

Internal Marketing: Forgotten Variables for Work Engagement and Job Performance in Higher Education

DUDUN JUNAEDI ^a, NURHASANAH PASARIBU  ^b, AKHMAD NIKO APRIADI ^c

^a Akademi Sekretari Dan Manajemen, Kencana Bandung, Jawa Barat, Indonesia, ^b University of Putera Batam, Riau, Indonesia University of Putera Batam, Riau, Indonesia, ^c STIA Bagasasi, Bandung, Jawa Barat, Indonesia .

To cite this article: Dudun Junaedi, Pasaribu, N., Apriadi, A. N. 2025. Internal Marketing: Forgotten Variables for Work Engagement and Job Performance in Higher Education. *European Review of Business Economics*, IV(2): 99-122.

DOI: <https://doi.org/10.26619/ERBE-2025.4.2.5>.

ABSTRACT

A paradigm shift in Human Resource Management (HRM) is not enough to establish it as an asset. A service-dominant logic (SDL) approach is essential to place employees at the centre of institutional focus. The objective of this study is to analyse the role of Internal Marketing (IM) in enhancing Work Engagement (WE) and performance within higher education. The research method involves a causal study, utilising an explanatory survey with a questionnaire administered to lecturers in private higher education institutions. The sample consists of 357 respondents selected through cluster random sampling. Data analysis was conducted using covariant Structural Equation Modelling (SEM). When integrated as part of the HRM system, IM impacts lecturers' WE and performance. This integration enables institutions to fulfil their roles in providing teaching, research, and community services. IM positively influences job performance, both directly and through WE, with mediation effects partially observed. This study bridges marketing science and SDL, showcasing the interface between co-creation and HR in higher education institutions as a basis for individual performance improvement.

Keywords: Higher education, Job Demands-Resources, Job performance, Lecturer, Service-Dominant Logic.

JEL Codes: M10

I. Introduction

INTERNAL MARKETING (IM) has been a topic of interest for decades, although recent trends indicate a decline in research on this subject (Qaisar & Muhamad, 2022). As a strategic approach, IM applies marketing principles to reduce resistance to change while aligning, motivating, and coordinating employees (Soleymandarabi et al., 2024). It is recognised as an effective strategy to build organisational capabilities and leverage environmental opportunities (Sahibzada et al., 2019).

Despite its potential, the implementation of IM faces significant challenges. Sahibzada et al. (2019) affirm that the concept of IM can adapt to evolving business conditions, organisational demands, and advancements in higher education. However, the acceptance of the IM concept is very limited among higher education practitioners (Vel et al., 2019). IM remains a relatively new concept in non-Western countries (de Bruin et al., 2021). On the contrary, organisations often struggle with addressing the diverse needs of their employees amid limited resources, which leads to a weak application of IM practices (Davras, 2024; Khan et al., 2024). This issue is particularly evident in higher education, where the application of IM is the lowest compared to other sectors (Altarifi, 2014; Qaisar & Muhamad, 2022). In this context, a limited scope and the fragmentation of functions responsible for IM create confusion and hinder its consistent and effective implementation, especially in educational institutions (Bendtsen, 2024).

Higher education institutions are expected to generate knowledge that significantly impacts socio-economic development (Ochieng & Gyasi, 2021) and to serve as instruments for advancing human civilisation (Retnowati et al., 2021). However, many institutions, particularly private ones, lack comprehensive strategic frameworks that optimise service provision for their internal customers, namely, lecturers. High teaching loads and insufficient support for research further contribute to low productivity and unmet expectations among lecturers (Lee et al., 2019; Ochieng & Gyasi, 2021; Sherani et al., 2023; Winarno & Hermana, 2021).

Integrating the principles of Service-Dominant Logic (SDL) into IM provides a promising theoretical and operational framework for addressing these challenges. SDL, as introduced by Vargo and Lusch (2006), emphasises that value is co-created through dynamic interactions between providers and beneficiaries, positioning employees not merely as passive service deliverers but as active co-creators of value. This perspective highlights the importance of employees' skills and knowledge, considered as operant resources, which are central to driving value creation (Grönroos & Gummerus, 2014; Qiu et al., 2021). By embracing SDL, IM moves away from a supplier-dominated view and adopts a more interactive, collaborative approach that aligns with modern, flexible work arrangements.

The operational integration of IM into human resource management (HRM) systems further reinforces this shift (Al-Khateeb & Al-Hashmawi, 2021; Chen & Chen, 2015; Pavlidou & Efstathiades, 2021). Treating HR functions as an internal market enables organisations to enhance recruitment, training, and motivation, ultimately aligning employees with the institution's strategic goals. This approach is particularly relevant in higher education, where the heavy teaching loads and considerable pressure on lecturers demand innovative solutions to improve research productivity and overall performance. By leveraging SDL, IM not only enhances employee engagement but also drives sustainable value co-creation both within the institution and during interaction with external stakeholders.

Overall, IM holds significant potential to enhance employee performance through employee engagement and educational service quality; however, its current implementation in higher education remains limited. Integrating SDL into IM strategies

offers a robust framework that repositions employees as active participants in value creation. This paradigm shift is essential for fostering dynamic engagement and performance in higher education institutions. IM positions lecturers as internal customers. This practice is evidenced by the provision of resources that ensure both work engagement (WE) and performance (Bakker et al., 2023; Bakker et al., 2004). IM increases employee engagement, including at the faculty level, to drive innovative educational service performance (Sarangal et al., 2024; Yıldız, 2016b). IM strongly influences institutional output (Chen & Chen, 2015). By guaranteeing the availability of these resources, IM fosters an environment where lecturers become emotionally and actively engaged in teaching, research, and community service. Integrating these three variables illustrates a mechanism that supports two critical processes, namely, the health impairment process and the motivational process, which directly contribute to enhanced professional performance.

This research contributes to filling the gaps in IM and its relationship with employees by: 1) clarifying the concept of IM based on the theoretical framework of SDL; 2) providing an operational framework for developing a research performance management system within a university environment through an interdisciplinary approach grounded in SDL. The study highlights the importance of an interdisciplinary perspective in HR governance as an optimal way to boost engagement and performance; and 3) additionally, it offers practical guidelines to continually integrate IM into HR activities by treating HRs as customers to drive engagement and performance. Qiu et al. (2021) emphasise the value of organising knowledge about IM to meet practical needs.

The objectives of this research are based on the following research questions:

RQ1: What is the impact of IM on employee performance in higher education?

RQ2: Does engagement mediate the effect of IM on employee performance in higher education?

The structure of this paper consists of six sections: the first section is the introduction, which explains the theoretical gap concerning the lack of research on IM and its functions in higher education. The second section comprises the literature review and hypothesis development, based on the research objectives and relevant studies. The third section discusses the research method, detailing the sample criteria, minimising common method bias, and ethical considerations, including how to collect data in a non-biased manner. The fourth section presents the results in line with the research objectives. The fifth section discusses the findings in relation to previous studies, highlighting both contrasts and similarities. The sixth section concludes with an examination of the implications and limitations of the research as a basis for future research.

II. Literature Review

A. Synergy between IM and HRs

IM is developed from the perspective of employees as customers, positioning them as the company's primary market (Sinčić & Pološki Vokić, 2007). It serves as a strategic

approach that promotes and implements organisational change, emphasising the philosophy of treating staff as the company's customers (Chen & Chen, 2015; Huang, 2020; Paul & Sahadev, 2018). IM is considered a controllable element within the organisational environment (de Bruin et al., 2021). The concept of IM is often measured unidimensionally, focusing on ease of implementation within the context of higher education (Yildiz & Kara, 2017).

Based on its orientation towards HR, IM is framed by Narteh and Odoom (2015) and Al-Khateeb and Al-Hashmawi (2021). Key dimensions of IM in HR governance include training and development, incentives and bonuses, internal communication, and empowerment. Earlier studies identified dimensions such as empathy and consideration, upward communication, benchmarking, promotional activities, job quality and rewards, as well as value and information sharing (Jou et al., 2008). Additional dimensions include developmental opportunities, feedback, information justice, internal market research, and training (Khalid & Hadi, 2021). Further dimensions of IM in HR are defined as follows: (1) internal market analytics; (2) internal communication; (3) employee development; (4) employee rewards and recognition; (5) job design and empowerment; and (6) leadership and organisational culture (Qiu et al., 2021). These dimensions facilitate the identification of value exchanges, external employee market conditions, segmentation of the internal market, and tailored strategies for each segment. Communication and response mechanisms, including management considerations, bonus and salary systems, and training programmes designed to meet employee needs, are integral components of IM (Vel et al., 2019).

Although IM is initially framed as treating employees as internal customers, IM is inherently multidimensional, and there are contextual limitations within IM research (Khan et al., 2024). IM appears fragmented, making it difficult to ascertain how these dimensions interact or contribute collectively to organisational outcomes. In contrast, there is a complexity in addressing the diverse needs of employees, along with limited resources to support the implementation of IM (Davras, 2024), particularly in educational institutions (Bendtsen, 2024).

B. Service-Dominant Logic Co-Creation

One of the theories used in marketing is SDL, developed by Vargo and Lusch (2004). SDL shifts the focus of marketing from goods as tangible items to services as the primary medium of value creation (Lusch & Vargo, 2006). SDL promotes customer-centric, relationship-focused exchanges in which value is co-created, thereby enhancing societal well-being, customer loyalty, and competitive advantage. SDL positions itself as an inherently ethical framework by integrating moral constraints into economic behaviours, acknowledging that a firm's motivations are influenced by societal norms (Tregua et al., 2021; Williams & Aitken, 2011).

In the context of higher education, SDL co-creation involves both service co-creation (service as an output) and value co-creation (Cruz et al., 2024). However, this practice primarily focuses on the main customers, namely students, rather than employees. SDL is more oriented towards external customers as the key actors in the creation of service value (Datta, 2017). However, under SDL, service is described as a process in which one

actor applies their competencies (knowledge and skills) to provide benefits to other actors (Adi et al., 2024). Internal customers play a critical role in determining organisational performance (Altarifi, 2014; Ewing & Caruana, 1999; Sahibzada et al., 2019; Tsai & Wu, 2011; Vel et al., 2019). Thus, achieving a balance between focusing on internal and external customers is essential to ensuring the sustainability of higher education institutions.

C. WE

WE refers to the effort exerted in fulfilling job duties and responsibilities based on expressive, cognitive, and emotional factors (Kahn, 1990; Schaufeli & Bakker, 2004). It is characterised as a positive and satisfying work-related state of mind marked by vigour, dedication, and absorption (Bakker & de Vries, 2021; Bakker et al., 2023; Schaufeli et al., 2018). Lee et al. (2019) stated that WE, both in terms of concept and measurement, is closely linked to work resources. Within the Job Demands-Resources (JD-R) theory, WE is represented as an aspect of occupational health (Lesener et al., 2020). WE illustrates the relationship between organisations and employees, impacting productivity and fostering long-term sustainability for both companies and employees (Tirastittam et al., 2020). However, as demands continue to rise, not only organisational and personal resources are required. The integration of IM into the HRM system offers operant resources that enhance organisational performance and sustainability.

D. Employee performance in higher education

Individual performance is generally considered multidimensional, encompassing task performance, contextual performance, and adaptive performance (Borman & Motowidlo, 1997). Performance consists of a combination of activities that vary significantly across different stages and are required for specific objectives (Scott & Bruce, 1994). In the context of higher education, the performance of individuals, such as lecturers, is shaped by the goals and roles associated with higher education institutions (Sukirno & Siengthai, 2011). Hagen (2020) discusses performance in teaching, while Iqbal and Mahmood (2011), Ochieng and Gyasi (2021), and Zajda and Rust (2020) highlight research as an important output in addition to teaching and learning responsibilities. Winarno and Hermana (2021) address the performance of lecturers in research activities.

E. Hypothesis Development

IM and WE

The service system for employees fosters changes in employee behaviour. By viewing employees as customers, companies can optimise operant resources (knowledge and skills) to enhance performance through two-way communication and increased WE (Prasad & Mnandi, 2017). Customers are always seen as "co-creators of value" (Vargo & Lusch, 2008). IM serves as a resource for WE (Shakya & Tamang, 2020; Yildiz, 2016a; Yildiz, 2022). In the context of education, there is a relationship between the availability of resources and the need to encourage lecturer involvement (Chukwuedo & Egbri,

2020). The fulfilment of both organisational and personal resources ensures engagement (Bakker & de Vries, 2021; Bakker et al., 2023). Al-Weshah (2019) and Vajpai and Tribhuvan (2021) suggest that HR governance based on IM will promote high levels of employee engagement. IM meets resource needs while providing opportunities for employees to create value, which serves as a resource to drive long-term employee involvement. IM creates a work environment that supports vigour (energy), dedication, and absorption (total engagement) (Sarangal & Nargotra, 2017). Nonetheless, it is crucial to acknowledge that in academia, factors such as intellectual freedom, research autonomy, and academic governance also play pivotal roles in shaping lecturer engagement. Simply applying IM principles without adapting them to the unique needs of educational institutions may limit their effectiveness in fostering long-term commitment and professional fulfilment. In education, IM views work as an internal product, where employee engagement is a key factor in organisational sustainability (Yildiz, 2016a).

Ha 1: IM has a positive effect on WE

IM and job performance

From the perspective of the Service Profit Chain model by Heskett (1990) and Fitzsimmons (Fitzsimmons & Fitzsimmons, 2006), employees who receive adequate service and treatment from their company are likely to demonstrate optimal performance. IM fosters a positive response to work (de Bruin et al., 2021; Tareef & Balas, 2012). It serves as a strategy for creating a high-performance organisational system, achieved through the management of interdependent internal elements of the marketing mix (Komarac et al., 2017). Al-Khateeb and Al-Hasnawi (2021) further emphasised that the marketing function is not only related to service provision but also pertains to optimising the performance of individuals within the organisation. IM encourages changes in organisational members to enhance their performance toward external customers and stakeholders. Sahibzada et al. (2019) noted that IM is critical for the success of external marketing in higher education. The notion of treating employees as customers drives improvements in employee performance. IM helps improve lecturers' performance by enhancing organisational justice (Chasanah et al., 2020). It views work as an internal product, where employee engagement serves as a key factor in boosting organisational performance (Sarangal et al., 2024). The proposed hypothesis is as follows:

Ha 2: IM has a positive influence on job performance

IM, WE, and job performance

IM is an activity guided by a paradigm that views employees as customers rather than mere assets. This paradigm shift encourages improvements in employee performance. Al-Weshah (2019), Bojarskytė (2017), Haji et al. (2023), and Ragab and Saleh (2020) emphasise the importance of IM in promoting WE. IM functions as a management strategy and philosophy that influences employee attitudes and behaviours through various practices, including employee selection, training, motivation, empowerment,

and the maintenance and development of quality human resources (Ragab & Saleh, 2020; Vajpai & Tribhuvan, 2021). An institutional orientation that treats employees as customers in IM activities is positively related to direct performance outcomes (de Bruin et al., 2021; Duyan, 2020; Gelen, 2021; Nemteanu & Dabija, 2021).

However, IM alone is not sufficient to enhance lecturers' innovative behaviour; WE also plays a crucial role Sarangal et al. (2024). Chiu et al. (2020) and Davoudi and Taştan (Taştan & Davoudi, 2020) explain that this influence can occur either directly or through mediating variables. From the perspective of the JD-R model, optimal performance is achieved through the fulfilment of both work and personal resources (Bakker & Demerouti, 2018; Schaufeli & Bakker, 2004). Albrecht and Andreetta (2011) assert that organisational resources, such as human resource practices and job resources, are positively related to employee WE and performance. Effective internal services create a favourable environment that promotes WE (Shi & Gordon, 2020; Shin & Jeung, 2019).

Effective IM provides the necessary support and creates an appealing environment that encourages employees to fully engage in enhancing their work performance (Yıldız, 2024). Farrelly et al. (2012) suggest that IM serves as a platform to foster employee engagement and performance. Font et al. (2021) present SDL as a strategy for sustainable value creation. IM practices operationalised by HR provide resources to support engagement and performance (Al-Weshah, 2019; Prasad & Mnandi, 2017; Vajpai & Tribhuvan, 2021). The implementation of IM within the HR management system represents an institutional effort to meet the needs for work and resources. Employees who receive personal resources and work through a robust internal service system are likely to be more engaged and demonstrate optimal performance as part of their moral responsibility to the institution. IM influences employee performance in various contexts and institutions, either directly or indirectly through mediating variables such as WE. IM strategies cannot be merely administrative; they must be oriented towards the resource needs of lecturers to encourage greater engagement and achieve optimal performance.

Ha3: WE partially mediates the influence of IM and Job performance

III. Methods

A. Research Approach

The research design involves hypothesis testing (Bougie & Sekaran, 2019) to explain the influence of IM on job performance, either directly or through WE. The research is conducted in a non-contrived or natural setting, focusing on lecturers who hold permanent positions at private higher education institutions.

B. Sample

The sample consists of 241 lecturers employed at private higher education institutions, all of whom have at least one year of research experience in the L2 Dikti region. The lecturers were randomly selected from various districts and cities in West Java.

C. Questionnaire design and development of statement item

The questionnaire was developed based on the specific research problems faced by lecturers. The measurements for IM were adapted from the dimensions proposed by Yıldız and Kara (2017), which include the organisation providing offices, equipment, and supplies in alignment with employee expectations, as well as fulfilling the basic needs (salary, insurance, and job security) of its employees. The instrument testing results indicate adequate validity values (greater than 0.52) and reliability values of 0.92. The validity and reliability tests involved 30 employees who were not part of the sample but possessed similar characteristics.

The measurement of WE was developed based on the Utrecht Work Engagement Scale (UWES) by Schaufeli and Bakker (2004), focusing on three dimensions: vigour, dedication, and absorption. For instance, one item assessed whether the research work inspires the lecturer. The instrument testing results indicate that the validity values are adequate, with the lowest value being 0.67, and reliability standing at 0.93.

The assessment of lecturer performance concentrated on research performance, drawing from the work of Scott and Bruce's (1994) and Winarno and Hermana's (2021) particularly innovative performance. This included statements such as: 1) identifying problems during the implementation of research (e.g., budget, data collection, data processing, and research approach) and generating ideas or solutions; 2) seeking innovative support for research; and 3) completing ideas related to research. The instrument testing results indicate that the validity values are adequate, with the lowest value being 0.42, and reliability standing at 0.87.

Responses to the questionnaire were measured on a rating scale from 1 to 5, with answer categories ranging from "Only once" to "Always" and "Disagree" to "Strongly agree" with the statements provided.

D. Common biased method and ethical research

Based on the time dimension/horizon, this research is a cross-sectional study. Data collection lasted for one month, conducted both online and offline (for regions with inadequate internet connectivity). To reduce common method bias, the researcher collected data in stages. In the first week, data were collected for the IM variable, followed by the collection of data for WE and performance variables in the subsequent two weeks. The researcher also utilised additional data related to the performance of lecturers by randomly involving students through a survey. The items used in the questionnaire have been tested for validity and reliability. The study clearly outlined its objectives, ensuring that there were no risks associated with participation. Participants' identities were kept anonymous, and clear instructions for filling out the questionnaire were provided, including a note indicating that some statements were written in a negative format. Data collection was assisted by four research assistants who coordinated with private higher education institutions in the L2 Dikti region. Participation in completing the questionnaire was voluntary, and samples were given the freedom to opt out of subsequent data collection stages if they were unable to participate or felt uncomfortable. The researcher employed the marker variable technique, adding a marker variable to detect and account for biases in the data, specifically using a variable related to tourist

destination choices. The results of testing the marker variable showed a very low correlation with each of the other variables, with coefficients less than 0.3.

E. Data analysis

Data analysis was carried out using Structural Equation Modelling (SEM) with Amos software tools and graphics from IBM SPSS. The stages of the statistical procedure used are in accordance with Hair et al. (2021). Covariance-Based SEM (CB-SEM) is commonly chosen for theory-driven studies that require comprehensive validation of models and relationships among multiple variables. CB-SEM offers various goodness-of-fit (GOF) indices, allowing researchers to assess how well the proposed model fits the data.

IV. Results

A. Descriptive Analysis

The results of the descriptive analysis can be seen in Table 1 as follows.

Table 1: Descriptive Analysis Results

Variable	Mean	Standard deviation
Internal Marketing	3.50	0.47
Employee engagement	3.05	0.84
Job performance	2.78	0.79

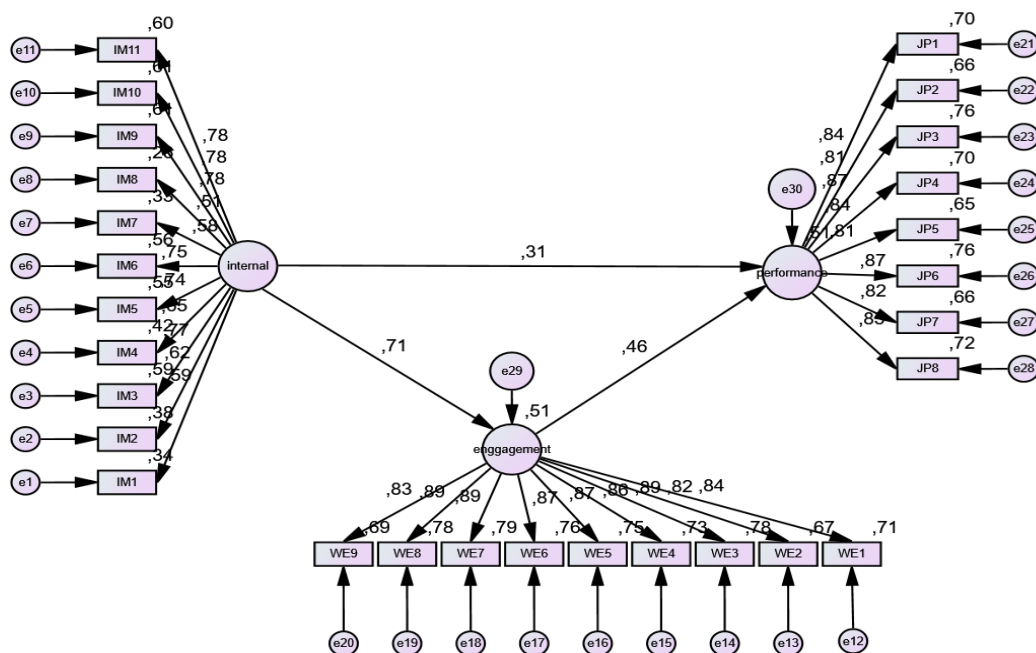
According to the results of the descriptive analysis, IM is categorised as sufficient, with a score of 3.5. This indicates that the practice of HRM is considered adequate in treating lecturers as customers. However, when compared to the expectations of the lecturers, the score remains low. The average score for IM suggests that higher education institutions are adequately providing offices, equipment, and supplies to support lecturers' activities, including research. Additionally, higher education institutions are reasonably capable of meeting basic needs such as salaries in accordance with salary standards, health insurance for both lecturers and their family members, and job security guarantees. With a standard deviation of 0.47, it indicates that there is relatively little variation between different higher education institutions. WE has an average value of 3.05, indicating that lecturers are less willing to contribute their thoughts and energy (Vigor) to research. The levels of enthusiasm in conducting research (Dedication) and perseverance in research (Absorption) are also low. Based on the respondents' profiles, which are predominantly composed of lecturers with a working period of 10-15 years and ages ranging from between 40 to 50, it can be inferred that the respondents have been in their positions for a long time and are familiar with their work within the organisation. The standard deviation value of 0.831 is relatively high compared to the other two variables, suggesting that the level of WE among lecturers varies significantly. Job performance is categorised with a score of 2.78, indicating that lecturers are less innovative in their research practices, such as in addressing budget issues, data management, and data processing. The research approaches employed tend to be less innovative, particularly in generating ideas or solutions for resolving budget problems.

This lack of innovation is evident in the limited number of lecturers who look for support for their research, including the transition from research ideas to publication in reputable journals. The standard deviation value of 0.79 indicates a greater variance among lecturers regarding their innovative behaviours in research compared to IM.

B. Inferential Analysis

The individual results indicate that the measurement model is acceptable. Each component has a GOF value that meets adequate acceptance criteria. IM has the following values: $CMIN/df = 2.12$, $GFI = 0.92$, $CFI = 0.945$, $PNFI = 0.68$, $RMSEA = 0.061$, and $SRMR = 0.042$. Work Engagement (WE) has the following values: $CMIN/df = 1.92$, $GFI = 0.92$, $CFI = 0.97$, $PNFI = 0.76$, $RMSEA = 0.041$, and $SRMR = 0.002$. Job performance, as constructed in this study, has the following values: $CMIN/df = 1.98$, $GFI = 0.91$, $CFI = 0.95$, $PNFI = 0.76$, $RMSEA = 0.051$, and $SRMR = 0.032$. The results of the individual GOF tests demonstrate that the variable constructs align well with the field data. Overall, the results of the Confirmatory Factor Analysis (CFA) can be seen in the following Figure 1.

Figure 1
CFA Model.



The results of the CFA indicate that each variable has a significant relationship in accordance with the theoretical constructs used as references. Each indicator for the latent variables is acceptable. The results of the testing can be seen in Table 2.

Table 2: Regression weights

Notes: C.R.: Critical ratio, SE: Standard error, *p*: P-Value, USLF: Unstandardised Loading Factor, SLF: Standardised Loading Factor, *** *p* < 0.001.

Observed Variable	Path	Latent Variable	USLF	SLF	SE	C.R	<i>p</i>
IM1	<---	internal	1.000	0.586	0.102	7.621	***
IM2	<---	internal	1.352	0.619	0.172	7.852	***
IM3	<---	internal	1.728	0.769	0.188	9.187	***
IM4	<---	internal	1.217	0.648	0.150	8.130	***
IM5	<---	internal	1.649	0.740	0.183	9.023	***
IM6	<---	internal	1.707	0.746	0.188	9.083	***
IM7	<---	internal	1.000	0.576	0.133	7.542	***
IM8	<---	internal	1.118	0.507	0.167	6.694	***
IM9	<---	internal	1.842	0.784	0.200	9.194	***
IM10	<---	internal	1.806	0.783	0.196	9.198	***
IM11	<---	internal	1.743	0.776	0.192	9.064	***
WE1	<---	engagement	1.000	0.845	0.051	16.021	***
WE2	<---	engagement	1.223	0.818	0.076	16.060	***
WE3	<---	engagement	1.192	0.886	0.065	18.389	***
WE4	<---	engagement	1.016	0.857	0.058	17.383	***
WE5	<---	engagement	1.063	0.867	0.060	17.842	***
WE6	<---	engagement	1.064	0.872	0.060	17.857	***
WE7	<---	engagement	1.230	0.888	0.067	18.460	***
WE8	<---	engagement	1.238	0.885	0.068	18.262	***
WE9	<---	engagement	0.974	0.829	0.059	16.410	***
JP1	<---	performance	1.000	0.837	0.055	16.134	***
JP2	<---	performance	0.899	0.814	0.058	15.555	***
JP3	<---	performance	1.222	0.874	0.070	17.527	***
JP4	<---	performance	0.880	0.835	0.054	16.236	***
JP5	<---	performance	0.933	0.806	0.061	15.247	***
JP6	<---	performance	1.124	0.870	0.065	17.313	***
JP7	<---	performance	0.909	0.815	0.059	15.538	***
JP8	<---	performance	1.033	0.849	0.062	16.546	***

Based on Table 2, we observe that all observed variables have a CR score greater than 1.96, and the P score is indicated as '***', meaning it is less than 0.001. We can conclude that the constructs of the variables in this research are valid. Convergent validity is established if the Unstandardised Loading Factor (USLF) score is 0.70 (Hair et al., 2019). All observed variables have a USLF of 0.70 or higher, leading to the conclusion that all variables are valid. According to Hair et al. (2016), these two observed variables are still considered valid if the SLF score is greater than 0.05. Therefore, each indicator in this study can be utilised.

Next, we conducted the testing for Average Variance Extracted (AVE), composite reliability, and discriminant validity, as shown in Table 3. The AVE values are greater than 0.50, which indicates that the observed variables have an adequate ability to explain the variance in the latent variables. It can be observed that the IM.1-IM11 indicators have the highest correlation with the IM variable (X₁), at 0.528, compared to other latent variables. The WE1-WE9 indicators show the highest correlation with the WE variable (X₂), explaining 74.2% of the variation in WE. The JP1-JP9 indicators have the highest correlation with the Job Performance variable, explaining 70.2% of the variation in job

performance compared to other latent variables. The instrument has Composite Reliability and Cronbach's Alpha values greater than 0.70, which exceeds the threshold of 0.70, indicating that the instrument used is internally reliable (Hair et al., 2021). Thus, we can conclude that discriminant validity is accepted. Each observed variable can distinguish its respective latent variable.

Table 3: AVE, Composite reliability and Discriminant validity

Notes: Diagonal in grey: square root of AVE.

Latent Variables	AVE	Cronbach's Alpha	Composite reliability	Discriminant validity		
				IM	WE	JP
Internal Marketing	0.528	0.902	0.961	0.730		
Work engagement	0.742	0.891	0.966	0.159	0.86	
Job performance	0.702	0.924	0.958	0.022	0.147	0.84

This research employs the Maximum Likelihood Estimation (MLE) model. The sample size is greater than 200, which meets the requirements of this method. The results of the normality test indicate that the data follow a normal distribution, with a p-value of 0.221 ($p > 0.05$). The normality test results indicate that the data are normally distributed. The Z-skewness and Z-kurtosis values for each variable are below 1.96. Specifically, IM has a Z-skewness value of -0.125 and a Z-kurtosis value of -0.788. WE shows a Z-skewness of 0.265 and a Z-kurtosis of 0.149, while Job performance has a Z-skewness of 1.82 and a Z-kurtosis of 1.102. There are no missing data issues, and no identification problems hinder the testing process using CB-SEM. The data used are free from outliers. Next, we conducted the GOF Test, as shown in Table 4 below.

Table 4: GOF Model.

Goodness	Cut-off value	Stage 1	Stage II	Conclusion
Absolute Fit Test				
RMSEA	0.08	0.093	0.058	fit
GFI	0.90	0.702	0.88	Moderate fit
RMR (Root Mean square Residual)	0.05	0.038	0.033	fit
CMIN/DF	2 or 3	3.067	1.798	fit
Incremental Fit Measures				
AGFI	0.90	0.651	0.82	Moderate
CFI	0.95	0.879	0.962	Fit
IFI	>0.90	0.88	0.963	Fit
TLI	0.95	0.87	0.95	Fit
Parsimonious Fit Measures				
PNFI	>0.6	0.764	0.682	Fit
Akaike Information Criterion (AIC)	<462,000	1182	755	Moderate
PGFI (Parsimonious GFI)	>0.90	0.6	0.8	Moderate

Based on the test results, the value of the Absolute Fit Test criteria shows that the RMSEA is 0.058 (fit), the GFI is 0.88 (moderate), the RMR (Root Mean Square Residual) value is 0.033, and the CMIN/ df value is 1.798, which falls within the fit category. Therefore, the Absolute Fit Test criteria are met. For the Incremental Fit Measures

criteria, the AGFI is in the moderate category with a score of 0.82, while the CFI, IFI, and TLI are in the fit category. In the Parsimonious Fit Measures category, the PNFI value indicates a fit, whereas the Akaike Information Criterion (AIC) and PGFI (Parsimonious GFI) scores are in the moderate category. Overall, the fit criteria for each category are adequately represented. The model is accepted based on the results of the improvements made according to the test values in the initial stage.

The results of the hypothesis testing are based on the correlation test results as follows:

Table 5: Construct correlation matrix (standardised).

Note. *** $p = 0.000$.

Path			Estimate	S.E.	C.R.	p	Conclusion
engagement	<--	internal	0.712	0.211	8.199	***	Positive significance
performance	<--	internal	0.308	0.206	3.773	***	Positive significance
performance	<--	engagement	0.460	0.082	5.804	***	Positive significance

The relationships among the variables are positive and significant. This indicates that the proposed hypotheses, including the mediation testing, can be accepted. The results of the mediation test are as follows, as shown in Table 6.

Table 6: Mediation Test (standardised).

Path				Estimate	Sobel test / Z-Score	Simplan
performance	<--	engagement	<-- internal	5.804	***	Positive significance

V. Discussion

The results show that all hypotheses are supported. IM significantly affects WE. The results of Hypothesis 1 are accepted, aligning with previous studies, although there are differences in emphasis regarding the function of IM in relation to engagement. In contrast to Vajpai and Tribhuvan (2021) and Prasad and Mnandi (2017), who focus more on satisfaction as an important aspect of IM, Yıldız (2024) emphasises exchange theory to develop IM aimed at enhancing performance. Shakya and Tamang (2020) demonstrate this influence in accordance with the service-profit chain model, where well-being and satisfaction are at the core of IM. Furthermore, IM not only focuses on employee motivation and satisfaction but also emphasises the importance of cross-functional coordination in achieving customer satisfaction (Al-Weshah, 2019).

According to Davras (2024) and Bendtsen (2024), the integration of IM, WE, and performance is crucial in educational institutions. IM not only provides the necessary resources for lecturers to perform their tasks, especially in research and teaching, but also cultivates an environment that enhances WE. This engagement, in turn, acts as a partial mediator in the relationship between IM and performance.

In this study, consistent with SDL, the IM framework developed is based on SDL value co-creation to ensure long-term engagement. IM supports the availability of resources and encourages the enhancement of personal resources through the value creation process, wherein lecturers, as customers, act as co-creators in the value creation process. The results of Hypothesis 2 are accepted, indicating that IM has a positive influence on job performance, which is consistent with the findings of Komarac et al. (2017) and Al-Khateeb and Al-Hashmawi (2021). The difference lies in the conceptual framework used in the development of IM. In higher education, Chasanah (2020), Sarangal et al. (2024) and Yıldız (2016a) emphasise that a well-implemented IM strategy is essential in higher education because it cultivates a supportive work environment that boosts both engagement and performance. This synergy between IM and employee engagement is critical for fostering sustainable value co-creation within educational institutions.

IM based on SDL, not only meets the resource needs of employees, but also strives to ensure long-term engagement that leads to the co-creation of value. This approach not only enhances employee satisfaction and capabilities but also supports organisational sustainability by aligning IM strategies with broader external goals. An important aspect of SDL is the recognition that employees should not be passive recipients of IM strategies. Instead, employees, as customers and value creators, provide insights and capabilities that support value creation.

In line with Brown et al. (2024), IM serves as an operant resource in SDL that supports sustainable value co-creation within organisations. IM drives employees to develop operant resources, ensuring a balance between the motivational process and the health impairment process, which reflects employee engagement and ultimately enables them to participate in sustainable value co-creation through performance. Without an appropriate IM approach, value co-destruction can occur, hindering effective co-creation processes, including in higher education. However, Qiu et al. (2021) highlight the importance of a paradigm shift in IM, adopting a more supplier-dominated perspective. IM must adapt to the principles of SDL by recognising that value is not solely created by the organisation, but also through the dynamic interactions between employees and the organisation.

The SDL framework in IM is more participatory, where employees are involved in the development and implementation of IM initiatives for value creation. In addition, the integration of SDL into this framework, as discussed by Grönroos and Gummerus (2014), Brown et al. (2024), and Qiu et al. (2021), underscores that value is co-created through dynamic interactions between employees and the organisation. The application of SDL in IM emphasises the importance of actively engaging employees as valuable resources in the co-creation of value (Brown et al., 2024). In the context of IM, SDL can be adapted to assess the quality of interaction between the organisation (internal suppliers) and employees (internal customers), enhancing their IM practices and improving employee engagement in value creation. To encourage employees to be more participatory and motivated to create value through optimal performance, implementing the SDL framework in IM, as outlined by Vargo and Lusch (2004) is essential.

IM facilitates the availability of work resources and personal resources that drive WE and performance. Although each study has a slightly different theoretical focus and contribution, they all agree that effective IM is key to enhancing faculty engagement, which in turn improves performance — both in teaching and innovation. More specifically, Yıldız (2016a) demonstrates that effective IM increases faculty engagement and performance by meeting internal needs. Meanwhile, Sarangal et al. (2024) highlight the mediating role of engagement in the relationship between IM and faculty innovation, while also extending the application of Social Exchange Theory (SET) within higher education. In addition, Chasanah (2020) emphasises the importance of IM in enhancing perceptions of organisational justice, which underpins improved job satisfaction and faculty performance.

IM provides resources for lecturers to carry out their tasks, especially in research. Both of these resources are essential for research performance, aligning with the JD-R theory as stated by Bakker and Demerouti (2008), Schaufeli and Bakker (2004), and Albrecht and Andreetta (2011). This indicates that IM serves as a mechanism or system that supports the provision of resources necessary for employee engagement and performance. It is consistent with the idea that internal services promote WE (Shi & Gordon, 2020; Shin & Jeung, 2019), ultimately leading to improved performance. Research performance is the output of a process and HRM activity that positions lecturers as customers.

SDL has become an important topic in HRM. This logic emphasises a more "humanistic" aspect of employees by recognising them as customers who share equal status with higher education in the value creation process. This is aligned with the ethical dimensions outlined by Williams and Aitken (2011). In this study, the question is further explored in relation to the role of lecturers in higher education. The integration of IM into HR governance reflects an increasing ethical dimension. HR practitioners are encouraged to reflect deeply on questions such as, "What are the values of our customers, and how can we honour these values in our actions?" In this study, these customer values serve as resources that ensure the engagement process (health impairment process and motivational process), as articulated by Bakker and Demerouti (2008), Schaufeli and Bakker (2004), respectively.

The mediating test for WE indicates that this variable mediates part of the influence of IM on job performance, with an estimated value. These results align with Farrelly et al. (2012), who state that IM serves as the primary platform to enhance performance through WE. This is consistent with the concept put forward by Font et al. (2021), which conveys SDL. This value can be observed from the performance of lecturers in research. In contrast, Yıldız (2024) explains the mediating role based on exchange, hygiene factors, and the function of engagement as a mediator.

IM within HR, developed based on SDL, acts as an organisational resource while simultaneously enhancing the availability of personal resources. IM encourages the availability of resources, categorised into two types: operand resources (which require action to deliver value) and operant resources (such as skills and knowledge, which act upon other resources to create value). These resources are essential for ensuring engagement and long-term performance. The integration of IM is based on several

assumptions: 1) service to lecturers is a fundamental aspect of value exchange as well as shared value creation; the interaction between higher education and lecturers involves not just an exchange of values but also the creation of shared values. 2) Operant resources generated from the service system for lecturers enhance WE. 3) Lecturers, as customers, are always co-creators of the values that orient higher education, including those generated for science and society. 4) A shift in perspective towards lecturers as customers inherently fosters a shared orientation.

VI. Conclusions, Implications and Limitations for Further Research

IM significantly influences WE with a correlation of 0.712 and job performance among lecturers with a correlation of 0.308. Furthermore, WE partially mediates the effect of IM on lecturers' performance, with an estimated mediation effect of 0.101. This approach is grounded in the framework of SDL, which regards lecturers as co-creators of value through collaborative efforts facilitated by IM. The integration of IM represents a paradigm shift that positions lecturers as customers, thereby promoting the availability of essential work and personal resources. IM affects job performance both directly and indirectly via WE. The mediating role of WE is evident, highlighting that IM provides operant resources necessary for enhancing both engagement and performance in research. This process fosters the creation of shared value and supports sustainability and ethical practices within HRM.

Theoretical Implications: The importance of developing the concept of HR governance based on SDL in higher education cannot be overstated. This concept demonstrates that HRM employs systematic thinking to enhance the performance of lecturers, particularly in research, while integrating the role of higher education institutions in serving the community to achieve higher performance outcomes. Research findings indicate that a paradigm shift in HRM should be a priority for universities. Ewing and Caruana (1999) emphasise that the concept of IM and the effectiveness of HR at both strategic and technical levels are crucial for optimising the roles and functions of higher education. Institutions must address the needs of lecturers, including salaries, insurance, job security, and provision of offices and equipment that support research performance, all framed within the service paradigm. The concept of SDL serves as the foundation for developing internal service systems in higher education. It also facilitates the enhancement of personal resources and work values that lecturers require for optimal WE and research performance.

Practical Implications: There is a pressing need to encourage a paradigm shift in HRM, grounded in SDL, which positions lecturers as valued customers of the university. Current HR governance practices for lecturers primarily focus on optimising their performance to support the "Tri Dharma" of higher education, research, and community service. To illustrate this service orientation, universities are developing salary systems that reflect the institution's commitment to supporting lecturers. The contributions of lecturers to the institution should be recognised and optimally rewarded. To foster

employee engagement, higher education institutions must provide ample opportunities for lecturers to extend their understanding of their roles. This includes ensuring access to essential resources, such as information on journals and training for both national and international academic publications. Support for accessing accredited journals is vital, as is facilitating research opportunities and functional career development through collaboration with companies and government agencies. It is important to note that this study was limited to lecturers with permanent employee status at private higher education institutions, without differentiation between various types of institutions. Data collection was conducted through a one-shot study design, which did not account for variables such as additional responsibilities associated with structural positions or the status of lecturers holding professional certifications.

Conflicts of Interest: The authors declare no conflict of interest.

REFERENCES

- Adi, S. P. S., Ghinahana, S., Yudianto, B. R., & Wibowo, A. J. I. (2024). Institutions, technology and resource integration in the value co-creation process: a study of service-dominant logic in higher education. *Journal of Applied Research in Higher Education*, 16(5), 1864–1883. <https://doi.org/10.1108/JARHE-03-2023-0104>
- Al-Khateeb, R. A. M. H., & Al-Hashmawi, M. Y. R. (2021). The Impact of Internal Marketing for Human Resources on Strategic Flexibility - An Analytical Descriptive Research in the Iraqi Ministry of Health. *Revista Geintec - Gestão, Inovação e Tecnologias*, 11(4), 5045–5056.
- Al-Weshah, G. A. (2019). Towards internal marketing practices in enhancing job engagement. *International Journal of Pharmaceutical and Healthcare Marketing*, 13(1), 40–56. <https://doi.org/10.1108/IJPHM-11-2017-0063>
- Albrecht, S. L., & Andreetta, M. (2011). The influence of empowering leadership, empowerment and engagement on affective commitment and turnover intentions in community health service workers. *Leadership in Health Services*, 24(3), 228–237. <https://doi.org/10.1108/1751187111151126>
- Altarifi, S. (2014). Internal marketing activities in higher education. *International Journal of Business and Management*, 9(6), 126–138. <https://doi.org/10.5539/ijbm.v9n6p126>
- Bakker, A. B., & de Vries, J. D. (2021). Job Demands–Resources theory and self-regulation: New explanations and remedies for job burnout. *Anxiety, Stress, & Coping*, 34(1), 1–21. <https://doi.org/10.1080/10615806.2020.1797695>
- Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International*, 13(3), 209–223. <https://doi.org/10.1108/13620430810870476>
- Bakker, A. B., & Demerouti, E. (2018). Multiple levels in job demands-resources theory: Implications for employee well-being and performance. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Noba Scholar.
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. (2023). Job Demands–Resources Theory: Ten Years Later. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 25–53. <https://doi.org/10.1146/annurev-orgpsych-120920-053933>
- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management*, 43(1), 83–104. <https://doi.org/10.1002/hrm.20004>
- Bendtsen, A. (2024). *GDPR Compliance through the Lens of Internal Marketing: A Novel Approach to Fostering Perceived Organizational Support in Finnish Higher Education* [Åbo Akademi University]. Finland. <https://urn.fi/URN:NBN:fi-fe2024050828303>
- Bojarskyte, L. (2017). The impact of internal marketing on employee engagement in innovative organizations. *ISM University of Management and Economics*.
- Borman, W. C., & Motowidlo, S. J. (1997). Task Performance and Contextual Performance: The Meaning for Personnel Selection Research. *Human Performance*, 10(2), 99–109. https://doi.org/10.1207/s15327043hup1002_3
- Bougie, R., & Sekaran, U. (2019). *Research methods for business: A skill building approach* (8 ed.). Wiley.

- Brown, D. M., Apostolidis, C., Dey, B. L., Singh, P., Thrassou, A., Kretsos, L., & Babu, M. M. (2024). Sustainability starts from within: A critical analysis of internal marketing in supporting sustainable value co-creation in B2B organisations. *Industrial Marketing Management*, 117, 14–27. <https://doi.org/10.1016/j.indmarman.2023.12.006>
- Chasanah, U., Hidayat, A., & Mustafa, Z. (2020). Internal Marketing: Study of Lecturer Organizational Commitments on Private University in Indonesia. *European Journal of Business and Management*, 12(2), 40–57.
- Chen, Y., & Chen, W. (2015). Research on the Internal Marketing of Human Resources Department Based on Perspective of Both Supply and Demand. International Conference on Logistics Engineering, Management and Computer Science (LEMCS 2015), <https://doi.org/10.2991/lemcs-15.2015.180>
- Chiu, W., Won, D., & Bae, J.-s. (2020). Internal marketing, organizational commitment, and job performance in sport and leisure services. *Sport, Business and Management: An International Journal*, 10(2), 105–123. <https://doi.org/10.1108/SBM-09-2018-0066>
- Chukwuedo, S. O., & Egbri, J. N. (2020). Exploring business and technical education university lecturers' work motivation, basic need satisfaction and engagement relationship. *Problems of Education in the 21st Century*, 78(5), 688.
- Cruz, M. d. F., Helena, A., & and Gouveia Rodrigues, R. (2024). A service-dominant logic of co-creation in higher education: emerging topics and conceptualizations. *Journal of Marketing for Higher Education*, 34(2), 920–945. <https://doi.org/10.1080/08841241.2022.2134957>
- Datta, A. (2017). *Applying Service-Dominant Logic in a Not-for-Profit Higher Education Institution* [Northcentral University]. Prescott Valley, Arizona, USA.
- Davras, Ö. (2024). Prioritization of internal marketing practices according to their influence on employee satisfaction by comparing IPA and AIPA. *International Journal of Hospitality Management*, 122, 103821. <https://doi.org/10.1016/j.ijhm.2024.103821>
- de Bruin, L., Mornay, R.-L., & and de Meyer-Heydenrych, C. (2021). The interrelationship between internal marketing, employee perceived quality and customer satisfaction – a conventional banking perspective. *Cogent Business & Management*, 8(1), 1872887. <https://doi.org/10.1080/23311975.2021.1872887>
- Duyan, M. (2020). The Effect of Internal Marketing on Physical Education and Sports Teacher's Job Performance. *European Journal of Education Studies*. <https://doi.org/10.46827/ejes.voi0.3063>
- Ewing, M. T., & Caruana, A. (1999). An internal marketing approach to public sector management. *International Journal of Public Sector Management*, 12(1), 17–29. <https://doi.org/10.1108/09513559910262652>
- Farrelly, F., Greyser, S., & Rogan, M. (2012). Sponsorship linked internal marketing (SLIM): A strategic platform for employee engagement and business performance. *Journal of Sport Management*, 26(6), 506–520. <https://doi.org/10.1123/jsm.26.6.506>
- Fitzsimmons, J. A., & Fitzsimmons, M. J. (2006). *Service Management: Operations, Strategy, and Information Technology* (5 ed.). McGraw-Hill.
- Font, X., English, R., Gkritzali, A., & Tian, W. (2021). Value co-creation in sustainable tourism: A service-dominant logic approach. *Tourism Management*, 82, 104200. <https://doi.org/10.1016/j.tourman.2020.104200>

- Gelen, N. K. (2021). The Effect of Internal Marketing on Job Performance of Academic Staff in the Faculty of Sport Sciences. *Education Quarterly Reviews*, 4(3), 83–88.
- Grönroos, C., & Gummerus, J. (2014). The service revolution and its marketing implications: service logic vs service-dominant logic. *Managing Service Quality*, 24(3), 206–229. <https://doi.org/10.1108/MSQ-03-2014-0042>
- Hagen, T. (2020). Towards a More Meaningful Evaluation of University Lecturers. *New Zealand Journal of Educational Studies*, 55(2), 379–386. <https://doi.org/10.1007/s40841-020-00180-2>
- Hair, J., Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2021). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage Publications.
- Haji, S. A., Imam, M. T., & Ridwan, I. W. (2023). The Influence of Internal Marketing on Job Satisfaction with Employee Engagement as a Mediator (Survei of Bank Syariah Indonesia Employees in Ternate). *Jurnal Ilmiah Ekonomi Islam*, 9(3), 4829–4835.
- Heskett, J. L. (1990). *Service breakthroughs*. Simon and Schuster.
- Huang, Y.-T. (2020). Internal Marketing and Internal Customer: A Review, Reconceptualization, and Extension. *Journal of Relationship Marketing*, 19(3), 165–181. <https://doi.org/10.1080/15332667.2019.1664873>
- Iqbal, M. Z., & Mahmood, A. (2011). Factors related to low research productivity at higher education level. *Asian social science*, 7(2), 188.
- Jou, J. Y., Chou, C. K., & Fu, F. L. (2008). Development of an instrument to measure internal marketing concept. *Journal of applied Management and Entrepreneurship*, 13(3), 66.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management journal*, 33(4), 692–724. <https://doi.org/10.5465/256287>
- Khalid, Z., & Hadi, N. U. (2021). Measuring a Multifaceted Concept: A high Order Confirmatory Factor Analysis Towards Internal Marketing. *Management & Marketing*, 16(3), 228–245. <https://doi.org/10.2478/mmcks-2021-0014>.
- Khan, P., Priyalakshmi, P., Vigneswar, K., & Bosco, J. L. (2024). Explore How Organizations Can Utilize Marketing Techniques To Enhance Employee Engagement. *Journal of Informatics Education and Research*, 4(2). <https://doi.org/10.52783/jier.v4i2.801>
- Komarac, T., Ozretic-Dosen, D., & Skare, V. (2017). Understanding competition and service offer in museum marketing. *Academia Revista Latinoamericana de Administración*, 30(2), 215–230. <https://doi.org/10.1108/ARLA-07-2015-0159>
- Lee, M. C. C., Awang, I. M., & and Tuckey, M. (2019). Supervisory coaching and performance feedback as mediators of the relationships between leadership styles, work engagement, and turnover intention. *Human Resource Development International*, 22(3), 257–282. <https://doi.org/10.1080/13678868.2018.1530170>
- Lesener, T., Burkhard, G., Anna, J., & and Wolter, C. (2020). The drivers of work engagement: A meta-analytic review of longitudinal evidence. *Work & Stress*, 34(3), 259–278. <https://doi.org/10.1080/02678373.2019.1686440>
- Lusch, R. F., & Vargo, S. L. (2006). Service-dominant logic: reactions, reflections and refinements. *Marketing Theory*, 6(3), 281–288. <https://doi.org/10.1177/1470593106066781>

- Narteh, B., & Odoom, R. (2015). Does Internal Marketing Influence Employee Loyalty? Evidence From the Ghanaian Banking Industry. *Services Marketing Quarterly*, 36(2), 112–135. <https://doi.org/10.1080/15332969.2015.1014237>
- Nemteanu, M.-S., & Dabija, D.-C. (2021). The influence of internal marketing and job satisfaction on task performance and counterproductive work behavior in an emerging market during the COVID-19 pandemic. *International Journal of Environmental Research and Public Health*, 18(7), 3670. <https://doi.org/10.3390/ijerph18073670>
- Ochieng, V. O., & Gyasi, R. M. (2021). Open educational resources and social justice: Potentials and implications for research productivity in higher educational institutions. *E-Learning and Digital Media*, 18(2), 105–124. <https://doi.org/10.1177/2042753021989467>
- Paul, J., & Sahadev, S. (2018). Service failure and problems: Internal marketing solutions for facing the future. *Journal of Retailing and Consumer Services*, 40, 304–311. <https://doi.org/10.1016/j.jretconser.2016.08.007>
- Pavlidou, C. T., & Efstathiades, A. (2021). The effects of internal marketing strategies on the organizational culture of secondary public schools. *Evaluation and Program Planning*, 84, 101894. <https://doi.org/10.1016/j.evalprogplan.2020.101894>
- Prasad, S. S., & Mnandi, S. (2017). *Internal Marketing and Work Engagement: A Study of Higher Education Teachers* 10th NASMEI (North American Society for Marketing Education in India) Conference, Great Lakes Institute of Management, Chennai. https://www.researchgate.net/publication/312031765_Internal_Marketing_and_Work_Engagement_A_Study_of_Higher_Education_Teachers
- Qaisar, F. S., & Muhamad, N. (2022). Internal marketing: A review and future research agenda. In C. Rowley & J. Paul (Eds.), *Trends in Asia Pacific Business and Management Research* (1 ed., pp. 123–156). Routledge.
- Qiu, S., Jiang, J., Liu, X., Chen, M.-H., & Yuan, X. (2021). Can corporate social responsibility protect firm value during the COVID-19 pandemic? *International Journal of Hospitality Management*, 93, 102759. <https://doi.org/10.1016/j.ijhm.2020.102759>
- Ragab, O. H. G., & Saleh, N. M. A. (2020). Formulation of internal marketing strategy to improve nurses' work engagement. *Assiut Scientific Nursing Journal*, 8(20.00), 249–256. <https://doi.org/10.21608/asnj.2020.95004>
- Retnowati, T. H., Mardapi, D., Kartowagiran, B., & Hamdi, S. (2021). A Model of Lecturer Performance Evaluation: Sustainable Lecturer Performance Mapping. *International Journal of Instruction*, 14(2), 83–102.
- Sahibzada, U. F., Jianfeng, C., Latif, F., & Shafait, Z. (2019). Development and validation of a multidimensional instrument for measuring internal marketing in Chinese higher education. *Journal of Enterprise Information Management*, 32(3), 413–435. <https://doi.org/10.1108/JEIM-09-2018-0206>
- Sarangal, R. K., & Nargotra, M. (2017). Internal marketing, employee job satisfaction and employee engagement: A case of J&K Bank. *Pacific Business Review International*, 10(4). <https://www.proquest.com/docview/3109504328?pq-origsite=gscholar&fromopenview=true&sourcetype=Scholarly%20Journals>
- Sarangal, R. K., Nargotra, M., Singh, R., & Singh, G. (2024). Internal Marketing, Faculty Engagement, and Innovative Behavior: An Empirical Study in Higher Education. *Jindal*

- Journal of Business Research*, 13(2), 227–246.
<https://doi.org/10.1177/22786821241237025>
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior*, 25(3), 293–315. <https://doi.org/10.1002/job.248>
- Schaufeli, W. B., Shimazu, A., Hakanen, J., Salanova, M., & Witte, H. D. (2018). An Ultra-Short Measure for Work Engagement The UWES-3 Validation Across Five Countries. 1–15.
- Scott, S. G., & Bruce, R. A. (1994). Determinants of Innovative Behavior: A Path Model of Individual Innovation in the Workplace. *Academy of Management journal*, 37(3), 580–607. <https://doi.org/10.5465/256701>
- Shakya, E., & Tamang, P. (2020). Effects of Internal Service Quality on Work Engagement: A Case Study of Hotel Soaltee Crowne Plaza. *Journal of Business and Social Sciences Research*, 5(2), 63–76. <https://doi.org/10.3126/jbssr.v5i2.35233>
- Sherani, Zhang, J., Riaz, M., Boamah, F. A., & Ali, S. (2023). Harnessing technological innovation capabilities by the mediating effect of willingness to share tacit knowledge: a case from Pakistani software SMEs. *Kybernetes*, 52(12), 6590–6616. <https://doi.org/10.1108/K-09-2021-0845>
- Shi, X., & Gordon, S. (2020). Organizational support versus supervisor support: The impact on hospitality managers' psychological contract and work engagement. *International Journal of Hospitality Management*, 87, 102374. <https://doi.org/10.1016/j.ijhm.2019.102374>
- Shin, I., & Jeung, C.-W. (2019). Uncovering the turnover intention of proactive employees: The mediating role of work engagement and the moderated mediating role of job autonomy. *International Journal of Environmental Research and Public Health*, 16(5), 843. <https://doi.org/10.3390/ijerph16050843>
- Sinčić, D., & Pološki Vokić, N. (2007). Integrating internal communications, human resource management and marketing concepts into the new internal marketing philosophy. *EFZG working paper series*(12), 1–13. <https://hrcak.srce.hr/file/202182>
- Soleymandarabi, S. M. K., Nasimi, M. A., & Haghayegh, R. A. S. (2024). Identify the internal marketing dimensions focusing on employee's customer-oriented behavior in the home appliance manufacturing industry using the fuzzy Delphi. *International Journal of Nonlinear Analysis and Applications*, 15(9), 203–218. <https://doi.org/10.22075/ijnaa.2023.31450.4637>
- Sukirno, D. S., & Siengthai, S. (2011). Does participative decision making affect lecturer performance in higher education? *International Journal of Educational Management*, 25(5), 494–508. <https://doi.org/10.1108/09513541111146387>
- Tareef, F., & Balas, A. (2012). Marketing in higher education institutes: Using an internal marketing strategy and innovation models. *Managerial Challenges of the Contemporary Society*,
- Taştan, S. B., & Davoudi, S. M. M. (2020). Investigating the mediating role of job satisfaction on the relationship between internal marketing and job performance: a research within services industry. *Middle East Journal of Management*, 7(5), 492–517. <https://doi.org/10.1504/MEJM.2020.109690>

- Tirastittam, P., Sirikamonsin, P., & Aun-a-nan, A. (2020). The Influence of Work-Related Supports on Employee Engagement in the Pharmaceutical Industry in Thailand. *Systematic Reviews in Pharmacy*, 11(2). <https://doi.org/10.5530/srp.2020.2.85>
- Tregua, M., Brozovic, D., & D'Auria, A. (2021). 15 years of service-dominant logic: analyzing citation practices of Vargo and Lusch (2004). *Journal of Service Theory and Practice*, 31(4), 563–606. <https://doi.org/10.1108/JSTP-08-2019-0174>
- Tsai, Y., & Wu, S.-W. (2011). Using internal marketing to improve organizational commitment and service quality. *Journal of Advanced Nursing*, 67(12), 2593–2604. <https://doi.org/10.1111/j.1365-2648.2011.05696.x>
- Vajpai, I., & Tribhuvan, P. (2021). Employee Engagement Based Framework for the Introduction of Internal Marketing and IntCRM in the It Sector. https://www.researchgate.net/publication/356379055_EMPLOYEE_ENGAGEMENT_BASED_FRAMEWORK_FOR_THE_INTRODUCTION_OF_INTERNAL_MARKETING_AND_IntCRM_IN_THE_IT_SECTOR
- Vargo, S. L., & Lusch, R. F. (2008). From goods to service(s): Divergences and convergences of logics. *Industrial Marketing Management*, 37(3), 254–259. <https://doi.org/10.1016/j.indmarman.2007.07.004>
- Vargo, S. L., & Lush, R. (2004). Evolving a services dominant logic. *Journal of Marketing*, 68(1), 1–17.
- Vel, P., Shah, A., Mathur, S., & Pereira, V. (2019). Internal marketing in a higher education context – towards an enriched framework. *International Journal of Educational Management*, 33(1), 5–27. <https://doi.org/10.1108/IJEM-02-2018-0043>
- Williams, J., & Aitken, R. (2011). The Service-Dominant Logic of Marketing and Marketing Ethics. *Journal of Business Ethics*, 102(3), 439–454. <https://doi.org/10.1007/s10551-011-0823-z>
- Winarno, A., & Hermana, D. (2021). How to encourage lecturer performance in research through servant leadership, organizational commitment, and tacit knowledge sharing. *Jurnal Manajemen dan Pemasaran Jasa*, 14(1), 35–48. <https://doi.org/0000-0001-8561-7875>
- Yıldız, S. M. (2016a). The effect of internal marketing on work engagement of academic staff in higher educational institutions. 13(2). <https://doi.org/10.31901/24566322.2016/13.02.02>
- Yıldız, S. M. (2016b). The effect of internal marketing on work engagement of academic staff in higher educational institutions. <https://hdl.handle.net/20.500.12809/2523>
- Yıldız, S. M. (2022). An Examination of the Effect of Internal Marketing on Work Engagement: An Empirical Evidence from Sport Organizations [İçsel Pazarlamanın İşe Cezbolma Üzerine Etkisinin İncelenmesi: Spor Örgütlerinden Ampirik Kanıtlar]. *International Journal of Social Science Research*, 11(1), 40–50. <https://dergipark.org.tr/tr/pub/ijssresearch/issue/71026/1128372>
- Yıldız, S. M. (2024). Exploring the Relationships among Internal Marketing, Work Engagement, Job Performance and Turnover Intention: An Empirical Application in Sports Organizations [İçsel Pazarlama, İşe Cezbolma, İş Performansı ve İşten Ayrılma Niyeti Arasındaki İlişkiler: Spor Organizasyonları Üzerinde Ampirik Uygulama]. *Eurasian Research in Sport Science*, 9(1), 15–26. <https://doi.org/10.29228/ERISS.42>

- Yıldız, S. M., & Kara, A. (2017). A unidimensional instrument for measuring internal marketing concept in the higher education sector. *Quality Assurance in Education*, 25(3), 343–361. <https://doi.org/10.1108/QAE-02-2016-0009>
- Zajda, J. (2020). *Globalisation, ideology and neo-liberal higher education reforms*. Springer Cham. <https://doi.org/10.1007/978-3-319-28191-9>