



THE EFFECT OF INTERNAL MARKETING ON PHYSICAL EDUCATION AND SPORTS TEACHERS' ORGANIZATIONAL COMMITMENT

Gökhan Dokuzoğlu¹ⁱ,
Muhammed Ömer Eren²

¹Physical Education and Sports Teacher,
Aydın, Turkey

²Physical Education and Sports Teacher,
Balıkesir, Turkey

Abstract:

Internal marketing is the practices that satisfy the demands and needs of the employees and satisfy them. Organizational commitment is a concept related to the integration of an employee with his or her organization. This study focused on educational organizations and examined the effect of internal marketing on education and organizational commitment of sports teachers from me. Data were collected from secondary school's physical education and sports teachers, using two scales. Correlation and regression analysis were used in the analysis of the data. As a result of the analysis, it has been found that internal marketing practices in schools increase the organizational commitment of teachers.

Keywords: internal marketing, organizational commitment, physical education and sports teachers

1. Introduction

Marketing is a concept that includes all actions to bring goods or services together with the consumer (Tenekecioglu, 2005). These actions also include the satisfaction of the goods or services offered. The concept of internal marketing is related to the human resources of the organization (Inal and Toksari, 2008). This concept accepts people who receive goods or services from the organization as external customers and employees as internal customers (Arnett, Laverie and McLane, 2002). The organization focuses on the satisfaction of both the external customer and the internal customer (Berry and Parasuraman, 1991). The internal marketing approach advocates providing the satisfaction of the internal customer before the satisfaction of the external customer

ⁱ Correspondence: dkzgkhn_1988@hotmail.com

occurs. Internal marketing practices aim to meet the demands and needs of employees and ensure their satisfaction (Rafiq and Ahmed, 2000). Researches in various fields have found that internal marketing practices increase employee satisfaction (Yildiz, 2014), organizational citizenship behavior (Demirel and Ebru, 2015; Yıldiz, 2016) and performance (Yildiz, 2017), and enterprises increase their service quality levels (Basaran, Buyukyilmaz and Cevik, 2011). In terms of these gains, internal marketing practices are important for organizations. Because these applications offer many gains to organizations (Greene, Walls and Schrest, 1994). For example, internal marketing can improve the quality of work life of employees, and the quality of work life can decrease the intention of employees to quit (Yildiz, 2013).

Foreman and Money (1995) developed a scale to measure internal marketing practices in organizations. This scale, which consists of development, reward and vision dimensions, has been applied to employees in various sectors. Recently, an internal marketing scale for academicians has been developed by Yıldiz and Kara (2017) in higher education institutions. This scale named IM-11 consists of 11 items and one dimension. This scale, which is suitable for educational institutions, has good psychometric properties. The IM-11 scale consists of physical conditions, fundamental needs, strengthens employees, appropriate workload and support, vision, training/development, career advancement opportunities, equal and fair, open and transparent communication, decision-making process, rewards.

Organizational commitment is the desire of the individual to accept institutional goals and values, to make efforts and to continue the membership of the institution (Durna and Eren, 2006). Organizational commitment is addressed in three dimensions: Affective commitment, continuance and normative commitment (Meyer and Allen, 1991; Wasti, 2003). Affective commitment is the dimension that makes employees emotionally attach to the organization and make them happy to be a member of this organization. Continuance commitment is a type of loyalty based on the employee's economic interests. Normative commitment is that the employee feels compulsory in his loyalty to the organization.

Within the internal marketing approach, teachers can be accepted as internal customers in educational organizations (Conduit and Mavondo, 2001). Therefore, teachers should be satisfied by providing various demands and needs (Hung, 2012). The motivation, efficiency, performance and organizational commitment of the satisfied teacher will increase (Tett and Meyer, 1993). Organizational commitment is important for both educational organizations and teachers. There is a lot of research that advocates that the performance of the loyal employees will increase (Meyer et al., 1989; Shaw, Derely and Abdullah, 2003). In our study, educational organizations were preferred, and the effects of internal marketing on organizational commitment of physical education and sports teachers were examined.

2. Method

In this study, middle and lycée schools' physical education and sports teachers working in educational institutions affiliated to the Ministry of Education in Turkey participated. An e-mail was sent to the teachers explaining the purpose of the research and asked to participate in the survey prepared on the internet. It was determined that 135 teachers participated in the survey a week later.

Two scales were used for the purpose of the study. To measure teachers' internal marketing perceptions, the IM-11 scale developed by Yildiz and Kara (2017) for academicians in higher education institutions was used. This scale is one-dimensional and consists of 11 items. The organizational commitment scale developed by Meyer and Allen (1991) was used to measure teachers' organizational commitment levels. This scale is three-dimensional and consists of 18 items. Both scale items were measured on a five-point Likert type scale ranging from 1=strongly disagree to 5=strongly agree.

3. Findings

3.1. Demographic Findings of Teachers

According to demographic findings (Table 1), 81.5% of teachers are male and 18.5% are female. 68.9% of the teachers are married and 31.1% are single. Most of the teachers are between the ages of 26-35 (43.7%). Most of the teachers have undergraduate degrees (87.4%). However, some have a master's degree (11.9%) and very few have a doctorate (0.7%). Most of the teachers are permanent staff (71.1%), others are contracted staff (28.9%). Most of the teachers work in secondary schools (56.3%), while others work in high schools (43.7%). Considering the administrative task variable, only 13.3% of the teachers have administrative duties. Most of the teachers are between the length of working life of 6-10 (43.7%).

Table 1: Demographic Findings of Teachers

Variables		Frequency	Percent
Gender	Male	110	81.5
	Female	25	18.5
Marital status	Married	93	68.9
	Single	42	31.1
Age	25 and less	12	8.9
	26-35	59	43.7
	36-45	47	34.8
	46-55	16	11.9
	56 and over	1	0.7
Education	Undergraduate	118	87.4
	Graduate	16	11.9
	Doctorate	1	0.7
Employment status	Permanent status	96	71.1
	Contractual status	39	28.9

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School level served	Middle	76	56.3
	Lycée	59	43.7
Administrative position	No	117	86.7
	Yes	18	13.3
Length of working life	1-5 years	44	32.6
	6-10	34	25.2
	11-15	26	19.3
	16-20	13	9.6
	21-25	14	10.4
	26-30	4	3.0

3.2. Reliability Analysis of the Scales

The reliability coefficient of the scales was calculated, and Cronbach's alpha value of internal marketing was found 0.955, and organizational commitment was found 0.880. According to the literature, the reliability coefficients of the two scales are quite high.

3.3. Correlation Analysis of Variables

Pearson Correlation analysis showed that organizational commitment has no relation with demographic variables. The relationship between organizational commitment and internal marketing is meaningful and positive, and very high.

Table 2: Correlation Analysis of Variables

Independent variables	1	2	3	4	5	6	7	8	9
1. Gender	1								
2. Marital status	.174*	1							
3. Age	-.112	-.452**	1						
4. Education	-.176*	-.160	.138	1					
5. Employment status	.159	.560**	-.528**	-.100	1				
6. Administrative duty	.041	-.011	-.099	.006	.196*	1			
7. School level served	-.019	.160	-.112	.398**	.087	.006	1		
8. Length of working life	-.069	-.406**	.818**	.088	-.568**	-.113	-.103	1	
9. Internal marketing	-.109	.031	.063	.083	-.048	-.057	.040	.017	1
10. Organizational commitment	-.045	.155	.103	-.030	-.036	-.043	.026	-.030	.689**

*P<0.01; **P<0.05

3.4. Regression Analysis between Internal Marketing and Organizational Commitment

Regression analysis showed that internal marketing affects the organizational commitment of teachers at a high level (B=.689; P=.000)

Table 4: Regression Analysis on the Effect of Internal Marketing
on the Teachers' Organizational Commitment

R	R ²	Adjusted R ²	F	P
.689	.475	.471	120.140	.000
Standardized beta value			t	
Internal marketing	.689*		10.961	.000
Independent variable: Internal marketing				
Dependent variable: Organizational commitment				

*P<0.01

4. Conclusion

In this study, the effects of internal marketing on the organizational commitment of teachers in educational institutions were examined. When the studies in the literature are examined, it is seen that quite a lot of research involving many professions has been conducted and similar results have been found in these studies.

Kocaman, Durna and Inal (2013), in their research, dealt with internal marketing practices in hospitality businesses. Research results have showed that internal marketing increases the organizational commitment of employees. Yarimoglu and Ersonmez (2017) conducted a study in the banking sector. As a result of the research, they found that internal marketing practices in banks increased both job satisfaction and organizational commitment of employees. Isler and Ozdemir (2010) examined the effect of internal marketing on organizational commitment in their research in hospital enterprises. This research was carried out on doctors, nurses, midwives, health technicians, health officers. As a result of the research, they found that internal marketing increased the organizational commitment of the hospital staff. Yildiz (2011b) found in her study in sports schools that internal marketing increased both job satisfaction and organizational commitment of coaches. Yuce and Kavak (2017) examined the effect of internal marketing on teachers' organizational commitment. At the end of the research, they found that internal marketing increased the organizational commitment of teachers. Demir, Usta and Okan (2008) conducted a similar study on university lecturers. As a result of the research, they found that internal marketing increased the organizational commitment of the instructors.

According to the results of our study with the researches made in the literature, it can be said that internal marketing practices include practices that see teachers as a value and aim to satisfy them (Lizote, Alves and Cavalheiro, 2019). Organizational commitment is important for schools, as it has more loyal teachers. Internal marketing practices will create teachers who are more committed to their school. The extra role behaviors of teachers can be increased by conducting effective leadership to make internal marketing success (Yildiz, 2011a). Teachers who increase organizational commitment will guide their students better, enable them to learn better and increase their educational performance.

About the Author(s)

Gökhan Dokuzoğlu is a Physical Education and Sports Teacher. He is also a doctoral student in physical education and sports program at Adnan Menderes University, Turkey.

Muhammed Ömer Eren is a Physical Education and Sports Teacher. He is also a doctoral student in physical education and sports program at Adnan Menderes University, Turkey.

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