INTERNAL MARKETING PRACTICES IN THE EDUCATIONAL INSTITUTION

PRÁTICAS DE MARKETING INTERNO NA INSTITUIÇÃO EDUCACIONAL

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ABSTRACT

This study analyzes the internal marketing practices of an educational institution from the perspective of teachers and course coordination. This is a descriptive study, a survey and a case study. Data were collected through a self-administered questionnaire and the data were analyzed with the aid of descriptive statistics, Cluster Analysis and Mann Whitney U test. Results show that the most used internal marketing practices are: organizational and teaching culture development; institution-employee relationship; integration/dialogue between coordinators and teachers; use of internal communication channels and development of the organizational climate. Most employees are satisfied with the institution's internal marketing practices, and three employee segments have been identified: the satisfied, the moderately satisfied, and the dissatisfied. This study presents several empirical evidences on the subject within a Brazilian educational institution (context with lack of studies) and reveals the existence of statistical difference between the opinions of the employees according to the position and work regime. It also shows how the technique of market segmentation can be applied to the internal public.

Keywords: Internal Marketing. Communication Channels. Employee Satisfaction.

RESUMO

Estudo analisa as práticas de marketing interno de uma instituição de ensino, na perspectiva de docentes e gestores de cursos. Trata-se de estudo descritivo, *survey* e na forma de estudo de caso. A coleta de dados aconteceu por meio de questionário autoadministrado e os dados foram analisados com auxílio de técnicas de estatísticas descritivas, *Cluster Analysis* e teste U de Mann Whitney. Resultados apontam que as práticas de marketing interno mais utilizadas são: desenvolvimento de cultura organizacional e de ensino; relacionamento instituição funcionários; integração/diálogo entre coordenadores e docentes; uso de canais de comunicação interna e desenvolvimento do clima organizacional. A maioria dos funcionários está moderadamente satisfeita com as práticas de marketing interno da instituição, e três segmentos de funcionários foram identificados: os satisfeitos, os moderadamente satisfeitos e os insatisfeitos. Estudo apresenta várias evidências empíricas sobre o tema no âmbito de uma instituição de ensino brasileira (contexto com carência de estudos) e revela a existência de diferença estatística entre as opiniões dos funcionários em função do cargo e regime de trabalho. Mostra, também, como a técnica de segmentação de mercado pode ser aplicada junto ao público interno.

Palavras-chave: Marketing Interno. Canais de Comunicação. Satisfação de Funcionários.

1 INTRODUCTION

This article addresses the topic of internal marketing in the context of the educational institution. The concept of internal marketing originates in service organizations and from the perception of managers about the relevance of the internal public (GRÖNROOS, 2011). Hemais, Oliveira and Casotti (2013) mention that internal marketing arose from the concern of managers with consistency in the delivery of services (in terms of quality and productivity) and the verification of the relevance of the role of employees in the performance of the organization.

In service organizations, one of the marketing strategies is the hiring policies, development and maintenance of employees to support the achievement of market objectives (GRÖNROOS, 2011; RUIZ-ALBA, 2013; RODRIGUES; QUEIRÓS; PIRES, 2016; FLORIANO; SILVA, 2018). It is necessary to ensure that employees know, accept and know how to implement the organization's marketing strategies. This requires internal marketing practices. Some examples of these practices are: use of internal communication channels (PIERCY; MORGAN, 1995), research and segmentation of the internal public (RUIZ-ALBA, 2013), employee mobilization and satisfaction (FLORIANO; SILVA, 2018) and incentive / reward offerings (RODRIGUES; QUEIRÓS; PIRES, 2016).

Previous studies indicate that internal marketing contributes to the reduction of employee turnover (TAYLOR; COSENZA, 1997), integration between people / functional areas (ARNETT; LAVERIE; MCLANE, 2002), service quality (TAN, 2009), commitment (RUIZ-ALBA, 2013), the market orientation (MORAIS; SOARES, 2015) and the satisfaction of employees (RODRIGUES; QUEIRÓS; PIRES, 2016). Prakash et al. (2019) mention that this also happens in the context of the educational institution.

The scientific production on internal marketing has evolved considerably and there are several relevant studies, confirming what was pointed out by Prakash et al. (2019). There is growing interest in the subject, especially within service organizations. For example, Chang and Chang (2008) examined the association between internal marketing and organizational commitment. Mishra (2009) shows the relevance of employees in service meetings and organizational performance. George (2015) indicates that internal marketing helps in attracting and retaining executives. Kim, Song and Lee (2016) point out the effects of internal marketing on organizational commitment and employee turnover. Recently, Schulz, Martin

and Meyer (2017) measured the effects of internal marketing orientation on the commitment of front-line employees.

In Brazil, educational institutions face challenges such as increased competition, the need for improvement in the quality of services, and student evasion (RAMEZANALI; BARBOSA; SILVEIRA, 2014). The education service is seen by some researchers as a commercial product, which lacks marketing both for the external and internal public (SCAGLIONE; PIZA, 2011; FLORIANO; SILVA, 2018). According to Floriano and Silva (2018), in this context it is convenient to evaluate the individual, his or her view on the organization and internal marketing practices used, including through different research methods. Scaglione and Piza (2011) also indicate the need for more research in this sector, especially on marketing practices, satisfaction of the internal public and contribution of internal marketing in the performance of the institution.

Professional education institutions are service organizations that offer professional, technical, technological, undergraduate and / or postgraduate qualification courses, promoting the generation of knowledge (SARQUIS et al., 2017). In general, the relationship between the institution and its clients (students) is of long duration and has influence on perceived image, quality of services and organizational performance (HEMSLEY-BROWN; OPLATKA, 2006; CHAN; SEAN; TIMOTHY, 2013). The literature has a considerable amount of empirical studies on the subject, but it lacks research in specific sectors, such as the professional education institution (PRAKASH et al., 2019). The national literature is also incipient and needs studies in the context of the educational institution. Park (2014) pointed out the need for a better understanding of internal marketing practices in emerging markets, such as Brazil.

Huang and Rundle-Thiele (2015) recommend conducting new research on dimensions and variables of internal marketing in the context of the educational institution. Lydia, Maru and Kosgei (2016) point out the need to understand the factors that determine employee satisfaction and commitment. Sarquis et al. (2016) pointed out the need to evaluate the satisfaction of teachers and courses coordination, and to identify employee segments based on satisfaction with the institution's marketing practices. More recently, Sarquis et al. (2017) confirmed the need for studies in educational institutions, in the form of a case study and according to the perspective of employees.

In view of this, it was decided to carry out the present study with the following research question: What are the internal marketing practices used in the context of the educational institution? Thus, this study seeks to analyze the internal marketing practices used by a

professional educational institution, from the perspective of teachers and managers. Specifically, it seeks: to identify the actions and channels / media of internal communication; evaluate the satisfaction of teachers and managers with the practices of the institution; to examine the difference between the opinions of employees on the basis of their position and work regime; and segment employees based on satisfaction with the institution's internal marketing practices.

2 THEORETICAL REFERENCE

2.1 INTERNAL MARKETING

In organizations, external marketing decisions and campaigns need to be presented to the internal public beforehand to make them known and accepted (GRÖNROOS, 2011; KALE, 2012). Employees need to have knowledge, training, support / resources and commitment to the quality and productivity of customer services (RORRIGUES; QUEIRÓS; PIRES, 2016; SCHULZ; MARTIN; MEYER, 2017). This requires internal marketing practices.

Although internal marketing research has intensified in recent years, the concept of internal marketing is not yet fully understood, and there are ambiguities especially in the definition and scope (PRAKASH et al., 2019). Sarquis (2009) defined internal marketing as projects and actions aimed at promoting ideas, disseminating information and developing relationships between different people / functional areas. Grönroos (2011) defined it as efforts to prepare the organization for successful implementation of external marketing programs and activities. Kotler and Keller (2009) define it as an internal process that precedes external marketing efforts and involves communication, training, and employee motivation.

All organizations, especially service companies, need internal marketing practices if they wish to succeed in implementing external marketing activities. Internal marketing can bring several benefits to the organization. It can, for example, improve service quality and employee satisfaction (HUANG; CHEN, 2013); promote the awareness and preparation of the internal public for the organization's marketing objectives and goals (RAMEZANALI; BARBOSA; SILVEIRA, 2014); it can help in identifying the needs and perceptions of employees and in actions to improve the organizational climate and employee engagement (ADAMI, 2001); can contribute to the introduction of processes, systems, projects and products (CHAN, SEAN, TIMOTHY, 2013).

An internal marketing program has audience, goals and a set of defined activities. Ferdous, Herington and Merrilees (2013) proposed an integrated internal and external marketing model. From the perspective of internal marketing, there are three dimensions: orientation of the internal market; development and implementation of internal marketing programs; and evaluation of internal results. The internal market orientation comprises a business philosophy that guides the company to develop and implement internal marketing practices and involves the variables information generation, dissemination of information and responsiveness to the internal market. The development and implementation of programs includes the planning and execution of a set of specific actions (professional qualification, reward, internal communication and training) aimed at the achievement of certain objectives. While in internal results happens the evaluation of the performance of the programs, in terms of affective measures of employees, professional performance and company-employee relationship.

Target audiences of internal marketing programs are any people, functions, departments and / or business units of the organization, as long as they are involved in fulfilling marketing promises (SARQUIS, 2009). Grönroos (2011) the main audiences are: senior management, middle management / supervisors, customer contact staff and support staff. The knowledge of these different publics contributes to the identification of appropriate internal marketing strategies and the application of techniques of segmentation of the internal market.

The literature indicates that an internal marketing program can have different goals. Grönroos (2011) cites, for example: motivating employees to serve customers, retaining good employees, developing service-oriented internal culture, and making the organization's marketing objectives, strategies and actions more transparent. In general, internal marketing can involve actions with employees, resources and systems of the organization and the use of marketing / human resources techniques / tools in hiring, training, remunerating, motivating, retaining, and staff performance evaluation (ZEITHMAL; BITNER; GREMLER, 2014).

The study of Hemais, Oliveira and Casotti (2013) points out that the relationship between internal marketing and people management is greater when there are activities of employee training, recruitment / selection of staff, performance evaluation and performance rewards, and that such actions contribute to make employees more market-oriented. Huang and Chen (2013) research indicates that internal marketing is associated with organizational commitment and customer orientation; and that work situations are moderated by the relationships between internal marketing and customer orientation. In Brazil, Morais and

Soares (2016) research indicates that market orientation and orientation to the internal market are interrelated, and that the capacity for information generated has a positive impact on the capacity for internal information dissemination and responsiveness to the internal market.

2.2 INTERNAL MARKETING STUDIES IN THE CONTEXT OF THE EDUCATIONAL INSTITUTION

One of the main concerns of educational institutions' managers is, to ensure the quality and productivity of services, and to obtain students' satisfaction and retention (FLORIANO; SILVA, 2018; MARSON; MAYER; NOGUEIRA, 2013). This will require investment in internal marketing. According to Bohn, Marzari and Kelm (2011), internal marketing is important in the market positioning of educational institutions, because their competitiveness is related to the performance of internal processes and the engagement of employees. In addition, human resources are always a critical success factor in any type of organization (RAFIQ; AHMED, 1993).

The use of internal marketing programs tends to require specific competence and a prior educational institution's diagnosis of the marketing situation (PRAKASH et al., 2019). It may also require the use of actions such as (HEMSLEY-BROWN; OPLATKA, 2006; RAMEZANALI; BARBOSA; SILVEIRA, 2014): to promote a sense of belonging and pride in employees; evaluate employee satisfaction and the organization climate; empowering employees for new technologies, routines or systems; support managers and foster dialogue with subordinates; invest in different channels of internal communication. The study by Sarquis et al. (2018) points out the relevance of the qualification of teachers and the attendance of course coordination in the perceived quality of services.

In recent decades, internal marketing studies have intensified and helped broaden the understanding of the subject in the context of services, but there is still a shortage of empirical studies, especially in the context of the educational institution (PRAKASH et al., 2019). Previously, Sarquis et al. (2016) pointed out the need for marketing studies in educational institutions in Brazil. It was identified the lack of studies on actions and channels of internal communication, on the evaluation of employee satisfaction and on the use of segmentation techniques with the internal public.

Among the relevant empirical studies in the context of emerging or undeveloped economies, the work of Vasconcelos (2005) addresses how internal marketing practices are perceived by teachers and indicates that internal marketing dimensions perceived as relevant

are: commitment, personal development, relationship with work satisfaction, teamwork, infrastructure, autonomy, organizational climate, identification with the institution, evaluation of the performance of teachers. The research of Pereira and Borges (2011) addresses the use of social media in internal communication, and concludes that these have a relevant role in the interaction with employees and contribute to facilitate access to information. It also points out that the institution's performance in social media is well regarded by employees.

Marson, Mayer and Nogueira (2013) studied the relevance of internal communication, and confirmed the necessity to develop internal marketing practices to sensitize employees and to promote service efficiency. The work of Ramezanali, Barbosa and Silveira (2014) revealed that marketing and human resources managers in Brazil are insecure regarding internal marketing philosophy and practices, and that none of the researched institutions adopts internal marketing practices in a planned and structured way.

Finally, Vaseer and Shahzad's (2016) study concludes that elements of internal marketing (empowerment, recognition, employee motivation, and market orientation) have a significant effect on employee satisfaction, and that empowerment and motivation have an effective quality of service. Corroborating this, a study by Lydia, Maru and Kosgei (2016) found that internal marketing practices influence employee performance and that there is a significant relationship between employee commitment and employee performance. Recently, the study by Sarquis et al. (2017) has shown that internal marketing practices can aid in the implementation of a new educational model, and that some recommended practices for this purpose are: employee training, production of orientation materials / handouts, institutional blog creation, and periodic satisfaction with employees.

3 METHODOLOGICAL ASPECTS

This study is classified as descriptive, survey and in the form of case study. The object of study is the ABS Education (fictitious name), a private, nonprofit entity created to support in the training of the industry's workforce. Thus, it offers courses of industrial learning, professional qualification, technical, technological, undergraduate and postgraduate level. Its choice as object of study is due to the fact that it is a consolidated organization (60 years), with a prominence in the market and that has invested in internal marketing practices for more than 10 years. The internal target audience is modalities coordinators, course coordinators, pedagogical coordinators and teachers, out of a total of 186 participants. The sample size is 125 valid questionnaires.

The data collection was done through a self-administered questionnaire, applied in Google Docs platform and supported by personalized invitation letter. The questionnaire was elaborated with four blocks of closed questions (respondent profile, internal marketing practices, internal communication channels / media and evaluation of satisfaction with internal marketing). In internal marketing practices, the questionnaire was based on Grönroos (2011), Shih, Chen and Chen (2013) and Ramezanali, Barbosa and Silveira (2014). In internal communication channels, the questionnaire was prepared from Grönroos (2011) and Marson, Mayer and Nogueira (2013). The questionnaire was previously tested with 6 professionals with marketing and research knowledge (teachers not participating in the sample), and some improvements / adjustments before application.

Data were analyzed using descriptive statistics techniques (arithmetic mean, relative frequency and standard deviation). The questionnaires were also checked for completeness and internal consistency. Cronbach's alpha technique was applied as a statistical indicator of the reliability of the scales used. The results indicate that the instrument has high reliability; the alpha value per dimension was between 0.939 and 0.968, taking into account the level of reliability pointed out by Murphy and Davidsholfer (1988).

In order to verify the existence of a statistical difference between the opinions of the employees, Mann Whitney's U test of independent samples (also called Mann-Whitney-Wilcoxon) was applied, according to Hair et al. (2009), with a 95% confidence interval and a 5% margin of error. In the segmentation of the employees based on the measured satisfaction variables, the Cluster Analysis technique was used, appropriate statistical technique to classify cases into relatively homogeneous groups, as recommended by Grönroos (2011) and Sarquis et al. (2017).

4 PRESENTATION AND ANALYSIS OF RESULTS

4.1 CASE PRESENTATION

ABS Educação is a large private law, nonprofit institution located in the State of Santa Catarina. In 2018, the institution had 66 school units, distributed in sixteen regional; 2,958 employees, 115,000 students, and offered courses in industrial apprenticeship, professional qualification, technical level and technology. The institution has won several awards in the market, such as the award of 100 best companies to work for; finalist in the National Prize of Human Rights in Education of the Organization of Ibero-American States; finalist of the

National Quality Award (PNQ), of the National Quality Foundation (FNQ); Banas of Excellence Award in Metrology; gold medal at 44th World Skills in Abu Dhabi; Award for Excellence in Management of the Brazilian Association of Technological Research Institutes (Abipti); Top of Mind brand in technical and technological education in the State of Santa Catarina. In 2018, it was recognized as the brand of vocational education with greater affinity with the consumers of Santa Catarina.

4.2 PROFILE OF RESPONDENTS

About 68% of the participants are from the municipalities of São Bento do Sul, 15% from Mafra, 13% from Canoinhas and 4% from Rio Negrinho. With regard to the function (position held), 77% of the participants are teachers, 9% modalities coordinators, 8% courses coordinators and 6% pedagogical coordinators. There are 96.6% of the coordinators and 61.5% of the teachers of the Planalto Norte regional, making the sample quantitatively representative. As for company time, 47% of participants have up to two years in the institution, 26% from two to five years, 14% from five to eight years and 13% have more than eight years. 58% of the participants are monthly, that is, they have a fixed working day, and 42% are hourly, with a variable working day. Regarding the educational level of the respondents, 42% of them have specialization, 31% complete, 11% technical / professional, 11% incomplete, 3% master and 2% complete secondary education.

4.3 RESULTS OF INTERNAL MARKETING PRACTICES

Chart 1 presents the results of internal marketing practices, by function (position held) and total sample (mean, standard deviation and percentages of the scales four and five). The results indicate that, according to the majority of respondents (2/3 of the sample), the most applied practices are: "development of organizational and teaching culture" (72%), "relationship between institution and employees" (70.4%), "use of internal communication channels/media" (68%), "integration and dialogue between coordinators and teachers" (68%) and "development of organizational climate" (67.2%).

In terms of arithmetic mean, the results present an average intensity similar to those pointed out in the frequency analysis, with exactly the same means as those with the highest frequency of use. Regarding the standard deviation, almost all the measured variables present a low dispersion of the values in relation to the average (according to Hair et al. (2009), less than 20% of the applied scale), indicating consistency in the data collected.

Chart 1 Results of internal marketing practices - by position / function
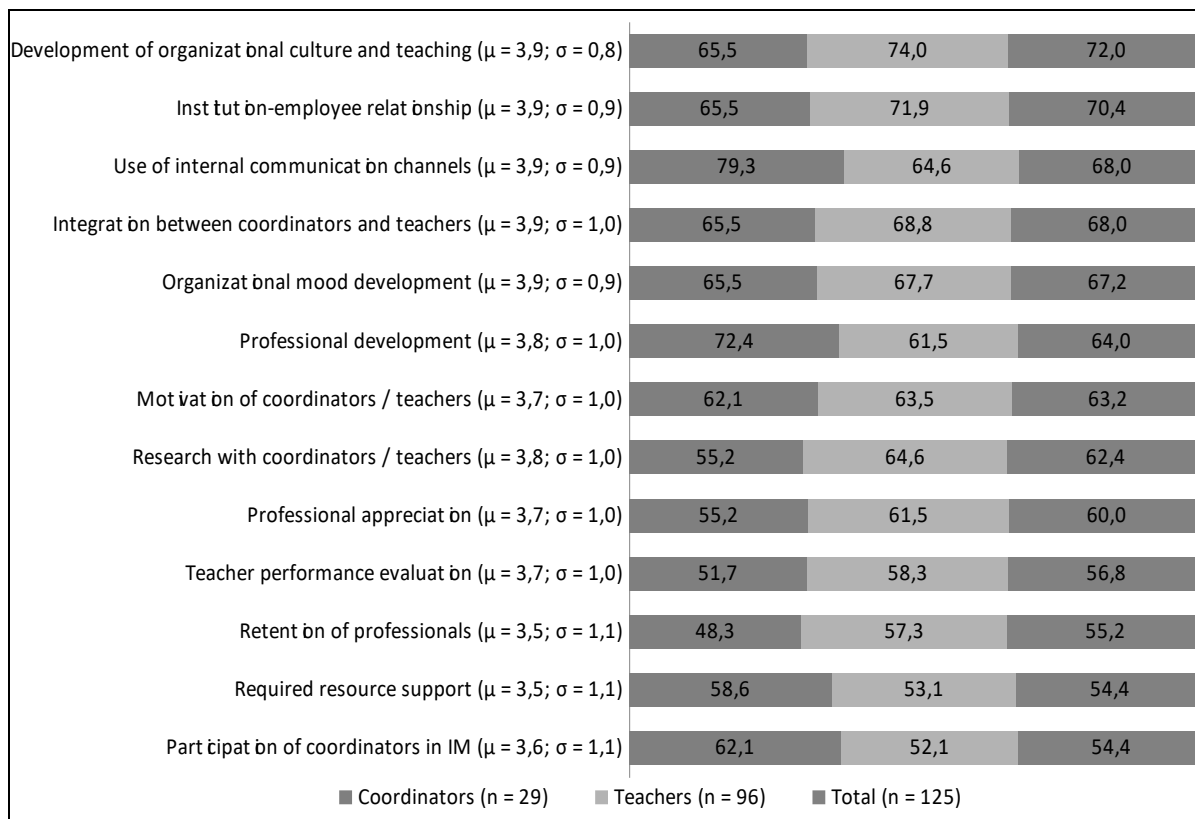
Source: Research data (2019).

Chart 2 shows the results of internal communication channels/media. The results indicate that, in the opinion of the majority of respondents (more than 50%), the most used channels/media are: "institution's web/site and internet" (91.2%), "e-mail marketing" (72.8%) and "strategic communication meetings" (56%). Whereas the least-mentioned communication channels are: "smartphone and tablet" (only 5.6% of citations), "ideas and suggestions box" (12.8%) and "social networks and institutional blogs" (21.6%).

The analysis regarding the function (position held) reveals that there is similarity between the opinions of coordinators and teachers on the subject. According to the majority of the coordinators and teachers (2/3 of the sample), the most commonly used communication channels are: "institution's internet/website" (coordinators 93.1%; teachers 90.6%), "communication meetings strategic" (69%; 52.1%) and "e-mail marketing" (65.5%; 75%).

Chart 2 Results of internal communication channels / media - by position / function

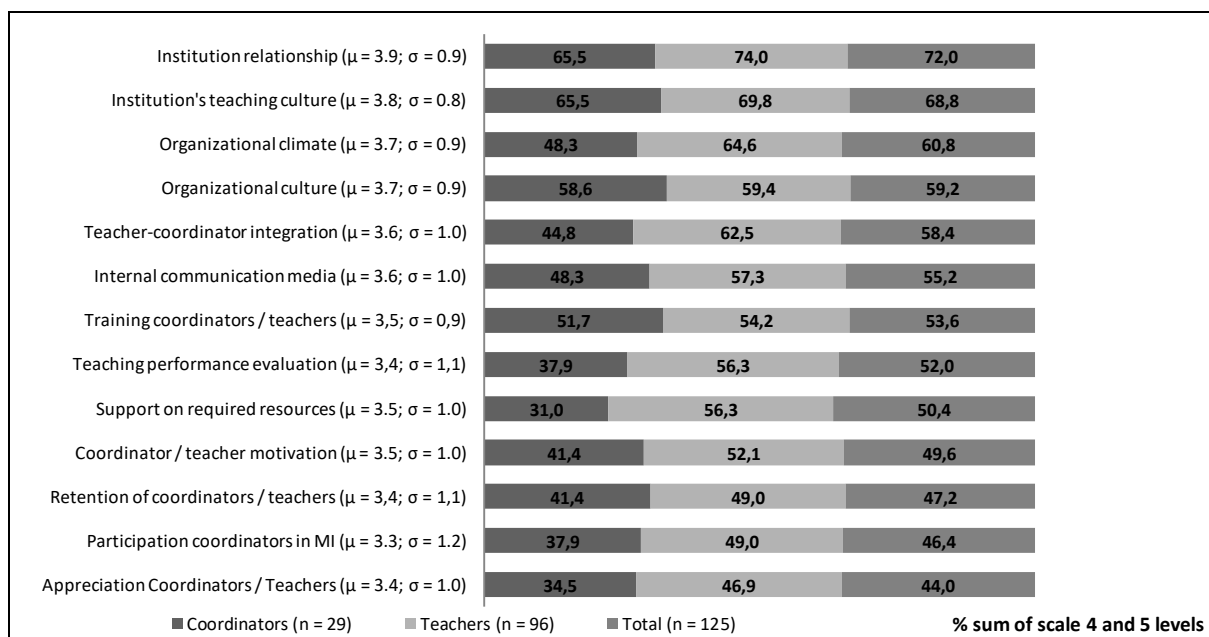|	Coordinators (n = 29)	Teachers (n = 96)	Total (n = 125)
Internet, institutional website	93,1	90,6	91,2
Email marketing, email	65,5	75,0	72,8
Strategic communication meetings	69,0	52,1	56,0
Meetings with coordinators	58,6	46,9	49,6
Murals, bulletin boards, posters	44,8	50,0	48,8
Lectures, seminars, training	58,6	34,4	40,0
Institutional events	31,0	37,5	36,0
Leaflets and Flyers	41,4	32,3	34,4
Manuals, procedures, handouts	44,8	27,1	31,2
Indoor TV, video conferencing	58,6	22,9	31,2
Newsletter and internal newsletter	31,0	27,1	28,0
Conversations with directors	31,0	19,8	22,4
Social networks and blogs institutional	24,1	20,8	21,6
Ideas and suggestions box	10,3	13,5	12,8
Smartphone and tablet	6,9	5,2	5,6

% citation

Source: Research data (2019).

4.4 Employee satisfaction results

Chart 3 shows the results of employee satisfaction with the internal marketing practices, by function (position held) and total of the sample. The results indicate that the majority of respondents (more than 50% of the sample) are satisfied with the following practices: "relationship between institution and employees" (72%), "institution's teaching culture" (68.8%), "organizational climate" (60.8%), "organizational culture "(59.2%), "integration and dialogue between coordinators and teachers" (58.4%), "internal communication channels/media" (55.2%), "training and development of coordinators and teachers" (53.6%), "performance evaluation of teachers and teaching-learning" (52.0%) and "support in the necessary resources" (50.4%). The practices with less satisfaction are: "retention of coordinators and teachers" (47.2%), "participation of coordinators in the institution's internal marketing strategies/actions" (46.4%) and "appreciation and recognition of coordinators and teachers" (44%).

In terms of arithmetic mean, the results present average intensity relatively similar to those pointed out in the analysis of relative frequency, highlighting only the variables "training of coordinators and teachers", "valuation of coordinators and teachers" and "support in the necessary resources", whose averages presented little difference in relation to the relative frequency. In addition, most of the variables present low standard deviation, indicating little dispersion of values and low variability in the opinion of the employees.

Chart 3 Results of satisfaction with internal marketing practices - by position / function

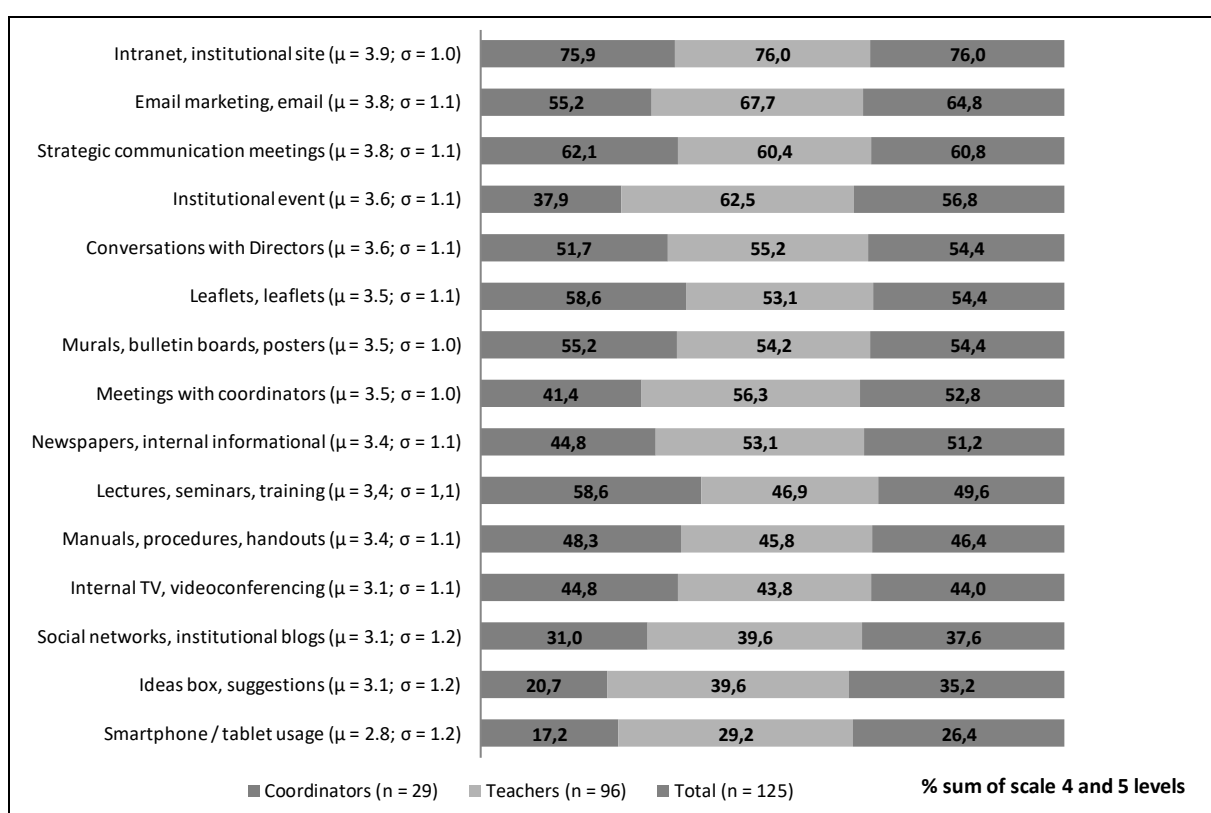|	Coordinators (n = 29)	Teachers (n = 96)	Total (n = 125)
Institution relationship (μ = 3.9; σ = 0.9)	65,5	74,0	72,0
Institution's teaching culture (μ = 3.8; σ = 0.8)	65,5	69,8	68,8
Organizational climate (μ = 3.7; σ = 0.9)	48,3	64,6	60,8
Organizational culture (μ = 3.7; σ = 0.9)	58,6	59,4	59,2
Teacher-coordinator integration (μ = 3.6; σ = 1.0)	44,8	62,5	58,4
Internal communication media (μ = 3.6; σ = 1.0)	48,3	57,3	55,2
Training coordinators / teachers (μ = 3,5; σ = 0,9)	51,7	54,2	53,6
Teaching performance evaluation (μ = 3,4; σ = 1,1)	37,9	56,3	52,0
Support on required resources (μ = 3.5; σ = 1.0)	31,0	56,3	50,4
Coordinator / teacher motivation (μ = 3.5; σ = 1.0)	41,4	52,1	49,6
Retention of coordinators / teachers (μ = 3,4; σ = 1,1)	41,4	49,0	47,2
Participation coordinators in MI (μ = 3.3; σ = 1.2)	37,9	49,0	46,4
Appreciation Coordinators / Teachers (μ = 3.4; σ = 1.0)	34,5	46,9	44,0

% sum of scale 4 and 5 levels

Source: Research data (2019).

The results regarding the function (position held) show a difference between the opinions of coordinators and teachers on the subject. Most of the coordinators (over 50%) are satisfied with "institution-employee relationship" (65.5%), "institution's teaching culture" (65.5%), "organization's culture" (58.6%), "training and development of coordinators and teachers" (51.7%); while the majority of teachers are satisfied with almost all practices measured, except: "retention of coordinators and teachers" (49% of respondents), "participation of coordinators in internal marketing strategies/actions" (49%) and " valuation and recognition of coordinators and teachers "(46.9%).

Chart 4 presents the results of satisfaction with the internal communication channels, by function (position held) and total of the sample (mean, standard deviation and sum of the percentages of the scales 4 and 5). The results indicate that the majority of respondents (more than 50% of the sample) are satisfied with the following communication channels:

"institution's intranet/website" (76%), "e-mail marketing" (64.8%), "strategic communication meetings" (60.8%), "institutional events" (56.8%), "murals, bulletin boards and posters" (54.4%), "pamphlets and flyer" (54.4%), "conversations with directors" (54.4%), "meetings with coordinators" (52.8%) and "newspapers and internal informational" (51.2%). The channels with the least satisfaction are: "smartphone and tablet use" (only 26.4% of respondents), "ideas and suggestions box" (35.2%) and "social networks and blogs institutional" (37.6%).

Chart 4 Satisfaction results with communication channels / media - by position / function

Channel	Coordinators (n = 29)	Teachers (n = 96)	Total (n = 125)
Intranet, institutional site (μ = 3.9; σ = 1.0)	75,9	76,0	76,0
Email marketing, email (μ = 3.8; σ = 1.1)	55,2	67,7	64,8
Strategic communication meetings (μ = 3.8; σ = 1.1)	62,1	60,4	60,8
Institutional event (μ = 3.6; σ = 1.1)	37,9	62,5	56,8
Conversations with Directors (μ = 3.6; σ = 1.1)	51,7	55,2	54,4
Leaflets, leaflets (μ = 3.5; σ = 1.1)	58,6	53,1	54,4
Murals, bulletin boards, posters (μ = 3.5; σ = 1.0)	55,2	54,2	54,4
Meetings with coordinators (μ = 3.5; σ = 1.0)	41,4	56,3	52,8
Newspapers, internal informational (μ = 3.4; σ = 1.1)	44,8	53,1	51,2
Lectures, seminars, training (μ = 3,4; σ = 1,1)	58,6	46,9	49,6
Manuals, procedures, handouts (μ = 3.4; σ = 1.1)	48,3	45,8	46,4
Internal TV, videoconferencing (μ = 3.1; σ = 1.1)	44,8	43,8	44,0
Social networks, institutional blogs (μ = 3.1; σ = 1.2)	31,0	39,6	37,6
Ideas box, suggestions (μ = 3.1; σ = 1.2)	20,7	39,6	35,2
Smartphone / tablet usage (μ = 2.8; σ = 1.2)	17,2	29,2	26,4

■ Coordinators (n = 29)   ■ Teachers (n = 96)   ■ Total (n = 125)   **% sum of scale 4 and 5 levels**

Source: Research data (2019).

As for differences between function (position held), the results show that there is relative similarity in the satisfaction assessments of most of the coordinators and teachers researched on the subject. The majority of coordinators and teachers (over 50%) are equally satisfied with: "institution's intranet/website" (coordinators 75.9%; teachers 76%), "strategic communication meetings" (62.1%; 60.4%), "internal pamphlets and flyer" (58.6%; 53.1%), "e-mail marketing" (55.2%; 67.7%), "murals, bulletin boards and posters "(55.2%; 54.2%) and "conversations with management/directors" (51.7%; 55.2%).

To statistically confirm the existence of a difference between the opinions of the employees (coordinators and teachers) on the subject, Mann Whitney's U tests of independent samples were performed for the variables related to internal marketing practices and employee satisfaction, depending on the function (position held). The results indicate that there is statistical difference for the variables: "participation of the coordinators in the institution's internal marketing strategies/actions" ($p = 0.008$); "satisfaction with the teaching culture of the institution" ($p = 0.023$); "satisfaction with manuals, procedures and handouts" ($p = 0.041$); "satisfaction with pamphlets or flyer" ($p = 0.05$). In the other variables analyzed, the results point to the acceptance of the null hypothesis, which establishes that there is no statistical difference between the opinions of coordinators and teachers on the subject.

A second statistical test analyzed the statistical difference in the opinion of the employees according to the work regime (monthly versus hourly). The results indicate that there is statistical difference for the variables: "satisfaction with training and development of coordinators and teachers" ($p = 0.038$); "satisfaction with support in the necessary resources" ($p = 0.018$); "satisfaction with the participation of the coordinators in the institution's internal marketing strategies/actions" ($p = 0.042$); "satisfaction with manuals, procedures and handouts" ($p = 0.002$); "satisfaction with meetings with coordinators" ($p = 0.021$); "satisfaction with institutional events" ($p = 0.001$); "satisfaction with the use of social networks and blogs institutional" ($p = 0.027$). In the other analyzed variables, the results point out that there is no statistical difference between the monthly and hourly opinions on the subject.

4.5 EMPLOYEE SEGMENTATION RESULTS

One of the objectives of the study is to segment employees based on satisfaction variables with the institution's internal marketing practices, identifying profile (predominant characteristics) and main items of satisfaction and dissatisfaction in the different groups. For this, the cluster analysis technique (AAKER; KUMAR; DAY, 2009) was applied, using the hierarchical agglomeration procedure, the quadratic Euclidean distance as a metric of similarity, and the Ward method, which allows to maximize the homogeneity within the groups. The results revealed the existence of three employee segments.

Table 1 details the three segments identified, including profile, and main satisfactions and dissatisfactions. The one-way ANOVA F test results indicate that there is a statistically significant difference between the three segments. Segment 1 was named "The satisfied",

because it presents the highest satisfaction mean (4.6); represents 39.1% of the sample and is made up mainly of teachers, with hours, with up to 5 years of home, education at the level of specialization or graduated, and who work at the regional headquarters of the institution. This group is mainly satisfied with: "employee training and development", "strategic communication meetings" and "institutional intranet/website". Their main dissatisfaction is: "use of smartphone and tablet", "support in the necessary resources", "pamphlets and flyer", and "lectures, seminars and training".

Segment 2 is "The dissatisfied", because it presents the lowest average of satisfaction (2,5); represents 42.7% of the sample (the largest group), is predominantly made up of teachers (a group with a larger number of coordinators), who work in the regional headquarters of the institution, with up to 5 years of schooling at the level of specialization or masters. The group is mainly dissatisfied with "smartphone and tablet use", "ideas and suggestions box", "institutional teaching culture", "social networking/blogs institutional " and "lectures, seminars and training". Its main satisfactions are: "valuation and recognition of personnel", "employee retention", "e-mail marketing", "communication meetings" and "institutional events".

Table 1 Synthesis of the profile, satisfaction and dissatisfaction of the employee segments.

Group	Profile	Satisfaction	Dissatisfaction	Anova (F) Sig
1. "The satisfied" (39.1% of the sample) Average satisfaction: 4.6	78% teachers 50% hourly 57% work at headquarters 72% have up to 5 years of home 36% have a specialization or graduated	Staff development Intranet / website institutional Communication meetings	Smartphone / tablet usage Support in required resources Inside flyers and leaflets Lectures, seminars and trainings	F=78,929 Sig=0,000
2. "The dissatisfied" (42.7% of the sample) Average satisfaction: 2.5	73% of teachers (16 managers) 55% monthly 70% work at headquarters 70% have up to 5 years of home 50% have specialization or masters	Appreciation and recognition Employee retention E-mail marketing Communication meetings Institutional events	Smartphone / tablet usage Ideas and suggestions box Teaching culture Use of social networks / blogs Lectures, seminars and trainings	F=44,253 Sig=0,000
3. "The moderately satisfied" (18.2% of the sample) Average Satisfaction: 3.5	77% teachers 77% monthly 83% work at headquarters 77% have up to 5 years of home 72% have a specialization or graduated	Communication meetings Teaching culture Organizational culture	Lectures, seminars and trainings Indoor TV and video conferencing Smartphone / tablet usage	F=51,537 Sig=0,000

Source: Research data (2019).

Segment 3, called "The moderately satisfied", contains moderately satisfied employees (average satisfaction: 3.5), and represents 18.2% of the sample (minor group). In it, the

teachers are predominant, monthly, who work in the regional headquarters of the institution, with up to 5 years of home and with complete superior education (graduated) or specialization. The group is more satisfied with: "strategic communication meetings", "institution teaching culture", "organizational culture", "integration and dialogue between coordinators and teachers" and "organizational climate". His main dissatisfaction is: "lectures, seminars and training", "internal TV and video conference" and "smartphone/tablet use".

4.6 DISCUSSION

The results of this study present evidence of internal marketing practices of a professional education institution, including actions and communication channels used, and the satisfaction of teachers and courses coordinators on the subject. According to most employees, almost all internal marketing practices measured here are used by the institution. However, it mainly invests in teaching culture, integration/dialogue between coordinators and teachers, internal communication channels and organizational climate. This confirms what was proposed by Brambilla (2005), according to which organizational culture, organizational climate and communication with employees are central components in the internal marketing program of these institutions.

On the internal communication channels/media, the results show that several channels are used, mainly institutional internet/website, e-mail marketing and strategic communication meetings, and that the institution adopts different channels in its various units (municipalities) of action. Among the units there is similarity only in the use of institutional internet and website and email marketing. This may indicate that the internal communication channels are segmented and directed at different audiences, and that there is an effort to meet the different needs and characteristics of the units, as suggested by Schulz, Martin and Meyer (2017).

Regarding employee satisfaction, the results indicate that most are satisfied with the practices of the institution, mainly institution-employee relations, teaching culture and organizational climate. However, there is a difference between the opinions of coordinators and teachers on the subject. Most teachers are satisfied with almost all of the practices measured, but most coordinators are satisfied only with institution-employee relationships, teaching culture, organizational culture, and staff development/training.

There is also high employee satisfaction with the communication channels/media used, mainly institutional intranet/website, e-mail marketing and strategic communication meetings (monthly meeting held by the management). There is more dissatisfaction with the

smartphone and tablet channels, ideas and suggestions box and social institutional networks/blogs. The satisfaction of employees with the vast majority of channels used may indicate that internal communication is understood by the institution as a relevant process, which contains tools for different internal audiences, and is treated in a professional manner, as recommended by Sarquis (2009) and Morais and Soares (2016).

In the case studied, the results on employee satisfaction confirm what was pointed out by Arnett, Lavarie and Mclane (2002) and Chan, Sean and Timothy (2013). According to them, these organizations tend to invest more in the motivating environment and with the appreciation of employees when they are in markets with changes and high competitiveness, as they obtain better productivity and quality of services and are better able to implement their marketing strategies. Faced with a motivating internal environment, employees tend to be more committed and contribute to the competitiveness of the organization's markets.

In internal communication, employee dissatisfaction with the smartphone and tablet channel may indicate a need for improvement in published content or in the tool used (digital application) to encourage download and more use by employees. It is known that the smartphone and tablet in internal communication tends to make communication more accessible, dynamic, visual, interactive and fast, in order to meet the contemporary environment disseminated by educational institutions (HEMSLEY-BROWN; OPLATKA, 2006). Faced with the expansion of smartphones and tablets, these institutions need to rethink the role of these devices in their internal communication, improving the interactivity and immediacy of the information posted.

Educational institutions need to periodically evaluate employee satisfaction and identify employee segments based on satisfaction variables (ZEITHMAL; BITNER; GREMLER, 2014). The findings of the present case revealed the existence of three employee segments according to the satisfaction with the institution's internal marketing practice. The larger segment is composed of the "dissatisfied", the group that contains more managers and is dissatisfied with using smartphone and tablet, ideas and suggestions box, and teaching culture. The smaller group is "moderates", where predominantly teachers and monthly workers work in the regional headquarters of the institution, and who are satisfied with meetings of communication, culture of teaching and organizational culture. On the other hand, the "satisfied" group consists mainly of teachers of the hourly regime, who are satisfied with the training and development of employees, meetings of strategic communication and with the institutional intranet/website channel. The identification of these segments may help in the

future in the planning and selection of internal marketing strategies of the institution (YI; YI, 2012).

For some management recommendations, were identified characteristics for educational institutions of the case studied. They need an internal marketing program with medium-long-term planning, containing objectives, strategies, actions and systematic measurement of results, and aligned with the strategic plan of the institution. In the implementation of internal marketing, they need to encourage the participation of employees (mainly directors and coordinators) and adjust their human resources policies (selection, compensation, incentive and retention of teachers), aligning with the marketing objectives (TAN, 2009); and clearly define roles and responsibilities of education, human resources and marketing in this process (SHIH, CHEN, CHEN, 2013). In addition, the marketing team needs to work in conjunction with business areas, create tools/channels for periodic feedback from employees, and develop specific campaigns for the different units of the institution (VASCONCELOS, 2008).

5 FINAL CONSIDERATIONS

The present study sought to analyze internal marketing practices of the professional educational institution. It revealed that the most used practices are: development of organizational culture and teaching, investing in the institution-employee relationship, integration/dialogue between coordinators and teachers, use of internal communication channels/media and organizational climate. It also revealed that most of the employees are moderately satisfied with the institution's internal marketing practices, and mainly satisfied with: institution-employee relationship, teaching culture, organizational climate, organizational culture, integration between coordinators and teachers, channels internal communication, performance evaluation and resource/technology support.

The results also indicate that there is statistical difference in employee satisfaction with internal marketing practices. There is a difference in the opinions of coordinators and teachers regarding: the participation of coordinators in the internal marketing program; satisfaction with teaching culture; satisfaction with manuals, procedures and handouts; satisfaction with internal pamphlets and brochures. There is a difference in the opinions of monthly and hourly workers regarding: satisfaction with training; satisfaction with resource/technology support; satisfaction with the participation of the coordinators in the internal marketing program; satisfaction with manuals, procedures and handouts; satisfaction with meetings of

coordinators; satisfaction with institutional events; satisfaction with institutional social networks/blogs.

About the segmentation of employees, three groups were identified. The "dissatisfied", made up of the most dissatisfied employees, mainly with: smartphone and tablet use, idea and suggestion box, teaching culture, institutional social networks/blogs, lectures, seminars and training, performance evaluation. The "satisfied", mainly satisfied with: training, institutional intranet/website and meetings of strategic communication. Moderates, composed of moderately satisfied employees, more satisfied with communication meetings, teaching culture, organizational culture, integration between coordinators and teachers, organizational climate, meetings with coordinators and conversations with directors; more dissatisfied with lectures, seminars and training, internal TV / video conference and use of smartphone and tablet.

The study represents a contribution to the literature on the subject. The results contain in detail empirical evidences about internal marketing practices in the context of the educational institution in Brazil, a context with a lack of study (SARQUIS et al., 2017). The set of evidences presented may help in the preparation of future studies, either by using the measurement scale tested here, or by formulating new research hypotheses to be tested, especially in relation to the statistical differences in employee satisfaction according to the profile of the employees (function and work regime). The study also shows how the technique of market segmentation can be applied to the internal public.

Although methodological care has been taken, the study has limitations that should be highlighted. The results are restricted to the case studied and can't be generalized. Thus, it is proposed the replication of the study in other institutions and regions of Brazil. Qualitative studies are needed to improve understanding about internal marketing in the context studied and or to obtain explanations for results presented here. Longitudinal studies could help evaluate the contribution (effect) of certain dimensions or internal marketing practices on the performance of the educational institution.

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