

## INTERNAL BRANDING IN HIGHER EDUCATION: WHAT EFFECTS COMMITMENT OF FACULTY

**Dr. Muhammad Anwer\***, **Dr. Safdar Hussain\*\***, and  
**Zaheer Abbas\*\*\***

### ABSTRACT

*Under investigated research examined effects of internal branding on professional performance of the faculty and academicians in Pakistanis universities. The present research has been carried out for considering as effecting elements of internal branding tools; training, briefings, group meetings and orientation and-determinants of internal branding includes; vision, core values, internal communication and reward. Three types of commitments including; normative, affective and continuous commitment were examined in the context of faculty working in the higher education institutions. Employed quantitative research methodology, the data analysis reveals that combined effects of internal branding influence employee commitment with 62%. Study also reveals combined effect and individual effect upon all three types of employee commitment by internal branding. Comparing effects of internal branding on all commitment types, found that internal branding has more effects on faculty normative commitment followed by effective and continuous commitment. Analysis of control variables i.e. faculty's working experience and variation of public and private higher education institution has revealed that-experience has influence on faculty's commitment. There is no significant effect of diversity of public and private university on employee's commitment.*

**Keywords:** *Internal Branding, Professional Commitment, Faculty Member, Higher Education.*

### INTRODUCTION

With the emergent phenomena of globalization, service sector has

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\*Assistan Professor; Special Education Department Gilgit-Baltistan Gilgit, Pakistan. email: dr.manwer19@gamil.com

\*\*Assistan Professor; Department of Educational Development, Karakoram International University, Gilgit, Pakistan.

\*\*\*Lecturer; School of Management and Economics, Kunming University of Science and Technology, China.

dominated manufacturing sector, particularly; in the terms of rendering employment opportunities. Similar to industrialize economies, developing countries have also experienced such a paradigm shift. Preceding research studies (Clark, 1960; Fuchs, 1980) reported that there is hasty shift of structural changes from agriculture to manufacture; and manufacturing to service sector. In Pakistan, percentage contribution of; agriculture is 20.9%, industry is 25.8%, and services sector is highest with 53.3%, of total GDP ( Central Intelligence Agency, 2009).

Branding is a process of image building regarding a specific marked group. Ideally, organization likes to figure a demonstrative linkage with the identified groups (Karens, Eshuis, Klijn, & Voets, 2016). The major service sectors of Pakistan are four including; distributive, producer, personal and social services- while education sector lies under social services (Ahmed & Ahsan, 2011).

Education is a major source of sustenance and acceleration of development (Colclough, 1982). One of the core functions of education is human resource development. Education is a vital source for an individual that bridge them in meeting other basic necessities like food, health and safety. Education provides the foundation to eradicate lower status, deprived quality of life and to enhance social development (Memon, 2007). Prosperity and success of nations are guaranteed by its educational system. Quality of education in Pakistan is underprivileged; including inadequate trained academic labor force, less and in-appropriate teaching aids (Memon, 2007). One of the important rationales of deprived efficiency of education is ignoring this sector since last several decays. It can be easily evident from the allocation of budget of only 2.7% for education sector in the GDP ( Central Intelligence Agency, 2015). Additional major elements of low performance of education system are; poor quality of program implementation, weaker management, monitoring and evaluation and instruction (Memon, 2007). An increased focus on technology and information system has put stress on educating people to keep up with the emerging technologies. So, training plays a vital role in this regard.

Concurrent construction of multiple types of knowledge is most readily achieved through the integration of training with on-the-job learning (Littlejohn, Milligan, Fontana, & Margaryan, 2016). Internal branding to organizational insiders is not yet explored, though little exceptions may be notorious (Judson, Aurand, Gorchels, & Gordon, 2008; Wraas &

Solbakk, 2009). Various experts of the field such as Aula et al. (2015) claimed that university branding is a fundamental internal question of organizational purpose (Mampaey, Schtemberg, Schijns, Huisman, & Arild W<sup>^</sup>raas, 2020).

Education sector of Pakistan has become important with regard of providing quality education. A report (Batool & Qureshi, 2007) showed that general universities in the Pakistan are forty nine, with holding 11,434 faculty members. In the previous three decays, various research studies have been carried out to consider problems, prospects, and issues of teacher education in the country. A hefty number of highly educated professionals and researchers go abroad for a better job opportunity or getting higher education; while return rate is very low causes a giant national loss (Memon, 2007).

Reports from the various research studies (Ganihar & Bhat, 2006) it has been noted that standard of education has a significant linkage among the preparing proficient faculty and academic staff. Faculty members in higher education institutions are expected to take innovative steps and they must dedicate to their occupation and employment. Education has been internationally acknowledged for brining cultural, political, moral, socio-economic and intellectual advancement of nations (Raza, 2010). It has been concluded from previous studies that teacher is the key maker of the society. They bring qualitative changes and enforced educational standards; which motive wellbeing, development and prosperity of the nations. It reveals, standards of employees have a positive impact upon quality of the system. Institutions having skilled full and qualified workforce, can accomplish organizational objectives easily. Competition has been increased in service sector resulted on focus toward internal branding to gain competitive advantage (Balmer, Powell, Punjaisri, & Wilson, 2011). A recent wave of HEC scholarship scheme has ignited the process both at national as well as international level. So, the role of teacher as researcher has added towards their responsibilities. A researcher is also expected to be a good teacher. Moreover, public universities spend limited fund on training programs for teachers as compared to private universities. Training plays a vital role in development of academic staff- and expected to enhance their level of commitment.

At the contemporary era; the concept of “internal branding” gained an immense attention of academicians as well as research practitioners

(Punjaisri & Wilson, 2007). Experts (Mitchell, 2002) have noted that formation of internal branding is possible to exercise through internal marketing. (Wood,2000) focussed that internal branding is resource of generating internal commitment among workforce by adopting the marketing model internally. Internal marketing concept holds that the employees are the primary market of organization. The core intention of the internal marketing task is to maintain commitment and motivation of employees (George, 1990; George & Gronroos, 1989). Key elements in internal branding are mix including; communication, training, education and information (Wirtz et al., 2009). A significant relationship has been noted between internal branding and employee commitment (Burmam & Zeplin, 2005). This study had adapted the concept of internal branding from Punjaisri & Wilson, Mampaecy (2007; Mampaecy, 2017).

Only external brand may flop to make universities live up to their brand promises; required internal legitimation, an external brand will only consist of unsupported external communications by university managers; communications that are ‘decoupled’ from the actual internal activities of academic staff (Mampaecy, 2017).

The current research study has been carried out to look upon a comparison of private and public universities in the Pakistan.

### **Research Objectives**

Following are the objectives of the current research:

- To analyze internal branding tools and determinants
- To investigate three types of employee’s commitment including; normative, affective and continuous commitment in the higher education institutions of Pakistan
- To discover correlation among the internal branding and faculty members of the higher education institutions employee’s commitment.

### **Related Work**

#### ***Service branding and brand management definition***

Since around middle of 1980s service marketing became the emerging area of research study (Fisk, Brown, & Bitner, 1993). According to; American Marketing Association(AMA), that brand is; name, sign, expression or design that is used to identify one product or service; from other for purpose of differentiating (Keller, 2008). Different researchers Keller (2008) and Reichheld (2001), defined various emotional and rational dimensions of branding. Brand

management of services were explored long ago; however, since last decade, this area gained particular attention and interest of researchers. Services are actions or performances, and intangible in nature (Berry, Conant, & Parasuraman, 1991). Services are complex; includes features of perish-ability, heterogeneity, intangibility, requirement of customer involvement and limitation to be produced and consumed simultaneously (Kariuki, 2012).

### ***Importance of Employees in Service Branding***

Due to enlarge struggle in the sector of services, it has resulted to focus on building strong brand to gain competitive advantage (Keller, 2008; Sharp, 1996). Expansion of corporate marketing and internal banding has raised awareness of vital function of workforce in internal branding process (Punjaisri & Wilson, 2007). Literature regarding service branding has tinted the main responsibility of employee in service encounters and it was argued that during service encounter, behaviors and approach of employee effects on consumers (Kimpakorn & Tocquer, 2009). Consumers make perception of service organization based on service employee to whom they encounters (Thomson & Hecker, 2000). It is also argued that excellent brands are vulnerable to harm if any employee of organization acts in way; that is incoherent with fundamental brand standards (Moser, 2003). Researchers claimed that to ensure quality and brand standards- employees must be well knowledgeable (Moser, 2003). Marketing of service brands to external customers is not enough. Internal customers i.e. employees are also important because the product being marketed is service.

In service sector, it is tricky to make brand position due to its intangible and complex offering. People look within the organization for clues. Zeithaml et al. (2006) has described that without involvement of HR initiatives, appropriate recruitment, training and motivation-corporate cannot deliver the brand promise and values to the customers. Internal branding is important to employees within the organization to ensure proper alignment between internal and external brand message (Mitchell, 2002). Proper brand message is achieved through unified behavior of employees (Schiffenbauer, 2001). Schultz and Schultz (2000) has described that there should be proper alignment of external brand promise with the internal brand promise by the employees of organization.

### ***Determinants and tools of internal branding***

Determinants and tools of internal brandings are as follows:

- Internal branding tools

- Trainings and developments
- Orientations, group meetings and briefings

In internal branding, internal communication and training program equipment are recognized the chief mechanisms. There are different internal communication tools includes orientations, group meetings and briefings, notice boards newsletters and log books that are used for giving relevant and essential brand information. Internal communication tools are significant to enlarge and reinforce employees' brand-supporting behavior (Punjaisri & Wilson, 2007).

### ***Training***

Training, Orientations, group meetings and briefings are good mechanisms of internal branding (Balmer et al., 2011). In general, there is an association between the HR practices and employee commitment. In return, the satisfied employees render a higher quality of service to people. Training plays vital role in individual's capabilities as well as profitability of the organization (Cosh, Duncan, Hughes, & Britain, 1998). There are different reasons for training, enhancing individual skills and competencies, only for job safety or just for appearance sake (Hughey & Mussnug, 1997). Training gives achieve institutional objectives (Wasmer, Williams, & Stevenson, 1997). Training and internal communication makes employees to appreciate the brand and its values (Balmer et al., 2011). Training goal should be in line with company strategic plan that it reinforces the larger mission of institute or company (Hughey & Mussnug, 1997).

Higher education institutions have widely implementing integrated marketing principles. Training has positive impact on job satisfaction, productivity and profitability. Training enhance employees' efficiency- leads toward personal and professional development (Hughey & Mussnug, 1997).

Training reinforces the brand promise and values. Focus of training programs is focusing on modification of employee behavior that helps organization as well as the individual. Training is learning by doing approach (Hughey & Mussnug, 1997), which leads to change in the behavior. This study focuses on effects of training to the academic staff of universities in Pakistan. Organizations need to clearly communicate the brand's purpose to employees through training; to inspire and assist them to understand their role in relation to the brand (Balmer, Harris, & de Chernatony, 2001).

## **Internal Brandings Determinants**

Following are the determinants of internal branding:

### ***Vision***

Vision relates to goals and objectives of organization (Rafiq & Ahmed, 2000). Strategic vision is compulsory to underwrite corporate brand (Collins & Porras, 1991). When employees are comprehensible about corporate vision and core values- outcome as employee's commitment (O'Callaghan, 2009) Clear vision is implicit by internal communication (Asif & Sargeant, 2000). Practicing internal communication employees having, better understand of brand vision. Mitchell (2002) said, "It enables employees to "live" the vision in their day to day activities and through their brand living attitude customers are satisfied".

### ***Core values***

Second determinant of internal branding is, core values. Whereas, employees are comprehended of brand core values then, they will perform in ways that live up to customer's brand expectations (Punjaisri & Wilson, 2007).

### ***Internal communication***

internal branding is internal communication Emphasizes on the importance of effective communication of the service vision and core values (De Chernatony, Drury, & Segal-Horn, 2003). Effective internal communication enhances employee commitment and loyalty (Asif & Sargeant, 2000). Papasolomou and Vrontis (2006) have suggested; internal branding tools i.e. training and internal communication induce employee's brand identification and employee commitment.

### ***Rewards***

Hoffman and Mehra (1999) noted that rewards for employees, are consider very effective to retain brand standards. It may also swift motivation and commitment level of employees. From previous studies, it has been noted that- employee's satisfaction and performance showed positive correlation (Khanyapuss Punjaisri, 2007). To ensure that employee is able to deliver brand promise, organization should engage in the activity such as rewarding; that enhances employee ability to deliver service promise (Zeithaml et al., 2006).

### ***Employee's commitment***

Commitment is basic level of psychological affection of internal employees

to brand or organization that exaggerate motivation to work for corporate goals (Burmam & Zeplin, 2005). Allen and Meyer (1997) described a positive correlation of job satisfaction and commitment of the employees. Meyer, Becker, and Vandenberghe (2004) defined that employee's commitment keeps them to stay with organization. They attend their duty on regular, full day, protects assets and try their best to achieve determined goals of the organization. Research studies showed if commitment is low, individuals and organizations affects negatively- while it benefits organizations when employee commitment is high (Brockner, Tyler, & Cooper-Schneider, 1992). An association has been noted between organizational commitment and satisfaction (Lok & Crawford, 1999; Meyer et al., 2004).

### **Dimensions of commitment**

The major dimensions of commitment are comprised of; affective, continuance and normative commitment (Meyer & Allen, 1991; Meyer, Allen, & Gellatly, 1990). Definitions of Commitment Types: Definitions of commitment types are described as follow:

#### ***Affective commitment***

According to Allen and Meyer (1990); it is employee's emotional attachment, identification and involvement in an organization.

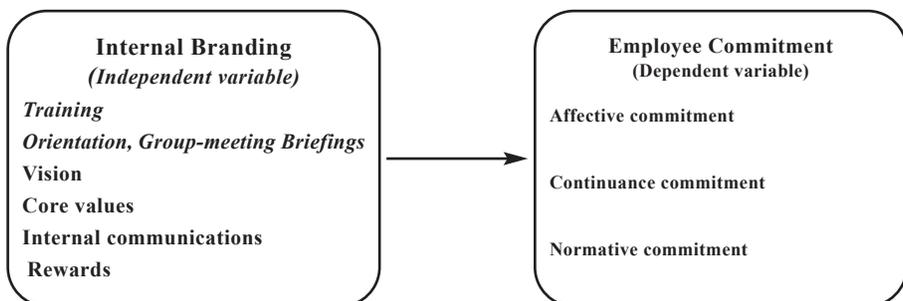
#### ***Normative commitment***

The degree to which an employee feels some sense of obligation to remain with the organization (Allen & Meyer, 1990).

#### ***Continuance commitment***

According to Allen and Meyer (1990), employee assessment of the costs associated with leaving the organization. It comprising low perceived alternatives and high personal sacrifice (McGee & Ford, 1987).

## **THEORETICAL FRAMEWORK**



### **Research hypotheses**

Hypotheses for the present study are following;

*H<sub>1</sub>: there is a positive correlation between internal branding and overall commitment of the faculty members of higher education institution.*

*H<sub>2</sub>: There is a positive correlation between internal branding and affective commitment of the faculty members.*

*H<sub>3</sub>: A positive correlation is expected between internal branding and continuous commitment of the faculty.*

*H<sub>4</sub>: Normative commitment of the faculty members have a positive correlation with internal branding.*

*H<sub>5</sub>: There is difference in the commitment of faculty members of public and private higher education institution and employee working experience.*

### **RESEARCH METHODOLOGY**

The present research is designed to explore relationship between internal branding with employee commitment of faculty at universities in Pakistan. For data collection, a comprehensive self-administered questionnaire was utilized. The second research tool has been employed to measure internal branding. First sub section of internal branding contained nine statements designed, to measure training and development of teaching faculty; both public and private universities. Nine items were adopted from training and development, developed by Rogg, Schmidt, Shull and Schmitt (2001). Scale of internal branding tools, developed by Punjaisri and Wilson (2007), is utilized to investigate perceptions of faculty members towards orientation, group meetings and daily briefings.

Second sub section of internal branding, having twenty items of and four sub parts; vision, core values, internal communication and rewards-comprised of Internal marketing scale of Foreman and Money (1995). All four constructs of vision are adapted from scale of internal marketing. Four constructs of core values are used from scale of Pate and Martin (2004), which shows the employee's psychological contracts. It is noted (Berry & Parasuraman, 2004), that internal marketing construct is consist of three elements including; rewards, development and vision.

Last section contained scales of employee commitment which is measured through three variables; normative, affective and continuous commitment. Scale of Allen and Meyer (1990) is used to measure employee commitment toward university. Respondents are asked about agreement and

disagreement by circling a response for each statement from a five-point Likert scale ranging from 1 “strongly disagree” to 5 “strongly agree”.

### Research Design and Population

Population for present study is faculty members of higher education institutions in Pakistan. Present study was basic and explanatory in nature. Convenient Random sampling method was used to collect data from different departments of four private and four public universities. Sample size was 200 while 103 responded positively with a return rate of 51.5%. SPSS statistic was used for data analysis. For hypothesis testing, Pearson Correlation analysis is used; while to measure commitment of employees, performed Regression analysis.

## RESULTS, DATA ANALYSIS AND DISCUSSION

Following is the descriptive statistics of different tables.

Table 1: Descriptive Statistics of Public and Private University

	Frequency	Percent
Valid		
Public University	55	53.4
Private University	47	45.6
Total	103	100

The responses of faculty from public sector universities were 55, comprising 53.4% and responses of faculty from private sector universities were 47 comprising of 45.6% as shown in the table 1.

The frequency from public sector universities is higher than that of private sector universities. Data reveals positive tendency of faculty members in public sector universities in the country. However, results also reveals satisfactory participation of faculty members in private sector universities.

### Descriptive Statistics of Gender

Table 2: Descriptive Statistics of Gender

	Frequency	Percent
Male	58	56.3
Female	45	43.7

There are 58 males' respondents, comprising 56.3%- and 45 female's respondents comprising of 45% in the sample giving 103 respondents shown in the table 2 above. It reveals that maximum number of respondents, i.e. 56.3 % (total 58 respondents), show their interest in the

current research study. On the other hand, female faculty members shown less interest to participate in the study, as reveals in the table 2 above.

### **Faculty Qualification**

Table 3: Descriptive Statistics of Qualification

		Frequency	Percent
Valid	Master	3	36.9
	M.Phil./M.S	46	44.7
	PhD	19	18.4
	Total	103	100

36.9% of employees holding Master’s Degree, 44.7% faculty members got MS/M.Phil. Degrees while 18.4 percent done PhD degree shown in the above table 3. Highest number of sampled faculty, holding M.Phil. /M.S. degree; i.e. are 46 comprising 44.7%, highest among the total respondents; i.e. 103. The lowest number of sampled faculty, holding PhD. degree; i.e. are 19 comprising 18.4%, among the total respondents; i.e. 103 shown in the above table.

### **Statistics of Employee Designation**

Table 4: Descriptive Statistics of Employee Designation

		Frequency	Percent
Valid	Lecturer	69	69.5
	Assistant Professor	18	17.5
	Associate Professor	7	6.8
	Professor	9	8.7
	Total	103	100

The data shows that 69 % respondents were lecturer, 17.5% are Assistant professors, 6.8% are Associate professors and 8.7% are Professors, as mentioned in the table above. Majority of respondents were lecturers i.e. 69 number, whereas; only 7 respondents were assistant Professors, the lowest number of respondents.

### **Employee Experience in Existing University**

Table 5: Descriptive Statistics of Employee Experience in Existing University

		Frequency	Percent
Valid	0-5 years	66	64.1
	6-10 years	22	21.4
	11-15 years	14	13.6
	21 years and above	1	1.0
	Total	103	100

In the existing university majority, 64.1% of the respondents having in 1 to 5 years of experience and 21.4% of respondents are having 6 to 10 years' experience and 13.6% respondents having experience of 11 to 15 years- and only 1% respondent having more than 21 years of experience in current university as shown in the table 5 above. Experience of respondents of existing and previous university ranging in from 1 year to above 21 years by minimum value of 1 and maximum is 5, with a mean of 1.52 of existing university and 1.07 for other universities and standard deviation respectively of .803 and .350.

### Descriptive Statistics of All Variables

Table 6: Descriptive Statistics of All Variables

	Mean	Std. Dev	N
Overall commitment	3.2582	.46019	103
Internal branding	3.2356	.58830	103
Normative commitment	3.3259	.65935	103
Internal branding	3.2356	.58830	103
Continuous commitment	3.1219	.49815	103
Internal branding	3.2356	.58830	103
Affective commitment	3.33483.2356	.56900	103
Internal branding		.58830	103

Descriptive results of correlation between internal branding and employee over all commitment, normative commitment, continuous commitment and affective commitment shows result that total mean is respectively (3.26, 3.3, 3.12 and 3.33), and for internal branding is 3.23 and total number of respondents is 103 shown in the table 6.

### Overall Reliability Statistics

Table 7: Overall Reliability Statistics

Cronbach's Alpha	N of Items
.928	61

Cronbach's Alpha value is .989, shown in the table 7 above), suggesting very good internal consistency reliability and it also fulfill basic assumption of correlation and regression. As the values is above .7 acceptable while, value above .8 are preferable (Pallant, 2013); so reliability of all variables is acceptable.

## **Reliability Statistics of All Variable**

Table 8: Reliability Statistics of All Variable

	Cronbach's Alpha	No of Items
Training	.810	9
Orientation, Group Meetings, Briefings	.830	9
Internal Branding Vision	.662	4
Core Values	.753	6
Internal Communication	.708	4
Reward	.855	6
Normative Commitment	.630	7
Continuous Commitment	.544	8
Affective Commitment	.744	8

To check internal consistency, Cronbach alpha is used. The Cronbach alpha coefficient of a scale should be above .7, Ideally (Gliem & Gliem, 2003). All variables are having alpha value above .7 except continuous commitment that is .544, shown in the above table 8.

### **Regression Analysis**

Before applying regression, there were certain assumptions that should be fulfilled. Assumptions are listed below

#### **Assumptions of Regression**

The sample size is of N= 103; adequate to apply regression analysis procedure.

#### **Normality, Outliers and linearity**

Normality of data and its screening by the identification of outliers, the second assumption of analysis of regression; seen (Figure 1) that points are in linear ranged along with line and also, they are normally distributed. Thus, assumption of linearity for regression analysis fulfilled. Responses were recorded (Figure 2) that there are no outliers. All data points are within range of 3. So, assumption of not having any outliers also fulfilled.

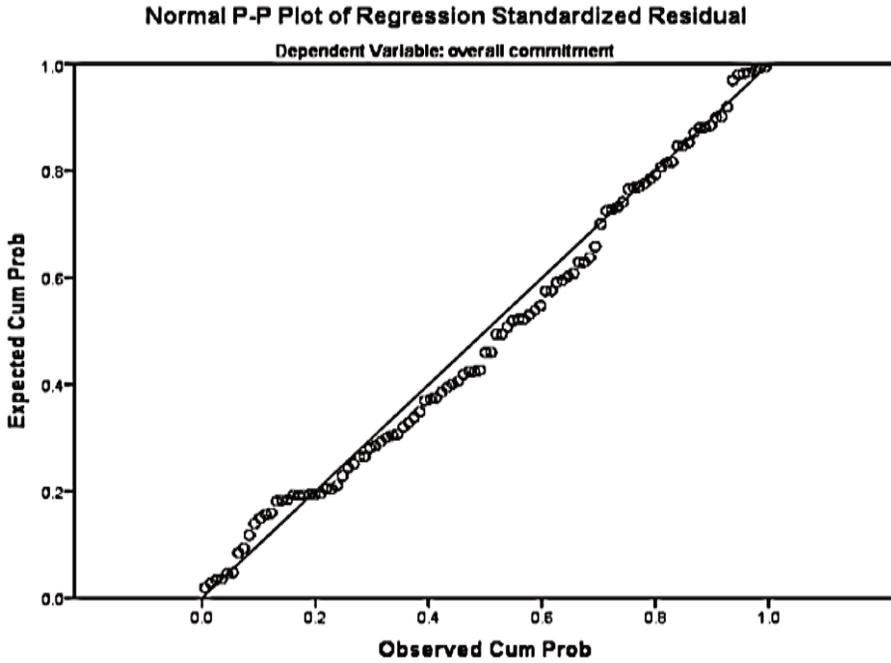


Figure 1. Normality and Linearity

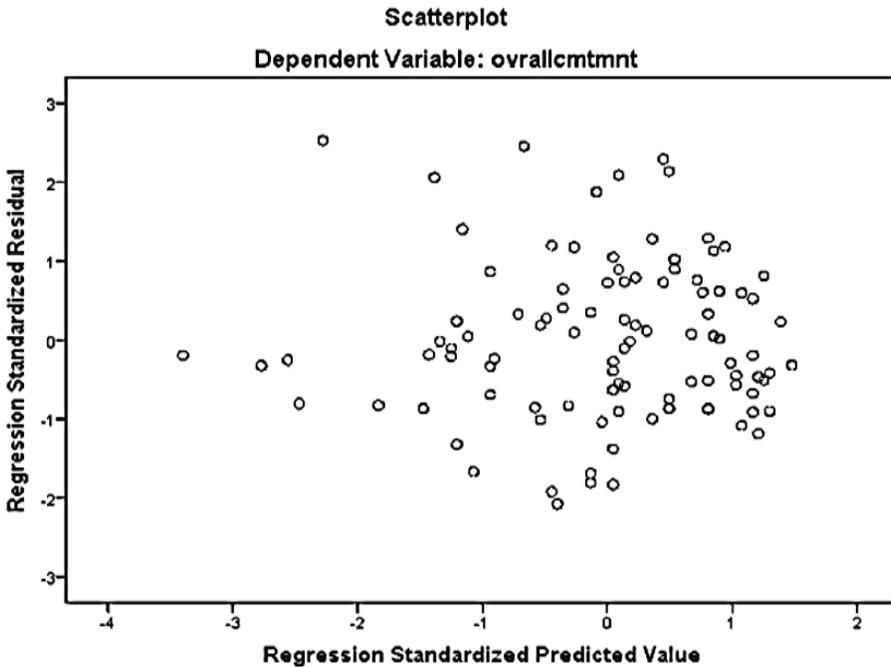


Figure 2. Outliers Graph

### CORRELATION ANALYSIS

Table 9: Correlation of Overall Commitment and Internal Branding Correlations

		Overall commitment	Internal branding
Pearson Correlation	Overall commitment	1.000	.622
	Internal branding	.622	1.000
Sig. (1-tailed)	Overall commitment	.0	.000
	Internal branding	.000	.
N	Overall commitment	103	103
	Internal branding	103	103

Correlation is obtained for assessing relationship between internal branding and employee commitment. Statistical results of correlation between internal branding and employee overall commitment shows that value of correlation coefficient is 622 as shown in the table 9 above. If value of correlation coefficient is greater than .5, then it shows positive significant relationship between two variables. Therefore, correlation between internal branding and employee's overall commitment level is high.

#### Correlation Analysis of All Variables

Values of correlation between independent and dependent variables were shown in the table 10 below.

Table 10: Correlation analysis of all variables

	IB	NC	CC	AC
IB	1			
NC	.615**	1		
CC	.371**	.420**	1	
AC	.498**	.596**	.378**	1

\*\*Correlation is significant at the 0.01 level (1-tailed)

Correlation value among internal branding and normative commitment is .615, while correlation between continuous commitment and internal branding is .371. Correlation value of affective commitment and internal branding is .498 value of correlation of all variable is above .3, so it shows that there is positive relationship among all variables. Result indicates as shown in the table 10, that teaching faculty of universities in Pakistani settings have greater commitment level if focus of universities is more on internal branding.

## Regression Analysis of Internal Branding on Employee Commitment

Table 11: Regression Analysis of Internal Branding on Employee Commitment

Model	R	R square	Adjusted R Square
1	1	.622 <sup>a</sup>	.386

Value of R Square is .622, as per results mentioned in the table 11 above. It reveals that variation in employee commitment is 62%, which explained result of variation in internal branding. The results of correlation analysis construct a positive bond between employee commitment and internal branding. It reveals internal branding is very important forecaster of employee's commitment.

## Regression Analysis of Dimensions of Employee Commitment

Table 12: Regression Analysis of Dimensions of Employee Commitment

	R	R Square	Adjusted R Square	Sig. F Change
NC	.615	.379	.372	.000
CC	.371	.137	.129	.000
AC	.498	.248	.241	.000

Regression models were utilized to predict value of dependent and independent variables. It is noted that in higher education institutions of Pakistan; internal branding has 62% impact on employee overall commitment because  $R^2 = .622$ . value of R square is .379 for normative .137 for continuous commitment and .248 is for affective commitment. Result shows that for normative commitment, continuous commitment and affective commitment is respectively 37%, 13% and 24%. Shown in the table 12 above. While comparing all three-commitment levels; internal branding has more impact on normative commitment and low impact on continuous commitment. It validates and proves our all four-research hypothesis that internal branding has significant and positive impact on employee's overall commitment, normative commitment, continuous commitment and affective commitment.

## Control Variable

Researchers, control two variables i.e. experience and sector. Analysis of control variables are shown in the blow table 13 below.

Table 13: Control Variable

Model	R	R Square	Adjusted R Square	Std. Error of the estimate	S. Square Change	Sig. F Change
1	.249 <sup>a</sup>	0.062	0.043	0.4501	0.062	0.04
2	.675 <sup>b</sup>	0.456	0.439	0.34465	0.393	0

Analysis of level of commitment after controlling two variables experience in current university and sector (public and private) explains that there is 6 % of variance in experience and sector. When internal branding is entered, total variance explained by model as a whole was 46%. Control variables explained and additional 40% of variance in commitment R Square change= .393. This is statistically significant contribution as indicated by sig F change =.040.

**ANOVA<sup>c</sup>**

Table 14. ANOVA<sup>c</sup>

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.342	2	.671	3.312	.040 <sup>a</sup>
ANOVA <sup>c</sup> Residual	20.259	100	.203		
Total	21.601	102			
Regression	9.842	3	3.281	27.619	.000 <sup>b</sup>
ANOVA <sup>c</sup> Residual	11.759	99	.119		
Total	21.601	102			

ANOVA, in the above table 14, indicates that there is effect of experience on employee commitment and less effect of public or private university factor on employee commitment.

**CONCLUSION**

In the present research, results draw attention to the significant function of internal branding in nurturing employee’s commitment. Correlation and regression analysis of overall internal branding and commitment shows significant and positive relationship by showing R Square=.622. Thus, first hypothesis is accepted. Study also shows, there is found an important role of internal branding on employee normative commitment. The chief purpose of internal branding is to make internal employee that organization take care of them. So internal branding has more effect on normative commitment because it addresses such issues that employee feels comfortable and happy towards their work and faculty members were more loyal towards their universities. They willingly not want to leave their university. They show more sense of belongings and see their university that it is having good values and standards. Second hypothesis is accepted because correlation result reveals that there is significant relationship between internal branding and employee commitment i.e.  $r=0.615$ . Further regression analysis also proves with Beta value 0.379 that is significant and positive.

Continuous commitment is less affected by internal branding by having alpha value of .371 and R Square .137, then it effects on affective commitment previous research of (Caruana & Calleya, 1998) also shows that internal branding has significant effect on employee affective commitment.

### **RECOMMENDATIONS AND LIMITATIONS OF THE STUDY**

Limitations of the study are including time, is one of the important limitations. Finance is one of the other limitations to conduct a large level research study. Current research study is limited to only higher education institutions. Another limitation is; internal branding taken as only independent variable.

We found that internal branding might be typified as relatively successful in all respects (Jelle, 2020). Recommendations for the current study are; needed future research studies by selecting other independent variables, which can examine and effect employee's commitment. In the future studies, population and sample size needed to be increased. For Future researchers, they should consider other service organizations like banks, hotels telecommunication sectors etc. As the present research consider only higher education institutions, while it cloud be conduct at lower sector of education including employees of higher secondary, secondary, primary education and pre-primary sector. Need to investigate other factors that have relationship with employee commitment, which puts significant effect on employee's performance. There may be other variable that effects employee commitment; should be studied.

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