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Integrating Social Media Strategy with Customer Relationship Management: A Basis for Relationship-Marketing Strategies for Dominican Province of the Philippines Schools

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A B S T R A C T

Social Customer Relationship Management (SCRM) is one of the approaches used by companies and service institutions in managing and engaging customer interactions happening on social media. This study attempted to present the significant relationship between SCRM and the social media performance of the DPP schools. This paper suggested adopting a relationship-marketing approach, integrating customer relationship management with social media strategy, for educational institutions under the Dominican Province of the Philippines, using the Technology-Organization-Environment model with the diffusion of innovation insights into relationship marketing. The results showed that there is a significant relationship between SCRM and the social media performance of the school. At the same time, the respondents are strongly satisfied with the services provided by schools through their respective social media accounts. The research recommends the conduct of SCRM evaluation to validate whether SCRM strategies are aligned with the goals of the institution. Further, future researchers can investigate the 'responsiveness' of schools regarding SCRM and conduct a study on engaging and impactful content relating to enrollment.

Keywords: *Social Customer Relationship Management, Social Media, Social Media Performance, Social Media Strategies, Relationship Marketing.*

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INTRODUCTION

Customer Relationship Management (CRM) is one of the approaches used by companies and service institutions in managing and engaging customer interactions. CRM is a combination of strategies, tactics, and practices which seeks to establish, sustain, and improve relationships with customers.

CRM is a strategic business approach that is directly linked with relationship marketing theory, creating a 'customer value' for both the company and the customer (Dewnarain, 2018; Swarts et al., 2016), usually characterized by customers' commitment, trust, intimacy, identification, reciprocity, relationship satisfaction, and relationship quality (Achen, 2017). In CRM, customers' feedback is used extensively as means of monitoring, enhancing, and improving relationship satisfaction and quality (Gani, 2020). Interestingly, organizations are now valuing close relationships with their customers, particularly in assessing customer awareness, loyalty, and satisfaction.

Furthermore, social media provide opportunities for different brands, the educational sector included, to spread awareness, market their services, and manage relationships with customers. Social media marketing is now beginning to be a trend that most brands shift to new forms of advertisements to offer their services and products to the desired market (Ibrahim & Ganeshbabu, 2018; Redjeki & Affandi, 2021). Social media platforms are now part of marketing strategies and marketing mix since their use is more widespread and is viewed as a delivery channel. Most companies turn to social media due to its ease of access, comfortability of use, availability of analytics, and availability of targeted ads with the use of its algorithm. While social media serves as a platform, content posted is an appropriate marketing strategy to reach potential customers. Moreover, brands use social media to build dialogue and engage customers and is considered as a valuable relationship-building tool (Achen, 2017). Kang (2017 cited Saravanakumar and Suganthalakshmi, 2012) stressed that social media also allow customers to communicate with one another, including the customer sentiments characterized by positive and/or negative impressions and comments. These data are part of the social media engagement while social media accounts provide dashboard, algorithms, and analytics to social media managers for reference and analytics purposes.

The novel coronavirus was first discovered in Wuhan, China in December 2019. In March 2020, the national government of the Philippines declared enhanced community quarantine restrictions for all which has affected people's mobility. All establishments, except for essential businesses, were ordered closed with little to no physical transactions. These changes resulted in the significant use of digital services and have brought a dramatic impact on the way services and customer experiences are provided (PR Newswire Association, 2020). During the pandemic, many companies shifted their personalized customer experience to digital engagement (Moritz, 2021). As a result, customers based their decisions on the available technology where they transact most of their businesses (Close-Up Media, Inc., 2020). This has been confirmed by Nielsen (2022) observing that there was an increase in online ordering, streaming, and video engagement as businesses embrace their 'digital life'. To address the global shift, organizations, and businesses need to keep up with the customers. Since most of the schools, during the pandemic, closed their doors to students and applicants, most of the transactions happen in the digital world, social media. With this, for the institutions to attend to their customers and become sustainable and relevant during the global crisis, customer services shall be extended to online transactions.

Relatively, integrating social media strategies and approaches with customer relationship marketing will improve social media engagement (Dewnarain, 2018) and will eventually lead to brand awareness, empowering conversation, and service satisfaction. This integration and use of social media in marketing and customer relationship has given birth to social customer relationship management (SCRM) or CRM 2.0

(Chan, et al. 2018). Kang (2017 cited Kracklauer et al., 2001) stressed that the 'effective connecting customer data' that would need to respond to the needs of the customers is the gauge of successful relationship quality. SCRM involves the interaction and engagement from among the customers who communicate through social media (Baird and Parasnis, 2011 in Kang, 2017). SCRM focuses on the insights of the customers as gathered or as assessed on social media platforms. Therefore, SCRM is an important marketing tactic to bring brand awareness, empowering conversation, and provision of service satisfaction among customers.

Relationship marketing is a strategic strategy and tactic to form strong relationship among customers (Marcinkevage, 2020; Caliskan & Esmer, 2020). They say that educational institutions live and thrive through their students or enrollment. Unfortunately, the relationship marketing approach is not deeply touched in terms of affective commitment, calculative commitment, trust, and loyalty in the higher education sectors, because of the reluctance of educational institutions to view students as customers of 'institutional brands' (Ismail, 2021). This gap will be particularly answered in this research proposal as the output will provide a comprehensive relationship-marketing strategies for the adoption of educational institutions.

Social Media Engagement

Ebrahim (2019) explored the impact of social media engagement on brand loyalty via brand trust and brand equity with a focus on attributes such as trendiness, customization, and word of mouth. With this research, social media forms part of building relationships with customers with the goal of developing brand loyalty among them. In the study of Seric & Pranicevic (2018), consumer-generated reviews on social media affect brand commitment and only indirectly impact brand loyalty. Further, social media engagement is directly linked with services being provided by companies since the interaction variables, trends, and engagement have significant effects on brand awareness and satisfaction (Ningrum & Roostika, 2021; Song et al., 2021). Social media engagement, therefore, provides and underscores its relationship with consumer purchasing behavior (Chen et al., 2020).

Customer Relationship Management

According to Chan, et al. (2018), customer relationship management focuses on initiating, maintaining, and improving relationships with customers. As a business and marketing strategy, CRM values and relates to the customers (Marcinkevage, 2020). Chan, et al. (2018) explored that within the traditional CRM paradigm, organizations closely attend to the needs and preferences of the customers, allowing the organizations to determine the customer segments that are profitable and desirable so that marketing efforts and services will be directed toward them. Angeloska-Dichovska and Angeleski (2020) asserted that CRM, as a business strategy, identifies the needs of the customers as well as their behaviors for a long-term and sustainable customer relationship. These strategies will later provide customer relationship impact in terms of efficiency of marketing initiatives. CRM practices provide a significant positive impact on relationship quality while supporting customer satisfaction (Santouridis & Veraki, 2017). CRM, which is composed of loyalty, understanding demands, quality service, customer orientation, and flexibility interaction, is effective in the success of Internet services (Zare & Honarvar, 2021).

For many companies, CRM is a management approach that enables companies to increase the profitable retention of customers through good management relationships with customers (Herman et al., 2021). Minh Ngo et al. (2018) has the same findings stating that CRM processes influence]customer value, especially when applied to tourism small and medium enterprises.

To support this, according to Chung and Chen (2015), a tourist factory shall promote CRM activities to achieve improved operating performance through market orientation, differentiated marketing, and other innovative strategies. The same findings were noted in the study of Demet (2018) as applied in business-to-business tourism companies as he highlighted the impact of CRM in increasing the companies' sales volume. The same is true with the research on CRM in the banking industry as proved in the study of Gopalsamy and Gokulapadmanaban (2021), emphasizing that CRM has positive influence on loyalty through customer knowledge management, customer satisfaction, and customer trust. This is the same as the findings of Al-Weshah et al. (2019) which showed the significant effect of CRM on Jordanian telecommunication companies' performance while providing practical lessons on applying CRM to improve performance in telecommunication companies. Shahbaz, et al. (2021) investigated the impact of big data analytics on CRM capabilities as it related to sales performance in pharmaceutical companies, with findings that fully support increased CRM capabilities to boost sales performance.

Social Customer Relationship Marketing

Up until now, many organizations have kept on exploring how to effectively use social media in marketing, as it is almost difficult to ascertain analytics about the actual number of referrals and enrollees, particularly if applied in higher educational institutions. Swarts et al. (2015) asserted that one way to use social media as a marketing tool is by improving customer engagement and satisfaction, such as social customer relationship management (SCRM). For Swarts (2015), SCRM strategy and customer-value segmentation are the main considerations in developing a profitable customer relationship. This is also proven in the research of Oluwajana et al. (2021) as they find it necessary for organizations to adopt SCRM to facilitate customer expectation, in terms of commitment, trust, relationship satisfaction, relationship quality, and expectation continuity. SCRM enables companies to easily communicate with their customers while valuing their presence, tracking interactions among them, and assessing the customers' social influence (Palioras & Siakas, 2017). In the area of hospitality management, Diffley et al. (2018), demonstrated that SCRM activities enhance the hotel service technological innovation activities that positively impact the customer performance that leads to higher level of financial performance of the companies. In research conducted by Abedin (2016), SCRM could greatly contribute to reaching many potential and existing customers. For Gamage, et al. (2021), SCRM adoption may lead to better insights about the organization. Arora et al. (2021), asserted that SCRM will and has a significant effect on customer engagement particularly on customer loyalty, customer retention, and customer satisfaction.

According to Kim and Wang (2018), institutions and companies develop SCRM capabilities to increase their customer-related performance. In their research, social media technology can significantly contribute to CRM benefits for greater market value. It was then suggested that the institutions develop customer relationship building through social media for more customer involvement and business interactions. For Jalal, et al. (2019), crucial factors shall be identified affecting the adoption of the SCRM to ensure SCRM's success and benefits. These factors include technological, organizational, and environmental factors.

However, Sigala (2018) debated the transformation of customer relationship management into SCRM, which entails a shift from transactional to automation solutions in terms of customer experience that needs higher levels of customer empowerment. With this, Sigala (2018), stressed that facilitation and customer engagement should be relatively high in SCRM

to co-create customer experiences. To achieve a high level of engagement, Sigala's (2018) research proposed five approaches for implementing better SCRM such as collecting, analyzing, and interpreting customer insight, monitoring the performance of CRM, developing seamless, personalized experience, gamifying CRM and loyalty programs, and nurturing community relationship management. Social media engagement from both the customers and stakeholders is considered an essential factor in the successful implementation of SCRM and social business practices (Palioras & Siakas, 2017). On the part of Jami Pour & Hosseinzadeh (2020), SCRM implementation, while providing an organizational change in managing customers, often leads to failure due to a lack of readiness on the part of the organization and some resistance from the organizational members to adopt change, such as content, context, individual and process changes.

While there are proven benefits of SCRM in terms of marketing and developing brand loyalty among customers, its implementation entails complex tasks and, there are no existing and evident methodologies that will assist the companies in the adoption of SCRM (Orenga-Rogla & Chalmeta, 2016).

Thus, the success of SCRM depends on the implementation of the initiatives in social media. In the research of Gu et al. (2017), the usefulness of SCRM depends on the successful adoption of the organization. With this, Gu et al. (2017) explained that organizations should carefully select SCRM systems with better network externalities and educate the workforce about such externalities leading up to adoption. If applied to the research proposal, the externalities include social media engagement and relationship marketing strategies to have an effective relationship marketing technique for DPP schools.

Relationship Marketing

Relationship marketing generates strong customer relationship that often leads to customer satisfaction, loyalty, and profits (Firdaus & Kanyan, 2014, as cited in Thaichon et al., 2019). In the research of Thaichon (2019), relationship marketing has been proven to work for online retailing stores, specifically in identifying the strategies that will help build relationships with online customers. Verma (2015) further explored the relationship between four mediators-trust, commitment, relationship quality, and relationship satisfaction. Similarity and seller expertise were found to be the strongest mediators while word of mouth was the critical outcome of the different relationship marketing efforts conducted in online retailing. Accordingly, among the output of relationship marketing, there are three customer-focused outcomes such as the expectation of continuity, word of mouth, and customer loyalty.

Therefore, relationship marketing will contribute to the organization's success in terms of brand awareness, empowering conversations, and relationship quality. Dewnarain et al. (2018) developed a model for judging the appropriateness of marketing programs from an optimization standpoint, forming, and suggesting optimal relationship marketing programs. The results of the study showed that there is a dramatic increase in efficiency when applying relationship marketing activities as well as calculating the costs of such activities (Dewnarain, 2018). Swarts, et al. (2015) proved that relationship marketing increases customer satisfaction through service improvement as applied to businesses involved in the building and construction industries. Oluwajana et al. (2021) revealed that customer relationship benefits positively influence commitment, trust, satisfaction, and relationship quality. For Kantardjieva et al. (2021), proper implementation of a relationship marketing strategy, whose focus

is on quality customer service and retaining customers, is essential in building customer satisfaction to ensure the company's long-term success.

Relationship Marketing in Educational Institutions

Relationship marketing while deeply rooted in business organizations is very much applicable to educational institutions based primarily on the relationship with and among the faculty members, non-academic staff, students, parents, alumni, and other stakeholders who maintain relationships with the institution (Marcinkevage, 2020). Since educational institutions offer a variety of services specifically to students, relationship marketing is considered diverse. Unlike in business organizations, CRM in schools focuses on creating strong institutional affiliations such as student activities, rituals, events, and other programs (Marcinkevage, 2020 cited in Schönbrunn & Schmode, 2007). It is therefore recommended the need a more comprehensive and proactive strategy to maintain and manage the student-institution relationship and thus encourages the educational sector to adopt a relationship marketing approach to manage the services of the higher education sector.

The applicability of relationship marketing in schools also poses some challenges and risks for implementors like technology gap, customer incompatibility, data privacy, and artificial intelligence especially since algorithms and analytics in social media are apparent (Marcinkevage, 2020).

While many organizations keep on exploring the potentials and use of social media in marketing, researchers expound on the use of social media as a marketing tool by improving customer engagement and satisfaction as in SCRM as an approach that enables the companies and brands to easily communicate and get in touch with many potential and existing customers. SCRM has a significant effect on customers' commitment, trust, relationship quality, expectation continuity, loyalty, and retention. While the majority trusts the importance and potential of SCRM, some researchers who debated on the shift of customer experience to a digital platform that needs higher level of customer empowerment and a lack of readiness and resistance to adopt change from among the organizational members. This also provides insights into technological innovation as related to organizational needs. Likewise, there are no existing and evident methodologies that will assist the companies in the adoption of SCRM, most specifically in educational institutions.

The relationship marketing approach is not that popular in education sector since there is a usual reluctance on the part of the institutions to consider the students as customers aside from the fact that students' loyalty remains the same despite the level of relationship they have with their respective schools as evident in social media. Most schools do not focus on social media alone but on student support programs to maintain good rapport, positive student experiences, and coordination between the students and the administration. Since brand loyalty is one of the aims of relationship marketing, it is, therefore, necessary to design comprehensive relationship marketing approaches and practices to create a customer base and gain brand loyalty, as what is being done or conducted virtually or in social media. While some researchers argue that customer and brand relationship usually develop over time or through a series of engagements and experiences, relationship marketing will work on the aspects of trust and satisfaction. Moreover, consumers try to create unique experiences with companies and brands through the accessibility of technology such as social media.

Brand Loyalty as a Product of Relationship Marketing

Azhakarraja (2020) emphasized that loyalty is the tendency of the customer to remain in business as is relatively seen when they are very much

satisfied by the supplier. Brand or customer loyalty is one of the aims of relationship marketing to retain customers and expect referrals. According to Yeggn (2021), the aim of relationship marketing approaches and practices is generally to create a customer base and gain brand loyalty-both behavioral brand loyalty and attitudinal brand loyalty. J.J. Kim (2021) elaborated that loyalty programs are being part of relationship marketing or vice versa. Khan et al. (2022) asserted that CRM, reputation, and satisfaction mediate with customer loyalty.

While the use of relationship marketing is widely used and significantly improves customer relationships, Rooney et al. (2021) mentioned that relationship marketing experienced criticisms for failing to address the impact of the technological revolution. Thus, research studies are starting to emerge on enabling consumers to create their unique experiences with businesses through the accessibility of innovative technologies-social media included.

METHODS

Approach

This research used both quantitative and qualitative approaches. Quantitative since both the perception and social media analytics of each DPP school's social media page were analyzed and quantified, and qualitative since interpretations coming from the interview with social media managers and marketing professionals from each school were also considered.

Social media engagement and performance statistics were measured using the available data on engagement such as the number of new followers, reach, page visitors, new likes, photo/ post views, engagement, post comments, total clicks, link clicks, messaging connections, impressions, shares, and post likes. These data focus on brand awareness, empowering conversations, and service satisfaction.

Design

This research used a descriptive correlational design. The research was descriptive specifying the different relationship-marketing approaches for the adoption of DPP schools. Further, the research was considered correlational discovering the relationship between SCRM and the social media performance of the DPP schools. As descriptive-correlational, the objectives and hypotheses of the study were tested based on available data which then served as bases for the development of comprehensive relationship-marketing strategies according to the SCRM framework defined in this research. This research tested and analyzed the relationship between social media engagement and customer relationship management and came up with relationship-marketing approaches or strategies that will later develop brand loyalty among the customers of the DPP schools.

Temporal Dimensions

This research used a cross-sectional dimension that involves the collection of variables collected from different sources at a single time, without influencing the participants.

Ethical Considerations

In every aspect of this research, ethical considerations were considered. Since this research dealt with human participants, the confidentiality of data shall always be maintained. All identifiable private information or any identifiable human material or specimen shall be kept confidential. The participants' rights, safety, and well-being were considered as it is the researcher's moral duty to uphold and defend the rights of every human person. Further, the participants were given the voluntary choice to join the study and were informed of the nature, purpose, procedures, risks, and benefits of participation. The participants were also given the right to decline to participate and to withdraw from the research at any given time. These are all provided in the introductor

statement of the survey form and the online interviews.

Research Locale

The Dominican Province of the Philippines (DPP) runs schools, hospitals, seminaries, and parishes. Among the schools run by the DPP are Colegio de San Juan de Letran Manila, Colegio de San Juan de Letran Calamba, Colegio de San Juan de Letran Bataan, Colegio de San Juan Manaoag, UST-Angelicum College, University of Sto. Tomas Legazpi, and Angelicum School Iloilo. The research focused on the different DPP schools' social media pages, both Facebook and Twitter. In particular, the research checked on creating a relationship-marketing approach for DPP schools based on the social media engagement and the different marketing strategies being employed by the institutions especially those that are focusing on relationship building and management.

Sampling

The samples were schools officially managed by the Dominican Province of the Philippines. All data analytics as provided by the school's social media accounts, particularly for academic years 2021-2022 and 2022-2023 (for 2022-2023, considered only until January 2023 since the school year is still ongoing) were analyzed. The researcher coordinated closely with the school's social media managers or marketing personnel and was provided with the data needed. Based on the analytics and content analysis of the social media pages, the researcher validated the data from the participants in the focus group discussions.

Aside from social media analytics, a big chunk of the data set was gathered through an online survey. Sampling was chosen based on a stratified random sampling technique to accommodate several samples/ strata from among the enrolled students (JHS-College) and/or parents (for elementary students) of the DPP schools. The researcher used the Raosoft calculator in determining the number of samples per DPP school.

Instrumentation

Social media engagement and performance statistics were measured using the available social media analytics and data on engagement such as new followers, reach, page visitors, new likes photo/post views, engagement, post comments, total clicks, link clicks, messaging connections, impression, shares, and post likes, as provided by the analytics on these accounts. These data will focus on brand awareness, engaging conversations, and service quality. The data were analyzed and provided in a tabular form to assess the social media analytics of each DPP school.

The customer relationship management used a survey instrument, validated by an instrument validator provided by Letran Manila Research and Publication Department, which was used to verify the CRM experience of the sample, particularly in the areas of commitment, trust, relationship satisfaction, and relationship quality, on each of the student services provided by the DPP schools.

To assert the relationship among variables, the study used correlation and regression statistical tools including ANOVA and independent sample t-test analysis. The sentiments, opinions, and suggestions of the social media administrators and marketing personnel were also analyzed and considered. The data gathered from social media performance statistics were further validated by the online interviews with each DPP school's representative.

Data Analysis

The responses of the respondents in the survey were analyzed using statistical tool in correlation and regression, such as ANOVA, and independent sample t-test. The result was further verified through the interview with social media

administrators/ managers of each DPP school and analysis of the social media performance of the institutions covering the period of academic years 2021-2022 and 2022-2023.

Conceptual Framework

Based on the conceptual framework, the following null hypotheses were tested:

Ho1- There is no significant relationship between SCRM and the social media performance of the DPP schools.

Ho2- There are no significant differences between the DPP schools on SCRM and social media performance when grouped according to the demographic profile.

RESULTS AND DISCUSSIONS

Demographic Profile of Respondents

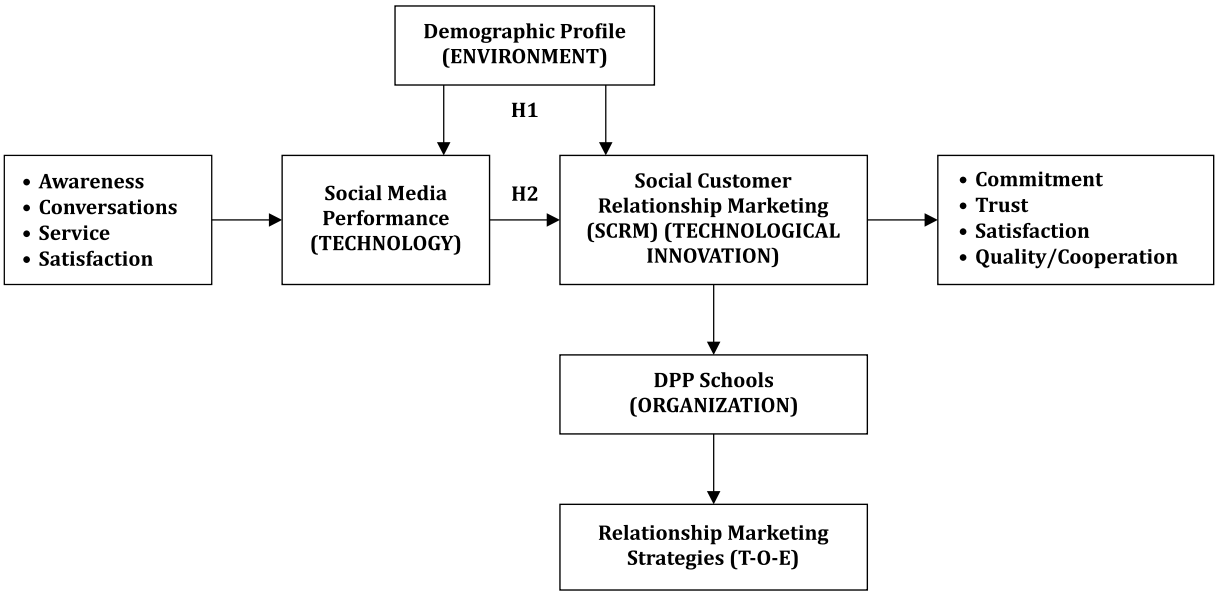
The majority of the respondents belong to the 17-22 age bracket, primarily because based on the sampling, DPP schools registered more collegiate enrollees than the other sectors. Further, the age 17-22 bridges those enrolled in the senior high school and collegiate levels. This relates to why there are more respondents belonging to the 17-22 age group. According to De Guzman (2023), the majority of social media users in the Philippines belong to 18-24 years old.

The majority of the respondents are female. Based on social media analytics provided by Meta Business Suite of the DPP official pages, there are more female followers than males. This is consistent with De Guzman's (2023) statistics which claimed that 53.5 percent female social media users compared to male of only 46.5 percent.

The majority of the respondents belong to collegiate level. As mentioned previously, the researcher used stratified sampling wherein the basis of respondents was according to the enrollee of each DPP school, wherein most of the enrollees belong to the collegiate sector.

Grades 11-12 registered the highest number or percentage or 18.8 percent on the year level of the respondents. While it was mentioned that the respondents mostly belong to the collegiate level, the number of year levels in senior high school, being only at grades 11 and 12, contributed to its percentage. This was then followed by 3rd-year collegiate students answering the survey form.

When grouped according to residence, Metro Manila topped the list in terms of the number



of respondents, followed by Bicol Region and Cavite. This correlates with the number of respondents as registered in each DPP school, considering that UST Legazpi has the greatest number of enrollees and respondents. Considering that Letran Manila, Letran Calamba, and Letran Bataan are situated near each other geographically, there are students in these areas that share locations, specifically in Metro Manila and Cavite.

Considering that UST Legazpi registered a total of 6,580 total population, the highest among the seven schools included in the research, it also provides the majority of the study's respondents, representing 17 percent. This then is followed by Letran Calamba and Letran Manila.

The majority of the customers/respondents maintain accounts on Facebook, Instagram, and TikTok the top three social media sites. This is consistent with the report published by Statista Research Department (2023) considering Facebook, Messenger, Instagram, and TikTok as the most used social media in the Philippines for the 3rd quarter of 2022. Also, the majority of the respondents follow the official Facebook pages of the institution to where they belong. The respondents also followed the school's Instagram and Twitter accounts. Interestingly, Tiktok only placed 4th in terms of ranking even if respondents manage or use them most for their accounts. This is because schools do not provide announcements and answer inquiries in Tiktok. Fewer respondents follow Instagram and Twitter since schools tend to duplicate their posting on Facebook with their other social media accounts.

Respondents have been following the school's official social media accounts for about one to three years, while others are following it for more than three years. This explains that the respondents usually follow their official school social media accounts when they are already enrolled in the said institution.

Assessment of SCRM

Table 1 provides a quantitative and qualitative assessment of the impression of respondents on their school's social media pages, particularly that of Facebook and Twitter. Based on the overall impression, the respondents agree (with a mean of 2.99) that the school's social media accounts provide an opportunity for them to join and follow. Moreover, respondents believe that they were given opportunities to engage with the schools. As validated by the interviewees, all agree that they provide opportunities for their students/ customers to interact with the school through social media accounts. School personnel is always on the 'lookout' for their content to have more engagement with their customers. This is in line with the studies of Ningrum and Roostika (2021) and Song et al. (2021), specifying that social media engagement is directly linked with services being provided by companies or institutions. Similarly, the research of Oluwajana et al. (2021) found it necessary for organizations to adopt SCRM to facilitate customer expectation, in terms of commitment, trust, relationship satisfaction, relationship quality, and expectation continuity. Further, this is in line with the study of Palioras and Siakas (2017) wherein customers think of SCRM to communicate with their schools.

SCRM based on the level of commitment

Table 2 provides a quantitative and qualitative assessment of the respondents in terms of their school's social media accounts' level of commitment. With a mean of 2.98, all items in this area were rated as 'Agree'. Similarly, schools are also committed to providing interaction and rapport with their customers on social media. All have provisions and dedicated staff who responds to inquiries being sent either in public or private. Schools also accept comments that intend to improve their services being solicited through social media. Based on the respondents' evaluation, this relationship brings their

Table 1. Social Customer Relationship Management based on the respondents' impression on social networking sites

Questions	Mean	Verbal Interpretation
The school's FB/Twitter is open for anyone to join/ follow.	3.45	Strongly Agree
The school's FB/Twitter is open for anyone to join/ follow.	3.70	Strongly Agree
The school's FB/Twitter administrator carefully monitors interactions.	3.34	Strongly Agree
The school's FB/Twitter often "likes" member posts.	2.69	Agree
The school's FB/Twitter often "shares" member posts.	2.68	Agree
I am proud to tell people that I follow/ like the school's FB/Twitter page.	3.37	Agree
I follow user comments on the school's FB/Twitter page.	2.87	Agree
I often post comments on school's FB/Twitter page.	2.38	Agree
I often "like", "share", or "favorite" posts on the school's FB/Twitter page.	2.90	Agree
Social Networking Sites Overall Impression	**2.99**	**Agree**

Table 2. Social Customer Relationship Management based on the level of Commitment

Questions	Mean	Verbal Interpretation
The school's FB/Twitter regularly responds to posts.	2.76	Agree
The school's FB/Twitter regularly solicits opinions of members.	2.78	Agree
The school's FB/Twitter engages members in conversations.	2.80	Agree
The school's FB/Twitter engages members in conversations.	2.83	Agree
The school's FB/Twitter responds quickly to posts.	3.00	Agree
I am very committed to the relationship/ interaction I have with the school's FB/Twitter page.	3.13	Agree
I intend to maintain the relationship I have with the school's FB/Twitter page indefinitely.	3.07	Agree
I will exert maximum effort to maintain the relationship/ interaction I have with school's FB/Twitter page.	3.13	Agree
I feel a strong bond with the school through its FB/Twitter page.	3.05	Agree
I feel a strong bond with the school through its FB/Twitter page.	3.05	Agree
I feel a sense of belonging with the school through its FB/Twitter page.	3.14	Agree
I feel a sense of natural closeness with the school through its FB/Twitter page.	3.08	Agree
I feel emotionally connected with the school through its FB/Twitter page.	2.95	Agree
My tastes align perfectly with the school through its FB/Twitter page.	2.99	Agree
I tend to stick with the school through its FB/Twitter page.	308	Agree
I prefer this school over competitors because of our relationship/ interaction though its school's FB/Twitter page.	3.01	Agree
Overall Rating for Commitment	**2.99**	**Agree**

preference of the school where they belong over other institutions. Accordingly, based on the research of Angeloska-Dichovska and Angeleski (2020), CRM or SCRM shall identify the needs of the customers based on a commitment to establish a long-term and sustainable customer relationship and in the study of Oluwajana et al. (2021) that revealed that customer relationship benefits positively influence commitment, trust, satisfaction, and relationship quality.

SCRM based on the level of trust

Table 3 provides a quantitative and qualitative assessment of the respondents in terms of their school's social media accounts level of trust. With an overall mean of 3.15, the respondents 'Agree' that the school through their social media accounts has been honest in dealing with them.

Similarly, the school's social media accounts can be counted for them to do what is right and is reliable in the relationship/interaction. The schools' officials maintaining the social media accounts believe that being honest in terms of related details in posting would eventually earn the trust of the customers. They further validated that all information they gathered in social media is used for planning purposes for the improvement of their operations. Ebrahim (2019) mentioned that there is impact of social media engagement on brand loyalty via brand trust and brand equity.

SCRM based on the level of satisfaction

Table 4 provides a quantitative and qualitative assessment of the respondents in terms of their school's social media accounts' level of relationship satisfaction. With an overall mean of 3.19, the respondents 'Agree' that they are satisfied with the relationship that they maintain with the school through their social media accounts. The highest rate with a mean of 3.28 emphasized the positive attitude towards the services of the school's social media accounts. School social media accounts handlers maintained that for the customers to be satisfied with their services, they must provide them with means to interact with them. Similarly, Arora et al. (2021) asserted that SCRM will and has a significant effect on customer engagement particularly on customer loyalty, customer retention, and customer satisfaction.

SCRM based on the level of relationship quality

Table 5 provides a quantitative and qualitative assessment of the respondents in terms of their school's social media accounts level of relationship quality. With an overall mean of 3.18, the respondents 'Agree' that there is quality in the relationship that they maintain with the school through their social media accounts. The highest rate with a mean of 3.31 emphasized the positive tone of the responses of schools and the usefulness of the information they get from the social media accounts of their respective schools. Similarly, the school's social media accounts handlers usually handle the complaints they received online in a 'professional manner', taking away the barriers of technology and still considering their customers as if they are onsite.

Table 3. Social Customer Relationship Management based on the level of Trust

Questions	Mean	Verbal Interpretation
The school's FB/Twitter is honest in their dealings with the applicants/ students/ parents.	3.30	Strongly Agree
The school's FB/Twitter can be counted on to do what is right in our relationship/ interaction.	3.12	Agree
The school's FB/Twitter is reliable in our relationship/ interaction.	3.25	Agree
The school's FB/Twitter has high integrity in our relationship/ interaction.	3.10	Agree
I have a deep and abiding relationship/ interaction with the school's FB/Twitter page.	3.14	Agree
Overall Rating for Trust	**3.15**	**Agree**

Table 4. Social Customer Relationship Management based on the level of Relationship Satisfaction

Questions	Mean	Verbal Interpretation
I am very satisfied with my relationship/ interaction with the school's FB/Twitter.	3.26	Strongly Agree
I am very pleased with my relationship/ interaction with the school's FB/Twitter.	3.10	Agree
I am happy with my relationship/ interaction with the school's FB/Twitter.	3.15	Agree
I have a positive attitude towards the services of the school's FB/Twitter.	3.28	Strongly Agree
I am confident that the school's FB/Twitter leads conversations through prompts or questions.	3.27	Strongly Agree
The school's FB/Twitter responses to observations, inquiries, complaints are helpful.	3.12	Agree
Overall Rating for Relationship Satisfaction	**3.19**	**Agree**

Table 5. Social Customer Relationship Management based on the level of Relationship Quality

Questions	Mean	Verbal Interpretation
The school's FB/Twitter often provides feedback to members.	2.94	Agree
The school's FB/Twitter responds with information that is relevant.	3.17	Agree
The school's FB/Twitter responds with information that is appropriate.	3.22	Agree
The school's FB/Twitter responds with information that meets expectations.	3.17	Agree
The school's FB/Twitter responds with information that is useful.	3.29	Strongly Agree
The school's FB/Twitter responses often include emojis, pictures, or videos.	3.17	Agree
The school's FB/Twitter responses are positive in tone.	3.31	Strongly Agree
Overall Rating for Relationship Quality	**3.18**	**Agree**

Overall social media use satisfaction

Respondents use their social media accounts with respondents registering and checking their social media accounts for more than four hours a day. This is consistent with the report published by Statista Research Department (2023) stating that Filipino social media users spent about four hours online on social media. Further, the majority of the respondents are moderately satisfied with their usage, thus, the increasing number of hours spent online and their subscription to more than one social media account.

The majority provided that they are encountering one to five posts in a week being posted by the schools. While this might be true for some, social media handlers specified that they do not let the day pass without posting on their respective social media pages. Letran Manila claims that they post at least five a day.

Respondents react (like, heart, sad, haha, care) to the post provided by the social media pages, either once a week or every day. This is evident in the number of engagement of respondents in the social media posts for all schools for the last two school years (2021-2022 and 2022-2023). Likewise, respondents share the posts of schools on Facebook and retweet those they see on Twitter at least once a week for 31.3 percent of the respondents. A greater number said that they never share or retweet posts of the school. Customers tend to share information they find useful in social media or posts that interests them.

The majority of the respondents never mention the social media pages in their posts or their comments. Most of the customers would not want to make it public whatever concerns they have with the institution.

Most of the respondents said that they visit the social media pages of schools at least once a week to check on important announcements or interesting posts about the school. This is further validated by the number of visits of each DPP school for the two school years, 2021-2022 and 2022-2023. The social media page handlers also make it a point to post anything that interests its followers so they will be able to keep updated on the happenings within the school. The social media page visits are rising on each school page since school administration mostly posts their announcements and advisories through their respective social media pages.

Table 6 provides the potential effectiveness of CRM in social media. Out of 14 questions, only two were rated as 'Agree' while the rest are 'Strongly Agree'. The customers see and understand the potential of CRM in social media. Most, if not all, believe that customer relationship management shall be applied not only in face-to-face or traditional set-up but also in the new normal—that is with the intervention of technology or social media. For Palioras and Siakas (2017),

social media engagement from both the customers and stakeholders is considered an essential factor in the successful implementation of SCRM and social business practices.

Social media performance of DPP schools

For social media performance, the areas evaluated were brand awareness characterized by new followers, reach, page visits, new likes, and photo views; empowering conversations whose data were gathered from engagement, post comments, total clicks, link clicks, and messaging connections; and service satisfaction analyzed from the data on impression, shares, and post likes.

Figure 2 presents the consolidated social media performance of DPP schools. It could be noted that Letran Manila dominates the statistics in terms of generating awareness, empowering considerations, and service satisfaction if compared with other DPP schools. Nevertheless, all DPP schools provide average statistics on generating awareness at 8,585,111, empowering conversations at 1,471,514, and service satisfaction which is at 15,364,931.

Relationship between SCRM and social media performance

Multiple linear regression was conducted to determine which among the SCRM variables fostered significant relationships. Results showed that Relationship Quality is significantly related to Relationship Satisfaction, Commitment, and the respondents' level of usage of the different social media platforms.

The unstandardized coefficients measure the effect of each predictor to Relationship Quality. Specific results are as follows:

- A unit increase in the respondents' rating of Relationship Satisfaction leads to a 0.420 unit increase in the respondents' rating of Relationship Quality
- A unit increase in the respondents' rating of Commitment leads to a 0.365 unit increase in the respondents' rating of Relationship Quality
- An increase in the respondents' usage of social

Table 6. Potential Effectiveness of CRM in social media

Questions	Mean	Verbal Interpretation
I believe that using Web technologies such as a social media CRM system would be enjoyable.	3.39	Strongly Agree
I feel services will be mor relevant and practical due to the use of a social media CRM system.	3.38	Strongly Agree
I feel services will be more relevant and practical due to the use of a social media CRM system.	3.42	Strongly Agree
Using a social media CRM system will promote more efficient communication.	3.35	Strongly Agree
Using a social media CRM system in a course will make student services more applicable to the "real world."	3.35	Strongly Agree
A social media CRM system should be used in obtaining services that I need.	3.36	Strongly Agree
I would feel confident in my abilities to use a social media CRM system.	3.30	Strongly Agree
Incorporating a social media CRM system into student services would be an efficient method in general.	3.37	Strongly Agree
Incorporating a social media CRM system into a marketing or sales course would be an ineffective method in general.	3.06	Agree
Using a social media CRM system would help [students] develop career skills.	3.25	Strongly Agree
Using a social media CRM system will help me to better know my classmates/ schoolmates.	3.28	Strongly Agree
Having peer feedback would be a valuable aspect of using a social media CRM system.	3.35	Strongly Agree
A social media CRM system would be easy to use.	3.24	Agree
I don't think that I could learn how to use a social media CRM system.	2.58	Agree
Overall Rating for Potential Effectiveness of CRM in social media	**3.26**	**Strongly Agree**

media networking sites used by his / her school leads to a 0.017 unit increase in his / her rating on the Relationship Quality of his / her school.

The t-statistics and their corresponding p-values verify if the unstandardized coefficients are statistically significant predictors. As observed, all t-statistics have p-values less than the level of significance of 0.05. This in effect suggests that all predictors are significant.

The F-ratio provides a measure of the overall significance of the regression model. As observed, the computed F-ratio has a p-value less than the level of significance of 0.05. This further relates that the entire regression model possesses overall statistical significance.

Lastly, the adjusted R-square value of 0.739 provides the measure of the model's goodness of it. When interpreted, the value relates that after considering the number of predictors, it can be said that 73.9 percent of the variations in Relationship Quality are explained by RS, COMM, and US.

The resulting predictive model is summarized below

Relationship Quality = 0.487 + 0.420 RS + 0.365 COMM + 0.017 US

The DPPI schools can use this model to predict the level of Relationship Quality a school can gain from Relationship Satisfaction, Commitment, and Usage of Social Networking Sites. This model is in line with the studies of Oluwajana et al. (2021) and Kantardjieva et al. (2021) which specified

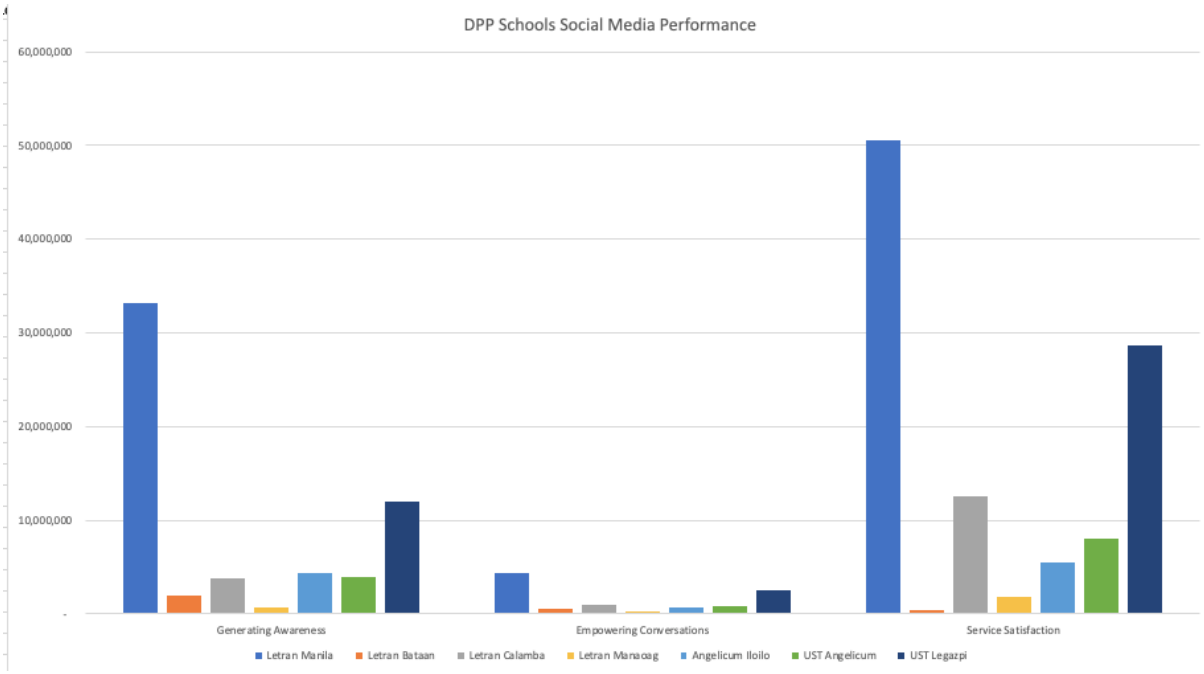


Figure 2. Consolidated Social Media Performance of DPP Schools

Table 7. Regression Results (Dependent Variable: Relationship Quality)

Predictors	Unstandardized Coefficients	t-statistics (p-value)	F-ratio (p-value)	Adjusted R-squared
Constant	0.487	8.125 (0.000)	838.143 (0.000)	0.739
Relationship Satisfaction (RS)	0.420	26.435 (0.000)		
Commitment (COMM)	0.365	19.879 (0.000)		
Usage of Social Networking Sites (US)	0.017	3.011 (0.003)		

customer relationship benefits that positively influence commitment, trust, satisfaction, and relationship quality.

Significant differences between DPP schools' SCRM and social media performance when grouped according to profile

1. School Category

The overall mean rating for SCRM was 3.26, equating to Strongly Agree. As previously discussed, this signifies that in general, the respondents strongly believe in the effectiveness of social media in building customer relationship management (CRM). This study also intends to verify if the overall finding is consistently observed among the seven schools. Using Analysis of Variance (ANOVA), results showed significant differences. As observed, the generated F-ratio (16.211) has a p-value of 0.000, less than the level of significance of 0.05. This in effect leads to the conclusion that the respondents tend to have different views on the effectiveness of social media on building CRM.

The mean ratings of each school provide the details of the significant differences. As observed, there were schools whose mean ratings only equated to agree. Respondents from Angelicum School of Iloilo, UST Angelicum, and UST Legazpi only generated a mean rating equating to agreeing. While the Letran member schools rendered a mean rating equating to strongly agree.

Possible reasons why UST Angelicum, UST Legazpi, and Angelicum School of Iloilo do not equally see the contribution of social media in CRM include few contents being posted on their social media pages, as seen in the social media performance analytics. In terms of followers, there are few followers compared with other institutions.

Table 9 provides the Social Networking Sites Overall Impression provides an assessment of the frequency of social media activity in each school. This assesses the frequency of posts, interactions, and other activities from both the respondent and the school. The overall rating for this area was 2,99, equating to agree. The respondents observe the social media activities of the school, and they likewise generate interactions. However, results from each DPP school revealed different findings. As observed, the generated F-ratio (49.640) generated a p-value less than the level of significance of 0.05, indicating significant differences in results.

The mean ratings of each DPPI schools provide the differences in results. As observed, Letran Calamba was the lone school with the highest mean rating equating to strongly agree. All the remaining schools have mean ratings equivalent to agree.

Table 8. Comparative Mean Rating and ANOVA Results: Customer Relationship Management and School Category

Area of Evaluation	School	Mean Rating	F-ratio (p-value)	Decision
Overall Mean Ratings for SCRM	Angelicum School Iloilo	3.07	16.211 (0.000)	Significant Difference
	Colegio de San Juan de Letran Bataan	3.31		
	Colegio de San Juan de Letran Calamba	3.36		
	Colegio de San Juan de Letran Manaoag	3.29		
	Colegio de San Juan de Letran Manila	3.37		
	UST Angelicum	3.14		
	UST Legazpi	3.20		
	Overall Rating	**3.26**		

The high mean rating of Letran Calamba can be explained by the engaging posts they have and the number of enrollments.

When the respondents' ratings on Commitment and school category were subjected to a test of significant differences, results revealed significant differences. As observed, the computed F-ratio (58.060) generated a p-value less than 0.05 (Table 10). This in effect suggests that when respondents are grouped according to their school, their ratings on Commitment are significantly different.

The individual mean ratings from each school showed Letran Calamba with the highest rating, followed by Letran Manila and Angelicum Iloilo. The lowest ratings came from UST Legazpi, UST Angelicum and Letran Manaoag. This is again based on the number of followers and posts that these schools have on their social media pages.

Trust likewise posted significant differences in results. As observed, the computed F-ratio (41.525) generated a p-value less than 0.05, indicating the presence of significant differences (Table 11).

Further analysis of the data showed some schools with ratings equating to strongly agree, while the remaining schools with a rating of agree. The schools with the highest mean rating include Angelicum School of Iloilo, Letran Calamba, and Letran Manila. All the remaining schools posted a rating of agree.

The area of Trust assesses the respondents' view of their school's social media platforms in terms of honesty, reliability, and integrity. As the results suggest, the level of Trust exhibited by the respondents does not necessarily equate with the same level when their school is considered.

Table 9. Comparative Mean Rating and ANOVA Results: Social Media Networking Sites and School Category

Area of Evaluation	School	Mean Rating	F-ratio (p-value)	Decision
Social Networking Sites Overall Impression	Angelicum School Iloilo	2.97	49.640 (0.000)	Significant Difference
	Colegio de San Juan de Letran Bataan	3.01		
	Colegio de San Juan de Letran Calamba	3.25		
	Colegio de San Juan de Letran Manaoag	2.78		
	Colegio de San Juan de Letran Manila	3.20		
	UST Angelicum	2.92		
	UST Legazpi	2.80		
	Overall Rating	**2.99**		

Table 10. Comparative Mean Rating and ANOVA Results: Commitment and School Category

Area of Evaluation	School	Mean Rating	F-ratio (p-value)	Decision
Commitment	Angelicum School Iloilo	3.07	58.060 (0.000)	Significant Difference
	Colegio de San Juan de Letran Bataan	3.10		
	Colegio de San Juan de Letran Calamba	3.22		
	Colegio de San Juan de Letran Manaoag	2.86		
	Colegio de San Juan de Letran Manila	3.16		
	UST Angelicum	2.88		
	UST Legazpi	2.67		
	Overall Rating	**2.99**		

As validated by social media handlers, posts or social media content would provide complete details and information about a particular announcement to encourage trust among the customers.

The area of Relationship Quality in Table 12 likewise posted significant differences in results. As observed, the generated F-ratio (36.041) has a p-value less than 0.05, indicating significant differences in results.

The schools that generated the highest ratings on Relationships include Letran Calamba, Letran Manila, and Angelicum Iloilo. All the remaining schools generated a mean rating equivalent to agree. Letran Manila and Letran Calamba provide higher ratings on relationship quality due to the presence of dedicated staff who answered inquiries from the students as validated during the interview with social media page handlers. As a result, when customers feel that their inquiries are attended to immediate, they have higher feeling of relationship quality.

Consistent with the other areas, Relationship Satisfaction generated significant differences in results, as shown in Table 13. As observed, the ANOVA results generated an F-ratio (33.272) generated a p-value (0.000) less than 0.05. This in effect concludes that the school cause significant differences in the respondents' perceptions of Relationship Satisfaction.

When further analyzed, schools with the highest mean rating include Angelicum Iloilo, Letran Calamba, and Letran Manila. All three schools garnered a rating of strongly agree and the remaining schools with a rating of agree.

Table 11. Comparative Mean Rating and ANOVA Results: Trust and School Category

Area of Evaluation	School	Mean Rating	F-ratio (p-value)	Decision
Trust	Angelicum School Iloilo	3.29	41.525 (0.000)	Significant Difference
	Colegio de San Juan de Letran Bataan	2.95		
	Colegio de San Juan de Letran Calamba	3.37		
	Colegio de San Juan de Letran Manaoag	2.81		
	Colegio de San Juan de Letran Manila	3.34		
	UST Angelicum	3.09		
	UST Legazpi	3.22		
	Overall Rating	**3.15**		

Table 12. Comparative Mean Rating and ANOVA Results : Relationship Quality and School Category

Area of Evaluation	School	Mean Rating	F-ratio (p-value)	Decision
Relationship	Angelicum School Iloilo	3.54	32.786 (0.000)	Significant Difference
	Colegio de San Juan de Letran Bataan	3.45		
	Colegio de San Juan de Letran Calamba	3.90		
	Colegio de San Juan de Letran Manaoag	3.47		
	Colegio de San Juan de Letran Manila	3.86		
	UST Angelicum	3.54		
	UST Legazpi	3.61		
	Overall Rating	**3.64**		

2. Respondents' Grade/Year Level

When the respondents' year level was considered, results showed significant differences in results, evidenced by the p-value of the F-ratio less than 0.05. As observed in Table 14, from the mean ratings, college students, senior high students, and those starting graduate studies posted relatively higher ratings on the effectiveness of SCRM. Meanwhile, the remaining respondents posted ratings equating to agree.

A possible explanation for such result is the relatively higher dependence of students on those levels or ages in social media. Filipinos belonging to 18-24 are considered the most age group that uses social media (De Guzman, 2023).

Table 15 presents that Social Networking Sites Overall Impression generated significant differences in results when the respondents' grade/year level was considered. Although in this case, the highest ratings were not contained in one specific grade/year level. The highest ratings were however dominant among the graduate students.

Table 13. Comparative Mean Rating and ANOVA Results: Relationship Satisfaction and School Category

Area of Evaluation	School	Mean Rating	F-ratio (p-value)	Decision
Relationship	Angelicum School Iloilo	3.27	33.272 (0.000)	Significant Difference
	Colegio de San Juan de Letran Bataan	3.12		
	Colegio de San Juan de Letran Calamba	3.39		
	Colegio de San Juan de Letran Manaoag	2.94		
	Colegio de San Juan de Letran Manila	3.37		
	UST Angelicum	3.21		
	UST Legazpi	3.09		
	Overall Rating	**3.20**		

Table 14. Comparative Mean Rating and ANOVA Results: Customer Relationship Management and Grade / Year Level

	Grade / Year Level	Mean Rating	F-ratio (p-value)	p-value
Overall Mean Ratings for SCRM	Grades 1-2	3.23	5.365 (0.000)	Significant Difference
	Grades 3-4	3.21		
	Grades 5-6	3.14		
	Grades 7-8	3.11		
	Grade 9-10	3.27		
	Grades 11 - 12	3.27		
	1st Year College	3.23		
	2nd Year College	3.31		
	3rd Year College	3.35		
	4th Year College	3.36		
	1st Year Graduate Studies	3.40		
	2nd Year Graduate Studies	3.02		
	Graduating Graduate Studies	3.07		
	Overall Rating	**3.26**		

Table 16 presents that commitment posted significant differences in results when the respondents' grade/year level was considered. Similar to Overall Impression, the highest or the lowest ratings were not specifically contained on one grade or year level. Part of the highest ratings on Commitment was observed among graduating and first-year graduate students. The lowest ratings were found among first-year college and second-year graduate students.

In Table 17, trust rendered significant differences in results when the respondents' grade/year level was considered. Upon further analysis, details of the mean ratings showed the graduate students have relatively higher ratings compared with the other grade/year levels. Based on the age group, since they are professionals, they tend to process the information being posted on the social media pages of DPP schools.

Table 15. Comparative Mean Rating and ANOVA Results: Social Networking Sites Overall Impression and Grade / Year Level

	Grade / Year Level	Mean Rating	F-ratio (p-value)	p-value
Social Networking Sites Overall Impression	Grades 1-2	3.08	2.155 (0.000)	Significant Difference
	Grades 3-4	2.97		
	Grades 5-6	2.97		
	Grades 7-8	2.94		
	Grade 9-10	3.05		
	Grades 11 - 12	3.03		
	1st Year College	2.87		
	2nd Year College	2.93		
	3rd Year College	2.99		
	4th Year College	3.06		
	1st Year Graduate Studies	3.14		
	2nd Year Graduate Studies	3.00		
	Graduating Graduate Studies	3.16		
	Overall Rating	**3.08**		

Table 16. Comparative Mean Rating and ANOVA Results: Commitment and Grade / Year Level

	Grade / Year Level	Mean Rating	F-ratio	p-value
Commitment	Grades 1-2	3.15	5.479 (0.000)	Significant Difference
	Grades 3-4	2.98		
	Grades 5-6	2.93		
	Grades 7-8	2.94		
	Grade 9-10	3.06		
	Grades 11 - 12	3.05		
	1st Year College	2.76		
	2nd Year College	2.90		
	3rd Year College	2.96		
	4th Year College	3.06		
	1st Year Graduate Studies	3.33		
	2nd Year Graduate Studies	2.65		
	Graduating Graduate Studies	3.20		
	Overall Rating	**2.99**		

The area of Relationship Quality also posted significant differences in results, as shown in Table 18. As observed, the p-value of the F-ratio was less than the level of significance of 0.05. Similar to the results on Overall Impression, the highest ratings are not necessarily observed in a specific grade or year level. The ratings equating to strongly agree are scattered among certain grade levels, third-year college, and graduate students.

Results for the Relationship Satisfaction and grade level posted different results (Table 19). As observed, the p-value of the F-ratio was greater than the level of significance of 0.05. This in effect concludes that in the case of Relationship Satisfaction, grade or year level does not necessarily cause significant differences in perceptions. Further analysis of the mean ratings provides support for this finding. As observed, all mean ratings fell within the range of

Table 17. Comparative Mean Rating and ANOVA Results: Trust and Grade / Year Level

	Grade / Year Level	Mean Rating	F-ratio	p-value
Commitment	Grades 1-2	3.26	2.842 (0.000)	Significant Difference
	Grades 3-4	3.10		
	Grades 5-6	3.13		
	Grades 7-8	3.06		
	Grade 9-10	3.22		
	Grades 11 - 12	3.23		
	1st Year College	3.14		
	2nd Year College	3.08		
	3rd Year College	3.11		
	4th Year College	3.15		
	1st Year Graduate Studies	3.53		
	2nd Year Graduate Studies	3.38		
	Graduating Graduate Studies	3.42		
	Overall Rating	**3.15**		

Table 18. Comparative Mean Rating and ANOVA Results: Relationship Quality and Grade / Year Level

	Grade / Year Level	Mean Rating	F-ratio	p-value
Commitment	Grades 1-2	3.32	3.958 (0.000)	Significant Difference
	Grades 3-4	3.05		
	Grades 5-6	3.15		
	Grades 7-8	3.17		
	Grade 9-10	3.22		
	Grades 11 - 12	3.30		
	1st Year College	3.16		
	2nd Year College	3.13		
	3rd Year College	3.13		
	4th Year College	3.25		
	1st Year Graduate Studies	3.47		
	2nd Year Graduate Studies	2.79		
	Graduating Graduate Studies	3.26		
	Overall Rating	**3.20**		

strongly agree. This meant that all respondents, regardless of their grade or year level share similar sentiments on Relationship Status.

3. Sex

When the respondents' gender was considered, results showed no significant differences in results (Table 20). As observed, the p-values of the computed t-statistics were all greater than the level of significance of 0.05. This in effect concludes that the respondents' gender does not in any way differentiate their perceptions.

4. Age

When the respondents' age is considered, results only showed significant differences in the area of the Effectiveness of CRM. As observed, all the remaining areas posted F-ratios with p-values greater than 0.05. While CRM generated an F-ratio with a p-value less than 0.05 (Table 21).

Further examination of the mean ratings on CRM showed those aged 16 to 40 years old with the highest ratings equivalent to strongly agree. This in effect highlights another significant finding.

Table 19. Comparative Mean Rating and ANOVA Results: Relationship Satisfaction and Grade / Year Level

	Grade / Year Level	**Mean Rating**	**F-ratio**	**p-value**
Commitment	Grades 1-2	3.69	1.497 (0.000)	No Significant Difference
	Grades 3-4	3.50		
	Grades 5-6	3.55		
	Grades 7-8	3.56		
	Grade 9-10	3.65		
	Grades 11 - 12	3.66		
	1st Year College	3.66		
	2nd Year College	3.63		
	3rd Year College	3.68		
	4th Year College	3.70		
	1st Year Graduate Studies	3.94		
	2nd Year Graduate Studies	3.54		
	Graduating Graduate Studies	3.71		
	Overall Rating	**3.64**		

Table 20. Comparative Mean Ratings and t-test results for Sex

Areas of Evaluation	**Mean Rating**		**t-statistics (p-value)**	**Decision**
CRM	Male	3.27	0.594 (0.553)	No Significant Difference
	Female	3.26		
Relationship Quality	Male	3.20	-0.031 (0.975)	No Significant Difference
	Female	3.20		
Trust	Male	3.14	-0.889 (0.374)	No Significant Difference
	Female	3.16		
Commitment	Male	2.98	-0.876 (0.381)	No Significant Difference
	Female	2.99		
Social Networking Sites Overall Impression	Male	3.01	1.244 (0.214)	No Significant Difference
	Female	2.98		
Relation Satisfaction	Male	3.64	-0.228 (0.820)	No Significant Difference
	Female	3.64		

The said age ranges have seen a relatively higher potential for the effectiveness of social media in building CRM. Those aged 17 to 40 years old have observed the effectiveness of social media in building CRM than the remaining oldest and youngest age groups.

Table 21. Comparative Mean Ratings and ANOVA Results for Age

Areas of Evaluation	Age	Mean Rating	F-ratio	p-value	Decision
Relationship Quality	11 to 15	3.22	1.412	0.206	No Significant Difference
	17 to 22	3.19			
	23 to 28	3.21			
	29 to 34	3.22			
	35 to 40	3.24			
	41 to 46	3.18			
	Over 46	3.00			
	Total	3.20			
Relationship Satisfaction	11 to 15	3.62	1.006	0.419	No Significant Difference
	17 to 22	3.66			
	23 to 28	3.67			
	29 to 34	3.50			
	35 to 40	3.66			
	41 to 46	3.58			
	Over 46	3.54			
	Total	3.64			
Social Networking Sites Overall Impression	11 to 15	2.99	0.174	0.984	No Significant Difference
	17 to 22	2.99			
	23 to 28	3.00			
	29 to 34	3.00			
	35 to 40	2.99			
	41 to 46	3.03			
	Over 46	3.02			
	Total	2.99			
Commitment	11 to 15	3.01	1.159	0.329	No Significant Difference
	17 to 22	2.97			
	23 to 28	3.03			
	29 to 34	2.87			
	35 to 40	3.04			
	41 to 46	3.02			
	Over 46	2.91			
	Total	2.99			
Trust	11 to 15	3.18	1.153	0.329	No Significant Difference
	17 to 22	3.14			
	23 to 28	3.13			
	29 to 34	3.13			
	35 to 40	3.14			
	41 to 46	3.24			
	Over 46	3.02			
	Total	3.15			

CRM	11 to 15	3.19	7.311	0.000	Significant Difference
	17 to 22	3.31			
	23 to 28	3.29			
	29 to 34	3.28			
	35 to 40	3.26			
	41 to 46	3.13			
	Over 46	3.12			
	Total	3.26			

5. Place of Residence

Consistent with the results on the respondents' schools, results showed significant differences in results in all areas of evaluation. This in effect establishes the finding that a respondents' place of residence can significantly differentiate his / her perceptions. When the results are further analyzed, thru the mean ratings, results showed that the highest ratings are mostly observed from residents of Metro Manila, Cavite, and Laguna. Respondents from these areas are most likely students from Letran Manila and or Calamba. It can be surmised that the effectiveness of social media on CRM is most likely evident and appreciated by students or respondents from these areas.

Table 22. Comparative Mean Ratings and ANOVA Results for Place of Residence

Areas of Evaluation	Age	Mean Rating	F-ratio	p-value	Decision
Relationship Quality	Metro Manila	3.29	26.76	0.0000	Significant Difference
	Cavite	3.44			
	Laguna	3.39			
	Bataan	3.12			
	Bicol Region	3.09			
	Iloilo	3.26			
	Pangasinan	2.94			
	Others	3.22			
Relationship Satisfaction	Metro Manila	3.69	20.8	0.0000	Significant Difference
	Cavite	3.86			
	Laguna	3.90			
	Bataan	3.45			
	Bicol Region	3.61			
	Iloilo	3.53			
	Pangasinan	3.47			
	Others	3.71			
Social Networking Sites Overall Impression	Metro Manila	3.06	33.432	0.0000	Significant Difference
	Cavite	3.16			
	Laguna	3.25			
	Bataan	3.01			
	Bicol Region	2.80			
	Iloilo	2.95			
	Pangasinan	2.78			
	Others	3.08			

Commitment	Metro Manila	3.01	42.654	0.0000	Significant Difference
	Cavite	3.23			
	Laguna	3.23			
	Bataan	3.11			
	Bicol Region	2.67			
	Iloilo	3.06			
	Pangasinan	2.86			
	Others	3.01			
Trust	Metro Manila	3.20	31.358	0.0000	Significant Difference
	Cavite	3.38			
	Laguna	3.37			
	Bataan	2.96			
	Bicol Region	3.22			
	Iloilo	3.27			
	Pangasinan	2.81			
	Others	3.28			
CRM	Metro Manila	3.24	7.971	0.0000	Significant Difference
	Cavite	3.36			
	Laguna	3.36			
	Bataan	3.31			
	Bicol Region	3.20			
	Iloilo	3.07			
	Pangasinan	3.29			
	Others	3.29			

6. Proposed Relationship Marketing Techniques

Based on the discussions, social customer relationship is indeed helpful in terms of providing service satisfaction to customers. Due to the known impact of SCRM, the research would propose the adoption of the following relationship-marketing strategies for DPP schools, focusing on the integration of SCRM.

AREA	**STRATEGIES**	**BUDGET**
Awareness	Publish content in written articles, vlogs, infographics about the school and its academic programs. - Vlogs/ reels on student tips - Vlogs/ reels campus tours - Vlogs/ reels experience online class - Vlogs/ reels on micro-moment contents	Token Pre- and post- production works
	Create postings in form of word-of-mouth: - Viral postings - Buzz moments - Cause Movement	None
	Explore TikTok contents that are informative and educational. - Trivia - Educational Content	Token Pre- and post- production works
	Deploying Hashtags to encourage sharing.	None

	Publish monthly blogs. - Academics - Researches - Any curated articles	None
	Consider ad placements in Spotify via podcasts.	Up to 10k of placement fee
Conversations	Develop gamification.	None
	Launch Facebook live or live chat.	None
	Usage of chatbots - an instant messaging format to chat in real-time, day or night, with the customers.	Subscription
	Create Social Community via Viber and Telegram.	None
	Explore launching Virtual Assistant.	None
	Establish Faculty/ Students Marketing Ambassadors to help in responding to concerns sent in Social Media.	Token
	Subscribe to automation platform like https://mailchimp.com/.	10k monthly subscription
	Operationalize the institutional opinion box, which can be sent though soc med or emails.	None
Satisfaction	Integrating social media with the Website, microsites, individual Web pages or clusters of pages that function as supplements to a primary site.	None
	Evaluate services offered in social media.	None
Commitment	Social listening: - Responding to comments/ Tweets/ replies - Retweeting and being retweeted - Mention customers.	None
	Provide Intrinsic and Extrinsic Rewards to a highly performing office or staff.	Incentive
	Require all employees to like and share postings to create brand awareness and reputation.	None
Trust	Produce storytelling videos.	Token Pre- and post- production works
	Connect with the student council, academic scholars to advocate learning experience.	None
	Repost all earned media with positive reviews.	None
Relationship Quality	Create Facebook group page.	None
	Strengthen LinkedIn account for professional connections.	None
	Launch an institutional virtual office with a front desk officer directing clients to concerned virtual department. This will promote consistent customer experience.	None
	Explore data mining and data analytics to forecast, predict patterns, and trends.	None
	Block people who: - Responds with something hateful remarks. - Uses vulgarity and profanity on a regular basis. - Is abusive to you and your followers.	None

CONCLUSION AND RECOMMENDATION

Based on the results and analysis, this Chapter presents the conclusion and recommendations of the research.

The alternative hypotheses of the research focus on the following:

1. To prove that there is a significant relationship between SCRM and the social media performance of DPP
2. To specify the significant differences between the DPP schools on SCRM and social media performance when grouped according to the demographic profile

On SCRM and social media performance

Among the different SCRM variables, it was found that Relationship Quality is significantly related to Relationship Satisfaction, Commitment, and Usage of Social Networking Sites. Based on the results of the study, social media administrators and marketing professionals of DPP schools must focus on maintaining relationship quality among its customers, especially those who are online. Likewise, to do this and have a solid relationship quality, there should be strong relationship satisfaction, commitment, and increasing usage of social media by the students and/or parents.

As such, the DPP schools shall venture into SCRM, taking into consideration the contents of their social media pages. In doing so, school officials shall consider brand awareness for the brand name, recall, page and brand searches, and page reach; empowering conversations focusing on post clicks to make sure that contents reach the audience; and service satisfactions that would highlight engagement and impression. Since school performance of DPP schools varies in different months depending on what content they post, this should be carefully studied so that schools can focus on either content creation or those focusing on new content or ideas and content curation which is more on curating the posts of other brands without losing the school's identity.

On SCRM and demographic profile

Based on the data, the significant differences in results in the respondents' perceptions and experiences on the different dimensions of Social Customer Relationship Management and Effectiveness of the CRM across each DPPI school were observed. In general, Letran Calamba, Letran Manila, and Angelicum Iloilo generated significantly higher ratings, relative to other DPP schools.

Further, results for the respondents' place of residence support the previous finding. ANOVA results showed significant differences in results when the respondents' place of residence is considered. Students residing in Metro Manila and Cavite tend to have significantly higher ratings, than other respondents.

Except for Relationship Satisfaction, all areas generated significant differences in perceptions when the respondents' grade/year level was considered. Results of the t-test showed no significant differences in the respondents' perceptions on the different areas of evaluation when their sex is considered.

In the case of age, ANOVA results revealed that those aged 17 to 40 years have seen significantly higher ratings on the effectiveness of social media in CRM, compared with the oldest age groups. Findings, therefore, lead to the rejection of the null hypothesis. This in effect concludes that the respondents' profile can significantly differentiate his/her perceptions of the effectiveness of social media and its contribution to CRM.

Based on the data gathered, findings, therefore, lead to the rejection of the null hypothesis. This in effect concludes that the respondents' profile can significantly differentiate his/her perceptions of the effectiveness of social media and its contribution to CRM. The study shows that there

is a significant difference between the SCRM of schools and the demographic profile of the followers and subscribers or customers. This is because customers belong to:

1. Different age groups, with different interests. Though all are followers of official school social media pages, they still differ in terms of likes, thus, they might have preferences on the nature of posts on different social media accounts. Due to these differences, they likewise tend to communicate and relate differently with social media sites.
2. Different preferences due to sex. It was noted that since the majority of school followers are female, posts shall be aligned with their preferences. Designs and visuals shall also be considered.
3. Academic Sector and Year. Students usually prefer those posts that involve them. Posts then shall be engaging.
4. Geographic location. Since DPP schools are located strategically far from one another, the location plays a vital role in the cultural aspects of post engagement and reach.

Recommendations

The following recommendations are being proposed:

1. Adoption of Relationship-Marketing Strategies. Considering the strong perception of customers on the benefit of CRM when strategically integrated with social media, the researcher recommends the adoption of SCRM, and relationship-management strategies as proposed. Improve services being offered in SCRM that would increase performance in terms of customers' commitment, trust, relationship satisfaction, and relationship quality.
2. Validate and integrate SCRM strategies with the institutional thrusts and goals, specifically with the existing Integrated Marketing Communications plan of the institution. This is to ensure that marketing strategies, whether physical or online, still fit with the schools' strategic plans.
3. Align content postings with the demographic profile of the followers. It is also suggested to focus on the content that would increase analytics on brand awareness, empowering conversations, and service satisfaction.
4. Future researchers to conduct a study focusing on the 'responsiveness' of schools in terms of SCRM. This shall be in the form of content evaluation.
5. Since this study does not relate SCRM with enrollment or reasons for enrollment, future researchers could focus on this as well.

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