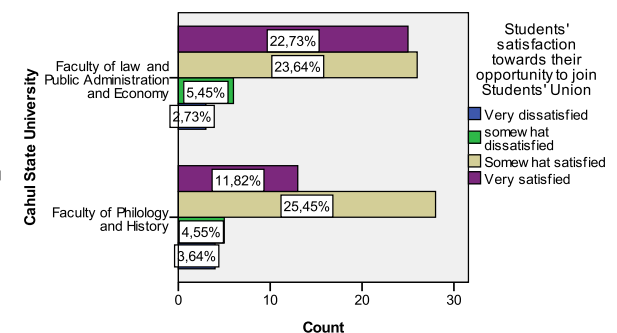
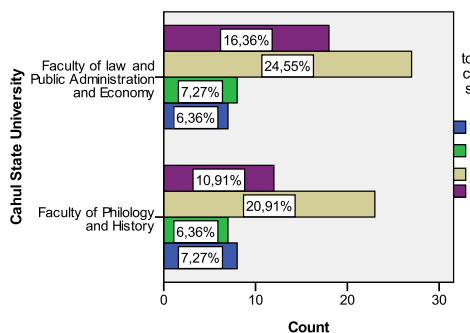
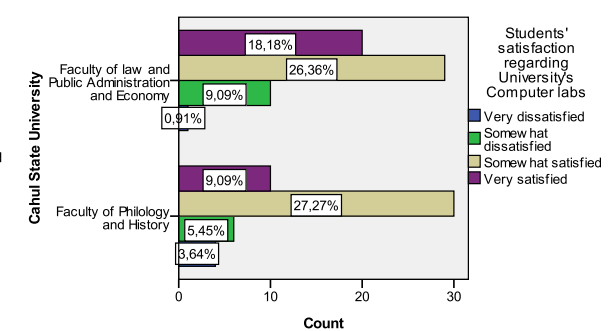
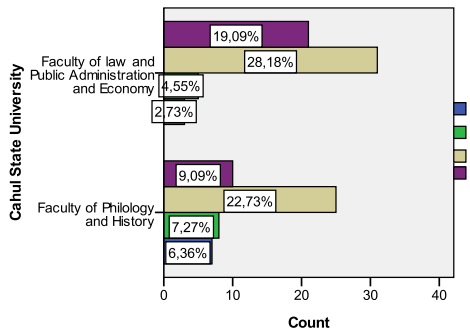
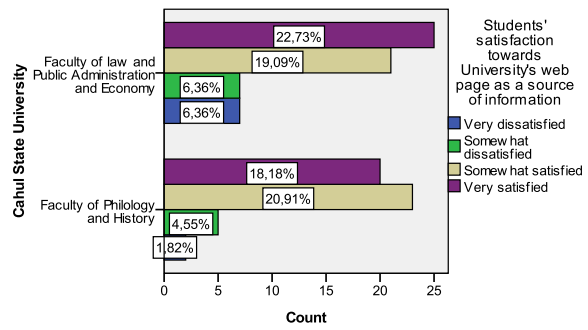
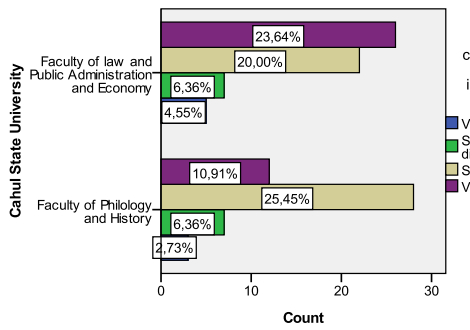
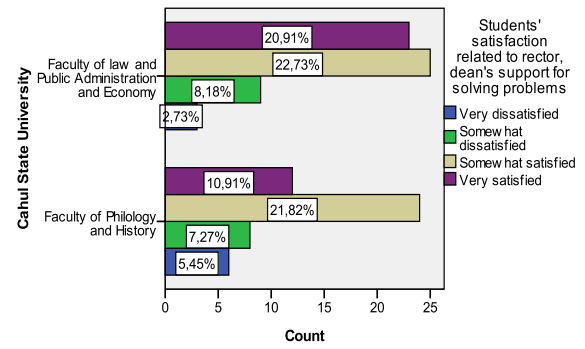
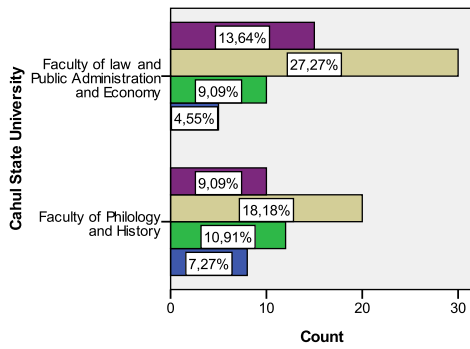
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School Diploma	110	100,0	100,0	100,0

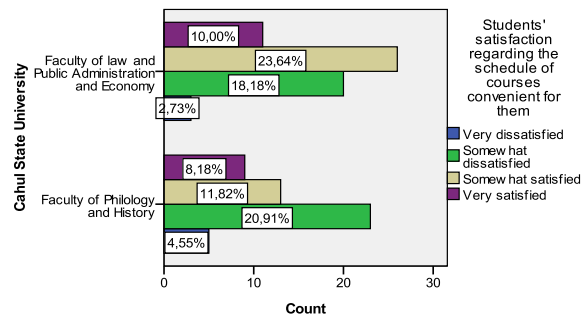
Research findings from Table 6 report students' demographic profile in terms of their gender. Most of participants representing students are female (60,9%) and only 39,1% are male. Students' age and academic qualification represent a total percentage of 100% per variable. It means that all students are less than 25 years old and have only achieved high school diploma. The results are presenting in Table 7 and 8.

**Students' level of satisfaction towards university's administration quality of services**

Despite all variables concerning teachers' satisfaction, another aim of the study was to identify students' satisfaction of all faculties mentioned above towards university's administration and its quality of services. In order to find out particular information about students' attitude towards administration such as students' satisfaction per faculty, researcher has made use of clustered bar charts as descriptive statistical information. The findings could be depicted in the figures below.

**Figures 16-26 Students' level of satisfaction concerning administration's quality of services**



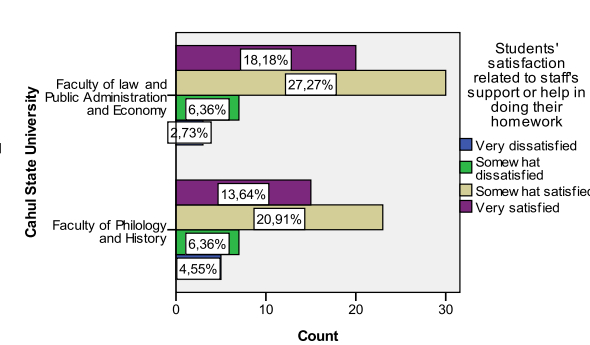
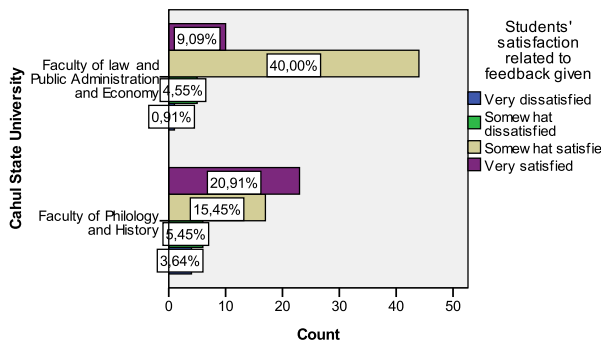
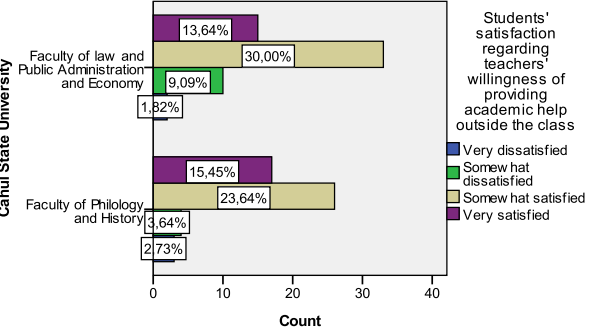
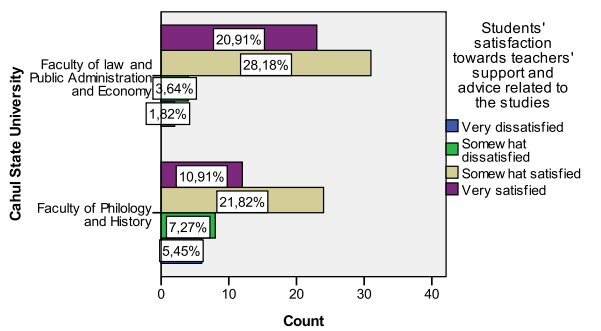
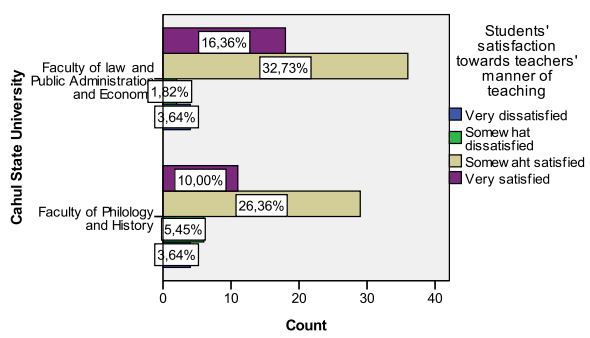
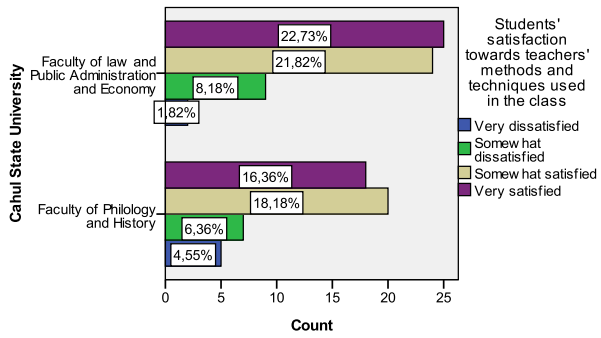
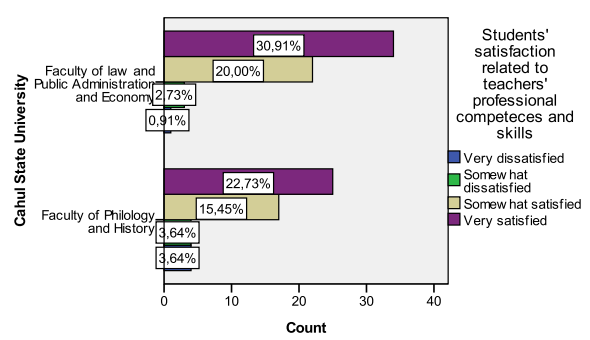
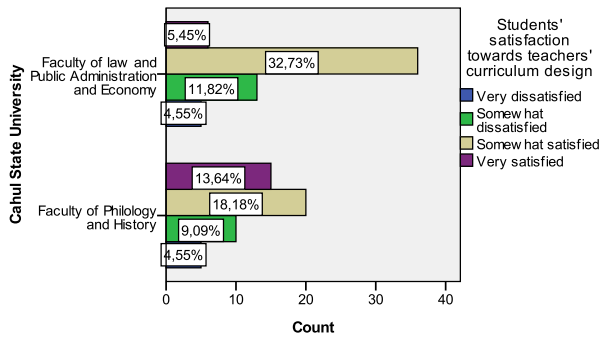


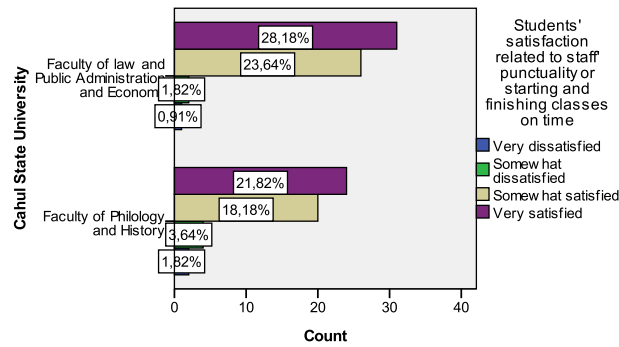
The results (see figures 16-26) indicate that students' satisfaction towards university's administration and its quality of services is valuable good and positive. However, there is an insignificance in terms of dissatisfaction. In terms of percentage, students' average satisfaction varies from one faculty to another one. Some variables perceived by students of Philology and History Faculty are higher than the level of satisfaction of students of Law, Public Administration and Economics Faculties and vice versa. The extrinsic factors which positively affect students' satisfaction are: university's web page as a source of information (22,73% for students of Law and Economics Faculties vs. 18,18% for students of Philology and History Faculty), students' involvement into conferences (29,09% for students of Law and Economics vs. 27,27% for students of Philology and History) and students' opportunity to join students' union (25,25% for students of Philology and History vs. 23,64% for students of Law and Economics Faculties). The statistical analysis of students in terms of dissatisfaction enhanced the following factors: the schedule of courses convenient for students (20,91% vs.18,18%) and students' scholarship (12,73% vs. 10,91%). In both situations, students' dissatisfaction of Philology and History Faculty is higher than students' dissatisfaction of Law and Economics Faculties.

### **Students' level of satisfaction towards teachers' quality of services (the way of teaching, behaving)**

Another purpose of the study was to deeply explore students' perception towards teachers' way of teaching and behaving. Clustered bar charts will be used to figure out whether there is a difference between students' satisfaction of each faculty.

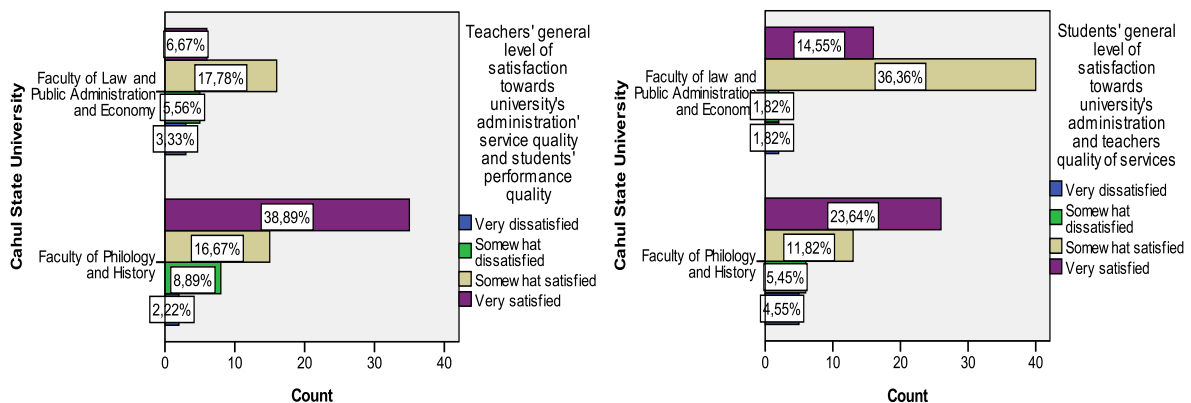
### **Figures 27-35 Descriptive statistics related to students' level of satisfaction concerning teachers' quality of services (the way of teaching, behaving)**





Results depicted from figures 27-35 show that students of all faculties provide a good level of satisfaction towards their teachers. The most distinguished items related to teachers' satisfaction are: teachers' punctuality or starting and finishing the classes on time (26,18% vs. 21,82%), teachers' professional competences and skills (30,91% vs. 22,73%), teachers' methods and techniques used in the class (22,73% vs. 16,36%) and teachers' given feedback (40% vs. 15,45%). The findings of students' satisfaction towards teachers show that the highest percentage was on the side of students of Law and Economics Faculties, meanly that these students were more satisfied with teachers' way of teaching and behaving than students of faculty of Philology and History. On the other hand, in terms of dissatisfaction, it was emphasized just one factor such as: teachers' curriculum design with 11,82% vs. 9,09%. Also, the highest percentage represents the students of Law and Economics Faculties.

Therefore, using an analogy from teachers and students' point of view on the quality of service provided, it was notified that their level of satisfaction is somewhat positive if not very positive. Teachers and students' general level of satisfaction was statistically analyzed and presented in the figures 36-37.



In conclusion, after analyzing the figures stated above, the teachers of Cahul State University are more satisfied than students. On one hand, the analogy (comparison between Faculty of Philology and History and Faculty of Law and Economics) of statistical analysis of data show that the teachers of Faculty of Philology and History are more satisfied than those of the

other faculties mentioned above (38,89% vs. 6,67%). On the other hand, similar situation is for students of Philology and History Faculty with 23,64% vs. 14,55% of students of Law and Economics Faculties.

## **Discussion and Conclusion**

The main goal of this research paper was to identify the impact of internal marketing and quality of services on internal and external customers' satisfaction at Cahul State University "B.P.Hasdeu" in the Republic of Moldova. After examining all of the data analysis, the results show that customers were somewhat satisfied if not very dissatisfied. The reasons why teachers and students provide satisfaction and not total satisfaction will be explained below.

*Discussion 1: Are teachers highly satisfied with the quality of services provided by the university's administration?*

One of the most prominent factors that affects teachers' job satisfaction regarding the university's administration quality of services is their status within the university or their recognition by heads of departments: deans. They also are somewhat satisfied with their benefits (health care, retirement), the university's curriculum designed. On the other hand, they are somewhat dissatisfied with their salary, financial bonuses and rewards, the administration's support for master's and PhD trainings, promotions, advancements and career development, and teachers' freedom to take new challenges and be creative at work. Teachers of the Philology and History Faculty are more satisfied as well as dissatisfied with the university's quality of services than those of the Law and Economics Faculties. One logical explanation for this is related to the sample. The number of respondents of the first faculty was bigger than the other two (N=60 vs. N=30). Also, the teachers of the first faculty are young but more experienced than teachers from the other two faculties. Also, their senior ranking positions (mostly master rather than PhD) affect pay packages which create teachers' dissatisfaction. On the one hand, the results of this study can be matched with the theory of Kaliski (2007) because it was proven that teachers are somewhat satisfied, if not highly satisfied with their job. It means that their job satisfaction leads to the appreciation, remuneration, promotion and the achievement of other organizational purposes. On the other hand, their low rate of job dissatisfaction matches with the results from the work of Zeithaml et al. (2000) who have stated that dissatisfied and unmotivated teachers could

create a disturbance that leads to dissatisfaction among external customer,s such as students.

*Discussion 2: Are students highly satisfied with the quality of services provided by the university's administration?*

Students' satisfaction as well as teachers' satisfaction regarding the university's administration is moderate or they are somewhat satisfied rather than very satisfied. The extrinsic factors which positively affect students' satisfaction are as follows: the university's web page(website) as a source of information, involvement in conferences and the opportunity to join a student union. In terms of dissatisfaction, students are concerned with: the somewhat restricted schedule of courses convenient for them and limited scholarships opportunities. In terms of satisfaction, students of the Law and Economics Faculties are more satisfied than students of the Philology and History Faculty. Students' dissatisfaction of the Philology and History Faculty is higher than students' dissatisfaction of the Law and Economics Faculties. One explanation for moderate satisfaction of the first faculty is that the number of students who were involved in survey questionnaires of the first faculty was bigger than the other two. Another explanation is that the dean of the first faculty has a richer work experience than that of the second, and his seniority level and experience help him to better manage the situation within his faculty than the dean of the Law and Economics Faculties. According to the students of the first faculty, their dean is better because he is always organizing suitable programs, conferences, and trainings: he involves them in projects both inside and outside the university than the dean of the other faculties who is older and not as active or energetic. The results of the present study could merely be matched with the theory of Fen et al. (2007) who stated that a service quality achieves customers' satisfaction. In other words, Cahul State University is providing a good service quality. That is why students are mostly satisfied if not very satisfied.

*Discussion 3: Are teachers highly satisfied with the quality of student performance (the way of learning and behaving)?*

The results of this study confirm that teachers' satisfaction regarding their students is generally positive rather than negative. Their satisfaction depends on students' responsiveness to learn and good behavior. In terms of satisfaction, most of them are somewhat satisfied with the following: students' attitude towards them and the subjects they teach, students' punctuality and students' abilities and skills. The teachers of the

Philology and History Faculty are more satisfied than those of the Law and Economics Faculties. One explanation is that students of the first faculty are possibly more motivated to learn. Most of them possibly come from rural areas, their social status is lower but their level of education is higher than those from the other two faculties, who come from urban areas, are more cuddled by their parents and their level of independence is low as they are usually motivated extrinsically. Therefore, these results correspond to the theory of Joen et al. (2012) who pointed out that employee satisfaction determines customers' satisfaction. In this case, Cahul State University's teachers are satisfied and this leads to students' satisfaction as well. The theory of Voss et al., (2007) also correspond to these findings because, when speaking about educational services, it's crucial to emphasize external and internal marketing's impact on customers due to the interpersonal relationships between students and teachers, which heavily influences overall satisfaction.

*Discussion 4: Are students highly satisfied with the quality of services provided by teachers (the way of teaching, behaving)?*

The findings show that students' perceptions indicated satisfaction with not as much dissatisfaction being voiced. Students valued all teachers' services as being important and denoted moderate satisfaction. They seemed satisfied with teachers' punctuality, teachers' professional competences and skills, the methods and techniques used in the class and teachers' feedback. The only concern voiced as a moderate dissatisfaction was related to teachers' curriculum. In this case, students' satisfaction towards teachers of the Faculty of Law and Economics is higher than the satisfaction of students towards their teachers of Philology and History Faculty. One explanation could be that the Faculties of Law and Economy are technologically more equipped than the Faculty of Philology and History. Various computer labs and other projects in the classrooms aid teachers to better teaching their subjects. Another explanation of students' satisfaction of the Law and Economics Faculties is concerning teachers' seniority rank and work experience. The teachers of the above mentioned faculties are PhD specialists and have a work experience of more than 12 years. Though they are not so young, they provide solid knowledge to their students. The findings regarding students' satisfaction are in tune with the theories of Papasolomou (2006) and Keller (2002), who proved that an institution that firstly satisfies internal customers' expectations can successfully provide a best service quality designed to satisfy external

customers. Cahul State university's students are satisfied because their teachers are satisfied and deliver a good service quality.

*Discussion 5: Is Cahul State University applying an internal marketing approach and service quality assessment? Is there any impact on customers' satisfaction?*

As stated above, teachers as well as students' satisfaction seems to be very positive one if not a high. Both teachers and students perceive the university's quality of services in a good way. Though it is not stated theoretically, practically, the findings show that there is a relationship between university's quality of services and teachers' service quality as well as students' performance quality. Teachers and students are providing a good level of satisfaction, instead of a high level for USC. But, it does not mean that the customers are totally dissatisfied. By contrast, if the results are positive, it means that the university provides a good quality of services. In this case, the findings correlate with the theory of Lewis et al. (2010) who pointed out the fact that service quality is the degree to which a service meets customers' expectations. It also means that Cahul state University (USC) is applying marketing approaches and concepts and this fact is greatly compatible with the theory of Hemsley–Brown et al. (2006) who emphasized that marketing concepts, which have been successful in past business organizations, are starting now to be applied by many service organizations such as universities, in this case, Cahul State University "B.P.Hasdeu". The findings have shown that teachers' satisfaction regarding their students and vice-versa are quite positive. However, there are few gaps which need to be changed through managerial adjustments. In conclusion, a marketing approach is imperative for the success of the higher education institutions' management. Internal marketing should be committed to different changes both in terms of the demand of global product offered by the university (e.g. a good quality of services) and the educational store existent on the marketing industry of higher education institutions. The heart and soul of internal marketing should be customers (internal as well as external ones), because the institution can create a brand image and be successful when it admits that the central driving force behind its activities is the customer. In order to attain successful internal educational exchanges, it is crucial to treat the wants and needs of internal and external customers with the same dedicated attention. Attaining both customers' satisfaction will propel higher education institutions closer to their respective objectives.

### **Managerial Implications**

The service quality of higher education institutions should be always monitored for satisfying both internal and external customers and labor market's needs and demands. "Bogdan Petriceicu Hasdeu" University from Cahul city, Republic of Moldova ought to apply the marketing and internal marketing principles under the changing environment of the higher education marketplace. As it was previously stated, HEIs should fulfill numerous needs: the needs of teachers as well as those of students (Voss et al. 2007). Improving service quality and increasing teachers and students' satisfaction will be the most critical peculiarities for Cahul State University's future development and performance. Hereafter, the above mentioned university's management should take into account some issues. To obtain a maximum effectiveness in terms of time and cost constraint spent on marketing implications, university's management should look at education more like a service than a product. The university needs to improve its reputation by means of better leadership, highly qualified teachers, excellent quality of services, the increase of students' satisfaction because as it was argued, the organization, brand image, products or services set up its reputation (Fombrun, Gardberg and Sever, 2000). Also, in terms of academic aspects, there is a special need to involve administrative staff in training programs especially into those that will enhance their attitudes, manners knowledge of university's working system. These will develop their problem solving skills that will be effective when dealing with teachers and students inquiries or problems. In terms of non academic aspects, a recommendation comes up with providing more useful facilities and technological equipments, creating laboratory rooms in order to ensure a good quality within campus life. University's managers should reconsider their behaviors and viewpoints towards teachers and provide them a good level of service quality in different ways. First of all, decision makers and managers should focus on teachers' motivation by influencing their behaviors and recognizing their involvement within university in the most reliable and permanent asset. Secondly, there is a big need in consolidating some strategies for the increase of teachers' salary. For instance, university managers can provide teachers with salaries for 14 months instead of 12 months per year or can offer them some percents from the university's profits. Also, it can be settled monthly or yearly certificate with the qualification "the best teacher of the year" or "the best teacher of the month" along with some percentage 10-15% of financial bonuses that will encourage them to do their best. Also, there is a special need of empowerment process or strong communication. It can be organized weekly meetings, so that teachers' simple participation

but their truest opinions and suggestions will have great satisfactory results over their own and students' satisfaction. Also, creating the system of professional training will develop various skills in teachers and will aid them to be creative and discover their abilities. As a recommendation, university managers should organize the training courses during the teachers' working hours and of course being paid for these training courses or in other words, not to remove from their monthly salaries some percentage of money. Other managerial implications would be the updating of system of career promotion focused on teaching and performances, the identification of contemporary tools for teachers' motivation to be involved in international and national projects, the creation and application of modern mechanisms to support teachers' mobility in other countries which will give them time to relax and at the same time to enlarge their professional horizon by developing their skills for the benefit of the university. Taking into account students' satisfaction, it is important to provide students the availability to have more flexible way of courses. Another recommendation is focusing on students' ease to contact the teachers and administration when they are facing some problems. It will be wide if there will be a high degree of transparency in the access of any staff by ways of telephone, email, personal contact and other services convenient for students. Also, costs play a crucial role in decision making regarding the choice of a university (Guilding and McManus, 2002), that is why Cahul State University should provide financial support for the students who are vulnerable from social point of view, especially for the students who are from rural areas or who are orphans. Another way to increase students' satisfaction could focus the point on special scholarships for the students who are in need and for those who perform well.

### **Limitations and further research**

Due to the fact that the present study seeks for managerial implications, it is important to identify what are its limitations and what should be done for further improvement. Generally, the whole concept of "customers' satisfaction" is biased in Republic of Moldova Universities, especially, in Cahul State University. According to the results of the study, Cahul State University's customers are rather satisfied than dissatisfied. This is actually seem to be one of the biggest biases or limitations because no one is perfect and the fact that the above- mentioned institution is providing "only" good services seems to be impossible. The researcher considers that the teachers and students of the above- mentioned university tend to be less willing to demand better service and to challenge the

status quo, and this happens, just because of the Soviet mentality, which still lingers in the minds of people regarding what they think they deserve and can ask for. For further improvement of Cahul State University, it will be of a great importance if the managers of this institution will not only apply internal marketing concepts but along with these the capitalist, free market concepts as well. This way of thinking will inherently change the mind of university's customers and the results will totally correspond to their inner world. One of the major limitations is to the context of the respondents or sample and there are some representative aspects related to it. Firstly, the size of the population of this study was not big for making worth the generalization. It translates the need of using a model of wide and large population which will provide a valuable and reliable way of analyzing the data. Secondly, it is the professions of participants. The researchers has involved in the questionnaires only university's teachers and undergraduate and full-time students. However, the study could be addressed to other employees' staff and part-time students from the same university. This will ensure a richer data for analysis because data taken from multiple geographical areas or cultural aspects are better than data taken from a single area (Summers, 2001). Another aspect of limitation related to the population is participants' demographic characteristics. The findings show the percentage of the majority of male teachers are low and there is an uncertainty about the satisfaction level of male teachers. Further research designed to the size of male teachers should be used. Another aspect of limitation concerning respondents' demographic characteristics lies on their ethnicity and religion because all the respondents are Moldovan and Orthodox Christians. It will be of a great importance if a future study will test the respondents of different cultures and ethnicities who are living in Republic of Moldova and are studying or working within HEIs. Another aspect of limitations regarding the population is its structure. The study was exclusive to only one University, to a public institution and only to one sector (educational sector) and even to only one level of education (Higher education). In order to make comparisons and to enlarge the empirical evidence, it will be good if the replication of the study will be done in a private institution and different sectors (bank, health, hospitality, tourism sectors) or if will be done in a educational sector, will be good if it will involve many institutions and other levels of education such as gymnasiums, high schools and others. Another aspect of limitations lies in the geographical area. This study was conducted only in one university from one city of Republic of Moldova. Further research could be done in other

cities from the same country or in different cities from different countries. Another limitation refers to internal marketing factors in higher education context. This study has investigated customers' satisfaction and service quality's impact on them. Other factors regarding internal marketing approaches could be used: compensation, performance appraisal, motivation, rewards system, training programs, university's brand image or reputation. The present study has some methodological limitations, too. One of these limitations is related to the instrumentation, mainly, the scale of measurement. This study made use of 4-point Likert scale in which participants were asked to provide their degree of satisfaction towards several items concerning administration and educational service (teachers and students) of quality. The use of 4-point Likert scale seems to be a limitation. On the one hand, this type of scale is good because it is relatively quick to use but it is unfavorable in terms of validity and reliability aspects which does not allow participants to express their feelings in the way they want and feel (Preston & Colman, 2000). Another limitation from methodological point of view is the design of the study. This study has used quantitative method. When designing and analyzing the data, quantitative method could present a gap, for instance, it is difficult to translate the feelings into numbers or quantifying feelings. As a suggestion, qualitative technique should be initiated in future research or the best way is to combine both quantitative and qualitative research methods. The study has also made use of convenience sampling technique which is a limitation, as well, because the results of the study could not be generalized for the entire population and could result to a low external validity. For further research it will be wise to use a random sampling technique.

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