

# Traditional to Digital Marketing: A Narrative Inquiry

Marivic C. Sayo  
STI West Negros University Bacolod  
[brielle.022314@gmail.com](mailto:brielle.022314@gmail.com)

Date Submitted:  
**March 19, 2026**

Date Accepted:  
**April 21, 2026**

Date Published:  
**June 01, 2026**

DOI:  
**10.5281/zenodo.20488022**

## ABSTRACT

This qualitative narrative inquiry study explored the experiences of marketing personnel balancing traditional and digital promotion strategies in academic institutions in Bacolod City. Through in-depth interviews with two seasoned marketing professionals, the research revealed that both approaches are vital for student recruitment and visibility, though they offer contrasting strengths and limitations. Traditional methods—including career talks, room-to-room campaigns, and personal interactions—are highly effective at building trust, rapport, and meaningful connections with parents and students, yet they remain costly, time-consuming, and geographically restricted. Conversely, digital marketing utilizing Facebook boosting, reels, social

media, and artificial intelligence tools provides a highly efficient, accessible, and broader geographical reach. However, a major challenge identified was the inability to immediately respond to online inquiries, which risks losing potential enrollees. To combat this, participants emphasized maintaining an active online presence, deploying automated responses, integrating multiple digital platforms, and assigning knowledgeable moderators to handle inquiries. Additionally, maintaining branding consistency and offering personalized customer service emerged as critical pillars for establishing public trust. Ultimately, the study highlights that modern educational marketing requires a strategic integration of both frameworks. While digital tools offer unparalleled convenience and broader audience reach, human-centered engagement remains essential for influencing enrollment decisions. Successful institutional marketing ultimately demands adaptability, consistent communication, and a careful balance between technology-driven solutions and the personal touch of human interaction.

**Keywords:** *digital marketing, traditional marketing, academic institutions, narrative inquiry, Facebook boosting, educational marketing, customer engagement*

## INTRODUCTION

Marketing trends in the world are shifting from conventional (offline) to digital (online). This digital marketing strategy is more prospective because it allows potential consumers to get all kinds of information about products and transact via the internet. Digital marketing is a promotional activity and market search through online digital media by utilizing various means such as social networking. The virtual world can now not only connect people with devices, but also people with other people around the world. Digital marketing, which usually consists of interactive and integrated marketing, facilitates interactions between producers, market intermediaries and potential consumers. On the one hand, digital marketing makes it easy for school owners to monitor and provide all the needs and desires of potential consumers, on the other hand, potential consumers can also search for and obtain product information just by exploring the virtual world, making it easier to find school (Manan, 2021).

In today's digital age, influenced by the constant technological advancements and inevitable integration of online platforms into daily life, consumer behavior has undergone significant changes (Sima et al., 2020). This digital landscape has empowered consumers with unprecedented access to information, enabling them to compare products and engage with brands globally (Darmody & Zwick, 2020). As a result, businesses have been compelled to adapt their marketing strategies to this new reality. The traditional paradigm of one-sided communication through mass media has given way to a more dynamic and participatory relationship between consumers and brands (Hudders & Lou, 2023).

In the contemporary business landscape, both traditional and digital marketing strategies aimed at engaging consumers and promoting products or services coexist (Wiener et al., 2018). Traditional marketing, rooted in well-established practices such as television, print, radio, and direct mail, still hold an important place because they are recognized and trusted by a certain group of people who prefer these more traditional ways of getting information (R. Todor, 2019)

One of the main reasons why universities use social platforms, such as Facebook, is to promote university news, academic work, research, and the recruitment of academic staff. Online learning and blended learning are currently the dominant pedagogies in higher education. Despite the abundance of evidence on the impact of online technologies on the learning process, what is generally lacking is a framework for systematic implementation (Baltezarević & Baltezarević, 2024). Facebook, YouTube and Instagram are the most popular platforms, while others such as LinkedIn and Pinterest are also regularly used (Peruta & Shields, 2018).

While digital marketing strategies have gained prominence, the impact of digitalization on traditional marketing channels cannot be overlooked (Matarazzo et al., 2021). Traditional channels, such as television, print, and radio, have witnessed a transformation in their effectiveness and reach due to digitalization. The emergence of second-screening, where consumers engage with digital devices while consuming traditional media, (Neate et al., 2017), highlights the interconnected nature of these channels. Furthermore, the symbiotic relationship between online and offline platforms has underscored the potential for traditional channels to amplify the impact of digital campaigns, and vice versa (Kumar et al., 2017). Businesses are tasked with finding the optimal balance between the strengths of each channel to engage consumers effectively in a digitally infused landscape.

Despite the increasing body of literature on digital marketing in the global business landscape, there remains a significant gap in understanding how traditional and digital marketing strategies are experienced, interpreted, and applied by marketing personnel within academic institutions, particularly in developing countries. While several studies (e.g., Manan, 2021; Sima et al., 2020; Baltezarević & Baltezarević, 2024) have highlighted the rise of digital platforms like Facebook and Instagram in promoting educational programs, there is limited qualitative research that explores the lived experiences and decision-making processes of school-based marketers as they navigate between traditional and digital methods.

Moreover, most existing research adopts a quantitative or technical lens, focusing on platform metrics, reach, or cost-effectiveness, but rarely does it examine the narratives, contextual challenges, or strategic rationales behind marketing choices made at the institutional level. There is also a lack of insight into how marketing staff perceive and balance the credibility of traditional approaches with the innovation of digital tools, especially in local educational contexts where audience behavior and access to technology vary. Thus, a qualitative investigation is needed to fill this gap by capturing the perspectives, strategies, and adaptive practices of marketing personnel in academic institutions. This will provide richer, more contextualized understanding of how hybrid marketing approaches are developed and sustained in the real-world educational setting.

### **Objective/Purpose of the study**

The researcher aims to explore the world of marketing through the experiences of two marketing personnel engaging in all social media platforms to promote the product and services of one the business school here in Bacolod city and to be able to reach to its target. This study was conducted for the researcher to grasp a better understanding of the marketing.

### **Philosophical Assumptions**

In qualitative research, inquirers make assumptions. According to (Creswell, 2007), these philosophical assumptions consist of a stance toward the nature of reality (ontology), how the researchers know and what they know (epistemology), the role of values in the research (axiology), the language of research (rhetoric), and the methods used in the process (methodology).

Qualitative researchers take a philosophical stance on each of these assumptions when they decide to undertake a naturalistic inquiry. After the researcher makes the choice, the study is further shaped by paradigms or worldviews that qualitative researchers bring to the research study. A paradigm or worldview is a basic set of beliefs that guide action. Because a paradigm's fundamental assumptions about the world determine what questions may (and may not) be asked, methodological choices only make sense in the context of a paradigm. According (Denzin, 2011), the philosophical assumptions are main thoughts which are incorporated interpretive frameworks utilized in study. According to (Anne Huff, 2009), it is important for researcher to grasp the philosophical assumptions while their pursuing their research projects for many reasons.

**Ontological Assumption.** The ontological assumptions describe the nature of reality and its properties (Kamal, 2019). It is a study of being (Crotty, 2003). The ontological assumption of qualitative research is that there are multiple realities and beliefs (Hays, 2012). In this study social constructivism approached will be used, researcher who take a social constructivist ontological stance tend to focus on understanding the social and cultural of marketing, including issues, challenges and strategies marketing personnel used in social media and traditional marketing, and the role of social determinants of marketing.

**Epistemological Assumption.** Epistemology deals with the nature of the relationship between the researcher and subject. It describes how we know what we know (Corty, 2003). The epistemological assumption of qualitative research is that knowledge is gained by the quality of interactions with research participants ((Denzin, 2011)). With the epistemological assumption, conducting a qualitative study means that researchers try to get as close as possible to the participants being studied. Therefore, subjective evidence is assembled based on individual views. This is how knowledge is known- through the subjective experiences of people (Khalifa, 2023). It becomes important, then, to conduct studies in the field where the participants live and work- these are important contexts for understanding what the participants are saying. The longer researchers stay in the field or get to know the participants, the more they know what they know from firsthand information.

**Axiology.** Axiology has to do with the role of values in research. Facts are viewed as objective truth whereas values are seen as subjective which can be inherently misleading and prevents the pursuit of truth (Given, 2008). The axiological assumption here is that objectivity is good, and subjectivity is bad. In contrast, the researcher reports their values and biases they bring to the study as well as the value-laden nature of data they gather in qualitative research (Creswell & Poth, n.d.). In this study, the researcher may explore the perspectives and experiences of a marketing personnel from diverse cultural and societal backgrounds. Axiology considers what value researchers attribute to the different aspects of research such as participants, data, and audience.

**Methodological.** Based on the epistemological premise that researchers can only provide their interpretations of what is being investigated, qualitative research seeks to understand a phenomenon through an in-depth description of it from researchers' and participants' perspectives

(Yilmaz, 2013; Slevitch, 2011). Therefore, in qualitative research, the purposive sampling strategy is used: researchers select a sample that can provide rich information to understand the phenomenon. Unlike quantitative research, objectivity and generalizability are not the criteria to evaluate research. Instead, the concepts of credibility, transferability, dependability, and confirmability are used to assess qualitative studies ((Yilmaz, 2013). According to Lincoln & Guba, (1986) credibility is the confidence that the findings are true from the participants' viewpoint. Transferability is about the degree to which the findings can be transferred to other contexts. Dependability is similar to reliability in quantitative research. A study is dependable if the findings of a qualitative study is repeatable. Finally, confirmability is whether or not other researchers would confirm the findings.

### **Scope and Limitation**

This qualitative study focuses on exploring the experiences, perspectives, and strategies of marketing personnel in academic institutions as they utilize both traditional and digital marketing approaches. The primary objective is to understand how these professionals integrate and balance these two forms of marketing in promoting their institutions, engaging with potential students, and navigating evolving marketing landscapes.

The study is limited to selected academic institutions within a specific geographic area specifically in Bacolod City and includes marketing personnel who are directly involved in institutional promotion. Data collection will be conducted through in-depth interviews, allowing the researcher to gain rich, descriptive insights into the participants' actual practices, perceived challenges, and strategic decisions.

This study does not aim to measure the effectiveness or reach of specific marketing platforms through statistical analysis; instead, it focuses on qualitative interpretation of experiences, patterns, and contextual practices.

### **Significance of the Study**

This study is significant as it provides a deeper understanding of how marketing personnel in academic institutions navigate the evolving landscape of traditional and digital marketing. As marketing practices shift toward more digital and interactive platforms, it becomes essential to explore not only which strategies are used, but also how and why these strategies are adopted from the perspective of those implementing them.

Through a qualitative lens, this study captures the lived experiences, perceptions, and strategic decision-making processes of marketing professionals, which are often overlooked in quantitative research. It aims to highlight the real-world complexities, constraints, and opportunities involved in integrating traditional methods such as word-of-mouth, career talks, and print media with digital tools like Facebook boosting, AI-enhanced outreach, and social media engagement.

The findings of this study will be valuable to:

***School administrators and marketing teams.*** This study is beneficial by offering practical insights into effective marketing practices that align with institutional goals and audience behavior.

***Policy-makers and educational planners.*** This will help by informing strategies that support modern, inclusive, and accessible educational promotion.

***Researchers and scholars.*** This study is helpful by contributing to the limited body of qualitative research focused on marketing within academic settings, particularly in developing or transitioning digital economies.

***Digital marketing practitioners.*** This is beneficial to those who seek to understand how digital strategies can be localized and adapted within education sectors.

## METHODS

### Research Design

The researcher used qualitative research design through narrative inquiry approach. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2003). The procedures of research involve emerging questions and methods, information basically gathered in respondents 'area, data assessment carefully formulated from units of meaning to final themes, and the researcher's interpretations of the meaning of the data (Creswell, 2003). The final output has an adaptable formation. Those who were involve in this form of study support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation Lewis, (2015). Narrative inquiry is a manner to comprehend experience and a process to study experience (Haydon et al., 2018).

### Research Locale

This study was conducted in Bacolod City, where the conversation partners are currently employed in a private institution.

### Sources of Data

**Conversation Partners.** In narrative study, one needs to find one or more individual to study. Individual who are accessible, willing to provide information and distinctive accomplishment to the specific issue being studied. (Swain & King, 2022), recommends two sources of individual to study. The conversation partners of the researcher were the two marketing personnel from Bacolod City, who have been in the industry for more than or at least two (2) years and uses social media platforms as marketing channel.

**Inclusion and Exclusion Criteria.** To be qualified and included in this study one must be a marketing personnel, has been in the industry for at least two years; and uses media platforms for marketing.

**Purposive sampling was used in selecting the participants.** It will help the researcher focus on the key sources, who are particularly well-informed of the topic under examination (Nyimbili & Nyimbili, 2024) because purposive sampling accord decisions to be made about the selection of participants (Campbell et al., 2020). In addition, it allows the researcher to determine why she or he wants to use a specific category of sources in the inquiry (Ryan & Bernard, 2003), and it presents substantial in-depth findings than other probability samplings methods (Cohen et al., 2017b)

### Ethical Considerations

Ethical issues are critical in conducting research; thus, the researcher should adhere to ethical consideration in conducting this research.

**Social Value.** In this study, researcher made sure to apply the inputs in order to enhance the marketing strategies of the company and to address issues properly that may arise during the interview process. **Informed Consent.** Commonly it is understood that the researcher provides study-related information to the potential participants, and seeks their consent on research participation. A letter was sent to the conversation partners where participants sign and acknowledge that they are informed of the objectives of the study.

**Vulnerability of Research Participants.** Research participants should not be subjected to harm in any ways whatsoever. Conducting research with vulnerable populations requires protection for them because data collection methods, such as in-depth interviews with sensible themes, can delve into interpersonally and politically charged matters, which can create potential. In this study, the researcher sees to it that the participants are capable to decide on their own and mentally and physically qualified as the conversation partners thus participants are not vulnerable.

**Confidentiality and Anonymity.** Researchers should make every effort to protect the anonymity of the research participants and the privacy of data. In this study, researcher will secure the permission of its conversation partner to any information gathered during the interview process, true identification will not be disclosed to the public.

**Transparency.** It is almost important to get the participants' feedback at any stage of the research so that amendments are made if deemed necessary. In this study, conversation partner will be informed of the purpose of the study, data analysis will be sent back to them for confirmation and credibility of the study.

**Justice.** Pertains to participants' right to fair treatment and right to privacy. The selection of the types of participants desired for a research study should be guided by research questions and requirements not to exclude any group and to be as representative of the overall target population as possible. In this study conversation partners will be selected fairly based on the sampling criteria regardless of its gender, economic status, race, or creed.

**Risks and Benefits.** Every scientific research conducted with human beings must have a clear and relevant justification, participants must be freely and properly informed about the research including its risks, benefits, and consequences, and their agreement on participating must be given without them being coerced or convinced.

### **Data Gathering Procedure**

Data collection allows researchers to collect information needed to answer or attain the research objectives. Depending on the research type, methods of data collection include documents review, observation, questioning, measuring, or a combination of different methods (Abawi & Oliver, 2013). The most commonly known way of data collection in qualitative research is the interview.

**The participants initially approved the study.** Then, the researcher sent the Informed Consent Form where the participants signed and acknowledged that they were informed of the objectives of the study. They were also informed that all the information will be treated with respect and confidentiality of their identities will be kept and will not be disclosed in the research paper. To protect the conversation partners' identities the researcher used aliases during the conduct of the interview. The researcher saw to it that the participants understood and the terms that were stated in the Informed Consent Form and that they have the power to choose whether to consent or to decline participation voluntarily. Once this inquiry is made, the participants will receive a copy of the research findings.

Audio recording involves using either analogue or digital recording equipment to capture the conversations, the interactions, and the interviews. The most obvious value of audio recording is that it offers an accurate synopsis of everything that the participants expressed during the interview (Given, 2008).

According to (Maykut & Morehouse, n.d.; Phillippi & Lauderdale, 2018), the importance of field notes can be described as follows: The keen observations and important conversations one has in the field cannot be fully utilized in a rigorous analysis of the data unless they are written down. The qualitative researcher's field notes contain what has been seen and heard by the researcher, without interpretation. In other words, the participant observer's primary task is to record without hypothesizing feelings of the participants and without concluding why and how something happened.

For many qualitative researchers, the semi-structured interview is perceived to enable researchers to track their studies while being flexible and adaptable to ask questions to their interviewees (Ruslin et al., 2022). (Magaldi & Berler, 2020) define the semi-structured interview as an exploratory interview. They further explain that the semistructured interview is generally based on a guide and that it is typically focused on the main topic that provides a general pattern. In addition,

Magaldi & Berler, 2020) argue that the semi-structured interview, despite its topical trajectories provided prior to the interview, enables a researcher to go deep for a discovery. Interviews enable researchers to access the perspectives of respondents, who are allowed to freely express their thoughts within particular topics (Jacelon & O'Dell, 2005). When integrating with documents, interviews with key participants' aid researchers acquire a more in-depth comprehension of the rationale that lay behind the documents, the effect of several individuals and the opposing interests of the different participant (Ruslin et al., 2022).

Interviews are usually done in a qualitative inquiry (Alshenqeeti, 2014). However, interviews, compared to questionnaires, are more substantial in eliciting narrative data that allow researchers to investigate people's views in greater depth (Brinkmann & Kvale, 2018). In a similar vein, (Cohen et al., 2017a) add that interviewing is "a valuable method for exploring the construction and negotiation of meanings in a natural setting". That is, the value of interviewing is not only because it builds an occult snapshot, examines words, delineates individual perspectives of informants; but also, because it enables interviewees to "speak in their voice and express their thoughts and feelings" (Berg et al., 2018; Wiltfang & Berg, 1990)

The researcher asked an overarching questions and follow-up questions based on the responses of conversation partners. The researcher conducted the interview until data saturation will be achieved, on the date and venue agreed upon by both the researcher and conversation partners.

### **Trustworthiness of the Findings**

Trustworthiness can be described in different ways. Trustworthiness refers to quality, authenticity, and truthfulness of findings of qualitative research. It relates to the degree of trust, or confidence readers have in results. To establish validity and reliability, qualitative research use trustworthiness as a criterion to judge the quality of research design (Cain et al., 2023).

**Credibility.** Researchers developed credibility by engaging over extended periods, observing persistently, and using triangulation observing persistently, and using triangulation. Extended involvement entails dedicating ample time in the field, engaging with participants, and closely studying their activities, enabling researchers to acquire comprehensive insights (Ahmed, 2023). The trustworthiness of results is the bedrock of high-quality qualitative research. Member checking, also known as participant or respondent validation, is a technique for exploring the credibility of results. Data or results are returned to participants to check for accuracy and resonance with their experiences (Birt et al., 2016)

The researcher used member checking as a method to establish the credibility of the study. Member checks mean that the "data and interpretations are spontaneously tested as they are derived from members of various audiences and groups from which data are solicited. The researcher is entitled to incorporate the view, feeling and wish of the respondents in the scrutiny and connotation of the information. The objective of conducting member check is to abolish researcher prejudice when scrutinizing and explaining the results. This means that the examined and expounded are sent back to the conversational partners for them to assess the explanation done by the researcher if they or they do not confirm the data. Informants may abolish an interpretation made by the researcher, either because it is socially nasty or because of how it is furnished by the researcher.

A member check is deemed as the single most important furnishing that can be made to reinforce a study's credibility. The member check can be done in any part of the research process

**Transferability.** Transferability refers to the level to which the results of qualitative research can be changed to other contexts with other respondents – it is the interpretive equivalent of generalizability (Tobin & Begley, 2004). According to Vera Bitsch, (2019), the "researcher facilitates the transferability judgment by a potential user through 'thick description' and purposeful sampling". The researcher cannot know the sites that may wish to transfer the findings; however, the researcher is responsible for providing full descriptions, so that those who seek to move the findings to their site

can judge transferability (Lincoln & Guba, 1986). Transferability covers the extent to which the results of a particular research program can be extrapolated, with confidence, to a broader population (Shenton, 2004).

In this study, transferability was achieved by presenting thick elucidation and purposive sampling. Thoroughly describing the research context, participants, and methods allows readers to evaluate the similarities between their context and the study, enabling them to judge the applicability and relevance of findings to their own settings or situations.

Because transferability will depend on how the readers relate to the contexts, the researcher collected full precise analysis of statistics in context and outlined them with complete feature and accuracy to permit perception about transferability to be done by the reader.

To fully achieve the range of specific information that can be attained from the key informants, the researcher consciously chose location and information that differ.

**Dependability.** According to (Vera Bitsch, 2019), dependability is “the stability of findings over time”. Dependability includes participants scrutinizing the discovery and the interpretation and recommendations of the study to make sure that they are all backed up with the data collected from the source of the inquiry (Cohen et al., 2017b). Dependability pertains to the enduring and unwavering nature of the research findings across time. In order to assure reliability, researchers rigorously document their approaches, techniques for data gathering, and procedures for analysis.

Creating and preserving an audit trail, which consists of a comprehensive log documenting the decisions made throughout the research process, allows other researchers to reproduce the study, therefore guaranteeing the dependability of the results (Ahmed, 2023b).

In this research, dependability was established using a code-recode strategy. The code-recode strategy involves the researcher analyzing, interpreting, clustering and thematic analysis using the dendrogram. The code-recode strategy is also referred to as code agreement, whereby the research procedures permit several remarks or findings by the researcher, recommending that the inter-rater or inter-observer input the data and contrast it with the data analyzed by the other party. If the coding results are aligned, it enhances the dependability of the qualitative inquiry. This process helps the researcher acquire deep comprehensions of data patterns and refines the presentation of participants’ description or narrations.

**Confirmability.** Confirmability is “concerned with establishing that data and interpretations of the findings are not figments of the inquirer’s imagination, but are derived from the data” ((Tobin & Begley, 2004). Studies suggest that confirmability of qualitative inquiry is achieved through an audit trail, reflexive journal and triangulation (Lincoln & Guba, 1986) More so, confirmability is founded on the acknowledgement that research is not objective. It concerns with the core issue that “findings should signify”, as far as possible, the particular state being studied as opposed to the norms, per theories, or prejudice of the researcher. It is according to the point of view that the uprightness of outcomes is grounded on the data and that the researcher must accurately bind together the data, analytic processes, and findings in a way that the audience is in a place to verify the adequacy of the observations (McCabe, 2014).

Confirmability in this study was achieved through an audit trail. This may include all field notes and any other records kept of what the researcher does, hears, sees and thinks.

An audit trail involves an analysis of the study process and product to assess the data, whereby a researcher deemed for all the research decisions and activities to present how the data were gathered, recorded and examined. For an auditor to perform an exhaustive audit trail the following documents should be kept for verifying the inquiry process: raw data, interview and observation notes, documents and records gathered from the field, test scores and others.

### **Data Explication**

Qualitative data analysis involves the recognition, analysis, and elucidation of patterns and themes in textual data and establishes how these patterns and themes help answer the research questions at hand (Trochim et al., 2016).

Analysis of the data is the act of determining and expounding the core meaning of the data. Sorting and interrelating arising themes, sub-themes and contrasting to get the enormous picture-what it all means, guiding the researcher determine how best to consolidate data from several sources and processes. Interpretation can also help the researcher to make conclusions-providing answers to inquiries of social and theoretical importance and ascertain credible or trustworthy description.

Thematic analysis will be used in this study and focused on examining themes within data. Thematic analysis is a method to analyze qualitative data. It involves the identification and reporting of patterns in a data set, which are then interpreted for their inherent meaning (Xu & Zammit, 2020).

The researcher used the following Collaizi's (1978) seven steps to illustrate the data. The process involves the following steps;

***Transcribing all the subjects' descriptions.*** In this section of the analysis process, participant narratives were copied from the audio-taped interviews held with each. Individual transcriptions of the interview were then checked by the respective participant.

***Extracting significant statements.*** After the data has been transcribed any comments in the participants' narratives that relate directly to the phenomenon under investigation are considered significant. Significant statements are extracted from each of the stories and numbered. The critical statements are numerically entered into a list that is, an assemblage of all essential comments. The researcher cleaned the data either by removing the statements without clear thoughts, explaining to make them significant or merging two consecutive statements.

***Creating formulated meanings.*** In this stage of analysis, the researcher formulates more general restatements or meanings for each significant statement extracted from the participant's narratives. The researcher assigned units of significance for each statement.

***Aggregating formulated meanings into theme clusters.*** Once the definition has been given to units of meaning statements, the researcher assigns or organizes the created meanings into clusters of similar type. In other words, the formulated meanings are grouped into theme clusters. Statements with similar units of meanings were assigned with clusters of meaning. Depending on the number of units of meanings, code-recode strategy may also be used by the researcher.

***Developing an exhaustive description.*** An exhaustive description is a comprehensive description of the experience as articulated by participants. This is developed through synthesizing of all theme clusters and associating all formulated meanings explicated by the researcher. In this phase, initial themes were identified by the researcher.

***Determining the core formation of inquiry.*** The core formation refers to 'the essence of the experiential phenomenon as it is revealed by explication' through a rigorous analysis of the exhaustive description of the phenomenon". Final themes will be developed by the researcher.

***Returning to participants for validation.*** A follow-up appointment will be made by the researcher with each participant to validate the essence of the phenomenon with participants. Any changes made according to participant feedback to ensure their intended meaning is delivered in the basic structure of the occurrence. Incorporation of additional information provided by participants for inclusion into the final description of the phenomenon occurs at this point.

### **RESULTS AND DISCUSSION**

After the formulation of the topic for this study, the researcher looked for qualified conversation partners to be the sources of data. Pure is one of the two conversation partners whom

the researcher knew way back when they were both employed in the same institution. He has been in academe business for more than two years. June, the other conversation partner, was a coworker of the researcher. June is currently employed as marketing staff in one of the business schools in Bacolod City. After a series of interviews conducted with her, the researcher perceived her as a business-oriented person. In business, she prioritizes sales and profit. On the other hand, Pure is from Bacolod City. He is a very jolly person and approachable. He emphasizes the value of friendship and building rapport in business. He is not after the profit but to gain loyal customers and friends and establish a good relationship with the clients. After rigorous interviews and transcription, examination and interpreting of each conversation statement, the researcher was able to come up five (5) themes that describes the marketing aspect of the institution. The five (5) themes are as follows:

- a) Advantages and Disadvantages of traditional and digital marketing:
- b) Challenges encountered in the use of traditional and digital marketing:
- c) strategies in using the digital marketing:
- d) Strategies in using traditional marketing:
- e) vital role of traditional and digital marketing in academic institution.

The conversation partners considered three major advantages and disadvantages in using both traditional and digital which include (1) traditional marketing is expensive compared to digital marketing; and (2) Traditional only reach on limited market: (3) Digital marketing is borderless. Based on the series of interviews conducted, conversations partners have identified the major challenge encountered in using the traditional and digital marketing which include (1) loose of potential market if not attended right away. After listening to all interviews of the two conversation partners, the researcher compared and clustered all similar words and phrases used by the participants. This process was done to make sure that all significant statements were noted and not missed out. The objective of this qualitative inquiry is to explore why and how marketing personnel engaged marketing using both traditional and digital marketing approach. Digital marketing strategies involves the FB Boosting, Consistency, Branding, Used of AI, Customized customer service, integration of other social media platform like YouTube, Instagram, reels. While traditional marketing includes, building rapport, career talk, room to room campaign, and word of mouth. And also, the conversation partners highlighted the vital role of traditional and digital marketing in academe.

Below are the thorough discussions of 2 marketing personnel on using traditional and digital marketing in an educational institution.

### **Advantages and Disadvantages of traditional and digital marketing**

Digital revolution has transformed the ways we communicate. The advent of the internet, social media, search engines, and mobile applications has provided businesses with a whole array of tools for digital marketing (Melović et al., 2020). Digital marketing strategies, characterized by precision targeting, real-time analytics, and dynamic customer engagement strategies (Aluri et al., 2019), are an inevitable part of communication of a generation of consumers used to constant connectivity and information accessibility

(Buhalis & Sinarta, 2019). This mix of traditional and digital approaches means businesses need to find the right balance, recognizing the different preferences of their customers while making the most of the wide array of tools available to reach and communicate with them.

**Traditional is expensive compared to digital.** The main disadvantages or weaknesses of traditional marketing are (Gheorghe Orzan, 2020): traditional marketing is in many cases considered more expensive in terms of resources (material, monetary, human), such as printing brochures, leaflets, catalogues presentation, product sheets. While digital marketing fosters two-way communication, real-time engagement, precise measurement, and cost-effective strategies, making

it an indispensable tool for businesses to connect with their target audiences, drive engagement, and achieve measurable results in today's digital-centric marketplace (Mathur, 2024)

**Pure said:**

*“Dako bala ang imo na cost compare sa imo nga turn of sales mo naman. Kumbaga ang ROI mo ndi mag patas kay ti imagina mag plete ka to, ma stay ka pa to, Makaon ka pa. So pila Lang ang turn out sa imo nga amo na tapos, let's say for example depende man na siya sa gina offer nimo. (Cost incurred is higher compared to your ROI, imagine if you're going to out of town, you'll have budget for transportation, meals and accommodation and it depends also on the course offering)*

**June said:**

*“based sa akon mga experience during marketing ahmmm if you conduct career talk ahmm so may limit sya within let's say for example ahmm di ka ka conduct outside Bacolod or let's say pinaka layo na bi is within dira ka lang sa may ahmm betwee- boundary lang bi sang Bago or Bacolod so indi kana kapagwa kay te number one ang expense so namention ko man sya diba nga kinanlan kis'a may sponsorship gd saya or let's say may mga gamay nga mga ano sang oo token and of course te ma flyers ka and then indi kaman lang na pwede nga ikaw lang man makadto during the marketing so may mga upod ka so additional expense and also mga transportation nyo pa, food allowance nyo and then so damo gd ang napa- or dako gd nga expense nga ipagwa mo during career talk or traditional nga ahmm tawag ni nga marketing”. (“Based on my experience during marketing, when you conduct a career talk, there are limitations. For example, you can't go beyond Bacolod—or the farthest you can reach is only up to the boundary between Bago and Bacolod. You can't go farther mainly because of the expenses. I mentioned before that sometimes you really need sponsorships, or at least some small tokens. Of course, you also need to prepare flyers. And it's not like you can go alone for marketing—there are people who go with you, so that adds to the expenses. You also have to consider transportation and food allowances. So overall, there are really a lot of expenses or major costs involved when conducting career talks or traditional marketing).*

**Traditional marketing has a limited reach to target market.** Currently, HEIs use both traditional and digital marketing in order to promote their universities and attract talented students. When we compare traditional and digital marketing, we can say that universities should invest more in digital marketing than traditional marketing. Traditional marketing can be effective in attracting local people, but via digital marketing, universities can reach an unlimited audience locally as well as internationally (Mammadova, 2023a) (Mammadova, 2023b) defined in his study the disadvantages of traditional marketing: 1) results is difficult to measure; 2) it is more expensive; 3) it is static; 4) it is time-consuming; 5) individuals cannot be targeted; and 6) complex pricing cannot be offered.

**Pure shared:**

*“Kung ako I-weigh in ko, ang advantage ni career talks, para siya sa mga lapit na areas. So pinaka advantage gid, example let's say 5 kilometers or ten kilometers away sa imo na na school mas nami na siya kay mas makadtuan mo and then Mavisit nila. Kung mag career-talk ka bla*

*makakadto ka sa school. ah.. nami naman facebook or si ads, it's because nang, example si Sipalay, si Hinobaan, si.. Escalante, ang mga out of towns or higher than 20 kilometers up, may mga inquiries ka nga mareceive". (If I were to weigh it, the advantage of career talks is that they are ideal for nearby areas. So, the biggest advantage is, for example, if the school is just 5 to 10 kilometers away from you, it's more effective because you can personally visit the place, and they (the students or parents) can also visit the school. When you do a career talk, you can actually go to the school and engage directly. Now, Facebook or paid ads are also good—because for places like Sipalay, Hinoba-an, Escalante, or other towns that are more than 20 kilometers away, you'll still receive inquiries through digital platforms).*

**June added:**

*"Of course we have also social media so since ang ang subong nga tyempo is ahmm indemand ang online and social media kag dasig makacatch up sa interest sang mga tawo so we also do ahmm ahmm fb boosting. So sa dira naman ya is ma less man imo lets say effort or time kay te since no need to go sa specific nga school just iboost mo lang kung ano ang gina offer or mga courses or mga strands or whatever nga gina offer sang skwelahan but ahmm you need to ano man ahmm monitor kay te from time to time may naga reque-, respons I mean may naga inquire or may mga ga response even mga outside sa Philippines so ang ila time nd parehas sa aton". (Of course, we also use social media because nowadays, online platforms are in demand and easily catch people's interest. So we also use Facebook boosting. That way, your effort and time are reduced because you don't need to physically go to a specific school—you just boost the post that contains the school's offers, such as courses or senior high school strands. But you also have to monitor it, because from time to time, you'll receive inquiries or responses—even from outside the Philippines—and their time zones are different from ours).*

**Digital marketing is borderless.** Digital marketing has transformed the landscape of modern marketing, offering a plethora of strategies, tools, and platforms to connect with target audiences, drive engagement, and achieve business objectives. At the core of digital marketing are various online channels and technologies that enable marketers to reach global audiences, personalize messaging, track performance metrics, and optimize campaigns in real time (Mathur, 2024). Traditional marketing generally operates locally, while online marketing is global, reducing communication barriers, a website being available in any area of the globe that has access to the internet, while most televisions, radio stations and the print media are only available in a certain geographical area (Pascalau & Urziceanu, 2021)

**Pure mentioned:**

*"Huo, borderless ang tabo yah, kay gkadto ka yah ang imo nga market yah as far as amo na Hinobaan, as far as anywhere pwede mo ma target. Gusto mo sini nga week Hinobaan ang ifocus mo Hibaan lang tanan nga dagdagan yah. Next week post ka sa Sipalay, Sipalay naman dagdagan yah. Pero you have to pay" (Yes, it's borderless now, because your market can reach as far as Hinoba-an or anywhere you want to target. For example, if you want to focus on Hinoba-an this week, you just boost everything there.*

Next week, you can post for Sipalay, and focus on boosting in Sipalay. But of course, you have to pay for that).

**June highlighted:**

*“And then also you can ano man also aside sa imo nga area so the more nga gina ahmm lets say ara ka sa south so more or less mga south man nga mga area imo pwede nga ih involve da sa imo nga pag boost. So pwede na sya. Mas hapos sya kay te no need na magkadto kato sa specific nga area especially sa mga lagyo and then same man sa college so may specific man ka nga ahmm target market so pwede kaman da ka input kung ano nga mga target I mean mga customers or target market nga imo gusto same man sa area. For north kanaman ya bi kung damo kato ya bi area sa north nga indi mo sya makadtoan so by using fb boosting or paghimo sang fb boosting pwede mo gd na ya mahimo so no need may ano kana ahmm ma balance mo imo nga time te tungod nga pwede ka kagamit sang fb boosting.”* (And also, aside from your immediate area, you can target more places. For instance, if you're based in the south, you can include other nearby southern areas in your boosting. It's easier now because you no longer need to physically go to a specific area, especially those far from you. The same applies for college-level marketing—you can set a specific target market in your Facebook boost settings. You can input the specific audience or target market that you want to reach, including their locations. For example, if you want to reach areas in the north that you cannot physically visit, you can still target them using Facebook boosting. That way, you can balance your time more efficiently by using FB boosting).

**Challenge encountered in using digital marketing**

*Loose of potential enrollee if not attended right away.* HEIs should be absolutely certain that they are not missing valuable opportunities to connect with students. Students often post questions that go unnoticed or unanswered. Sometimes, student approached to ask several questions through university digital media, therefore, HEI's should response those queries by utilizing a department or division to handle those enquires timely. When student queries are not responded by university, they might turn to a competing institution with the same question. HEIs must be present, available, accessible, and responsive in order to connect with students in digital marketing such as social media (KUSUMAWATI, 2019).

**Pure shared:**

*“Ang hybrid or the online ang pinaka kis-a lang man challenge sa amon yah is ang through chat kay ti daw ndi ka siya bla ah for me bi base sa marketing nami ang may.. ano gani na ang tawag.. ang term namon sang una man, ang may touch mo bala”.* (In hybrid or online marketing, one of the main challenges we face is communication through chat. For me, as someone involved in marketing, I still prefer what we used to call having a 'personal touch'—that human interaction you can only get in face-to-face conversations).

**June opined:**

*“Wala, mani gale ang amo ni nga page so instead to enroll, instead to continue or let's say makapangita man sila bala sang sang mga kilala nila*

*nga mag enroll daw gaka discourage sila kay te dugay magreply kay te there are times nga nd mo gd sya ma check bala sa mga previous kay te tungod not only my mga walk ins and also gagwa ka for the career talk so mga amo lang mana sya nga mga problems. Indi man sya tanan especially ang ga monitor sina is which is ako man nga ga career talk so indi sya nakon ma monitor.”* (Also, what happens sometimes on our Facebook page is that instead of encouraging people to enroll or continue their inquiries—or even refer their friends—they become discouraged because responses are delayed. There are times when we’re unable to check the page messages right away because we’re also handling walk-in inquiries and going out for career talks. That’s one of the main problems. It’s not always the case, but since I’m the one doing the career talks and also the one monitoring the page, I can’t always stay updated or respond promptly).

### **Digital Marketing Strategies**

**Consistency of Digital Marketing.** Digital marketing goes beyond just entrepreneurship; it encompasses the transformation of entire industries and the revitalization of traditional approaches by introducing innovative strategies that pave the way for future growth and development. To excel in digital marketing, one must possess a creative mindset that can unlock the full potential of available resources and devise innovative strategies that can compete and earn recognition in society (Arianti, 2023). It requires a continuous drive to push boundaries and explore new avenues that enable businesses to achieve their goals and stand out in a highly competitive digital landscape (Sari et al., 2024)

It is important to emphasize that social media have become increasingly relevant in organizational communication strategies. And, considering the management of levels of (in) visibility, we can affirm that 'invisibility in these environments consists of not being visible to the public, being hidden, being in secret' (SILVA; BALDISSERA, 2021). Furthermore, as the authors highlight, beyond the simple absence, we must pay attention to the fact that audiences press organizations to make their presence felt, and organizations, consequently, need to be present to declare their existence and carry out their transactions (De Faria et al., 2023).

#### **Pure shared:**

*“So, that is another marketing. ang ang gwa mn lng na da is retention mo and visible ka gyapon. Kay ti ang.. Ang magic of marketing is actually retention. So, ara ba lang ngaa gusto mo mag bakal sang amo ni nga habon, kag ngaa gusto mo mag amo ni. Kay kung permi mo siya gakakit-an, kmay recall ka na. Ayy nakita ko si AMA sa amo ni, ay nakita ko si amo ni sa amo na. So Kung sige sige na siya gina ano sa imo...So dapat ndi ka gd madula sa ila nga, nga kumbaga within sa circle or within sa area kay para ma retain mo.”* (So, that’s another aspect of marketing. What you’re really aiming for there is retention and continued visibility. Because the real 'magic' of marketing is actually retention. It’s about why someone chooses to buy a particular brand of soap, or why someone prefers a certain product. It’s because they keep seeing it—it creates recall. Like, 'Oh, I saw AMA in that place,' or 'I saw that school or brand in that ad.' So if they keep seeing it over and over, it sticks with them. That’s why you shouldn’t disappear from their awareness—you need to stay within their circle or area so that you maintain that recall).

**June mentioned:**

*“Yes, oo para ano siya ahm damo bala damo sang makwa mo nga market Kay ti let's say bi kung mag ano kalang kung every month ka ahm depende man sa nga view ah kay ti may ara man nga nga let's say view opening sang klase so the more nga ga view sa pwede kaya ka schedule by weekly”.* (Yes, exactly—so you can capture more of the market. Let’s say you post or boost ads monthly, it really depends on who’s viewing at the time. Because for example, when enrollment season or class openings come around, there’s a surge in viewers. So if you boost regularly, like every week, you’re more likely to catch the attention of different people at different times).

**FB Boosting.** It cannot be contested that developing brand image and advertising over the social media like Facebook changed the landscape of the prevailing marketing approach (Palma, 2017). Gaining visibility using social media marketing platforms was measured in terms of organic and paid reach and impressions using Facebook insights (F. Fortes & A. Ramos, 2023) each refers to the number of people who saw any of the posts at least once, and the metric is estimated. Paid reach consists of users who see posts as a result of paid advertising. Paid ads or boosted posts on Facebook involve HEIs paying the platform to make these promotions visible. It enables to target people who have not liked the page but have similar interests or are in a similar demographic. To increase the institution’s visibility, they used paid advertising to increase social media visibility, increase search visibility with the Google Ads campaigns. Salem (2020) also specified that social media platforms play a critical role in this context, serving as crucial channels for promoting university brands, engaging with stakeholders, and impacting the university’s ability to attract and retain students through enhanced communication and advertising.

**Pure stated:**

*“boosting lng gd ta yah, amo lng gd na da yah aton. So boosting ka lng gd yah mas mas ano sya. It's because mas damo da. Mas damo da sa facebook mga estudyante nga dira. Ang reels amo na ya ang iya ka facebook. So dba aside ang boosting boosting na, ang reels..Facebook reels. iya mn na ka facebook, so kung may page ka may reels mn na sila. Ga upod mn kmi sa reels. basta iya tanan nga ano ni facebook gina upod na namon. galing dapat amo na eh may ara gd na ga maintain sa imo page. To do the marketing, the reels, the tanan. So amo na iya ubrahon. Makapoy ka lng na sang sabat da ay. Kaagi na imaginon mo sang una mag peak ang haboy sng ads, gasinulod sa imo tag 10 ka tawo, yawan ka na na panabat”.* ( We really just focus on boosting—that’s our main strategy. Boosting is more effective because there are more students on Facebook. Reels are also part of Facebook now. So aside from boosting, we also use Facebook Reels. If you have a Facebook page, it comes with the Reels feature too. We include Reels as part of our strategy. Basically, we use everything that Facebook offers. But for that to work, someone really needs to maintain the page—to handle the marketing, the Reels, and everything else. That’s their job. It can really be exhausting when you have to respond to all the messages. Imagine before, when ad engagement would peak and ten people would message at once— you’d get overwhelmed replying to all of them).

**June stated:**

*“Ahm yes ang school is ga conduct on how to use or like paano na siya ma maximize ang pag gamit sina not only by pag post lang sa online ahm but also na mentioned ko pag fb boosting in that way may ara kami specific nga target nga mga student or mga taho nga pwede lang nga within lang sa gina market for example gina market namon is senior high school so we have specific age or bracket which is sila gina pakitaan namon kung paano sina mag avail sina also for the college, same man sa college siyempre may specify Kaman nga target nga mga consumer or students nga pwde maka avail sang inyu nga mga program”.* (Yes, the school conducts sessions on how to properly use and maximize these tools—not just by simply posting online, but also, as I mentioned, through Facebook boosting. In that way, we can target specific groups of students or individuals that fall within our intended market. For example, if we’re promoting senior high school, we focus on a specific age group and make sure our ads are shown to them. It’s the same for college; of course, we also define a target group of consumers or students who are eligible or likely to avail of our programs).

**Branding.** Brand image is considered as how a brand is perceived by consumers. Dealing with perceptions, brands can be described through adverb objectives, or phrases (Sawhani & Susilo, 2020) . Marketers used social media to build up brand image and communicate brand related matters to consumers. It is more impactful than traditional broadcast or message because people are more willing to read customized information on social media platform rather than traditional platform(Horn et al., 2015).

**Pure mentioned:**

*“branding. Amo pa gd na gle in terms of marketing dapat, amo na na tunan ko gd nga number one sa \_\_\_ is the branding. So dapat amo lng gd na sya tanan. Kay para ang tawo ndi maconfuse. Hala may amo ni nga amo ni, hala may amo naman nga amo na. So dapat isa lng gd sya tanan. Ina ah applicable sya kung damo damo kamo mga ano eh damo kamo mga branches or ano da. Pero dapat may branding ka lng gd. Dapat focus ka lang daw ka amo na. Also focus ang mga branding colors, mga amo amo na, so gina gina lecture na siya sang una kung mag corplan bla kung mag marketing, may ara gd na sila”.* (Branding—that’s really one of the most important things I’ve learned in marketing. At \_\_\_, branding is the number one priority. Everything should be unified so that people won’t get confused, like 'Oh, there’s this version here,' or 'Why is that one different?' Everything should be consistent. This especially applies when you have many branches or campuses. You really need to have a clear branding identity. You should be focused down to the branding colors and everything like that. This is something that used to be discussed during corporate planning or marketing planning sessions—they really emphasized it).

**June mentioned:**

*“Oo. Kung enrollment bi nga ano sa amo gd ni ya(national advertisement). Wala sya sang isa isa kay te gaka cause man ano gaconfuse*

*man bala aw. Oo. Lain to ang opening sa amo na ngaa lain naman diri. Oo. Kay daw te kung ga ano pa daw ka mahambal ka ay ka legit ni kay te parehas lang sila te syempre diba maghambal ka isa lang kamo ka company, isa lang kamo ka school, isa lang kamo ka marketing kung lain ang inyo gina use ya nga advertisement te daw ka ngaa lain to sa sila lain so ang actually may mga times nga ah guro ang mga let's say ang mga colors I mean ang like sa \_\_\_ lain man gd ang gina use nila nga mga sa flyers lain ila ya flyers so we gina explain man namon nga lain si \_\_\_ lain si \_\_\_ imean lain ang gina use kay te ang \_\_\_ is more on computer courses sila ya syempre lain lain. For the \_\_\_ naman ya is more on the business courses but isa lang sya gyapon kay sister school man lang sila. Isa man gyapon ang ila na gid ya ginhalinan".( Yes. For example, during enrollment campaigns, we do national advertising. We don't do separate, conflicting advertisements because that causes confusion. Like, 'Why is the schedule different in this branch compared to that one?' It makes people wonder, 'Is this even legit?' Because naturally, when you say you're part of one company, one school, one marketing team, but you're using different advertising materials—it sends mixed signals. Actually, there were times when even the flyers differed—for example, \_\_\_ used different flyers, which we had to explain. \_\_\_ focuses more on computer-related courses, while \_\_\_ is more on business courses. But they're still under the same group—they're sister schools, and they come from the same institution).*

**AI tools.** HEIs are aware of automated responses used by businesses to solve customer queries and also used in data collection, keeping the audience updated about products and services. They can serve clients 24/7 and retain their data for future use. Also, the applications of chatbots are huge and the amalgamation of Chatbots with Artificial Intelligence and Machine is the new game changer (Thilagavathy & Praveen Kumar, 2021).

**Pure highlighted:**

*“Ang AI may ara mn ang mga auto-answer, auto reply. Let's say example, mga basic, kay kakapoy man type ay, diin ang location, automatic gasabat na na siya yah. Ndi sa full AI. Kay ti indi mo sya, ako ha indi ko sya mafull AI it's because need mo bi makiupod sa ila. Unless ang questions nila are basic questions".( AI also has features like auto-answer and auto-reply. For example, it can respond to basic inquiries automatically—like if someone asks for the location—so you don't have to keep typing the same thing over and over. But we don't use full AI. Personally, I don't use full automation because you still need to interact with them (the inquirers). Unless the questions are very basic, then AI can handle it).*

**June added:**

*“Actually ah may ara sya daw generated lang nga ga reply let's say lang for example ahmm inquire so ang ginauna namon para at least mabutang lang gd sila of course ang personal nga details nila so in that way makwaan na daan namon sila sang ahmm details na especially their contact numbers at least matawgan sila ma explain kung ano ila gusto nga inquire kag specific gd paghatag sang, sabat sa imo. So amo na sa subong amon nga ano ahmmm within dira sa daw automated na bala nga response Para at least*

*may ma response lang sila nga first nga concern. So we make sure lang nga everyday na monitor sya ah kay te amo na sya ang ubra mung dapat ma monitor mo sya everyday.”*( Actually, it sends a kind of autogenerated reply. For example, when someone inquires, we first ask them to fill out basic information—especially their personal details—so we can collect their contact number. That way, we can call them and explain more about what they’re asking, and give specific answers. So currently, what we’re using is an automated initial response system—just to make sure they receive a quick reply to their first concern. We also make sure to monitor it daily, because that’s part of the responsibility—you really have to check it every single day).

**Knowledgeable Moderator.** The performance of the HEIs’ digital marketing campaigns was measured in four stages: gaining visibility, converting prospects to leads, convincing the student to apply, and convincing the student to enroll, based on the accuracy, promptness and reliability of HEIs to response to its prospect student queries through social media platforms(F. Fortes & A. Ramos, 2023).

**Pure said:**

*“Kag dapat ang imo pa gid nga page is may moderator. Nga wherein sya gd na yah gamonitor time to time”.* (And your Facebook page should really have a moderator—someone who consistently monitors it from time to time).

**June mentioned:**

*“Actually ahmm may access na amon registrar or admission in regards with dira so ahm basically may ara man sila nga Ila lang gid gina entertain nga inquiries for example amo na siya ang na mentioned mo like sa mga facilities, let's say sa mga school documents or mga credentials sang students, so may naka assig mana dira para at least ang iya focus is ang sa dira lang nga concern ka student, so ang sa akon naman ya specially ang sa marketing so ang focus ko lang gid ya ang sa mga inquiries lang regarding sa mga tuition fees mag enroll or mag inquire para at least ang akon nga, ang akon nga pagsabat sa ila is within dira lang gid ya nga topic.Sa Facebook page, kay te tanan nga, indi man lang bi tanan nga ga inquire sa Facebook is more on enrollment.So amo na subong gina ano namon nga si registrar dapat aware man sya sa mga programs nga gina offer or let's say may incharge gd bala nga aware sa mga programs nga gina offer, mga tuition fees para at least samtang wala ang incharge gd mismo is may naga monitor lng gyapon so amo na subong amon gina ano gd nga bisan indi si registrar even iban nga mga staff aware lang at least pwede sila ya ka or let's say matabunan mo or ga OJT's pwede na sila ka response sa page lng gd sa ya wala mana sila hilabtan ang mga ga inquire lng gd ya like everyday nga ga inquire.May ara kami ang registrar namon, ang registrar naman ya lain naman na nga department. But actually bi ang page ta kis'a is na call for ano man lang siya eh, ahm inquiries sang mga enrollment so their are some nga mga old students nga ga inquire man for their documents. so amo na nga gin tagaan man nakon access si registrar in that specific nga mga for like sa marketing ahm let's say guro mga minor nga questions pero let's say*

*mga kinanglan sang amon assistance so ga coordinate man sa amon kung sino man da ma assign namon nga moderator nga mag reply, let's say kinanglan ya bi specific kung pila ang tuition fee so ga coordinate sila kay maka cost na conflict sa amon nga studyante".* (Actually, our registrar or admissions office also has access to the page. Basically, they handle specific inquiries. For example, if the questions are related to facilities, school documents, or student credentials, there's someone assigned to that area so they can focus only on those concerns. As for me, my focus is specifically on marketing. I handle inquiries related to tuition fees, enrollment, and general course inquiries—so that my responses are targeted only to that area."On the Facebook page, not everyone who inquires is necessarily asking about enrollment. That's why we make sure that the registrar is also aware of the programs being offered or that there is someone in charge who knows about tuition fees and offerings. This way, even if the main person in charge is unavailable, someone else can still monitor the page. That's what we're doing now—even if it's not the registrar, other staff members who are informed about our offerings or even on-the-job trainees can help respond to inquiries on the page. They don't need to handle all inquiries—just the ones that come in every day. Our registrar, of course, is from a different department. But sometimes, the Facebook page also receives document-related inquiries from returning or old students. That's why I gave the registrar access to those parts of the page. For the marketing side, let's say we receive minor questions—if it turns out the inquiry is something that needs our department's help, the registrar coordinates with us. We also assign a moderator to reply if the inquiry is, for example, about the exact tuition fee amount, because inconsistent answers could cause confusion or problems for the students."

**Customized customer service.** A service or product with an appropriate digital marketing strategy or tool can generate a positive customer experience (Alwan & Alshurideh, 2022). Therefore, companies need to establish an adequate digital marketing strategy to generate traffic on the Web, capture potential customers and speed up effective communication with them by providing them with answers or solutions to their needs. In addition, companies need to recognize different types of customers as an essential part of generating a successful customer experience program having strategies that bring about a personalized experience for each segment (Nuseir et al., 2023)

**Pure explained:**

*"Oo, sa traditional marketing. Kay ti amo na gyapon yah, ang ako yah gapati gd ko yah nga nang mas mayo ang may personal touch. And ma-maano mo gid yah ang mga bata. Kay ti ndi siya, ambot ah, basta sakon na bi nga pag, especially Kung schools, damo sila bi inquiries. okay lng na Kung student pero Kung parent bi. So budlayan mo sya yah kung gachatanay lng kamo nga duwa. So, amo pa gd na dapat maging professional ka mn sa ano. Ang paminsaron mo yah is still daw tawo ka man nga ga entertain sa ila."* (Yes, in traditional marketing. I really believe that having a personal touch is better. You can really connect with the students. I don't know, maybe it's just me, but especially when it comes to schools, they get a lot of inquiries. It's fine if it's just from students, but if it's from parents, it's harder

if you're only chatting online. That's why it's also important to be professional in how you communicate. You have to remember that you're dealing with people).

**June added:**

*“Oo. Amo na gina make sure namon if if or ga ask kami sa ila man nga ano eh ahmm availability nila kay te basi ga obra or something nga alang alang so first anay ma ask kami kung available sila amo na time matawag kami kay in that way maka istorya kami sila kag maka ahmm tawag ni maka explain gd mayo kay te lain gd man kung ga call ka kay sa sakis 'a sa through mes- ano lang chat lang so may ara iban nga daw medyo indi nila ma gets especially mga term mga term bala nga gina use sang eskwelahan so indi sila ka gets ang mga trimester prelims so indi tanan may idea sina lain gd saya kung may tawag kay para ma explain sa ila kag kung may question sila agad agad man namon masabat. Ahm customized siya if that say ahm customized siya first or second inquiries pero let's say may mga specific gid sila nga question so kami gid na ga inquire, kay te let's say may mga questions nga indi na bala ma replyan gid sang, ahm indi siya bala tawag ni customized man so kinanglan gid saya, so kinanglan mo siya ikaw mismo man ma monitor mo man ang gina inquiries sang mga student kag customers. Ahmm yes there are some nga amo na siya nga mga instances but ahm, we try man to avoid ang amo na nga instances, ti maka conflict bala sa customer”.* (That's also why we make sure to ask about their availability first—like, whether they're working or not, or if they're in between schedules—before we make a call. That way, we can talk to them properly and explain everything clearly. It really is different when you call compared to just chatting. There are some terms used by the school—like trimester, prelims—that not everyone understands. So it's better to call so we can explain it, and they can ask follow-up questions right away and we can answer them immediately. The approach is customized—especially for first or second inquiries. But if they have more specific questions, then we personally handle those. Some questions can't be answered automatically or through basic replies, so you really have to monitor the inquiries from both students and other customers. Yes, there are instances when miscommunication happens, but we really try to avoid those situations because it can create conflicts with customers).

***Integrate other social media platforms.*** Chaudhari & Awesh Bhornya (2022) , revealed that the majority of the top 25 universities in Asia and Africa use Facebook, Twitter, LinkedIn, and YouTube for their digital and social media marketing and they differ in terms of the purposes of its usage and the level of adoption of digital technology. It shows that the collective responses by using digital and social marketing for HEIs are to market their programs and to give information about events and research of the HEIs (Paladan, 2019).

**Pure shared:**

*“Ah..Ah.. Kung ano ang gina ano, let's say exmple nag posting ko bi. Dapat ma ipost mn na nila. So, sila mismo maspread.sharing sharing kay masanga na oo, may ara si AMA..Nang sang una gagwa sila.kundi gapagwa lang kami yah ga ga..(tiktok ) Amo na siya. So, Kung mag mag ano siya sa*

*tiktok, pwede mn na. So, isa ko pa gd sang una ka mga style is gina gamit ko mn marketing ang akon mismo estudyante. Amo na, IG, pero since ang ang ina nga mga era bi or ina nga mga kliyente, it's more on the facebook, dra sila. Pero, ndi ka lng mag limit sa dra. Kay damo pa social media platform. So, pakita kita ka lng da. Pero mas damo yah akon sang una sa facebook. Pakita kita ka lng sa tiktok, pakita-kita ka lng sa IG, time to time lng. Pero kay may ara ka gd da yah gyapon clients or may ara pa na gyapon ga message message. Ah remember also nga ma.. also tu sang gnhmbal ko mn bla nga may page. So dapat ang page mo yah is existing gd na sa yah. So the website is, ay si AMA bi may own website sila nga ila. Oo pero ka yndi mn na sila gusto nga may other website pa gd yah si branches. So, that is why wala siya. So amo na ang amon nga..nga backup is to have some ah.. page para madirect sa sa campus. May ara ka gd yah page. Facebook page. Kung sa facebook ka mn. Sang una gne Miss amo na ginaubra ko na sa tiktok, ginapacreate ko sila mga video video, pa upload upload ko sa ila. Amo na. para lang atleast kung bsi pa mn lng mag viral(video on tiktok) Para at least may ga may ga tiktok da, daw amo lng na. Basta ndi ka lng madula sa imo iban nga platform. So ah.. sa tanan nga platforms, ang ano mo is ang facebook, IG”.*

**June emphasized:**

*Sa subong gina workout namon ang amon nga, actually man na ano ko Instagram pero Kay ti indi all ga use Instagram bi, so sa YouTube, ga post kami videos man, gina try man namon nga ma upload or gina try namon nga maka post, imean gina himo namon nga maka post kami, let's say amo to hambal ko ang mga activities nga gin ubra di namon sa school, we post it even sa iban nga mga branch kay ti ga forward man sila mga videos, at least dira nga way not only sa Facebook, sa YouTube maka search man sila gyapon then makita nila ang gina pang ubra di namon nga mga activities or let's say isa man sa mga way namon to encourage man sa ila.*

**Traditional marketing strategies**

**Building rapport.** For the higher education institutions relationship marketing means building and maintaining a relationship of value exchanges between the institution and the three main customer groups: alumni, current students and future students. The quality of these relationships is positively related to the customers' long-term loyalty (McAlexander et al., 2006). Beyond simple positioning, marketers have increasingly turned to relationship-derived models and language to build stronger brands (Nobre et al., 2007). In addition, according to (Bagozzi, 1978), “exchange is a central concept in marketing, and it may well serve as the foundation for that elusive general theory of marketing. Bagozzi's exchange theory would explain stakeholder relationships as “a subset of the generic concept of marketing in that it deals with the creation and resolution of exchanges. Furthermore, HEIs built their brand image through partnerships and co-branding with universities in different parts of the world to identify what those HEIs stand for and reveal all stakeholders' perceptions towards them (Hemsley-Brown et al., 2016).

**Pure mentioned:**

*“Sa traditional yah amo gd na yah, you have to invest the years of years para makabuild up ka gid Huo, sang ano ni gni, rapport sa kada skwelahan .Hm, relationship gid. So amo gid na yah ang yabi. Dapat may good*

*relationship ka gid yah in all personnels. So halin sa guard asta sa mabaton letter, guidance, teachers". (In traditional marketing, that's really how it works—you have to invest years in order to truly build rapport with each school. It's all about relationships. That's the key—you need to have a good relationship with all school personnel, from the security guard to the person receiving the letters, to the guidance counselor, and the teachers).*

**June shared:**

*"So amo na dapat from time to time, ahm ahm let's say coordinate kagid sa incharge sa head bi nila or sa principal or senior high school coordinator nila. Ahm try to check man sang ila from time to time kung may mga activity sila nga upcoming activity kay not all the time maka update sila sa imo, so dapat may ara kagid, make sure nga may contact number and then or connections or contact gid mismo sa skwelahan para at least indi madula inyu nga ahm connection sa isa kag isa eh, let's say ahm kag no need to wait na sila mag approach sa imo, if pwede man lang every month or let's say every other two weeks, mamangkot ka sa Ila " ma'am do you have upcoming activities? pwede kami da kakadto for ahm simple lang nga flyering or pwede kami da ka talk sa inyu?" so amo na siya ahm indi ka lang gid mag hulat kung sano sila ma contact sa imo, let's say one month kana nag submit sang letter pero wala gid gyapon so mahimo kagid initiative nga maka conduct kagid ya mismo even miski sa mga gamay lang nga talk at least miski in that way bala ahm ma encourage mo man mga students nga mag enroll". (That's why from time to time, you need to coordinate with the person in charge, like the principal or the senior high school coordinator. You also have to check in with them regularly to see if they have any upcoming activities—because they won't always be able to update you. So you need to make sure you have their contact number, or some kind of direct connection with the school. This ensures that the connection between you and the school remains active. You shouldn't just wait for them to approach you. If possible, reach out every month, or even every two weeks, and ask them: 'Ma'am, do you have any upcoming activities? Can we come by to distribute flyers or maybe conduct a short talk?' That's how it should be. You shouldn't just wait around. For example, if it's already been a month since you submitted a letter and there's still no response, then take the initiative to visit and conduct even a small talk. At the very least, you'll be able to encourage some students to enroll).*

**Career talk and room to room campaign.** Gajić, (2012) emphasized the importance of effectively communicating to the HEIs' stakeholders not only their curricula and prices but more so their goals and activities that can motivate prospects to enroll with them. In addition, Mallik & Achar, (2018) specified that using just the website and the prospectus to disseminate information is not enough. Different messages and information should be conveyed to a wide variety of publics targeted by the HEI. Other important communication tools that can be considered are ground events such as exhibitions, conventions, and open. (Mallik & Achar, 2018). Trade shows, exhibitions, and sponsorships are integral to traditional marketing, allowing businesses to network with industry peers, showcase products or services, and engage directly with potential customers in a physical setting (Seturi, 2023).

**Pure highlighted:**

*“Dako gd yah gyapon yah kung ako yah dako gyapon ang career talk.(percentage of sales/enrolees). So, let's say Kung sa school ka, the traditional is that is mga career talks, makad—Mavisit ka gd sa school, amo na siya, then ma present ka sa ila then they gather in a certain rooms or in gym then dra ka na ma market, that is the traditional”.*( For me, career talks still have a big impact (in terms of percentage of sales/enrollees). So in schools, the traditional method includes conducting career talks—where you visit the school, give a presentation, and the students gather in specific rooms or in the gym. That’s where you do the marketing—that’s the traditional approach)

**June added:**

*“So subong ang gina use namon mag Market ahm so we have ahm career talk which is face to face nga pag invite or market sa mga public schools or even sa mga private schools man Kay ahm with that platform or with that strategy man is ahm mas maka engaged or maka hikayat kami sang mga student to enroll kag mag avail sang mga gina offer namon sa skwelahan. also we have man online so since subong demand man ang online so tanan man kabalo mag gamit sang cellphone, Facebook and other ahm online mga site bala like Facebook, instagram so we use man online marketing”*(Currently, the marketing strategies we use include career talks, which are face-to-face invitations or promotions conducted in public and even private schools. With this platform or strategy, we can engage with and encourage students more effectively to enroll and avail of the programs we offer in our school. We also use online methods, since digital platforms are in demand nowadays. Almost everyone knows how to use a cellphone, Facebook, and other online sites like Instagram. So we also utilize online marketing).

**Word of Mouth.** Bhayani, (2015) stated the power of WOM with face to face or online cannot be underestimated. Many companies start investing money to create marketing campaigns on word-of-mouth positive, especially on received media related to the adoption of new products or selection between alternative brands or just watching television shows. WOM plays an important role in the consumer decision-making process to select or buy an object. Each college requires prospective students to increase revenue by making changes to more effective ways of marketing to attract prospective students to study in a university(Harahap et al., 2018).

**Pure shared:**

*“ pero ndi sya masyado gid, gamay lng nga percentage”.*( "But it doesn't contribute that much—just a small percentage).

**In addition,**

**June mentioned:**

*“Oo. Iban gina refer, ginarefer sang ila man mga friend nga enrolled di kay we have mga ano man mung mga program lets say mga student buddy so amo na ga refer refer sa mga friend”.*( Yes, some students are referred by their friends who are already enrolled here because we have certain programs, like a student buddy system, so those students refer their friends to enroll).

**Vital Role of traditional and marketing in the Educational Institution.** While digital marketing has garnered attention for its precise targeting, real-time analytics, and cost efficiencies, traditional marketing channels continue to hold relevance in specific contexts, particularly for reaching older demographics, creating tangible brand experiences, and complementing digital strategies to achieve integrated marketing campaigns (AMA, 2021). In light of the evolving marketing landscape, it is important to assess the efficacy of traditional marketing channels. While digital strategies have opened up new ways to reach consumers (Verma, 2018), traditional methods still hold a special place. Understanding whether these traditional ways are still effective amid changing consumer trends is crucial. Consequently, understanding how the traditional methods interact with today's digital world and how they affect consumer decisions is crucial, not only for academic reasons, but also for practical application to help businesses make smarter marketing choices (Todor, 2019)

**Pure and June both agreed:**

*“as a marketing as ara ta sa marketing industry so ang ubra ko is special ara kami sa school so we market of course ang school we market sa mga courses nga gina offer namon specially to public schools kay since ang public schools damo gid nga benefits makwa nila if they enroll diri sa ABE and also we market as a marketing agent or marketing sales we also market man on college not only for the senior high school.*

*Ahmm oo amo na nga mahambal ko kay specially kay sang nag sugod kami pang imposed ahm let's say nag create kami sang mga post sa online so dasig sa, dasig sa maka catch sang mga studyante or sang mga future enrollees kay ti isa lang ya ka inquire maka reply ka dayun, matagaan mo sila sang specific or let's say mga kinanglan nila isubmit lang pag ka next day makadto gid sila ya unlike naman sa career talk, ti ma schedule kagid danay sa ila principal, not everyday man available or everyday may mga activities, so mahulat kagid danay kung sano sila available. Sa subong na year is gakakita ko more on online gd. Oo. Online kay te laban sa ila ah.. in terms of the marketing, so most probably the sales and..ah.. the revenue sang school is majority syempre nakarely on the Marketing side. so amo na siya and as we all know, in an institution, ang life and blood of the school gadepends on, especially sa private school, gadepend on the number of students nga mapasulod nimo every school year. Ndi, ndi sya Miss. Ndi lang na sya yah. Amo pa gd na. Kay para mas hapos. Amo na siya. Pero amo na si Online dako siya nga na bulig pag balik na especially after the pandemic nga.. amo na eh dako dako gd na bulig yah during pandemic. May online kay ti wala ta tanan. So, Other medium lng gd yah is through online. So amo na nakakwa mn da damo mn tu kmi gyapon enrollees through online. So balbalanay lng gd tu, pero gling dapat I-boosting mo lng gd sya yah. Ndi lang na sya yah nga nang.. As ma post ka lng sa page mo, mahulat ka lng. Kay wala gd na yah. So ang okay na yah kung mag post ka sa page mo kung imo page ga 1 million”. (As someone working in the marketing industry, specifically in a school setting, my job is to promote the school and the courses we offer—especially to public schools, since students from public schools can get a lot of benefits if they enroll here at \_\_\_. As a marketing agent or in marketing sales, we also promote our college programs—not just senior high school. Yes, I can say that especially since we started creating*

and posting content online, it became easier to attract students or future enrollees. For instance, when someone inquires online, you can respond right away and give them the specific requirements they need to submit, and sometimes they visit the next day. Unlike in career talks, you still have to coordinate and schedule with the school principal, and they're not always available or free due to other activities, so you have to wait for their availability. This year, I've seen that online platforms are more effective—especially with the help of (laughs) Facebook Boosting. Online marketing is really working because most of our target market is tech-savvy. In terms of marketing, the school's sales and revenue rely heavily on the marketing team's efforts."As we all know, in an institution—especially in private schools—the lifeblood of the school depends on the number of students you can enroll every school year. No, Miss. Digital marketing is not that easy. That's something I want to emphasize. It's not just about making it easier. Online marketing helped a lot, especially after the pandemic. It became a major contributor because, back then, everything had to be done online. That was our only option, so we were still able to get a lot of enrollees through online means. But it really has to be backed by boosting. It's not as simple as just posting something on your page and waiting for results. That doesn't work. Posting helps, but only if your page has, say, a million followers. Otherwise, you really have to invest in boosting your content).

**Simulacrum**



## CONCLUSION

It is true that we live in the digital era, and internet marketing and social media have a huge impact on how customers behave and businesses operate, therefore enterprises must adapt to the new reality. Because of the rapid evolution of technology, the constant increase in demand and supply, supply chain elongation, and the large volume of data, the only answer to dealing with substantial changes is to automate all activities. Despite the fact that a new era of communication has arrived, experts advise businesses to avoid ignoring traditional tactics and instead aim to integrate digital marketing with traditional efforts in order to reach their objectives.

This qualitative inquiry explored the perspectives of marketing personnel on the use of both traditional and digital marketing approaches within academic institutions. Through the thematic analysis of the interviews, five key themes emerged: the advantages and disadvantages of both marketing types, challenges in implementation, strategies utilized, and their vital role in academic promotion.

The conversation partners acknowledged that traditional marketing, while effective in establishing personal connections, is often more costly and geographically limited. In contrast, digital marketing offers a borderless reach and is more cost-efficient, though it requires constant attention and strategic implementation to avoid losing potential markets.

The study revealed that each approach offers unique strengths: traditional marketing thrives on interpersonal methods such as career talks and room-to-room campaigns, whereas digital marketing leverages platforms like Facebook, YouTube, and AI tools for consistent branding and wider reach. Notably, the integration of both methods was seen as essential for institutions to maximize visibility and engagement with prospective students.

Overall, the findings highlight the importance of adopting a hybrid marketing approach in academic settings—combining the relational depth of traditional strategies with the scalability and responsiveness of digital tools. The study affirms that when used complementarily, both methods can significantly enhance an institution's outreach and enrollment efforts. Moreover, this research illustrates the symbiotic relationship between traditional and digital marketing approaches, showcasing how traditional channels can effectively prompt individuals to engage with digital platforms. The integration of digital elements into traditional strategies further enhances their impact and provides an avenue for extending consumer interactions beyond initial exposure.

## References

- Abawi, L., & Oliver, M. (2013). Shared pedagogical understandings: Schoolwide inclusion practices supporting learner needs. *Improving Schools*, 16(2), 159–174. <https://doi.org/10.1177/1365480213493711>
- Abdullah Kamal, S. S. L. B. (2019). Research paradigm and the philosophical foundations of a qualitative study. *PEOPLE: International Journal of Social Sciences*, 4(3), 1386–1394. <https://doi.org/10.20319/pijss.2019.43.13861394>
- Ahmed, S. K. (2023a). *The pillars of trustworthiness in qualitative research*. Open Science Framework. <https://doi.org/10.31219/osf.io/se58y>
- Ahmed, S. K. (2023b). *The pillars of trustworthiness in qualitative research*. Open Science Framework. <https://doi.org/10.31219/osf.io/se58y>
- Alshenqeti, H. (2014). Interviewing as a data collection method: A critical review. *English Linguistics Research*, 3(1), 39–45. <https://doi.org/10.5430/elr.v3n1p39>
- Aluri, A., Price, B. S., & McIntyre, N. H. (2019). Using machine learning to cocreate value through dynamic customer engagement in a brand loyalty program. *Journal of Hospitality & Tourism Research*, 43(1), 78–100. <https://doi.org/10.1177/1096348017753521>
- Alwan, M., & Alshurideh, M. (2022). The effect of digital marketing on value creation and customer satisfaction. *International Journal of Data and Network Science*, 6(4), 1557–1566. <https://doi.org/10.5267/j.ijdns.2022.4.021>

- Arianti, L. (2023). Digital literacy campaign to improve the community's economy. *Jurnal PKM Manajemen Bisnis*, 3(2), 75–84. <https://doi.org/10.37481/pkmb.v3i2.603>
- Bagozzi, R. P. (1978). Marketing as exchange: A theory of transactions in the marketplace. *American Behavioral Scientist*, 21(4), 535–556. <https://doi.org/10.1177/000276427802100406>
- Baltezarević, I., & Baltezarević, R. (2024). The role of mixed reality in the education sector. *Bastina*, 62, 471–479. <https://doi.org/10.5937/bastina34-48803>
- Berg, J. M., Tymoczko, J. L., Gatto, G. J., & Stryer, L. (2018). *Stryer Biochemie*. Springer Berlin Heidelberg. <https://doi.org/10.1007/978-3-662-54620-8>
- Bhayani, A. (2015). *Social and peer influences in college choice* [Conference contribution]. University of Wollongong Research Online. [https://ro.uow.edu.au/articles/conference\\_contribution/Social\\_and\\_peer\\_influences\\_in\\_college\\_choice/27694524](https://ro.uow.edu.au/articles/conference_contribution/Social_and_peer_influences_in_college_choice/27694524)
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802–1811. <https://doi.org/10.1177/1049732316654870>
- Bitsch, V. (2019). Qualitative research: A grounded theory example and evaluation criteria. *Journal of Agribusiness*, 23(1), 75–91.
- Brinkmann, S., & Kvale, S. (2018). *Doing interviews*. SAGE Publications. <https://doi.org/10.4135/9781529716665>
- Buhalis, D., & Sinarta, Y. (2019). Real-time co-creation and nowness service: Lessons from tourism and hospitality. *Journal of Travel & Tourism Marketing*, 36(5), 563–582. <https://doi.org/10.1080/10548408.2019.1592059>
- Cain, L. K., Williams, R. E., & Bradshaw, V. (2023). Establishing quality in qualitative research: Trustworthiness, validity, and a lack of consensus. In *International Encyclopedia of Education* (4th ed., pp. 336–350). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.11032-2>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Chaudhari, P., & Bhornya, M. A. (2022). A study on the use of social media platforms by Higher Education Institutions (HEIs). *Journal of Positive School Psychology*, 6(4), 1102–1115.
- Cohen, L., Manion, L., & Morrison, K. (2017a). Action research. In *Research Methods in Education* (pp. 440–456). Routledge. <https://doi.org/10.4324/9781315456539-22>
- Cohen, L., Manion, L., & Morrison, K. (2017b). *Research methods in education*. Routledge. <https://doi.org/10.4324/9781315456539>
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). SAGE Publications.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). SAGE Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Darmody, A., & Zwick, D. (2020). Manipulate to empower: Hyper-relevance and the contradictions of marketing in the age of surveillance capitalism. *Big Data & Society*, 7(1), 1–12. <https://doi.org/10.1177/2053951720904112>
- De Faria, R., Pickssius, M. W., Schidolski, C. A., Farias, D., De, R., Silva, F., Da Costa, R., & Santos, D. (2023). Innovative marketing strategies for Higher Education Institutions: A systematic review on the analysis of main approaches and best practices. *IOSR Journal of Humanities and Social Science*, 28(11), 1–9. <https://doi.org/10.9790/0837-2811090109>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The SAGE handbook of qualitative research* (4th ed.). SAGE Publications.
- Fortes, D. F., & Ramos, A. A. (2023). Facebook as a digital marketing platform used by the private Higher Education Institutions (HEIs) in Laguna, Philippines. *Malaysian E-Commerce Journal*, 7(1), 15–20. <https://doi.org/10.26480/mecj.01.2023.15.20>
- Gajić, J. (2012). Importance of marketing mix in higher education institutions. *European Journal of Applied Economics*, 9(1), 29–41. <https://doi.org/10.5937/sjas1201029G>

- Given, L. M. (Ed.). (2008). *The SAGE encyclopedia of qualitative research methods*. SAGE Publications.  
<https://doi.org/10.4135/9781412963909>
- Harahap, D. A., Hurriyati, R., Gaffar, V., Wibowo, L. A., & Amanah, D. (2018). Effect of word of mouth on students' decision to choose studies in college. *International Journal of Engineering & Technology*, 7(4.34), 302–306.
- Haydon, G., Browne, G., & van der Riet, P. (2018). Narrative inquiry as a research methodology exploring person-centred care in nursing. *Collegian*, 25(1), 125–129. <https://doi.org/10.1016/j.colegn.2017.03.001>
- Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. Guilford Press.
- Horn, I. S., Taros, T., Dirkes, S., Hüer, L., Rose, M., Tietmeyer, R., & Constantinides, E. (2015). Business reputation and social media: A primer on threats and responses. *Journal of Direct, Data and Digital Marketing Practice*, 16(3), 193–208. <https://doi.org/10.1057/dddmp.2015.1>
- Hudders, L., & Lou, C. (2023). The rosy world of influencer marketing? Its bright and dark sides, and future research recommendations. *International Journal of Advertising*, 42(1), 151–161.  
<https://doi.org/10.1080/02650487.2022.2137318>
- Huff, A. S. (2009). *Designing research for publication*. SAGE Publications.
- Jacelon, C. S., & O'Dell, K. K. (2005). Case and grounded theory as qualitative research methods. *Urologic Nursing*, 25(1), 49–52.
- Khalifa, H. K. H. (2023). Philosophical assumptions in communication qualitative research. *Egyptian Journal of Public Relations and Administration Research*, 2023(27), 1–26. <https://doi.org/10.21608/ejsrt.2023.342674>
- Kumar, V., Choi, J. B., & Greene, M. (2017). Synergistic effects of social media and traditional marketing on brand sales: Capturing the time-varying effects. *Journal of the Academy of Marketing Science*, 45(2), 268–288.  
<https://doi.org/10.1007/s11747-016-0484-7>
- Kusumawati, A. (2019). Impact of digital marketing on student decision-making process of higher education institution: A case of Indonesia. *Journal of E-Learning and Higher Education*, 2019, 1–11.  
<https://doi.org/10.5171/2019.267057>
- Lewis, S. (2015). Qualitative inquiry and research design: Choosing among five approaches. *Health Promotion Practice*, 16(4), 473–475. <https://doi.org/10.1177/1524839915580941>
- Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Program Evaluation*, 1986(30), 73–84. <https://doi.org/10.1002/ev.1427>
- Magaldi, D., & Berler, M. (2020). Semi-structured interviews. In V. Zeigler-Hill & T. K. Shackelford (Eds.), *Encyclopedia of personality and individual differences* (pp. 4841–4846). Springer.  
[https://doi.org/10.1007/978-3-319-24612-3\\_857](https://doi.org/10.1007/978-3-319-24612-3_857)
- Mallik, A., & Achar, A. (2018). Impact of digital marketing on customer purchase intentions. *International Journal of Research and Analytical Reviews*, 5(4), 422–430.
- Mammadova, R. (2023a). Marketing in higher education institutions: Traditional and digital marketing. *Kadim Akademi SBD*, 7(1), 51–64. <https://doi.org/10.55805/kadimsbd.1263069>
- Manan, A. (2021). The influence of digital marketing & innovation on the school performance. *Turkish Journal of Computer and Mathematics Education*, 12(7), 3122–3131.
- Matarazzo, M., Penco, L., Profumo, G., & Quaglia, R. (2021). Digital transformation and customer value creation in Made in Italy SMEs: A dynamic capabilities perspective. *Journal of Business Research*, 123, 642–656.  
<https://doi.org/10.1016/j.jbusres.2020.10.033>
- Mathur, N. (2024). *A project report on traditional marketing vs digital marketing* [Research report]. ResearchGate.  
<https://www.researchgate.net/publication/379809847>
- Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide*. Falmer Press.
- McAlexander, J. H., Koenig, H. F., & Schouten, J. W. (2006). Building relationships of brand community in higher education: A strategic framework for university advancement. *International Journal of Educational Advancement*, 6(2), 107–118. <https://doi.org/10.1057/palgrave.ijea.2150015>
- Melović, B., Jocović, M., Dabić, M., Vulić, T. B., & Dudic, B. (2020). The impact of digital transformation and digital marketing on the brand promotion, positioning and electronic business in Montenegro. *Technology in Society*, 63, Article 101425. <https://doi.org/10.1016/j.techsoc.2020.101425>

- Neate, T., Jones, M., & Evans, M. (2017). Cross-device media: A review of second screening and multi-device television. *Personal and Ubiquitous Computing*, 21(2), 391–405. <https://doi.org/10.1007/s00779-017-1016-2>
- Nobre, H., Brito, C., De Lencastre, P., & Becker, K. (2007). *Relationship branding: A personality-based approach* [Working paper]. ResearchGate. <https://www.researchgate.net/publication/323779799>
- Nuseir, M. T., El Refae, G. A., Aljumah, A., Alshurideh, M., Urabi, S., & Kurdi, B. A. (2023). Digital marketing strategies and the impact on customer experience: A systematic review. In *Studies in Computational Intelligence* (Vol. 1056, pp. 21–44). Springer. [https://doi.org/10.1007/978-3-031-12382-5\\_2](https://doi.org/10.1007/978-3-031-12382-5_2)
- Nyimbili, F., & Nyimbili, L. (2024). Types of purposive sampling techniques with their examples and application in qualitative research studies. *British Journal of Multidisciplinary and Advanced Studies*, 5(1), 90–99. <https://doi.org/10.37745/bjmas.2022.0419>
- Orzan, G., Iconaru, C., & Macovei, O. I. (2020). Conceptual model regarding the influence of social media marketing communication on brand trust, brand affect and brand loyalty. *Economic Computation and Economic Cybernetics Studies and Research*, 54(1), 141–156.
- Paladan, N. N. (2019). Higher education institutions embracing digital & social media marketing: A case of top 25 universities in Asia & Africa. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3347018>
- Palma, A. P. (2017). Effectiveness of Facebook as a free marketing tool. *University of Mindanao International Multidisciplinary Research Journal*, 1(2), 45–52. <https://www.researchgate.net/publication/315574427>
- Pascalau, S. V., & Urziceanu, R. M. (2021). Traditional marketing versus digital marketing. *Agora International Journal of Economical Sciences*, 14, 43–48. <https://doi.org/10.15837/aijes.v14i0.4202>
- Peruta, A., & Shields, A. B. (2018). Marketing your university on social media: A content analysis of Facebook post types and formats. *Journal of Marketing for Higher Education*, 28(2), 175–191. <https://doi.org/10.1080/08841241.2018.1442896>
- Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, 28(3), 381–388. <https://doi.org/10.1177/1049732317697102>
- Ruslin, R., Mashuri, S., Sarib, M., Alhabsyi, F., & Syam, H. (2022). Semi-structured interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *Journal of Educational Studies*, 21(1), 44–57.
- Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods*, 15(1), 85–109. <https://doi.org/10.1177/1525822X02239569>
- Sari, M. W., Himawan, A. F. I., Sidik, M. H., & Hasan, M. Z. M. (2024). Reconnoitering the influence of digital marketing as a moderation variable on students' decision-making process in choosing higher education institution. In *Proceedings of the International Conference on Business Management* (pp. 52–70). Atlantis Press. [https://doi.org/10.2991/978-94-6463-558-4\\_4](https://doi.org/10.2991/978-94-6463-558-4_4)
- Sawlani, D. K., & Susilo, D. (2020). Higher education digital marketing strategy during a pandemic. *International Journal of Multidisciplinary Educational Research*, 9(3), 88–95.
- Seturi, M. (2023). About the importance and benefits of event marketing. *Green, Blue and Digital Economy Journal*, 4(4), 1–6. <https://doi.org/10.30525/2661-5169/2023-4-1>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63–75. <https://doi.org/10.3233/EFI-2004-22201>
- Sima, V., Gheorghe, I. G., Subić, J., & Nancu, D. (2020). Influences of the Industry 4.0 revolution on the human capital development and consumer behavior: A systematic review. *Sustainability*, 12(10), Article 4035. <https://doi.org/10.3390/SU12104035>
- Slevitch, L. (2011). Qualitative and quantitative methodologies compared: Ontological and epistemological perspectives. *Journal of Quality Assurance in Hospitality & Tourism*, 12(1), 73–81. <https://doi.org/10.1080/1528008X2011.541810>
- Swain, J., & King, B. (2022). Using informal conversations in qualitative research. *International Journal of Qualitative Methods*, 21, 1–11. <https://doi.org/10.1177/16094069221085056>
- Thilagavathy, N., & Praveen Kumar, E. (2021). Artificial intelligence on digital marketing: An overview. *Volatiles and Essential Oils*, 8(5), 1230–1238.
- Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48(4), 388–396. <https://doi.org/10.1111/j.1365-2648.2004.03207.x>

- Todor, R. D. (2019). Blending traditional and digital marketing. *Bulletin of the Transylvania University of Braşov*, 12(1), 51–56.
- Trochim, W. M. K., Donnelly, J. P., & Arora, K. (2016). *Research methods: The essential knowledge base* (Student ed.). Cengage Learning.
- Verma, D. (2018). A critical review of digital marketing. *International Journal of Management, IT and Engineering*, 8(10), 321–335.
- Wiener, M., Hoßbach, N., & Saunders, C. (2018). Omnichannel businesses in the publishing and retailing industries: Synergies and tensions between coexisting online and offline business models. *Decision Support Systems*, 109, 15–26. <https://doi.org/10.1016/j.dss.2018.01.008>
- Wiltfang, G. L., & Berg, B. L. (1990). Qualitative research methods for the social sciences. *Teaching Sociology*, 18(4), 563–565. <https://doi.org/10.2307/1317652>
- Xu, W., & Zammit, K. (2020). Applying thematic analysis to education: A hybrid approach to interpreting data in practitioner research. *International Journal of Qualitative Methods*, 19, 1–13. <https://doi.org/10.1177/1609406920918810>
- Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education*, 48(2), 311–325. <https://doi.org/10.1111/ejed.12014>