Master's Thesis

Internal Marketing and Employee Job Satisfaction
In the Education Sector in Mozambique

by

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List of Abbreviations

EJS: Employee Job Satisfaction

ES: Education Sector

IC: Internal Communication

IM: Internal Marketing

LS: Leadership

RS: Rewards System

TD: Training and Development

CERTIFICATION

I, Enia Filodia Manuel Muando, (student ID 52117525) with this declare that all the contents of the following pages are my own, resulting from my studies and research. All materials used for the production of this work do not call into question the Intellectual Property rights of third entities or subjects, as all published sources were cited. This research, or part of it, was not previously submitted as an evaluation element in this or another educational institution.

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Énia Filódia Manuel Muando

May 30th, 2019

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SUMMARY

Nowadays, many companies realize the importance of the employees to archive the company's goals. This study aims to identify, analyze, and demonstrate how internal marketing elements can influence job satisfaction in the Education sector in Mozambique. In order to motivate employees and act on a customer-driven basis, there are various elements of internal marketing in the organization and four of them are the focus for this research: "internal communication, training and development, rewards system, and leadership."

Primary data were collected, as a quantitative research method, were 48, the questionnaire was fully completed by the employees, from two privates' universities. SPSS software was used to perform data analysis. The regression analysis showed that all internal marketing variables affect the satisfaction of employees. The results show that the variable of leadership exerts the greatest influence. It can be concluded that good leadership styles have a positive impact on internal marketing, thus increasing the motivation of employees.

CHAPTER 1: INTRODUCTION

This first chapter is intended to provide an overview of the study, the background, the aim and the importance of the research. I will explain why it is essential to study internal marketing (IM) practices and employee satisfaction (EJS) in the Education Sector (ES).

1.1. Background of the Problem

Nowadays, because of the competitive environment, companies are concerned with customer satisfaction. They want to know how greatly consumers are demanding quality, and how significantly they can evolve to maintain a sustainable position. The markets became competitive and it is very difficult to maintain a competitive advantage over time (Barreto 2010). Hence, to provide to the customers good quality, the companies realize the critical role that the employees plays, and they understand that the employees are the primary key to conquer the confidence of the customers, especially in the service sector. Since services firms rely most on employee's performance, service workers have an essential role (Caruana & Calleya, 1998).

Companies are becoming more aware of the value of communication between businesses and workers and that is why entire department dedicated to marketing, communications planning or strategic communication can be seen in companies. These departments are responsible for creating strategies to satisfy the needs of stakeholders. However, the significant problems are that most of these plans and procedures focus only on external stakeholders (for instance, the customers), and they practically ignore the internal stakeholders (most specifically, employees). To reversing this scenario, they are giving more importance to the internal public (the employees), and they are looking at them not just as simple human resources, which only execute the corporate actions, but as valuable marketing tools to catch and retain customers. There is a large necessity

in building job fulfilment for the staffs. As mentioned by Kotler and Keller (2009) "satisfied customers come from satisfied employees." So, news management tools have been developed to answer this necessity.

One of the tools is the internal marketing or "endomarketing," according to Bekin (2004, cit in. Souza & Siviero, 2014) the term "endo," comes to Greek and means inside or movement inside. In short, it is a marketing management practice directed at the internal public. The main objective of this tool is to create an excellent organizational environment, to obtain the satisfaction of the internal public.

Another critical aspect is the creation of employee job satisfaction that is still a challenge, especially, in developing countries, most specifically Mozambique. Many companies fail to understand how satisfied employees are important and how employee well-being is essential for satisfaction of the customer. So, employee satisfaction is essential for people to remain exultant and give their greatest, and because of that employees who are satisfied are often loyal and remain longer in the company even during the worst possible time. Well-implemented Internal Marketing activities may lead to the satisfaction of the customers, mainly if, first, it ensures the employee's satisfaction (Schultz, 2002).

1.2. Research Objectives

The purpose of the study is to identify, analyze and demonstrate how internal marketing elements "internal communication, training and development, system of rewards and leadership", influence employees job satisfaction in the Mozambique Education Sector, most specifically private university employees. The data used for our study comes from employees of two private higher education institutions, namely, Catholic University of Mozambique, and Superior Institute

of Science and Distance Education (ISCED), located in Mozambique, South-East of Africa. This research pursues to scrutinize the conceptualization by the literature of the IM components and EJS; develop a conceptual framework; measure the link between IM elements and EJS; empirically evaluate those relationship. And, at last, from the results, produce theoretical and managerial implications of how companies can apply IM practices to create employee's job satisfaction. However, first, I need to visibly describe which practice of IM stimulates employee's happiness with the work.

1.3. Research Significance

For this research I appoint out three primary importance:

First, by means of this research, I can contribute to the academic world by providing theoretic and data on how the practices of internal marketing impact on employees job satisfaction in a South-East African viewpoint to this day.

Secondly, it can provide to companies, entrepreneurs, and managers in Mozambique a perception of what kind of practices they can perform to make employees happy with the job, consequently influence on customer satisfaction, therefore, use employee as a competitive advantage.

Third, not less important, it provides to the employees who need to know about the importance of their performance in the workplace, and how their performance may affect the success of the company and contribute to the attraction and retention of customers.

1.4. Research Plan

The study starts with a brief introduction to the topic. The second chapter is dedicated to the literature review, where we conceptualize the main variables according to various literatures in the field. The third chapter presents the overview of the research background, i.e. the country, industry and the companies where the data for the study were collected. In the fourth chapter, the conceptual framework and hypothesis are presented. As for the fifth chapter it is reserved for the research methodology, where the method used to collect the data, the measurement and the statistical analysis are explained. The next chapter is devoted to the interpretation and analysis of those results. The seventh chapter is focused on summarizing the findings. In the last chapter, we present the conclusion with implication, recommendation, limitations of the research and future research.

CHAPTER 2: LITERATURE REVIEW

The term and origin for the Internal Marketing (IM) has been debated in numerous literature about management, and is still a field that confuses many authors, especially regarding what is internal marketing, which element is part of IM, is IM manage by Marketing and Communication department or it's a practice of Human Resource Management (HRM). Therefore, from this chapter, I will answer those questions by presenting different concepts and variables of IM according to the literature. Therefore I shall have sufficient content at the end of this chapter to formulate the theoretical framework and hypothesis contained in chapter 4.

2.1. Conceptualization of Internal Marketing (IM)

The concept of IM is still debatable among greats literature, there is not a consensus, but it is possible to have a notion of what IM is, looking at those who are its elements. The word internal marketing start to appear at the 1970s, where the basic premise of this tool was that to have more satisfied customer the organization has to meet employee's satisfaction, so the employees have to become the first costumers of the organization (Ahmed & Rafiq, 2002),. For these authors, IM involves three central aspects: "employee motivation and satisfaction, customer orientation, and strategic implementation or change management."

2.1.1. Internal Marketing as employee motivation

Leonard Berry proposed the first approach in 1981, where a connection is made between customer's and employee's satisfaction. Satisfied staff has been confirmed to provide more work and to guarantee greater customer appreciation. In its approach, Berry claims that this theory is feasible in companies that provide services, where the quality of work is critical to creating a

differential among the competition. Besides, Kotler and Armstrong (2001) sustain that the front line employee and all support personnel in service companies should be trained and motivated to perform as one to ensure customer satisfaction.

For Roberts-Lombard (2010) IM is a process that focuses on the people inside de business, where the basic premise is the satisfaction of the employee's needs. It means that the satisfaction of employees must be a priority in order to have a satisfied customer, the company therefore have to give particular attention to the requirements of the employee; therefore, the employee must be regarded as a client, where greater attention should be paid to them. However, according to Guaspari (1991), Bell, Mengüç and Stefani. (2004), and Howe, Gaeddert, and Howe (1992) put employee's needs as primary focus may reduce the focus on the external public, consequently, affecting the link between the firm and external market.

2.1.2. Internal marketing customer orientation

In the same year as Berry, Christian Gronroos proposed a different internal marketing approach. The difference between his approach and Berry's is that he focuses on the process of influence employee's to a more customer-conscious orientation (fig 1) (Ahmed & Rafiq, 2002),. Gronroos in his proposal seeks to bring in two new terms in the definition of internal marketing, sales-mindedness and marketing-like, where he points out that there should be co-ordination between the front-line official and the line officer, usually considered backroom support staff (Cowell, 1984). Different from Berry's approach, in Gronroos's, to satisfy the need of the customers, all levels of the company, not just front-line or employees that deal directly with the customers, have to be motivated and customer conscious driven (Ballatyne, 2003). Therefore, according to Zeithaml & Bitner (1996, p. 24), Gronroons approach is "all those planned and unplanned activities that firm carry out to train, motivate and reward its employees so that they are

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able and willing to deliver the promise which the external marketing function communicates to the customers". Meanwhile, it's crucial to view IM as long-term management, not a program to increase attention to the external market (George, 1990 and Grönroos, 1985).

Figure 1 – Model of IM proposed by Gronroos
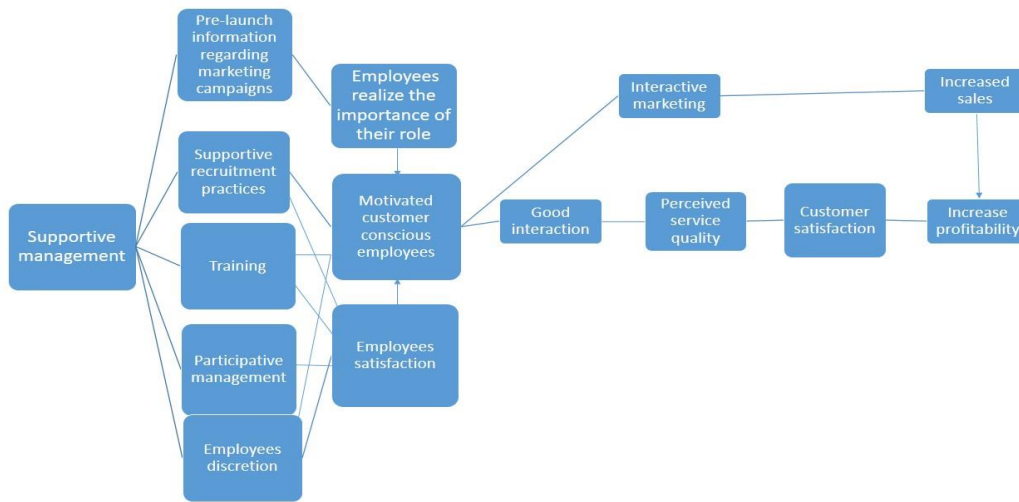
Font: Ahmed and Rafiq (2002)

Gronroos's model presumes that supportive management, that includes "pre-launching information about marketing campaigns, supportive recruitment, training, participative management and employees discretion," helps the employee understand how important they are for the company; motivate them to have a more customer-driven mind; and, make them happy with the job. This can lead to a good interaction; to the recognition of the significance of performing service with excellence; to the creation of interactive marketing, and, consequently, generate satisfaction to the customer, increase of the sales and profitability (Ahmed & Rafiq, 2002).

2.1.3. IM as strategic implementation or change management

The third approach present by Ahmed and Rafiq (2002), was proposed by Winter where it follows a proposal that goes a little further than previous ones. Winter highlights that IM is the

process of aligning, educate and motivate employees toward the company's goals, where the employees understand the importance of the program and recognize their role in it (Rao, 2011). In its approach, Winter follows a structure of internal marketing that includes not only employees from services companies, but also for all types of employees and companies. In this approach, he points out the technique of guiding workers to reach the objectives of the company, as the role of the IM. It follows new terms in this approach, such as cross-functional integration mechanism (George, 1977). In this phase, it was begun to notice that the techniques or mechanisms of external marketing it's used internally, and the IM its view as a tool to reduce the gap between departments and a way to dazed resistances to changes.

After having in consideration, all the approaches proposed previous Ahmed and Rafiq (2002) defined the IM as "planned effort using a marketing-like approach directed at motivating employees, for implementing and integrating organizational strategies toward a customer orientation." Gilmore and Carson (1995), strengthen this concept by presenting a relational view of internal marketing, by which IM is not only about reaching employees, but also about maintaining and strengthening relations both hierarchical and inter-hierarchical, consequently, create superior value for customers.

2.2. Internal Marketing Elements

According to Ahmed, Rafik & Saad (2003), the reason behind the lack of agreement among literature on the definition of IM is the fact there's no consensus on which are the IM practices that may lead to a customer-oriented employee. From the literatures (see Table 1) most of the elements of internal marketing are also some Human Resource Practices, therefore, answering the question

whether Internal Marketing practices are responsibility of the HR department or Marketing department George and Gronroos (1989) evidently affirm that "IM is basically a philosophy for managing the organization's human resources based on a marketing perspective".

Table 1 – IM mix according to different literature

Font	Internal Marketing Elements
Chiu, Cho & Won (2014).	"Training And Education, Management Support, Internal Communication, Personnel Management, and External Communication"
Rony & Suki （2017)	"Employee Rewards (Extrinsic and Intrinsic), Leadership, Internal Communication, and Training and Development"
Sohail & Jang (2017)	"Employee Rewards (Extrinsic and Intrinsic), Leadership, Internal Communication, and Training and Development"
Baran & Arabelen (2017)	"Development, Vision and Communication and Reward System"
Sarker & Ashrafi (2018)	"Training and Development, Organizational Support, Pay and Rewards, and Retention Policy"
Marques, Leal, Marques & Cabral (2018)	"Information Generation, Internal Dissemination of Information and Management Responses"
Ogunnaike, Oyeniyi & Adeniji (2018)	"Vision, Development and Reward"
Ahmed, Rafiq & Saad (2003)	"Strategic Rewards; Internal Communications; Training And Development; Organizational Structure; Senior Leadership; Physical Environment; Staffing, Selection, and Succession; Interfunctional Co-Ordination; Incentive Systems; Empowerment; and Operational or Process Changes"
Shueh-Chin Ting (2010)	"Training Support, Communication, and Motivation Job involvement"

ELSamen & Alshurideh (2012)	"Motivation and Reward System; Effective Communication; Effective Employee Selection, Recruitment, Development, Effective Support System and Healthy Work Environment"
Poor, Akhlaq & Akhavan (2013)	"Job Security, Intensive Training, Generous Rewards, Sharing Information, Empowerment, and Reduced Status"
Lubbe (2013)	"Empathy and Consideration, Job Quality and Rewards, Value and Information Sharing, Benchmarking, Upward Communication, and Promotional Activities.

2.3. Employees Job Satisfaction

Job satisfaction is a subject that researchers and managers have been studying for many years. It's important to them because "job satisfaction has the potential to affect a wide range of behaviors in organizations and contribute to employees' levels of wellbeing" (George & Jones, 2008, p. 84). The approach is defined as the attitudes and feelings of the workers to their tasks and is the result of a balancing and combination of various likes and dislikes (Armstrong & Tyler, 2014). It's the pleasurable emotional state that results from evaluating one's jobs as an achievement of one's values or facilitating them (Locke, 1976).

It's also defined as collection of the feelings and views of the people about their job, where the satisfaction's rates can vary from extremely happy to extremely unhappy (George & Jones, 2005). For Blum and Naylor (1968), it is a particular behavior based on specific work variables, individual features, and external relations. Many studies associate job satisfaction with "employee's performance, motivation, productivity, turnover, organizational commitment, organizational citizenship behavior, and customer satisfaction" (Robbins and Judge, 2013).

2.2.1. Factors that influences on EJS

In order to ensure employee satisfaction, the aspects affecting employee satisfaction should be identified. Many theories were developed in an attempt to explain what makes employees happy with the work. According to Armstrong and Tyler (2014), the need's theories helps the manager understand what actions can lead to employee's job satisfaction, so, the contents theories are:

- Maslow's Hierarchy of Needs (1954): physiological (factors necessary for survival, such as: food, water, warmth), safety (protection, physical environment, law, rules, policies, limits and stability), social (affection, family, relationships, friendship and group work), esteem (individuality, respect, possession, self-esteem, authority, status, and receiving respect), and self-fulfillment (the ultimate need of all, such as: recognizing personal potential, pursuing personal growth and experiences, own progress and development);

- Aldefer's ERG (1972): human needs can be categorized in three parts: Existence (such as hungry and thirsty), Relatedness (interpersonal relationship), and growth (realization of one's potential);

- Herzberg's two-factor model (1966, 1957): Job-related motivating factors (requirements for achievement, work interest, responsibility and opportunities for progress), and job-related hygiene factors (such as pay and working conditions);

- McClelland's achievement motivation (1961): achievement (Competitive success based on a personal level of excellence), affiliation (amiable, pleasant, sympathetic relations with others), and power (control or influence others);

- Deci and Ryan's self-motivation (2000): competence, autonomy, and Relatedness

Then, according to Armstrong and Tyler (2014), the next level becomes dominant whenever the lower need is fulfilled, and the focus of the individual will be shifted to that greater need. If the organization wants to meet the needs of its employees, it must understand the needs hierarchy that its employees are currently addressing and focus on meeting them at the same or higher level. (Robbins and Judge, 2013).

The characteristic that concludes in every job satisfaction necessity are: job security (effective communication, reasonable terms and conditions, safe working environmental conditions); opportunities to improve and make use of skills and abilities (education, in or off in job training); people management (treat employees as valuable asset, and create policies that assure and support employees satisfaction); compensation/pay (monetary compensation, benefits and promotion); supervisor manager (leaders and supervisors that care for wellbeing of the employees and value their contributions); working environmental conditions (physical work condition, office equipment, chair, furniture's, and machines); job characteristics (variety of skills, identity and importance of tasks, independence and feedback); relationship with co-workers (pleasant atmosphere within the workplace, where co-workers are able to interact with each other in amiable and friendly ways); job duties (information and knowledge about how to perform the job); flexibility to conciliate and manage personal life and work related issues; and, education qualification (job should be in accordance to the education level of the employee (Neog, & Barua, 2014, Parvin, & Kabir, 2011, Robbins & Judge, 2013, Armstrong & Taylor, 2014 and Kumari, Joshi, & Pandey, 2014).

2.2.2. Effects of EJS

According to Robbins and Judge (2013), EJS has an impact on:

- Employee's performance – which is, whether a person performs their job well or

not (Javed, 2014). According to Robbins and Judge (2013) research, a satisfied employee with the company, tend to be more efficient than lesser-satisfied employees. Meanwhile, according to Armstrong and Tyler (2014), studies from Crocket (1955), Vroom (1964), Spector (1997) and Christen et al. (2006) prove that is not employee's job satisfaction that increases performance, but is the other way around, employee's performance has influence on the employee's happiness with the work.

- Organizational Citizenship Behavior: according to Organ (1988) it is a behavior of employees that extends beyond the requirements and contributes to corporate effectiveness. For Robbins and Judge (2013), the happier the employees are with the job, the more likely they are engaged in this behavior. They become more supportive and helpful to their colleagues; they are willing to go beyond their standard work expectations or work longer hours, thus achieving more; and they speak favorably about the company (Armstrong & Tyler, 2014 and Ghazzawi, 2008).

- Customer Satisfaction: their research showed that satisfied employees improve customer satisfaction and loyalty, especially among service providers and frontline staff. According to Dominici and Guzzo (2010), employees that communicate with clients can develop client consciousness; provide feedback, and make appropriate efforts and care to satisfy customer's requirement. Therefore, many companies are committed to improving their workers' fulfillment, because they know that, through these, they can accomplish their goals (Shah, Khan, Imam & Sadiqa, 2016).

- Absenteeism: refers to the practice of being absent from the working period usually planned (Armstrong & Tyler, 2014). Despite the moderate and weak relationship between job satisfaction and absenteeism, Robbins and Judge (2013) study, shows that the dissatisfaction of the employees may lead to a high rate of absenteeism; and, unhappy employees are more likely to

miss work, particularly if other jobs are available. According to Kocakulah, Kelley, Mitchell, and Ruggieri (2016), many managers consider that absenteeism can be lowered even before it starts by creating a working atmosphere favorable and welcoming.

- Turnover: unhappy employees are more likely to leave the company, especially, when employment opportunities are abundant, and they perceive that it will be easy to integrate in a new company; and, when employees have high education, ability, and know-how, and they have, or identify, many available alternatives (Robbins & Judge, 2013 and Bako, 2017).

- Workplace Deviance: employees that are not satisfied with the company and also their co-workers are more susceptible to counterproductive behavior, such as attempts at unionization, drug abuse, robbery, improper socialization, delays and repressiveness (Robbins & Judge, 2013).

Besides, Bako (2017) states that employee's satisfaction increases productivity, reduces turnover, improves attendance, diminishes mischances, and lower unionization. For Shallal (2012), wage discontent, unexpected situations, work safety, lack of possibilities for progression are the significant reasons why workers join the labor unions.

CHAPTER 3: BACKGROUND OF THE STUDY

This chapter intend to demonstrate the situation of the private's universities in Mozambique. First ill briefly present the currently status of Mozambique, then will present the overview of the education sector, at last ill present the overview of the two private's universities used for the research.

3.1. Overview of Mozambique

Mozambique is located at south-eastern part of Africa, it's an independent country with a population of 29.5 million in 2017, where 70% live and work in rural area. Its GDP was around 12.33 billion in 2017, the Real GDP growth for 2018 was estimated in 3.3%, which was a decline from the average 7% of 2004-2015, the reason behind it was the decrease in public and foreign direct investment from 2015-2017. Agriculture is the mainstay of the economy in Mozambique (World Bank, 2019).

Due to the political instability of 2016-2018, many foreign companies withdraw their investment in Mozambique, which lead the economy in the country to a rough path. Since 2017, Mozambique is under investigation due to the hidden debts, many countries cut their relation with Mozambique, and the population is suffering the consequences. According to World Bank (2019) while a medium-term development regeneration fueled by oil investment can be anticipated, the harmful impacts of tropical cyclone Idai on Mozambique's economy and poverty decrease initiatives are anticipated to be significant.

3.2. Employee's Job Satisfaction in Mozambique

Since 2007, several explosive episodes of popular mobilization occurred in Mozambique, 2008, 2010 and 2012. In which factors of revolt have been, along with the cost of transportation, sentiment of growing inequality and increasingly visible corruption, of food prices (De Brito et al., 2015).

Beside popular manifestations, from the past years, Mozambique is registration a massive wave of strikes from workers of different sectors: doctors and nurses in Maputo hospital (2013); Mozambique post office (2019); public transportation workers, construction workers in Palma, fishing industry in Maputo (2017); municipal workers in Quelimane (2018), and so. The main reason behind those strikes are wages in arrears, benefits, dismissal without cause, working condition and management. In one strike case, involving two thousand and five hundred workers of a Chinese construction company in Sofala, the reason of the strike was the managers and supervisors of the company, they alleged mistreatment and racism toward them (DW news, 2016).

Therefore, it demonstrates that poor leadership skill, lack of clear policy of rewards system (salaries, benefits, recognition) and internal communication can cause employees dissatisfaction, which may lead to strike, consequently contribute to a large instability, since the internal and external customers are the one who are prejudiced.

3.3. Education Sector in Mozambique

According to Langa (2014) the superior education system in Mozambique in the last twenty years has grown considerably, differentiated and became diverse. It is currently composed of publics and privates university institutions, polytechnics, academies, superior schools and

institutes. It's composed by 4 public universities, 6 public superior institutes, 3 public polytechnics, 2 public superior schools, and 2 academies; as for the privates, it is composed by 9 universities, 17 superior institutes and 2 superior schools.

One of the reason for the rapid growth of the superior education was the high demand for higher education. It stimulated the different stakeholders, both governmental and nongovernmental, to create institutions of higher education. In 2000 a study of government strategic plan for superior educations, showed that for 2342 vacancies available in UEM, the first public university, there were 10 974 applicants, so, there was a high discrepancy between demand and supply. The second factor responsible for the expansion of higher education institutions was the approval of Law no. 1/93, it created the legal conditions for the establishment of non-governmental higher education institutions, and as a result, a number of Non-Governmental Organizations (NGOs) began to create higher education institutions (Langa, 2014).

The growth of higher education institutions in Mozambique offers students a variety of options to take into account when deciding which institution to apply for. Many students who do not enter a public university end up enrolling in the private university. According to Mund, Durieux e Tontini (2001) the location, quality of education, marketing, value of tuition fees as well as valuation of other forms of entrance other than the entrance exam, recognition of the labor market and society as a whole, the level of knowledge of the faculty with valorization of their degree are factors that influence in the student choices

Hence, private's educational institutions of superior began to recognize the importance of their corporate image and reputation. Some companies use their high-quality image as a competitive advantage and brand, they are known for their services ' excellence. One strike case

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in one of Mozambican private universities in 2011, where thirty-two faculty member and administrative employees resigned due to lack of payment and working conditions, showed how important employee is for the company. So, in this study I'll demonstrate how internal marketing practices influences on the on the administrative and faculty members of privates universities in Mozambique happiness with the work.

CHAPTER 4: RESEARCH QUESTION AND THEORETICAL FRAMEWORK

I introduced the conceptual framework in this chapter after presenting the literature review in chapter two. Taking the hypothesis, measurement and variables into account.

4.1. Conceptual Framework

This study aim to identify, analyze and demonstrate how internal marketing practices influences on the employee's job satisfaction, focuses on the Education sector in Mozambique, most specifically, on the employees from Private Universities. The element of internal marketing that were used as independent variables are: "Internal Communication, Reward System, Training and development and Leadership". The reason behind the choice of these variables is the fact that a variety of IM research show these four are core component of IM (Sohail & Jang, 2017, Ahmed & Rafiq, 2003). This research therefore intends to show how internal marketing affects the satisfaction of employees. And what is the relationship between the elements of IM with EJS. And based on the main hypothesis "Internal Marketing have a significant positive influence on Job Satisfaction", I developed the theoretical framework (see Fig 2)

Figure 2 – Theoretical Framework
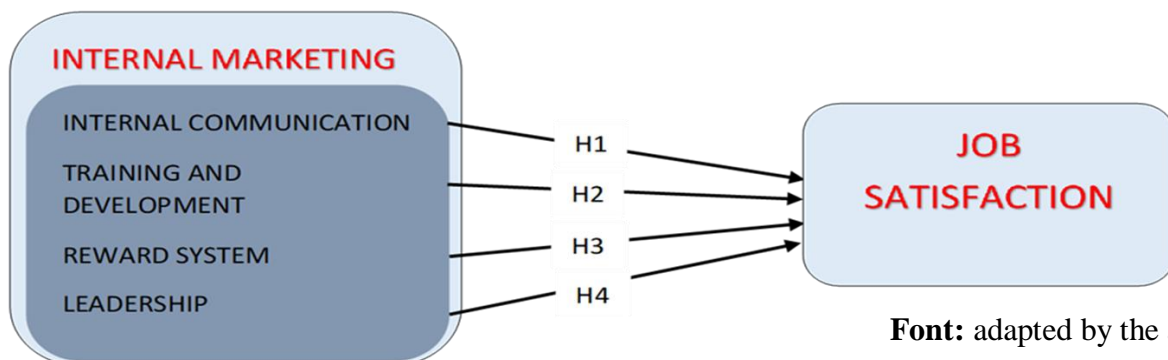
Font: adapted by the author

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4.1.1. Hypothesis

H1: Internal Communication impacts positively and significantly on employee's job satisfaction.

H2: Training and Development impacts positively and significantly on employee's job satisfaction.

H3: Rewards System impacts positively and significantly on employee's job satisfaction.

H4: Leadership impacts positively and significantly on employee's job satisfaction.

4.2. Measurement and Variables

4.1.2. Internal communication and employees job satisfaction

To achieve company's goal, the relationship between manager and subordinate is vital. One way to assure that it happen is by having an effective internal communication program. Internal communication is the process of transmission and reception of information within the company. It involves the communication channels, the content of the information, the flow and the type of communication. According to Thomas, Hartman and Zolin (2009, cited in Rony and Suki, 2017) "when employees perceive that they are getting information from their supervisors and coworkers that is timely, accurate, and relevant, they are more likely to feel less vulnerable and more able to rely on their coworkers and supervisor" p. 137.

Therefore, Internal communication is important because it can ensure common understanding between the management and the subordinates; reduce the possibility of misunderstanding; help the employees to align their goals with the organization goal; increase the motivation and workforce engagement by making the employee feel more valued. Besides,

according to Grönroos & Gummerus (2014) a communication system that allows employees to express their opinions, can benefit both internal and external customers, because employees can provide a more effective customer services.

4.1.3. Training and development and job satisfaction

It is another element that is very important for a company that who wish to survive in a competitive and dynamic environment, because it allow employees to improve their knowledge, skills, and abilities so they can meet with customers demand, therefore provide high-quality services (Tsai & Tang, 2008). According to Armstrong (2001 cited by Chaudhary & Bhaskar 2016) "the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job" (p. 3) is the definition of training. So, according to Chaudhary and Bhaskar (2016), to motivate and satisfy the employees, the company have to implement a TD programs that will increase employees' skills and improve their efficiency.

4.1.4. Rewards system and employee's job satisfaction

Every individual is unique, different inputs can motivate them to act and perform well. According to Roberts-Lombard (2010, cit. by Sohail & Jang, 2017, p. 85) "motivation may come from financial and non-financial elements. Financial and non-financial motivation must be developed to employees according to their job levels". White and Drucker (2000) sustain that, rewards system can be extrinsic such as: salary, bonus, commissions, welfares and promotion; or intrinsic, such as recognition, achievement, responsibility, and personal growth.

H3: rewards system impacts positively and significantly on employee's job satisfaction.

4.1.5. Leadership and employee's job satisfaction

According to Voola, Casimir, and Haugen (2003) leadership play very role important on the employee's job satisfaction, it have a great impact on the employee's motivation. For these

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authors a supportive and participative leadership styles within organizations promote positive aspirations, which can result in high level of satisfaction, improvement in job performance and reduction of the turnover. For Sohail & Jang (2017) the satisfaction level of the customers increases when the process of service delivery is positive, therefore, empowering employees affects their attitudes and behaviors, and it can lead to changes and creation of impulse to transformation.

H4: leadership impacts positively and significantly on employee's job satisfaction.

4.1.6. Employee's job satisfaction

This is a dependent variable the result from different actions that the company perform. One of them is internal marketing practices. For the benefit of staff, the organization should make greatest efforts to implement internal marketing procedures (Shiu and Yu, 2010). In many research, the effects of IM on EJS were examined and researchers discovered an affirmative link between IM and work happiness from various industries. In this research I measure the employee job satisfaction having in consideration the employee overall satisfaction with the job, the possibility of promotion, their recommendation to others and the relationship with coworkers. For all the variables I measured using Likert scale, presenting statements where the respondent had to choose from "1=strongly disagree to 5=strongly agree, having 3 as a neutral point".

4.3. Control Variables

Personal data such as age, sex and work department were introduced in order to test their effect in each of the data analysis.

CHAPTER 5: RESEARCH METHODOLOGY

This chapter explains the methods used for the research, and I will present the source of the data, the sampling and how the statistical analysis was performed.

5.1. Source of the Data and Sampling

The data were collected through an online survey made on google forms and distributed to employees of the two Private Universities in Mozambique by email. The questionnaire was elaborated after exhausting research on topics related to internal marketing and job satisfaction. I used several journals to guide me in the construction of the survey, and I divided the survey into five sessions with a total of 35 questions: control measure (3 items) internal communication (8 items), training and development (7 questions), reward system (6 questions), leadership (7 questions) and job satisfaction (4 items). I used the deductive approach to test the validity of my argument, according to Wallman (2001) by means of findings, the feasible reality of the hypothesis is confirmed and the method can be falsified and dismissed by creating findings that do not correspond to its assertion.

The sample for this study are the employees of private universities in Mozambique. The reason behind the choice of Mozambique as location is the fact that no studies regarding Internal Marketing was done in Mozambique before. In fact, there is a few studies about internal marketing in African Continent, most of the studies are from Europe and Asia. I found interesting to study how internal marketing can or if it is applied in companies in Mozambique. I choose Education sector, most specifically, private universities because, firstly, as explained in Chapter 3, the education sector is grown considerably, it's becoming a very competitive market, and companies

realize that to survive in the market it need to innovate, value and recognize the importance of the satisfaction of the employee's needs. Secondly, because of easy access to employees, for data collection.

Because of the population size, I have performed a convenience sampling, referring to sampling by getting people or units that are conveniently available (Babin & Zikmund, 2016). I sent the questionnaire to 50 employees from different departments of the two universities; 48 questionnaires were filled and used for the analysis. I should add that the initial idea for the study was to have at least employees from three universities, but it was not accomplished due to the lack of access to the employee's contact from one private university.

5.2. Research Methods

5.2.1. Quantitative methods

For this research, using statistical analysis tools, a quantitative approach were used to estimate how far the relation between situation and other proof is evolving. Quantitative research can be termed as "entailing the collection of numerical data and exhibiting the view of the relationship between theory and research as deductive, a predilection for natural science approach, and as having an objectivist conception of social reality" (Bryman, 2015, p. 160).

5.2.2. Reliability

The degree of reliability refers to the degree of consistency and stability of a test that is intended to be quantified, or, the consistency of the measure across time. According to Phelan and Wren (2005-06), test reliability is the degree of the reliability of a single test, which is twice administered to a group of people over a period of time. The Time 1 and Time 2 scores can then be correlated to assess the stability test over time. The statistics called alpha of Cronbach are the most common measure of internal coherence used by the researchers – it can be performed by

SPSS software – where α is the mean of all possible split-half correlations for a set of items, so, if a value of +.80 or higher is generally taken to indicate positive internal consistency (Price, 2015).

5.3. Data Analysis

It is the process of data inspection, cleaning, transformation and modeling to discover useful information that may help to conclude. I conducted various types of data analysis in this research:

5.3.1. Descriptive statistics

It helps to determine the normality of the distribution. According to Best & Kahn (2003) description statistical estimates and summaries data, arranged tables and diagrams in order to achieve the targets; provides information on variability or uncertainty in data as well as information on unexpected patterns and observations that must be taken into consideration in formal analyses. The data can be analyzed in terms of central trend measurements and variability measurements: mean, median, mode, standard deviation ((Krishnaswamy, Ranganathan and Harikumar, 2016). In this research, I used the SPSS software to conduct the analysis, and I used the mean, the mode, min and max to analyze. According to Krishnaswamy et al (2016), the mean is the focus of distribution gravity, where each score in a distribution helps to determine the mean, and, the mode is the most common value in a score.

5.3.2. Correlations analysis

Fenton and Neil (2012) state that a number between –1 and + 1 is a correlation coefficient which determines whether two combined sets of data are linked. In other words, the Correlation coefficient (r) indicates the degree of relationship between two quantitative variables. The Null Hypothesis for this study is that internal marketing and job satisfaction are not connected, and

small p value (such as 0.01) is taken as proof of the 'rejection' of the null theory. Which mean, statistically saying, that a p-value of 0.01 is 'highly significant' or say that 'the data is significant at the 0.01 level, and p-value is a number between 0 and 1 representing the probability that this data would have arisen if the null hypothesis were true (Fenton & Neil, 2012). I used Evans (1996) to describe the strength of the correlation, where for the absolute value of r: .00-.19 "very weak, .20-.39 "weak", .40-.59 "moderate", .60-.79 "strong", .80-1.0 "very strong".

5.3.3. Regression analysis

It is a strong statistical method that enables scientist's exanimating the connection between two or more interest factors. There is a different kind of regression analysis, according to Box, Hunter, and Hunter (1978) while the analysis of correlation presumes no causal relationship between variables, regression analysis assumes a variable depends on one variable, or several independent ones. In this study I perform a multiple regression analysis because it have four independent variables and three control variables, I report the results following the APA format for statistics data, I presented the R square (R^2) Fisher's (F), coefficient Beta (β) and P value (p). Where the R^2 reflects the measurement of how much difference in results the predictors in the model can account for as a collective (Cooper & Schindler, 2003:580).

CHAPTER 6: DATA ANALYSIS

6.1. Descriptive Analysis

6.1.1. Characteristic of the respondent

Of the 48 respondents who completed the questionnaire, 47.9% corresponds to the number of employees working in the administrative sector, where 43.5% are female and 56.5% are male, the remaining 52.1% are faculty members, where 36% are female and 64% are male. The most significant number of respondent have the age of 25-34 years old, which correspond 60.4%, the second one is the range of 35-44 that correspond 20.8%, 16.7%, and 2.1% are the respondent with age between 18-24 and 45-54, respectively. There was no respondent with the age of 55 or above.

Figure 3 – Frequencies of the control variables (gender, department, sex)
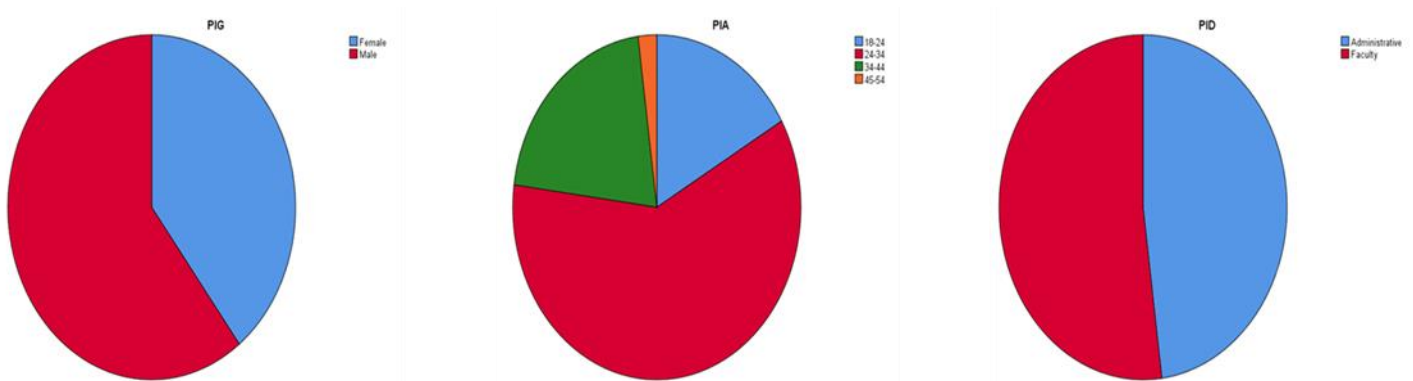
Descriptive analysis

In the internal communication (see table 2), the matter of the company communicates the employee's role in the company gets the high score (minimum of 1 and maximum 5) with a mean of 3.46, and its mode is 4=agree. The lowest coefficient is 2.58 for the existence of an internal communication program for all the employees, the mode is 4=agree, but it only corresponds 27.7%

of the respondent, 59.6% of the respondent gave a negative answer which varies from 1=strong disagree 2=disagree and 3=neutral. The second high coefficient is regarding the efficiency of the communication channel with the mean of 3.37, and the mode of 4=agree.

What is surprising about this result is that even the result shows that the company doesn't have an internal communication program, they can transmit the information to all the employees, 60.5% of the respondent agree that the communications channels used by the company are efficient. Regarding the meeting, suggestions, complaint, feedback, and communication of new policy in advance the mean are lower than 3, except for the company give feedback about the task that the employee performs, that has a mean of 3.25, its mode is 4=agree. From the data results, we could see that when it comes to listening to employee's suggestions, the answers are more than 60% negative.

Table 2 – Results of descriptive analysis on Internal Communication

Variable: Internal Communication	N	Mean	Mode	Min	Max
The company informs employees of the significance of its services	48	3.46	4	1	5
Company gathers employee feedback	48	3.25	4	1	5
We have regular meetings with managers	48	2.98	4	1	5
The communication channels are practical and opened	48	3.38	4	1	5
The company regularly seeks for employee suggestions	48	2.60	2	1	5
Company collects data on employee complaints	48	2.65	2	1	5
Before any change in the system or policy is made the supervisor informs us in advance	48	2.58	1	1	5

The internal communication program in my company, its directed to all employees	48	2.88	4	1	5

Regarding the training and development (see table 3) the mean varies from 2.50 to 3.33, the lowest one is regarding the frequency of the training on the department, 27.1% agree that they have regular training in the department, the remain disagrees, its mode is 2=disagree. The highest one is for training help to improve performance; its mode is 4=agree. From the respondent answers, it's possible to see that the employees recognize the importance of training and development and they are aware that in the company where they work, the knowledge and skills of employees are a continuous process, 54.2% of the respondent agrees.

Table 3 – Results of descriptive analysis on Training and Development

Variable: Training and Development	N	Mean	Mode	Min	Max
Employees are appropriately trained to fulfill their duties	48	3.23	4	1	5
Company training has allowed me to perform well my job	48	3.33	4	1	5
Training in this company is closely linked to each employee's needs	48	2.60	2	1	5
If you move from department to department, you will be trained by the new supervisor for a specified time period.	48	3.03	4	1	5
Training in my department is regular	48	2.50	2	1	5
The company considers knowledge and skills development to be a priority	48	2.94	4	1	5
The knowledge and skills of employees are a continuous process in this organization.	48	3.23	4	1	5

As for the reward system (see table 4), the respondent coefficient answers are between 2.17 to 3.29, which is the lowest range of average, the definite answers are regarding the measurement of performance and reward system implemented by the company, the mean is 3.29, the mode is 4=agree. Regarding the rewards system, whether the policies are fair and transparent, it is something that the company does, and if all benefits from that, most of the answers are negative, the mode is 1=strongly disagree, which shows that employees are unhappy with the company reward system. One interest point is that regarding the salary and promotion opportunities, whether the salary motivates them to perform well, the mean is 2.69, its mode is 4=agree, and whether they see a chance to grow professionally in the company the mean is 2.90, its mode is 4=agree. From this result, we can assume that despite the weak reward system of the company, the compensation and the chance of promotion motivate employees to perform their task well.

Table 4 – Results of descriptive analysis on Rewards System

Variable: Rewards System	N	Mean	Mode	Min	Max
Performance measurement and reward systems encourage employees	48	3.29	5	1	5
I know if I do something outstanding I will receive a financial reward or bonus	48	2.35	1	1	5
No matter what your performance, everyone receives an annual bonus.	48	2.17	1	1	5
The compensation package that I receive encourage me to work with full dedication	48	2.69	4	1	5
The company reward policy are fair and clear	48	2.48	1	1	5
In the company I have opportunities to get promotion	48	2.90	4	1	5

When it comes to Leadership (see table 5) the results show that the highest mean coefficient is 3.46 for how much the leader encourages teamwork, its mode is 4=agree. The other high mean is 3.33 to whether the manager it's a leader, 39.6% of the respondent agree, 16.7% strongly agree, and also the same amount remain neutral. The smallest mean is 3.02 for if the manager gives special recognition to excellent performance, the mode is 4=agree, but about 57.4% of the answers are from 1=strong disagree 2=disagree and 3=neutral, it means that employees may not feel that they are giving enough special recognition. On the other side, employees agree that the company gives them a vision that they can believe, and this vision it's well communicated, the mean is 3.17 and 3.19, respectively, its mode is 4=agree. As for manager listen and take in consideration its employees ideas, 53.2% agrees and strongly agree that they do. They also agree that the manager provides feedback and orientations, 47.9% agree, and 10.4% strongly agree.

Table 5 – Results of descriptive analysis on Training and Development

Variable: Leadership	N	Mean	Mode	Min	Max
The company provides employees with a vision we trust	48	3.17	4	1	5
The vision of the company is well known to all staff	48	3.19	4	1	5
The company encourage team work	48	3.46	4	1	5
Manager listen and take in consideration employees ideas	48	3.31	4	1	5
Manager provides me with feedback and guidance	48	3.29	4	1	5
The manager gives special recognition at good performance	48	3.02	4	1	5
The manager is a leader	48	3.33	4	1	5

Concerning to employee's job satisfaction (see table 6) the highest mean was 3.56 for satisfaction with the colleagues, 62.5% of the responses are agreed and strongly agree, this means that the employees are satisfied with their colleagues. Meanwhile, whether if they recommend or suggest friends or family to work in the company, the mean is 3,29, the results show that 50% agree, but the other 31.3 disagree, and 18.7% are neutral. It implies that the company needs to do something to motivate their employees, for them to feel loyal enough to be able to recommend other people close to them to work there. As for the opportunity for promotion, the mean is 3.25, and its mode is 4=agree, this means that employees are confident that they can get a promotion. Employees responded that considering everything they are satisfied with their job, and the mean is 3.25, its mode is 4=agree, 21.3% strongly disagree, this shows that the company needs to pay close attention to job satisfaction.

Table 6 – Results of descriptive analysis on Employee's Job Satisfaction

Variable: Job Satisfaction	N	Mean	Mode	Min	Max
I'm happy with my job considering everything.	48	3.25	4	1	5
I am glad that this company has the opportunity to promote	48	3.35	4	1	5
I'm glad to suggest that my friends or family work in this company	48	3.29	4	1	5
Overall, I'm happy with my colleagues	48	3.56	4	1	5

6.1.2. Cronbach's alpha

To provide evidence of the reliability of the study, I conducted an alpha (α) test. Table 7 shows the Cronbach's alpha values for each of the IM variables along with employee's job satisfaction

Table 7 – Reliability of the IM variables and EJS

Variables	Alpha	Items
Internal Communication	.852	8
Training and development	.813	7
Rewards System	.862	6
Leadership	.917	7
Employees Job Satisfaction	.894	4

The Cronbach alpha reliability coefficients for the scale measurement of "internal communication, training and development, rewards system, leadership" and job satisfaction for employees are all larger than 0.80, which is greater than the acceptable minimum of 0.80, so all five variables are considered to have excellent internal consistency levels.

6.2. Correlation Analysis

From the respondent answers on the control measure (age, gender, department) we found no a link between control measure and EJS, except when it comes to gender (r= -.290, p <5%) and possibility of promotion within the company on job satisfaction, the results show that there is a weak negative correlation. When it comes to controlling measure and the internal marketing variables, results show that only gender correlates with internal marketing variables. There is a

weak negative correlation between gender and internal communication (r= -.373, p <1%), regarding to company communicate the importance of employee role; training and development (r=-.346, p <5%), when it comes to manager personally training employees; and reward system (r= -.361, p <5%). Meanwhile, as for the correlation between the internal marketing variables, the results show that there is a strong positive correlation amount them, this means that all the variables in the study are related from each other.

Moreover, when it comes to the correlation between internal marketing variables and job satisfaction, the results shows that there is a strong positive correlation in internal communication (r=694, p<1%); training and development (r=650, p<01); reward system (r=630, p<1%) and leadership (r=781, p<1%) as the strongest one. Therefore, these results reject the null hypothesis H_0, that the internal marketing variables and job satisfaction are unrelated (see table 8).

Table 8 – Results of the correlations analysis

	1	2	3	4	5	6	7	8
1. Gender	1							
2. Department	.076	1	.					
3. Age	.164	.181	1					
4. Internal Communication	-.148	-.145	-.023	1				
5. Training and Development	-.202	-.027	-.079	.615**	1			
6. Reward Systems	-.188	-.017	.070	.492**	.645**	1		
7. Leadership	-.149	-.108	.055	.663**	.600**	.691**	1	.

8. Employees Job Satisfaction	-.111	-.043	.094	.694**	.650**	.630**	.781**	1

**. Correlation is significant at the 0.01 level

After the correction analysis, we carry out a regression analysis in order to examine and provide a better understanding of the influence on job satisfaction of the internal marketing variables.

6.3. Regression Analysis

To examine the hypothesis that internal marketing has a positive and significant influence on employee job satisfaction, I performed a linear regression analysis presenting into five different models. In the first model, only the control variables (gender, department, and age) was associated with employee job satisfaction. Then in the second the control variables and internal communication are combined with job satisfaction. The third model the two first variables were associated with training and development. The four variable is the integration of the previous model with a rewards system. At last, in the fifth model leadership it's the new variable added, so, I combined all the internal marketing elements and control variables with job satisfaction.

Table 9- Results of Regression Analysis for the Influence of Internal Marketing on Employees Job Satisfaction

Total Employees Job Satisfaction					
	Model 1	**Model 2**	**Model 3**	**Model 4**	**Model 5**
Gender	-.127	-.028	.012	.033	.031
Department	-.056	.041	.010	.10	.033

Age	.125	.107	.131	.095	.073
Internal communication		.698***	.470**	.430**	.251**
Training and development			.374**	.223**	.190*
Rewards system				.275**	.071*
Leadership					.456**
R square	.028	.496	.580	.621	.700
F Fisher	.426	10.561	11.584	11.211	13.346
F sig.	.735	.000	.000	.000	.000

*** Strong sig. (p<.001)   **Moderate sig. (p<.01)   * Weak sig. (p<.05)

The model 1 show that the variables gender (β=-.127, p < 0.05), department (β=-.056, p<0.05) and age (β=.125, p<0.05) don't predict or have any significant influence on job satisfaction (R^2= .028, F (3,44)=.426, p <0.05).

In the model 2, the finding shows the sig. The value of the F test is 0.000; this means that Internal Communication is statistically significant and influence the dependent variable. The R^2 value is 0.496, and it shows that internal communication can explain 49.6% of the changes in the employee's job satisfaction. The results also showed that these relations are strong and significant (F(4,43)=10.561, β=.698, p<0.001). Therefore, H$_1$ is supported.

The model 3 shows sig. The value of F is 0.000; this means that the model is statistically significant. Where the variables internal communication (β=.470, p<0.01) and training and development (β=.374, p<0.01) are the predictor to job satisfaction. It represents 58.0% (F(4,43)= 11.584, p<0.01, R^2=.580) of the changes in job satisfaction, which is relatively more than the first model. Therefore, Training and Development and Job Satisfaction are positively and significant related.

From the model 4, we can see that the rewards system only predict 27.5% (β=.275, p<0.01) of the employee job satisfaction. But when combined with internal communication (β=.430, p<0.01) and training and development (β=.223, p<0.01) it represents 62.1% ($F_{(6,41)}$= 11.211, p<0.01, R^2=.621) of the changes on the employees job satisfaction, which means that it also has a positive and significant relationship with employee's job satisfaction. The sig. value of F test of 0.000, prove it. Therefore, the H_3 is supported; the Rewards System has a positive and significant relationship with job satisfaction.

The last model shows that combined all the variables of internal marketing, it represents 70% ($F_{(7,40)}$= 13.346, p.<0.01, R^2=.700) of the changes in the employee's job satisfaction. Among all the IM variables, leadership is the higher predictor to job satisfaction, β=.456, p<0.01, and the reward system (β=.071, p<0.05) is the least one. Therefore, this regression analysis, answers and support the main hypotheses, which is: Internal Marketing have a Positive and significant influence on Job Satisfaction.

CHAPTER 7: DISCUSSION OF FINDINGS

After performing a detailed interpretation of the results and testing the research hypothesis, in this chapter, I discussed the results obtained. I examined the results of the effect of each of the internal marketing variables on employee job satisfaction. Then I presented the theoretical and empirical contributions of previous studies to provide a comparison with the results obtained in this study.

7.1. Internal Marketing Mix

This study aims to identify, analyze and demonstrate how Internal Marketing can influence Employee Job Satisfaction. In Table 1 in Chapter 2, eleven studies (Ahmed, Rafiq & Saad, 2003, Shue-Chin Ting, 2010, ELSamen & Alshurideh, 2012, Poor, Akhaq & Akhavan , 2013, Chiu, Cho & Won, 2014, Rony & Suki, 2017, Sohail & Jang, 2017, Baran & Arabelen, 2017, Sarker & Ashrafi, 2018, Marques, Leal, Marques & Cabral, 2018 and Ogunnaike, Oyeniyi & Adeniji 2018) was considered in order to determine the elements that constitute the Internal Marketing mix. From the journal nine of them identify Internal Communication as one of IM Mix; nine also identify Training and Development; eight consider Rewards System and seven points Leadership as one of IM mix, that's why I choose these four as internal marketing variable for this study (see fig. 3).

Figure 4 – Summary of the conceptual framework results
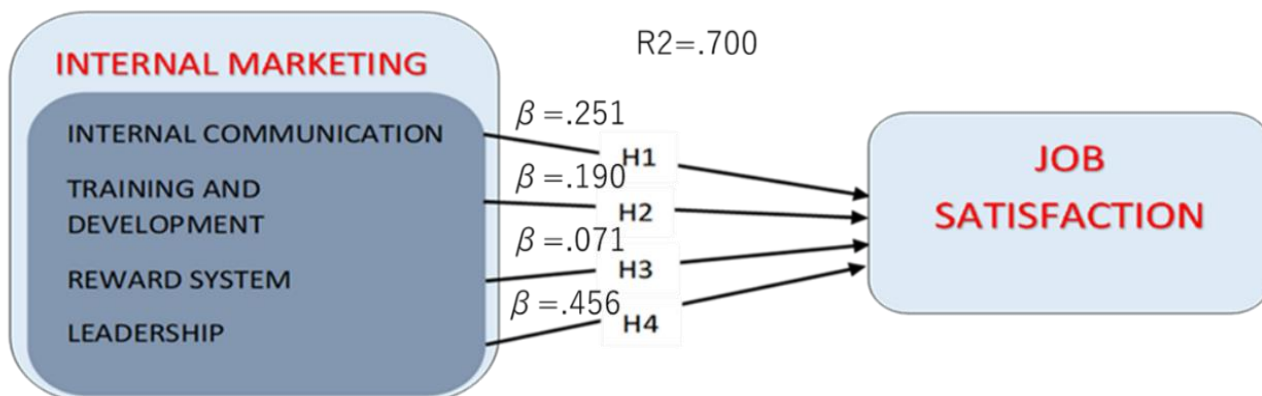
7.1.1. Internal Communication on EJS

The results of the data analysis show that internal communication influences job Satisfaction. It means that the employees from the private Universities in the Education Sector in Mozambique are happy with the company when it communicates how important they are for the company; are open to hearing employee's opinions and suggestion; provide them feedback, and have bright and transparent policies. The previous studies of Baran & Arabelen (2017), Sohail's and Jang (2017), Rony and Suki (2017), Demir, Usta and Okan (2008, cited by Baran and Arabelen, 2017) and Huang and Rundle-Thiele (2014) also find a positive and strong relationship between internal communication and employee's job satisfaction.

Efficient communication between staff and executives can generate harmony to attain objectives and support organizational growth, and when it well handled in parallel with external marketing communication can help employees to perform well toward consumers as well reduce the negative effect of miscommunication (Rony & Suki, 2017, Gounaris, Vassilikopoulou & Chatzaipanagiotou, 2010).

7.1.2. Training and development on EJS

As for the Training and Development, the results show that it can influence on employees job satisfaction. It means that employees on the education sector in Mozambique perceive the training and development as an influential factor on their satisfaction with the job, it can improve their knowledge, skills, and abilities so they can meet with customers demand, therefore high-quality delivery services (Tsai & Tang, 2008). Other previous studies also support the finding of this study, such as Sarker and Ashrafi (2018), Rony and Suki (2017) Ogunnaike, Oyeniyi and Adeniji (2018), Ting (2011) and Baran and Arabelen (2017). For those researchers, employees are more likely to appreciate their jobs if they are able to use their skills, abilities, activities such as

on-the-job or off-the-job training, would be a gain for the company and employees, therefore, the company should consider skill growth as an investment.

In the other side, surprisingly, opposite to the result of this study, Sohail's and Jang (2017) research show that Training and Development do not i on employee's job satisfaction, because training and development are not emphasized. Saudi Arabia's managers do not allow employees in business to use their knowledge and also prefer centralized policy making. In Gulegeroglu and Taskin (2015) and Sohail & Jang (2017) study, the results also show that personal development is not significant with job satisfaction, which means that it doesn't influence job satisfaction of the public service sector in Bursa.

7.1.3. Rewards system on EJS

The results of the Rewards System show that it also can influence on job satisfaction, but it has a weak positive significance. It means that the employees find it essential to have a transparent and fair performance measurement system, promotion policies and compensation package, but it is not the main factor that makes them happy with the job. Sarker and Ashrafi (2018) in their research found that rewards increase the recognition of achievement and increase the satisfaction of employees, so, the company should introduce a compensation package as well financial and non-financial rewards that encourage employees to work with full dedication.

Similarly to the finding of this research, Gulegeroglu and Taskin (2015) in their study found that the rewards system is least significant than other internal marketing factors, for them, companies should concentrate more in personal development and working conditions to develop more job satisfaction.

In Rony and Suki (2017) research, the rewards system is divided into two categories, extrinsic and intrinsic, the results show that only extrinsic satisfaction positively and significantly impacts on employees job satisfaction, it means that employees value more salary, promotion, and welfares, working place and work conditions, rather than recognition for doing significant work. A study made by Demir, Usta and Okan (2008, cited by Baran and Arabelen, 2017) found an opposite result from the present study, their research show that a rewards system does not influence on job satisfaction, only education, vision, and internal communication influence job satisfaction.

7.1.4. Leadership on EJS

This last variable of internal marketing is the one that most influences on the employee's job satisfaction. It means that employees from the education sector in Mozambique appreciate a manager or supervisor that: communicate a vision that they can believe, encourage teamwork, recognize and listen to employees ideas, and treat them as a valuable asset to the company. In the research made by Sarker and Ashrafi (2018) and Kozaric (2015), the results show that a friendly relationships between supervisors and subordinates affect job satisfaction so that managers should interact with the employees more freely, and respecting their views. Similar to our study, in Rony and Suki (2017) research, leadership has the highest standardized beta coefficient all other independent variables, which mean that employees find themselves satisfied with the company.

7.2. Internal Marketing on Employee Job Satisfaction

The results of this study prove that internal marketing practices affect employee satisfaction, account for 70% of changes in employee satisfaction, in other words, the satisfaction of faculty members and administrative staff at private universities in Mozambique can be influenced by how the company treats, communicates, rewards, supports and appreciate its

employees. These results is also consistent with the conclusion of numerous preceding research in different sectors, such as: Telecommunication (Kozaric, 2015), Hospitality (Marques, Leal, Marques & Cabral, 2018), Services firm (Baran & Arabelen, 2017; Shiu & Yu, 2010; Chiu, Cho & Won, 2014; and, Sohail & Jang, 2017), Financial Institutions (Ismail, Sheriff, 2016; Shazia, 2017; and Kanyurhi & Akonkwa, 2016), and Education (Ting (2011).

This result is also similar to two studies from African Countries: South Africa (Lubbe, 2013), and Nigeria (Ogunnaike, Oyeniyi, and Adeniji, 2018). However, these two researches, applied different internal marketing mix (see table 1) to measure the influence of internal marketing on employee job satisfaction. Apart from different IM mix, what differ the current study from Lubbe's study, is the fact the only one variable of internal marketing have actually influence on job satisfaction, the results showed that only job quality and rewards have influence on employee satisfaction, it has the higher level of significance. As for the difference between the current study with Ogunnaike et al. research is that this study is an empirical and the Ogunnaike et al., is exploratory. It only present which internal marketing practices are considered by a university in Nigeria, no hypothesis where formulated, no theory was proven.

Moreover, after examining the mean value of all variables, the results determined a mean value in terms of EJS is 3.36 and the responses are towards "agree", but from internal marketing variables internal communication (2.97), training and development (2.98), rewards system (2.68) and leadership (3.43), the responses show that employees act towards "agree" and "neutral". It implies that improving the application of internal marketing procedures more systematically and efficiently is necessary. By doing that the satisfaction of the employee's increases, and it can contribute high quality performance toward the students, which eventually transform to profitability for the company. So, according to Kanyurhi & Akonkwa (2016) "managers have to

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understand internal clients' needs and respond them through a fair reward system, interactive and

bidirectional communication" (p.778).

CHAPTER 8: CONCLUSIONS & FURTHER RESEARCH

In this last chapter of the thesis, I present the conclusion of the research and the managerial implications of the results. Since I encounter some difficulties during the research, I will present some limitations and what future researchers should consider to investigate.

8.1. Conclusion

The main objective of this thesis was to identify, analyze and demonstrate how Internal Marketing influences on Employee Job Satisfaction in the Education Sector in Mozambique. For that, data were collected from 48 employees from the administrative department and faculty members from two private's universities in Mozambique. I conducted multiple regression analyzes to determine if internal marketing and employee satisfaction relate to each other. Four internal marketing were used as independent variables: "internal communication, training, and development, rewards system and leadership".

The results showed that internal marketing and employee satisfaction are interconnected, and leadership is the most important factor affecting the satisfaction of the staff and faculty in Mozambique's private universities. The results of these studies provide significant practical consequences for IM and research because the satisfaction and retention of employees is still crucial to organizations in studies.

From the research, it is possible to see that the biggest challenge that contemporary's organizations are facing nowadays is communication. According to the employees in the private universities in Mozambique answers, communication is till underestimated. Managers don't recognize that the success or failure to achieve their goals may be determined by this vital tool, communication. For Robbins and Judge (2013) communication have four functions: control (to

manage the communication between hierarchic, whether is formal or informal), motivation (giving the feedback toward goal), emotional expression (interaction with the employees where they can show their satisfaction or frustration) and information (facilitate decision making). All that function well combined can be an essential tool to archive success.

Therefore it's important that the managers understand and recognize the importance of the employee's satisfaction. According to Bohnenberger (2005) there are seven ways to attract, develop, retain and motivate the employees, which are: fight for talent, offer vision, prepare people for performance, teamwork and freedom of work, measure and recognize employers as customers.\

8.2. Managerial Implications

From the responses we could see that most of the employees are not satisfied with the internal communication practices, their answer that the managers don't hear their suggestions and complaining, don't inform them in advance in case of changes on policies or ask their opinions. It implies that the communication program is not effective and the managers should give it more importance because if the employees don't feel valued, they can quickly leave the company. The manager must understand the importance of successful communication within the company because synergies can be enhanced to meet the company's goals and effective strategies implemented to guarantee long-term success.

The results also show that the training and development program is still in process, even though the company provides training to the employees, most of this training is task relating, it means that, personal development of the employees are not taking under consideration. Therefore,

the manager should get the employees the opportunity to improve their knowledge, hence, enable them to grow their skills and abilities.

Even though the results of a rewards system show that it doesn't have a considerable influence on employee job satisfaction, most of the responses show that the rewards (extrinsic and intrinsic) are weak, which mean that, the compensation package is not satisfactory, they are not giving enough financial rewards, and the rewards system policies are not fair or transparent. It implies that the manager should put more in effort on intrinsic and extrinsic rewards programs, by establishing appropriate performance measurement and rewards system.

In short, the research shows that internal marketing can influence company efficiency because the satisfaction of employees about work is one of the aspects that can influence employee productivity. Therefore, Privates Universities in Mozambique should understand the importance of internal marketing practices and their effect on employee's job satisfaction, and if they want to achieve a competitive advantage, the employees are the key weapon. Moreover, they should first conduct an internal marketing research, so they can know the actual situation of the company, and know how create a better work condition for their employees to get the best of them.

8.3. Recommendations

Based on my personal experience and the knowledge that I acquired during this study, I formulated some suggestions that can help Privates Universities in Mozambique to improve its relations with employees, hence guarantee the employee's job satisfaction.

One of the things that I realized while conducted the data analysis is that most of the answers for questions related to the ability of the company to communicate to employees are

negative. Consequently, I conclude that if there is any communication program in the company, it needs to be improved. So, I suggest that the universities should have a strategical communication plan as part of their organizational strategy. The action plan should involve activities which the main objective is to make the employees happy, united and motivated. Some examples of the action plan are: promote talk engagement, educational workshop, happy hour where manager and subordinate attend, encourage teamwork games, events, make sport team, because internal marketing, it's about making the employee feel like they belong to workplace, and this company appreciates their effort. So, there are little actions that can make a big difference (see appendix 4).

Secondly, I suggest that the company should provide more off the job training program, meaning training outside of the company, it will allow the employee to have more information about their job duties in a controlled environment, without disturb others employees. And instead of just tasking relating training, they should have a training and development program that enable employees to develop skill and knowledge from different subjects, it will enable the employee to improve their individual skills. As part of the development program the university should offer the employees the opportunities to have tuition reduction, so they can pursuit academic path.

They also should provide exchange program within and outside the company, if the university have different facilities or collaboration with others colleges, employees should have the opportunity to experience how others works and learn what they should improve.

Finally, the company should practice more promotion from within in the rewards system policy, they should give employees the opportunity to move up the ladder, it can increase their morale, and encourage employees to work harder to get a chance to improve their career without having to change the company.

8.4. Limitations

During the research some limitations occurred and made me change the direction of my study. The first idea for my study was to study the telecommunication sector in Mozambique, I wanted to collect data from employees working on network mobile companies, but it was not possible because of the lack authorization for data collection. These companies does not allow researcher to conduct academic study, so it was difficult for me to have access to the employees.

Fortunately, two private's universities were open to be the object of the study, but it give me a condition of not mention the name of the university in the survey. And, for this reason, I didn't have how to distingue which answers come from the employees of one university of or others

Another challenge that I encounter was the limited access to more employee's respondent. My intention was to have a sample population of 50 to 100 respondents. But I only could collect data from 48 employees. Since the data collection were conducted used online survey, I only could access employees with access to the internet, and in Mozambique not a large number of population have access or understand how to make use of the information and communication technology.

In addition, the other restriction of this research is that the findings represent only a single section of Mozambique's education industry, the private sector. The outcome is more relevant for companies in the same organizational context. Any effort to generalize it should therefore be examined in advance.

8.5. Further Research

Future research should also reproduce this study in other emerging countries to determine whether specimens from distinct countries can be validated. The data should be collected at several

points and cross-layered analyzes should be carried out in order to assess the causality of the model. More independent variables should be taken in consideration, such as work environment, work condition and job security. Even include more dependent variable, such as customer satisfaction or performance, for instance, it will be interesting to see if there is a relationship between internal marketing and customer satisfaction or how it affect the productivity of the companies in Mozambique.

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APPENDIX

1. SPSS Output

Table and charts of Frequencies of the control variables

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	19	39.6	39.6	39.6
	Male	29	60.4	60.4	100.0
	Total	48	100.0	100.0	
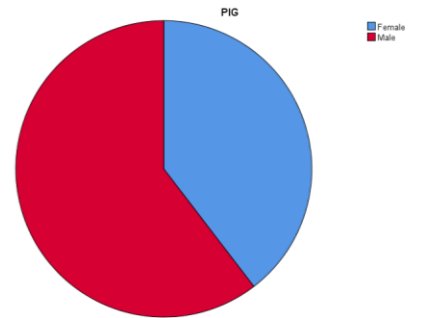
Department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrative	23	47.9	47.9	47.9
	Faculty	25	52.1	52.1	100.0
	Total	48	100.0	100.0	
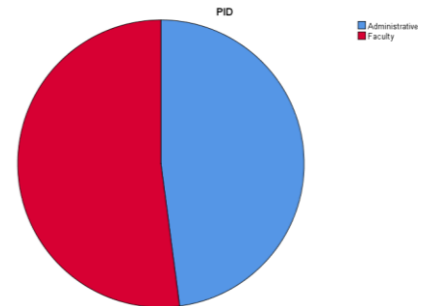
Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	8	16.7	16.7	16.7
	24-34	29	60.4	60.4	77.1
	34-44	10	20.8	20.8	97.9
	45-54	1	2.1	2.1	100.0
	Total	48	100.0	100.0	
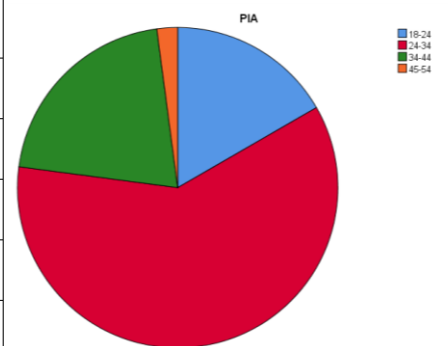
Table of Correlation analysis

55

Correlations

		internal communication	training and development	Reward System	leadership	job satisfaction
internal communication	Pearson Correlation	1	.615**	.492**	.663**	.694**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	48	48	48	48	48
training and development	Pearson Correlation	.615**	1	.645**	.600**	.650**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	48	48	48	48	48
Reward System	Pearson Correlation	.492**	.645**	1	.691**	.630**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	48	48	48	48	48
leadership	Pearson Correlation	.663**	.600**	.691**	1	.781**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	48	48	48	48	48
job satisfaction	Pearson Correlation	.694**	.650**	.630**	.781**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	48	48	48	48	48

**. Correlation is significant at the 0.01 level (2-tailed).

Regression analysis

Model	Variables Entered	Variables Removed	Method
	Variables Entered/Removed[a]		
1	PIA, PIG, PID[b]	.	Enter
2	internal communication	.	Enter
3	training and development	.	Enter
4	Reward System	.	Enter
5	leadership	.	Enter
a. Dependent Variable: job satisfaction			
b. All requested variables entered.			

Model Summary[f]				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.168[a]	.028	-.038	1.11701
2	.704[b]	.496	.449	.81409
3	.761[c]	.580	.530	.75194
4	.788[d]	.621	.566	.72236
5	.837[e]	.700	.648	.65071
a. Predictors: (Constant), PIA, PIG, PID				
b. Predictors: (Constant), PIA, PIG, PID, internal communication				
c. Predictors: (Constant), PIA, PIG, PID, internal communication, training and development				
d. Predictors: (Constant), PIA, PIG, PID, internal communication, training and development , Reward System				
e. Predictors: (Constant), PIA, PIG, PID, internal communication, training and development , Reward System, leadership				
f. Dependent Variable: job satisfactio				

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	1.595	3	.532	.426	.735[b]
	Residual	54.900	44	1.248		
	Total	56.495	47			
2	Regression	27.997	4	6.999	10.561	.000[c]
	Residual	28.498	43	.663		
	Total	56.495	47			
3	Regression	32.747	5	6.549	11.584	.000[d]
	Residual	23.747	42	.565		
	Total	56.495	47			
4	Regression	35.101	6	5.850	11.211	.000[e]
	Residual	21.394	41	.522		
	Total	56.495	47			
5	Regression	39.558	7	5.651	13.346	.000[f]
	Residual	16.937	40	.423		
	Total	56.495	47			
a. Dependent Variable: job satisfaction						
b. Predictors: (Constant), PIA, PIG, PID						
c. Predictors: (Constant), PIA, PIG, PID, internal communication						
d. Predictors: (Constant), PIA, PIG, PID, internal communication, training and development						
e. Predictors: (Constant), PIA, PIG, PID, internal communication, training and development , Reward System						
f. Predictors: (Constant), PIA, PIG, PID, internal communication, training and development , Reward System, leadership						

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	Std. Error	Beta		
1	(Constant)	3.177	.544		5.846	.000
	PIG	-.282	.335	-.127	-.842	.404
	PID	-.121	.329	-.056	-.369	.714
	PIA	.202	.247	.125	.817	.418
2	(Constant)	.427	.589		.724	.473
	PIG	-.062	.246	-.028	-.253	.801
	PID	.089	.242	.041	.366	.716
	PIA	.173	.180	.107	.960	.342
	internal communication	.865	.137	.698	6.312	.000
3	(Constant)	-.449	.622		-.721	.475
	PIG	.027	.230	.012	.116	.908
	PID	.023	.224	.010	.101	.920
	PIA	.211	.167	.131	1.264	.213
	internal communication	.582	.160	.470	3.641	.001
	training and development	.543	.187	.374	2.899	.006
4	(Constant)	-.418	.598		-.699	.488
	PIG	.073	.222	.033	.331	.742
	PID	.022	.216	.010	.102	.919
	PIA	.154	.162	.095	.945	.350
	internal communication	.532	.155	.430	3.429	.001
	training and development	.323	.207	.223	1.559	.127
	Reward System	.322	.151	.275	2.124	.040
5	(Constant)	-.620	.542		-1.144	.260
	PIG	.070	.200	.031	.349	.729
	PID	.072	.195	.033	.372	.712
	PIA	.119	.147	.073	.808	.424

		.311	.156	.251	1.999	.052
	internal communication					
	training and development	.275	.187	.190	1.469	.150
	Reward System	.083	.155	.071	.532	.598
	leadership	.520	.160	.456	3.244	.002
a. Dependent Variable: job satisfactio						

Excluded Variables[a]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	internal communication	.698[b]	6.312	.000	.693	.960
	training and development	.661[b]	5.706	.000	.656	.957
	Reward System	.626[b]	5.181	.000	.620	.954
	leadership	.781[b]	8.067	.000	.776	.958
2	training and development	.374[c]	2.899	.006	.408	.600
	Reward System	.376[c]	3.289	.002	.453	.732
	leadership	.567[c]	4.771	.000	.593	.551
3	Reward System	.275[d]	2.124	.040	.315	.551
	leadership	.492[d]	4.010	.000	.531	.490
4	leadership	.456[e]	3.244	.002	.456	.379

a. Dependent Variable: job satisfactio

b. Predictors in the Model: (Constant), PIA, PIG, PID

c. Predictors in the Model: (Constant), PIA, PIG, PID, internal communication

d. Predictors in the Model: (Constant), PIA, PIG, PID, internal communication, training and development

e. Predictors in the Model: (Constant), PIA, PIG, PID, internal communication, training and development , Reward System

Residuals Statistics[a]					
	Minimum	**Maximum**	**Mean**	**Std. Deviation**	**N**
Predicted Value	.9484	4.7389	3.3646	.91742	48
Residual	-1.48428	1.38514	.00000	.60030	48
Std. Predicted Value	-2.634	1.498	.000	1.000	48
Std. Residual	-2.281	2.129	.000	.923	48
a. Dependent Variable: job satisfaction					

2. Questionnaire English version

1. Personal information					
Gender	Male	Female			
Department	Administrative	faculty member			
Age	18-24	25-34	35-44	45-54	55 and over years
2. Internal communication					
	1) = Strongly disagree	**2) = Disagree**	**3) = Neutral**	**4) = Agree**	**5) = Strongly agree**
The company informs employees of the significance of its services	1	2	3	4	5
Company gathers employee feedback	1	2	3	4	5
We have regular meetings with managers	1	2	3	4	5
The communication channels are practical and opened	1	2	3	4	5
The company regularly seeks for employee suggestions	1	2	3	4	5
Company collects data on employee complaints	1	2	3	4	5
Before any change in the system or policy is made the supervisor informs us in advance	1	2	3	4	5

The internal communication program in my company, its directed to all employees	1	2	3	4	5

3. Training and development

	1=Strongly disagree	2=Disagree	3=Neutral	4=Agree	5=Strongly agree
Employees are appropriately trained to fulfill their duties	1	2	3	4	5
Company training has allowed me to perform well my job	1	2	3	4	5
Training in this company is closely linked to each employee's needs	1	2	3	4	5
If you move from department to department, you will be trained by the new supervisor for a specified time period.	1	2	3	4	5
Training in my department is regular	1	2	3	4	5
The company considers knowledge and skills development to be a priority	1	2	3	4	5
The knowledge and skills of employees are a continuous process in this organization.	1	2	3	4	5

4. Reward system

	1=Strongly disagree	2=Disagree	3=Neutral	4=Agree	5=Strongly agree
Performance measurement and reward systems encourage employees	1	2	3	4	5
I know if I do something outstanding I will receive a financial reward or bonus	1	2	3	4	5
No matter what your performance, everyone receives an annual bonus.	1	2	3	4	5
The compensation package that I receive encourage me to work with full dedication	1	2	3	4	5
The company reward policy are fair and clear	1	2	3	4	5
In the company I have opportunities to get promotion	1	2	3	4	5

5. Leadership

	1=Strongly disagree	2=Disagree	3=Neutral	4=Agree	5=Strongly agree
The company provides employees with a vision we trust	1	2	3	4	5
The vision of the company is well known to all staff	1	2	3	4	5
The company encourage team work	1	2	3	4	5
Manager listen and take in consideration employees ideas	1	2	3	4	5
Manager provides me with feedback and guidance	1	2	3	4	5
The manager gives special recognition at good performance	1	2	3	4	5
The manager is a leader	1	2	3	4	5
6. Job satisfaction					
I'm happy with my job considering everything.	1	2	3	4	5
I am glad that this company has the opportunity to promote	1	2	3	4	5
I'm glad to suggest that my friends or family work in this company	1	2	3	4	5
Overall, I'm happy with my colleagues	1	2	3	4	5

3. Questionnaire in Portuguese Version

1. Informacao pessoal					
Genero	Masculino	Feminino			
Departamento	Administrativo		Docentes		
Idade	18-24	25-34	35-44	45-54	55 acima
2. Internal communication					

	1) = discordo fortemente	2) = discordo	3) = Neutro	4)= concordo	5) = concordo fortemente
A empresa comunica aos funcionarios a importancia do seu papel	1	2	3	4	5
A empresa colecta feedback dos funcionarios quando executam tarefas	1	2	3	4	5
Nós temos reunioes regulares (semanalmente) com gestor do nosso sector	1	2	3	4	5
Os canais de comunicacao sao practicos, facilitam que a comuncacao chegue a tempo e para todos	1	2	3	4	5
A empresa regularmente procura ouvir sugestoes dos funcionarios	1	2	3	4	5
A empresa colhe dados sobre preocupacoes ou queixas dos funcionarios	1	2	3	4	5
Antes de fazer qualquer mudanca no sistema ou politica o gestor informa aos funcionarios a prior	1	2	3	4	5
Existe um programa de comunicacao interna para todos os funcionarios da empresa onde trabalho	1	2	3	4	5

3. Treinamento e desenvolvimento

	1) = discordo fortemente	2) = discordo	3) = Neutro	4)= concordo	5) = concordo fortemente
Trabalhadores sao propriamente treinados para desempenhar as suas tarefas	1	2	3	4	5
O treinamento que a empresa providencia permite-me executar bem as minhas tarefas	1	2	3	4	5
Nessa empresa trainamento está mais relacionado com as necessidades inviduais de cada funcionário	1	2	3	4	5

	1	2	3	4	5
Se um funcionário é movido de um departamento para outro, o novo supervisor treina pessoalmente ele/ela por um determinado periodo	1	2	3	4	5
Treinamento no meu departamento é regular	1	2	3	4	5
A empresa vê o desenvolvimento de conhecimento e habilidades dos funcionários como prioridade	1	2	3	4	5
Nessa empresa desenvolvimento de conhecimento e habilidades dos funcionários ainda está em processo	1	2	3	4	5

4. Sistema de recompensa

	1) = discordo fortemente	2) = discordo	3) = Neutro	4)= concordo	5) = concordo fortemente
Medição de desempenho e sistemas de recompensa incentivam funcionários	1	2	3	4	5
Quando faço algo extraordinário, sei que receberei alguma recompensa financeira ou bônus	1	2	3	4	5
Todo mundo recebe um bônus anual, independentemente do seu desempenho	1	2	3	4	5
O pacote de remuneração que recebo me incentiva a trabalhar com dedicação integral	1	2	3	4	5
A política de recompensa da empresa é justa e clara	1	2	3	4	5
Na empresa eu tenho oportunidades para obter promoção	1	2	3	4	5

5. Liderança

	1) = discordo fortemente	2) = discordo	3) = Neutro	4)= concordo	5) = concordo fortemente

A empresa oferece aos funcionários uma visão em que podemos acreditar	1	2	3	4	5
visão da empresa é bem comunicada a todos os funcionários	1	2	3	4	5
A empresa incentiva o trabalho em equipe	1	2	3	4	5
O gerente ouve e leva em consideração as idéias dos funcionários	1	2	3	4	5
Gerente me fornece feedback e orientação	1	2	3	4	5
O gerente dá reconhecimento especial pelo bom desempenho	1	2	3	4	5
O gerente é um líder	1	2	3	4	5

6. Job satisfaction

	1) = discordo fortemente	**2) = discordo**	**3) = Neutro**	**4)= concordo**	**5) = concordo fortemente**
Considerando tudo, estou satisfeito com o meu trabalho.	1	2	3	4	5
Estou feliz com a oportunidade de obter uma posição melhor nesta empresa	1	2	3	4	5
Fico feliz em recomendar meus amigos ou familiares para trabalhar nesta empresa	1	2	3	4	5
Ao todo, estou satisfeito em trabalhar com meus colegas de trabalho	1	2	3	4	5

4. Example of Internal Marketing Action Plan

Action	Objective	Timetable	Target	Expected outcome
Project connected: meeting with one employee from each sector to debate how to improve process and procedures	Knowledge of work and importance of other sectors	Once per week	All employees	Maximize the results of the services offered by the university from the general knowledge of all employees of the company
Project come closer: Create an event that involves all the coordinators/supervisors to discuss and report the work done by them during the month	Promote closer approximation with coordinators / supervisors, since communication is often done in calls and emails	Once per month	All coordinators/ supervisors	Strengthen ties
Project happy moment: Create an event to celebrate the birthday of the employees of that month, inform about the company achievements, as well provide moments of relaxation and interaction	Promote entertainment and transparency	Last day of each month	All employees	Improving the organizational climate and encourage employees
Internal magazine: news about the company and projects; entertainment, culture, gastronomy; and interview with one or two employees	Keep the worker involved with the institution	Trimestral	All employees	Make the employees feel valued
Project Shake it Out: Five minute radio exercises every day before start the work	Improve quality of life	Daily	All Employees	Raise motivation and disposition
Coffee with the boss: Meeting within each sector	Bring the team closer	Once per month	All employees	Promote more satisfaction

				and proximity
Training: to train workers in specific areas, according to the institutional, specific and personal needs, where the worker chooses the area he would like to acquire knowledge	Train the workers of the institution, so that it is able to work efficiently in the chosen area	When it is needed	Every employees	Improve service quality and performance
Project Insight: give the employees opportunities to present new and innovative ideas that will help company to improve	Promote employees participation in problem solution and empowerment of the employee	Trimestral	All employees	Increase employee's satisfaction and contribute to the improvement of the institution