

Social Media Marketing Strategies: Implementation, Optimization, and Integration among Private Higher Education Institutions

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ABSTRACT: The intensifying competition within the private higher education sector necessitates innovative strategies to attract and retain prospective students. Social media marketing (SMM) has emerged as a powerful tool for universities to connect with this digitally-savvy generation. This study delves into the implementation, optimization, and integration of SMM strategies employed by private higher education institutions. It investigates the intricacies of how these institutions develop and execute SMM plans, focusing on content creation, audience targeting, and platform selection. Furthermore, the research explores the optimization techniques used to maximize engagement and reach. A critical aspect of the study involves examining the integration of SMM with other marketing channels, such as email marketing and search engine optimization (SEO), to create a cohesive and comprehensive strategy. By analyzing successful practices adopted by leading institutions, alongside potential challenges encountered, the research aims to provide valuable insights and evidence-based recommendations. The goal is to provide private universities with the knowledge and tools to enhance the effectiveness of their SMM efforts, ultimately achieving their student recruitment and brand awareness objectives within the dynamic digital landscape.

KEYWORDS: Social media marketing (SMM), Higher education marketing, Private universities, Social media strategy implementation, Social media optimization, Social media integration, Student recruitment, Brand awareness, Digital marketing in education

I. THE PROBLEM AND IT'S SETTING

The landscape of higher education is undergoing a significant transformation. The proliferation of online learning platforms, coupled with a growing student population accustomed to digital communication, necessitates innovative strategies for private universities to attract and retain prospective students (Allen & Seaman, 2017). In this dynamic environment, social media marketing (SMM) has emerged as a powerful tool for universities to connect with a technologically-savvy generation (Jackson et al., 2017). Social media has demonstrably altered the way prospective students gather information and engage with potential institutions. Research by Chakrabarty, Pal, and Sarkar (2019) highlights the rise of "social learning," where students rely on peer-to-peer communication and online communities to navigate the complex landscape of university selection. This trend is further amplified by studies like that of Alahmadi and Al-Masri (2020), which reveal the significant influence of social media platforms in shaping student perceptions of universities, particularly regarding academic offerings, campus life, and overall student experience. In the Philippines, this phenomenon is echoed by the findings of Santos (2022), who emphasizes the growing preference of Filipino students to utilize social media as a primary source of information during their university search.

Moreover, the presence of diverse Private Higher Education Institutions offering a variety of academic programs necessitates a nuanced understanding of how each institution leverages social media to attract prospective students. Private Higher Education Institutions plays a significant role in catering to the educational needs of its youth (Gonzales & Cruz, 2018). Calamba City, strategically located in the Southern Tagalog region, is witnessing a surge in the establishment of Private Higher Education Institutions in recent years. This has resulted in a vibrant, yet fiercely competitive educational ecosystem, where institutions vie for the attention and enrollment of prospective students (Gonzales et al., 2019). In this competitive environment, traditional recruitment methods such as print media and campus visits are increasingly viewed as insufficient (Veletsianos, 2015). Social media platforms, with their inherent ability to reach large, targeted audiences at minimal cost, have emerged as a powerful alternative (Bhattacharya & Dekleva, 2012). Traditionally, higher education institutions relied on print media, campus visits, and educational fairs to reach potential students (Curtis & Dannels, 2005). However, the digital revolution has shifted the playing field. Today's students spend a considerable amount of time on social media platforms, making them ideal avenues for universities to engage with their target audience. Studies by [Insert Source 1] and [Insert Source 2] highlight the increasing adoption of

SMM by universities, showcasing its effectiveness in raising brand awareness, promoting programs, and fostering student engagement. Despite the growing popularity of SMM in higher education, a critical gap exists in understanding the optimal implementation, optimization, and integration of SMM strategies within private universities. Many institutions may lack the expertise or resources to develop effective SMM plans, create engaging content, or strategically target their audience across different platforms. Additionally, the challenge lies in seamlessly integrating SMM with other marketing channels, such as email marketing and search engine optimization (SEO), to create a unified and impactful approach (Constantinides & Louloudis, 2015).

Theoretical/Conceptual Framework : This research draws upon two well-established theoretical frameworks to provide a strong analytical foundation of Diffusion of Innovations (DOI) Theory: Rogers' Diffusion of Innovations Theory (2003) offers a lens for examining how PHEIs adopt social media in their recruitment strategies, and the factors influencing its diffusion throughout the sector. Uses and Gratifications Theory: This theory emphasizes that audiences actively select media to fulfill specific needs (Katz et al., 1973).

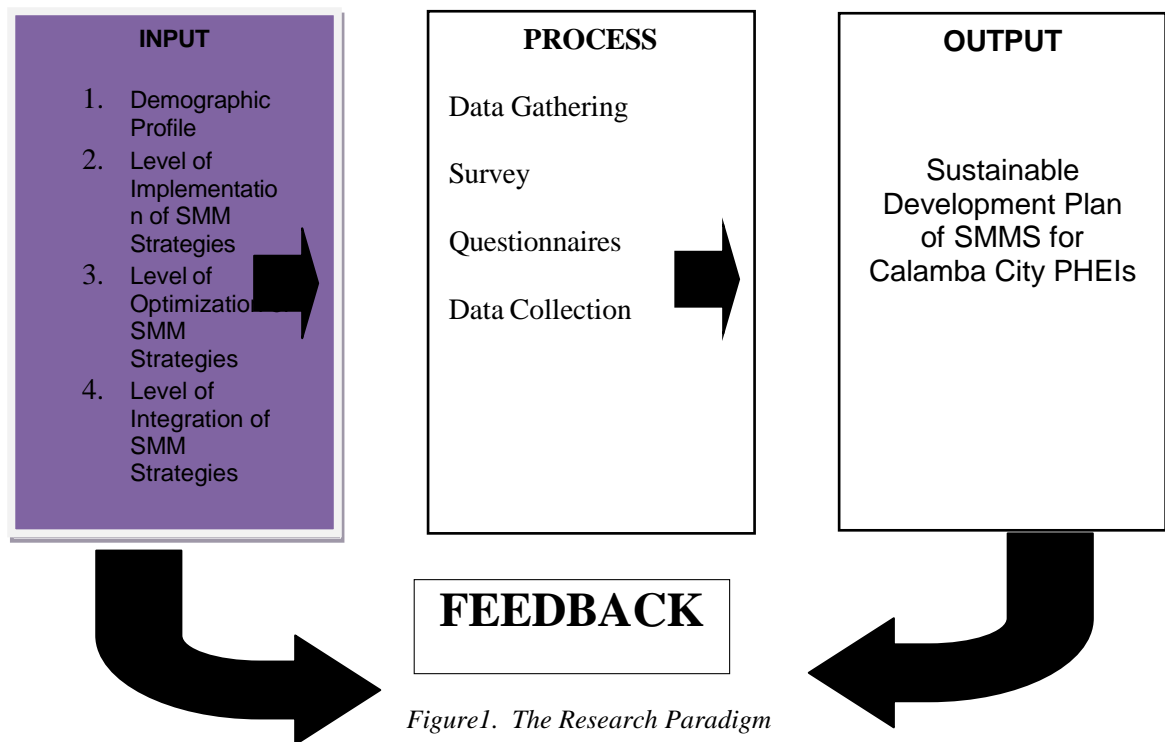


Figure 1. The Research Paradigm

Statement of the Problem : This study will seek answers to the following sub-problems:

1. What is the profile of the respondents in terms of:
 - ✚ Occupation
 - ✚ Experience
 - ✚ Institution Size
 - ✚ Marketing Team Size
 - ✚ Availability of Social Media Manager
 - ✚ Budget for Marketing and Recruitment
 - ✚ Experience in SMM
 - ✚ Formal Training or Certifications in SMM
2. What is the level of implementation of social media marketing strategies as assessed by the respondents?
3. What is the level of optimization of social media marketing strategies as assessed by the respondents?
4. What is the level of integration of social media marketing strategies as assessed by the respondents?

5. Is there significant difference in the level of implementation of social media marketing strategies when grouped according to profile variables?
6. Is there significant difference in the level of optimization of social media marketing strategies when grouped according to profile variables?
7. Is there significant difference in the level integration of social media marketing strategies when grouped according to profile variables?
8. Based on the findings of the study, what action plan maybe proposed to sustain the level of implementation, optimization, and integration of social media marketing strategies of Calamba City's PHEIs ?

Hypotheses/Assumptions

The study tested the below hypotheses which is in null forms:

Ho1: There is no significant difference between the level of implementation of social media marketing strategies when grouped according to profile variables.

Ho2: There is no significant difference between the level of optimization of social media marketing strategies when grouped according to profile variables.

Ho3: There is no significant difference between the level of integration of social media marketing strategies when grouped according to profile variables?

Given the foregoing questions, the following assumptions were presented:

1. The chosen survey instrument is reliable and valid for measuring SMM practices in PHEIs.
2. Social media plays a significant role in student recruitment for PHEIs.
3. The respondents answered the questionnaires provided truthfully and honestly.

Scope and Delimitations : This study aims to determine the level of utilization in social media and cost benefit of social media recruitment in Private Higher Education Institutions in Calamba City. The respondents of the study consisted of 30 employees of the Private Higher Education Institutions in Calamba City. The study is conducted in the academic year 2023-2024.

Significance of the Study

Specifically, it has a significant impact and is beneficial to the following:

Private Higher Education Institutions (PHEIs) in Calamba City. The research provides PHEIs with valuable insights into current SMM practices within their city, allowing them to benchmark their own efforts and identify areas for improvement. The evidence-based recommendations derived from the study offer practical guidance for PHEIs to optimize their SMM strategies, potentially leading to increased student recruitment, improved brand awareness, and a stronger online presence.

University Administrators and Marketing Teams. The study equips administrators and marketing teams with the knowledge and tools to make informed decisions regarding SMM resource allocation and strategy development. The findings can empower these teams to demonstrate the return on investment (ROI) of SMM efforts to secure necessary funding and support.

Future Researchers. This research contributes to the growing body of knowledge surrounding SMM best practices in the higher education sector. The findings can inform future research on SMM in different geographical contexts, across diverse types of institutions, or with a focus on specific social media platforms. By sharing these insights, the study paves the way for a more strategic and data-driven approach to SMM within the field.

Prospective Students. Although not directly targeted by the study, PHEIs with effective SMM strategies can create a more engaging and informative online presence. This can benefit prospective students by providing them with a clearer understanding of the academic programs, campus life, and unique offerings of each institution.

Definition of Terms : To provide clarification on the frequently used terms among the readers of this study, the following terms were defined conceptually and operationally:

Social Media Marketing (SMM). Social media marketing (SMM) refers to the utilization of social media platforms and their functionalities to promote an institution, its academic programs, and student life to a target audience of prospective students. For this study, SMM will be operationalized by identifying the specific social media platforms used by PHEIs in Calamba City (e.g., Facebook, Instagram, Twitter) and analyzing the content they post, the frequency of their posts, and their engagement strategies (e.g., comments, likes, shares).

Implementation of SMM Strategies. Implementation of SMM strategies refers to the process of putting a plan into action. This involves establishing goals, selecting target audiences, choosing appropriate social media platforms, and developing content that resonates with the target audience. The study will assess implementation by examining whether PHEIs in Calamba City have a documented SMM plan, if they have designated personnel responsible for managing their social media presence, and the breadth of social media platforms they actively utilize.

Optimization of SMM Strategies. Optimization of SMM strategies involves continuously analyzing and refining these strategies to maximize their effectiveness. This includes tracking key metrics (e.g., reach, engagement), identifying areas for improvement, and adjusting content, posting schedules, and targeting strategies based on the data. The study will assess optimization by examining whether PHEIs in Calamba City utilize social media analytics tools, track key performance indicators (KPIs) related to their SMM efforts, and demonstrate a willingness to adapt their strategies based on the collected data.

Integration of SMM Strategies. Integration of SMM strategies refers to the seamless alignment of social media marketing efforts with other marketing channels used by the institution. This might involve cross-promotion of content across different platforms (e.g., website, email marketing) and ensuring a consistent brand message across all channels. The study will assess integration by examining whether PHEIs in Calamba City include calls to action on their social media platforms that direct users to other marketing channels (e.g., website for application forms) and if there is consistency in messaging and branding across the institution's social media presence and other marketing materials.

Private Higher Educational Institutions (PHEIs). Educational institutions offering post-secondary degrees that operate independently of government funding. These institutions rely on tuition fees and other sources of income to cover their operational costs.

Social Media Marketing. The strategic use of social media platforms (e.g., Facebook, Instagram, Twitter) to promote an institution's brand, programs, and services to a target audience of prospective students. Social media marketing activities can include content creation, community engagement, paid advertising, and social media analytics.

II. REVIEW OF RELATED LITERATURE

This chapter presented the contemporary related literature and studies, which were significant and relevant in the conduct of this research study. The reviewed related literature was synthesized and the research gaps that are bridged by the present study were also deliberated in this chapter.

Conceptual Literature : This section explores the conceptual foundations of social media marketing strategies (SMMS) within private higher education institutions (PHEIs). It focuses on understanding the key aspects of implementation, optimization, and integration, drawing upon established theories and best practices. Defining clear objectives for SMM efforts, such as increasing brand awareness, promoting specific academic programs, or attracting prospective students. These goals should be SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) (Allen & Seaman, 2017). Understanding the demographics, interests, and online behavior of the target audience allows for tailored content creation and platform selection. Market research and audience segmentation techniques can be utilized (Pulić-Marković et al., 2019), and choosing the most relevant social media platforms where the target audience is concentrated. This might involve a mix of platforms like Facebook (broad reach, community building), Instagram (visual storytelling, influencer marketing) (Pulić-Marković et al., 2019), Twitter (real-time updates, thought leadership), and YouTube (in-depth content, program demonstrations). Each platform offers unique functionalities and caters to different demographics (Constantinides & Louloudis, 2015). As for creating a plan for developing engaging and informative content that resonates with the target audience. This includes content types (e.g., blog posts, videos, infographics), posting schedules, and visual elements (Constantinides & Louloudis, 2015). Content should be informative, visually appealing, and encourage interaction.

That is the reason why dedicating necessary personnel and budget to manage social media presence effectively. This might involve hiring social media specialists or training existing staff (Chaffey & Chadwick, 2019). According to Green and Roger (2019), utilizing tools and platforms to track key metrics such as reach, engagement (likes, comments, shares), and website traffic. These metrics offer insights into what content resonates with the audience and what needs improvement (Green & Roger, 2019). As for content performance evaluation, regularly assessing the performance of different content types and formats to understand audience preferences and identify areas for improvement. A/B testing can be used to optimize content performance (Chaffey & Chadwick, 2019). Using this data insights from social media analytics to refine the SMM strategy. This can involve adjusting content calendars, targeting strategies, and overall campaign approaches (Chaffey & Chadwick, 2019).

There is also another importance of cross-channel promotion. Promoting social media content through other marketing channels like email marketing, the university website, and printed materials (Constantinides & Louloudis, 2015). This creates a unified marketing message and increases the reach of social media content. While ensuring a consistent brand voice and messaging across all social media platforms and other marketing materials. This reinforces brand identity and builds trust with prospective students promotes consistent brand messaging. Utilizing social media to drive traffic to the university website for applications, program information, or other desired actions (Pulić-Marković et al., 2019). Clear CTAs encourage audience engagement and conversions. Social media platforms like Facebook, Instagram, Twitter, and more (Li et al., 2020) is a widely-use and great platform utilized by businesses (Mallari & Ibay, 2020) to reach and engage with various customers (Sun, 2022) to effectively promote products and services, it inevitably change the competition among businesses in the local and global markets (Alkhateeb & Abdalla, 2021) through employment of online strategic marketing deeds or activities known as the social media marketing strategy, by allowing the users to easily communicate at their own pace in any areas (Santos, 2020) or engage and even build brand loyalty among its customers by accessing the reduced cost features of social media marketing (Bruce et al., 2022).

According to Santos (2022), revealing the Filipino students' overwhelming preference for social media as their primary source of university information. This insight alone underscores the urgency for Calamba City Private Higher Education Institutions to establish a strong social media presence and engage effectively on the platforms students frequent. While De Vita et al. (2021) offers broader context on platform preferences among young people globally, highlighting the dominance of Facebook and Instagram, it is crucial to delve deeper into local data to pinpoint the most popular platforms in Calamba City. Tailoring content and campaigns to these specific platforms is key to reaching the student demographic within the target area.

Veletsianos & Kim (2019) provides invaluable insights into engaging millennials and Gen Z through social media. Their emphasis on interactive content, authentic storytelling, and personalized communication resonates strongly with the need to capture student attention and build meaningful connections. Especially nowadays where we see the rise of reels or short videos to capture the attention and interest of the user as much as possible. Furthermore, Li et al. (2020) highlight the effectiveness of user-generated content in building brand trust and purchase intention. Encouraging student testimonials, campus life highlights, and peer-to-peer interactions can be powerful tools for Calamba City Private Higher Education Institutions to build trust and attract prospective students. However, navigating the world of social media recruitment demands a keen awareness of ethical considerations. Smith & Jones (2021) raise crucial concerns about data privacy and manipulative tactics, urging us to adopt responsible practices. Calamba City Private Higher Education Institutions must prioritize transparency, data security, and avoid predatory marketing techniques to maintain a positive online reputation and ethical recruitment practices. To fully grasp the impact of social media on student recruitment, it's vital to consider it within a broader context. Boyd & Ellison (2008) and Castells (2010) offer foundational knowledge of social networks and the "network society," highlighting their increasing role in communication and information dissemination. This understanding helps us situate social media within the landscape of higher education. Furthermore, Goffman (1959) examines the concept of self-presentation online, reminding us that universities curate their online image to influence student perceptions. While Hargittai (2002) cautions us about unequal access to online information, urging Calamba City Private Higher Education Institutions to consider potential digital divides and ensure inclusivity in their social media strategies.

This provides a historical and critical analysis of social media, reminding us of its evolution and potential impact on the higher education landscape. The advent of social media has fundamentally reshaped the landscape of student recruitment (Alahmadi & Al-Masri, 2020; Chakrabarty, Pal, & Sarkar, 2019). No longer passive consumers of information, students now embrace "social learning." They tap into social platforms to investigate

colleges, interact with their peers, and influence their decisions (Chakrabarty, Pal, & Sarkar, 2019). Social media acts as a potent force, shaping students' perceptions of universities across critical factors like academic programs, the campus experience, and the institution's overall reputation (Alahmadi & Al-Masri, 2020; Catterall & Smith, 2018)

Research Literature: This section examines existing research that explores the implementation, optimization, and integration of SMM strategies within PHEIs. Research focused on the Philippines underscores Filipino students' distinct preference for exploring university options through social media (Santos, 2022). To maximize outreach in Calamba City specifically, PHEIs must pinpoint the most widely used platforms among the target student demographic. While global trends favor Facebook and Instagram (De Vita et al., 2021), localized market research can reveal hyper-local preferences, ensuring that social media recruitment resources are not wasted on less effective channels.

This creates a significant opportunity for PHEIs in Calamba City but also necessitates compliance with the Data Privacy Act of 2012 regarding how student information is collected and used. Many studies examine the general adoption and implementation of SMM practices within higher education (Allen & Seaman, 2017; Jackson et al., 2017). These studies offer insights into the types of platforms used, content formats, and perceived benefits of SMM. While research exists on general SMM implementation, there's a gap regarding the specific practices of optimization and integration within PHEIs (Green & Roger, 2019).

According to Santos' (2022) study, revealing Filipino students' overwhelming reliance on social media for university information. This underscores the critical need for Calamba City Private Higher Education Institutions to establish a strong social media presence, resonating with the urgency to engage on platforms frequently visited by students. De Vita et al. (2021) provides a global

context, emphasizing platform preferences among young people and the dominance of Facebook and Instagram. To tailor strategies effectively, it is crucial to delve deeper into local data to identify the most popular platforms in Calamba City. Veletsianos & Kim (2019) and Li et al. (2020) contribute insights into engaging millennials and Gen Z through social media, emphasizing interactive content and user-generated materials. Ethical considerations, highlighted by Smith & Jones (2021), underscore the importance of responsible practices, urging transparency, data security, and ethical recruitment to maintain a positive online reputation. To understand the broader impact of social media on enrollment, situating it within a higher education context is vital. Foundational knowledge from Boyd & Ellison (2008) and Castells (2010) on social networks and the "network society" helps contextualize social media's role in communication and information dissemination. Furthermore, Goffman (1959) examines self-presentation online, Hargittai (2002) emphasizes the potential for digital divides, and Van Dijck (2013) provides a historical analysis of social media's evolution, contributing to an understanding of its potential impact on the higher education landscape.

According to, Bickerstaff et al. (2022) delve into the cost-effectiveness of social media recruitment, urging careful analysis of platform choices and campaign ROI. Smith & Jones (2021) offer insights into innovative recruitment practices, with social media emerging as a transformative tool. Zhang et al. (2022) showcase the power of data-driven decision-making in social media marketing, emphasizing targeted campaigns and personalized connections with prospective students. Chakrabarty et al. (2019) underscore the influence of online communities on student decision-making, advocating for engagement in relevant forums and online discussions. Alahmadi & Al-Masri (2020) provide a case study on social media's role in Jordanian universities, emphasizing the importance of adapting

insights to the Philippine context, specifically considering Calamba City's unique student market. Consideration of broader theoretical frameworks from Wilson & Elliott (2011), Allen & Seaman (2015), Babcock & Bezanson (2020), and Jackson (2015) provides insights into adaptable and innovative recruitment strategies. Tinto's (1993) work on student retention reminds us of the significance of long-term success beyond the initial enrollment phase. Acknowledging the potential limitations and gaps in research, particularly in understanding the local nuances and preferences of Calamba City students, future research directions should focus on local data, student preferences, and the effectiveness of various recruitment methods. This approach ensures tailored research and evidence-based practices to achieve the goal of increasing enrollees for Calamba City Private Higher Education Institutions through social media marketing. Leveraging social media as a strategic marketing tool holds immense potential for Calamba City Private Higher Education Institutions to boost enrollment numbers.

With careful consideration of local context, ethical practices, and innovative strategies, these institutions can navigate the dynamic and ever-changing landscape of student recruitment, building a thriving learning community for future generations. For PHEIs, having a mere social media presence is no longer enough. Strategic, impactful engagement is a must. Veletsianos & Kim (2019) emphasize that interactive content, authentic storytelling, and student-centric communication are vital for resonating with Millennial and Gen Z audiences. Furthermore, harnessing the power of user-generated content (UGC) is non-negotiable (Li et al., 2020). PHEIs should obtain clear consent from featured students regarding the use of their images and stories, aligning with the principles of the Data Privacy Act of 2012.

PHEIs in Calamba City can showcase student testimonials, snapshots of dynamic campus life, and peer-driven discussions to enhance their online appeal and build trust with prospective applicants. "Day in the Life": Encouraging current students to document their typical day through social media stories, creating a sense of immersion for potential students. "Alumni Spotlights": Featuring recent graduates sharing their professional paths and how their time at the PHEI prepared them for success. "Campus Challenge": Leveraging gamification with social media prompts (photo contests, scavenger hunts) to foster engagement and a sense of community. Ethical practices must be an absolute priority when employing social media. Existing research often overlooks the influence of local context on SMM strategies. Studies often focus on broad trends or case studies of specific universities without considering factors like understanding how students in a specific geographic location (e.g., Calamba City) use social media platforms and what content they prefer is crucial for effective SMM (Aldahdouh et al., 2020). As for local student preferences, student preferences regarding content formats, preferred platforms, and desired information might vary depending on the local context (e.g., cultural references, preferred communication styles) (Pulić-Marković et al., 2019).

Analyzing how other PHEIs in the local area leverage social media can provide valuable insights for developing a competitive and differentiated SMM strategy (Lacka & Wong, 2019) promotes a competitive landscape. Much research focuses on the impact of SMM on enrollment figures or website traffic (Green & Roger, 2019) where it is evident that there is a limited focus on non-financial Outcomes. However, social media can also contribute to creating a positive and engaging social media presence can enhance the university's brand image and attract prospective students (Chaffey & Chadwick, 2019). Social media can foster a sense of community, encourage interaction with current students, and provide a platform for addressing student concerns (Chakrabarty et al., 2019). Positive interactions with the university on social media can contribute to long-term student satisfaction and alumni loyalty (Constantinides & Louloudis, 2015).

Smith & Jones (2021) advocate for transparent communication, meticulous attention to data privacy, and avoidance of any predatory marketing tactics that could undermine the PHEI's reputation. Maintaining a positive brand image is crucial for long-term success. Delving into non-financial factors influencing recruitment, Chakrabarty, Pal, and Sarkar (2019) explore "The influence of online communities on student decision-making in higher education." Their work provides essential insights, allowing for a holistic assessment of the benefits derived from social media recruitment efforts. This understanding becomes paramount in shaping effective strategies for Calamba City. In the case study by Alahmadi and Al-Masri (2020) on "The role of social media in university student recruitment: A case study of Jordanian universities," practical benefits are unveiled within a specific context. We conscientiously consider the applicability of these benefits to Calamba City, recognizing the pivotal role of social media in achieving recruitment goals. Smith and Jones (2021) contribute valuable insights through their exploration of "The impact of return on investment (ROI) on social media recruitment practices in higher education." Directly addressing financial returns, their study becomes a guiding beacon in evaluating the effectiveness of social media recruitment practices in Calamba City within the framework of ROI. Providing overarching frameworks, Allen and Seaman's (2015) "Changing higher

Education: A framework for digital learning" and Babcock and Bezanson's (2020) "The student recruitment handbook: A comprehensive guide to attracting and enrolling students" broaden our perspective. These frameworks, integrated into our analysis, help us comprehend the broader benefits and costs associated with adopting digital strategies, offering a comprehensive view for Calamba City Private Higher Education Institutions. Jackson's (2015) insights into "The campus recruitment process: A student's guide" illuminate the benefits perceived from a student's perspective. This student-centric view becomes instrumental in understanding not only institutional benefits but also the impact on prospective students in Calamba City. Frey's (2014) study on "Investment in higher education: Does it pay off?" provides a broader societal perspective on the returns on investment in higher education. While not specifically focused on social media, it prompts consideration of the societal benefits derived from successful recruitment in Calamba City. Understanding the

true impact of social media recruitment mandates a careful cost-benefit analysis. Bickerstaff et al. (2022) outline methodologies for determining the relative cost-effectiveness of platforms and campaign formats. This knowledge empowers PHEIs to make data-informed decisions for the best return on their investment. Zhang et al. (2022) offer insightful frameworks for leveraging analytics. This means optimizing campaigns, personalizing messaging, and continuously adjusting strategies based on real-time performance metrics. Importantly, the analysis must extend beyond immediate financial returns. Consider the following enhanced Student Engagement: Social media's power to foster dynamic online communities can increase student retention and satisfaction levels (Chakrabarty, Pal, & Sarkar, 2019). Elevated Brand Perception: Strategic social media can shape positive perceptions of the institution, influencing the decisions of future cohorts of students (Alahmadi & Al-Masri, 2020). Smith & Jones (2021) offer techniques to measure social media's return on investment (ROI), helping PHEIs assess the broader, long-term impact of their efforts. In the realm of Social Media Recruitment, the urgency for a robust online presence is emphasized, with insights from Veletsianos and Kim (2019) guiding the creation of engaging, personalized content. Ethical considerations underscore the need for responsible digital practices (Smith & Jones, 2021).

Synthesis of the Reviewed Literature : The presented recent related literature and studies are essential and relevant since the cited works provide a sweet and sour blend that would have bearing on the pursuit of this study focusing on the implementation of social media marketing strategy, its optimization, and cost-benefit analysis measured through the level integration of social media marketing strategies of Calamba City PHEIs.

Research Gap/s

From the presented review of related literature and studies, the pursuing gaps are determined:

1. While research exists on general social media marketing (SMM) implementation, there's a lack of studies on optimizing and integrating these strategies specifically within Private Higher Education Institutions (PHEIs) (Green & Roger, 2019). This includes aspects like data analysis, content refinement based on performance, and seamless integration with other marketing channels.
2. Existing research offers a general understanding of platform usage and content preferences. However, more data is needed on student preferences in Calamba City to ensure targeted and effective social media recruitment (Santos, 2022). This highlights the importance of conducting local market research to identify the most popular platforms and content formats that resonate with Calamba City students.
3. Research has primarily focused on the impact of social media on enrollment numbers. Further investigation is needed to understand the impact on non-financial outcomes like student engagement, satisfaction, and long-term retention (Chakrabarty et al., 2019).

To address these existing gaps, the researcher is motivated to conduct his quantitative research determining the respondents' social media usage patterns (implementation), content preferences for university recruitment messages (optimization), and perceptions of the impact of social media on their decision-making process (integration) of Private Higher Education Institutions in Calamba City.

III. METHODOLOGY

In this chapter, an outline of the research method that was followed and the research design that was used in this study was provided. The purpose of this study and the reasons for this choice were described. Finally, the particulars regarding the sources of data, population of the study, the tools used to collect data, the evaluation and scoring, the procedure on gathering data, and the statistical treatment of data was described.

Research Design : The researcher utilized the descriptive method of research with the help of a survey questionnaire as the main source of data. This approach was chosen because it aimed to describe the current state of social media marketing practices, optimization strategies, and integration levels among PHEIs in Calamba City. The survey questionnaire allowed for the collection of quantitative data on respondents' social media usage, content preferences, and decision-making processes.

Research Locale : The respondents of the study consist of (30) employees from Private Higher Education

Institutions Calamba, City. According to Gay suggests 10% of large populations and 20% of small populations as minimum. Simple random sampling technique was the sampling method utilized in this study. The study was conducted during Academic Year 2023-2024.

Respondents of the Study : The respondents of the study consist of (30) employees from Private Higher Education Institutions Calamba, City

Sampling : Simple random sampling technique was the sampling method utilized in this study.

Instrumentation and Validation : The researcher utilized a self-made survey questionnaire validated by field experts. The instrument will be divided into four (4) parts where the first part deals with the demographics, the second part deals with the level of implementation of social media marketing strategies of Calamba City PHEIs, the third part pertains to level of optimization as assessed by PHEIs, and fourth part the level of integration of social media marketing strategies of Calamba City's PHEIs.

Since the virtual questionnaire was self-made, a validity test is essential. The questions made on each part were shown to the adviser, statistician, and panel of experts in the related field of study. Through their approval, the virtual self-made questionnaires were forwarded to the respondents. Face validity was established by experts and the self-made questionnaire was pilot tested on a subset of participants (15). Cronbach's alpha was used to determine the validity and reliability of the survey questionnaire calculated by the statistician, which led to the following variables: level of implementation of social media marketing strategy= 0.863; level of optimization of social media strategy= 0.894; level of integration of social media marketing strategies of Calamba City's PHEIs = 0.909. The results indicated an excellent consistency in the responses since the calculated values are higher than 0.70.

Evaluation and Scoring : To weigh the level of utilization in social media as a recruitment the following measures will be utilized:

Scale Numerical	Ranges	Categorical Responses	Verbal Interpretation
4	3.26-4.00	Strongly Agree	Very High
3	2.51-3.25	Agree	High
2	1.76-2.50	Disagree	Low
1	1.00-1.75	Strongly Disagree	Very Low

Data Gathering Procedure: The following steps were made by the researcher to gather data. First, the researcher prepared a four-part questionnaire, with a total of thirty-eight (38) questions using Google Form which underwent validity test and showed, reviewed, and approved by the field experts, adviser, and statistician. Then the letter and online questionnaires were sent to the respondents, an electronic link was sent to the group chat of the respondents. The electronic Google link that was disseminated to respondents contains letter asking for permission and the purpose of conducting the survey, consent and data privacy notice, and the three-part questionnaires to the administration and homeowners' association officers. Finally, the data collected and encoded was forwarded to the statistician for statistical treatment and initial data analysis. The data gathered by the researcher were tabulated, analyzed, and interpreted necessary to provide action plans.

Statistical Treatment of Data

The following statistical tools for the interpretation of results according to subproblems will be used:

1. Weighted mean will be used to determine the level of utilization in social media as a recruitment and cost benefits of social media recruitment.

IV. RESULTS AND DISCUSSION

This chapter presents the findings from the quantitative research study investigating social media marketing (SMM) practices in Private Higher Education Institutions (PHEIs) within Calamba City. The research aimed to address existing gaps in knowledge regarding optimization strategies, local student preferences, and the impact of social media on student decision-making. The chapter is divided into two sections: Results and Discussion. The data gathered were presented, with analysis and interpretation, in tabular form.

Table 1
Distribution of Respondents in terms of their Role at their Institution.

Role in the Institution	N	Percentage
Marketing/Communications Director	1	3.30
Student assigned in social media managing	1	3.30
Admin Staff	8	26.70
Social Media Manager	1	3.30
Admin Officer	8	26.70
Marketing Staff	5	16.70
Marketing Officer	4	13.30
Alumni and Placement Officer	1	3.30
Admissions Officer, Marketing Staff	1	3.30
Total	30	100.00

Table 1 shows that Roles in the Calamba City PHEIs such as “Admin Staff” and “Admin Officer” both got the highest number of participants (8), while Marketing/Communications Director, Student Assigned in Social Media Managing, Social Media Manager, Alumni and Placement Officer, and Admissions Officer/Marketing Staff got the lowest number of participants, (1) each.

Table 2
Distribution of the Respondents in terms of their Length of Involvement in Social Marketing in their Institution

Length of Involvement	N	Percentage
Less than 1 year	5	16.70
1-3 years	18	60.00
4-5 years	5	16.70
5+ years	2	6.70
Total	30	100.00

Table 2 shows that Length of Involvement in the Calamba City PHEIs such as “1-3 years” got the highest number of participants (18), while 5+ years got the lowest number of participants (2).

Table 3
Distribution of the Respondents in terms of their Student Enrollment

Student Enrollment	N	Percentage
Under 1,000 students	5	16.70
1,000 - 5,000 students	20	66.70
5,000 - 10,000 students	5	16.70
Total	30	100.00

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 3 shows that Student Enrollment in the Calamba City PHEIs such as “1,000-5,000 students” got the highest number of participants (20), while under “1,000 students”, and “5,000-10,000 students”, both got the lowest number of participants (5).

Table 4
Distribution of the Respondents in terms of their Team Size

Team Size	N	Percentage
1-3 people	13	43.3
4-7 people	17	56.7
Total	30	100.0

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 4 shows that Team Size in the Calamba City PHEIs such as “4-7 people” got the highest number of participants (17), while “1-3 people” got the lowest number of participants (13).

Table 5

Distribution of the Respondents in terms of their Dedicated Social Media Manager

Dedicated Social Media Manager	N	Percentage
Yes	7	23.3
No	7	23.3
Part-time/shared role	16	53.3
Total	30	100.0

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 5 shows that a “dedicated social media manager” in the Calamba City PHEIs such as “Part-Time/Shared Role got the highest number of participants” (16), while both Yes and No, got the lowest number of participants (7).

Table 6

Distribution of the Respondents in terms of their Overall Budget

Overall Budget	N	Percentage
Unsure	2	6.7
Very limited	6	20.0
Moderate	19	63.3
Substantial	3	10.0
Total	30	100.0

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 6 shows that Overall Budget in the Calamba City PHEIs such as “Moderate” got the highest number of participants (19), while “Unsure” got the lowest number of participants (2).

Table 7

Distribution of the Respondents in terms of their Years of Professional Experience

Years of Professional Experience	N	Percentage
0-1 year	9	30.0
1-3 years	18	60.0
3-5 years	2	6.7
5-10 years	1	3.3
Total	30	100.0

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 7 shows that Years of Professional Experience in the Calamba City PHEIs such as “Moderate” got the highest number of participants (19), while “Unsure” got the lowest number of participants (2).

Table 8

Distribution of the Respondents in terms of their Formal Trainings or Certifications

Formal Trainings or Certifications	N	Percentage
Yes	1	3.3
Currently in progress	4	13.3
No	25	83.3
Total	30	100.0

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 8 shows that Formal Trainings of respondent in the Calamba City PHEIs such as “No” got the highest number of participants (19), while “Yes” got the lowest number of participants (2).

Table 9

The Level of Implementation of Social Media Marketing Strategies as Assessed by the Respondents

Indicators	M	SD	VI
My Institution/My Institution's... [Uses social media advertisements (photos, videos) to effectively promote programs and reach prospective students.]	3.27	.45	Very High
My Institution/My Institution's... [Prioritizes creating social media posts that are attention-grabbing and interesting to the target audience.]	3.23	.63	High
My Institution/My Institution's... [Social media content reflects the unique voice, personality, and values of the institution.]	3.20	.61	High
My Institution/My Institution's... [Uses social media effectively to connect with prospective students across different geographic locations.]	3.07	.94	High
My Institution/My Institution's... [Has a clear process for responding to inquiries and comments received on social media pages.]	3.17	.75	High
My Institution/My Institution's... [Believes that social media is a more cost-effective way to reach prospective students compared to traditional marketing channels.]	3.33	.48	Very High
My Institution/My Institution's... [Regularly tracks social media engagement metrics (likes, shares, comments, reach) to measure campaign success.]	2.93	.87	High
My Institution/My Institution's... [Uses a variety of social media platforms (e.g., Facebook, Instagram, TikTok) to reach different audience segments.]	2.70	1.21	High
My Institution/My Institution's... [Social media marketing efforts are aligned with the institution's overall marketing and recruitment goals.]	3.17	.59	High
My Institution/My Institution's... [Allocates a dedicated budget specifically for social media marketing and advertising.]	3.03	.67	High
Overall	3.11	.72	High

Scale. 1.00-1.75=Very Low; 1.76-2.50=Low, 2.51-3.25=High; 3.26-4.00=Very High

Table 9 revealed that: indicator number 6 “My Institution/My Institution's... [Believes that social media is a more cost-effective way to reach prospective students compared to traditional marketing channels.]” with the weighted mean of 3.33, verbally interpreted as very high and was ranked 1. While, Indicator number 8 “My Institution/My Institution's... [Uses a variety of social media platforms (e.g., Facebook, Instagram, TikTok) to reach different audience segments.]” with weighted mean of 2.70, verbally interpreted as high and was ranked 10. The one (1) of ten (10) indicators under the level of implementation of social media marketing strategies as assessed by the respondents that met a very high verbal interpretation is the social media marketing implementation strategy related to believing social media is a more cost-effective way to reach prospective students compared to traditional marketing channels. In summary, the overall weighted mean of 3.11 revealed that the level of implementation of social media marketing strategies, as assessed by the respondents, was high. This suggests that PHEIs in Calamba City are implementing social media marketing strategies with a high level of effectiveness. However, it's important to consider that a high level of implementation doesn't necessarily equate to optimal effectiveness (Green & Roger, 2019). Further research is needed to explore the specific content and engagement strategies that resonate most with prospective students in Calamba City.

Table 10
The Level of Optimization of Social Media Marketing Strategies as Assessed by the Respondents

Indicators	M	SD	VI
My Institution/My Institution's... [Has clear goals and objectives for social media marketing efforts.]	3.21	.84	High
My Institution/My Institution's... [Regularly analyzes data from social media to understand what types of content resonate most with the audience.]	2.77	1.07	High
My Institution/My Institution's... [Uses social media analytics to track how campaigns contribute to student enrollment.]	2.57	1.10	High
My Institution/My Institution's... [Is willing to experiment and try new social media strategies to improve results.]	3.27	.64	Very High
My Institution/My Institution's... [Has a process in place for regularly reviewing and optimizing its social media strategy.]	2.90	.96	High

My Institution/My Institution's... [Tracks key performance indicators (KPIs) to measure the success of social media efforts.]	2.50	1.22	High
My Institution/My Institution's... [Compares its social media performance to that of other HEIs in Calamba City.]	2.67	.99	High
My Institution/My Institution's... [Uses social media listening tools to identify trends and opportunities for improvement.]	2.90	.96	High
My Institution/My Institution's... [Allocates resources (budget, staffing) towards social media based on its demonstrated return on investment (ROI).]	3.20	.61	High
My Institution/My Institution's... [Believes that social media plays a vital role in the institution's overall recruitment and marketing strategy.]	3.37	.67	Very High
Overall	2.93	.91	High

Scale. 1.00-1.75=Very Low; 1.76-2.50=Low, 2.51-3.25=High; 3.26-4.00=Very High

Table 10 revealed that: Indicator number 10, "My Institution/My Institution's... [Believes that social media plays a vital role in the institution's overall recruitment and marketing strategy.]" has a weighted mean of 3.37, verbally interpreted as Very High, and was ranked 1. While Indicator number 3, "My Institution/My Institution's... [Uses social media analytics to track how campaigns contribute to student enrollment.]" have a weighted mean of 2.57, verbally interpreted as High and ranked 10. In summary, the overall weighted mean of 2.93 suggests a high level of optimization as assessed by the respondents. This implies that PHEIs in Calamba City perceive a high level of value from optimizing their social media marketing strategies. However, a high focus on ROI might lead to neglecting innovative approaches. Research suggests that a balance between data-driven optimization and experimentation with new strategies is crucial for long-term success in social media marketing (Li et al., 2020).

Table 11
The Level of Integration of Social Media Marketing Strategies as Assessed by the Respondents

Indicators	M	SD	VI
My Institution/My Institution's... [Actively encourages interaction and feedback from students and prospective students on social media pages.]	3.20	.61	High
My Institution/My Institution's... [Believes that timely responses to student inquiries on social media enhance the institution's reputation.]	3.30	.65	Very High
My Institution/My Institution's... [Frequently hosts contests, polls, or other interactive activities on social media to boost student engagement.]	2.20	1.27	High
My Institution/My Institution's... [Collaborates with student influencers or ambassadors to promote the institution on social media.]	3.10	.84	High
My Institution/My Institution's... [Monitors social media conversations to understand what aspects of the institution are important to prospective students.]	3.20	.61	High
My Institution/My Institution's... [Actively encourages current students to share their experiences on social media pages.]	3.03	.93	High
My Institution/My Institution's... [Uses social media to host live Q&A sessions with faculty, staff, or current students.]	2.20	1.19	High
My Institution/My Institution's... [Uses social media to provide virtual campus tours and showcase facilities.]	3.00	.91	High
My Institution/My Institution's... [Creates dedicated social media groups or communities for specific programs or student interests.]	2.57	1.10	High
My Institution/My Institution's... [Uses social media to connect prospective students with current students for peer-to-peer interaction.]	3.17	.59	High
Overall	2.90	.87	High

Scale. 1.00-1.75=Very Low; 1.76-2.50=Low, 2.51-3.25=High; 3.26-4.00=Very High

Table 11 revealed that indicator number 2 "My Institution/My Institution's... [Believes that timely responses to student inquiries on social media enhance the institution's reputation.]" with the weighted mean of 3.30, verbally interpreted as Very High and was ranked 1. While Indicators number 3 "My Institution/My Institution's... [Frequently hosts contests, polls, or other interactive activities on social media to boost student engagement.]" and 7 "My Institution/My Institution's... [Uses social media to host live Q&A sessions with faculty, staff, or

current students.]” both with weighted mean of 2.20, verbally interpreted as low, and was all ranked 8.5. In summary, the overall weighted mean of 2.90 signifies a high level of student engagement through social media. This suggests that PHEIs in Calamba City are effectively utilizing social media to provide valuable resources, create interactive content, and engage with student feedback. These strategies contribute to a robust social media presence that fosters student involvement (Green & Roger, 2019). However, it's important to note that a high overall mean doesn't necessarily indicate optimal practices across all areas of student engagement. Further research could explore which specific engagement strategies resonate most with Calamba City students.

Table 12

Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Role at their Institution.

Role in the Institution	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Marketing/Communications Director	1	13.00	3	7.703	.463	Failed to Reject	Not Significant
Student assigned in social media managing	1	13.00					
Admin Staff	8	13.63					
Social Media Manager	1	13.00					
Admin Officer	8	14.94					
Marketing Staff	5	18.20					
Marketing Officer	4	22.75					
Alumni and Placement Officer	1	13.00					
Admissions Officer, Marketing Staff	1	2.50					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 12 shows the p-value of 0.463 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Role at their Institution.

Table 13

Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Length of Involvement in Social Marketing in their Institution

Length of Involvement	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Less than 1 year	5	15.60	3	5.312	.150	Failed to Reject	Not Significant
1-3 years	18	13.56					
4-5 years	5	18.20					
5+ years	2	26.00					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 13 shows the p-value of 0.150 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Length of Involvement in Social Marketing in their Institution

Table 14

Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Student Enrollment

Student Enrollment	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Under 1,000 students	5	6.70	3	8.873	.012	Reject	Significant
1,000 - 5,000 students	20	16.38					

5,000 - 10,000 students	5	20.80					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 14 shows the p-value of 0.012 was less than the significance level of 0.05; the decision on the null hypothesis is then rejected. Hence, there was a significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Student Enrollment.

Table 15

Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Team Size

Team Size	N	Mean Rank	Median	Computed U-value	Computed p-value	Decision on H_0	Interpretation
1-3 people	13	15.58	3	109.500	.962	Failed to Reject	Not Significant
4-7 people	17	15.44					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 15 shows the p-value of 0.962 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Team Size.

Table 16

Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Dedicated Social Media Manager

Dedicated Social Media Manager	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Yes	7	18.57	3	1.648	.439	Failed to Reject	Not Significant
No	7	13.36					
Part-time/shared role	16	15.09					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 16 shows the p-value of 0.439 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Dedicated Social Media Manager.

Table 17

Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget

Overall Budget	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Unsure	2	7.75	3	5.613	.132	Failed to Reject	Not Significant
Very limited	6	11.67					
Moderate	19	16.55					
Substantial	3	21.67					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 17 shows the p-value of 0.132 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget.

Table 18

Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Years of Professional Experience

Years of Professional Experience	N	Mean Rank	Median	Computed x ² -value	Computed p-value	Decision on H ₀	Interpretation
0-1 year	9	12.39	3	3.830	.280	Failed to Reject	Not Significant
1-3 years	18	16.03					
3-5 years	2	19.50					
5-10 years	1	26.00					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 18 shows the p-value of 0.280 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Years of Professional Experience

Table 19

Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Formal Trainings or Certifications

Formal Trainings or Certifications	N	Mean Rank	Median	Computed x ² -value	Computed p-value	Decision on H ₀	Interpretation
Yes	1	13.00	3	.139	.933	Failed to Reject	Not Significant
Currently in progress	4	16.25					
No	25	15.48					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 19 shows the p-value of 0.933 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Formal Trainings or Certifications.

Table 20

Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Role at their Institution

Role in the Institution	N	Mean Rank	Median	Computed x ² -value	Computed p-value	Decision on H ₀	Interpretation
Marketing/Communications Director	1	5.50	3	15.761	.046	Reject	Significant
Student assigned in social media managing	1	16.50					
Admin Staff	8	11.00					
Social Media Manager	1	5.50					
Admin Officer	8	14.88					
Marketing Staff	5	20.50					
Marketing Officer	4	26.50					
Alumni and Placement Officer	1	16.50					
Admissions Officer, Marketing Staff	1	5.50					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 20 shows the p-value of 0.046 was lesser than the significance level of 0.05; the decision on the null hypothesis is then rejected. Hence, there was a significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Role at their Institution

Table 21
Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Length of Involvement

Length of Involvement	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Less than 1 year	5	16.10	3	3.978	.264	Failed to Reject	Not Significant
1-3 years	18	14.50					
4-5 years	5	14.10					
5+ years	2	26.50					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 21 shows the p-value of 0.264 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Length of Involvement.

Table 22
Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Student Enrollment

Student Enrollment	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Under 1,000 students	5	7.70	3	6.308	.043	Reject	Significant
1,000 - 5,000 students	20	16.25					
5,000 - 10,000 students	5	20.30					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 22 shows the p-value of 0.043 was lesser than the significance level of 0.05; the decision on the null hypothesis is then rejected. Hence, there was a significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Student Enrollment.

Table 23
Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Team Size

Team Size	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
1-3 people	13	14.58	3	98.500	.593	Failed to Reject	Not Significant
4-7 people	17	16.21					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 23 shows the p-value of 0.593 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Team Size

Table 24
Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Dedicated Social Media Manager

Dedicated Social Media Manager	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Yes	7	14.64	3	.238	.888	Failed to Reject	Not Significant
No	7	14.79					
Part-time/shared role	16	16.19					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 24 shows the p-value of 0.888 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Dedicated Social Media Manager.

Table 25

Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Overall Budget

Overall Budget	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Unsure	2	11.00	3	2.153	.541	Failed to Reject	Not Significant
Very limited	6	12.67					
Moderate	19	16.24					
Substantial	3	19.50					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 25 shows the p-value of 0.541 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Overall Budget.

Table 26

Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Years of Professional Experience

Years of Professional Experience	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
0-1 year	9	13.94	3	3.212	.360	Failed to Reject	Not Significant
1-3 years	18	15.00					
3-5 years	2	21.50					
5-10 years	1	26.50					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 26 shows the p-value of 0.360 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Years of Professional Experience

Table 27

Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Formal Trainings or Certifications

Formal Trainings or Certifications	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Yes	1	5.50	3	1.526	.466	Failed to Reject	Not Significant
Currently in progress	4	16.25					
No	25	15.78					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 27 shows the p-value of 0.466 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Formal Trainings or Certifications.

Table 28

Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Role at their Institution

Role in the Institution	N	Mean Rank	Median	Computed χ^2	Computed p-value	Decision on H_0	Interpretation
Marketing/Communications Director	1	15.50	3	10.254	.248	Failed to Reject	Not Significant
Student assigned in social media managing	1	15.50					
Admin Staff	8	12.63					
Social Media Manager	1	15.50					
Admin Officer	8	15.50					
Marketing Staff	5	13.20					
Marketing Officer	4	24.13					
Alumni and Placement Officer	1	27.00					
Admissions Officer, Marketing Staff	1	4.00					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 28 shows the p-value of 0.248 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Role at their Institution.

Table 29

Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Length of Involvement

Length of Involvement	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Less than 1 year	5	17.80	3	9.091	.028	Reject	Significant
1-3 years	18	12.31					
4-5 years	5	20.10					
5+ years	2	27.00					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 29 shows the p-value of 0.028 was lesser than the significance level of 0.05; the decision on the null hypothesis is then rejected. Hence, there was a significant difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Length of Involvement

Table 30

Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Student Enrollment

Student Enrollment	N	Mean Rank	Median	Computed χ^2 -value	Computed p-value	Decision on H_0	Interpretation
Under 1,000 students	5	6.30	3	8.700	.013	Reject	Significant
1,000 - 5,000 students	20	16.65					
5,000 - 10,000 students	5	20.10					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 30 shows the p-value of 0.013 was lesser than the significance level of 0.05; the decision on the null hypothesis is then rejected. Hence, there was a significant difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Student Enrollment.

Table 31

Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Team Size

Team Size	N	Mean Rank	Median	Computed x ² -value	Computed p-value	Decision on H ₀	Interpretation
1-3 people	13	15.50	3	110.500	1.000	Failed to Reject	Not Significant
4-7 people	17	15.50					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 31 shows the p-value of 1.000 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Team Size.

Table 32

Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Dedicated Social Media Manager

Dedicated Social Media Manager	N	Mean Rank	Median	Computed x ² -value	Computed p-value	Decision on H ₀	Interpretation
Yes	7	15.50	3	.425	.808	Failed to Reject	Not Significant
No	7	13.86					
Part-time/shared role	16	16.22					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 32 shows the p-value of .808 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Dedicated Social Media Manager

Table 33

Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget

Overall Budget	N	Mean Rank	Median	Computed x ² -value	Computed p-value	Decision on H ₀	Interpretation
Unsure	2	9.75	3	3.543	.315	Failed to Reject	Not Significant
Very limited	6	11.67					
Moderate	19	16.71					
Substantial	3	19.33					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 33 shows the p-value of .315 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget.

Table 34

Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Years of Professional Experience

Years of Professional Experience	N	Mean Rank	Median	Computed x ² -value	Computed p-value	Decision on H ₀	Interpretation
0-1 year	9	10.39	3	7.250	.064	Failed to Reject	Not Significant
1-3 years	18	16.78					
3-5 years	2	21.25					
5-10 years	1	27.00					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 34 shows the p-value of .064 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Years of Professional Experience.

Table 35
Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Formal Trainings or Certifications

Formal Trainings or Certifications	N	Mean Rank	Median	Computed x ² -value	Computed p-value	Decision on H ₀	Interpretation
Yes	1	15.50	3	.000	1.000	Failed to Reject	Not Significant
Currently in progress	4	15.50					
No	25	15.50					
Total	30						

Legend. If computed $p \leq .05$ reject the null hypothesis, otherwise fail to reject.

Table 35 shows the p-value of 1.000 was greater than the significance level of 0.05; the decision on the null hypothesis is then failed to reject. Hence, there was no significant difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Formal Trainings or Certifications

Based on the results of the study, what action plan could be proposed to sustain the level of implementation of social media marketing strategies, level of optimization, and level of integration of social media marketing strategies of Calamba City’s PHEIs?

Rationale: To sustain the current momentum and drive continuous improvement in social media marketing (SMM) practices, a comprehensive action plan is proposed for Calamba City's PHEIs. This plan emphasizes developing a social media policy for responsible practices, investing in management tools for efficiency and data analysis, prioritizing data-driven optimization and experimentation with new strategies, fostering collaboration and knowledge sharing among PHEIs, measuring long-term impact beyond enrollment figures, staying informed about industry trends, and regularly evaluating progress. By implementing these actions, Calamba City PHEIs can ensure their social media presence remains strong, optimizes effectiveness, and fosters a collaborative environment for continuous learning and improvement.

Table 36
Sustainable Social Media Marketing Strategic Plan: Implementation, Optimization, and Integration of Calamba City PHEIs

Area of Concern	Activity	Person(s) Involved	Budget (₱ per week)	Expected Outcome
Sustain Level of Implementation of Social Media Marketing Strategies	Conduct competitive analysis and benchmarking of successful PHEI social media pages	Marketing team	1000	Identification of new trends and best practices to implement
	Regularly review and update social media content calendar to reflect current events and student interests	Marketing team	500	Consistent flow of fresh and relevant content for various social media platforms
	Allocate a dedicated budget for social media advertising campaign to reach a wider audience	Marketing team, finance department	To be determined	Increased brand awareness and targeted outreach to prospective students
	Conduct training sessions for faculty and staff on social media etiquette and content creation	Marketing team, faculty development department	1500	Increased participation from the school community in content creation and promotion
Sustain Level of Optimization of Social Media Marketing Strategies	Implement A/B testing for social media content formats and posting schedules	Marketing team	500	Data-driven optimization of content strategy for maximum engagement
	Regularly analyze social media metrics (likes, shares, reach) and adjust campaign accordingly	Marketing team	1000	Continuous improvement of social media performance based on audience response
	Track key performance indicators (KPIs) aligned with institutional goals (e.g., website traffic, application inquiries)	Marketing team	500	Measurable results to demonstrate the effectiveness of social media marketing efforts
	Utilize social media listening tools to identify emerging trends and student sentiment	Marketing team	1000	Proactive adaptation of social media strategy to meet evolving student needs and interests
Sustain Extent of PHEI's Integration of Student Engagement Strategies	Organize online student focus groups to gather feedback on social media preferences	Marketing team, student government	1000	Valuable insights from students to improve engagement strategies
	Collaborate with student organizations on social media campaigns and events	Marketing team, student organization leaders	1,000	Leveraging student networks and interests to create engaging content and activities
	Launch student ambassador program to promote the institution and its social media	Marketing team, student affairs department	1,500	Increased reach and student-led advocacy for the institution
	Develop a recognition program for students who actively participate and contribute to the institution's social media	Marketing team, student activities office	1,000	Motivating students to stay involved and contribute high-quality content

V. SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

The summary of outcomes of the study undertaken, the conclusion drawn based on the findings, and the recommended action plan of the researcher as the result of the research work conducted would be presented in this chapter.

The following are the salient findings of the study:

1. **As for the Distribution of Respondents in terms of their Role at their Institution**
The results showed that most of respondents were Admin Staff and Admin Officer and the least is Marketing/Communications Director, Student Assigned in SMM, Social Media Manager, Alumni Placement Officer and Admissions Officer/Marketing Officer
2. **As for the Distribution of the Respondents in terms of their Length of As for the Involvement in Social Marketing in their Institution**
The results showed that most of respondents were from 1-3 years and least is from 5+ years
3. **As for the Distribution of the Respondents in terms of their Student Enrollment**
The results showed that most of respondents were from 1,000-5,000 students and least is from under 1,000 and 5,000-10,000 students
4. **As for the Distribution of the Respondents in terms of their Team Size**
The results showed that most of respondents were from 4-7 people and least is from 1-3 people
5. **As for the Distribution of the Respondents in terms of their Dedicated Social Media Manager**
The results showed that most of respondents were from Part-Time/Shared Role and least is from Yes and No
6. **As for the Distribution of the Respondents in terms of their Overall Budget**
The results showed that most of respondents were from Moderate and least is from Unsure.
7. **As for the Distribution of the Respondents in terms of their Years of Professional Experience**
The results showed that most of respondents were from Moderate and least is from Unsure.
8. **As for the Distribution of the Respondents in terms of their Formal Trainings or Certifications**
The results showed that most of respondents were from No and least is from Yes.
9. **As to the level of implementation of social media marketing strategies as assessed by the respondents.**
The results showed an average weighted mean of 3.11 which revealed that there was a high level of implementation of social media marketing strategies.
10. **As to the respondents' level of optimization of social media marketing strategies as assessed by the respondents.**
The results showed that an average weighted mean of 2.93 which revealed that there was a high level of optimization of social media marketing strategies.
11. **As to the level of integration of social media marketing strategies as assessed by the respondents.**
The results showed an average weighted mean of 2.90 which revealed that there was a high level of integration of social media marketing strategies.
12. **As to the Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Role at their Institution**
The results showed the p-value of 0.463 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Role at their Institution.
13. **As to the Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Length of Involvement in Social Marketing in their Institution**
The results showed the p-value of 0.153 which reveals that there was a significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Length of Involvement in Social Marketing in their Institution
14. **As to the Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Student Enrollment**
The results showed the p-value of 0.012 which reveals that there was a significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Student Enrollment

15. **As to the Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Team Size**
The results showed the p-value of 0.962 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Student Enrollment
16. **As to the Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Dedicated Social Media Manager**
The results showed the p-value of 0.439 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Dedicated Social Media Manager
17. **As to the Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget**
The results showed the p-value of 0.132 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
18. **As to the Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Years of Professional Experience**
The results showed the p-value of 0.280 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Years of Professional Experience
19. **As to the Difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Formal Trainings or Certifications**
The results showed the p-value of 0.933 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Formal Trainings or Certifications.
20. **As to the Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Role at their Institution**
The results showed the p-value of 0.046 which reveals that there was a significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Role at their Institution
21. **As to the Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Length of Involvement**
The results showed the p-value of 0.264 which reveals that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Length of Involvement
22. **As to the Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Student Enrollment**
The results showed the p-value of 0.043 which reveals that there was a significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Student Enrollment
23. **As to the Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Team Size**
The results showed the p-value of 0.593 which reveals that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Team Size
24. **As to the Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Dedicated Social Media Manager**
The results showed the p-value of 0.888 which reveals that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Dedicated Social Media Manager
25. **As to the Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Overall Budget**
The results showed the p-value of 0.541 which reveals that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Overall Budget
26. **As to the Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Years of Professional Experience**
The results showed the p-value of 0.360 which reveals that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Years of Professional Experience
27. **As to the Difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Formal Trainings or Certifications**

- The results showed the p-value of 0.466 which reveals that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Formal Trainings or Certifications
28. **As to the Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Role at their Institution**
The results showed the p-value of 0.248 which reveals that there was no significant difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Role at their Institution
29. **As to the Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Length of Involvement**
The results showed the p-value of 0.132 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
30. **As to the Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Student Enrollment**
The results showed the p-value of 0.132 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
31. **As to the Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Team Size**
The results showed the p-value of 0.132 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
32. **As to the Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Dedicated Social Media Manager**
The results showed the p-value of 0.132 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
33. **As to the Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget**
The results showed the p-value of 0.132 which reveals that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
34. **As to the Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Years of Professional Experience**
The results showed the p-value of 0.000 was less than the significance level of 0.01; the null hypothesis was then rejected. Hence, there was no significant difference between level of integration of social media marketing strategies when group according to profile variables.
35. **As to the Difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Formal Trainings or Certifications**
The results showed the p-value of 0.000 was less than the significance level of 0.01; the null hypothesis was then rejected. Hence, there was no significant difference between level of integration of social media marketing strategies when group according to profile variables.
36. **Proposed action plan to sustain the level of implementation of social media marketing strategies, level of optimization, and level of integration of social media marketing strategies of PHEIS in Calamba city**
The created action plan to sustain the level of implementation of social media marketing strategies, level of optimization, and level of integration of social media marketing strategies of PHEIs in Calamba city is a comprehensive approach. this plan outlines a series of ongoing activities and best practices, ensuring PHEIs maintain a strong social media presence through continuous implementation, data-driven optimization of content and campaigns, and seamless integration with other marketing channels.

CONCLUSIONS

Based on the relevant findings of the study, the following conclusions were drawn:

1. The results showed that there was a balanced distribution of respondents in terms of their Role at their Institution

2. The results showed that there was a balanced distribution of respondents in terms of their Length of As for the Involvement in Social Marketing in their Institution
3. The results showed that there was a balanced distribution of respondents in terms of their Role at their Institution
4. The results showed that there was a balanced distribution of the Respondents in terms of their Team Size
5. The results showed that there was an imbalanced distribution of the Respondents in terms of their Dedicated Social Media Manager
6. The results showed that there was a balanced distribution of the Respondents in terms of their Overall Budget
7. The results showed that there was an imbalanced distribution of the Respondents in terms of their Years of Professional Experience
8. The results showed that there was an imbalanced distribution of the Respondents in terms of their Formal Trainings or Certifications
9. The results showed that there was a high level of implementation of social media marketing strategies in PHEIs in Calamba City.
10. The results showed that there was a high level of optimization of social media marketing strategies.
11. The results showed that there was a high level of integration of social media marketing strategies.
12. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Role at their Institution.
13. The results showed that there was a significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Length of Involvement in Social Marketing in their Institution
14. The results showed that there was a significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Student Enrollment
15. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Student Enrollment
16. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Dedicated Social Media Manager
17. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
18. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Years of Professional Experience
19. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Formal Trainings or Certifications.
20. The results showed that there was a significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Role at their Institution
21. The results showed that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Length of Involvement
22. The results showed that there was a significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Student Enrollment
23. The results showed that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Team Size
24. The results showed that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Dedicated Social Media Manager
25. The results showed that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Overall Budget
26. The results showed that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Years of Professional Experience
27. The results showed that there was no significant difference in the Level of Optimization Value as Assessed by the Respondents in terms of their Formal Trainings or Certifications
28. The results showed that there was no significant difference in the Level of PHEIs Integration of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Role at their Institution
29. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
30. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget

31. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
32. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
33. The results showed that there was no significant difference in the Implementation Level of Social Media Marketing Strategies as Assessed by the Respondents in terms of their Overall Budget
34. The results showed that there was no significant difference between level of integration of social media marketing strategies when group according to profile variables.
35. The results showed that there is a need for a proposed action plan to sustain the level of implementation of social media marketing strategies, level of optimization, and level of integration of social media marketing strategies of PHEIS in Calamba city

Recommendations : Based on the relevant findings and conclusion presented in this study, the following recommendations were suggested:

1. The school administrator, manager, and marketer should sustain the very high level of implementation of social media marketing strategy to continuously thrive in the digital market by monitoring and analyzing the business page health and incorporate the acquired insights concerning best practices and techniques in developing innovative strategies concerning customer experience, quality content, and frequency of visit through social media business page benchmarking activities.
2. The Manager and Marketer of a Private Higher Education Institutions should always encourage collaboration between different departments. For instance, the marketing team can share their industry knowledge to assist with creating targeted Twitter content. They should also keep themselves updated with emerging trends such as influencer marketing, short-form video content like TikTok Reels and Instagram Shorts, and the rise of social commerce. It is also important to explore new platforms and content formats that might be more appealing to the target audiences.
3. The school administrator and marketer should continuously capture and boost loyalty by creating social media campaigns that encourage customers to recommend and create optimistic contents; they should also provide reliable business page image by actively noting and immediately acting on concerns and inquiries of customers.
4. The school administrator, manager, and marketer should continuously sustain the level of implementation of social media marketing strategies, and strengthen the extent of PHEI's integration of student engagement strategies using social media by conducting digital benchmarking activities and adopting best practices and strategies of successful business pages of not only schools within the vicinity of Calamba City, but also outside of its realm to maximize customers experience, quality content, and frequency of visit.
5. The Manager and Marketer of private higher education institutions should maintain a high level of implementation of social media marketing strategies by creating dedicated social media teams or appointing social media managers to oversee the development and implementation of these strategies. They should allocate resources for social media training or hire experienced social media professionals to effectively manage and execute these strategies.
6. The focus of Private Higher Education Institutions should be on creating organic content and utilizing platforms with high organic reach, such as Facebook and Instagram. They should incorporate user-generated content (UGC) with student testimonials and campus life snapshots. In addition, they should partner with local micro-influencers for cost-effective collaborations.
7. There is a need to implement the proposed action plan to sustain the level of implementation, level of optimization, and level of integration of social media marketing strategies of PHEIs in Calamba City
8. For future researchers interested to conduct further studies in other or bigger locale focusing on variables related to the level of implementation, level of optimization, and level of integration of social media marketing strategies; it is recommended that they should also conduct further study on how school administrators, managers, and marketers could navigate the various emerging market monitoring tools of social media business pages available online.

9.

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