

Measuring Success in Digital Age: The Management of Digital and Social Media Marketing On the Private School Branding and Performance

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Abstract

This study aims to determine the management of digital and social media marketing media to the private school brand and performance of private school. This study also answers the (1) The level of digital media marketing, (2) the level of social media marketing, (3) the level of private schools' branding, (4) the level of private schools' performance, (5) relationship between the management of digital media marketing to the school branding and performance of private schools, and (6) relationship between the management of social media marketing to the school branding and performance of private schools.

In this study, descriptive quantitative research design was used to determine the management of digital and social media marketing on the school branding and the performance of private school. There are four hundred forty-eight (488) grade 12 students of private schools were used in this study. Research-made questionnaires was used as the primary tool in this study. Random sampling was one of the simplest forms of collecting data were used in this research. In order to analyse and interpret the given date, mean, standard deviation, and Pearson-r correlation was used.

Based on the findings, the level of digital media marketing was very great extent. Also, the level of social media marketing was very great extent. Furthermore, the level of school branding was very great extent and the level of private schools' performance very great extent. The relationship between the management of digital media marketing on the school branding and performance of private schools has significant. Lastly, relationship between the management of social media marketing on the school branding and performance of private has significant.

Based on the findings, it is concluded that there is a significant relationship between the management of digital media marketing on the school branding and performance of private schools. Thus, the hypotheses stating that "there is no significant relationship between the management of digital media marketing on the school branding and performance of private schools" was rejected. Meanwhile, there is a significant relationship between the management of social media marketing to the school branding and performance of private schools. Thus, the hypotheses stating that "there is no significant relationship between the management of social media marketing on the school branding and performance of private schools" was also rejected.

Based on the drawn conclusions, it is recommended, it is recommended that: (1) For school administrators to enhance marketing strategies to ensure higher student retention rates. Regularly review and update admission criteria to align with student expectations and needs. Highlight the content tone and the contents of the digital and social media account and implement data-driven approaches to monitor and improve marketing effectiveness; and (2) for students to utilize the study findings as a guide in making informed decisions about school selection. Gain insights into various programs offered by private schools through digital and media marketing content. Enhance understanding of available options for pursuing their desired degrees.

Keywords: digital and social media; marketing media; performance of private school

1. Introduction

Encouraging and recruiting students are the greatest challenges facing by educational private institutions even before the shift of K to 12 programs had been implemented. There are times that school is really struggling in terms of finding new enrollees. Administrations always try their best to do campaigns, programs and new activities just to catch the attention of new students and encourage them to enrolled in their institutions. In addition, since the common thoughts about private are the tuition and expenses, school are also trying their best to advertise their academy in a more entertaining and motivating ways.

This includes the school branding, wherein it is a concept or pillar of marketing a school. A brand would not mean that it is just a name or even a logo and tagline. It is the actual and main perception in the people's mind, specifically the students about the school. The school branding includes the school values, its culture and the main personality of the institution. The school branding will serve as a bridge to create an emotional connection to the target audience this will make the school to have an edge from its competitor.

Concerning to this, school seen that students and today's generation is now on the digitalized era, wherein they are more on the use of digital and social media platforms. Thus, many private schools are now focusing on the frequent revisions of enrollment programs and even student retention strategies, which now includes the use of digital and social media marketing. They are now making their effort to use digital and social media marketing as a way of effective promotion of their school.

It may be noticeable that these private institutions were making their best to advertise all their activities through social media. Sometimes, they even create reels, following the trends of TikTok, use different audio-visual materials and create colorful posters just to reach wide audiences in the social media.

In connection with this, these digital and social strategies sell the merits of the school to all kinds of prospective students and even their parents. (Lamberton, 2018). However, private schools in the division of Laguna have similarities when it comes to these strategies that affects the success of the school. They offer the same benefits for the students like free tuition fees, free uniform. Managing a marketing perspective for the success of the private school to derive the perennial goals of every private institution to continue the programs they have for a long-term plan.

In connection with digital era, the use of digital and social and media marketing in private school was one of their best marketing strategies in school branding and performance, and see how these platforms can be a more useful in encouraging students to continuously choose them as preferences school in enrolling in their school programs and offering.

The researcher wants to explore further the management of digital and social media marketing to the school branding and performance of private school.

1.1 Statement of the Problem

Specifically, it answers the following questions:

1. What is the level of digital media marketing in terms of;
 - 1.1 Social Media Platforms,
 - 1.2 Advertising Budget,
 - 1.3 Target Audience,
 - 1.4 Localization,
 - 1.5 Email-Marketing Strategies,
 - 1.6 Search Engine Optimization Strategies,

- 1.7 Mobile Optimization, and
- 1.8 Response Time?
2. What is the level of social media marketing in terms;
 - 2.1 Content Type,
 - 2.2. Content Frequency,
 - 2.3. Content Timing,
 - 2.4. Content Tone and Style,
 - 2.5. Hashtag and Keywords, and
 - 2.6. User-Generated Content?
3. What is the level of private schools' branding in terms of;
 - 3.1 Teacher's recruitment and hiring,
 - 3.2 Social Media Engagement,
 - 3.3 Diversity and inclusion,
4. What is the level of private schools' performance in terms of;
 - 4.1 Rate of enrollment,
 - 4.2 Student Retention,
 - 4.3 Employability Rates,
 - 4.4 Achievement and Recognition,
 - 4.5 Teacher Quality,
 - 4.6 Financing And Infrastructure Facilities, and
 - 4.7 Parental and Community involvement?
5. Is there a significance relationship between the management of digital media marketing to the school branding and performance of private schools?
6. Is there a significance relationship between the management of social media marketing to the school branding and performance of private schools?

2. Methodology

In this study, descriptive quantitative research design was used to determine the management of digital and social media marketing on the school branding and the performance of private school. Random sampling was one of the simplest forms of collecting data were used in this research. In order to analyse and interpret the given data, mean, standard deviation, and Pearson-r correlation was used. Descriptive Quantitative is a method enables the researcher to interpret the theoretical meaning of the findings and hypothesis development for further studies. Specifically, the researcher stylized a questionnaire type of descriptive quantitative research method, the Likert scale to be specific, which enables researcher to gather information from the respondents without the respondents having any difficulties in answering the questions required for the researcher to have information regarding the management of digital and social media marketing on the school branding and the performance of the private school.

3. Results and Discussion

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study.

The following tabular presentations and discussions showed the management of digital and social media marketing on the school branding and performance of private schools.

The management of the digital and social media marketing plays an important role in the success of the private schools by enhancing the school branding and the performance of the private school."

The following table shows the statement, mean, standard deviation and the verbal interpretation.

Mean score and standard deviation obtained from the points given by the respondents for each statement can be remarked as always observed, observed, moderately observed, sometimes observed and never observed.

Moreover, from the remarks given, the verbal interpretation can be determined as very great extent, great extent, moderate extent and very low extent.

Level of Digital Media Marketing in terms of Social Media Platforms

Table 1 Level of digital media marketing in terms of Social Media Platforms. From the statement, "The social media platforms update about school events, activities, and announcements for the student's information yielded the highest mean score ($M=4.74$, $SD=0.48$) and was remarked as *Always Observed*. On the other hand, the social media platforms affect the academic performance of the students in private school received the lowest mean score of responses with ($M=4.34$, $SD=0.62$) yet was remarked *Always Observed*.

Table 1 Level of Digital Media Marketing in terms of Social Media Platforms

| STATEMENTS | MEAN | SD | REMARKS |
|---|--------------------------|------|-----------------|
| The use of social media platform enhances the educational learning resources of the students in private school. | 4.58 | 0.55 | Always Observed |
| The social media platforms play a positive role on the study habits and academic focus of the students in private school. | 4.47 | 0.59 | Always Observed |
| The social media platforms affect the academic performance of the students in private school. | 4.34 | 0.62 | Always Observed |
| The social media platforms update about school events, activities, and announcements for the student's information. | 4.74 | 0.48 | Always Observed |
| The social media platforms provide an effective means of communication between students and teachers. | 4.61 | 0.56 | Always Observed |
| Weighted Mean | 4.55 | | |
| SD | 0.30 | | |
| Verbal Interpretation | Very Great Extent | | |

The data presented in Table 1 reflects the Level of Digital Media Marketing in terms of Social Media Platforms attained a weighted mean score of 4.55 and a standard deviation of 0.30 and was Very Great Extent among the respondents. The level of digital media marketing, specifically concerning Social Media Platforms, is demonstrated through the effectiveness of updating school events, activities, and announcements for student information, as indicated by the highest mean score, and the impact on students' academic performance in private schools, although rated lower, still elicited *Always Observed* responses, resulting in a *Very Great Extent* level of digital media marketing among respondents.

The overall weighted mean of 4.55 and SD of 0.30 suggest that social media platforms are extensively utilized in private schools for educational purposes, influencing study habits, academic performance, school updates, and communication between students and teachers.

As social media becomes an essential part of work and life in general, some states that social media should be considered a core 21st century skill (Benson et al., 2014; Kim and Freberg, 2017).

In assumption, social media used in university studies based on its participants' lived experience. It will appeal both to academics and practitioners interested in the human factors in the study environments saturated with technologies of social media. The results of the data presented would also mean that in digital media marketing is a common tool to engage students that provides an effective means of communication between students and teachers more elaborately to enhance the learning process in the school environment in private schools.

Table 2 Level of Digital Media Marketing in terms of Advertising Budget

| STATEMENTS | MEAN | SD | REMARKS |
|---|--------------------------|------|-----------------|
| The private school allocates a significant budget to advertise the school's program for the student's information. | 4.37 | 0.60 | Always Observed |
| The private school's budget influences the increased in the number of students. | 4.44 | 0.57 | Always Observed |
| The private school creates a portion to online platforms to effectively reach the students. (Example: Videos containing school's advertisement) | 4.58 | 0.58 | Always Observed |
| The private school budget improves the academic and excellence performance of the students by providing more social media equipment. | 4.41 | 0.60 | Always Observed |
| The private school budget contributes in raising the awareness about the various programs and offerings of the school. (Example: a post on social media account about SHS strand, courses and freebies) | 4.67 | 0.54 | Always Observed |
| Weighted Mean | 4.50 | | |
| SD | 0.36 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 2 exemplifies the Level of Digital Media Marketing in terms of Advertising Budget. From the statement, "*The private school budget contributes in raising the awareness about the various programs and offerings of the school. (Example: a post on social media account about SHS strand, courses and freebies)*" produced the highest mean score ($M=4.58$, $SD=0.58$) and was said as *Always Observed*. On the other hand, *the private school allocates a significant budget to advertise the school's program for the student's information* conventional the lowest mean score of responses with ($M=4.37$, $SD=0.60$) yet was remarked *Always Observed*.

The data presented in Table 2 explains that the level of digital media marketing in terms of Advertising Budget reached a weighted mean score of 4.50 and a standard deviation of 0.36 and was *Very Great Extent* among the respondents. This suggests that private schools place a high emphasis on digital media marketing and allocate a significant portion of their budget towards it. The level of digital media marketing, especially regarding Advertising Budget, is exemplified by its significant contribution to raising awareness about the school's programs and offerings, as well as the allocation of resources towards

advertising initiatives, both of which were strongly supported by respondents, indicating a very high extent of digital media marketing effectiveness.

Additionally, a well-crafted and allocated advertising budget was essential for the efficiency of digital marketing efforts which enables schools to have a great visibility, targeted reach, competitive advantage and ultimately to advertise the school's program.

Table 3 Level of Digital Media Marketing in terms of Target Audience

| STATEMENTS | MEAN | SD | REMARKS |
|---|--------------------------|------|-----------------|
| The private school aligns the mission and values to audience as positive part of the school environment. | 4.55 | 0.59 | Always Observed |
| The private school educational programs tailors to meet the specific needs and interests for the target audience. | 4.52 | 0.55 | Always Observed |
| The private school directs the specific needs of the students as based preferences for the student benefits. | 4.56 | 0.56 | Always Observed |
| The private school ensures the diversity of target audience that represents the success of the success of the students. (Example: Alumni that become successful and invited as guest speakers for the school program) | 4.57 | 0.55 | Always Observed |
| The private school produce strategies that are essential for maintaining its audience. (Example: Posting of different events happened in school for attraction.) | 4.54 | 0.56 | Always Observed |
| Weighted Mean | 4.55 | | |
| SD | 0.33 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 3 demonstrates the Level of Digital Media Marketing in terms of Target Audience. From the statement "The private school ensures the diversity of target audience that represents the success of the success of the students. (Example: Alumni that become successful and invited as guest speakers for the school program) bore the highest mean score ($M=4.57$, $SD=0.55$) and was commented as Always Observed.

On the other hand, *the private school educational programs tailors to meet the specific needs and interests for the target audience (potential students)*, established the lowest mean score of responses with ($M=4.52$, $SD=0.55$) yet was remarked *Always Observed*.

The Level of Digital Media Marketing in terms of Target Audience achieved a weighted mean score of 4.55 and a standard deviation of 0.33 and was *Very Great Extent* among the respondents. This suggests that private schools are extensively utilizing digital media marketing. They are consistently aligning their mission and values with their audience, tailoring their programs to meet audience needs, addressing specific student needs, ensuring a diverse audience, and employing strategies to maintain their audience.

The level of digital media marketing, particularly in terms of Target Audience, is demonstrated by the private school's efforts to ensure diversity among their audience, exemplified by alumni success stories as guest speakers, yielding the highest mean score, and tailoring educational programs to meet the specific needs and interests of potential students, despite receiving a slightly lower mean score, both of which were strongly

supported by respondents, reflecting a very high extent of digital media marketing effectiveness.

Table 4 Level of Digital Media Marketing in terms of Localization

| STATEMENTS | MEAN | SD | REMARKS |
|---|--------------------------|------|-----------------|
| The private school creates content that is related with the local community like contest during foundation week. | 4.51 | 0.59 | Always Observed |
| The private school fosters a sense of connection and involvement of the students in certain location. (Example: Scholarship for the program) | 4.49 | 0.57 | Always Observed |
| The private school advertises local program in attracting students and their families. | 4.53 | 0.54 | Always Observed |
| The private school gathers community feedback and insights that contribute to the improvement of private school. (Example: Evaluation form after an event will be distributed). | 4.53 | 0.57 | Always Observed |
| The private school implements strategies in local students by giving them more benefits and freebies, like tuition discounts. | 4.57 | 0.55 | Always Observed |
| Weighted Mean | 4.53 | | |
| SD | 0.31 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 4 the Level of Digital Media Marketing in terms of Localization. From the statement, “*The private school implements strategies in local students by giving them more benefits and freebies, like tuition discounts*” borne the highest mean score ($M=4.57$, $SD=0.55$) and was stated as *Always Observed*. On the other hand, *the private school fosters a sense of connection and involvement of the students in certain location. (Example: Scholarship for the program)* customary the lowest mean score of responses with ($M=4.49$, $SD=0.57$) yet was remarked *Always Observed*.

The level of digital media marketing in terms of Localization accomplished a weighted mean score of 4.53 and a standard deviation of 0.31 and was *Very Great Extent* among the respondents. In other words, these schools place on emphasis on the role of local community engagement in the sense of using digital media while the involvement in their marketing strategies prevails its uses.

The level of digital media marketing, particularly in terms of Target Audience, demonstrated that the private school's efforts in marketing strategies ensure its diversity among their audience of target, and hence it exemplified the success of the alumni success stories as an invited their as guest speakers, yielding the highest mean score this was tailored in their educational programs to meet the specific needs and interests of potential students that will enroll in any private schools, despite receiving there is a slightly lower mean score, both of which were strongly supported by respondents, reflecting a very high extent of digital media marketing effectiveness in terms of localization.

Table 5 Level of Digital Media Marketing in terms of Email-Marketing Strategies

| STATEMENTS | MEAN | SD | REMARKS |
|---|------|------|-----------------|
| The private school promotes awareness using email | 4.44 | 0.59 | Always Observed |

| | | | |
|--|--------------------------|------|-----------------|
| about various programs offered by private school. | | | |
| The private schools email contributes to the information about the school's programs and offerings. | 4.51 | 0.57 | Always Observed |
| The private school email plays a significant role in attracting and recruiting students. (Example: Pop up emails) | 4.35 | 0.57 | Always Observed |
| Engages the parents positively influencing the performance in private school. | 4.46 | 0.62 | Always Observed |
| The private school email influences the school's as easiest way of communications. | 4.48 | 0.57 | Always Observed |
| Weighted Mean | 4.45 | | |
| SD | 0.35 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 5 the Level of Digital Media Marketing in terms of Email-Marketing Strategies. From the statement, "*The private schools email contributes to the information about the school's programs and offerings*" generated the highest mean score ($M=4.51$, $SD=0.57$) and was observed as *Always Observed*. On the other hand, *the private school email plays a significant role in attracting and recruiting students* acknowledged the lowest mean score of responses with ($M=4.35$, $SD=0.57$) yet was remarked *Always Observed*.

The level of digital media marketing in terms of Email-Marketing Strategies conquered a weighted mean score of 4.45 and a standard deviation of 0.35 and was *Very Great Extent* among the respondents. This also suggest that email marketing in is one of the strategies that are most widely used and one of the most effective strategies in the context of private schools.

The effectiveness of digital media marketing, particularly in terms of Email-Marketing Strategies, was an evident to prove it has a significant contribution of school emails in information dissemination about the school's programs and offerings, hence it received the highest mean score, as well as their role of this email marketing in attracting and recruiting students, despite there still slightly lower mean score, both of which were strongly agreed upon by respondents, indicating a very high extent of effectiveness in email-marketing strategies as part of the analytics of private school's digital media marketing.

Moreover, the use of e-mails for promotion has been in place for many decades even now in digital era. There were large number of e-mails received by consumers and potential consumers does not request by them in most cases do not provide adequate value for them, this means that email marketing can a reach more potential client. In that sense, the permission of email marketing approach brings in multiple novelties in the private school's program.

Table 6 Level of Digital Media Marketing in terms of Search Engine Optimization Strategies

| STATEMENTS | MEAN | SD | REMARKS |
|---|------|------|-----------------|
| Increases the online visibility and exposure of private school. | 4.49 | 0.57 | Always Observed |

| | | | |
|---|--------------------------|------|-----------------|
| Attracts prospective students to private school's website. | 4.49 | 0.58 | Always Observed |
| Enhances the private school's search engine rankings and overall performance. | 4.54 | 0.55 | Always Observed |
| Serves as a source of competing with other private schools while maintaining a prominent online presence. | 4.44 | 0.53 | Always Observed |
| Ensures mobile optimization is a factor for the success efforts and performance of private school. | 4.50 | 0.57 | Always Observed |
| Weighted Mean | 4.50 | | |
| SD | 0.35 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 6 the Level of Digital Media Marketing in terms of Search Engine Optimization Strategies. From the statement, "Enhances the private school's search engine rankings and overall performance" returned the highest mean score ($M=4.54$, $SD=0.55$) and was pronounced as Always Observed. On the other hand, serves as a source of competing with other private schools while maintaining a prominent online presence usual the lowest mean score of responses with ($M=4.44$, $SD=0.53$) yet was remarked Always Observed. The level of digital media marketing in terms of Search Engine Optimization Strategies got a weighted mean score of 4.50 and a standard deviation of 0.35 and was Very Great Extent among the respondents

Table 6 level of digital media marketing, specifically regarding Search Engine Optimization Strategies, is elucidated by its ability to enhance private schools' search engine rankings and overall performance making the school to be searchable in different digital media by achieving the highest mean score, as well as its role in maintaining a prominent online presence and competing effectively with other schools, despite receiving a slightly lower mean score, both of which were strongly agreed upon by respondents, indicating a very high extent of effectiveness in search engine optimization strategies.

This research has important implications that search engine optimization was one of the best accessories digitally made for online visibility most specially for website owners, which in return private school adapted this kind of practiced. This influences the way the school's budgets on search engine marketing are applied annually or on the decision of the school rather. Finally, this could be used by marketing managers or any person involved in marketing field for the better utilization of marketing strategies

Table 7 Level of Digital Media Marketing in terms of Mobile Optimization

| STATEMENTS | MEAN | SD | REMARKS |
|---|------|------|-----------------|
| The private school increases the overall user experience for students exploring the school's online content. (Example: Used of laptop, cellphone and tablet in checking the school's social media account). | 4.50 | 0.58 | Always Observed |
| The private school influences the engagement of students with the school's online platform. | 4.49 | 0.59 | Always Observed |
| The private school ensures mobile optimization | 4.58 | 0.55 | Always Observed |

making the school's website easily accessible to users on smartphones and tablets.

The private school utilizes mobile communication channels for maintaining engagement with parents and students. 4.57 0.54 Always Observed

The private school measures the impact of mobile optimization as an effective way to connect with the students. 4.60 0.52 Always Observed

Weighted Mean 4.55
SD 0.34
Verbal Interpretation Very Great Extent

Table 7 illustrates the Level of Digital Media Marketing in terms of Mobile Optimization. From the statement, "The private school measures the impact of mobile optimization as an effective way to connect with the students" yielded the highest mean score (M=4.60, SD=0.52) and was remarked as Always Observed. On the other hand, the private school influences the engagement of students with the school's online platform received the lowest mean score of responses with (M=4.49, SD=0.59) yet was remarked Always Observed.

The level of digital media marketing in terms of Mobile Optimization attained a weighted mean score of 4.55 and a standard deviation of 0.34 and was *Very Great Extent* among the respondents. This means that mobile optimization was one of the top priorities of the private school in the sense that this would engage more communication as one of a friendly mobile user platform. By making and utilizing this mobile optimization this leverage also the different mobile communication channels making it more effective, which is a big help on the private school's branding and its performance as well. The mobile optimization also serves as a form of seamless access to the different information and even resources, that fosters the active commitment of the students even their parents as well as also some stakeholders which enables the school in measuring the impact of this mobile optimization based on the user experience and its satisfaction.

The overwhelmingly positive responses on digital media marketing placed high agreement in the mobile optimization among respondents regarding the effectiveness of Mobile Optimization with students while enhancing the student engagement with the school's online platform this emphasize the critical role and importance of prioritizing mobile optimization in digital media marketing strategies for private schools.

Table 8 Level of Digital Media Marketing in terms of Response Time

| STATEMENTS | MEAN | SD | REMARKS |
|--|------|------|-----------------|
| The private school provides a quick response to student's inquiries and concerns. | 4.55 | 0.57 | Always Observed |
| The private school responds to emails and messages is a way of school's commitment to communication. | 4.61 | 0.53 | Always Observed |
| The private school addresses issues promptly and maintaining a positive atmosphere of the school. | 4.58 | 0.51 | Always Observed |
| The private school contributes in providing solution to student's concern and issue immediately. | 4.57 | 0.54 | Always Observed |

The private school mitigates potential damage to the reputation that's why a respond was done easily.

4.56

0.56

Always Observed

Weighted Mean
4.58**SD****0.33****Verbal Interpretation****Very Great Extent**

Table 8 exemplifies the Level of Digital Media Marketing in terms of Response Time. From the statement, "The private school responds to emails and messages is a way of school's commitment to communication" produced the highest mean score ($M=4.61$, $SD=0.53$) and was said as Always Observed. On the other hand, the private school provides a quick response to student's inquiries and concerns conventional the lowest mean score of responses with ($M=4.55$, $SD=0.57$) yet was remarked Always Observed.

The level of digital media marketing in terms of Response Time reached a weighted mean score of 4.58 and a standard deviation of 0.33 and was among the respondents. The consistently high mean scores and strong agreement among respondents regarding the significance of Response Time in digital media marketing, particularly in terms of the school's commitment to communication and quick response to student inquiries and concerns, underscore the critical importance of prioritizing prompt and effective responses to enhance engagement and satisfaction among stakeholders. More evenly, prioritizing the response time in digital media marketing plays an important role in shaping the private school's perception in connection with the positive relationships on their online engagement while this contribute to improve the performance and the competitiveness of the school in the educational market.

Nevertheless, it is proposed that by hiring marketing personnel to promote services professionally, by aligning their strategies according to the demands of their customers, and by inviting customers' voice on digital platforms, digital media can become a cost-effective and a valuable tool for mercerization of education.

Level of Social Media Marketing in terms of Content Type

Table 9 demonstrates the Level of Social Media Marketing in terms Content Type. From the statement, "*The private school visualizes content, such as images and videos, is effective in engaging the students on social media platforms*" bore the highest mean score ($M=4.58$, $SD=0.56$) and was commented as Always Observed. On the other hand, *the private school creates storytelling in social media campaigns as part of their social media content* established the lowest mean score of responses with ($M=4.39$, $SD=0.58$) yet was remarked Always Observed.

Table 9 Level of social media marketing in terms Content Type

| STATEMENTS | MEAN | SD | REMARKS |
|---|------|------|-----------------|
| The private school visualizes content, such as images and videos, is effective in engaging the students on social media platforms. | 4.58 | 0.56 | Always Observed |
| The private school influences educational content, including articles, tips, and resources, enhances social media engagement of school. | 4.46 | 0.58 | Always Observed |
| The private school creates storytelling in social media campaigns as part of their social media content. | 4.39 | 0.58 | Always Observed |

| | | | |
|---|--------------------------|------|-----------------|
| The private school engages in social media contests to increase participation and interest of the students. | 4.52 | 0.56 | Always Observed |
| The private school social media content contributes to the overall school's online presence. | 4.54 | 0.54 | Always Observed |
| Weighted Mean | 4.50 | | |
| SD | 0.35 | | |
| Verbal Interpretation | Very Great Extent | | |

The level of Social Media Marketing in terms Content Type achieved a weighted mean score of 4.50 and a standard deviation of 0.35 and was *Very Great Extent* among the respondents. This showed that content type and the quality of the content and its relevance contributes in building the school's reputation that makes the school in leading in educational goals of the school's long term plan.

The consistently high mean scores and strong agreement among respondents regarding the effectiveness of visual content, such as images and videos, in engaging students on social media platforms, alongside the recognition of storytelling in social media campaigns as valuable content, underscore the critical importance of diversifying content types to enhance engagement and effectiveness in social media marketing strategies for private schools.

Furthermore, results show that there are content topics, such as athletics, that significantly increase engagement, while others have the tendency to lower engagement. Additionally, the format, like including user-generated content, is another factor that contributes to engagement.

Table 10 Level of Social Media Marketing in terms Content Frequency

| STATEMENTS | MEAN | SD | REMARKS |
|--|--------------------------|-----------|-----------------|
| The private school updates content on social media platforms for the student's information. | 4.62 | 0.58 | Always Observed |
| The private school builds a strong online presence, influencing the visibility of the school. | 4.53 | 0.56 | Always Observed |
| The private school delivers content on social media is important for student's welfare. | 4.55 | 0.57 | Always Observed |
| The private school releases content on social media that optimizes online communication strategy. | 4.49 | 0.56 | Always Observed |
| The private school posts regular blog content on social website traffic, increased visibility of the school. | 4.43 | 0.59 | Always Observed |
| Weighted Mean | 4.53 | | |
| SD | 0.35 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 10 shows the Level of Social Media Marketing in terms Content Frequency. From the statement, "The private school updates content on social media platforms for the student's information" yielded the highest mean score (M=4.62, SD=0.58) and was stated as Always Observed. On the other hand, the private school posts regular blog content on social website traffic, increased visibility of the school

customary the lowest mean score of responses with ($M=4.43$, $SD=0.59$) yet was remarked Always Observed.

The Level of Social Media Marketing in terms Content Frequency accomplished a weighted mean score of 4.53 and a standard deviation of 0.35 and was *Very Great Extent* among the respondents.

This suggest that investing in the content frequency in social media marketing serves as an integral part to achieve the sustainability and growth on the success of the private schools in digital era.

Additionally, the results indicate that both content type and frequency are crucial aspects of social media marketing for private schools. While visual content like images and videos receive high engagement, regular updates play a vital role in keeping students informed and maintaining visibility. Therefore, private schools should focus on diversifying content types and maintaining consistent updates to maximize the effectiveness of their social media marketing efforts and better engage with their audience.

Table 11 Level of Social Media Marketing in terms Content Timing

| STATEMENTS | MEAN | SD | REMARKS |
|---|--------------------------|------|-----------------|
| The private school engages times to reach the student's concern immediately. | 4.47 | 0.56 | Always Observed |
| The private school maximizes timely announcements such as school events influencing and extracurricular activities. | 4.51 | 0.57 | Always Observed |
| The private school uploads admission-related that serve as help for the students. | 4.57 | 0.53 | Always Observed |
| The private school launches back-to-school campaigns at the right time for student information. | 4.64 | 0.51 | Always Observed |
| The private school post school achievements, or an event that had been done. | 4.69 | 0.49 | Always Observed |
| Weighted Mean | 4.58 | | |
| SD | 0.31 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 11 proves the Level of Social Media Marketing in terms Content Timing. From the statement, "The private school post school achievements, or an event that had been done" generated the highest mean score ($M=4.69$, $SD=0.49$) and was observed as Always Observed. On the other hand, the private school engages times to reach the student's concern immediately acknowledged the lowest mean score of responses with ($M=4.47$, $SD=0.56$) yet was remarked Always Observed.

The level of social media marketing in terms Content Timing conquered a weighted mean score of 4.58 and a standard deviation of 0.31 and was *Very Great Extent* among the respondents. The findings suggest that posting about school achievements or events receives high approval and engagement from the audience, while the immediacy of addressing student concerns on social media is also highly valued. Therefore, private schools should continue to prioritize timely updates about school activities and events, while also ensuring swift responses to student inquiries, to effectively leverage content timing in their social media marketing strategies and maintain strong engagement levels with their audience.

The majority of the identified programs used Facebook, and social media were mostly used to share content-based information in an attempt to connect with target audiences, raise awareness and reach less accessible populations with program messages. Social media served as an extended channel to traditional media efforts, and very few programs used social media to create mechanisms for supporting their target

audiences' ability to revisit their social media communications and encourage them to act as advocates for the program's activities.

Correspondingly, content timing is an effective way in enhancing the school's communication efforts for the potential students, making timely announcements and even uploading important information that is relevant to the school's program or events demonstrated a responsiveness and commitment to student welfare.

Table 12 Level of Social Media Marketing in terms Content Tone and Style

| STATEMENTS | MEAN | SD | REMARKS |
|---|--------------------------|------|-----------------|
| The private school creates a positive tone, like a videos containing simple information about the school. | 4.65 | 0.53 | Always Observed |
| The private school impacts the perception of school and contributes to the success of the institution. | 4.61 | 0.56 | Always Observed |
| The private school tailors the tone content is important for effective communication in of the school. | 4.49 | 0.57 | Always Observed |
| The private school uses approachable style in engaging audience to the school's online presence. | 4.64 | 0.53 | Always Observed |
| The private school incorporates humor content impacts student engagement and school's online presence. | 4.54 | 0.55 | Always Observed |
| Weighted Mean | 4.59 | | |
| SD | 0.33 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 12 explains the Level of Social Media Marketing in terms Content Tone and Style. From the statement, "*The private school creates a positive tone, like a video containing simple information about the school*" returned the highest mean score ($M=4.65$, $SD=0.53$) and was pronounced as *Always Observed*. On the other hand, *the private school tailors the tone content is important for effective communication in of the school* usual the lowest mean score of responses with ($M=4.49$, $SD=0.57$) yet was remarked *Always Observed*.

The level of social media marketing in terms Content Tone and Style got a weighted mean score of 4.59 and a standard deviation of 0.33 and was *Very Great Extent* among the respondents.

The results indicate that maintaining a positive tone and simple style in content, such as videos with straightforward information about the school, is highly effective and strongly approved by the audience. Additionally, while tailoring content tone is recognized as important for effective communication, it received slightly lower but still strongly agreeable responses. Therefore, private schools should prioritize maintaining a positive tone and simple style in their social media content while also considering the importance of tailoring content tone for effective communication, to enhance the effectiveness of their social media marketing strategies and ensure strong engagement with their audience.

In addition, content tone and style showed the importance of crafting a positive, approachable and yet tailored as a way to communicate to the needs of the targeted audience, this also enhances the brand perception of the school that fosters the meaningful engagement in their stakeholder.

Table 13 Level of social media marketing in terms of Hashtag and Keywords

| STATEMENTS | MEAN | SD | REMARKS |
|---|--------------------------|------|-----------------|
| The private school uses of hashtags make the school's name to be web searchable. | 4.59 | 0.56 | Always Observed |
| The private school reaches the right audience in using hashtag that influence school's online visibility. | 4.52 | 0.57 | Always Observed |
| The private school maintains a unified online presence through hashtag every school event. | 4.54 | 0.53 | Always Observed |
| The private school incorporates trending hashtags that capitalize on current trends. | 4.43 | 0.58 | Always Observed |
| The private school promotes branded hashtags contributes to a strong memorable online identity. | 4.48 | 0.61 | Always Observed |
| Weighted Mean | 4.51 | | |
| SD | 0.36 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 13 illustrates the Level of Social Media Marketing in terms Hashtag and Keywords. From the statement, "The private school uses of hashtags make the school's name to be web searchable" yielded the highest mean score (M=4.59, SD=0.56) and was remarked as Always Observed.

On the other hand, the private school incorporates trending hashtags that capitalize on current trends received the lowest mean score of responses with (M=4.43, SD=0.58) yet was remarked Always Observed.

The level of social media marketing in terms Hashtag and Keywords attained a weighted mean score of 4.51 and a standard deviation of 0.36 and was Very Great Extent among the respondents. This suggest that hashtag and keywords showed the importance of strategic hashtag usage in private school branding and performance for online visibility purposes. By effectively utilizing hashtags used by the school in the events and more programs, the school enhances more its web searchability in any social media platform, reaches the right audience or the prospective clients, while maintaining a unified online presence.

The results demonstrate that utilizing hashtags to make the school's name web searchable is highly valued and strongly agreed upon by the audience, indicating its effectiveness in enhancing visibility. However, incorporating trending hashtags to capitalize on current trends, while still strongly agreed upon, received slightly lower scores. Therefore, private schools should continue to prioritize incorporating their school's name into hashtags to improve web searchability, while also considering the strategic use of trending hashtags to further enhance their social media marketing efforts and maintain strong engagement with their audience.

Table 14 Level of Social Media Marketing in terms of User-Generated Content

| STATEMENTS | MEAN | SD | REMARKS |
|--|------|------|-----------------|
| The private school creates trustworthiness such as testimonials and reviews. | 4.55 | 0.56 | Always Observed |
| The private school makes authentic content all about the school program. | 4.52 | 0.55 | Always Observed |

| | | | |
|--|--------------------------|------|-----------------|
| The private school encourages parents and students to have community engagement on social media. | 4.49 | 0.56 | Always Observed |
| The private school influences the perception of academic excellence through its content. | 4.53 | 0.53 | Always Observed |
| The private school shares alumni success stories contribute to the online content. | 4.60 | 0.55 | Always Observed |
| Weighted Mean | 4.54 | | |
| SD | 0.34 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 14 exemplifies the level of social media marketing in terms User-Generated Content. From the statement, “*The private school shares alumni success stories contribute to the online content*” produced the highest mean score ($M=4.60$, $SD=0.55$) and was said as *Always Observed*. On the other hand, *the private school encourages parents and students to have community engagement on social media* conventional the lowest mean score of responses with ($M=4.49$, $SD=0.56$) yet was remarked *Always Observed*.

The level of social media marketing in terms User-Generated Content reached a weighted mean score of 4.54 and a standard deviation of 0.34 and was *Very Great Extent* among the respondents.

The results illustrate that sharing alumni success stories as user-generated content receives strong agreement and high approval from the audience, indicating its effectiveness in online content creation. While encouraging parents and students to engage in community discussions on social media also receives strong agreement, it received slightly lower scores. Therefore, private schools should continue to prioritize sharing alumni success stories to enrich their online content, while also actively encouraging community engagement on social media to further enhance their social media marketing efforts and maintain strong engagement with their audience.

Furthermore, user-generated content serves as a powerful tool for attracting prospective students and parents making the school to be chosen in enrollment purposes. This means driving enrollment, ultimately contributes to improved performance of the private school and its competitiveness skills in the field of educational landscape. Overall, the utilization of the user-generated content plays a big role in integrating to achieve sustained growth and success for private schools by fostering trust and its engagement.

Level of Scholl Branding in terms of Teacher’s Recruitment and Hiring

Table 15 demonstrates the Level of private schools’ performance in terms of school branding as to Teacher’s recruitment and hiring.

The private school teacher-student ratio plays a key role in the quality education provided by the school bore the highest mean score ($M=4.62$, $SD=0.53$) and was commented as *Always Observed*. On the other hand, *the private school significantly influences the teacher’s reputation for the student’s welfare and its institution* established the lowest mean score of responses with ($M=4.54$, $SD=0.53$) yet was remarked *Always Observed*.

The influence of teacher reputation to the school was an important pillar of the teacher-student ratio highlight the significance of hiring and retaining qualified educators to ensure student welfare and academic success.

Table 15 Level of School branding in terms of Teacher’s Recruitment and Hiring

| STATEMENTS | MEAN | SD | REMARKS |
|--|------|------|---------|
| The private school give emphasis on adopting | 4.56 | 0.56 | |

| | | | |
|---|--------------------------|------|-----------------|
| innovative teaching approaches and methodologies for the students. | | | Always Observed |
| The private school provides ongoing professional development for teacher's opportunities for student's preferences. | 4.59 | 0.54 | Always Observed |
| The private school creates a consistent and reliable educational environment for students. | 4.57 | 0.55 | Always Observed |
| The private school significantly influences the teacher's reputation for the student's welfare and its institution. | 4.54 | 0.53 | Always Observed |
| The private school teacher-student ratio plays a key role in the quality education provided by the school. | 4.62 | 0.53 | Always Observed |
| Weighted Mean | 4.58 | | |
| SD | 0.34 | | |
| Verbal Interpretation | Very Great Extent | | |

The level of School Branding in terms Teacher's recruitment and hiring achieved a weighted mean score of 4.58 and a standard deviation of 0.34 and was *Very Great Extent* among the respondents. The results demonstrate that the teacher-student ratio is highly regarded and strongly agreed upon as a key factor contributing to the quality of education provided by the school. Additionally, the significant influence of the school on the teacher's reputation, though slightly lower, is also strongly agreed upon. Therefore, the level of private schools' performance in terms of school branding as to Teacher's recruitment and hiring is considered highly effective, as indicated by the very high mean score and strong agreement among respondents.

Generally, faculty has role that fulfills the private school branding and performance. Teacher is the one that innovates the teaching and learning approaches. The teachers ongoing professional career development, and maintains the school's consistency and reliability for its educational environment. The school enhances its brand image, attracts more students, and builds academic excellence.

Table 16 Level of School Branding in terms of Social Media Engagement

| STATEMENTS | MEAN | SD | REMARKS |
|---|-------------|-----------|-----------------|
| The private school creates the values and mission of school, enhancing its identity and image among the community. | 4.59 | 0.56 | Always Observed |
| The private school maintains a strong social media presence is important for attracting prospective students. | 4.60 | 0.54 | Always Observed |
| The private school campaigns through social media an effective in promoting and increasing participation in school events and activities. | 4.58 | 0.54 | Always Observed |
| The private school active engagement on social | 4.53 | 0.54 | Always Observed |

media influences student involvement in school initiatives and activities.

The private school builds online testimonials and reviews are important social media visibility. 4.52 0.56 Always Observed

| | |
|------------------------------|--------------------------|
| Weighted Mean | 4.57 |
| SD | 0.32 |
| Verbal Interpretation | Very Great Extent |

Table 16 shows the Level of School Branding in terms of Social Media Engagement. From the statement, "The private school maintains a strong social media presence is important for attracting prospective students" borne the highest mean score (M=4.60, SD=0.54) and was stated as Always Observed. On the other hand, the private school builds online testimonials and reviews are important social media visibility customary the lowest mean score of responses with (M=4.52, SD=0.56) yet was remarked Always Observed. The social media engagement is integral tool in achieving sustained growth and success for private schools by enhancing school brand, student recruitment even retention and community engagement.

The level of School Branding in terms Social Media Engagement accomplished a weighted mean score of 4.57 and a standard deviation of 0.32 and was *Very Great Extent* among the respondents. The results indicate that maintaining a strong social media presence is highly valued and strongly agreed upon as crucial for attracting prospective students, while the importance of building online testimonials and reviews for social media visibility, though slightly lower, is also strongly agreed upon. Therefore, the level of private schools' performance in terms of school branding as to Social Media Engagement is considered highly effective, as evidenced by the very high mean score and strong agreement among respondents.

Table 17 Level of School Branding in terms of Diversity and inclusion

| STATEMENTS | MEAN | SD | REMARKS |
|---|--------------------------|------|-----------------|
| The private school showcases diversity and inclusion is important for school's branding and overall image of the school. (Example: Seminars and training are provided). | 4.55 | 0.57 | Always Observed |
| The private school social media platforms are effective in highlighting the school's school culture. | 4.56 | 0.56 | Always Observed |
| The private school uses inclusive language in digital communications, such as on the school website. | 4.59 | 0.54 | Always Observed |
| Online campaigns celebrating cultural diversity are effective in fostering a sense of community and inclusivity within the school. | 4.56 | 0.53 | Always Observed |
| The private school active engagement on social media influences the commitment highlighting efforts to accommodate diverse learning. | 4.54 | 0.53 | Always Observed |
| Weighted Mean | 4.56 | | |
| SD | 0.33 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 17 proves the level of in terms of School Branding in terms of Diversity and Inclusion. From the statement, "The private school uses inclusive language in digital communications, such as on the school

website” generated the highest mean score ($M=4.59$, $SD=0.54$) and was observed as *Always Observed*. On the other hand, the private school active engagement on social media influences the commitment highlighting efforts to accommodate diverse learning acknowledged the lowest mean score of responses with ($M=4.54$, $SD=0.53$) yet was remarked *Always Observed*.

The level of School Branding in terms of diversity and inclusion attained a weighted mean score of 4.56 and a standard deviation of 0.33 and was *Very Great Extent* among the respondents. The results demonstrate that using inclusive language in digital communications, such as on the school website, is highly valued and strongly agreed upon as an important aspect of promoting diversity and inclusion.

Additionally, while active engagement on social media influences the commitment to highlighting efforts to accommodate diverse learning, it received slightly lower but still strongly agreeable responses. Therefore, the level of private schools' performance in terms of school branding as to Diversity and inclusion is considered highly effective, as indicated by the very high mean score and strong agreement among respondents.

Level of Private School's Performance in terms of Rate of Enrollment

Table 18 explains the Level of Private Schools' Performance in terms of Rate of enrollment. From the statement, “The private school's website plays a role in effectively communicating with potential enrollees and positively influencing enrollment numbers” returned the highest mean score ($M=4.69$, $SD=0.51$) and was pronounced as *Always Observed*. On the other hand, the private school rate of enrollment increased every year. (Example: An observable increased number of sections in every grade level) usual the lowest mean score of responses with ($M=4.53$, $SD=0.58$) yet was remarked *Always Observed*.

Table 18 Level of Private Schools' Performance in terms of Rate of enrollment

| STATEMENTS | MEAN | SD | REMARKS |
|--|--------------------------|------|-----------------|
| The private school rate of enrollment increased every year. (Example: An observable increased number of sections in every grade level). | 4.53 | 0.58 | Always Observed |
| The private school rate of enrollment contributes in attracting prospective students. | 4.59 | 0.54 | Always Observed |
| The private school social media engagement is important for the enrollment of students. | 4.65 | 0.51 | Always Observed |
| The private school online information sessions and virtual contribute to its enrollment. | 4.60 | 0.55 | Always Observed |
| The private school's website plays a role in effectively communicating with potential enrollees and positively influencing enrollment numbers. | 4.69 | 0.51 | Always Observed |
| Weighted Mean | 4.62 | | |
| SD | 0.33 | | |
| Verbal Interpretation | Very Great Extent | | |

The level of private schools' performance in terms of Rate of enrollment got a weighted mean score of 4.62 and a standard deviation of 0.33 and was *Very Great Extent* among the respondents.

The results illustrate that the private school's website plays a crucial role in effectively

communicating with potential enrollee and positively influencing enrollment numbers, receiving the highest mean score and strong agreement from respondents.

Additionally, while the observable increase in the rate of enrollment every year received slightly lower but still strongly agreeable responses, it indicates consistent growth and effectiveness in enrollment strategies. Therefore, the level of private schools' performance in terms of Rate of enrollment is considered highly effective, as indicated by the very high mean score and strong agreement among respondents.

Table 19 Level of Private Schools' Performance in terms of Student Retention

| STATEMENTS | MEAN | SD | REMARKS |
|---|--------------------------|------|-----------------|
| The private school gathering feedback from students through social media channels is important for continuously improving services and influencing student retention. | 4.54 | 0.60 | Always Observed |
| The private school content on school's website effectively influences student retention. | 4.59 | 0.54 | Always Observed |
| The private school digital communication channels address student concerns impacting the student retention. | 4.55 | 0.53 | Always Observed |
| The private school digital communication tools help in building a sense of community among students. | 4.61 | 0.50 | Always Observed |
| The private school hosting events on social media serves as a vibrant school community in influencing student retention. | 4.58 | 0.52 | Always Observed |
| Weighted Mean | 4.58 | | |
| SD | 0.34 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 19 illustrates the Level of Private Schools' Performance in terms of Student Retention.

The private school digital communication tools help in building a sense of community among students yielded the highest mean score ($M=4.61$, $SD=0.50$) and was remarked as Always Observed. On the other hand, the private school gathering feedback from students through social media channels is important for continuously improving services and influencing student retention received the lowest mean score of responses with ($M=4.54$, $SD=0.60$) yet was remarked Always Observed.

The level of private schools' performance in terms of Student Retention attained a weighted mean score of 4.58 and a standard deviation of 0.34 and was *Very Great Extent* among the respondents.

The results indicate that private schools' digital communication tools play a significant role in fostering a sense of community among students, receiving the highest mean score and strong agreement from respondents. Additionally, while gathering feedback from students through social media channels for continuous improvement and influencing student retention received slightly lower but still strongly agreeable responses, it highlights the importance of actively engaging with students to enhance retention efforts. Therefore, the level of private schools' performance in terms of Student Retention is considered highly effective, as indicated by the very high mean score and strong agreement among respondents.

Moreover, private schools with coherent and consistent branding strategies experience higher levels

of student retention, highlighting the importance of branding integrity in maintaining a positive school image and retaining enrolled students.

Table 20 Level of Private Schools' Performance in terms of Employability Rates

| STATEMENTS | MEAN | SD | REMARKS |
|--|--------------------------|------|-----------------|
| The private school's digital and social media presence influences the employability of its graduates. (Example: Posting and sharing job hiring) | 4.57 | 0.59 | Always Observed |
| The private school online job placement resources provided by the school have been effective in connecting graduates with employment opportunities. | 4.53 | 0.56 | Always Observed |
| The private school alumni networking events facilitated are important for enhancing the employability of graduates from our private school. | 4.58 | 0.55 | Always Observed |
| The private school encourages students to create digital portfolios impacts their employment opportunities upon graduation. | 4.55 | 0.57 | Always Observed |
| The private school gives emphasis on social media skills in the school's curriculum is important for enhancing graduates' competitiveness in the job market. | 4.59 | 0.53 | Always Observed |
| Weighted Mean | 4.57 | | |
| SD | 0.36 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 20 exemplifies the level of private schools' performance in terms of Employability Rates

The private school gives emphasis on social media skills in the school's curriculum is important for enhancing graduates' competitiveness in the job market produced the highest mean score ($M=4.59$, $SD=0.53$) and was said as Always Observed.

On the other hand, the private school online job placement resources provided by the school have been effective in connecting graduates with employment opportunities conventional the lowest mean score of responses with ($M=4.53$, $SD=0.56$) yet was remarked Always Observed.

The level of private schools' performance in terms of Employability Rates reached a weighted mean score of 4.57 and a standard deviation of 0.36 and was *Very Great Extent* among the respondents.

The results indicate that emphasizing social media skills in the school's curriculum is highly valued and strongly agreed upon as important for enhancing graduates' competitiveness in the job market, receiving the highest mean score from respondents.

Additionally, while online job placement resources provided by the school for connecting graduates with employment opportunities received slightly lower but still strongly agreeable responses, it underscores the effectiveness of the school's efforts in improving employability rates. Therefore, the level of private schools' performance in terms of Employability Rates is considered highly effective, as evidenced by the very high mean score and strong agreement among respondents.

Table 21 Level of Private Schools' Performance in terms of Achievement and Recognition

| STATEMENTS | MEAN | SD | REMARKS |
|---|--------------------------|------|-----------------|
| The private school online campaigns showcase academic achievements and successes, contributing to the recognition of student accomplishments. | 4.68 | 0.52 | Always Observed |
| The private school's social media presence is important in highlighting students' excellence and achievements. | 4.65 | 0.53 | Always Observed |
| The private school digital platforms are effective in promoting extracurricular achievements, enhancing the school's overall recognition. | 4.66 | 0.53 | Always Observed |
| The private school engages alumni through online platforms impacts the recognition and reputation of the school. | 4.64 | 0.50 | Always Observed |
| The private school social media campaigns promotes and enhances the school's recognition. | 4.69 | 0.50 | Always Observed |
| Weighted Mean | 4.57 | | |
| SD | 0.32 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 21 demonstrates the level of private schools' performance in terms of Achievement and Recognition

The private school social media campaigns promote and enhances the school's recognition bore the highest mean score ($M=4.69$, $SD=0.50$) and was commented as Always Observed.

On the other hand, the private school engages alumni through online platforms impacts the recognition and reputation of the school established the lowest mean score of responses with ($M=4.64$, $SD=0.50$) yet was remarked Always Observed.

The academic and extracurricular achievements in school through online platforms campaigns and social media presence, engaging alumni, and promoting the school's recognition, private schools enhance their reputation, attract prospective students, and foster a culture of excellence.

The level of private schools' performance in terms of Achievement and Recognition achieved a weighted mean score of 4.57 and a standard deviation of 0.32 and was *Very Great Extent* among the respondents. Private schools demonstrate a significant level of performance in Achievement and Recognition, as evidenced by the effectiveness of their social media campaigns in promoting and enhancing school recognition, and the impact of alumni engagement through online platforms on the school's recognition and reputation, garnering overwhelmingly positive responses among respondents.

Table 22 Level of Private Schools' Performance in terms of Teacher Quality

| STATEMENTS | MEAN | SD | REMARKS |
|---|------|------|-----------------|
| The private school digital and social media training impacts the overall quality of teaching in private school. | 4.63 | 0.54 | Always Observed |

| | | | |
|--|--------------------------|------|-----------------|
| The private school enhances online professional development opportunities contributes in teaching the students. | 4.63 | 0.53 | Always Observed |
| The private school social media in facilitates communication between teachers and students is important for maintaining high-quality education standards. | 4.64 | 0.51 | Always Observed |
| The private school's digital resources, such as online materials and virtual tools, effectively supports teaching practices and enhances the student's learning. | 4.62 | 0.50 | Always Observed |
| The private school engagement on social media influences professional collaboration of the teachers and the students. | 4.66 | 0.48 | Always Observed |
| Weighted Mean | 4.64 | | |
| SD | 0.33 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 22 shows the level of private schools' performance in terms of Teacher Quality. From the statement, "*The private school engagement on social media influences professional collaboration of the teachers and the students*" borne the highest mean score ($M=4.66$, $SD=0.48$) and was stated as *Always Observed*. On the other hand, *the private school's digital resources, such as online materials and virtual tools, effectively supports teaching practices and enhances the student's learning* customary the lowest mean score of responses with ($M=4.62$, $SD=0.50$) yet was remarked *Always Observed*.

The level of private schools' performance in terms of Teacher Quality accomplished a weighted mean score of 4.64 and a standard deviation of 0.33 and was *Very Great Extent* among the respondents.

Considering the academic context, Belanger, C. (2014) have underlined that the adoption of these devices generates or requires a radical change of the pedagogical paradigm with 'revolutionary' consequences for academic institutions, or, at least, to reconsider teachers' e-learning and teaching practices.

In line with the private schools exhibit a remarkably high level of Teacher Quality performance, characterized by strong professional collaboration facilitated through social media engagement and effective support for teaching practices and student learning via digital resources, as evidenced by the overwhelmingly positive responses among respondents.

Table 23 Level of private schools' performance in terms of Financing and Infrastructure Facilities

| STATEMENTS | MEAN | SD | REMARKS |
|--|------|------|-----------------|
| The private school's use of digital and social media marketing influences fundraising efforts and financial support for the institution. | 4.57 | 0.56 | Always Observed |
| The private school online campaigns conducted through digital and social media platforms have been effective in attracting donors and financial contributions to the school. | 4.56 | 0.55 | Always Observed |

| | | | |
|--|--------------------------|------|-----------------|
| The private school maintains a strong social media presence is important for attracting corporate sponsorships and partnerships, contributing to improved school finances. | 4.64 | 0.51 | Always Observed |
| The private school digital communication channels effectively engage alumni in fundraising activities, contributing to increased financial support for the school. | 4.60 | 0.51 | Always Observed |
| The private school digital marketing is important for attracting sponsorship and financial support for infrastructure development and improvement projects at the school. | 4.65 | 0.50 | Always Observed |
| Weighted Mean | 4.60 | | |
| SD | 0.34 | | |
| Verbal Interpretation | Very Great Extent | | |

Table 23 proves the level of private schools' performance in terms of Financing and Infrastructure Facilities

The private school digital marketing is important for attracting sponsorship and financial support for infrastructure development and improvement projects at the school generated the highest mean score ($M=4.65$, $SD=0.50$) and was observed as Always Observed. On the other hand, the private school online campaigns conducted through digital and social media platforms have been effective in attracting donors and financial contributions to the school acknowledged the lowest mean score of responses with ($M=4.56$, $SD=0.55$) yet was remarked Always Observed.

The level of private schools' performance in terms of Financing and Infrastructure Facilities conquered a weighted mean score of 4.60 and a standard deviation of 0.34 and was *Very Great Extent* among the respondents. The private schools' performance in Financing and Infrastructure Facilities is demonstrated to be highly effective through their adept use of digital marketing, garnering significant support and resources for development projects.

Digital marketing means promoting the business activities through online mode i.e., with help of internet marketing, web marketing, bulk SMS. This study was based on how to improve the number of viewers in online and ranking the website in the internet search tool i.e., google.com, msn.com, yahoosearch.com, etc.

Table 24 Level of Private Schools' Performance in terms of Parental and Community involvement

| STATEMENTS | MEAN | SD | REMARKS |
|--|------|------|-----------------|
| The private school's use of digital and social media marketing influences parental engagement and involvement in school activities. | 4.72 | 0.49 | Always Observed |
| The private school's online communication channels, such as emails and social media, are effective in facilitating interaction between parents and the school community. | 4.69 | 0.49 | Always Observed |
| The private school maintains a strong social media | 4.72 | 0.46 | Always Observed |

presence is important for building a sense of community among parents, students, and staff members.

The private school's digital platforms, such as the school website and social media, effectively share school updates and information with parents in a timely manner.

Always Observed

4.74 0.44

The private school's engagement on social media influences parental involvement in school events, programs, and decision-making processes.

4.75 0.44

Always Observed

Weighted Mean

4.73

SD

0.32

Verbal Interpretation

Very Great Extent

Table 24 explains the level of private schools' performance in terms of Parental and Community involvement

The private school's engagement on social media influences parental involvement in school events, programs, and decision-making processes returned the highest mean score ($M=4.75$, $SD=0.44$) and was pronounced as Always Observed. On the other hand, the private school's online communication channels, such as emails and social media, are effective in facilitating interaction between parents and the school community usual the lowest mean score of responses with ($M=4.69$, $SD=0.49$) yet was remarked Always Observed.

The level of private schools' performance in terms of Parental and Community involvement got a weighted mean score of 4.73 and a standard deviation of 0.32 and was Very Great Extent among the respondents.

The private school's performance in terms of Parental and Community involvement, as evidenced by its strong influence on parental engagement through social media and effective online communication channels, was highly rated by respondents, reflecting a very significant extent of involvement.

Table 25 Significant Relationship between the Management of Digital Media Marketing on the School Branding and Performance of Private Schools

| | | TRH | SME | DI | RE | SR | ER | AR | TQ | FIF | PCE |
|-----|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| SMP | Pearson Correlation | | 0.272 | 0.272 | | 0.152 | 0.271 | | | | 0.272 |
| | | 0.216 | ** | ** | 0.331 | ** | ** | 0.273 | 0.346 | 0.216 | ** |
| | Sig. (2-tailed) | 0.085 | 0.000 | 0.000 | 0.094 | 0.000 | 0.000 | 0.105 | 0.905 | 0.085 | 0.000 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| AB | Pearson Correlation | | 0.219 | 0.219 | | 0.256 | 0.302 | | | | 0.219 |
| | | 0.22 | ** | ** | 0.332 | ** | ** | 0.34 | 0.319 | 0.22 | ** |
| | Sig. (2-tailed) | 0.287 | 0.000 | 0.000 | 0.325 | 0.000 | 0.000 | 0.311 | 0.534 | 0.287 | 0.000 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| TA | Pearson Correlation | | 0.223 | 0.223 | | 0.237 | 0.234 | | | | 0.223 |
| | | 0.267 | ** | ** | 0.255 | ** | ** | 0.282 | 0.4 | 0.267 | ** |
| | Sig. (2-tailed) | 0.371 | 0.000 | 0.000 | 0.456 | 0.000 | 0.000 | 0.433 | 0.409 | 0.371 | 0.000 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |

| | | | | | | | | | | | |
|--------------|---------------------|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| L | Pearson Correlation | 0.186 | 0.249 | 0.249 | 0.279 | 0.223 | 0.337 | | 0.316 | 0.186 | 0.249 |
| | | ** | ** | ** | ** | ** | ** | 0.3** | ** | ** | ** |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.026 | 0.000 | 0.000 |
| EMS | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| | Pearson Correlation | | 0.274 | 0.274 | | 0.228 | 0.292 | | | | 0.274 |
| | | 0.253 | ** | ** | 0.183 | ** | ** | 0.239 | 0.309 | 0.253 | ** |
| SEO | Sig. (2-tailed) | 0.064 | 0.000 | 0.000 | 0.111 | 0.000 | 0.000 | 0.096 | 0.834 | 0.064 | 0.000 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| | Pearson Correlation | | 0.216 | 0.216 | | 0.258 | 0.283 | | | | 0.216 |
| MO | | 0.23 | ** | ** | 0.241 | ** | ** | 0.232 | 0.312 | 0.23 | ** |
| | Sig. (2-tailed) | 0.376 | 0.000 | 0.000 | 0.449 | 0.000 | 0.000 | 0.438 | 0.483 | 0.376 | 0.000 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| RT | Pearson Correlation | 0.252 | 0.284 | 0.284 | 0.361 | 0.224 | 0.291 | 0.287 | 0.297 | 0.252 | 0.284 |
| | | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| RT | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| | Pearson Correlation | 0.172 | 0.226 | 0.226 | 0.224 | 0.141 | 0.205 | 0.287 | 0.267 | 0.172 | 0.226 |
| | | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| Scale | | Strength | | | | | | | | | |
| 0.80 – 1.00 | | Very Strong | | | | | | | | | |
| 0.60 – 0.79 | | Strong | | | | | | | | | |
| 0.40 – 0.59 | | Moderate | | | | | | | | | |
| 0.20 – 0.39 | | Weak | | | | | | | | | |
| 0.00 – 0.19 | | Very Weak | | | | | | | | | |

Table 25 presents the significant relationship between the management of digital media marketing on the school branding performance of private schools.

The *Social Media Platforms, Advertising Budget, Target Audience, Localization, Email-Marketing Strategies, Search Engine Optimization Strategies, Mobile Optimization and Response Time* of the management of digital media marketing was observed to have a significant relationship to the Social Media Engagement, Diversity and inclusion, Student Retention, Employability Rates, and Parental and Community involvement of performance and school branding of private schools. This is based on the computed r values obtained from the test with very weak to very weak relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*There is no significant relationship between the management of digital media marketing on the school branding and performance of private schools*” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

The management of digital media marketing, including Social Media Platforms, Advertising Budget, Target Audience, Localization, Email-Marketing Strategies, Search Engine Optimization Strategies, Mobile Optimization, and Response Time, was found to significantly relate to various aspects of private schools' branding and performance, such as Social Media Engagement, Diversity and Inclusion, Student Retention, Employability Rates, and Parental and Community Involvement.

These relationships, characterized by computed r values indicating very weak to weak strengths,

were statistically significant with p-values below 0.05. Consequently, the null hypothesis suggesting no significant relationship was rejected, affirming the existence of a meaningful association between digital media management and private school branding and performance.

Table 26 Significant Relationship between the Management of Social Media Marketing on the School Branding and Performance of Private Schools

| | | TRH | SME | DI | RE | SR | ER | AR | TQ | FIF | PCE |
|--------------|---------------------|-----------------|-------------|-------------|-------|-------------|-------------|-------------|-------------|-------------|-------|
| CT | Pearson Correlation | 0.247 ** | 0.217 ** | 0.362 | 0.359 | 0.122 ** | 0.365 ** | 0.247 ** | 0.217 ** | 0.362 | 0.359 |
| | Sig. (2-tailed) | 0.000 | 0.005 | 1 | 0.6 | 0.002 | 0.023 | 0.000 | 0.005 | 1 | 0.6 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| CF | Pearson Correlation | 0.283 ** | 0.271 ** | 0.332 | 0.388 | 0.299 ** | 0.363 | 0.283 ** | 0.271 ** | 0.332 | 0.388 |
| | Sig. (2-tailed) | 0.000 | 0.021 | 0.444 | 0.186 | 0.003 | 0.113 | 0.000 | 0.021 | 0.444 | 0.186 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| CT | Pearson Correlation | 0.291 ** | 0.296 ** | 0.294 | 0.394 | 0.329 ** | 0.286 | 0.291 ** | 0.296 ** | 0.294 | 0.394 |
| | Sig. (2-tailed) | 0.000 | 0.033 | 0.372 | 0.141 | 0.006 | 0.195 | 0.000 | 0.033 | 0.372 | 0.141 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| CTS | Pearson Correlation | 0.248 ** | 0.312 ** | 0.276 ** | 0.353 | 0.264 ** | 0.328 ** | 0.248 ** | 0.312 ** | 0.276 ** | 0.353 |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.037 | 0.107 | 0.000 | 0.000 | 0.000 | 0.000 | 0.037 | 0.107 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| HK | Pearson Correlation | 0.333 ** | 0.316 ** | 0.263 | 0.31 | 0.266 ** | 0.309 ** | 0.333 ** | 0.316 ** | 0.263 | 0.31 |
| | Sig. (2-tailed) | 0.000 | 0.002 | 0.927 | 0.68 | 0.000 | 0.024 | 0.000 | 0.002 | 0.927 | 0.68 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| UGC | Pearson Correlation | 0.329 ** | 0.324 ** | 0.293 | 0.257 | 0.269 ** | 0.355 | 0.329 ** | 0.324 ** | 0.293 | 0.257 |
| | Sig. (2-tailed) | 0.000 | 0.031 | 0.414 | 0.213 | 0.009 | 0.171 | 0.000 | 0.031 | 0.414 | 0.213 |
| | N | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 |
| Scale | | Strength | | | | | | | | | |
| 0.80 – 1.00 | | Very Strong | | | | | | | | | |
| 0.60 – 0.79 | | Strong | | | | | | | | | |
| 0.40 – 0.59 | | Moderate | | | | | | | | | |
| 0.20 – 0.39 | | Weak | | | | | | | | | |
| 0.00 – 0.19 | | Very Weak | | | | | | | | | |

Table 26 presents the significant relationship between the management of social media marketing to the performance and school branding of private schools in the selected private schools in the division of Laguna

The Content Type, Content Frequency, Content Timing, Content Tone and Style, Hashtag and Keywords, and User-Generated Content of the management of social media marketing was observed to have a significant relationship to the Teacher's recruitment and hiring, Social Media Engagement, Student Retention, Employability Rates, Achievement and Recognition, Teacher Quality, of performance and school branding of

private schools in the selected private schools in the Division of Laguna.

This is based on the computer r values obtained from the test with very weak to moderate relationship. Furthermore, the p -values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*There is no significant relationship between the management of social media marketing on the school branding and performance of private schools*” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. The management of social media marketing, encompassing Content Type, Frequency, Timing, Tone and Style, Hashtags and Keywords, and User-Generated Content, was found to significantly relate to various aspects of private schools' branding and performance, including Teacher Recruitment and Hiring, Social Media Engagement, Student Retention, Employability Rates, Achievement and Recognition, and Teacher Quality. These relationships, characterized by computed r values indicating very weak to moderate strengths, were statistically significant with p -values below 0.05. Consequently, the null hypothesis suggesting no significant relationship was rejected, affirming the existence of a meaningful association between social media management and private school branding and performance.

4. Conclusion and Recommendations

Based on the preceding findings, the following conclusions were drawn.

There is a significant relationship between the management of digital media marketing on the school branding and performance of private schools. Thus, the hypotheses stating that “there is no significant relationship between the management of digital media marketing on the school branding and performance of private schools” was rejected. This means that the digital media marketing is the main tool used by the private school in school branding and performance.

Meanwhile, there is a significant relationship between the management of social media marketing to the school branding and performance of private schools. Thus, the hypotheses stating that “there is no significant relationship between the management of social media marketing on the school branding and performance of private schools” was also rejected. This means that social media marketing was also an important tool used by private school I school branding and performance.

Based on the drawn conclusions resulted to the following recommendations:

1. For school administrators to enhance marketing strategies to ensure higher student retention rates. Regularly review and update admission criteria to align with student expectations and needs. Highlight the content tone and content of digital and social media marketing to be posted on the private school digital account and implement data-driven approaches to monitor and improve marketing effectiveness.
2. For students to utilize the study findings as a guide in making informed decisions about school selection. Gain insights into various programs offered by private schools through digital and media marketing content by using content timing in able to see important post of the private schools. Enhance understanding of available options for pursuing their desired degrees.
3. For teachers to utilize the study findings to understand factors influencing the success of school plans focused on teacher quality Develop programs aimed at improving student retention and academic success based on empirical evidence. Work collaboratively with administrators to implement effective strategies for student engagement and satisfaction.

Reference:

Lamberton, R. (2018). The Five Digital Strategies that can be Merits and Demerits, Universidad Guadalajara, Guadalajara, Mexico, Volume 5, pp 7