

El marketing interno y la orientación al aprendizaje como antecedentes a la innovación en las pequeñas y medianas empresas en Aguascalientes

The internal marketing and orientation to learning as background to the innovation in small and medium-sized enterprises in Aguascalientes

Marketing interno e orientação de aprendizagem como antecedentes para a inovação em pequenas e médias empresas em Aguascalientes

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Resumen

El capital humano se ha convertido en una tarea en continua evolución dada la importancia que representa para las organizaciones; por otro lado, la innovación en las organizaciones trae ventajas competitivas para el mercado al que sirven. La literatura científica sobre el tema identifica dos orientaciones que son antecedentes importantes para generar mayores niveles de innovación: el marketing interno y la orientación al aprendizaje. Sin duda, el capital humano representa la base para su implementación. El objetivo del presente estudio fue analizar si por el incremento en la relación del marketing interno y la orientación al aprendizaje se eleva también el nivel de innovación, en otras palabras, si son constructos antecedentes a la capacidad de innovación en las pequeñas y medianas empresas (pymes) en el estado de Aguascalientes, México. Para ello se utilizó metodología cuantitativa a través del análisis de ecuaciones

estructurales para analizar una muestra de 250 pymes. Los resultados señalan que el marketing interno y la orientación hacia el aprendizaje influyen positivamente en la innovación.

Asimismo se comprueba que el marketing interno ejerce un efecto positivo estadísticamente significativo a un nivel de $p < 0.01$ con un coeficiente path estandarizado de 0.218, con un valor $t = (2.583)$ y la orientación al aprendizaje a un nivel de $p < 0.01$ con un valor del coeficiente path estandarizado de 0.251 y valor $t = (2.840)$. Para la implementación de ambas estrategias, recurso humano resulta es la clave para que los directivos dirijan sus esfuerzos; ambas estrategias (marketing interno y orientación al aprendizaje) se complementan para incrementar la innovación en productos, procesos y gestión.

Palabras claves: Marketing interno, orientación al aprendizaje, innovación, PYME.

Abstract

Human capital has become a task in continuous evolution, given the importance that represents for organizations, por otro lado, on the other hand, innovation in organizations brings competitive advantages for the market that serve. The scientific literature on the subject identifies two orientations that are background to generate higher levels of innovation: the internal marketing and learning orientation. Certainly, human capital is the basis for its implementation. The objective of the present study was to examine whether the level of innovation rises also by the increase in the ratio of internal marketing and learning orientation, in other words, if they are constructs history to the capacity for innovation in Small and Medium-sized Enterprises (SMEs) in the State of Aguascalientes, México. Quantitative methodology through structural equation analysis was used to analyze a sample of 250 SMEs. The results indicate that the internal marketing and the orientation toward learning positively influence innovation.

Also checks to see that the internal marketing has a statistically significant positive effect to a level of $p < 0.01$ with a coefficient standardized path of 0.218, with a value $t = (2.583)$ and orientation to learning at a level of $p < 0.01$ with a standardized 0.251 path coefficient value and value $t = (2.840)$. Is for the implementation of both strategies, human resources is the key to managers directing their efforts; both strategies (internal marketing and learning-oriented) complement each other to boost innovation in products, processes and management.

Key Words: internal marketing, orientation to learning, innovation, SME.

Resumo

Capital humano tornou-se uma tarefa em constante evolução, dada a importância que representa para as organizações; Por outro lado, a inovação nas organizações traz vantagens competitivas para o mercado a que servem. A literatura científica sobre o assunto identifica duas orientações que são importantes antecedentes de gerar níveis mais elevados de inovação: mercado interno e orientação de aprendizagem. Sem dúvida, o capital humano é a base para a implementação. O objetivo deste estudo foi analisar se o aumento na proporção de marketing interno e orientação de aprendizagem também aumenta o nível de inovação, em outras palavras, se eles são construções de fundo para a capacidade de inovação nas pequenas e médias empresas (PME), no estado de Aguascalientes, no México. Por esta metodologia quantitativa foi usada a partir da análise de equações estruturais para analisar uma amostra de 250 PME. Os resultados mostram que o marketing interno e orientação de aprendizagem influenciar positivamente a inovação.

Constatou-se também que o marketing interno tem um efeito positivo estatisticamente significativa ao nível de $p < 0,01$, com coeficiente de caminho padronizado 0,218, com um valor de $t = (2.583)$ e a orientação para a aprendizagem a um nível de $p < 0,01$ com valor padronizado caminho coeficiente de 0,251 e $t = (2.840)$. Para a realização das estratégias, dos recursos humanos é fundamental para os gestores a direcionar seus esforços; ambas as estratégias (marketing interno e de orientação Aprendizagem) se complementam para aumentar a inovação em produtos, processos e gestão.

Palavras-chave: Marketing Interno, orientação para aprendizagem, inovação, PME.

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Introduction

Innovation is a strategic capacity to the permanency of the organizations because of the changing business environment and competition more and more qualified, the adaptation to the needs of consumers and the evolution of technology, becoming indispensable since this fast adaptation must come both the organizations and people who work in it (Balay, 2012). From this premise means that in order to innovation to develop both individual and group actions are required (Collins and Moschler, 2008).

The study of human capital has become a task in continuous evolution, given the importance that represents for organizations. There are studies that indicate that management of human resources from an internal marketing approach favors the results in SMEs (Rodríguez, Vijande, Pérez and Gutiérrez, 2008).

In the management of organizations learning as an investment is considered to increase the success and the capacity of the organization (Celep, Konakli, and Recepoglu, 2011). Learn constantly from clients, stakeholders, suppliers, competitors and place market employees, promotes the generation of new ideas.

Small and medium-sized enterprises have advantages in terms of practices of behavior, such as the entrepreneurial dynamism, flexibility, efficiency and its proximity to the market (Hewitt-Dundas, 2006). Obtaining empirical evidence that will help to understand which management practices lead to better performance according to their characteristics and particular contexts, becomes relevant when you consider that 99.8% of the total number of companies in Mexico are micro, small and medium-sized enterprises, which generate a significant percentage of the gross domestic product and total human resources utilized (SE, 2013). In addition, it is a priority to developing innovations to improve the position of Mexico in relation to other economies of the world (SE, 2013).

In the scientific research on the topic of innovation performed studies that confirm the positive impact in the performance of small and medium-sized enterprises (Martínez, Vega, and Vega, 2016). Indagar cuáles antecedentes influyen de manera positiva para incrementar la innovación

en la pyme es el objetivo de este estudio, por lo que propone al marketing interno (MI) y la orientación al aprendizaje (OA) como dos fuerzas internas que tienen influencia positiva y significativa en la innovación de las pyme de Aguascalientes.

In this sense, human capital plays an important role in the implementation of the strategies of the MI and in the OA and its influence on the capacity for innovation, since both explain the relationship of the employee with the organization. On the one hand, the IM promotes a philosophy for motivated internal clients to generate value and satisfaction for external clients (Gounaris, 2008), while the orientation to learning occurs mainly at the level of the company culture, involves A set of organizational values that influence the degree to which knowledge is created or used and questions established mental models (Ci, Ju, y Peng, 2008).

The present article presents firstly the literature review of MI, OA and Innovation and the development of hypotheses that examine the relationships of the study variables. Subsequently, the study methodology is presented and, finally, the results and conclusions.

Literature review

Internal Marketing

In the scientific literature the MI is considered as "a management philosophy that promotes the development of strategies and programs aimed at motivating, stimulating, compromising and favoring the performance of all employees of the company (or internal market), which to its Facilitates the achievement of organizational objectives with the final customers in the external market "(Gounaris, 2008). On the other hand, internal marketing is distinguished by its decisive role in the degree of employee satisfaction, which directly affects client and financial results (Sanzo et al., 2007).

Mendoza, Hernández and Tabernerero (2011) point out that the MI has been studied from two points of view: on the one hand, in the employee-organization relationship and, on the other, as the exchange in the supply chain. It is also distinguished as an organizational communication management perspective in which reward systems are developed with the aim of improving the

ability or satisfaction of employees at work. Some authors, adopting a perspective of social identity theory, propose that the internal marketing is fundamentally a process in which the leaders sow in their followers a sense of unity with the organization, formally known as organizational identification and that forms an important part of the commitment Organizational (Wieseke et al., 2009).

The concept of internal marketing originated as a product of research in the service sector, recognizing the need for managers to focus internally on both employees and customers. However, most modern markets involve a combination of product and service elements, and in the long term the quality of service may be even more important than the quality of the product to the customer (Lings, 2004). That is why the importance of internal marketing has migrated to all types of companies.

Gounaris (2008) points out that IM or IMO is a concept similar to that of Kholi and Jaworski (1993), consisting of three dimensions focused on the internal market: information generation of the internal market, dissemination of information In the internal market and the design of response to the internal market, in this sense the idea of the company (objectives, structure, leaders, etc.) is sold to its market (employees) in order to increase its motivation and results. Some of the authors who adopted this form of measuring internal marketing are Kaur and Kumar (2015) and Santos-Vijande, Álvarez y García (2011).

Internal Marketing and Innovation

Innovation in the company can be presented in products, processes and management systems, which requires collaborative work of employees, who generate value to the client and encourage co-production and co-creation of innovations. The MI promotes the appropriate organizational climate so that employees can be heard and recognize their participation in the development of innovations (García, Álvarez and Santos, 2010).

The MI facilitates employees to develop higher quality behaviors and enrich service delivery processes and value-adding, building a service mindset (Lings and Greenley, 2008), which is necessary to provide the company with greater capabilities Of innovation. At the same time, it

achieves greater satisfaction and commitment (Shaemi and Ghujali, 2013) by experiencing service first hand and providing immediate feedback, as well as having a positive impact with the knowledge management necessary for the development of innovations (Hume and Hume, 2015).

For the development of innovative activities it is necessary to motivate the dialogue, the interaction and the exchange of knowledge between the different departments that generate a culture of learning (Tsai, 2014). The ability to innovate is the application of relevant knowledge to give value to the market and the successful implementation of creative ideas within the organization, so it can be considered a consequence of knowledge management (Zheng, Yim and Tse, 2005).

As employees are a critical resource for the feedback generated by service users, they point out the IM as a background to the innovation capacity of the companies (Umashancar, Srinivascan and Hindman, 2011; Alambro, 2013). In addition, "employee development" as an MI dimension influences technological innovation (Mosleh et al., 2013) and the relationship of market orientation to innovations that use technology (Zheng et al., 2005).

On the other hand, there is evidence of the effect of applying IM on market orientation to involve clients and workers who are in front of the line (employees close to the customer service) in service innovation (Santos-Vijande et al, 2011, Shiu and Yu, 2010). The MI has a strategic role in external marketing, as well as being an antecedent of OM (Reza and Tajeddini, 2011, Renko, Carsrud and Brannbucket, 2009).

Therefore and according to the indicated evidence the following hypothesis is proposed:

H1. Internal marketing has a direct and positive effect on innovation

Orientation to learning

Learning is the bridge on which companies move their thoughts toward actions. It has been defined as the process by which organizations acquire, construct and transfer knowledge (López, Ahumada and Olivares, 2012, p. 324), is "the basic attitude that is taken by the company to direct

it to have processes of Learning "(Sinkula, Baker and Noordewier, 1997, p. 309), involves a set of organizational values that influence the extent to which knowledge is created and used, and questions routines established in the organization (Ci et al., 2008) , Is a combination of practices that promote intra-organizational knowledge among employees and collaborators of other organizations (Lin et al., 2013), which identifies risk-taking, interaction with the environment, dialogue and Participation in decision making as part of the factors involved to facilitate learning (Alegre, 2012).

To achieve learning in the organization, the members of the company must detect their mistakes and correct them through actions established by the organization (López, Fleitas and Gil, 2008), since an organization that constantly learns, queries, tests, evaluates and reflects (Dunst & Watson, 2010; Dunst et al., 2011). In this paper, we present the results of the study.

The capacity of innovation is characterized by the possibility of understanding and responding correctly to the external environment (Akman and Yilmaz, 2008), and during this procedure the company unquestionably develops knowledge that transforms with the objective of implementing new ideas and serving its market of Successful way (Zheng et al., 2005). In this phase, information and knowledge are necessary variables for the innovation process, as well as the commitment to learn faster than the competition (Slater and Narver, 1995), so innovation itself is a learning process Which enables the implementation of new ideas, products or processes (Calantone, Cavusgil and Yushan, 2002). Both innovation and learning orientation are critical to creating or improving services (Stegerean, Petre, and Gavrea, 2013).

Establishing mechanisms for sharing knowledge in the organization is not a simple task. It is difficult to define, express, transmit and share information, so that learning in the organization allows the acquisition and creation of knowledge as well as its generation and dissemination (Jiménez and Sáenz, 2006, García y Real, 2013) .

For an organization to be learning-oriented, three fundamental values are required: commitment to learning, sharing of vision and open-mindedness. Commitment to learning is the level at which learning is promoted within organizational values. It is a matter of sharing the vision that expresses the emphasis on learning, that is, giving direction to what is to be learned, especially

coordinating what happens in different departments and the open mentality, means encouraging to That the routines established in the organization are critically questioned and open to new ideas (Baker and Sinkula, 2002).

Orientation to learning and innovation

In the review of the empirical literature on the subject have carried out several studies that support the relationship between learning orientation and innovation, this being the case of high technology companies and entrepreneurs with greater capacity in some particular area , Since they have a positive impact on learning and incremental innovation (Sheng and Chien, 2016). Innovation impacts on the improvement of SME results and has as its antecedent the orientation towards learning (Keskin, 2006). In banking and insurance companies, it is evident that organizational learning affects innovation (Liao et al., 2012), and there is an indirect impact on business performance to facilitate radical or incremental innovation (Lin et al., 2013).

Other studies confirm that firms in the logistics sector with learning and market orientation have a positive impact on innovation and performance (Deniz and Neczan, 2012), which generates an important precedent for innovation or innovation capacity (Alegre and Chiva, 2008; Wang, 2008). There is also evidence of the influence of each of the dimensions of OA, measured as commitment to learning, shared vision and open mindedness. With regard to innovation, the findings indicate that open mindedness was the only dimension that influences the effectiveness of product innovation (Calisir, Altin Gumussoy and Guzelsoy, 2013). In similar four-dimensional studies, there is evidence that open-mindedness, shared vision, and intra-organizational knowledge sharing positively influence innovation; On the contrary, commitment to learning is the only one that does not influence innovation (Chiou and Chen, 2012).

What is observed in innovation studies in firms is an iterative continuous learning. Knowledge is useful to generate new ideas, however, learning is the conduit to define, transmit and share knowledge within the organization (Jiménez and Sáenz, 2006, García y Real, 2013).

According to the presented evidence the following hypothesis is proposed:

H2. Learning orientation has a direct and positive effect on innovation

Method

A quantitative study of causal, transectional type was designed, since the variables used exclusively in the precise time of the survey of field work, which took place from August to December of 2015, were designed. The structural equation modeling method was used; According to Byrne (2006), "a model of structural equations is a statistical methodology that uses a confirmatory approach of multivariate analysis applied to a structural theory related to a given phenomenon." The SPSS and Amos software were used, the sampling was non-probabilistic, and the key answer was the top executives or owners in small and medium enterprises. Also, an instrument was developed in which multi-item scales were used in previous studies to measure the constructs of the model. All constructs were measured using 5-point Likert scales ranging from strongly disagree (1) to strongly agree (5). The instrument was applied in a personal way. The unit of analysis were small and medium-sized enterprises with 10 to 250 employees located in the state of Aguascalientes.

The information was collected from a non-probabilistic sample for convenience, based on the Statistical Directory of Economic Units (DENUE) of the National Institute of Statistics and Geography (INEGI), which contained a record of 3 586 SMEs of the three Sectors, of which 347 SMEs were invited to participate. Finally, a sample of 250 SMEs with representation from the industrial, commercial and services sectors was obtained. In the sample the textile and clothing sector participated with 24%; The furniture with 12%; Agribusiness with 12%; The metal-mechanic with 12%; Construction with 12%; Other industries with 12%; And finally, SMEs in commerce and services with 16%. Due to the method of analysis of structural equations and according to the theory samples of more than 200 observations are recommended, so it was decided that the sample for the study out of 250 SMEs since too large samples cause problems of parsimony.

Measurements

The scales used were selected from previous studies after reviewing the scientific literature on the subject, which showed sufficient reliability and validity. They were also subjected to statistical tests that demonstrated such validity and reliability; The results are shown in the following sections of this article.

The innovation construct was measured from three dimensions: product innovation, process innovation and management innovation. The scale has been used in previous research (AECA, 1995, Uc and Bastida, 2007, Naranjo, Sáenz and Jiménez, 2008, Gálvez and García, 2012, Martínez et al., 2016). The learning-orientation construct was measured in three dimensions and adapted from the work of Sinkula et al., Commitment to Learning, Shared Vision and Open Mentality (1997). After reviewing the literature on internal marketing, the Gounaris scale (2008) was selected with three dimensions: 1) generation of information on the internal market, 2) dissemination of information about the internal market, and 3) design of the response.

In order to verify the reliability of the scales used to measure the factors of each construct, the alpha coefficient Cronbach (Nunnally, 1978) was used, whose results are presented in table 1, where it can be observed that all the Factors get levels from 0.780 to 0.920; The composite reliability index (IFC) was also obtained (Bagozzy and Yi, 1988), whose results range from 0.796 to 0.897. Both indexes obtained values higher than 0.7, so it can be affirmed that there is reliability of the factors of each of the constructs that are evaluated in the model.

Once the reliability of the scales was verified, we proceeded to do the same with the convergent validity, for which we developed a confirmatory factor analysis (AFC). The results are shown in Table 1, indicating that all factor items are significant ($p < 0.001$) and that the average standardized factor loads were greater than 0.70 (Hair et al., 1995). The goodness of fit indices of the measurement model are shown in the same table.

The extracted variance index (IVE) was obtained (Fornell and Larcker, 1981), whose results appear in table 1 and where the values obtained by each of the model factors range from 0.551 to 0.780, which exceed 0.500, and Which indicates that more than 50% of the variance of the indicators is added to the latent variable.

The index of goodness of fit of the measurement model according to the literature are the normalized adjustment index (NFI), the Tucker Lewis index (TLI) or also called the normalized adjustment index (NNFI), the incremental adjustment index (Bentler, 1990), which according to the literature in values close to one indicate a good fit (Byrne, 2006), and the mean approximation error by degree of (RMSEA), where values below 0.05 indicate a good fit of the model, and below 0.08 indicate an adequate fit of the model, which should range from 0.05 to 0.08 as a limit (Joreskog and Sorbom 1986). It is also noted that chi square / degrees of freedom should not be more than five to have an appropriate fit.

The results are shown in the table 1 $\chi^2 / \text{dgl} = 1.67$; TLI = 0.933; NFI = 0.864 IFI = 0.941; CFI = 0.940; And the RMSEA = 0.052, which indicates a good fit, so that it can be stated that all latent variables fit the data.

Table 1. Reliability and convergent validity of the measurement model

Variable	Ítem	Carga factorial	Valor t robusto	Alfa α	IFC	IVE
Generación de Información (GI)	GIM2	0.589***	8.886	0.920	0.796	0.571
	GIM5	0.762***	11.208			
	GIM6	0.860***	1.000			
Diseminación de Información (DI)	DIF1	0.792***	11.809	0.870	0.847	0.650
	DIF2	0.886***	12.490			
	DIF3	0.735***	1.000			
Diseño de respuesta (DI)	REI4	0.764***	11.261	0.873	0.849	0.657
	REI5	0.952***	12.854			
	REI6	0.695***	1.000			
Compartir la Visión (CV)	VIC1	0.856***	1.000	0.862	0.868	0.689
	VIC2	0.898***	15.976			
	VIC3	0.728***	12.836			
Compromiso a aprendizaje (CO)	COA1	0.916***	1.000	0.887	0.897	0.746
	COA2	0.935***	20.795			
	COA3	0.725***	14.178			
Mentalidad Abierta (MA)	MEA1	0.836***	1.000	0.780	0.785	0.551
	MEA3	0.682***	9.841			
	MEA6	0.700***	10.048			
Innovación de Producto (IP)	PI2	0.826***	1.000	0.828	0.829	0.708
	PI1	0.857***	14.278			
Innovación de Proceso (IPr)	PrI4	0.896***	1.000	0.877	0.876	0.780
	PrI3	0.871***	17.630			
Innovación de Gestión (IG)	MI5	0.851***	17.495	0.898	0.897	0.745
	MI6	0.846***	17.320			
	MI7	0.892***	1.000			
$\chi^2 = 423.918$ gl=263; $\chi^2 / gl = 1.612$ P=.000; NFI= 0.891; IFI= 0.956; CFI= 0.955; RMSEA=						

0.050

***p<0.001 **p<0.01 *p<0.05

Source: own elaboration from the database of the empirical study.

In order to verify the discriminant validity of the measurement model, chi square differences were tested. This test is obtained in a two-factor model by restricting the correlation of the parameters to the unit, and then to develop the χ^2 difference test for the restricted and unrestricted models. According to (Bagozzi and Yi (1988), a value of χ^2 with minor significance in the relation that is not restricted to the unit indicates that the relation is not perfectly correlated, with this it is inferred that there is discriminant validity. Of χ^2 is developed for each pair of factors at the same time and not simultaneously for all pairs included in the model, since the non-significant value can be obfuscated when tested with several pairs that have significant values (Anderson and Gerbing, 1988, p. 416).

The test was developed for two pairs of factors according to the relationships established in the proposed research model. Table 2 shows the test result of the χ^2 differences, which indicates the factors that were tested. The column (χ^2) 1 shows the value of χ^2 obtained with the model restricted to the unit. The next column (χ^2) 2 shows the value of χ^2 for the unrestricted model. The difference between the χ^2 values of the restricted model and the non-unit-constrained model is indicated in the third column $\Delta\chi^2$ (1), where it can be verified that the difference of the χ^2 of the first two internal marketing and innovation factors is 49.05 and the χ^2 difference of the following two factors orientation to learning and innovation is 30.38. Both differences were significant with $p < 0.001$ With these results we can infer the discriminant validity of the measurement model.

Table 2. Discriminant validity Chi-square test for the global model.

	Correlación	(χ^2)1	(χ^2)2	$\Delta\chi^2(1)$	p
H1	Marketing interno <--> Innovación	257.87	208.88	49.05	***
H2	Orientación a Aprendizaje <--> Innovación	204.15	173.77	30.38	***

Source: own elaboration from the database of the empirical study.

*** p < 0.001 **<0.01 *<0.05

Results

Once the validity and reliability of the measurement scales were verified, the structural analysis of the relationships proposed in the model was developed to test the hypotheses, the adjustment of the structural model was verified, which presented a good fit with the following indexes: chi /df=1.67; IFI = 0.941; TLI = 0.933; NFI = 0.864 CFI = 0.940; And the RMSEA = 0.052, since they were within the limits indicated by the theory. The results of the hypothesis presented in the structural model can be observed in Table 3.

Table 3. Results of structural analysis for hypothesis testing

Hipótesis	Relación estructural propuesta	β (t)	p	Resultado
H1	Marketing interno → Innovación	0.218 (2.583)	**	Aceptada
H2	Orientación al Aprendizaje → Innovación	0.251 (2.840)	**	Aceptada

Chi2= 483.699 (gl= 264): 1.832; (p= 0.000); RMSEA= 0.066; NFI=0.876; IFI=0.939; CFI=0.938.

*** p < 0.001 **<0.01 *<0.05

Source: own elaboration from the database of the empirical study

The first hypothesis (H1) points out that internal marketing has a direct and positive effect on innovation, which results to be statistically significant at a level of $p < 0.01$ with a standardized path coefficient of 0.218, with a value $t = (2,583)$, So the hypothesis is accepted.

The second hypothesis (H2) indicates that the learning orientation exerts a direct and positive effect on innovation, and the result of the relation presented is statistically significant at a level of $p < 0.01$ with a standardized path coefficient value of 0.251, with A value $t = (2,840)$, so the hypothesis is accepted.

Discussion

Small and medium-sized enterprises in Mexico need to apply strategies that represent a competitive advantage. Innovation activities have been linked in several studies with improving the competitiveness and performance indices in this sector; This study empirically confirms that internal marketing and learning orientation have a direct and positive effect on innovation in SMEs.

In the implementation of both strategies, human resources are key for managers to direct their efforts, both (internal marketing and learning orientation) are complemented to increase product, process and management innovation. The results in terms of the internal marketing relationship on innovation are consistent with previous international studies (Santos-Vijande, Álvarez and García, Shiu and Yu, 2010, Umashancar et al., 2011, Alambro, 2013 and Keskin, 2006) ; If employees (internal customers) are satisfied, generate value and satisfy external customers, it will have a positive effect on innovation levels; Similarly, the results of the relationship of orientation to learning about innovation are consistent with previous studies; If the company maintains a mentality open to change, managers are committed to learning in the company is a priority in their actions and that all members take their vision, accept and their daily activities are aimed at achieving it, will exercise a Positive effect on innovation in SMEs.

According to these results, the analysis of the path coefficients of each of the dimensions that make up the internal marketing construct gives greater importance to the dimensions of generation and dissemination of information corresponding to the latent variable of internal

marketing, promoted by the Management and developed transversally in all areas of the organization. If this is reinforced, the response to the internal market will be the one indicated to influence the innovation levels of SMEs.

As far as the implications of these results are concerned, we can understand that to the extent that SMEs develop practices that generate information from the internal market (internal customers), innovation levels will be positively influenced, such as knowledge of the personnel policies implemented by Identify which companies compete with their own to attract their key employees, meet the labor needs of each group of employees, and disseminate that information from their internal market, as well as motivate employees to report on personal or organizational problems when Affect their performance. It is also a priority that managers are willing to listen to the problems that affect the work of employees, to encourage managers to communicate and share the problems that may exist in employees across the board and in the adequacy of personnel policies to Characteristics of each group of employees, and that information is answered through the adequacy of personnel policies, in addition to designing their training or development according to the characteristics of each group of employees.

On the other hand, the results on the relationship of orientation to learning in innovation are consistent with previous studies (Calisir et al., 2013). The results of the path coefficients indicate that the dimension that contributes most to the learning orientation construct in SMEs in this study is the shared vision. In this sense, the management of SMEs must have a well-expressed concept of who they are and where they are as companies, achieving that between all levels, functions and divisions within them accept the vision and implement actions to achieve the commitment of employees With the scope of the established objectives. The second dimension that contributes to the construct of orientation to learning is the open mentality on the part of all the members of the institution, without fear of the critical role that they assume on the assumptions that they share in the company or the way in which the business is conducted, Promoting the original ideas. Finally, the commitment to learning dimension is the least important, however, it is equally important for SMEs to be learning oriented, where "learning" is a basic value in the company and the ability to learn is considered a resource That generates competitive advantages, because if the employee learns it is an investment and not an expense.

Conclusions

The general objective of the research was covered, since the results indicate that the internal marketing and the orientation to the learning are necessary antecedents to propitiate greater levels of innovation in the SMEs according to the sample of study. In other words, there is a direct positive influence of these practices on innovation in the SMEs studied in the state of Aguascalientes. For this, a supported model was developed with theory and statistically validated, where the two hypotheses are accepted.

On the other hand, the empirical evidence presented in this study is a contribution that supports the management of small and medium-sized companies since from the perspective of human capital it is important to develop strategies that drive innovation in this business sector.

The results show consistency with findings in studies from similar perspectives in the Mexican context (Estrada and Dutrénit 2007), in which intellectual capital management practices can be identified in the SMEs of industrial machining in the towns of Querétaro and Ciudad Juárez; Intellectual capital (expressed through tacit and individual learning variables) can contribute to the creation of value and sustain competitive advantages as it influences the achievement of innovative goals.

The results of this study are limited to the sample on which it was investigated, since it was a non-probabilistic analysis. It is advisable in future research to investigate other business sectors and other contexts in order to generalize the results.

Internal marketing and learning orientation are approaches that take time and must be embedded in the culture of the organization. That is why the company must have solid and continuous programs that, on the one hand, facilitate the development of creative ideas and, on the other hand, allow new employees to insert themselves in and participate in culture. These programs should not be taken as temporary events, but as part of the daily actions of companies.

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