Advertising Strategies Of Selected Higher Education Institutions In Metro Manila: Their Influences In The Business Cycles Of Business Education Institutions

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Abstract: The study aims to conduct a study on the advertising practices of selected private institutions of higher learning in Metro Manila to identify the effects of the marketing practices, to the cycles of how selected tertiary schools are managed and operated. Realizing the importance of quality and excellent education, many institutions placed their programs and/or courses in high gear to comply to government policy standards of quality and excellence in education showcasing their best practices and significant achievements in the academic sphere. These also institutions continuously pursue their vision, goals, and objectives to face the challenge of new markets and utilize different marketing and advertising practices in quest for quality education. Based on the results of the study, the effects of the advertising practices of the institutions will be evident in the institution’s compliance to the demand of increased government regulations and standard requirements, the challenges of global competitiveness, and the need for accreditation and other international standards, if the institutions want to be competitive in the academic community.

Keywords: advertising, competitiveness, prohibitive, total quality

Introduction

The Problem and its Background

No one needs to tell that there are difficult times in higher education institutions. Financial troubles, increase/decrease in enrolment, shifting student demographics, changing public expectations on the outcomes of education, and an explosion in the use of information technology are all forcing school managers and/or administrators and stakeholders to look for ways to do better with less. These situations are happening, at some point, in many higher education institutions (HEIs), both public and private; and even the finest institutions in the country are not spared. For the past decades, institutions of higher education have demonstrated their adaptability and resiliency as they forge their way to face the challenges and problems that confront them. But today, most of them face financial constraints that force them to cut back and lay-off their faculty and personnel and even result to limiting courses, reducing salaries, deferring maintenance, limiting instruction improvement, and even accelerating early retirements. These significant changes and demands in the public expectations for education equally result to pressures for the institutions to enhance the delivery of quality education through quality faculty and increased productivity from the institution’s personnel, and importantly, compliance to the increased government regulations and requirements. To date, the highest of the challenges and concerns the institutions are currently facing is the decrease in enrolment in the private sector, and increase in the enrolment in the public sector. Decrease enrolment in the private schools brought about by the prohibitive cost of higher education that parents have transferred the schooling of their children to the public sector which likewise results to increase enrolment in the public sector. Faced with these situations, institutions in the private sector have to reinvent and recreate themselves in how they will unlock the door to a new way of doing business in the academic community. Harnessing all the marketing and quality service strategies, the higher education institutions (HEIs) pioneer different marketing mix strategies to transform themselves to better confront the continuous decrease in enrolment. One of which is advertising, an aspect of the marketing mix practices. It is in this end that the researcher conducted a study on what advertising practices and strategies are used by selected higher education institutions (HEIs) in Metro Manila and its effect on the institutions’ business education cycles.

Theoretical Framework

The study adopted the theory in how to reform education – rebuild the system and improve it permanently (Spanbauer, 2006). This shakes the very foundation of the educational system by restructuring the way schools are managed quality approach which determines the long-run success or failure of the institution. High quality education services can provide the institutions with a competitive advantage since it increases productivity, profits, and other measures of success. Most importantly, high quality education approach not only generate satisfied customers – the Students, Parents, and Community – who will reward the institutions with continued patronage and positive and favorable word-of-mouth advertising. This quality approach depends on excellence in the delivery of quality education services through quality management approaches like continuous monitoring, and reengineering which involves commitment to reviewing and reengineering all policy aspects of institution administration, student services, and teaching process while transforming the culture of the institutions.

Conceptual Framework

Education is a business endeavor, established and operated within the context of an entity that has interrelated inputs that
must be processed to achieve its goals and objectives of reinventing its marketing strategies. As shown in Figure 2, in the management parlance, need assessment is an important strategy since it identifies the strengths, gaps, weaknesses of the institution. Using the systems approach, there are three phases of the system, the Input-Process-Output (IPO) Phase Model. In the Input (I) Phase, the variables which are composed of the ten (10) advertising practices to include: Product and Product Differentiation, Branding, Tri-Media Mix, Public Relations, Price, Place, Promotion, People, Product/Service, Packaging, Physical Evidence; and the identified strengths, weaknesses, opportunities and threats of the advertising practices which are subjected to evaluation or assessment. In the Process (P) Phase, evaluation is undertaken by assessing the extent to which the system’s advertising practices are planned, developed, and implemented. Concerned with the mechanics of implementation, this study also looked at the different advertising practices/strategies. This aspect of the transformation, is crucial in the macro marketing operations of the Institutions. This phase equally calls for frequent and immediate feedback in terms of the strengths, weaknesses, opportunities, and threats of the advertising strategies and from those who are part of the strategic marketing program like the implementers and stakeholders. Through this process, the Institutions under study would be able to identify its influences in the business cycle of the selected business institutions to enhance the advertising and management strategies. Finally, the Output (O) Phase which is the outcome of the transformation of the independent variables served as the feedback on the effect on the business education institutions’ cycles as to what proper advertising practices need to be improved and adopted to further the business education environment of the Institutions under study. It is therefore, incumbent among administrators / managers and stakeholders to reinvent themselves to create and choose the appropriate advertising practices/strategies of their respective institutions. These formidable tasks are expected to be assumed seriously and systematically from the vantage point of higher education since this is the responsibility of the institutions to search for the avenues not only to exist and survive in this competitive business, but also to be able to deliver quality, relevant, and responsive educational programs to best serve their students.

**FIGURE 1.** Quality Improvement (Q.I.) of in the Delivery of Quality Education in Higher Education Institutions (H.E.I.s)
**Significance of the Study**

The following will benefit the following stakeholders:
The Institution Administrators/Managers. This study will serve as an indispensable basis in revitalizing and reengineering their marketing strategies to further increase enrolment and attract more students to enroll in their respective institutions. This will also serve as a challenge for them to forge ahead to intensify their vision, goals and objectives for them to be more of service to the publics. The Faculty and Employees. The findings of the study would also serve as feedback for them to review their roles and functions in the institution to enhance their competency and productivity to further the quality of instruction and help enhance image-building of the school. The Parents. Through the advertising strategies, the institutions will adopt to market their programs, parents will be more enlightened as to the course offerings and other benefits the schools offer them and their children if they choose to enroll and graduate in their institution. Other Researchers. The findings of the study will provide a ready-reference for them to conduct further investigation in other aspects/ practices/ strategies in advertising and/or marketing mix used by institutions of higher learning.

**Definition of Terms**

For a common frame of reference in relation to this study, the following terms are defined. Advertising. It is a specific message that an organization has placed to persuade an audience; one of the marketing mix strategies used by schools to promote their institutions. Advertising Practices. It refers to a series of coordinated advertisements and other promotional efforts that communicate a single theme or idea. Advocacy Advertising. Advertising that attempts to influence public opinion on important social, political or environmental issues of concern to the sponsoring organization. Brand Advertising. Advertising that communicates the specific features, values, and benefits of a particular brand offered for sale by a particular organization. Cable Television. A type of television that transmits a wide range of programming to subscribers through wires rather than over airways. Classified Advertising. Newspaper advertising that appears as all-copy messages under categories such as sporting goods, employment, and automobiles. Corporate Advertising. Advertising intended to establish a favorable attitude toward a company as a whole, not just toward a specific brand. Corporate Strategy. It is a pattern of major objectives, purposes or goals and essential policies and plans for achieving those goals, stated in such a way as to define what business the company is in or to be in,
and the kind of company it is or is to be. Direct Mail. A direct-marketing medium that involves using the postal service to deliver marketing materials. Direct Marketing, According to the Direct Marketing Association, “An interactive system of marketing which use one or more advertising media to affect a measurable response and/or transaction at any location” (Bennett, 2003). Education Cycles. The term refers to the process of rebuilding and reengineering all the policies of the institution in the areas of administration, student services, and instruction while transforming the culture of the school. Electronic, Laser, and Inkjet Printing. A printing process that uses computers, electronics, electrostatics, and special toners and inks to produce images. Electronic-Mail (e-mail). An Internet function that allows users to communicate, much as they do using standard mail Electronic Mailing List. A collection of e-mail addresses Event Sponsorship. Providing financial support to help fund an event, in return for the right to display a brand name, logo, or advertising message on-site at the event. Household Consumers. The most conspicuous of the five types of audiences for advertising; most mass media advertising is directed at them. Marketing Mix. The blend of the four responsibilities of marketing – conception, pricing, promotion, and distribution – used for a particular idea, product, or service. Market Niche. A relatively small group of consumers who have a unique set of needs and who typically are willing to pay a premium price to a firm that specializes in meeting those needs. Positioning Strategy. The key themes or concepts an organization features for communicating the distinctiveness of its product or service to the target segment. Price/Cost Transparency. Ease with which consumers can find out the price of a product and the seller’s cost. Public Relations. A marketing and management function that focuses on communications that foster goodwill between a firm and its many constituent groups. Radio Network. A type of radio that delivers programming via satellite to affiliate station across the United States. Target Audience. It refers to a particular group of consumers singled-out for an advertisement or advertising campaign. Tri-Media Mix. The blend of three media that will be used to effectively teach the target audience. Value Proposition. A statement of the functional, emotional, and self-experience benefits delivered by the brand, which provide value to customers in the target segments.

Review of Related Literature and Studies

Foreign Sources

Spanbauer (2006) using total quality (TQ) to improve teaching believes that while there are advantages and cost savings for service departments to be customer oriented and focused on increased productivity, the real impact of Total Quality Instruction (TQI) in education will come from the instructional departments. Unfortunately, there are only a few widely publicized examples of TQI efforts in the classroom. In fact, there is a perception that faculty are resistant to TQI and other ideas for improvement coming from the business world. Many people believe that teachers don’t want to change. This skepticism among critics about the lack of flexibility and adaptability is usually generalized as instructors are viewed as being traditionalists unwilling to try approaches advocated by TQI. Because of these perceptions, some board members and administrators don’t even attempt to promote initiatives such as quality improvement. In spite of this skepticism, there may be a perfect fit between teaching and the total quality movement. Most instructors are continually looking for ways to improve their material and methods. They have chosen teaching careers because they are interested in helping people and their motivation stems from watching students successfully advance in the learning process. The very culture of instruction centers around fostering quality by improving the teaching process, maintaining a research orientation, updating and redesigning curriculum, and improving evaluation and assessment practices. These quality improvement functions are already priorities for most instructors. Also, because a basic concept of TQI is to encourage people to manage themselves, faculty in their self-contained classrooms are already involved in self management. For these reasons and others, most teachers accept quality concepts once they are convinced that TQI will not diminish their responsibilities as teacher or interfere with academic freedom (Nicholson, 2005). Why then has the concept of total quality instruction (TQI) implementation in education been largely ignored in instruction? If the quality of education impact most in classrooms and teachers are relatively free to change the way they teach, why don’t teachers use total quality improvement processes to improve their teaching, revise their curricula, maintain their research orientation, and update their evaluation systems? Why is there reluctance by many instructors to support total quality instruction (TQI)? Perhaps this hesitancy is somewhat related to academic tradition because the quality movement is usually coupled with demands to change time-honored practices. Maybe it is because the idea originated outside of academia in the business world. Or perhaps teachers are just fed up with new ideas that become fads that are short-term and disappear when there are changes in administration or federal and state initiatives. In spite of these challenges, it is possible to use quality processes, techniques, and tools to improve teaching (Nicholson, 2005). After all, two of the basic tenants of TQI include encouraging shared decision making and giving people the freedom to make necessary changes in their work processes. Faculty have always wanted more latitude to make changes and this may be an attractive vehicle to give them greater freedom. They also want to be more involved in planning and decision making. They are aware that new technology, changing economic and social conditions, and pressure for greater accountability are producing more demands for change. Enrolment cutbacks, downsizing, increased class sizes, and other efforts to contain cost can create trauma and discontent with profound effects on their institutions. Faculty are not pleased with all this discontent and are starting to realize that the elements of quality improvement are generally consistent with their theories of teaching and learning. As a result, some educational institutions are moving aggressively to foster continuous improvement using formal quality practices. Incidentally, reports continue to circulate about schools effectively managing change by adapting their environment using quality systems and strategies from the private sector. These institutions are somehow surviving downsizing, program cuts, declining services, and other drastic changes resulting from problems related to dwindling finances (Spanbauer, 2005). What cause these organizations to be successful while others decline? There are many factors but there appear to be three distinguishing variables. Successful organization have (Carothers, 2007).
Strong institutional leadership:
Continuous review of service and instructional making; and Greater faculty and staff involvement in decision making. An examination of these variables likewise impact on the teaching/learning processes. These institutions believe that old models or leadership, driven by strategies of control and based on power, will not work anymore. They have found that authority and power are less important today and that they influence. Empowerment, and persuasion seem to work best. Leadership in these progressive institutions flows from those who leads. Students, faculty, and staff are treated differently then before. In this refined customer service model, these groups are served in ways in which they define their own needs and expectations. The worth of all individuals is recognized by applying human resource traits such as caring and understanding. Leaders throughout the institution seek to make others capable and competent through empowerment that gives confidence to students, faculty, and staff while allowing them to act on their own. Students and service staff become partners with instructors and administrators who adapt new styles of leadership to try to continuously improve. In these schools, faculty and staff continually review their systems and processes and make changes as necessary. They are always redefining what they do with the processes they are responsible for. They are never satisfied with the status quo and as they are always looking for ways to do things. They use problem solving approaches to examine issues while applying scientific methodology and solid research before making major changes. They follow the Plan-Do-Check-Act (PDCA) cycle to foster systemic growth across institution. Decisions are made after compiling, charting, and analyzing data, rather than relying on intuition, experience, and guesswork. Measurement tools, usually found in the private sector, are adapted and used with a focus on continuous improvement. The third variable of successful schools is related to the others because it calls for active involvement by faculty and staff in planning, budgeting, and decision making. Administrators, managers, faculty, and staff become partners in moving the organization forward. This partnering among personnel levels is more than passive involvement as there is active participation throughout the organization. These institutions have found that many of the tenants and practices of total quality have been present in the past. The principles are found in most schools, though often in isolated departments or classrooms. The main change brought about by the implementation of total quality is the institution-wide application as everyone begins to look at things with a systemic rather than departmental or individual approach. These adaptation in education are causing more and more educators to look at quality as a means to improve. Since teachers have the most control over what happens during instruction, their input is essential when considering direct application of TQI in the learning environment. The methods used and learning principles employed are based on teachers experiences and educational backgrounds. These have often lead to great differences in the caliber of teaching which students receive. Some instructors rely heavily on lecture as a way to disseminate information. Others use media and computer technology. Still others rely on students to control their own learning through independent study and work with teams. This teacher control over the teaching/learning process distinguishes education from other organizations which implement total quality instruction (TQI). In the private sector, frontline deliveries of services follow sets of standards usually designed by managers or foremen. It is different in education as teachers usually set their own standards. Quality instruction encourages more research to determine what works best to improve learning efficiency. The current research supports some of the following applications of TQI to improve learning efficiency. There are several examples of successful applications of TQI that have made a difference in the classroom. These are detailed here to assist teachers in selecting what works best for them. Teachers also as instructors often use new leadership styles and practices as they shift toward more facilitative approaches with students. They become more service oriented in a transformed classroom culture. Being persuasive rather than directive, customer driven rather than controlling, and empowering rather than directing are characteristics usually found in these teachers. The same leadership techniques and practices teachers expect from top administrators are demonstrated when the teachers work with students. Instructors become coaches, planners, counselors, advisors, problem solvers, and partners with students in this new culture. They use integrated networks rather than top-down communication and view mistakes by students as part of their growth and development. They try to eliminate fear, mistrust, and anxiety usually present in autocratic approaches in the teaching/learning process. In this student-centered environment, instructors use teamwork, leadership skills, and other practices they would like to see modeled by others in authority. They plan activities to encourage students to use the same leadership skills as a part of the learning process. The goal is to have students become facilitators and student teachers, thereby developing positive leadership traits (Carothers, 2003). The constant process review feature of quality also applies as teachers focus on continuous review of processes to detect problems and eliminate them forever. Teachers use principles, techniques, and tools of TQI to set their course of action and design their own systems for improvement. They partner with service workers and administrators to install new ways to solve problems and improve learning. In this way, they use and model continuous process improvement techniques in the classroom setting and establish criteria for students to use the same tools and techniques during the learning process. The goal is to graduate individuals with TQI competencies by engaging students in solving problems through the use of quality tools and techniques. This provides them with a new set of quality competencies to use after graduation. Students learn that they can best solve problems working in teams. Quick-fix solutions, doomed to fail, are substituted with systematic approaches and process management applications. Working in teams, students solve instructional problems using scientific methods and statistical approaches. They learn that teams can effectively use conflict resolution and consensus-building skills to reach decisions. In the TQI-oriented classroom, students learn to appreciate the strengths and capabilities of other team members as well as the diversity of their peers. As a result, students experience the power of the process. Teachers partner with students to jointly establish guidelines for classroom management and operations, while considering the needs and expectations of each other. Teachers discover that the TQI ethic of service and respect means listening more and employing techniques of good customer service. This may be difficult at first because, by tradition, educators may have believed that they know what
is best for their students. The attitude of serving others places a new recognition on the worth of individuals, with caring and understanding for each other gained through intensive listening. Students and faculty, in this environment, become partners in sharing their vision and experiences to form agreements and establish requirements related to classroom and personal management. This relationship is based on the belief that unless there are significant and long-lasting changes in the way that teachers and students interacts, the real problems which face education will continue to grow. This change imposes greater responsibilities on students and teachers.

Local Sources

Another study conducted by Elauria, (2012) on the “Image and Capability Marketing Strategies of Selected Institutions of Higher Learning is descriptive and qualitative in nature which utilized three (3) major groups of respondents, chosen conveniently and purposively. They are the 23 college administrators, 92 faculty, and 49 rank and file respondents from colleges in Metro Manila: the College A, College B, and College C. Using sets of validated survey instruments sought answers to the specific problems raised in the study and found the following: The 23 administrators, 92 faculty, and 49 rank and file respondents assessed the extent of the implementation of marketing strategies to great extent as evidenced by the obtained composite means of X=4.08 (administrators); X=4.02 (faculty); and X=3.81 (rank and file) or with X=3.97 overall composite mean. These data confirmed very strong harmonious assessments that the institutions under study pursued the seven (7) marketing mix strategies to enhance their image and capability, to attract more parents and students to enroll in their College. On the average, of the seven (7) image and capability, marketing mix strategies, four (4) were found in the acceptance region since their obtained computed F-values failed to meet the significant level at .05 alpha level in price strategy (F=0.383); place strategy (F=1.670); people strategy (F=2.484); and physical evidence strategy (F=2.867); however, in product/service strategy (F=11.624); promotion strategy (X=12.283); and packaging strategy (X=10.358), the computed F values exceed the significant level at various degrees of freedom (dfs) and .05 alpha level. It can be deduced from these data the very strong and mutual confirmation that those institutions pursued their image and capability marketing strategies to the great extent. Generally, the strengths of these institution lie on the variety of programs and courses they offered and the presence of the state-of-the-arts technology they have adopted to upkeep with the demand of globalization. These institutions also advocated regular training and development programs for their faculty and non-teaching staff, have very strong program of student personnel services, and the commitment of the administrators, faculty, and rank and file respondents to the goals and objectives of their respective schools. The faculty (96.59 percent); and rank and file (93.47 percent) very strongly agreed that their schools encountered weaknesses which were found to be very serious ones, but this was only assessed by the school administrators to the strongly agreed level. The most serious weaknesses were identified in decrease enrollment, proliferation of schools and programs that results to stiff competition, poor performance of graduates in the licensure examinations, and weak linkages with the industry and education sector.

Opportunities as an element in external marketing environment affect the decision-making policies of the school leadership. The institutions’ respondents believed very strongly, they can survive in the academic community if the stakeholders become more conscious and aware about delivery of quality education. The buzzword now in all levels of education is quality and excellence in education. There are positive indications that the Proposed Image and Capability Marketing Strategies will enhance the quality of the educational output of these institutions will not only promote, but also will capture the essence of quality education and how this can be achieved by the Institutions. The adoption of this Marketing Strategic Plan of Action will give a wealth of information on best of the marketing strategies these Institutions can embrace to bring about quality education. From the salient findings summarized on this part of the paper, the researcher concludes: The three (3) groups of respondents assessed the implementation of the seven (7) P’s of the image and capability marketing strategies to great extent where the highest of the focus was in product/service, people and packaging strategies. On the average, of the seven (7) P’s, the groups of respondents mutually agreed that they pursued to great extent price, place, people, and physical evidence strategies, but differed in how they implement product/service, promotion, and packaging strategies. There were identified strengths and weaknesses of the institutions. Typically, among these schools, their strengths were on the variety of programs and/or courses they offered, the adoption of state-of-the-art technology in instruction, qualified and skillful faculty, very strong student personnel services and the institutions’ workforce who are committed, well-motivated and educated. These institutions of higher learning have to reinvent their image and capability marketing strategies concentrating on how they can deliver quality education and welcome the opportunities to enter new markets and linkages with the external forces to ensure future employment for their graduates. This way, these institutions will be able to attract students and parents to enroll their children in the schools. The prospects of these institutions to lead and expand their educational venture are very bright and promising. This Proposed Image and capability Marketing Strategies Model intended to enhance the quality of education of the Institutions will serve as a handbook for everybody whose interest is quality education using image and capability marketing mix strategies. This Model will also provide a roadmap to where one wants to go and needs to go. From the conclusions drawn, the researcher offers the following recommendations: The institutions should deal holistically with how they will assess the different image and capability marketing mix strategies identifying not only their essential audiences and/or stakeholders, but also what they want and need. If the institution administrators should honestly and actively involve students, parents, and the greater community in their efforts to improve the institutions, parents will not only reward the institutions with their time and effort, but also with the most precious asset they possess – their children. This image and capability marketing mix strategy will indeed profoundly impact the marketing brand of education these institutions offer. These institutions should always take the initial position of creating value for parents, students and other stakeholders by building and managing a strong marketing brand of education that focuses on their uniqueness and that selling point that make a difference in
the academic community. For example, defining specifically the customer-value proposition using the balanced scoreboard, a strategic map template for these institutions to increase their awareness of the their strengths and weaknesses as institutions of higher learning. There are opportunities and threats that await these institutions as they compete for a market share in the academic community. One important opportunity these institutions need to concentrate and sustain is customer perspective which in marketing parlance is the heart of the strategy where these schools need to differentiate their strategy through: price differentiation (offering discounts, lower downpayment, and staggered payment of tuition and other miscellaneous fees with minimal interest); quality differentiation (by hiring only competent and qualified faculty; providing adequate resources, facilities and equipment; and retooling and retraining their faculty and support staff); program differentiation (by offering variety of programs/courses like ladderized programs to bridge the K-12 curriculum; and open new programs/courses to fill the need of the new market; accredit the school programs/courses; and go global and network with the industry to further build the image and capability of the institutions since these will give a lot of opportunities for these institutions to go transnational; offering service differentiation in pursuit of excellent service by providing strategic learning opportunities to the students, parents, and stakeholders; and partnering differentiation by creating strong teams of dynamic student leaders, faculty, and staff who will channel the image and capability marketing strategies of the institutions. The researcher very strongly endorses the adoption of the proposed model because it will serve as the roadmap of these institutions in how they can achieve the vision, mission, goals and objectives of their respective institutions. Recently Bautista (2002) conducted a study to assess the distinctive feature of qualitative and quantitative status and performance of IHLs in Metro Manila, to wit: University A; University B; University C, state universities and a state college, as well as the gaps / constraints and challenges faced in the courses of implementing their programs; and from the results, proposed an integrated university system for excellence in Industrial Management Programs in the Metro Manila area—the Manila State University System (MSUS). This study is descriptive in nature where 76 institutional administrators; 238 faculty and staff, and 314 students were requested to participate in the survey.

Research Methodology

Method of Research
The study used a combination of descriptive and qualitative techniques (Black, 2009). It generated historical data and information about the past and present status and prospects of the Institution’s marketing strategies, in the light of its status, prospects and issues which impact the continuous sustainability of the Colleges under study.

Respondents of the Study
Four (4) major groups of respondents participated in the survey. Using multi-level sampling, they were chosen purposively and conveniently. As shown in Table 1, these groups of respondents represent the six (6) institutions of higher learning in the University Belt in Manila: School A; University B; University C; University D; College E; and College F. The researcher used sets of questionnaire for the institution administrators, faculty, staff and selected students of the institutions.

Sources of Data
Three (3) major sets of survey questionnaire are designed and developed to seek answers to the specific problems of the study. A combination of open-ended and closed-ended questions is used. Part I. Individual Profile of the Respondents sought for the profile information of the individual groups of respondents which includes the demographic characteristics in terms of their age, gender, civil status, highest educational attainment, present position, and number of years in present position. The researcher in the course of designing and constructing the self-made instrument observed the following guidelines: clear and definite directions and questions; observe proper grammar and other mechanics of the English language; group and arrange questions according to specific problems; and asked only questions that are related to the study.

Presentation, Analysis and Interpretation of Data
Basically, the fundamental of integrating the marketing strategies are required to achieve more positive results in how the business cycles of the organizations affect the major decisions that concern the customers, in the case of educational institutions, the students. Its rationale objective is to effect customer satisfaction and behavior. Table A postulates the shared views of the groups of respondents in the twelve (12) advertising practices that affect the cycles in the management and operations of the selected higher institutions under study. A critical analysis of the effects of the advertising practices shows the administrators very highly and highly defined the effects of the practices to the cycles of the management and operations of the institutions. There were nine (9) advertising practices identified by the first group and these were in paradigm shift in the marketing mix advertising strategies institutions have to implement to increase enrolment, and be learner and service-oriented institutions (58 or 96.67 percent); training and retooling administrators, faculty and staff, and increase dwindling finances for the marketing and advertising practices of the institutions (57 or 95 percent); restructure how institutions should be managed (56 or 93.33 percent); offering relevant and responsive programs (55 or 91.67 percent); and have to undergo accreditation and other international standard quality requirements, and utilize different problem-solving approaches to examine issues and concerns of the institutions (54 or 90 percent) and which ratings were under the very highly identified effects. Those which were highly identified effects were in empower faculty, staff and students and give them more freedom and enough latitude to plan and make changes in making decisions (53 or 88.33 percent); in enhancing institution facilities, equipment and laboratories, and improving instructional process, evaluation, and assessment practices (52 or 86.67 percent); in reinvent the use of information technology in instruction and other innovative instructional strategies, and updating and redesigning curriculum (51 or 85 percent); and in encourage research to improve instruction and learning efficacy (50 or 83.33 percent), were generated from the 60 institution administrators. In contrast, the 180 faculty were able to identify the effects of the advertising practices also under the three (3) levels: very high in eleven (11) areas covered from
178 or 98.89 percent be learner and service-oriented institutions; highly in five (5) identified effects from 159 or 88.33 percent in reinvent the use of information technology in instruction and other innovative instructional strategies, to 144 or 80 percent in increase dwindling finances for the marketing and advertising practices of the institutions; highly from reinvent the use of information technology in instruction and other innovative instructional strategies, and recreate institutions to a new way of doing business in the academic community with 106 or 88.33 percent, to offering relevant and responsive programs, and improving instructional process, evaluation, and assessment practices with 101 or 84.17 percent responses. Notwithstanding, based on identified effects of the advertising practices, these groups of respondents were able to recognize the existing situations and events definitively experienced by the institutions as they put to application the advertising practices and despite the conflicts encountered, they were able to position themselves in the marketplace grounded by the institutions’ goals and objectives as well as by the policies and standard requirements of the national government.

Table I
Identified Effects of the Advertising Practices on the Cycles of Selected Higher Education Institutions (HEIs) in Metro Manila

<table>
<thead>
<tr>
<th>Effects of Advertising Practices</th>
<th>Administrators</th>
<th>Faculty N = 180</th>
<th>Staff N = 120</th>
<th>OVERALL N = 360</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F % Rank</td>
<td>F % Rank</td>
<td>F % Rank</td>
<td>F % Rank</td>
</tr>
<tr>
<td>1. Paradigm shift in the marketing mix advertising strategies that implement to increase enrolment</td>
<td>58 96.67 2.5</td>
<td>170 94.44 7</td>
<td>118 98.33 2.5</td>
<td>346 96.11 5</td>
</tr>
<tr>
<td>2. Reinvent the use of information technology in instruction and other innovative instructional strategies</td>
<td>51 85.00 13.5</td>
<td>159 88.33 12</td>
<td>106 88.33 17.5</td>
<td>316 87.478 13</td>
</tr>
<tr>
<td>3. Face the challenge of global competitiveness by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 offering relevant and responsive programs</td>
<td>55 91.67 7</td>
<td>168 93.33 8</td>
<td>101 84.17 16.5</td>
<td>324 90.00 10</td>
</tr>
<tr>
<td>3.2 training and retooling administrators, faculty, and staff</td>
<td>57 95.00 4.5</td>
<td>175 97.22 4.5</td>
<td>115 95.83 8</td>
<td>347 96.39 3.5</td>
</tr>
<tr>
<td>3.3 enhancing institution facilities, equipment, and laboratories</td>
<td>52 86.67 11.5</td>
<td>165 91.67 11</td>
<td>110 91.67 11</td>
<td>327 90.83 9</td>
</tr>
<tr>
<td>3.4 complying to the demand of increased government regulations and requirements</td>
<td>59 98.33 1</td>
<td>177 98.33 2</td>
<td>117 97.50 4.5</td>
<td>353 98.06 1</td>
</tr>
<tr>
<td>4. Restructure institutions to a new way of doing business in the academic community</td>
<td>48 80.00 16.5</td>
<td>155 86.11 14</td>
<td>106 88.33 13.5</td>
<td>305 84.72 17</td>
</tr>
<tr>
<td>5. Restructure how institutions should be managed</td>
<td>56 93.33 6</td>
<td>154 85.56 15</td>
<td>103 85.83 15</td>
<td>313 86.94 14</td>
</tr>
<tr>
<td>6. Foster quality by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 improving instructional process, evaluation, and assessment practices</td>
<td>52 86.67 11.5</td>
<td>166 92.22 10</td>
<td>101 84.17 16.5</td>
<td>319 88.61 11.5</td>
</tr>
<tr>
<td>6.2 maintaining research orientation</td>
<td>48 80.00 16.5</td>
<td>157 87.22 13</td>
<td>114 95.00 10</td>
<td>319 88.61 11.5</td>
</tr>
<tr>
<td>6.3 updating and redesigning curriculum</td>
<td>51 85.00 13.5</td>
<td>167 92.78 9</td>
<td>115 95.83 8</td>
<td>333 92.50 8</td>
</tr>
<tr>
<td>7. Have to undergo accreditation and other international standard quality requirements</td>
<td>54 90.00 8.5</td>
<td>175 97.22 4.5</td>
<td>118 98.33 2.5</td>
<td>347 96.39 3.5</td>
</tr>
<tr>
<td>8. Empower faculty, staff, and students and give them more freedom and enough latitude to plan and make changes in making decisions</td>
<td>53 88.33 10</td>
<td>172 95.56 6</td>
<td>119 99.17 1</td>
<td>344 95.56 6</td>
</tr>
<tr>
<td>9. Increase dwindling finances for the marketing and advertising practices of the institutions</td>
<td>57 95.00 4.5</td>
<td>144 80.00 16</td>
<td>109 90.83 12</td>
<td>310 86.11 15.5</td>
</tr>
<tr>
<td>10. Utilize different problem-solving approaches to examine issues and concerns of the Institutions</td>
<td>54 90.00 8.5</td>
<td>141 78.33 17</td>
<td>115 93.33 8</td>
<td>310 86.11 15.5</td>
</tr>
<tr>
<td>11. Encourage research to improve instruction and learning efficacy</td>
<td>50 83.33 15</td>
<td>176 97.78 3</td>
<td>117 97.50 4.5</td>
<td>343 95.28 7</td>
</tr>
<tr>
<td>12. Be learners and service-oriented institutions</td>
<td>58 96.07 2.5</td>
<td>178 98.89 1</td>
<td>116 96.67 6</td>
<td>352 97.78 2</td>
</tr>
<tr>
<td>OVERALL RATING</td>
<td>912 89.41 H</td>
<td>2799 91.47 VH</td>
<td>1900 93.14 VH</td>
<td>5611 91.68 VH</td>
</tr>
</tbody>
</table>
In general, these institution respondents were able to utilize strategically the different aspects of the advertising practices to effect delivery of quality instruction and eventually, quality graduates.

**Summary, Conclusion, and Recommendation**

**Summary**

Realizing the importance of quality and excellent education, many institutions placed their programs and/or courses in high gear to comply to government policy standards of quality and excellence in education showcasing their best practices and significant achievements in the academic sphere. These institutions continuously pursue their vision, goals, and objectives to face the challenge of new markets and utilize different marketing and advertising practices in quest for quality education. Armed with this vision, the researcher, an administrator of a private institution for the past decades conducts a study on the advertising practices of selected private institutions of higher learning in Metro Manila to identify the effects of the advertising practices in the cycles of how selected tertiary schools are managed and operated. This academic undertaking is descriptive and exploratory in nature which utilized three (3) major groups of respondents: 60 institution administrators; 180 faculty members; 120 staff; and 240 student respondents from selected HEIs in Metro Manila: School A; University B; University C; University D; College E; and College F. Using sets of validated survey instruments to seek answers to the specific problems raised in the study, the researcher personally gathered the data and subject them to statistical computation. The following is the summary of the findings of the study. The 60 administrators, 180 faculty, 120 rank and file respondents, and 240 students assessed the advertising practices of their respective institutions as evidenced by the obtained composite means of X = 4.09 (administrators); X = 3.97 (faculty); X = 3.87 (rank and file); and X = 3.69 (students) or with X = 3.90 overall composite mean. These data expressed very strong shared understanding that the institutions under study pursued the ten (10) advertising practices to enhance their marketing strategies to attract not only more parents and students to enroll in their institutions, but also serve as a pathway to excellence. Generally, of the ten (10) advertising practices pursued by the institutions, five (5) were found in the acceptance region where their obtained computed F-values failed to meet the significant level at .05 alpha level in product (F = 1.122); price (F = 1.309); place (F = 1.702); promotion (F = 0.019); and tri-media (F = 1.021); however, in packaging (F = 0.011); people (F = 7.726); branding (F = 9.324); and public relations (F = 3.468), the computed F-values exceed the significant level at various degrees of freedom (dfs) = .02 alpha level. It can be deduced from these data the very strong and mutual confirmation that those institutions pursued their advertising practices to the great extent. Generally, the strengths of these institution lie on making the institutions well-known because of the variety of programs and courses they offered that attract more parents and students to patronage the institutions. These institutions also motivated their students to be more aware and informed as well as gave them freedom to choose their programs as the same will serve as their point of reference as to the values the institutions offer. The institutions’ using variety of advertising practices efficiently expose this capability to offer their education services to the academic community. Those weaknesses which were identified include the expensiveness of using advertising marketing strategies as a tool in selling the institutions; and many institutions do not only have budget allocation, but not have the means to advertise using advertising tools like flyers and tarpaulin. Sometimes, they don’t have marketing experts. Opportunities abound when advertising practices are considered. The institutions’ respondents endorsed very strongly, the use of sports as a form of advertisement, and the schools’ performance in the board examinations serves as strong advertising tool. The buzzword now in all levels of education is quality and excellence in education and if the institutions continuously maintain the good standing in the licensure examination, then, they join the ranked of the best preferred institutions in the country. Indeed, the opportunities that await these institutions, using the appropriate advertising practices are bright prospects that these institutions will offer to all their clients and stakeholders. These groups of respondents also very strongly felt that competition from other schools, many competitors, and prohibitive cost of advertisements were threats that pose very serious problems to these institutions. In addition, courses are not promoted well, and no advertisement used were also threats that these schools need to address to minimize threats, if not totally eradicate them. The identified effects of advertising practices on the cycle of business management and operations of the institution are centered in complying to the demand of increased government regulations and requirements. Being a learner and service-oriented institutions and undergoing accreditation and other international standard quality requirements to foster quality education will also make the institutions more prepared to address the challenge of global competitiveness, if they offer relevant and responsive programs handled by highly-qualified and highly trained institution managers and faculty. These, will, in the long-run, foster improved instruction and learning efficacy.

**Conclusions**

From the salient findings summarized on this part of the paper, the researcher concludes: The four (4) groups of respondents assessed the extent of implementation of the ten (10) advertising practices of the institutions to great extent where the highest of the focus was in public relations and physical evidence strategies. On the average, of the ten (10) advertising practices, the groups of respondents mutually agreed that they pursued to great extent product, pricing, place, promotion, and tri-media strategies, but differed in how they implement packaging, people, physical evidence, branding and public relations, advertising practices. There were identified strengths and weaknesses by the respondents, typically, among these schools. Their strengths were on the concerted efforts of the administrators, faculty, staff and students to make their institutions well-known nationally and...
internationally because of quality instruction, qualified and skillful faculty, very strong student personnel services and the institutions’ commitment to family values and traditions. Adversely, their weaknesses were very seriously felt in prohibitive cost of advertising and promotion and producing these tools to market the programs of the institutions. Importantly, most schools don’t have marketing experts. These institutions of higher learning have identified sports and sports activities as the best advertising and promotion strategies to market their programs and courses. They also welcome the opportunities to advertise the academic standing of the institutions based on their performance in the licensure government examinations. The prospects of these institutions to lead and expand their educational venture are very bright and promising. The threat identified are on budget allocation for marketing and competition from other schools. The effects of the advertising practices of the institutions will be evident in the institution’s compliance to the demand of increased government regulations and standard requirements, the challenges of global competitiveness, and the need for accreditation and other international standards, if the institutions want to be competitive in the academic community.

Recommendations for Research
The following recommendations are offered for future research. The institutions should adopt advertising practices which will market the features of the institutions, identifying not only their essential audiences and/or stakeholders, but also what they can offer the stakeholders and the academic community. The institution should actively involve students, parents, and the greater community in their efforts to improve the institutions, but will also be enlightened on the demand and challenges to address the need for quality education by using different advertising practices where public relations should be focused and substantiated by enough funding for greater faculty training and development programs since the basic tenets of quality education are quality teachers. These institutions should always take the initial position for creating value for parents, students and other stakeholders by showcasing their best advertising practices and significant achievements in the field of education that focuses on their uniqueness and selling point that make a difference in the academic community. For example, defining specifically the vision and mission of the institutions to turn graduates who shall collectively work productively for their own good and the society, as a whole. There are opportunities and threats that awaits these institutions as they compete for a market share in the academic community. One important opportunity these institutions need is to allot budget and hire only marketing exports to sustain its customer satisfaction which in marketing parlance is the heart of the strategy. These schools also need to differentiate their advertising and promotion strategies through: price differentiation (offering discounts, lower downpayment, and staggered payment of tuition and other miscellaneous fees with minimal interest); quality differentiation (by hiring only competent and qualified faculty; providing adequate resources, facilities and equipment; and retooling and retraining their faculty and support staff); program differentiation (by offering variety of programs/ courses to fill the need of the new market; undergo accreditation of their school programs/ courses; and go global and network with the industry to further build linkages on both national and international setting. These will give a lot of opportunities for these institutions to go transnational; offering excellent services by providing strategic learning opportunities to the students, parents, and stakeholders. The institutions of higher learning should devote primary attention to evaluating the unique characteristics and strengths and weaknesses identified in the advertising practices and utilize media-based research methods found to have been effective tool in advertising like the use of internet and online advertising and other social networking, though quite expensive, are very effective and efficient in marketing. There are identified limitations of the study, hence, the researcher recommends the replication of the study using other universities and groups of respondents and marketing variables to further validate the findings of the study.

References


Author Profile

Dr. Dennis A. Sandoval, CPA received the B.S. in Accountancy degree from De La Salle University in 1993, M.B.A. degree in 1999 from Ateneo de Manila University in 1999, Doctor in Business Management degree from the Philippine Women’s University in 2008, and PhD in Educational Management from St. Jude College-Manila in 2014. During 2009-2011, he served as Dean of the School of Business of Manila Central University. He is a Certified Public Accountant by profession. During 2012-2014, he served as Dean of the School of Business of the Technological Institute of the Philippines-Manila. He is now with Manuel L. Quezon University as Dean. He was conferred as Doctor Fellow of Royal Institute of Accountants, Singapore by Royal Institution-Singapore last November, 2017 and as Diplomate in Business Education, Philippine by the Philippine Academy of Professionals in Business Education last April, 2016. He is currently the Vice President for Professional Development of the Philippine Association of Management Accountants (PAMA).