DETERMINING EMPLOYEE BRAND COMMITMENT IN NCAA DIVISION I

COLLEGE ATHLETICS: A PATH ANALYSIS OF INTERNAL MARKETING

PRACTICES AND THEIR INFLUENCE ON ORGANIZATIONAL COMMITMENT

by

J. Michael Martinez

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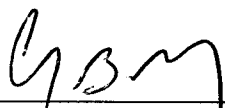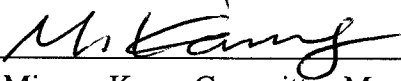
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APPROVAL PAGE

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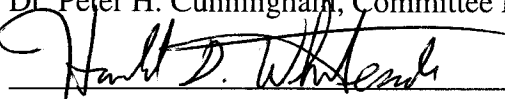
_____
Dr. Colby B. Jubenville, Committee Chair

_____
Dr. Minsoo Kang, Committee Member

_____
Dr. Peter H. Cunningham, Committee Member

_____
Dr. Harold D. Whiteside, Committee Member

_____
Dr. Dianne A. R. Bartley, Health and Human Performance Department Chair

_____
Dr. Michael D. Allen, Dean of Graduate Studies

DEDICATION PAGE

For Kim, my better half, my partner, my best friend.

For Kaylee and Emma, my inspiration and my legacy.

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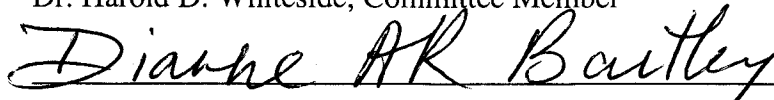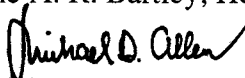While this dissertation serves as the culmination of my graduate education and scholarly preparation, it would not have been possible without the friendship, guidance and support of so many, including my family, my friends and my colleagues.

I would like to thank my committee chair, Dr. Colby B. Jubenville, and fellow committee members, Dr. Minsoo Kang, Dr. Peter H. Cunningham, and Dr. Harold D. Whiteside, for their leadership and guidance throughout this dissertation process. It is because of your support and expertise that this dissertation came to fruition and for that, I am thankful.

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I would like to thank my professors, classmates, and friends here at MTSU who have been my support system throughout this process. I was once told that completing your doctoral degree is not so much about how smart you are, but instead about how persistent you can be. Your influence over these last two years has helped me stay on course and that is something I truly appreciate.

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ABSTRACT

MARTINEZ, J. MICHAEL, Ph.D. Determining Employee Brand Commitment in NCAA Division I College Athletics: A Path Analysis of Internal Marketing Practices and Their Influence on Organizational Commitment. (2009).
Directed by Dr. Colby Jubenville. 91 pp.

Building on King & Grace's (2008) Employee Brand Commitment Model, the purpose of this study is to determine the perceptions of internal marketing practices in college athletics and to examine if internal marketing practices have an effect on the level of organizational commitment among departmental employees.

The current study employed a cross-sectional, non-experimental design based on survey research and appropriate statistical analyses to predict the effect of internal marketing and selected independent measures on the constructs of organizational commitment. The selected population of included full-time personnel in the management, customer-contact, and support levels of intercollegiate athletic departments across NCAA Division I schools. Respondents (N = 248) completed a web-based questionnaire incorporating adapted versions of Money and Foreman's Internal Marketing Scale and Meyer and Allen's Organizational Commitment Scales. Following the tests of validity and reliability, it was determined that three of the four scales (internal marketing, affective commitment, and normative commitment) provided suitable evidence to include the data in the current study.

Regression analyses of the full affective commitment model and the normative commitment models consisted of a two-layered approach, with the first regression model

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evaluating the influence of job function and organizational tenure on internal marketing. The second regression model analyzed the influences of all three independent variables (job function, organizational tenure, and internal marketing) on affective and normative commitment levels.

Path analysis suggests that internal marketing did indeed have a significant influence on affective commitment levels, but internal marketing had no significant influence on normative commitment levels. Results indicate that neither job function nor organizational tenure significantly influence affective commitment levels, but only organizational tenure has a significant influence on normative commitment levels.

The study illustrates that internal marketing practices have some influence on the facets of organizational commitment, which further emphasizes the benefits that implementing an internal marketing process can have positive outcomes for a sport organization. Additionally, the study provides evidence which will allow sport managers to be more aware of how to directly influence the respective employee's commitment to the organization and the athletic brand.

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CHAPTER I

INTRODUCTION

Over the past three decades, two trends seen in the academic discipline of sport management and the subsequent research associated with both the academic discipline and the profession are (a) the increase in both size and scope of this body of knowledge and (b) its connection to theories related to solving problems and making decisions within the industry as sport managers (Costa, 2005). This increased development in the body of knowledge in the academic discipline of sport management mirrors another trend seen in both professional and collegiate sports where a focus on understanding core business processes has increased the need for specialized research on various core business processes as they relate to specific sport industry segments. Practical application of research remains important to various stakeholder groups including professional league managers, minor league managers, and collegiate athletic administrators (Mahony, Hums & Riemer, 2005).

Also, research emphasis areas in sport management have been linked to several broader areas of study including applications in business and management, sport psychology and sport sociology (Costa, 2005). These unique-but-related areas of research allow scholarly inquiry to contribute to the distinctive focus and unique aspects of sport

with a priority to identify the uniqueness of sport as a business model and its related core business processes in both professional and intercollegiate athletics.

Despite the empirical strides in the sport management academy, many questions concerning the core business processes in college athletics remain. However, one constant question still to be adequately addressed by scholarly research revolves around the determination of the role, size, scope, and financial feasibility of intercollegiate athletic programs and their respective employees in higher education. Accordingly, employees of these sport properties influence the success of this sport industry segment (Wright, Smart, & McMahan, 1995). As employees continue to become extensions of intercollegiate athletic departments and their brands in the college sports industry segment, one can argue that departmental personnel must know the core values of their institutional athletic brands and communicate the value of those athletic brands to consumers through their actions (Judson, Gorchels, & Aurand, 2006).

As growth among collegiate sport properties increases along with choices for consumers' discretionary entertainment dollars, competition has intensified, and college athletic organizations have begun to frame their business models and subsequent policies and practices after successful retail brands. Because of this recognition of similarities in business model alignment with corporate America, an increased focus on how these areas of study impact understanding and create competitive advantages and profitability within the sport enterprise continues to highlight the importance of these core business processes. This is an area poised to remain at the forefront for both academics and sport managers. One central issue remains clear, within the college arena, regarding both these

areas of study and core business processes: collegiate sport properties must deeply connect to consumers by providing entertainment as an experience through its employees and its brand focusing on building affinity and increasing revenue streams so that the subsequent opportunities associated with this process can be implemented, tested, and refined.

Statement of the Problem

Collegiate sport properties continue to evolve into a form of consumer entertainment defined by experiences that have both internal and external competition for the discretionary, entertainment dollar of the consumer. This competition signals a need for strategic processes to allow athletic administrators to make sound marketing decisions as they position their athletic department and its brand both externally to its various stakeholders and internally to its employees. While athletic and sport organizations more closely relate to the service industry than companies who produce tangible products, protecting the value of the athletic brand becomes important in building customer loyalty and retaining their support. These business operations are driven by marketing decisions that have a variety of objectives for athletic departments; chief among those is the need to increase athletic revenues through ticket sales and fundraising (Goff, 2000; Howard & Crompton, 2004). Branding efforts in both business and higher education continue to become increasingly important, and as college athletic properties continue to evolve, these respective athletic departments continue to focus on internal branding efforts and how the brand is connected to the employees within the department (Judson, Gorchels &

Aurand, 2006), signaling the need to examine such concepts in a systematic, scholarly approach.

Purpose of the Study

Without question, one focus of scholarly research as a whole is to develop a body of knowledge to provide meaningful contributions that allow managers and practitioners to apply research to practical settings. While scholars have previously focused on the external impact of branding efforts in college athletics (e.g., Gladden, Irwin, & Sutton, 2001), little research has been done on the internal branding efforts of collegiate sport properties and their respective impacts on college sport. Additionally, research on the areas of organizational commitment within college athletics also has been conducted on the organizational commitment levels of various employee segments within athletic departments (Winterstein, 1998; Kent & Chelladurai, 2001; Cunningham & Sagas, 2004; Turner & Chelladurai, 2005). Building on King and Grace's (2008) Employee Brand Commitment Model, the purpose of this study is to determine the perceptions of internal marketing practices in college athletics and to examine if internal marketing practices have an effect on the level of organizational commitment among departmental employees. It is important to note that organizational commitment is a complex construct that incorporates three distinct dimensions including affective commitment, continuance commitment and normative commitment (Meyer & Allen, 1991).

Research Questions and Hypotheses

The following study focuses on two specific research questions, with one or more hypotheses developed for each research question. The following research questions and

hypotheses are investigated in this study:

1. What is the influence of internal marketing practices on each dimension of organizational commitment (affective, normative, and continuance)?

   H1: Internal Marketing practices significantly influence affective commitment among intercollegiate athletic personnel.

   H2: Internal Marketing practices significantly influence continuance commitment among intercollegiate athletic personnel.

   H3: Internal Marketing practices significantly influence normative commitment among intercollegiate athletic personnel.

2. What are the direct or indirect influences of job function and organizational tenure on each of dimension of organizational commitment (affective, normative and continuance)?

   H4: Job function and organizational tenure significantly influence affective commitment among intercollegiate athletic personnel.

   H5: Job function and organizational tenure significantly influence continuance commitment among intercollegiate athletic personnel.

   H6: Job function and organizational tenure significantly influence normative commitment among intercollegiate athletic personnel.

Rationale for Hypotheses

Rationale for the hypotheses is derived from previous literature in the fields of marketing, internal marketing, organizational commitment, brand commitment and

intercollegiate athletics. The central base of the study is the Employee Brand

Commitment Pyramid, proposed by King and Grace (2008).

King and Grace (2008) investigated the various methods through which employee

information on the brand was disseminated, they found that employees received this

knowledge in one of three ways: through training, customer/market information and

through their peers and co-workers. The study also found that, as the levels of brand

information (internal marketing) increased, the employee's commitment to the brand

(organizational commitment) increased as well. This process was illustrated in the

authors' proposed Employee Brand Commitment Pyramid (EBCP) which is displayed in

Figure 1.1.
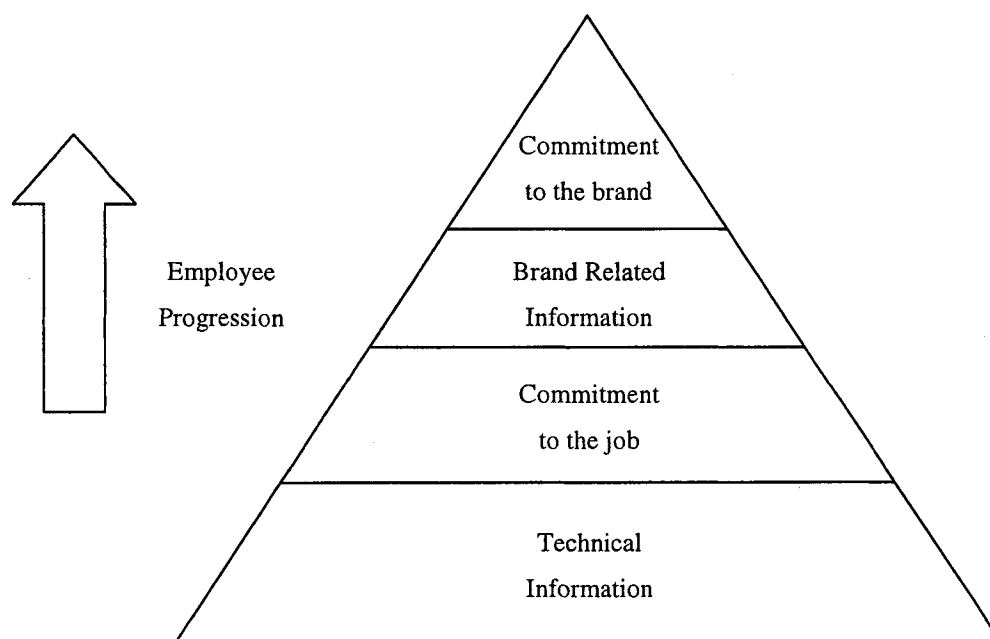
Figure 1.1 – Employee Brand Commitment Pyramid (King & Grace, 2008).

Definition of Terms

Affective Commitment

"Affective commitment refers to an employee's emotional attachment to, identification with and involvement with the organization" (Meyer & Allen, 1991; p. 67).

Brand

A brand is another component of the product or service and the practice of branding has been said to add value to that particular product or service. More specifically, Kotler and Armstrong (1996) define a brand as "a seller's promise to deliver consistently a specific set of features, benefits, and services to buyers" (p. 283).

Brand (as a relationship)

While a brand is more likely related to a tangible product or a service, a brand also can be the "expression of a relationship between the consumer and the product," which leads to further recognition, bonding and attitude reinforcement (de Chernatony & Dall'Olmo-Riley, 1998; p. 423).

Brand Commitment

Brand commitment is closely related to the concept of an individual's loyalty to the brand (Beatty and Kahle, 1988).

Brand Equity	Brand Equity is comprised of a combination of assets and liabilities that influence the value of a brand for an organization (Aaker, 1991).
Brand Equity in College Athletics	A combination of antecedents (success, tradition, media coverage, etc.) that influence perceived quality, brand awareness, brand association and brand loyalty of the athletic brand. This in turn has a variety of consequences including national media exposure, merchandise sales, donations, and ticket sales (Gladden, Milne & Sutton, 1998).
Brand Management	The process of determining and interpreting how the brand affects both consumer knowledge and consumer behavior (Keller, 2001).
Continuance Commitment	"Continuance commitment refers to an awareness of the costs associated with leaving the organization" (Meyer & Allen, 1991; p. 67).
Corporate Brand Commitment	While brand commitment for products is linked to the loyalty of the product, brand commitment in a corporate sense is more related to organizational commitment than it is to previous notions of brand commitment towards tangible products (Burmann and Zeplin, 2005).

Internal Branding	Internal branding is the synergy between the brand of an organization and the culture of that organization. Additionally, the main strength of a successful brand is the employees' respective commitment to the brand, which is evident in the everyday dealings with customers (de Chernatony & Cottam, 2006; p. 624).
Internal Marketing and Internal Market Orientation	Internal marketing and internal market orientation (IMO) is the process of "identifying and satisfying the wants and needs of employees as a prerequisite to satisfying the wants and needs of customers" (Lings, 2004; p. 408).
Market Orientation	The construct of market orientation and marketing orientation theory is defined as the consistency between an organization's actions and the marketing concept (Kohli and Jaworski, 1990).
Normative Commitment	"Normative commitment reflects a feeling of obligation to continue employment" (Meyer & Allen, 1991; p. 67).
Organizational Commitment	Organizational commitment is comprised of three main tenets: affective commitment, perceived costs (continuance), and obligation (normative) (Allen and Meyer, 1990).

Relationship Marketing   The marketing process that "focuses more on keeping customers and cross-selling to existing customers than on just customer getting" (George, 1990; p. 65).

Assumptions

A pair of assumptions is made in regard to this study:

1. All respondents to the survey instrument will be honest and forthright in their answers.

2. Respondents will have an understanding of the information asked of them.

Delimitations

The study will be delimited by the following:

1. The sample for the proposed study will include management level and customer contact level personnel within intercollegiate athletic departments in selected NCAA Division I conferences. Specifically, the management level personnel of these departments include athletics directors, associate athletics directors for external operations, senior woman administrators, and directors and managers of externally-related departments (i.e., marketing, fundraising, and ticket sales).

2. The organizational commitment levels will be determined by an adaptation of Allen and Meyer's (1990) three scales measuring organizational commitment: the Affective Commitment Scale (ACS), the Continuance Commitment Scale (CCS) and the Normative Commitment Scale (NCS). The internal marketing level of the

organization will be determined by an adaptation of Money and Foreman's (1996) scale to measure internal marketing.

Limitations of the Instrument

A limitation of the instrument is that, prior to the proposed study, it has not been used in intercollegiate athletic research. Previous versions of Money and Foreman's (1996) internal marketing scale have been used in scholarly research, as have the three organizational commitment scales introduced by Allen and Meyer (1990). However, only one previous study has incorporated both measures (Caruana & Calleya, 1998), but the inventory has not been measured in the proposed field in intercollegiate athletics research.

Significance of the Study

The significance of the study is two-fold. First, the Employee Brand Commitment model has yet to be explored in the context of intercollegiate athletics. Additionally, although the measurement of Employee Brand Commitment will be a contribution to the field by itself, the ability for athletic departments to have a better understanding of how organizational commitment levels are influenced by internal marketing and other selected factors will also add value to the organization regarding meeting the needs and wants of the employee.

CHAPTER II

REVIEW OF THE LITERATURE

In order to gain understanding of the conceptual framework of employee brand commitment, its impact on organizational commitment, and market orientation a thorough review of the literature was conducted. Through this intensive examination, several key theories were examined focusing on the different theories related to branding, organizational commitment, and market orientation. Also, these areas are explored in detail as they relate to college athletics in this chapter. It should also be noted that while the three concepts of market orientation, internal marketing and organizational commitment are explored, more importantly, how these three concepts hold relationships that have been explored previously by researchers will refine the understanding of the basic tenets as they relate to college athletics which is the focus of this study. Further, the common theme in this chapter is how various influences of branding, marketing theory and organizational commitment have on intercollegiate athletic research. This chapter will be organized to better understand the role that these concepts have in the intercollegiate athletic setting as well as to connect the conceptual framework to the academic discipline and industry practices found in the sport industry.

Branding

The concept of branding is one that is central to the success of a product or a

service within almost every industry. Essentially, a brand is another component of the

product or service and the practice of branding has been said to add value to that

particular product or service (Kotler & Armstrong, 1996). More specifically, Kotler and

Armstrong define a brand as "a seller's promise to deliver consistently a specific set of

features, benefits, and services to buyers," (p. 283). Furthermore, the authors suggest that

brands are made up of four different subsets, including: attributes, benefits, values and

personality. Through a content analysis of pertinent branding literature at the time, de

Chernatony and Dall'Olmo Riley (1998) identified that branding as a construct included

12 main themes: the brand as a company, the brand as an identity system, the brand as a

value system, the brand as a personality, and the brand as an evolving entity. One

relevant proposition from de Chernatony and Dall'Olmo Riley's work is that the

successful brands have consumer values and needs that closely match those values of the

brand and of the organization (p. 436). This knowledge has led to the practice of what

scholars and practitioners refer to as brand management.

Brand Management

While branding, as a construct, has become important in both the academic and

industry context, the process of brand management has evolved to allow organizations to

strategically and effectively use their respective brands to position within the

marketplace. As such, brand management research has grown in popularity over the last

two decades (Keller, 2001). Keller further suggests that brand management has become especially important in determining and interpreting how the brand affects both consumer knowledge and consumer behavior. Several areas in brand-related research have become increasingly important as this body of literature has evolved. Among these areas of research is the consideration of the "organizational 'internal' branding issues" to provide more specification as to how brand management is aligned with organizational values and goals (p. 5).

In the last ten years, however, there has been a shift in how brand management is viewed within the industry and in scholarly research. Aaker and Joachimsthaler (2000) describe how brand management has evolved from the classical model, which was more tactical, limited in focus, and sales-oriented, to a newer leadership model, which is more strategic, broadly focused, and more in-line with brand identity as the catalyst of the brand management structure (p. 8). In short, scholars suggest that it is a given fact that a strong brand is essential to a company's success (Joachimsthaler and Aaker, 1997). With this knowledge, several different streams of research surrounding branding and brand management have evolved, including the conceptualization of brand equity.

Brand Equity

Brand equity, first suggested by Aaker (1991), is comprised of a combination of assets and liabilities that influence the value of a brand for an organization. Aaker's model for evaluating brand equity in business and marketing research consists of five subsets, brand loyalty, name awareness, perceived quality, brand associations and brand assets. Aaker's model serves as the foundation for brand equity research and suggests that

businesses using the assessment can effectively enhance marketing practices in key areas such as loyalty, differentiation, and competitive advantage. While these key areas are generally more external in nature, branding research has given rise to the concept of internal branding, which has become a focus of how brands can impact and influence the internal aspects of an organization.

Internal Branding

One research stream that has received considerable attention in recent years is that of internal branding or internal brand management. Scholars (e.g., de Chernatony & Cottam, 2006; Mahnert & Torres, 2007) have explored how an internal branding strategy impacts the success, or subsequent failure, of organizations. In their survey of brand managers within the financial services industry, de Chernatony & Cottam (2006) determined that companies with successful brands incorporated an integrated, holistic approach to branding that included attention to both internal and external branding practices. The authors suggested synergy should exist between the brand of an organization and the culture of that organization. Within organizations, the authors found that a main strength of a successful brand was the employees' respective commitment to the brand, which was evident in the everyday dealings with customers (p. 624). Gotsi & Wilson (2001) suggested a similar relationship when they found that staff behavior shapes the brand's value in the eyes of external publics. As such, great important should be taken in educating those values through the internal communication process.

In their evaluation of the relevant literature on the internal branding process, Mahnert & Torres (2007) identified 25 factors that are critical to the success and/or

failure of internal branding campaigns in any organization. The authors narrowed the 25 factors into seven more concise dimensions, including organization, information, management, communication, strategy, staff and education. Mahnert & Torres also proposed a new framework for the implementation and evaluation of an internal branding program, the consolidated internal branding framework (CIBF). The CIBF is comprised of three stages: planning, executing and evaluating. It is the authors' contention that the CIBF provides practitioners with a blueprint to take a more calculated and proactive approach to the internal branding process.

Internal branding research also has been studied in terms of its function within the organizational structure. Aurand, Gorchels and Bishop (2005) studied the relationship between the human resource function and the effectiveness of internal branding in business organizations across the United States. The authors found that when human resources play a greater role in the internal branding process, employees seem to have more of a positive attitude toward the brand. Thus, it can be ascertained that the employee role is very important in a successful branding strategy, specifically in the process of delivering the brand promise.

Internal Branding and the Employee Brand Promise

The role that internal branding and employees play on delivering on the brand promise to the customer is another area of study researched by scholars. In their case study of more than 700 management personnel, Punjaisri and Wilson (2007) found that there were positive relationships between internal branding campaigns and on the subsequent delivery of the brand promise to external customers. In addition, greater

internal communication about brand values led to a greater sense of brand identification, brand loyalty and brand commitment. In the sense of brand commitment, it then becomes important to understand how brand commitment is measured and how that relates in the overall organizational strategy.

Brand Commitment

Beatty and Kahle (1988) suggest that brand commitment is closely related to the concept of brand loyalty. It is therefore important to note that commitment to a brand has more often been evaluated in terms of how the consumer feels towards a certain product or service. In their study examining the influence of brand commitment, Beatty and Kahle (1988) surveyed customers to determine their specific attitude toward a brand and how those attitudes shaped the loyalty or commitment to the brand. The study focuses solely on the tangible goods and services that make up a brand (i.e.: soft drinks), but in applying this concept to the sport industry another form of brand commitment should be considered: corporate brand commitment.

Corporate Brand Commitment

Prior inquiries into the conceptualization of brand commitment have focused on the brand as a tangible product (i.e., Nike shoes, Levi's jeans, Coca-Cola soft drinks). As such, the measurement of brand commitment has included scales (e.g., Beatty & Kahle, 1988) to gauge a customer's loyalty toward the purchase of such tangible products. Likewise, there has been little developed to measure the level of corporate brand commitment. However, Burmann and Zeplin (2005) suggest that measuring brand commitment in a corporate sense is more related to organizational commitment than it is

to previous notions of brand commitment towards tangible products. Thus, it is important to understand the construct of organizational commitment, along with its subsequent measurement, when determining corporate or organizational brand commitment.

Organizational Commitment

In terms of organizational scholarship, an employee's commitment to the organization has been one of the more highly researched areas. Scholars have focused on the impact that organizational commitment has in a variety of industries including business (Allen & Meyer, 1990), healthcare (Meyer, Allen & Smith, 1993), and the service industry (Caruana & Calleya, 1998). While the concept of organizational commitment has been explored in many distinct categories, the construct has been foundationally defined as the relative strength of an individual employee's identification with and overall involvement in their respective organization (Porter, Steers, Mowday & Boulian, 1974). Although there has been extensive research in the area of organizational commitment in the context of business research, there continues to be a disconnect in how the construct is defined and measured in the context of the sport industry.

When defining organizational commitment, scholars agree that it is essentially focused on the link between an individual and the organization. However, there are differing opinions on how the organizational commitment is created (Mathieu & Zajac, 1990). Through their comprehensive review of organizational commitment research prior to the 1990s, Mathieu and Zajac (1990) found that there were predominantly two separate

but related theoretical backgrounds to the organizational commitment construct –

attitudinal and calculated development. Additionally, scholars have proposed differing

methods of measuring the organizational commitment construct, with disagreement on

whether the construct is unidimensional or multidimensional (Meyer, Allen, & Smith,

1993). Correspondingly, it is evident that a firmer understanding of the foundations of

organizational commitment be undertaken, which will be explored in the next section.

Foundations of Organizational Commitment

As previously mentioned, there have been two major theoretical foundations for

the organizational commitment construct. The attitudinal foundation stems on the belief

that one's organizational commitment is formed by an individual's beliefs and values.

Based heavily on the works of Porter and others, attitudinal commitment is more

internally focused on the respective attitudes of the individual (Mathieu & Zajac, 1990).

On the other hand, the calculated approach to organizational commitment consists

of a more transactional nature. Alutto, Hrebiniak and Alonso (1973) found that in order to

gain a better understanding of the organizational commitment construct, one must go

beyond the attitudinal and psychological aspects and consider the "individual-

organizational transactions and the accrual of side-bets or investments" (p. 453). This

approach to understanding organizational commitment is heavily influenced by Becker's

seminal work. Becker (1960) introduced the "side-bet" theory of organizational

commitment, where an individual's respective level of commitment is built up over time

by a variety of external influences or "side-bets".

The Dimensions of Organizational Commitment

Much like the differing views on how organizational commitment is formed, there also have been differing schools of thought in the dimensions that make up organizational commitment. Scholars argue that organizational commitment is more unidimensional (Alutto, Hrebiniak & Alonso, 1973), while others suggest that there is a multidimensional (Meyer & Allen, 1991). Additionally, there have been some differing views on the multidimensional models pertaining to organizational commitment. Meyer and Herscovitch (2001) outlined several multidimensional models that included such dimensions as value, compliance, identification, internalization, moral, calculative, alienative, affective, normative and continuance among others (p. 304). While the research shows that there are a variety of models explaining organizational commitment, there have been three predominant views that have been examined in greater numbers of research studies (Meyer & Herscovitch, 2001) – Becker's (1960) side-bet theory and the three component models of O'Reilly and Chatman (1986) and of Meyer and Allen (1991).

Becker's Side-Bet Theory

Becker (1960) introduced one of the first theoretical foundations for organizational commitment with the side-bet theory. The author suggested that organizational commitment was not solely determined by behaviors of the individual. Instead, Becker contended that the level of commitment was heavily influenced by a series of "side-bets" consisting of the individual's other interests that were previously unrelated to the job at hand (p. 35). This theory became the precursor to modern-day

research on organizational commitment, paving the way for concepts pertinent to future

models on the construct.

O'Reilly and Chatman's Three-Component Model

O'Reilly and Chatman (1986) introduced a three-component model that was

consistent with the calculative view of commitment. The authors suggested that there

were three dimensions to the organizational commitment construct, which included

compliance, identification and internalization. To better explain these three dimensions,

the authors state:

> The basis for one's psychological attachment to an organization may be predicted
>
> on three independent foundations: (a) *compliance* or instrumental involvement in
>
> specific, extrinsic rewards; (b) *identification* or involvement based on a desire for
>
> affiliation; and (c) *internalization* or involvement predicated on congruence
>
> between individual and organizational values, (p. 493).

O'Reilly and Chatman supported their view through a pair of surveys, one targeting

university employees and the second consisting of university students. The results

confirmed that there were three dimensions of an individual's commitment to the

organization.

Meyer and Allen's Three-Component Model

Studying more than a decade of research on the subject, Meyer and Allen (1991)

introduced a three-component model on organizational commitment. Through their

research of the then-current body of literature, the authors proposed and later validated

(Meyer, Allen & Smith, 1993) that organizational commitment is comprised of three

main tenets: affective commitment, perceived costs (continuance), and obligation (normative).

Allen and Meyer (1990) explain the three facets of organizational commitment this way: "Employees with strong affective commitment remain because they want to, those with strong continuance commitment because they need to, and those with strong normative commitment because they feel they ought to," (p. 3). In other words, affective commitment is based on the employee's inherent desire to remain with a company. On the other hand, continuance commitment stems from the employee's remaining with a company because of either a lack of alternatives or difficulties that come with changing jobs. Normative commitment differs from the previous two, in that commitment of this nature comes from an employee remaining with a company out of some type of obligation. While the three facets of commitment are distinct concepts individually, employees can experience all three levels of commitment at some point in time (Meyer, Allen, & Smith, 1993). Thus, it is important to understand how each of the distinct components of affective commitment, normative commitment and continuance commitment influence organizational commitment levels.

Affective Commitment

As previously mentioned, affective commitment is based on the employee's own desire to remain with an organization. Mowday, Steers and Porter (1982) suggest that affective commitment is comprised of four general categories, including characteristics that are personal, structural and job-related, and those related to work experiences. Personal characteristics leading to affective commitment consist of demographic

constructs such as age, tenure, sex and education. However, these characteristics have

been deemed to have neither strong nor consistent relationships with affective

commitment (Meyer & Allen, 1991). Among the demographic variables, tenure has been

shown to have a relative influence on organizational commitment, but this causal

relationship with affective commitment is unclear (Mathieu & Zajac, 1990). In terms of

organizational structure, the authors note that there is some evidence of the relationship

with affective commitment, but it is important to view this in terms of the organization as

opposed to on the individual's level (Meyer & Allen, 1991). The last characteristic of

work experiences, which includes both job-related and actual work experience, the

authors suggest that "commitment develops as the result of experiences that satisfy

employees' needs and/or are compatible with their values (p. 70).

Continuance Commitment

A much different component of organizational commitment is that of the

continuance commitment. Continuance commitment refers to an employee remaining

with a company because of either a lack of alternatives or difficulties that come with

changing jobs. This aspect is a derivative to Becker's side-bet theory in terms of the

continuance factor being heavily influenced by the perceived costs with taking such

action. However, Meyer and Allen (1991) noted that one flaw of the side-bet theory is

that there are differing degrees of these side-bets for each individual (p. 71).

Normative Commitment

The third and final component of Meyer and Allen's three-component model is

that of normative commitment. As explained previously, normative commitment is

concerned with the feeling of obligation to remain with an organization (p. 77). The formative of this commitment usually begins with the observation of role models and mentors, or could be influenced by organizational culture as a whole. The authors note that this type of commitment could also have an inverse influence on organizational commitment because of resentment of the obligation (p. 78).

Predominant Measures of Organizational Commitment

A thorough review of the literature identifies that there are several inventories upon which organizational commitment is measured. Among the predominant measures of organizational commitment are the Organizational Commitment Questionnaire (OCQ) developed by Porter and colleagues (Mowday, Steers & Porter, 1979), and the three-component model introduced by Allen and Meyer (1990), including the Affective Commitment Scale (ACS), Continuance Commitment Scale (CCS) and the Normative Commitment Scale (NCS).

Mowday et al. (1979) set forth a model that focused on three interrelated factors, including: (1) belief and acceptance of organizational values; (2) willingness to work hard for the organization; and (3) a strong desire to be identified with the organization (p. 226). The authors validated this measure with an extensive nine-year longitudinal study that focused on more than 2,500 employees in nine differing industries.

Allen and Meyer (1990) developed their three scales based on the overall themes of affective commitment, continuance commitment and normative commitment. The authors conducted two separate studies to validate their contribution, surveying employees in three organizations including two manufacturing firms and one university.

The second study utilized respondents from the retail, healthcare and higher education industries.

Internal Marketing

While the concept of marketing has its foundation in a more-externally oriented sense, internal marketing has become increasingly important over the last two decades, particularly in the service industry (Foreman & Money, 1995). To create a better understanding of the internal marketing process, several key concepts, including some of which stem from general marketing literature, need to be explored. Among these are the concepts of market orientation, internal market orientation, relationship marketing and interactive marketing.

Market Orientation

Kohli and Jaworski (1990) introduced the construct of market orientation and marketing orientation theory as the consistency between an organization's actions and the marketing concept. The authors suggested that market orientation had several benefits towards organizations, including higher job satisfaction, employee commitment and business performance. Initial streams of market orientation research focused heavily on the external applications of marketing, with more emphasis on relationships with customers, competition and other organizational issues (Lings, 2004). Still, researchers have found a mutually beneficial link between market orientation and business performance.

Since the early 1990s, researchers (e.g., Jaworski & Kohli, 1993) have discussed the relationship that market orientation has on business performance. Jaworski and Kohli found that market orientation had a relationship with both the organizational commitment of employees and on business performance in general. Likewise, Caruana, Ramaseshan, and Ewing (1998) supported that market orientation had a similar relationship for educational institutions. In their survey of academic officials at universities in Australia and New Zealand, the authors found that universities who displayed a higher market orientation had a stronger ability to attract non-government funding to support its everyday processes. While these authors have supported the relationship that market orientation had on business performance, research on the relationship of internal marketing and business outcomes in an intercollegiate athletic setting is relatively non-existent.

Internal Market Orientation

The aforementioned market orientation process has shown to have benefits to organizational performance in both the business world and in institutions of higher learning. However, a more recent line of research has focused on the construct and consequences of internal market orientation. Lings (2004) was one of the first researchers to propose internal market orientation as a construct and described an internal market orientation (IMO) as a process of "identifying and satisfying the wants and needs of employees as a prerequisite to satisfying the wants and needs of customers," (p. 408). In this sense, an internal market orientation treated employees in the same manner that external market orientation or external marketing programs treated the traditional

customer base. As such, Lings offered that a successful external marketing orientation was very dependent on a strong foundational internal market orientation. Through his extensive survey of previous literature on internal marketing as a process, Lings suggested that an internal market orientation would have several benefits an organization, both internal and externally. The author proposed that the internal benefits to a company included factors such as employee satisfaction and employee commitment, while external factors included external market orientation and profit (p. 411).

Kotler's Triangle of Marketing

In the same manner that internal market orientation stems away from the traditional marketing approach, marketing practices in the service industry also are unique. Kotler (1994) suggested that there were three types of marketing – external marketing, interactive marketing and internal marketing – that worked together within this particular industry. The author noted:

> External marketing describes the normal work done by the company to prepare, price, distribute, and promote the service to customers. Internal marketing describes the work done by the company to train and motivate its employees to serve customers well. Interactive marketing describes the employees' skill in serving the client, (p. 470).

Kotler suggests that this relationship forms a triangle (see Figure 2.1) with which organizations and management can better understand the function of each type of marketing.

Company

Internal
Marketing

External
Marketing

Employees

Interactive
Marketing
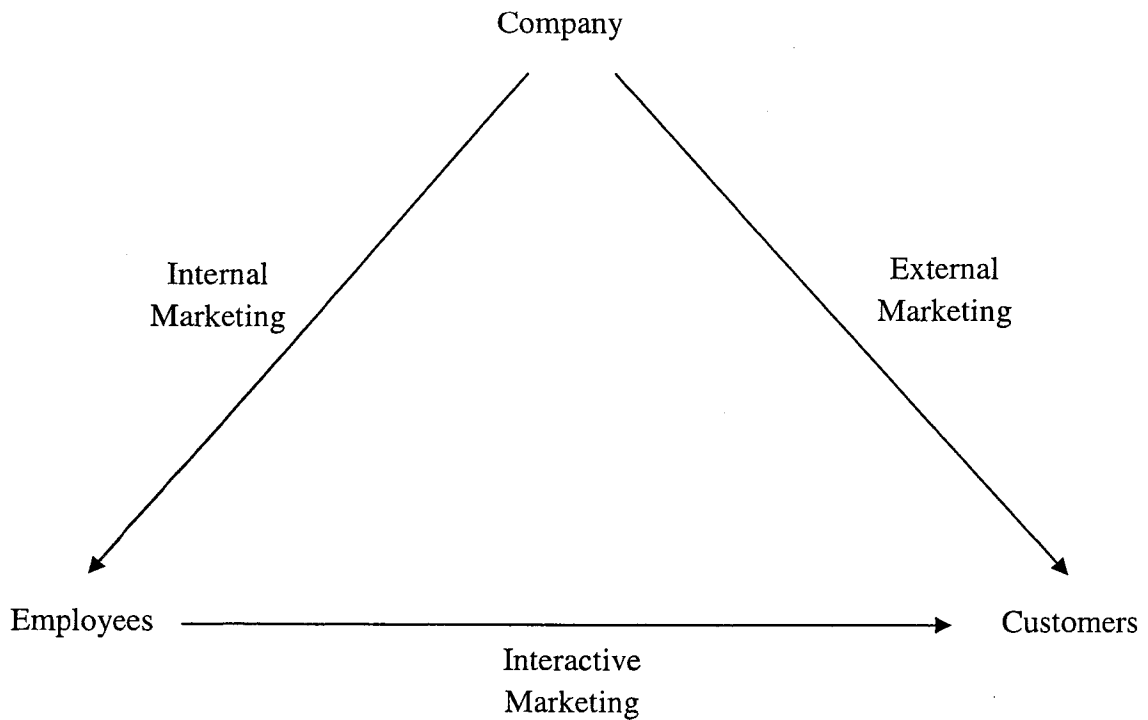
Customers

Figure 2.1: Kotler's Triangle of Marketing, (Kotler, 1994, p. 470)

The Employee as Customer

Berry (1981) also introduced the notion of treating the employee as a customer. Specifically in terms of the banking industry, Berry noted that banks were service businesses and they were in the business of "selling performances" (p. 34). Through his examination of successful business in the service industry (i.e., Marriott and Disney), Berry outlined several internal marketing opportunities in regards to serving the employee as a customer. From this, Berry contended that management should in turn "think like a marketer," (p. 39) when both recruiting and retaining employees.

Internal Marketing and the Service Industry

While internal marketing has been previously defined as being focused on marketing internally to employees of an organization, an understanding of the role that internal marketing plays in a service-oriented industry also is important. When discussing the internal marketing function as it is reflected in the healthcare industry, Joseph (1996) defines internal marketing as "the application of marketing, human resource management, and allied theories, techniques and principles to motivate, mobilize, co-opt, and manage employees at all levels of the organization to continuously improve the way they serve external customers and each other," (p. 55). With this in mind, it is important to note that internal marketing is not strictly concerned with the front-line employees who serve in customer-contact roles. Instead, the idea that every employee in an organization serves in some function of marketing and customer contact becomes integral to the success of an organization. George (1990) asserts that internal marketing is a holistic process that involves cooperation from formal leadership, marketing employees and non-marketing employees, who also serve as "part-time marketers". Furthermore, George contends that internal marketing is an important process for organizational managers and the idea of a "service mentality" should be marketed internally to employees on all levels (p. 69).

The Measurement of Internal Marketing

Despite more than a decade's worth of scholarly inquiry into internal marketing practices, there was not a major measurement for internal marketing until Foreman and Money (1995) introduced their measurement scale in the mid-1990s. The authors

identified that internal marketing developed across four distinct types (see Figure 2.2), which they introduced as Type I (one department marketing to another), Type II (the whole organization marketing to segments of employees), Type III (groups or departments marketing to the whole organization) and Type IV (in which the organization is both the marketer and the market), (pp. 760-761).

	Group	Organization
Organization	Type II	Type IV
Group	Type I	Type III

Organization ⟶ (Type II / Type IV)

Who applies
the internal
marketing?

Group ⟶ (Type I / Type III)

Group   Organization

**Who is the focus
of the internal
marketing?**
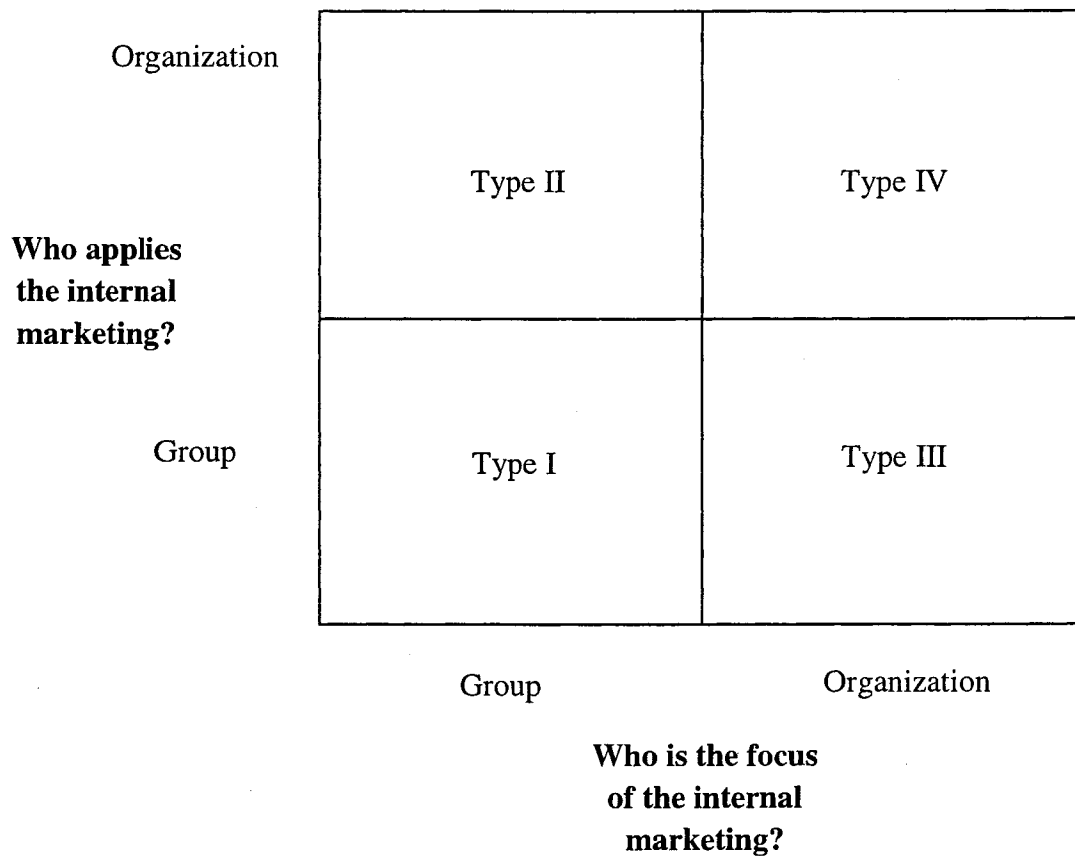
Figure 2.2 : Types of Internal Marketing (Foreman and Money, 1995)

The authors suggest that it is in the fourth quadrant, Type IV internal marketing, in which organizations can be most successful in attracting, selecting and retaining quality employees (p. 761). Through their survey of human resources and marketing personnel in the United Kingdom, Foreman and Money developed a 15-item scale to measure three aspects of Type IV internal marketing, which they noted as development, rewards, and vision (p. 764).

The Influence of Internal Marketing on Organizational Commitment

Marketing Orientation and Organizational Commitment

One area in which marketing orientation has been found to have an influence is on organizational commitment. Caruana, Ramaseshan and Ewing (1997) found that organizational commitment levels were significantly higher in organizations that were deemed more market oriented. Through their study of state government officials in Australia, the authors determined that when more emphasis was given on market orientation, specifically on the responsiveness aspect of the concept, stronger levels of organizational commitment, specifically affective commitment, were the results.

Internal Marketing and Organizational Commitment

While there is limited research on the relationship between internal marketing and organizational commitment, Caruana and Calleya (1998) examined how the two constructs were related in terms of delivering on customer satisfaction among managers in the financial sector. In their survey of retail bank managers, the authors found that

there was an important relationship between the internal marketing process and levels of organizational commitment. Specifically, Caruana and Calleya found that internal marketing practices had a heavier influence on affective commitment levels than on either continuance or normative commitment. While the study was completed in the financial industry, the authors contend that the relationship between internal marketing and organizational commitment should correlate across industries (p. 114).

Branding, Internal Marketing and Organizational Commitment in

Intercollegiate Athletics

Branding in Intercollegiate Athletics

In terms of branding research in intercollegiate athletics, among the main concepts discussed is that of brand equity. Gladden, Milne and Sutton (1998) developed a model for assessing brand equity in college sports. Gladden et al. proposed the framework that has become a catalyst for research on brand equity in the college sports setting. The authors suggested that brand equity in college sports is cyclical in nature, identifying a series of antecedents which can be manipulated by sport organizations to stabilize brand equity. As a result, brand equity has a direct influence on a number of consequences, including national media exposure, merchandise sales, individual donations, corporate support, atmosphere and ticket sales.

Internal Marketing and Intercollegiate Athletics

While the concepts of internal branding and internal marketing have been the topic of academic research over the last decade, the focus has been primarily in the field of organizational and business research (e.g., Mahnert & Torres, 2007). There has been little research, however, in the role that these constructs play in intercollegiate athletics. While not directly examining internal marketing perceptions, Judson, Gorchels and Aurand (2006) conducted one of the more recent investigations involving internal branding efforts within intercollegiate athletics. The authors surveyed more than 150 head and assistant coaches in the sports of football and men's and women's basketball at NCAA Division I institutions to gauge their perspectives on the internal branding efforts of the university in general and how that knowledge impacted their various duties (e.g., coaching, recruiting and fundraising). The authors found that internal branding efforts are clearly communicated within athletic departments and the universities in general, but that coaches in private institutions displayed a better understanding of the specific brand values of each university. Additionally, Judson et al found that coaches from major athletic programs displayed a stronger awareness of brand clarity and various internal branding efforts than did coaches hailing from mid-major athletic programs.

Organizational Commitment and Intercollegiate Athletics

Like many other aspects of business research, organizational commitment also has its place in the practice of sport management. Chelladurai (1999) points out that organizational commitment should be a concern for sport managers because of the relationship between committed workers and overall attainment of organizational goals

(p. 257). Likewise, the concept of organizational commitment has its place in intercollegiate athletic research.

Among the earliest inquiries into the concept of organizational commitment in intercollegiate athletics was conducted on the organizational commitment levels of athletic trainers. Utilizing measures of affective, continuance and normative commitment, Winterstein (1998) surveyed more than 300 head athletic trainers across all three NCAA divisions. The study found that continuance commitment levels were significantly lower among respondents than were levels of both affective and normative commitment. Winterstein identified five clusters within the sample – the professionals, who showed strong affective and normative commitment scores; the content or confined, who are linked to the organization by high affective and normative commitment and moderate continuance commitment; the locals, who report strong levels in all three facets; the driven, who have the highest affective and normative levels, but are not bound by continuance; and the alienated, who report low scores across all three categories (p. 57-58). While this research focused primarily on one segment of athletic department personnel, it paved the way for future analysis in the industry.

Kent and Chelladurai (2001) examined organizational commitment levels and its relationship with perceived transformational leadership and citizenship behavior across intercollegiate athletic departments. Through their survey of subordinate employees at a large Midwestern university, the authors found that both transformational leadership and leadership exchange were significantly correlated with both affective commitment and normative commitment levels.

Still other research has been conducted in terms of organizational commitment among collegiate coaching staffs. Cunningham and Sagas (2004) evaluated occupational commitment in terms of affective commitment and its relationship with ethnic diversity. The authors' found that as coaching staffs became more ethnically diverse, commitment to the occupation actually decreased. In one of the more recent studies on organizational commitment's impact on college athletics, Turner and Chelladurai (2005) found that athletic departments should pay close attention to the organizational commitment of its employees, specifically its athletic coaches. Turner and Chelladurai's study focused on the organizational commitment and its relationship with intention to leave and overall performance of NCAA Division I coaching staffs. The authors found that organizational commitment did play a significant role in the intention to leave of the coaches, a finding that is consistent with results in other fields of research (Meyer & Allen, 1997). Organizational commitment also was found to have a small, albeit significant, impact on the performance of these coaches – a finding that is more important when taken into the context of intercollegiate athletics (Turner & Chelladurai, 2005).

The Conceptualization of Employee Brand Commitment

Employee Brand Commitment

King and Grace (2008) sought to explore the employee's perspective and knowledge of the organizational brand and how that level of knowledge impacted their respective roles and responsibilities. To do so, the authors conducted several in-depth

interviews with integral personnel, consisting of both management and front-line positions, of selected organizations in the service industry. King and Grace investigated the various methods through which employee information on the brand was disseminated, and the authors found that employees received this knowledge in one of three ways – through training, customer/market information and through their peers and coworkers. Results from the interviews suggested that there are numerous long-term benefits associated with an organization that adopts an internal market orientation. Chief among these benefits were increased employee commitment, as well as emotional attachment to the brand. King and Grace found that as the levels of internal marketing (brand information) increased, so to do the employee's commitment to the brand. This process was illustrated in the authors' proposed Employee Brand Commitment Pyramid (EBCP).

CHAPTER III

METHODOLOGY

The current study sought to conduct a path analysis model for quantitative

research to better understand employee brand commitment in the context of college

athletics and the effect internal marketing perceptions have on three constructs of

organizational commitment including: affective commitment, continuance commitment,

and normative commitment. Additionally, the study sought to provide a better

understanding of the effects, whether direct or indirect, that selected demographic

variables of job function and organizational tenure have on the chosen organizational

commitment components. The following sections outline the methods and procedures

that were implemented in this investigation.

Research Design

The design of the current study employed a cross-sectional, non-experimental

design based on survey research and appropriate statistical analyses to predict the effect

of internal marketing and selected independent measures on the constructs of

organizational commitment. The study utilized a quantitative approach for data collection and statistical analysis.

Sample and Procedures

Participants

Previous literature concerning internal marketing (e.g., Foreman & Money, 1995) and organizational commitment (Caruana, Ramaseshan, & Ewing, 1997) have focused on both the managerial level and customer-contact level of businesses. Additionally, researchers (e.g., George, 1990) have suggested that support members of customer-oriented organizations serve as "part-time marketers". As such, the selected population of this research study included full-time personnel in the management, customer-contact, and support levels of intercollegiate athletic departments across NCAA Division I schools. In terms of the current population, "management-level" personnel consisted of athletic directors, associate and assistant athletics directors, senior woman administrators, and directors various other externally-oriented departments within an intercollegiate athletic program (i.e., marketing, fundraising, ticket sales, etc.). Additionally, the customer-contact level personnel in athletic departments included ticketing office personnel, development staff, and marketing staff. For comparison, the targeted sample also included staff members of both the internal function (business operations, compliance, facilities, etc.), as well as those in departments primarily suited for student-athlete development (coaching staffs, athletic trainers, academic counselors, etc.). The convenience sample was taken from the applicable personnel from institutions in major

and mid-major level conferences in selected regions of the country, including the east coast, southeastern and western regions. The selected institutions range in size of university, athletic department, and market locations, allowing for a more applicable view of the impact that the model has in intercollegiate athletics.

Procedures

E-mail addresses for the applicable participants were collected by visiting the corresponding staff directories on each athletic institution's respective athletic web site. Additional sources for contact were compiled through various athletic department personnel who came across the survey link via through forwarded e-mails and listservs. The survey instrument was distributed during the month of February, and the survey remained open through the first week of March until a suitable sample size (N > 200) was achieved. Participants were forwarded to an external link which houses the survey instrument, and completion of the survey approximated 5-7 minutes per respondent. Participants were informed of their consent to participate, along with appropriate IRB statements. Additionally, participants were notified that the purpose of the study was to gauge internal marketing perceptions and organizational commitment levels within intercollegiate athletics. The participants were not, however, informed of the proposed influence that the internal marketing perceptions had on the selected constructs.

Internal Marketing

As previously mentioned, internal marketing and the broader concept of internal market orientation are both important topics in terms of business and organizational research. Its main focus is on "marketing" to the internal assets of a company or organization, which is largely comprised of the employees (Lings, 2004). Money and Foreman (1996) developed an internal marketing scale which consisted of 15 items measuring three correlated dimensions: vision, reward, and development. The authors describe the three dimensions as follows: vision is the process of giving employees an organizational vision to believe in; development deals with the process of developing employees' skills and abilities; and reward is concerned with rewarding employees for performance (p. 764). Money and Foreman's internal marketing scale was selected because of its sound psychometric properties and has been used in previous research linking internal marketing and organizational commitment (Caruana & Calleya, 1998). In their initial use of the internal marketing scale, Money and Foreman (1996) reported high reliability alphas of 0.942 and 0.948. Thus, it was included in the relevant questionnaire for this study.

Job Function and Athletic Tenure

For the current study, two self-report measures (job function and athletic tenure) were determined by appropriate self-report survey responses by participants in the study. The job function variable consisted of four levels, including: administration, external

relations (fundraising/development, marketing/promotions, media/sports information and ticket sales), internal relations (business operations, compliance, facilities, and support services), and student-athlete development (coaching staff, athletic trainers, and academic services). Organizational tenure was determined by respondent's tenure at their current athletic department in categorical terms (0-5 years, 6-10 years, 11-15 years and 16-plus years).

Criterion Variables

Affective Commitment, Continuance Commitment, Normative Commitment

Meyer and Allen's (1990) seminal work served as the foundation for the majority of research on organizational commitment in recent years. Through both a review of the then-pertinent literature and their framework, the authors concluded that organizational commitment is a combination of three distinct dimensions, including: affective commitment, continuance commitment and normative commitment. To operationally define these three constructs, Meyer and Allen state:

> Affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organizations. Employees with a strong affective commitment continue employment with the university because they want to do so. Continuance commitment refers to an awareness of the costs associated with leaving the organization. Employee whose primary link to the organization is based on continuance commitment remain because they need to do

so. Finally, normative commitment reflects a feeling of obligation to continue

employment. Employees with a high level of normative commitment feel that

they ought to remain with the organization, (p. 67)

Measures for affective, continuance and normative commitment were tabulated via self-

report responses, with summated totals for each of the three dimensions of the scale. The

Allen and Meyer (1990) scales were validated by Meyer and Allen (1991), and the

authors reported reliability alphas of 0.74 to 0.89 for the Affective Commitment Scale,

.69 to .84 for the Continuance Commitment Scale, and .69 to .79 for the Normative

Commitment Scale. The selection of Meyer and Allen's scales also is supported by

previous research in both organizational research (Caruana & Calleya, 1998) and

intercollegiate athletics (Kent & Chelladurai, 2001).

Survey Instrument

The survey instrument combines adapted versions of Money and Foreman's

(1996) 15-item, internal marketing scale and Allen and Meyer's (1990) eight-item

Affective Commitment Scale (ACS), the eight-item Continuance Commitment Scale

(CCS), and the eight-item Normative Commitment Scale (NCS). Measures in all adapted

scales consisted of seven-point, Likert-type items (with 1 = strongly disagree and 7 =

strongly agree). The combination of these two constructs was later employed by Caruana

and Calleya's (1998) scale used to measure the influence that internal marketing had on

organizational commitment in the retail bank industry. As previously mentioned,

acceptable psychometric values exist for all of the selected scales. Thus, the survey instrument utilized by Caruana and Calleya served as the basis for the instrument proposed for the current exploration on internal marketing and organizational commitment in intercollegiate athletics.

Internal marketing items fall into one of three concepts including vision, development and reward. Sample questions on the current inventory include such items as "Our athletic department offers employees a vision that they can believe in" and "We place considerable emphasis in this athletic department on communicating with our employees". The organizational commitment component is measured on the three constructs of affective commitment, continuance commitment, and normative commitment. Sample questions of organizational commitment include: "I would be very happy to spend the rest of my career with this athletic department" and "Right now, staying with my athletic department is a matter of necessity as much as desire". Additionally, several reverse coded items are included in the inventory. An example of a reverse-coded item is "I do not believe that a person must always be loyal to his or her athletic department".

In order to form a better understanding of how the constructs of internal marketing and organizational commitment have in the intercollegiate athletic setting, there were also a variety of demographic items included on the inventory. These items measure pertinent information such as age and gender, as well as institutional information such as athletic competition level, organizational size, etc. Inclusion of each of these demographic variables is consistent with previous research (Caruana & Calleya, 1998;

Judson, Gorchels and Aurand, 2006). The complete inventory used for the current study

is listed in Table 1.

Data Analysis

Data analysis for the study consisted of three phases. Initial analysis of the

descriptive data of the respondents was conducted to provide a clearer picture of the

organizational commitment landscape in intercollegiate athletics. Second, validity and

reliability of the survey instrument was conducted through confirmatory factor analysis

and known-group differences for validity, and by examining scale reliability. The third

and final phase consisted of inferential analysis to examine the various hypotheses of the

study. Path analysis via multiple regression was conducted to determine the direct and

indirect effects of the predictor variables on the criterion variables.

CHAPTER IV

RESULTS

The following chapter consists of the pertinent statistical analyses of the data and the subsequent results of the hypotheses tested. The findings of the current study are presented into three sections. First, the demographics of the participants of the study are presented, along with the preliminary findings of internal marketing perceptions, affective commitment, continuance commitment and normative commitment across selected independent variables. Second, validity and reliability of the scales used are presented. Third, the results of the main path analysis of the study are presented.

Data Collection and Participant Characteristics

Data Collection

The targeted sample of the study consisted of approximately 1,500 surveys submitted to athletic department personnel across various levels of NCAA Division I athletics. Of the total number of survey links sent, 248 were completed by the cutoff date for this study for an approximate response rate of 16.5 %. With the selection of these targeted e-mail addresses coming from information posted on the specific institution's

athletic department web site, the e-mail addresses would only be as current as each institution allows. Numerous survey links were returned as undeliverable, and the possibility exists that e-mail filters may have marked the request as spam or junk mail. However, the needed sample size of N > 200 was achieved.

Participants

The data for this study were collected from 248 individuals employed in various levels of NCAA Division I athletics. All but three respondents from the sample provided their respective gender with a total of 156 being male (63.7 %), and 89 being female (36.3 %). In terms of the selected independent variables of organizational tenure and job function, all of the respondents provided information on the former, while only two respondents did not report information on the latter. For organizational tenure, 166 respondents (66.9 %) reported tenures of five years or less, while 43 respondents (17.3 %) report 6 to 10 years of service. Thirty-nine overall respondents (15.8 %) fall into the two categories of 11 to 15 years and more than 16 years or service. For job function, the greatest number of respondents fall into the student-athlete development function (n = 80, 32.5 %), while the internal function (n = 62) and external functions (n = 57) account for 25.2 and 23.2 %, respectively. In all, 47 respondents (19.1 %) fall into the administration function. A more complete tally of the various demographic characteristics of the respondents is included in Table 4.1.

Table 4.1

Demographic Characteristics of Participants

Characteristic	n	$\%$
Gender		
Male	156	63.7
Female	89	36.3
Leadership		
Senior Leadership	87	35.2
Management Level	45	18.2
Other	115	46.6
Job Function		
Administration	47	19.1
External Relations	57	23.2
Internal Relations	62	25.2
Student-Athlete Development	80	32.5
Organizational Tenure		
0-5 years	166	66.9
6-10 years	43	17.3
11-15 years	19	7.7
16+ years	20	8.1
Years in College Athletics		
0-5 years	89	36
6-10 years	73	29.6
11-15 years	43	17.4
16+ years	42	17
Number of Institutions Worked		
1-2	171	70.1
3-5	70	28.7
6-8	3	1.2
Level of NCAA Competition		

Division I (Major)	135	54.4
Division I (Mid-Major)	79	31.9
Division I-AA	34	13.7
BCS Conference		
BCS	79	32.4
Non-BCS	80	32.8
Other	85	34.8

Internal Marketing and Organizational Commitment Levels Among Respondents

Across various demographic variables, perceptions of internal marketing and organizational commitment levels also were tabulated. When analyzed by gender, females reported higher mean scores on internal marketing perceptions (73.70), affective commitment (40.45) and continuance commitment (37.17) than did males, who only reported higher levels of normative commitment (32.85).

In terms of job function, the administration function reported the highest mean scores for internal marketing (78.66), affective commitment (43.83), and normative commitment (33.46), while the external relations functions reported the highest mean score for continuance commitment (37.04). Respondents in the student-athlete development function reported the lowest mean scores for internal marketing (66.44), affective commitment (37.36) and continuance commitment (36.08), while the internal relations function reported the lowest mean score for normative commitment (31.60).

For organizational tenure, respondents with less than five years of service reported the highest mean score on internal marketing, and those with 11-15 years or

service reported the lowest mean score (64.40). Affective commitment levels were highest with those with 11-15 years of service and lowest for those with 16 or more years of service (39.74). Continuance commitment levels were highest for respondents with 6-10 years of service (38.83) and lowest for respondents with 16 or more years (35.05). Normative commitment levels were highest for respondents with 11-15 years of service (40.40) and lowest among those with 0-5 years of service (31.80). A more detailed version of the mean scale scores of the respondents is included in Tables 4.2, 4.3, and 4.4.

Table 4.2

Scale scores determined by Gender, Leadership Role and Job Function.

Characteristic	IM		ACS		CCS		NCS	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Gender								
Male	70.34	19.72	40.26	10.01	36.05	6.09	32.85	8.43
Female	73.70	18.26	40.45	10.60	37.17	5.81	32.57	7.25
Leadership								
Senior Leadership	77.28	17.27	43.67	8.86	36.58	5.84	32.43	7.67
Management Level	69.43	20.07	38.74	11.85	35.12	6.80	33.52	9.11
Other	68.07	19.35	38.34	9.78	36.87	5.76	32.66	7.72
Job Function								
Administration	78.66	18.64	43.83	9.98	36.51	5.77	33.46	7.66
External Relations	70.85	16.47	40.22	10.29	37.04	5.64	33.25	8.47
Internal Relations	73.90	19.68	41.61	8.93	36.39	6.28	31.60	7.40
Student-Athlete Development	66.44	19.71	37.36	10.58	36.08	6.24	33.29	8.27

Note: IM = internal marketing scale (Money & Foreman); ACS = Affective Commitment Scale; CCS = Continuance Commitment Scale; NCS = Normative Commitment Scale.

Table 4.3

Scale scores determined by Organizational Tenure, Years in College Athletics and Number of Institutions worked.

Characteristic	IM		ACS		CCS		NCS	
	M	SD	M	SD	M	SD	M	SD
Organizational Tenure								
0-5 years	73.20	18.16	39.89	10.33	36.10	5.58	31.80	7.87
6-10 years	68.58	21.12	41.05	10.29	38.83	5.85	33.00	7.18
11-15 years	64.40	23.78	43.59	9.15	35.50	8.40	40.40	8.83
16+ years	71.47	19.39	39.74	9.55	35.05	6.10	35.11	6.96
Years in College Athletics								
0-5 years	72.47	18.53	39.98	9.44	36.25	5.59	33.05	7.06
6-10 years	67.23	20.24	38.28	11.37	36.80	5.58	31.49	8.64
11-15 years	75.08	19.39	42.64	9.85	35.95	6.65	32.41	8.64
16+ years	75.92	15.17	43.13	7.83	36.95	6.92	35.79	7.47
Number of Institutions Worked								
1-2	71.21	19.33	40.70	9.76	36.63	6.15	33.57	7.92
3-5	73.43	17.79	39.82	10.72	36.00	5.71	31.22	7.49
6-8	64.50	12.02	40.00	8.19	39.67	5.03	30.00	10.44

Note: IM = internal marketing scale (Money & Foreman); ACS = Affective Commitment Scale; CCS = Continuance Commitment Scale; NCS = Normative Commitment Scale.

Table 4.4

Scale scores determined by Level of NCAA competition and BCS conference status.

Characteristic	IM		ACS		CCS		NCS	
	M	SD	M	SD	M	SD	M	SD
Level of NCAA Competition								
Division I (Major)	72.81	19.27	41.20	9.67	36.89	5.85	33.45	7.85
Division I (Mid-Major)	69.13	18.95	39.66	10.74	36.13	6.29	32.23	8.59
Division I-AA	73.31	19.35	38.48	10.75	35.47	5.80	31.55	7.16
BCS Conference								
BCS	72.32	19.52	41.08	10.21	37.55	5.51	33.79	8.21
Non-BCS	70.24	19.90	40.46	10.05	35.72	6.16	32.35	8.02
Other	73.78	17.51	39.85	10.33	36.07	6.19	32.39	7.60

Note: IM = internal marketing scale (Money & Foreman); ACS = Affective Commitment Scale; CCS = Continuance Commitment Scale; NCS = Normative Commitment Scale.

Validity and Reliability Analysis

Prior to the main analysis of the study, validity and reliability analysis was

performed on each of the four scales incorporated into the study – internal marketing,

affective commitment, continuance commitment, and normative commitment. Validity of

each scale was conducted through confirmatory factor analysis to determine the overall

fit of the data to the four models. In determining model fit to the data, five different

goodness-of-fit indexes and the respective cutoff scores were reported, following the

recommendations of Marsh and Hocevar (1985), Hu and Bentler (1999), and Thompson

(2004). The selected goodness-of-fit indexes included: chi-square/degrees of freedom

(χ^2/df); normed fit index (NFI); the tucker-lewis index (TLI), criterion fit index (CFI) and

the root-mean-square error of approximation (RMSEA). A summary of the selected fit

indexes and the corresponding cutoff values is included in Table 4.5.

Table 4.5

Summary of selected goodness-of-fit indexes and corresponding cutoffs.

Variable	Description	Cutoff
χ^2	Chi-square	Should not be significant. (Thompson, 2004)
χ^2/df	Chi-square/degrees of freedom ratio	< 2.0
NFI	Normed fit Index	> .90 (Hu and Bentler, 1999)
TLI	Tucker-Lewis index	> .90 (Hu and Bentler, 1999)
CFI	Criterion Fit Index	> .90 (Hu and Bentler, 1999)
RMSEA	Root-Mean-Square Error of Approximation	< .06 (Hu and Bentler, 1999)

Additionally, validity by known-group differences was conducted for each model.

Reliability analysis using Chronbach's alpha was conducted for each of the scales in the

study. A summary of the reliability analysis for the four scales is included in Table 4.6.

Table 4.6

Means, Standard Deviations, and Reliabilities for Measures Obtained from
Respondents

Variable	*M*	*SD*	No. of items	A
Internal Marketing	71.66	19.18	15	0.958
Affective Commitment	40.34	10.18	8	0.872
Continuance Commitment	36.45	5.98	8	0.203
Normative Commitment	32.81	8.00	8	0.763

Validity of the Internal Marketing Scale

As previously mentioned, validity analysis was conducted for the 15-item,

internal marketing scale, which is illustrated in Figure 4.1. Confirmatory factor analysis

of the internal marketing scale displayed relatively strong correlations but resulted in a

marginal fit, with three of the indexes surpassing the cutoff values (NFI = 0.90, TLI =

.091, CFI = .92). However, the model had higher-than-acceptable values for both the chi-

square/degrees of freedom ratio (3.77, $p < .001$) and the root-mean-square error of

approximation (RMSEA = 0.11).

Three-Factor Internal Marketing Model
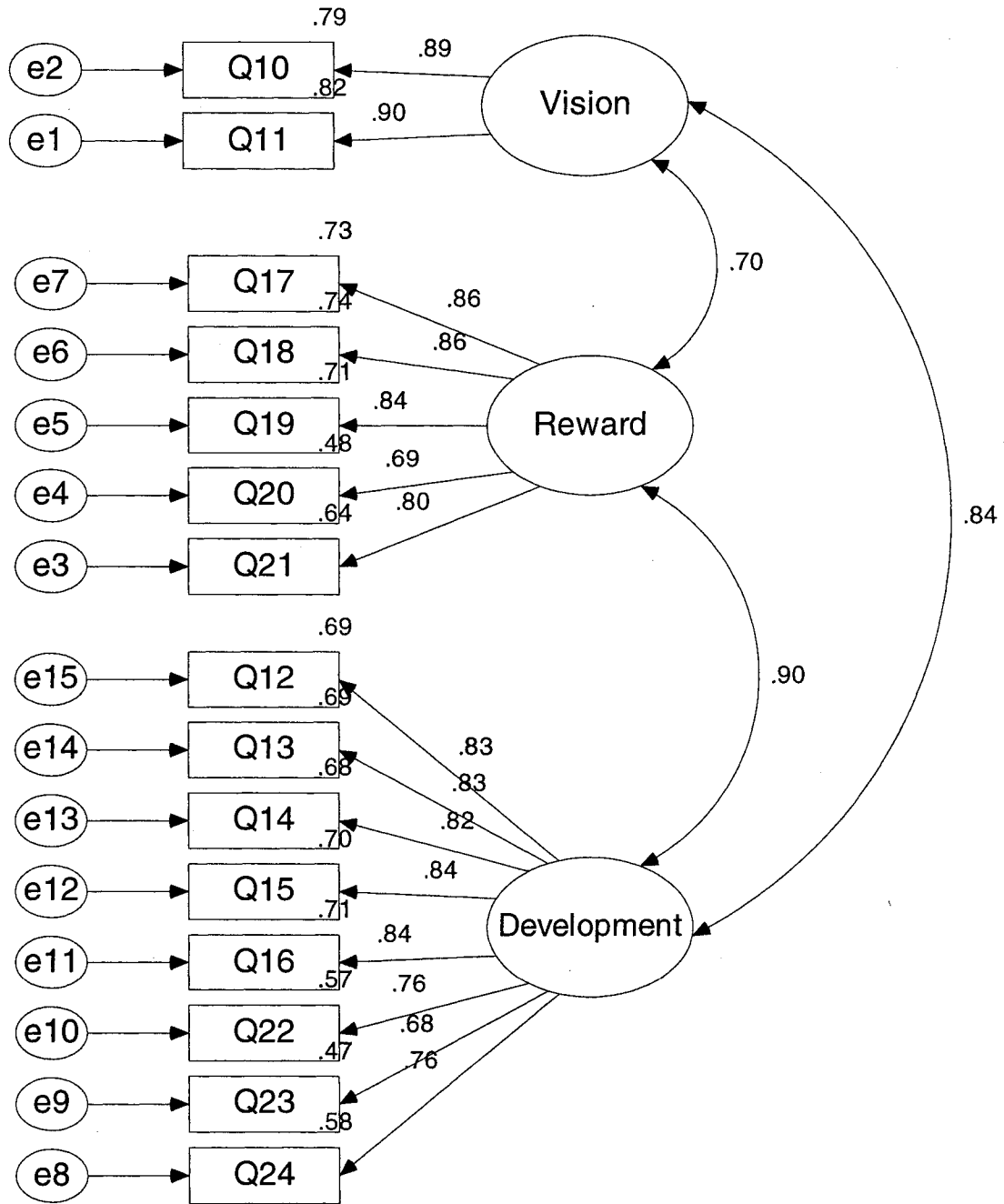
Figure 4.1

Validity of the Affective Commitment Scale

Validity analysis also was conducted on the eight-item, affective commitment

scale (ACS), which is illustrated in Figure 4.2. Confirmatory factor analysis of the

affective commitment scale also displayed relatively strong correlations but resulted in a

marginal fit, with only two of the indexes surpassing the cutoff values (NFI = 0.91, CFI =

.92). The model's Tucker-Lewis index nearly made the .90 cutoff with a value of 0.89.

The model did have unacceptable values for both the chi-square/degrees of freedom ratio

(4.62, p < .001) and the root-mean-square error of approximation (RMSEA = 0.12). In

terms of known-group differences, affective commitment scores of the sample were

slightly higher for females than males, which is supported by previous research in

intercollegiate athletics (Turner & Chelladurai, 2005).

Affective Commitment (ACS) Model
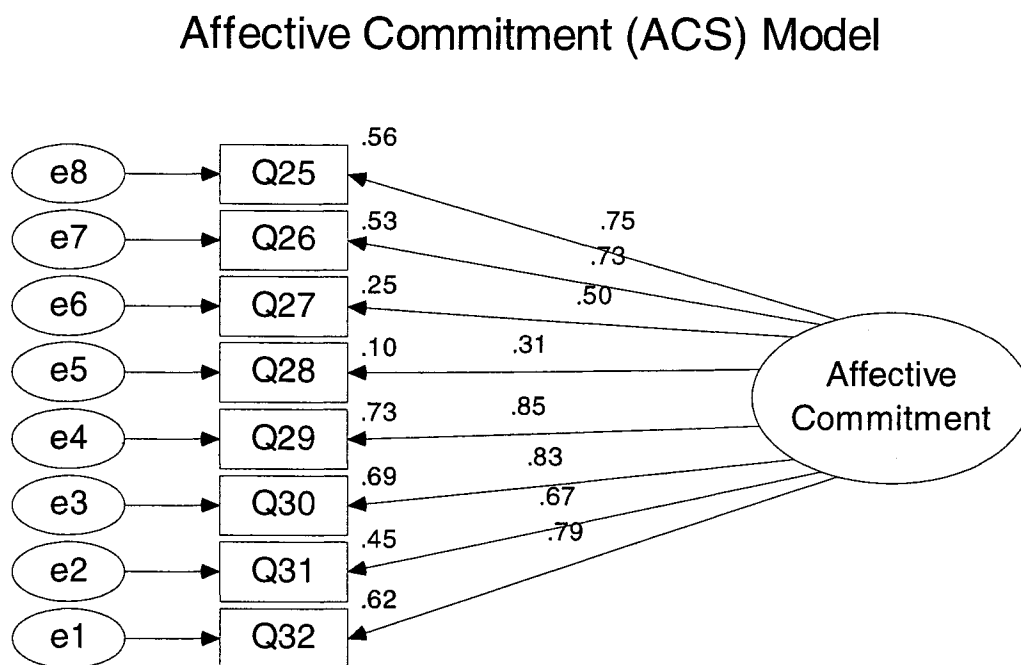
Figure 4.2

Validity of the Continuance Commitment Scale

Validity analysis was conducted on the eight-item, continuance commitment scale (CCS), which is illustrated in Figure 4.3. Confirmatory factor analysis of the continuance commitment scale displayed poor correlations, and none of the goodness-of-fit measures surpassed the .90 cutoff.

Continuous Commitment (CCS) Model
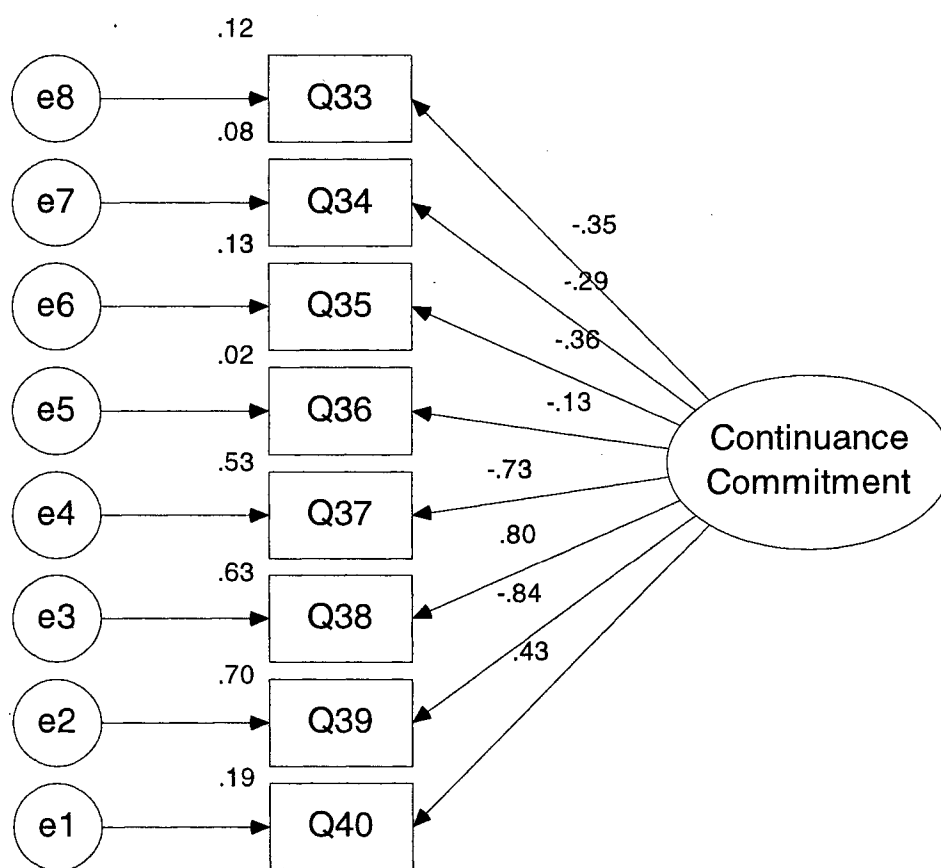
Figure 4.3

Validity of the Normative Commitment Scale

The final validity analysis was conducted on the eight-item, normative commitment scale (NCS), which is illustrated in Figure 4.4. Confirmatory factor analysis of the normative commitment scale displayed both weak and strong correlations and also resulted in a marginal fit. Of the five goodness-of-fit indexes tested, only two surpassed the cutoff values (TLI = 0.91, CFI = .93). In addition, the model was relatively close to reaching the cutoff values of the normed-fit-index (0.89) and also came close to acceptable values for both the chi-square/degrees of freedom ratio (2.24, p < .001) and the root-mean-square error of approximation (RMSEA = 0.07).

Normative Commitment (NCS) Model
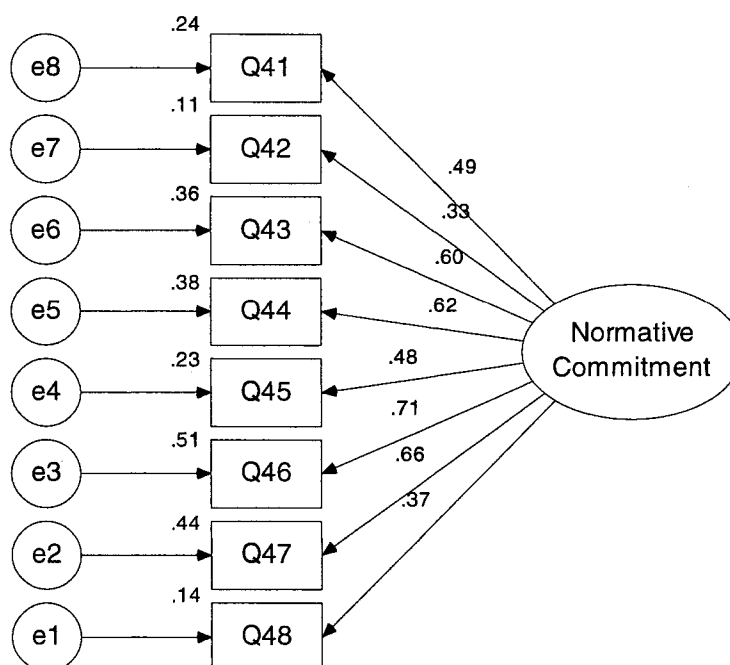
Figure 4.4

Reliability of Internal Marketing, Affective Commitment, Continuance Commitment and

Normative Commitment Scales

Reliability estimates also were conducted for the four scales used in the present

study. Acceptable reliability values of greater than .80 were reported for both the internal

marketing scale (α = .958) and the affective commitment scale (α = .872), while the

normative commitment scale displayed relatively acceptable reliability (α = .763). The

continuance commitment scale, however, reported a low reliability (α = .203).

Summary of validity and reliability analysis

Following the tests of validity and reliability, it was determined that three of the

four scales (internal marketing, affective commitment, and normative commitment)

provided suitable evidence to include the data in the current study. A summary of the

tests of validity through confirmatory factor analysis is included in Table 4.7.

Table 4.7

Goodness-of-Fit Indices of Selected Models (N = 248)

Model	Df	χ^2	χ^2/df	NFI	TLI	CFI	RMSEA
Internal Marketing Scale	87.00	327.68	3.77***	0.90	0.91	0.92	0.11
Affective Commitment Scale	20.00	92.31	4.62***	0.91	0.89	0.92	0.12
Continuance Commitment Scale	20.00	158.72	7.94***	0.72	0.63	0.74	0.17
Normative Commitment Scale	20.00	44.74	2.24***	0.89	0.91	0.93	0.07

Note: NFI = normed fit index; TLI = tucker-lewis index; CFI = criterion fit index; RMSEA = root-mean-square error of approximation.

***p < .001.

However, with poor validity and reliability measurements, the continuance commitment

scale proved to not be suitable and was therefore removed from the intended analysis.

Inferential Statistics

Following validity and reliability analysis for the selected scales of the current

study, it was determined that only three scales IM, ACS and NCS would be included in

the inferential analysis. Thus, only four of the previously mentioned hypotheses were

explored in the current study. To answer the hypotheses of influence towards both

affective commitment and normative commitment, a path analysis via multiple regression

was conducted.

Missing Data

In order to conduct the inferential analysis for the current study, the missing data

function on SPSS was utilized to replace missing values with mean scores for each of the

items in the respective scales.

Analysis of the ACS Model

Regression analyses of the full affective commitment model (Figure 4.5)

consisted of a two-layered approach, with the first regression model evaluating the

influence of job function and organizational tenure on internal marketing. The second

regression model analyzed the influences of all three independent variables (job function,

organizational tenure, and internal marketing) on affective commitment levels.
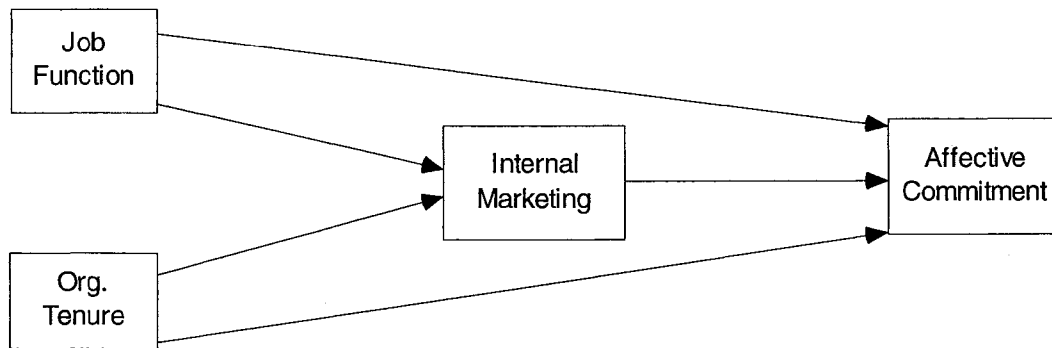
Figure 4.5: Affective Commitment Path Model

Results for the first regression model with job function and organizational tenure as the two predictor variables was statistically significant with an R^2 value of .04, F (2, 243) = 5.490, p = .005. The results indicate that both job function and organizational tenure inversely influence internal marketing scores by -3.389 units and -1.475 units, respectively. Of the two predictor variables, however, only job function is significantly related to internal marketing (p = .002).

The "second-layer" regression model with internal marketing included as one of the three predictor variables also was statistically significant with an R^2 value of .38, F (3, 242) = 49.93, p < .001. The results indicate that job function inversely influences affective commitment scores by -.785 units, while organizational tenure and internal marketing influence affective commitment by .778 units and .317 units, respectively. Of the three predictor variables, however, only internal marketing significantly influences affective commitment (p < .001). The results of both layers of the regression analysis are illustrated in Figure 4.6.

Figure 4.6: Affective Commitment Measurement Model

Analysis of the NCS Model

Regression analyses of the normative commitment model (Figure 4.7) consisted

of a two-layered approach, with the first regression model evaluating the influence of job

function and organizational tenure on internal marketing. The second regression model

analyzed the influences of all three independent variables (job function, organizational

tenure, and internal marketing) on affective commitment levels.
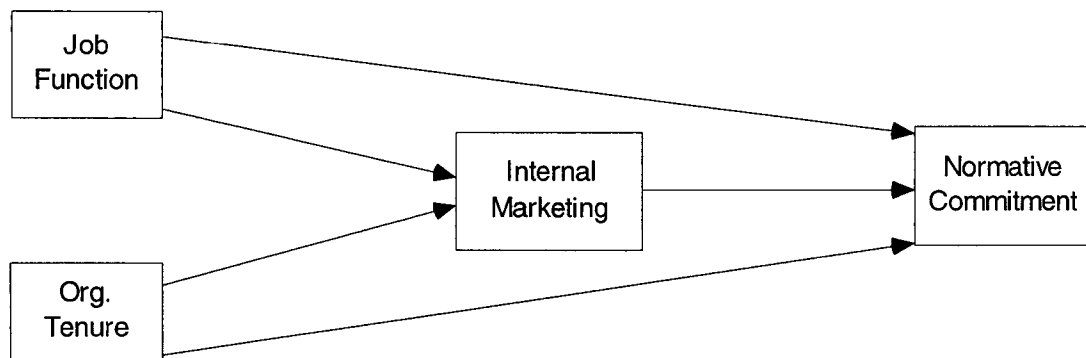
Figure 4.7: Normative Commitment Path Model

In addition to the "first-layer" regression model analysis that was conducted for the affective commitment model, an additional "second-layer" regression model with job function, organizational tenure, and internal marketing included as the three predictor variables for normative commitment was conducted. The model was statistically significant with an R^2 value of .054, F (3, 242) = 4.581, p = .004. The results indicate that all three variables influence normative commitment (job function by .089 units; organizational tenure by 1.798 units; and internal marketing by .044 units). However, only organizational tenure significantly influences normative commitment (p = .001). The results of both layers of the regression analysis are illustrated in Figure 4.8.

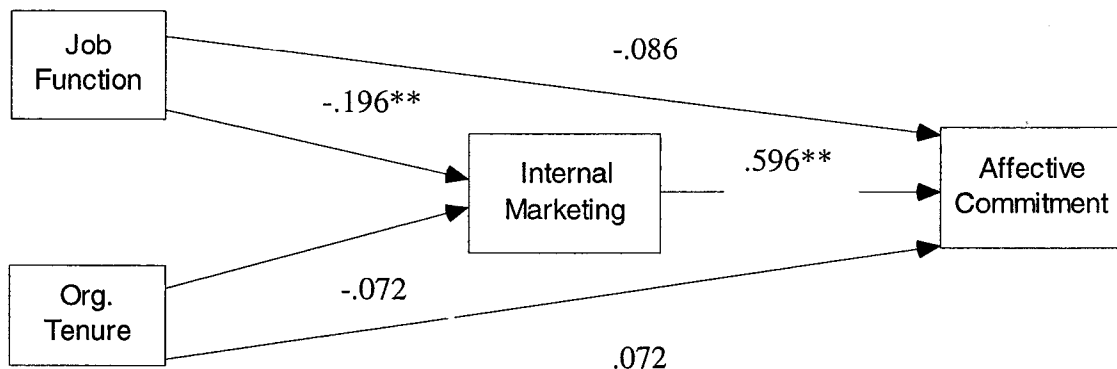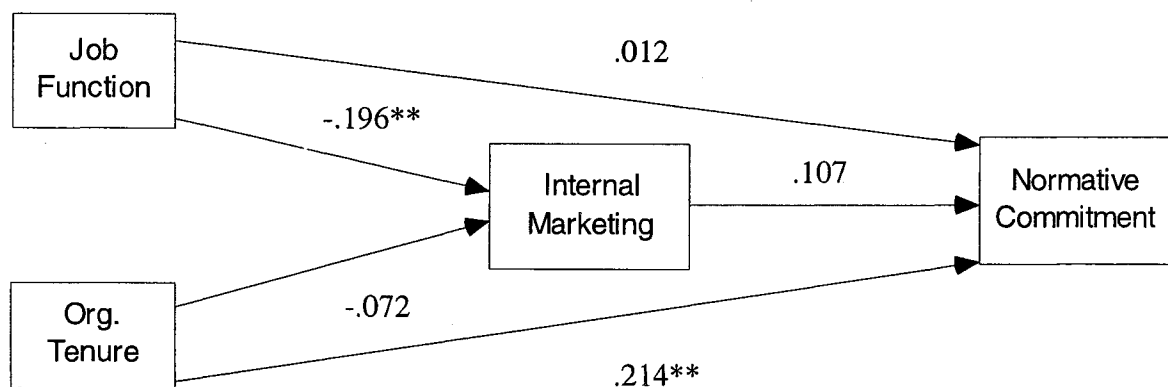*Figure 4.8:* Normative Commitment Measurement Model

Summary

Results of the data analysis portion of the study served three purposes. First, descriptive statistics provided a more complete picture of the differing levels of internal

marketing perceptions and organizational commitment among intercollegiate athletic departments across the nation. The data showed that levels differed across a number of demographic factors, including gender, job function and organizational tenure. Second, the validity and reliability of the scales used in the study were assessed through confirmatory factor analysis and reliability estimates. These tests showed that the internal marketing scale, the affective commitment scale and the normative commitment scale were suitable for analysis, while the continuance commitment scale was not. Finally, the inferential portion provided with a better understanding of the direct and indirect influences the variables of internal marketing, job function and organizational tenure had on organizational commitment levels.

CHAPTER V

DISCUSSION

The purpose of this study was to determine the perceptions of internal marketing

practices within intercollegiate athletic departments and if those internal marketing

practices have an effect on the level of organizational commitment, on the basis of

affective commitment, continuance commitment and normative commitment among

college athletic departmental employees. Additionally, the study examines both job

function and organizational tenure within this construct. Therefore, the study sought to

answer two main research questions. First, what influence do internal marketing practices

have on each dimension of organizational commitment? Second, are there any direct or

indirect influences from both job function and organizational tenure on the dimensions of

organizational commitment?

To do so, a cross-sectional, non-experimental research design was undertaken

consisting of an adapted questionnaire developed for the current study. The instrument

incorporated demographic components, Money and Foreman's Internal Marketing Scale,

and Meyer and Allen's scales on organizational commitment, including the Affective

Commitment Scale (ACS), Continuance Commitment Scale (CCS) and Normative

Commitment Scale (NCS). A convenience sample of athletic department personnel

among Division I athletic programs was selected, and respondents were given the

opportunity to complete a web-based survey consisting of the selected questionnaire.

In all, approximately 250 athletic department personnel completed the questionnaire, hailing from institutions ranging in small to large in both size and NCAA competition. The broad range of the respondents helps form a clearer picture of landscape of internal marketing perceptions and dimensions of organizational commitment across the nation, as well as to gauge the influences involved as they pertain to the research hypotheses.

Support for Hypotheses

The study specifically sought to answer six different hypotheses examining the influence of internal marketing on each dimension of organizational commitment, as well as the indirect or direct influences of job function and organizational tenure on the same dimensions. However, due to poor validity and reliability of the continuance commitment scale, hypotheses 2 and 5 were removed from consideration. The examination of the remaining four hypotheses follows:

H1: Internal Marketing practices significantly influence affective commitment among intercollegiate athletic personnel.

Path analysis suggests that internal marketing did indeed have a significant influence on affective commitment levels, thus supporting the hypothesis. Since the study found that the perceptions of internal marketing influence organizational commitment significantly, if sport managers want to have commitment to the organization, strong internal marketing practices must be in place. Athletic departments

should focus on the internal marketing processes of the department because one of the benefits of that is affective commitment.

H3: Internal Marketing practices significantly influence normative commitment among intercollegiate athletic personnel.

Path analysis results indicate that internal marketing does not have a significant influence on normative commitment levels, thus rejecting the hypothesis. This results is important to note because as employees progress from the "wanting to" phase to the "obligation" phase of organizational commitment, internal marketing practices do not have that great of an influence. Therefore, sport managers must be aware of other avenues of increasing organizational commitment of these employees to better maximize that potential and performance of the department.

H4: Job function and organizational tenure significantly influence affective commitment among intercollegiate athletic personnel.

Results indicate that neither job function nor organizational tenure significantly influence affective commitment levels, thus, rejecting the hypothesis. Instead, job function only has an indirect influence on affective commitment through its effect on internal marketing. However, the longer an employee is within the athletic department, the greater the opportunity exists to influence the normative commitment levels, which is the focus of the final hypothesis of the study.

H6: Job function and organizational tenure significantly influence normative commitment among intercollegiate athletic personnel.

Results indicate that of the two variables, job function and organizational tenure, only organizational tenure has a significant influence on normative commitment levels,

partially supporting the hypothesis. Job function also does not have an indirect influence on normative commitment, due to the lack of influence by internal marketing on normative commitment levels.

Findings

There were several key findings pertaining to the current study. The data suggests that internal marketing perceptions do indeed have a significant influence on the concept of affective commitment. However, the data also suggests that internal marketing perceptions do not significantly influence normative commitment levels among athletic department personnel. While the data partially supported the hypotheses in the study, there is some practical implications of this information.

First, the notion that internal marketing practices have some influence on the facets of organizational commitment further emphasizes the benefits that implementing an internal marketing process can have positive outcomes for a sport organization. Chelladurai (2006) agrees that managers must be aware of the advantages that internal marketing programs have, as well as promoting the overall practice. As such, the benefits internal marketing practices have on facets of organizational commitment, albeit slight in scope, are crucial to the success of an organization. Scholars (e.g., Chelladurai, 2006) agree that managers should be aware of organizational commitment levels of the employees of their respective organizations because of the relationships those levels have with both competitive advantage and turnover. Second, it is important to not only understand the influences of internal marketing practices on organizational commitment

levels, but also the degree that these practices affect the differing components of the organizational commitment construct. The study supports internal marketing's influence on the affective commitment of athletic department employees. Sport managers now can be more aware of how to directly influence the respective employee's "wanting to" remain with an organization.

Other Findings

In addition to the primary findings of this study, the data suggest that the selected variables of job function and organizational tenure have differing levels of influence on the organizational commitment concept. While the significance of the influence these variables have on organizational commitment varies, Chelladurai (2006) acknowledges that any influence on organizational commitment is relevant to the competitive advantage of sport organizations. Sport managers should be aware that job function indirectly influences an employee's affective commitment, which is important during an employee's early tenure with a company. However, once the employee advances to the obligation phase of commitment within the organization, the longer an employee is with an organization becomes more important in organizational commitment.

Limitations of the Instrument

It should be noted that several limitations may have impacted the results of this study. Despite validity and reliability tests of the scales involved, there was no overall

good fit of the model to the data set. One possible explanation for lack of fit is that the included scales were adapted from research in other business and service industries, but was not specifically created for the intercollegiate athletics industry. Additionally, the survey was self-report in nature and may have been affected by the willingness of respondents to complete the questionnaire in its entirety. One other explanation could include the timing of the study and dissemination of the questionnaire. It is generally suggested that the spring months are the busiest for athletic department personnel because of the sheer volume of athletic events and the overlapping of seasons. Although intent to complete the survey may have existed among potential respondents, it would not be difficult to suggest that timing played a role in the lack of responses.

Implications of the Study

Despite the aforementioned limitations, there are several implications that can be gleaned from this study. As has been the case with research on internal branding concepts and internal marketing within the business and service industries, knowledge of the influence that internal marketing practices have on affective commitment is useful information for college athletic administrators. While some may argue that athletic success and scheduling are the main antecedents of revenue generation and exposure, understanding how internal marketing practices can be utilized and implemented should prove to be important in the overall strategic management of these organizations. Additionally, the study explored the employee brand commitment model in terms of

intercollegiate athletics and evidence suggests that this process is one that can be important within scholarly research in sport management practices.

Recommendations for Future Research

There are several directions in which future research on this topic can be incorporated. First, recommendation would be for further statistical testing on the four scales employed, specifically analysis of the unidimensional structure and optimal categorization of the Likert-type scales. Second, while this study attempted to provide an examination of an under-researched area within sport management literature, further studies could focus on the same constructs within differing levels of intercollegiate competition, including NCAA Division II and III, as well as NAIA and junior college ranks.

Lastly, more research should be done on exploring the Employee Brand Commitment within sport. One direction for future research would be the creation of an Athletic Internal Brand Commitment (A-IBC) model. This model could build off the constructs of internal marketing and organizational commitment, but also should incorporate possible antecedents and consequences including variables that are similar within brand equity research in college athletics.

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APPENDICES

APPENDIX A

Institutional Review Board Approval

February 4, 2009

Jean Martinez
Protocol Title: Impact Internal Marketing and Organizational Commitment in
        Intercollegiate Athletics and Its Relationship with Key Financial Performance
        Indicators
Protocol Number: 09-174

Dear Investigators,

The MTSU Institutional Review Board, or a representative of the IRB, has reviewed the research proposal identified above and has determined that the study poses minimal risk to participants and qualifies for an exempt review under 45 CFR 46.101(b)(4). This is based on the fact that the research is involving existing data and the information will be recorded in such a way that the human subjects cannot be identified directly or through identifiers linked to the subjects.

Approval is granted for three (3) years following the date of this letter.

P lease forward us documentation of approval from the Center for Studying Health System Change to access restricted data when you receive it.

According to MTSU Policy, a researcher is defined as anyone who works with data or has contact with participants. Anyone meeting this definition needs to be listed on the protocol and needs to provide a certificate of training to the Office of Compliance. If you add researchers to an approved project, please forward an updated list of researchers and their certificates of training to the Office of Compliance before they begin to work on the project. Any change to the protocol must be submitted to the IRB before implementing this change.

You will need to submit an end-of-project report to the Office of Compliance upon completion of your research. Complete research means that you have finished collecting and analyzing data. Should you not finish your research within the three (3) year period, you must submit a Progress Report and request a continuation prior to the expiration date. Please allow time for review and requested revisions. Your study will expire on **January 21, 2012.**

All research materials should be retained by the faculty researcher and stored securely in his office on campus for three (3) years following the completion of the project.

Please note that any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918.

Sincerely,

Lisa M. Pritchett, Graduate Assistant to
Tara M. Prairie, Compliance Officer
MTSU Institutional Review Board

APPENDIX B

Informed Consent

Informed Consent:

Your participation is requested in a research study conducted by researchers at Middle Tennessee State University. If you decide to participate, you will be asked to complete the following survey.

Your participation will help us to further understand the influence of organizational culture in intercollegiate athletic departments. We will collect no information with this study that can be identified to you. Results will also be averaged so that responses of a particular survey can not be traced back to any specific participant. Your participation is voluntary. Your decision whether to participate or not will not affect your standing with Middle Tennessee State University. If you choose to participate, you are free to withdraw from the study at any time without consequence or penalty.

Additional information:
1. There are no expected costs associated with your participation in this study.
2. Discomforts, inconveniences, and/or risks that can be reasonably expected are no greater than those encountered in everyday life.
3. There are no unforeseeable risks associated with this study.
4. If you should choose to withdraw from this study, you are free to do so without any penalty or consequence.

If you are under the age of 18, please do not complete the survey.

If you have any questions, please feel free to contact J. Michael Martinez via e-mail at jmm7u@mtsu.edu or via phone at 615-898-2909, or contact Dr. Colby B. Jubenville via e-mail at jubenvil@mtsu.edu.

Thank you. Please select NEXT below to continue with the survey.

APPENDIX C

Survey Instrument

Section I – Demographics
Instructions: Please answer the following demographic questions about yourself and the athletic department for which you represent.

1. Please select the job title that best describes your current position within the athletic department:
    [ ] Director of Athletics   [ ] Senior Woman Administrator
    [ ] Associate A.D.   [ ] Assistant A.D.
    [ ] Director   [ ] Assistant Director
    [ ] Coach   [ ] Assistant Coach
    [ ] Other

2. Please select the job function that best describes your primary responsibility within the athletic department:
    [ ] Academic Services   [ ] Administration
    [ ] Athletic Training/Sports Medicine   [ ] Business Operations
    [ ] Coaching   [ ] Compliance
    [ ] Facilities & Operations   [ ] Fundraising/Development
    [ ] Marketing & Promotions   [ ] Media/Sports Information
    [ ] Support Services   [ ] Ticket Sales

3. Please select the number of years in your current position:
    [ ] 0-5 years   [ ] 6-10 years
    [ ] 11-15 years   [ ] 16+ years

4. Please select the total number of years in college athletic administration
    [ ] 0-5 years   [ ] 6-10 years
    [ ] 11-15 years   [ ] 16+ years

5. Please select the total number of institutions with which you have held a position in college athletic administration:
    [ ] 1-2   [ ] 3-5
    [ ] 6-8   [ ] 9+

6. What is your gender?
    [ ] Male   [ ] Female

7.   How would you classify the level of your athletic programs? (Choose only one.)
      [ ] Division I (Major) [ ] Division I (Mid-Major)
      [ ] Division I-AA   [ ] Division II
      [ ] Division III

8.   In which conference do your athletic programs compete? (Please spell out
      conference name.)
      Conference _____

9.   What is the name of your university? (Please use preferred name of your
      university).
      University _____

Section II – Internal Marketing
Instructions: Instructions: For each of the following items, select the option that best
represents the extent to which the item corresponds to your experience regarding ONLY
your CURRENT athletic department.

10.   Our athletic department offers employees a vision that they can believe in.
            1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
            (strongly disagree)   (strongly agree)

11.   We communicate our athletic department's vision well to employees.
            1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
            (strongly disagree)   (strongly agree)

12.   We prepare our employees to perform well.
            1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
            (strongly disagree)   (strongly agree)

13.   Our athletic department views the development of knowledge and skills in
      employees as an investment rather than a cost.
            1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
            (strongly disagree)   (strongly agree)

14.   Skill and knowledge development of employees happens as an ongoing process in
      our athletic department.
            1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
            (strongly disagree)   (strongly agree)

15. We teach our employees "why they should do things" and not just "how they should do things".

        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

16. In our athletic department, we go beyond training and educate employees as well.

        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

17. Our performance measurement and reward systems encourage employees to work together.

        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

18. We measure and reward employee performance that contributes most to our athletic department's vision.

        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

19. We use data we gather from employees to improve their jobs, and to develop the strategy of the athletic department.

        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

20. Our athletic department communicates to employees the importance of their customer service roles.

        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

21. In our athletic department, those employees who provide excellent customer service are rewarded for their efforts.

        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

22. In this athletic department, the employees are properly trained to perform their customer service roles.

        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

23. This athletic department has the flexibility to accommodate the differing needs of employees.

        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

24. We place considerable emphasis in this athletic department on communicating with our employees.

      1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
      (strongly disagree)   (strongly agree)

Section III – Organizational Commitment

Instructions: Instructions: For each of the following items, select the option that best represents the extent to which the item corresponds to your experience regarding ONLY your CURRENT athletic department.

25. I would be very happy to spend the rest of my career with this athletic department.

      1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
      (strongly disagree)   (strongly agree)

26. I enjoy discussing my athletic department with people outside of it.

      1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
      (strongly disagree)   (strongly agree)

27. I really feel as if this athletic department's problems are my own.

      1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
      (strongly disagree)   (strongly agree)

28. I think that I could easily become as attached to another athletic department as I am to this one. (R)

      1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
      (strongly disagree)   (strongly agree)

29. I do not feel like "part of the family" at my athletic department. (R)

      1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
      (strongly disagree)   (strongly agree)

30. I do not feel "emotionally attached" to this athletic department. (R)

      1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
      (strongly disagree)   (strongly agree)

31. This athletic department has a great deal of personal meaning for me.

      1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
      (strongly disagree)   (strongly agree)

32.   I do not feel a strong sense of belonging to my athletic department. (R)
        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

33.   I am not afraid of what might happen if I quit my job without having another one
        lined up. (R)
        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

34.   It would be very hard for me to leave my athletic department right now, even if I
        wanted to.
        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

35.   Too much in my life would be disrupted if I decided I wanted to leave my athletic
        department now.
        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

36.   It wouldn't be too costly for me to leave my athletic department now. (R)
        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

37.   Right now, staying with my athletic department is a matter of necessity as much
        as desire.
        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

38.   I feel that I have too few options to consider leaving this athletic department. (R)
        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

39.   One of the few serious consequences of leaving this athletic department would be
        the scarcity of available alternatives.
        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

40.   One of the major reasons I continue to work for this athletic department is that
        leaving would require considerable personal sacrifice – another athletic
        department may not match the overall benefits I have. (R)
        1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
        (strongly disagree)   (strongly agree)

41. I think that people these days move from company to company too often.
   1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
   (strongly disagree) (strongly agree)

42. I do not believe that a person must always be loyal to his or her athletic department. (R)
   1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
   (strongly disagree) (strongly agree)

43. Jumping from athletic department to athletic department does not seem at all unethical to me. (R)
   1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
   (strongly disagree) (strongly agree)

44. One of the major reasons I continue to work for this athletic department is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.
   1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
   (strongly disagree) (strongly agree)

45. If I got another offer for a better job elsewhere I would not feel it was right to leave my athletic department.
   1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
   (strongly disagree) (strongly agree)

46. I was taught to believe in the value of remaining loyal to one athletic department.
   1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
   (strongly disagree) (strongly agree)

47. Things were better in the days when people stayed with one athletic department for most of their careers.
   1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
   (strongly disagree) (strongly agree)

48. I do not think that wanting to be a "company man" or "company woman" is sensible anymore. (R)
   1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7
   (strongly disagree) (strongly agree)

(R) – Indicates negatively worded items.

APPENDIX D

Descriptive Statistics for Internal Marketing Scale

Descriptive statistics for scale items used.

Internal Marketing Scale	M	SD
Vision		
Q10. Our athletic department offers employees a vision that they can believe in.	5.63	1.43
Q11. We communicate our athletic department's vision well to employees.	5.27	1.54
Development		
Q12. We prepare our employees to perform well.	5.28	1.41
Q13. Our athletic department views the development of knowledge and skills in employees as an investment rather than a cost.	5.08	1.69
Q14. Skill and knowledge development of employees happens as an ongoing process in our athletic department.	5.08	1.59
Q15. We teach our employees "why they should do things" and not just "how they should do things".	5.05	1.52
Q16. In our athletic department, we go beyond training and educate employees as well.	4.63	1.59
Q22. In this athletic department, the employees are properly trained to perform their customer service roles.	4.44	1.55
Q23. This athletic department has the flexibility to accommodate the differing needs of employees.	5.03	1.56
Q24. We place considerable emphasis in this athletic department on communicating with our employees.	4.81	1.83
Reward		
Q17. Our performance measurement and reward systems encourage employees to work together.	4.27	1.70
Q18. We measure and reward employee performance that contributes most to our athletic department's vision.	4.05	1.75
Q19. We use data we gather from employees to improve their jobs, and to develop the strategy of the athletic department.	3.97	1.72
Q20. Our athletic department communicates to employees the importance of their customer service roles.	5.39	1.64
Q21. In our athletic department, those employees who provide excellent customer service are rewarded for their efforts.	4.03	1.66

APPENDIX E

Descriptive Statistics for Affective Commitment Scale

Descriptive statistics for scale items used.

Affective Commitment Scale	M	SD
Q25. I would be very happy to spend the rest of my career with this athletic department.	5.17	1.91
Q26. I enjoy discussing my athletic department with people outside of it.	5.69	1.50
Q27. I really feel as if this athletic department's problems are my own.	4.82	1.80
Q28. I think that I could easily become as attached to another athletic department as I am to this one. (R)	3.24	1.75
Q29. I do not feel like "part of the family" at my athletic department. (R)	5.19	1.83
Q30. I do not feel "emotionally attached" to this athletic department. (R)	5.33	1.84
Q31. This athletic department has a great deal of personal meaning for me.	5.49	1.64
Q32. I do not feel a strong sense of belonging to my athletic department. (R)	5.31	1.78

Note: (R) – Indicates negatively worded items.

APPENDIX F

Descriptive Statistics for Continuance Commitment Scale

Descriptive statistics for scale items used.

Continuance Commitment Scale	M	SD
Q33. I am not afraid of what might happen if I quit my job without having another one lined up. (R)	5.16	2.09
Q34. It would be very hard for me to leave my athletic department right now, even if I wanted to.	4.80	1.89
Q35. Too much in my life would be disrupted if I decided I wanted to leave my athletic department now.	4.55	2.01
Q36. It wouldn't be too costly for me to leave my athletic department now. (R)	4.64	1.92
Q37. Right now, staying with my athletic department is a matter of necessity as much as desire.	4.09	1.88
Q38. I feel that I have too few options to consider leaving this athletic department. (R)	4.38	1.84
Q39. One of the few serious consequences of leaving this athletic department would be the scarcity of available alternatives.	4.55	1.89
Q40. One of the major reasons I continue to work for this athletic department is that leaving would require considerable personal sacrifice – another athletic department may not match the overall benefits I have. (R)	4.25	1.83

Note: (R) – Indicates negatively worded items.

APPENDIX G

Descriptive Statistics for Normative Commitment Scale

Descriptive statistics for scale items used.

Normative Commitment Scale	M	SD
Q41. I think that people these days move from company to company too often.	4.77	1.46
Q42. I do not believe that a person must always be loyal to his or her athletic department. (R)	5.21	1.78
Q43. Jumping from athletic department to athletic department does not seem at all unethical to me. (R)	3.77	1.75
Q44. One of the major reasons I continue to work for this athletic department is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	4.45	1.57
Q45. If I got another offer for a better job elsewhere I would not feel it was right to leave my athletic department.	2.79	1.56
Q46. I was taught to believe in the value of remaining loyal to one athletic department.	4.01	1.84
Q47. Things were better in the days when people stayed with one athletic department for most of their careers.	3.64	1.62
Q48. I do not think that wanting to be a "company man" or "company woman" is sensible anymore. (R)	4.20	1.41

Note: (R) – Indicates negatively worded items.