A study of the Colleges which are completely supported by Government, Private colleges and Partially supported by Government for Service quality and Internal Marketing

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Abstract

Internal marketing is a philosophy, strategy, and process. IM as a philosophy describes a customer-orientated culture in which everyone understands the strategic intent or purpose, and is motivated to participate in implementing the strategy. Integrating front- and backstage activities requires a shared and common understanding of objectives and desired outcomes, as well as clarity of the roles of these activities in the service delivery process. Further at the strategic level IM should create an environment that fosters customer consciousness amongst employees. Thus the concept is concerned with challenging the attitudes and behaviour of employees to them more customer-conscious. IM can also be taken as a statement of strategy for the internal marketing process that identifies a product, target customers and capabilities. The products are jobs and the work environment that influence employees' motivations. The target customers are top management; supervisors; contact personnel; and support personnel. It can be argued that IM requires two capabilities - communication and attitude management.

Service quality is an elusive, indistinct and abstract concept. Service quality is a global judgement or attitude relating to the superiority of the service and it continues to increase in importance as service industry grows and outnumbers manufacturing organizations.

The internal marketing in higher education may be defined as the management, faculty and supporting staff, which are supposed to be there to attract students to their colleges through performance and service quality provided in the colleges. The appearance of the campus, class rooms, extra-curricular facilities, IT infrastructure, social and moral value addiction, etc. is the markers for attracting the customers (students) to the colleges. Therefore, in the present study the faculty has been taken as the representative of internal marketing and the students as the evaluators of the service quality provided in the colleges.

Therefore, keeping in view the importance of the issue, the present study entitled "**A study of the Colleges which are completely supported by Government, Private colleges and Partially supported by Government for Service quality and Internal Marketing** " .

Keywords: Internal marketing, service quality, faculty, Government colleges, Aided Colleges, Unaided Colleges.

Introduction

Internal Marketing Internal marketing is a philosophy, strategy, and process. IM as a philosophy describes a customer-orientated culture in which everyone understands the strategic intent or purpose, and is motivated to participate in implementing the strategy. Integrating front- and backstage activities requires a shared and common understanding of objectives and desired outcomes, as well as clarity of the roles of these activities in the service delivery process. Further at the strategic level IM should create an environment that fosters customer consciousness amongst employees. Thus the concept is concerned with challenging the attitudes and behavior of employees to them more customer-conscious. IM can also be taken as a statement of strategy for the internal marketing process that identifies a product, target customers and capabilities. The products are jobs and the work environment that influence employees' motivations. The target customers are top management; supervisors; contact personnel; and support personnel. It can be argued that IM requires two capabilities - communication and attitude management. **Service Quality** Service sector has become the dominant element in industrialized and developing economies. Literature on services marketing reveals that the service sector encompasses a varied and complex range of organizations. Service industry is now a dominant sector and has been instrumental in changing the way marketers and customers think.

Objectives of the Study

1. To study the perceptions of faculty towards internal marketing in the colleges; and

2. To study the perceptions of students towards service quality provided to them in the colleges; and

3. To find out the relationship between internal marketing and service quality in colleges.

Hypotheses of the Study

1. There is no significant difference between government, aided and unaided colleges faculty with respect to their perception regarding internal marketing practices.
2. There is no significant difference between government, aided and unaided colleges students with respect to their perception regarding service quality.

Review of literature Mitchell (2002) concluded that management must link internal marketing to external marketing (two-way branding), and send similar messages to both parties. Mixed messages will create internal problems that will extend to the external market. This creates stronger internal beliefs and values. If employees do not agree with the external campaign the success of the product is impossible. It is important to create an external campaign that internal members agree with and embrace, and then allow management to share success stories in order to reinforce the benefits of the new campaign. Ballantyne (2003) developed the most comprehensive method to create and cultivate this concept to the research discovered four phases to the internal marketing cycle that included energizing, code breaking, authorizing, and diffusing while each step is accomplished through learning activities, spontaneous community, and knowledge renewal. The steps allow members to

learn the knowledge, apply it to problems, understand choices, and then extend this knowledge to other organizational members. The final step involves the true understanding of the customer and their needs. Internal marketing creates the communication links between departments in order to create effective networks and reduce the occurrence of market-silos. The inputs into the four-cycle phase include participant knowledge and market intelligence and the outputs include relationship quality, customer consciousness, and enhanced market performance.Lings (2004) emphasized that the external customer focuses on the process of the service experience and therefore, it is important to understand and improve behind the scenes process for proper implementation at the moment of truth, when the transaction occurs. Internal marketing is even more important in service industries where front line employees constitute the majority of the contact with consumers, especially in industries where the customer is not a passive receiver. **In** another study conducted on lecturers of private university in West Java, Sihombing and Gustam (2007) tested the effects of internal marketing on job satisfaction leading to organizational commitment. Internal marketing was found to be a significant predictor of increased organizational commitment. Benea (2008) defined internal marketing as the vision of a services organization that wants to transform its employees in loyal customers. The researcher proposed that the organization improves its ability of satisfying the external customer successfully if it is able to satisfy internal customers. The main agenda of Internal marketing as a concept is to develop customer conscious employees that will constantly deliver better-quality service to the external marketplace. Internal marketing is a technique implemented by the organization to ensure excellent service via attraction, retention and motivation of service-minded employees. Farahmandian *et al* **(**2013) investigated the levels of student satisfaction and the relationship between student satisfaction and the quality of service being provided at a university B-school in Kuala Lumpur. The results of this research indicated that the factors of facilities, advisory services, curriculum, and financial assistance and tuition costs have positive and significant impact on student satisfaction Quereshi *et al* (2013) identified certain quality indicators for the business schools of Pakistan by conducting a comparative study between public and private sector business schools. The study indicated faculty as the most important indicator followed by responsiveness and reputation. Findings depicted that differences are not significant in case of public and private sector.The review of literature revealed that there was no such study which focused on the comparison of internal market and service quality between government, aided and unaided colleges. To fill this gap, the present study has been undertaken.

Research Methodology

State of Haryana is the locale of the study. The sample of the study was based on multistage stratified random sampling technique. Districts provided the first stage of sampling unit, while the organization of the collegs was the second stage of sampling unit. Colleges became the third stage and the faculty and students was the fourth and ultimate stage of sampling unit. The primary data were collected from the teachers and students on specially structured pre-tested questionnaires. The data were collected from the respondents through personal interview method. The data were analyzed by working out weighted mean scores and Analysis of Variance.

Faculty's perceptions towards internal marketing

The analysis presented in Table 1.1 indicated that among government colleges faculty, the highest extent of agreement was found to be 4.08 (agree) on 'skill and knowledge development of students happens as an ongoing process in our organization', followed by 3.69 (agree) on 'this college has the flexibility to accommodate the differing needs of students', 3.48 (neutral) on 'faculty is prepared to perform well for the students' and 3.46 (neutral) on 'Our college's vision is well communicated to faculty, which is further communicated to the students'.   The lowest extent of agreement came to be 2.20 (disagree) on 'our college communicates to faculty the importance of the teaching roles', followed by 2.54 (neutral) on 'in college, faculty is taught "why should they do things and not just how they should do things', 2.64 (neutral) on 'our college views the development of knowledge and skill in faculty as an investment rather than a cost' and 2.78 (neutral) on 'our college offers faculty a vision that they can believe in'. The analysis further indicated that among aided colleges faculty, the highest extent of agreement was found to be 4.11 (agree) on 'our college views the development of knowledge and skill in faculty as an investment rather than a cost', followed by 3.87 (agree) on 'faculty is prepared to perform well for the students', 3.82 (agree) on 'our college offers teachers a vision that they can believe in', 3.81 (agree) on 'our college's vision is well we communicate to the faculty, which is further communicated to the students' 3.74 (agree) on 'skill and knowledge development of students happens as an ongoing process in our organization' and 3.52 (agree) on ' in this college, the teachers are properly trained to perform their roles'.

Table 1.1: Extent of agreement among faculty on various internal marketing strategies in colleges

Aspects	Govt. Colleges		Aided Colleges		Unaided Colleges		F-ratio
	Mean	Overall	Mean	Overall	Mean	Overall	
Internal Marketing Strategy-1	2.78	N	3.82	A	4.11	A	6.23**
Internal Marketing Strategy-2	3.46	N	3.81	A	3.92	A	4.71**
Internal Marketing Strategy-3	3.48	N	3.87	A	4.08	A	6.41**
Internal Marketing Strategy-4	2.64	N	4.11	A	4.21	A	8.23**
Internal Marketing Strategy-5	4.08	A	3.74	A	3.81	A	1.53
Internal Marketing Strategy-6	2.54	N	2.70	N	2.84	N	1.39
Internal Marketing Strategy-7	3.28	N	3.48	N	3.52	A	2.85*
Internal Marketing Strategy-8	3.21	N	2.30	DA	2.16	DA	6.67**
Internal Marketing Strategy-9	3.03	N	2.18	DA	2.04	DA	7.55**
Internal Marketing Strategy-10	3.22	N	3.02	N	2.87	N	1.18
Internal Marketing Strategy-11	2.20	DA	3.28	N	3.41	N	4.76**
Internal Marketing Strategy-12	3.25	N	2.37	DA	2.17	DA	5.48**
Internal Marketing Strategy-13	3.16	N	3.52	A	3.84	A	4.52**
Internal Marketing Strategy-14	3.69	A	2.67	N	2.52	N	6.54**
Internal Marketing Strategy-15	3.18	N	3.26	N	3.31	N	1.11

The lowest extent of agreement came to be 2.18 (disagree) on 'we measure and reward teachers' performance that contributes most to our college's vision', followed by 2.30 (disagree) on ''our performance measurement and reward systems encourage the faculty and staff to work together' and 2.37 (disagree) on 'in our college, those teachers who provide excellent services are rewarded for their efforts'.Among unaided colleges faculty, the highest extent of agreement was found to be 4.21 (agree) on 'our college views the development of knowledge and skill in faculty as an investment rather than a cost', followed by 4.11 (agree) on 'our college offers teachers a vision that they can believe in', 4.08 (agree) on 'our faculty is prepared to perform well for the students', 3.92 (agree) on 'our college's vision is well communicated to the faculty, which is further communicated to the students' 3.84 (agree) on 'in this college, the teachers are properly trained to perform their teaching roles' 3.81 (agree) on 'skill and knowledge development of students happens as an ongoing process in our organization' and 3.52 (agree) on 'in our college we go beyond traditional education to develop skills in the students'.

The lowest extent of agreement came to be 2.04 (disagree) on 'we measure and reward teachers' performance that contributes most to our college's vision', followed by 2.16 (disagree) on ''our performance measurement and reward systems encourage the faculty and staff to work together' and 2.30 (disagree) on 'in our college, those teachers who provide excellent services are rewarded for their efforts'. The comparison of extent of agreement on internal marketing aspects between government, aided and unaided colleges faculty showed that the extent of agreement on 'our performance measurement and reward systems encourage faculty and staff to work together' 'we measure and reward faculty's performance that contributes most to our college's vision' was significantly greater among government colleges faculty as compared to that among aided and unaided colleges faculty. On the other hand, the extent of agreement on 'our college offers faculty a vision that they can believe in', 'our college's vision is well communicated to the faculty', 'faculty is prepared to perform well for the students', 'our college views the development of knowledge and skills in faculty as an investment rather than a cost', 'our college communicates to the faculty importance of teaching roles' 'in this college, the teachers are properly trained to perform their roles' 'in our college, we go beyond traditional education to develop skills in the students' and 'the college has the flexibility to accommodate the differing needs of students' was significantly greater among aided and unaided colleges faculty as compared to that among government colleges faculty.

Therefore, the hypothesis 1 "there is no significant difference in the internal marketing practices in different types of colleges" is rejected as 11 of 15 statement exhibited significant differences in internal marketing practices in government, aided and unaided colleges.

Perceptions of students towards service quality provided by colleges

In order to find out the level of agreement/disagreement with the various statements on the basis of ownership status of Colleges, weighted average scores were calculated. Weights of 5,4,3,2,1 were assigned respectively to the responses 'Strongly Agree', 'Agree', 'Neither Agree Nor Disagree', ' Disagree' and 'Strongly Disagree'. A higher score indicates greater agreement with the statement than the lower score.

Students' Perception towards Service Quality: Government Colleges

Table 1.2 showed that the weighted average scores range from as high as 4.12 on the statement S33 (Faculty at my College has the knowledge to answer students' questions) to as low as 2.23 on the statement (My College has latest audio-visual equipment). The Table indicated that out of 40 statements, majority of the students agree to 31 (77.50%) statements. The weighted average scores in all these statements range from 4.12 to 3.30.

Table 1.2: Perceptions of students towards service quality provided by their colleges

No.	Statements	Govt. Colleges	Aided Colleges	Unaided Colleges	F-ratio
S1	The physical facilities at my College are attractively designed.	2.91	2.81	2.86	1.18
S2	Faculty at my College is professional and smart appearing.	3.25	3.63	3.44	5.34**
S3	My College has latest audio-visual equipment.	2.31	2.23	2.26	1.84
S4	Materials associated with the services of faculty at my College (such as handouts, notes, case-studies) are very well-prepared.	3.31	3.39	3.35	1.11
S5	Physical facilities at my College are well-maintained	2.82	2.86	2.84	0.48
S6	Physical facilities at my College are adequate	3.07	2.96	3.01	1.33
S7	When a student has a problem; faculty at my College show a sincere interest in solving it.	3.76	3.94	3.85	1.85
S8	Faculty at my College is consistently courteous with students.	3.88	3.92	3.90	0.51
S9	Faculty at my College instil confidence in students	3.95	4.04	3.99	0.97
S10	Faculty at my College gives students personal attention.	3.69	3.95	3.82	3.85*
S11	Faculty at my College has students' best interests at heart.	3.66	3.84	3.74	3.58*
S12	Faculty at my College is never too busy to respond to students' requests.	3.74	3.86	3.80	1.36
S13	Faculty at my College is always willing to help students	3.93	3.96	3.94	0.31
S14	Faculty treats all the students with equity	3.76	3.54	3.64	5.25**

S15	My College is highly reputed in the society	3.95	3.93	3.94	0.26
S16	Students of my College are highly regarded by the industry	3.74	3.76	3.75	0.27
S17	My College is the top choice of aspiring students	3.69	3.64	3.66	0.57
S18	Overall evaluation system at my College is fair and just.	3.33	3.21	3.26	1.41
S19	Vision of My College is communicated to all the students.	3.05	3.04	3.06	0.22
S20	My College contributes towards welfare of society	3.34	3.22	3.29	1.49
S21	Beliefs and values at my College are consistent with social beliefs and values.	3.31	3.27	3.29	0.40
S22	Policies and procedures at my College are consistent with my personal value set.	3.30	3.16	3.23	0.78
S23	Services offered at my College contribute towards my life goal fulfilment.	3.58	3.41	3.50	4.43**
S24	At my College services to the students are provided as per the given schedules.	3.44	3.53	3.48	1.44
S25	At my College exact schedules of lectures and other activities are conveyed to the students	3.66	3.56	3.61	1.34
S26	My College has class timings convenient to all their students	3.29	3.64	3.46	6.72**
S27	My College gives prompt service to students.	3.30	3.52	3.41	5.43**
S28	Office Hours at my College are planned according to convenience of students	3.24	3.58	3.41	5.47**
S29	Faculty and staff are always available during their assigned work hours.	3.50	3.78	3.64	6.12**
S30	Faculty at my College performs well every time.	3.91	3.75	3.83	3.26*
S31	Services offered contribute towards fulfilment of my professional aspirations.	3.87	3.76	3.81	1.76
S32	Faculty at my College understands the specific needs of their students.	3.75	3.99	3.87	7.04**
S33	Faculty at my College has the knowledge to answer students' questions.	4.12	3.93	4.03	5.01**
S34	Faculty at my College has vast knowledge and expertise	4.03	3.96	3.99	0.98

S35	Faculty at my College is always abreast with the latest developments in their subjects.	3.90	3.83	3.86	0.92
S36	Faculty at my College has the capability to contribute towards the holistic development of students.	4.01	3.92	3.96	1.16
S37	Records at my College are always error-free.	2.41	2.54	2.47	3.07*
S38	Administrative/support staff at my College is courteous and responsive.	2.54	2.64	2.59	1.52
S39	Administrative/support staff at my College always perform error-free service	2.41	2.53	2.47	1.73
S40	Administrative/support staff at my College perform service right first time	2.46	2.54	2.50	1.12

The weighted average score of six statements out of 31 was within the range of 4.12 to 3.92 indicating a relatively strong degree of agreement. These statements are S33, S34, S36, S9, S15 and S13 in that order. These statements indicated that most of the students perceived that faculty at their College is highly knowledgeable and expert in their respective fields and possess knowledge to answer students' questions. The students strongly believed that the faculty was always willing to help their students, instil confidence in them and contribute towards their holistic development. The scores of 25 statements indicated that the students 'agree' with these statements with a mean score ranging from 3.91 to 3.24 These statements are: S30, S35, S8, S31, S7, S14, S32, S12, S16, S10, S17, S25, S11, S23, S29, S24, S20, S18, S4,S21, S27, S22, S26, S2 and S28. All these statements highlighted that most of the students perceived their faculty as responsive and courteous. Students feel that their faculty gives them personal attention, understands their needs and problems and do whatever they could do to help them. Students trust their faculty to be having the best interest of their students in their hearts. Students believe that their faculty is fair and just in the overall evaluation and treat students with equity. The Colleges are perceived to be contributed towards fulfilment of personal and professional aspirations of the students. Most of the students perceived that their respective institutions are preferred by the industry for campus placements and are top choice of the aspiring students. The services provided in the college are prompt, activities and lecture schedules are convenient to the students and services are delivered in accordance with the given schedules. The study material provided by the faculty is perceived to be well prepared by the students.

The weighted average scores of 5 statements (S6. S19. S1, S5, S38) range from 3.07 to 2.54, indicating that most of the students neither agreed nor disagreed to these statements. These statements signify that most of the students are in doubt about the physical facilities of their Colleges to be attractive, adequate and well-maintained. Most of the students are neutral about the responsive and courteous behavior of the administrative and support staff. The students are not sure regarding the communication of the vision of college to the students.

The remaining statements (S40, S39, S37, S3) with a mean score of 2.46 to 2.23 indicated that most of the students disagreed to these statements. This signifies that most of the students do not find the records of the colleges to be accurate and performance of their administrative and support staff to be error-free and right first time. Students feel than their Colleges are not equipped with latest audio-visual aids.

Students' Perception towards Service Quality: Aided Colleges

The Table showed that the weighted average scores ranged from as high as 4.04 on the statement S9 (Faculty at my College instil confidence in students as low as 2.31 on the statement (My College has latest audio-visual equipment). The Table indicated that out of 40 statements, majority of the students agreed to 29 statements. The average scores in all these statements ranged from 4.04 to 3.22.

The average score of 8 statements out of 29 was within the range of 4.04 to 3.93 indicating a relatively strong degree of agreement. These statements are S9, S32, S34, S13, S10, S7, S33 and S15 in that order. Most of the students strongly believed that their faculty understands their specific needs and instils confidence in them. Most of the students hold high opinion regarding the knowledge and expertise of their faculty and their capability to answer their questions. The students feel that their faculty gives them personal attention and is willing to help and solve any of the problems of their students. The scores of 21 statements indicated that the students 'agree' with these statements with a mean score ranging from 3.92 to 3.22 These statements are: S36, S8, S12, S11, S35, S29, S31, S16, S30, S17, S26, S2, S28, S25, S14, S24, S23, S4, S21 and S20 in that order. All these statements highlighted that most of the students perceived their faculty has the best interest of their students in their hearts and is capable of contributing towards the holistic development of the students. Students believe that their faculty treats students with equity. The Colleges are perceived to be contributed towards fulfilment of personal and professional aspirations of the students. The study material provided by the faculty is perceived to be well prepared by the students. The value set of the Colleges is perceived to be consistent with the social value set. Most of the students perceive that their respective institution is regarded highly by the industry, is highly reputed in the society and is the top choice of the aspiring students. The services provided in the college are prompt, activities and lecture schedules are convenient to the students and services are delivered in accordance with the given schedules.

The average scores of 10 statements (S18, S22, S19, S6, S1, S5, S38, S40, S37, and S39) range from 2.29 to 1.81, indicating that most of the students neither agreed nor disagreed to these statements. These statements signify that most of the students are in doubt about the physical facilities of their Colleges to be attractive, adequate and well-maintained. Most of the students are neutral about the responsive and courteous behavior of the administrative and support staff. This signifies that most of the students do not find the records of the colleges to be accurate and performance of their administrative and support staff to be error-free and right first time. The students are not sure regarding the communication of the vision of college to the students. Most of the students are not clear about the overall evaluation system of the college to be fair and just. Only one statement with a score of 2.31 indicates the disagreement on the part of students regarding the availability of latest audio-visual equipment.

Students' Perception towards Service Quality: Unaided Colleges

The Table 1.2 further showed that in unaided colleges the weighted average scores ranged from as high as 4.12 on the statement S33 (Faculty at my College has the knowledge to answer students' questions) to as low as 2.41 on the statements S37 and S39 (Records at my College are always error-free) and (Administrative/support staff at my College always perform error-free service). The Table indicated that out of 40 statements, majority of the students agree to 31 (77.50%) statements. The weighted average scores in all these statements ranged from 4.03 to 3.23. Out of these statements, scores of 25 statements indicated that the students 'agree' with these statements with a mean score ranging from 3.90 to 3.23. These statements are: S8 (Faculty at my College is consistently courteous with students); S32 (Faculty at my College understands the specific needs of their students); S35 (Faculty at my College is always abreast with the latest developments in their subjects.); S7 (When a student has a problem; faculty at my College show a sincere interest in solving it.); S30 (Faculty at my College performs well every time.); S10 (Faculty at my College gives students personal attention.); S31 (Services offered contribute towards fulfilment of my professional aspirations); S12 (Faculty at my College is never too busy to respond to students' requests); S16 (Students of my College are highly regarded by the industry); S11 (Faculty at my College has students' best interests at heart); S17 (My College is the top choice of aspiring students); S14 (Faculty treats all the students with equity); S29 (Faculty and staff are always available during their assigned work hours); S25 (At my College exact schedules of lectures and other activities are conveyed to the students); S23 (Services offered at my College contribute towards my life goal fulfilment); S24 (At my College services to the students are provided as per the given schedules); S26 (My College has class timings convenient to all their students); S2 (Faculty at my College is professional and smart appearing); S27 (My College gives prompt service to students); S28 (Office Hours at my College are planned according to convenience of students); S4 (Materials associated with the services of faculty at my College such as handouts, notes, case-studies are very well-prepared); S21 (Beliefs and values at my College are consistent with social beliefs and values); S20 (My College contribute towards welfare of society); S18 (Overall evaluation system at my College is fair and just) and S22 (Policies and procedures at my College are consistent with my personal value set) in that order. All these statements highlighted that students perceive their faculty to be very responsive, courteous and considerate for students' problems and needs.

The image of their Colleges is positive as it is perceived to be consistent with the social and personal value sets. The Colleges are perceived as the preferred educational institution by the students as well as the society in general. Students also perceive that their respective institutions are preferred by the industry for campus placements. As far as consistency and convenience of services is considered, the students feel that the services provided at their Colleges are planned keeping in view the convenience of the students and the services by the faculty and office staff are provided as per the given schedules.

The weighted average score of 6 out of 31 statements was within the range of 4.03 to 3.94 indicating a relatively strong degree of agreement. These statements are S33 (Faculty at my College has the knowledge to answer students' questions); S9 (Faculty at my College instil confidence in

students); S34 (Faculty at my College has vast knowledge and expertise); S36 (Faculty at my College has the capability to contribute towards the holistic development of students); S13 (Faculty at my College is always willing to help students); S15 (My College is highly reputed in the society) in that order. These statements signify that most of the students perceive their faculty to be highly knowledgeable and competent, contributes towards the overall development of the students and are always supportive. The students believe their Colleges to be having a high repute in the society.

The weighted average scores of six statements ranged from 3.06 to 2.5, indicating that most of the students neither agreed nor disagreed to these statements. These statements are S19 (Vision of My College is communicated to all the students); S6 (Physical facilities at my College are adequate); S1 (The physical facilities at my College are attractively designed); S5 (Physical facilities at my College are well- maintained); S38 (Administrative/support staff at my College is courteous and responsive); S40 (Administrative/support staff at my College perform service right first time) in that order. These statements signify that most of the students are not sure about the physical facilities of their Colleges to be attractive and adequate. Most of the students were in doubt about the responsiveness and effectiveness of the administrative and support staff. A score of 3.06 for statement S19 indicates that students were not certain about the vision of their Colleges.

The remaining 3 statements with a mean score of 2.47 to 2.26 indicated that most of the students disagree to these statements. These statements are S37 (Records at my College are always error-free); S39 (Administrative/support staff at my College always perform error-free service) and S3 (My College has latest audio-visual equipment). This signifies that most of the students do not find the records and performance of their administrative and support staff to be up to the mark. Most of the students feel that their Colleges lack the latest audio-visual equipment, this observation might be because of the fact the relatively newer institutions are investing extensively in the innovative technology.

Comparison of Government, Aided and Unaided College Students' Perceptions towards Service Quality

As far as statements related to knowledge, competence and effectiveness of faculty is concerned, opinion of government college students is most positive as compared to aided and unaided college students indicated by a relatively high score in statements S33 (Faculty at my College has the knowledge to answer students' questions); S34 (Faculty at my College has vast knowledge and expertise); S36 (Faculty at my College has the capability to contribute towards the holistic development of students); S35 (Faculty at my College is always abreast with the latest developments in their subjects.); S30 (Faculty at my College performs well every time); S31 (Services offered contribute towards fulfilment of my professional aspirations.); S14 (Faculty treats all the students with equity); S23 (Services offered at my College contribute towards my life goal fulfilment).

On the contrary, in case of statements depicting openness and personalization in faculty-student interaction, the opinion of aided and unaided college students is more positive as compared to government college students indicated by relatively high score in statements S7 (When a student has a problem; faculty at my College show a sincere interest in solving it); S8 (Faculty at my College

is consistently courteous with students); S9 (Faculty at my College instils confidence in students); S10 (Faculty at my College gives students personal attention); S11 (Faculty at my College has students' best interests at heart); S12 (Faculty at my College is never too busy to respond to students' requests); S13 (Faculty at my College is always willing to help students); S29 (Faculty and staff are always available during their assigned work hours) and S32 (Faculty at my College understands the specific needs of their students). Degree of agreement of aided and unaided college students concerning convenience and consistency of services provided to them, is stronger as indicated by relatively high score to statements: S24 (At my College services to the students are provided as per the given schedules); S26 (My College has class timings convenient to all their students).

The differences in weighted average scores of government, aided and unaided college students have been found statistically significant for 12 out of 40 statements.

Therefore, the hypothesis 2 "there is no significant difference in the service quality provided by different types of colleges" is partially rejected as 12 of 40 statement exhibited significant differences in service quality provided by government, aided and unaided colleges.

Relationship between Internal Marketing and Service Quality

The analysis depicted in Table 1.1 and Table 1.2 indicated that out of 15 statements related to internal marketing, there was significantly divergent views on 11 statements among faculty of government, aided and unaided colleges. Out of 11 statements, the agreement on 9 (81.82%) statements was significantly higher among faculty of aided and unaided colleges as compared to that among faculty of government colleges. Similarly, out of 40 statements related to service quality, there were significantly divergent views on 12 statements among students of government, aided and unaided colleges. Out of 12 statement the agreement on 8 (66.67%) statements was significantly higher among students of aided and unaided colleges as compared to that among students of government colleges. The internal marketing and service quality elements were better in aided and unaided colleges as compared to that in government colleges. This highlighted that internal marketing and service quality in colleges bore positive relationship with each other. In other words, service quality is directly related with the internal marketing practices in colleges.

Therefore, hypothesis 3 that "there is positive relationship between internal marketing and service quality in colleges" is accepted by the study.

Conclusion The internal marketing is stronger in aided and unaided colleges as compared to that in government colleges. This may be due to the profit-orientation in aided and unaided colleges and service-orientation in government colleges. Therefore, the goals of the educational institutions should be subject to the social service and the profit should work under this goal. This may help to impart pro-society education to the youth of the nation. The service quality is again found to be better in aided and unaided colleges as compared to the government colleges. This may again be correlated with the profit-orientation under private management and service-orientation under government management. All this has been done under the policies of privatization. Therefore, in order to be service-orientation, government educational institutions should be strengthened.

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