Emotional bonds to the internal customer - A perspective from the relationship marketing. Case of a Private University, Mexico

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Abstract
Constant changes, with which service organizations live, require the design of new strategies to compete and generate a market positioning. However, many times the outward watching eye focus all efforts on the external customer: new trends in business, innovation and competitiveness, so it is imperative that service companies do not forget to look into the organization, to the staff or the partner, i.e. to the internal customers. It is not only about training, professionalism and motivation, but about recognizing the factors that influence the creation of emotional bonds between personal and organizational values.

This is a non-experimental, quantitative, descriptive and simple transversal research that discusses the factors that create emotional bonds among academic and administrative staff of a private university in the state of Puebla, Mexico. Emotions, moods and emotional perception are the dimensions investigated.

The results demonstrate that the mood is the most important factor in creating emotional bonds among internal customers.

Introduction
At present, human resource management needs to go beyond quality and productivity, performance and innovation. While keeping these concepts, companies must find new ways to relate to their own staff. This study arises from the need to identify the factors that create emotional bonds between the internal customer and the University, and to recognize what the components that can strengthen a sense of belonging and commitment to the institution are, to design strategies that are linked to performance and achieve better results. The process of training staff in educational organizations should be aimed at enhancing the academic, individual and professional merit and job performance in terms of institutional purposes, which is achieved through the implementation of integrated and consistent programs that allow selecting, assigning and directing the development of human resources in a permanent and sustained manner (De Soto, 2006). Authors such as Gummesson (2002); Bordonaba and Redondo (2006); Barroso (2008) and Kotler and Armstrong (2011) talk about the goals of marketing relationship as a philosophy to establish fruitful relationships with market players, using key features such as personalization and communication to build commitment and trust.

On the topic of internal customer, there are different works that mention the importance of engaging the individual with the goals of the organization. Researchers like Peters, 2005; Hellriegel and Slocum, 2009; Salvador & Garcia, 2010; indicate the relevance of organizational commitment as a factor of inspiration and motivation, which identifies the employee and therefore focuses its efforts in reaching corporate goals, changing the term human resources for human capital. Furthermore, Alvarez, Mijares, Zambrano (2013) mention that internal customers are all individuals belonging to the organization who understand the value of service to meet customer needs. The sense of commitment is analyzed from the appreciation of the factors that create emotional bonds. Fredrickson (2001) notes the importance of emotional stimuli, caused by different situations and, therefore, reflected in the individual's behavior, facial expressions, psychological changes and degree of knowledge. Ortony, Clore and Collins (1996) consider affect as a variable generating emotions. Lane, 2005; Andrade, Arce, De Francisco, Torrado and Garrido, 2013, report that the mood of an individual is related to emotional ties. Emotional intelligence

according to Mayer and Salovey (1999), is based on four elements: emotion regulation; understanding and analysis of emotions; facilitator emotion of thought and perception, evaluation and expression of emotions. Emotional perception is analyzed from three dimensions: the ability of individuals to recognize and identify their own feelings and those of others around them and the ability to take into account the feelings to reason problem solving and the ability to know the root causes of mood and future consequences of actions (Grewal & Solovey, 2005).

The overall objective of the research is to analyze the factors that create emotional links among academic and administrative staff (internal customers) from a private university in the state of Puebla, Mexico.

Literature review
2.1 Relationship Marketing

Marketing is the set of activities designed to generate and facilitate exchange with the intention of meeting needs, human or organizational desires or activities, which must involve two or more people or organizations that require the satisfaction of desires (Staton, Etzel and Walter, 2004). According to Kotler and Armstrong (2011) Relationship Marketing is the result of the process of building links beyond a transaction. It can be perceived as a set of interactions and relationships where commitment and trust are key elements for the strategy to succeed. The exchange relationships that are generated, aim that they be long term, it is also necessary that organizations renew their potential creating strategies to generate a custom marketing, where a very close communication between the company and the customer exist (Gummesson, there 2002). Bordonaba and Redondo (2006) consider relationship marketing as an emerging discipline that focuses on building communication and customer relationships in ways that benefit the organization financially.

2.2 Internal Customer

Friedman, Hatch and Walker (2000) suggest that companies need to overcome the idea of human resources to move into the concept of human capital. Resource means something available, while the term capital refers to a valuable commodity that wins or loses value based on what is invested in it and the benefits of that investment can be measured (De Haro, 2003). For De Soto (2006) human resources are the factors that make for productive and competitive organizations, and therefore successful; so it is important to develop a human resource management to ensure the availability of well-trained, competent, updated and with right attitude towards work, committed to organizational identity. Hellriegel and Slocum (2009) define organizational commitment as the strength of an employee's participation in the organization and how he identifies with it. Some authors claim (Cottle, 2005, Peters, 2005) that a leader without passion of commitment to a cause, does not inspire much or get commitment from others because he/she needs the support of peers as an informal aspect of the sense of commitment .

Internal customers (Salvador & García 2010; Alvarez, Mijares & Zambrano, 2013) are all members of the company and they need to understand the value of the product or service offered by the organization and the primary importance they have to represent it. The identity of the organization travels the roads of internal relations and extends outward (Jiménez, 2009). Each level of relationship conveys messages and experiences that add to the definition the corporate image of each company and its identity (Parra, 2007, Salvador, 2008). Employees of the company are to be considered as partners in the company and must be empowered, understanding empowerment, as allowing employees to deliver outstanding service and to provide a quality service. Human capital, say García Hurtado & Leal (2008), has played an important role, managing to change the perception of man as a tangible resource, replaceable by a new concept where people are part of the organization and its value lies in the knowledge and skills they have.

2.3 Emotional bonds

Organizations are shifting their strategies to attract, build and maintain durable long-term relationships, where the focus is not only in transaction, but in the emotions experienced between the user and the business. The perception generated by services must conceive emotions from the moment information about the intangible asset is looked for, to its acquisition. Vecina (2006) explains that emotions

are biologically based on a set of neural structures called the limbic system, including the hippocampus, cingulate gyrus, anterior thalamus and amygdala. Neural connections between these structures in the reptilian brain and the modern part of the brain, the neocortex, are many and direct, ensuring a communication very adaptive in evolutionary terms (Ledoux, 1996). Ortony, Clore and Collins (OCC) (1996) propose a general structure in which it is stated that there are three major classes of emotions, each of which stems from the three highlights of world events and their consequences; agents and their actions; and pure and simple objects.

Nussbaum (2001) states that emotions are caused by situations and events that, once evaluated, lead to the subsequent emotional experience. Fredrickson (2001) claims that emotions are response tendencies with high adaptive value that can manifest at physiological level, through facial expressions, physiological changes and level of knowledge. Moreover, studies of emotional ties speak from the point of view of moods. These authors (McNair, Lorr and Droppleman, 1992; LeUnes, 2000, Lane, 2005; Andrade, Arce, De Francisco, Torrado and Garrido, 2013) mention that the emotional bonds a person has, relate largely to mood. This model known as the Profile of Mood State (POMS) is a multidimensional concept of mood. Another area of research has focused emotional bonds (Geher, 2004, Fernández-Berrocal and Extremera, 2005; Solovey & Grewal, 2005) to study this issue from the point of view of emotional intelligence. The model of Mayer and Salovey (1999) is a restricted version which incorporates aspects such as adaptive use of emotions and their application in thinking in order to facilitate adaptation to the environment and solve problems.

Model and Hypotheses
3.1 Study Model

Self-developed model is proposed for the analysis of the factors that create emotional bonds among the internal customers of a private university in the state of Puebla, Mexico. This model is based on three existing: OCC model of emotions (Ortony, Clore and Collins, 1996), where the affections are analyzed; the POMS model, which analyzes mood (McNair, Lorr and Droppleman, 1992); and the model of emotional intelligence by Mayer and Salovey (1997), which analyzes emotional perception. The first one is based on the study of three kinds of emotions: a) Emotions based on consequences of actions (goals), b) emotions based on responsibility (Standards), and c) attraction based emotions, which relate with attitudes. The second model used was the Profile of Mood States (POMS) using 65 items broken down into six theoretical dimensions of mood (tension, depression, anger, vigor, fatigue, confusion and friendship (McNair, Lorr and Droppleman, 1992). The third model used was the Emotional Perception of Mayer and Salovey (1997), which analyzes this construct from the point of view of emotional regulation; understanding and analysis of emotions; the emotion as generator of thought; and emotional perception. The authors' model took up the elements of the models above (Table 1).

Table 1. Model of emotional bonds

Dimension	Item
Affections	You feel **content** of being in the University
	You are **satisfied** to collaborate in UPAEP
	You **like** the university environment
	You feel **affection** for the University
	You feel **proud** of the institution where work
	You feel **admiration** by your peers
	You feel identified with UPAEP values
	You feel **relief** when you finish a project
	It gives you **safety** to collaborate with UPAEP
	The institution gives you **hope** of a personal and professional development
Mood	There are situations that occur in the University that make you feel **humorous**
	You **love** spending much time at the University
	You feel **rested** when you start a new period
	You feel **you sure** when a period ends
	When you start a project. Do you start it **filled with energy?**
	You **feel lively** when you participate in University events
	You are **helpful** with your classmates
	You consider yourself a **friendly person**

	You feel **relaxed** within the University
	You feel **calm** when you are in the University's activities
	You consider your working life is entirely **happy**
	You are a person who prefers **team work**
	You like it to **attend** meetings or events within the University?
Emotional perception	Whenever you have a chance, you **do business** with family and friends.
	You consider yourself a person **conscious** of your emotions
	You pay **attention** to the moods of others
	You usually are **surprised** by what other people say or feel
	You tend to closely **analyze** situations
	You **read** people too much
	You avoid **attributing** negative emotions to others
	You realize when someone is **teasing**
	You consider yourself a person who **recognizes** his/her own emotions
	You feel that you are constantly **the talk of** others
	You consider yourself a person who does not care about **critics**
	We are proud of **recognizing** both your positive and negative emotions

3.2. Hypotheses As indicated above, the following hypotheses were stated

H1 Affection is the most influential factor in the generation of emotional bonds by the internal client to the institution where he works.

H2 Emotional bonds that the internal client has for his workplace are significantly larger in the academic personnel than in administrative staff.

4. Methodology and Results

A non-experimental, quantitative, descriptive and simple transversal study was designed to evaluate the factors that create emotional bonds in the internal customer of Universidad Popular Autónoma del Estado de Puebla. From the data of employees provided by the Department of Human Capital, it was found that 2000 people are working in the institution in academic and administrative areas. The sample, with a 95% confidence interval and a 5% error estimate, was 280 respondents in this mode.

The data collection instrument was structured with 35 items measured on a Likert 5 scale, where 1 corresponds to the position *never* while position 5 corresponds to *always* they were distributed in three dimensions presenting model affections, mood and emotional perception, assessed by 10, 13 and 12 items respectively. The pilot test was conducted with 35 students in the humanities area, which allowed to state that the data collection instrument is reliable as the Cronbach's alpha for each of the dimensions is greater than 0.65 (Table 2).

Table 2. Reliability of the data collection instrument

Dimension	Cronbach's alpha
Total	0.920
Affection	0.897
Mood	0.891
Emotional perception	0.662

The instrument is valid because according to Vila, Aldás & Küster (2002) all correlations are significant and in turn are lower than the Cronbach's alpha of the corresponding dimension (Table 3).

Table 3. Validation of the data collection instrument

	Affections	Mood	Emotional perception
Affections	.897		
Mood	.730**	.891	
Emotional perception	.321**	.338**	.662
** Correlation is significant at the 0.01 level (bilateral)			

4.1 Data Analysis
4.1.1 Contingency tables analysis.

Cross-tabulations were as follows: Crosstabs between the work area and affects, moods, and emotional perception (Tables 4, 5 and 6).

The table below shows that in the affection and workspace dimensions, it is the administrative staff who identifies more with his workplace, especially in the satisfaction variable (100%) and relief (100%); while academic staff cares (97.1%) and proud to (96.3%) belong to this educative institution. With respect to the Chi-square, which is intended to test the null hypothesis (Ho = variable **X** and **Y** are independent), it can be seen that all values are greater than 0.05 therefore the null hypothesis (Table 4) is confirmed.

Table 4. Contingency table between affects and workspace

Affections	Faculty members	Administrative staff	Chi-square
Content	94.9%	98.6 %	4.220
Satisfied	94.8 %	100 %	8.235
Pleasure	91.2 %	95.2 %	3.949
Affection	97.1 %	100 %	4.471
Pride	96.3 %	98.7 %	3.996
Admiration	84.5 %	85.1 %	3.574
Identifies	93.4 %	98.6 %	8.013
Relief	95.5 %	100 %	7.451
Safety	94.1 %	95.2 %	5.519
Hope	89.0 %	90.6 %	4.610

In the contingency table between moods and workspace dimensions it can be seen again that the administrative staff considered to have better mood than academic staff, as is the case with helpful (99.3%) and friendly (97.3) variables; while the academic staff whose main moods full of energy (97.0%) and being friendly (97.8). With respect to the Chi-square, it can be seen that all values thereof are greater than 0.05 therefore the null hypothesis (Table 5) is confirmed.

Table 5. Contingency table between moods and workspace

Mood	Faculty members	Administrative staff	Chi-square
Humour	92.6 %	92.6 %	2.427
Charm	77.9 %	74.4 %	6.056
Rest	66.9 %	83.1 %	16.348
Safety	77.2 %	85.1 %	5.886
Full of energy	97.0 %	97.3 %	4.617
Lively	83.1 %	90.5 %	4.713
Helpful	94.1 %	99.3 %	9.640
Friendly	97.8 %	97.3 %	4.373
Relaxed	84.6 %	90.6 %	6.080
Calm	86.1 %	91.9 %	6.902
Happy	89.7 %	87.8 %	3.155
Team work	83.1 %	89.9 %	12.456
Attend	80.9 %	87.9 %	9.147

The following contingency table is between perception and emotional workspace dimensions. It detects that emotional perception in both areas is very similar. They consider that they are aware of their own emotions (97.3%, 97%) and pay attention to the emotions of their peers (88.6%, 91.2%); while they do not give importance to be the talk of the others (22.3%, 32.4%); and are not interested in doing business with friends and family. For the Chi-square values greater than 0.05 are also detected therefore the null hypothesis (Table 6) is confirmed.

Table 6. Contingency table between emotional perception and work area

Emotional perception	Faculty members	Administrative staff	Chi-square
Opportunity to make business	51.4%	46.6%	4.828
Conscious of emotions	97.0%	97.3%	3.308
Attention to others' emotions	91.2%	88.6%	13.615
Surprise	63.3%	66.2%	5.765
Analyze	78.7%	70.3%	5.345
Read others too much	55.8%	55.4%	4.312
Ascribe	75.7%	77.1%	16.359
Tease	76.5%	81.8%	4.176
Recognizes	89.0%	81.0%	5.275
Be the talk of others	32.4%	22.3%	6.904
Importance to critics	62.5%	67.6%	5.303
Proud to recognize emotions	85.3%	94.6%	9.317

4.1.2 Factor Analysis

Interdependence technique known as factor was used. This technique allowed determining the factors with the greatest impact, ie, what the dimensions perceived by employees of Universidad Popular Autónoma del Estado de Puebla (UPAEP) as the most important in the formation of emotional ties to the workplace are. The principal components method was used, which shows that the total variance of the data is 69.7% and that six factors explain the emotional bonds. According to the measure of Kaiser-Meyer-Olkin (KMO) it can be said that the factor model used is appropriate since the KMO index is 0.856 (0.856 > = .50), Indicating that this is a good factor model, since the variables are not correlated and that no factor is included in the other. Table 7 shows that the most important factor is job security, it is where the variables of the affection dimension are found, but the dimension that has the largest number of significant variables is mood.

Table 7. Factors

ITEM	FACTOR 1 Occupational Safety	FACTOR 2 Motivation	FACTOR 3 Recognize emotions	Factor4 Participation	FACTOR 5 Empathy	FACTOR 6 Prejudice
6. Admiration	.511	.001	.008	.385	.102	-.039
9. Safety	.496	.182	.028	.012	.004	.014
10. Hope	.519	.168	-.152	.001	.122	-.005
13. Rest	.113	.900	-.047	.174	-.031	.028
14. Safety	.313	.635	.066	-.069	.008	.037
16. Lively	.216	.486	.023	.381	.037	-.003
28. Analyze	.085	-.038	.526	.070	-.137	.212
32. Recognize	.067	.088	.794	.090	.123	-.015
22. Team	.248	.135	.095	.638	-.093	.119
23. Attend	.168	.354	.171	.588	.215	-.150
30. Avoid	.064	-.025	.124	.002	1.032	.133
29. Read others	.035	-.057	-.119	.207	.139	.910
31. Tease	-.012	.096	.246	-.117	.033	.621
27 Surprise	.196	.054	.114	.013	.007	.952
24. Business	.065	.172	.066	.046	.177	1.321
33. Be the talk of others	-.186	.010	-.095	-.012	.043	1.211
34. Importance	.014	-.066	-.020	-.094	.000	1.003

5.   Conclusions

The working environment in universities is composed of several factors that are directly and indirectly involved in the behavior of the internal client and which is reflected in the productivity with which they perform their duties. Building emotional bonds between the employee and the institution involves everyone, ie, administrative staff and faculty at all levels, since the experiences they have with other partners, such as teamwork, creates emotional bonds that permeate beyond a working relationship, and found other elements that influence the feelings of the partner towards their workplace.

The model proposed in this research study reviewed these emotional bonds through the dimensions affects, moods and emotional perception. After performing the statistical analysis of the contingency tables it can be concluded that emotional bonds are deeper in the administrative area than those generated in the academic area. Factor analysis confirms that the mood is the dimension that has the highest factor load, so the research hypothesis H1, which stated that the affection is the most influential factor in the internal customer in the generation emotional bonds is rejected. It is also concluded that the administrative staff are those with greater emotional bonds than academic staff, therefore, H2 is also rejected.

5.1 Managerial Implications

The internal customer of educational institutions becomes the living image of the work environment, which is an important element to achieve, identifying the positioning and value proposition in the competitive environment. Employees need to feel safe and motivated in a work environment, which is reflected in the productivity. There are other factors to which attention must be paid, such as the ability of both partners to recognize their emotions and those of others, so that the relationship with co-workers be more empathetic. Identifying participation in work projects or university events and the enthusiasm with which they are attended, shows the affection and mood in which the internal customer is in those moments and are indicators that the areas of human talent or human capital must consider.

Universities must balance their efforts between internal and external customers, key and strategic components to increase the identification of a distinctive culture outwards.

5.2 Limitations and Future Research

This research only takes into account the academic and administrative staff of a private university in the state of Puebla, Mexico. Future research will aim to generate Relational Marketing strategies that go beyond loyalty or fidelization and will become elements of identification with the institution; they will also, promote the organization in various scenarios, creating a culture that will promote actions of well-being and the well-doing for the members of the organization.

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