

The Role of E-marketing in Constructing the Image of the CBA Faculty in PUP

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ABSTRACT

As time goes by, new ways of doing things are being created and it helps us to improve more in what we are doing, thus creating a much deeper competition and therefore results to the urgency to present yourself as the best option in the industry. The goal of this quantitative research is to describe the aspects regarding the use of e-marketing tools as an element in influencing the perception of the image of a higher education institution among its students inside the PUP campus. The researchers gathered data through questionnaire with the use of stratified sampling. More specifically, the analysis is based on 337 responses given by CBA students of Polytechnic University of the Philippines. The crux of the article consists in identifying the opinions of the respondents on selected website elements that are present in the faculty website such as the content, design, presence of social elements, study information, faculty news, and transparency and on selected e-marketing tools. Findings states that study/course information and faculty news have the highest perception for individual elements of the website. Also the results showed that the student's perception to use new e-marketing tools and their level of agreement with it being used as communication channel are both positive. The analysis results have shown that there is a significant correlation between the perception of the overall image of the faculty and the evaluation of individual elements of the faculty website. The second hypothesis which posed that there is a significant relationship with the student's perception to use of e-marketing tools and the overall image of the faculty has also been verified. Means that the research findings states that the 2 null hypothesis has been rejected.

Keywords: E-marketing, tools, elements, higher education, image, level of agreement

I. INTRODUCTION

Competition for the best and the brightest students creates a need for colleges and universities to have a comprehensive understanding of the college choice process for students (Burdett, 2013). Nowadays, students find a hard time in choosing the university that they want to attend to and spend their college life. According to White (2016), you would think that having online capability would make it more and more possible for people to get information and therefore help with decision making but it actually exposes them to more possibilities for choice. Opposite of what we thought, the use today's technology somehow leads us to paralysis in terms decision making. Due to this, universities needs to make extra effort in making themselves unique for them to stand out and to be chosen by students. Many factors are part of a student's decision-making process, including proximity to home, majors offered, costs, financial aid or scholarships offered, selectivity, environment, and parental influence, just to name a few (Kinzie et al., 2004). Additionally, Donovan and McKelfresh (2008) cited the importance of parents in helping their students choose a college. Parents expect to be involved in their student's experience for a variety of reasons, including "high cost of attendance, changing role of higher education in society, and their own regard for their students as children rather than adults. This supports why higher education institutions needs to develop a good image today more than ever.

The researchers mainly focused on E-marketing studies as references to get a better idea of what the topic range is and how to approach the study and to also know how to continue moving forward into the study. The researchers were looking for specific information and those are: importance, viability and effectivity, basing on those three points we gathered the following information about E-marketing. Higher education institutions focusing primarily on providing services in education have similar characteristics to other market subjects, whereby the students represents the customers who realize their buying decisions the choice of an educational institution based on available information, including the image (Shanka, Quintal & Taylor, 2006; Svandova, 2013). With the fast growth of the internet trend in businesses more and more people are learning to capitalize on the ever expanding of the internet one of them is E-marketing itself. It is also stated by (Stephen Dann and Susan Dann 2011) that E-Marketing brings together a theoretical framework from academic peer reviewed literature with contemporary developments in internet technology. Considering marketing theory and practice. E-marketing is an expanding and dynamic field that needs a skilled workforce. Educational institutes across the world have responded to this demand by introducing E-marketing courses and, recently, programs (Abdel Monim Shaltoni 2016). Gaining access to and securing response from existing and prospective students via electronic channels are rapidly becoming the norm for successful student marketing within the market context of higher education (Lewison, D and Hawes, J., 2007).

Previous research identifies another possible research areas or problem areas and that is to explore more the possibilities of using online social networks as another e-marketing tool especially as a direct online communication channel between the organization and its audience. Universities that have a strong distinctive image will be in a better position to face successfully the competition taking place in the near future. There are few published works in the empirical context that analyze the perceived image from a descriptive point of view due to the fact that many universities choose not to disclose information that may affect their strategic position and that would reveal its strengths and weaknesses to their competitors (Landrum et al., 1998). Organizational image is particularly important in services including higher education because users have to evaluate alternatives without any direct experience of the product (Moogan, Baron, and Harris, 1999). Studies undertaken by Simões and Soares (2010) in Portugal and by Sojkin, Bartkowiak, and Skuza (2012) in Poland found that the information sources used most often by prospective students are the Internet (university web sites and forums), produced by universities. Universities worldwide concerned about their quality, their place in national and international markets and their images at home and abroad are looking for a competitive edge. Competition can contribute to quality, but it can also cause universities to focus on image or spend resources on frills (Altbach, 2010).

In the advent of technology, online environment offers universities various marketing instruments designed to fulfill their needs to provide accurate and up-to-date information and to have a two-way communication with their target groups, whether they are current or prospective students. Social media proves to be an unlimited resource of instruments for higher education institutions to get closer to the public (Alexa, 2012). Engaging with social media as a higher education marketing tool is an attractive proposition, because of the positive past business experience on the effects of social media marketing and the high adoption rate of the social media by the younger generation (Boyd, 2008). Based on the above and on research carried out in this field, E-marketing is really a key player in today's competitive market that's why this paper aims to find out how e-marketing influence the overall image of a faculty website.

THEORIES

E-Marketing is intrinsically inter-disciplinary. Academic researchers in many fields are conducting research in this area (IGI Global, 2005). Research and practical issues of enterprise information systems II, 847-856, 2008 In the world of e-marketing, new business models are frequently introduced, and new trends have started to emerge. One such latest trend is social networking websites, many of which have attracted not only large number of users and visitors, but also online advertising companies to place their ads on the sites (T Andrew Yang, Dan J Kim, Vishal Dhalwani 2007). Considering marketing theory and practice. Another good definition of E-marketing is from (Macmillan, 2011) which states that E-Marketing brings together a theoretical framework from academic peer reviewed literature with contemporary developments in internet technology. Considering marketing theory and practice, the text demonstrates how conceptual frameworks can be applied to the e-marketing environment.

It is said that E-marketing is catching to companies in terms of importance to the point that colleges are even dedicating specialized subject for the students to learn it. The Internet leads the way to ever-changing concepts in marketing education. The changing state of technology necessitates an equally rapid synthesis of literature

(Angeline G. Close, Ashutosh Dixit & Naresh K. Malhotra 2015). The significance in online marketing is currently increasing, as we can observe changes in the ways people communicate and also in the way they spend their free time. The advantage of the Internet as a communication medium likewise lies in the fact that it allows us to target the conveyed information at a precisely specific audience segment (Phillips, 2009). Nowadays, firms have realized the importance of using electronic facilities for supporting services to their customers and suppliers. For achieving a higher value about operating activities, firms must emphasize on R&D and technological development to integrate customer needs and develop the capabilities for searching and acquiring information via e-Business tools. Furthermore, managers and decision makers may use marketing 4P mix to plan their marketing activities in order to enter into a new market. Thus, it's the most important thing for firms to know how to acquire market information to satisfy customers' needs (Yue-Yang Chen & Hui-Ling Huang 2016). In the era of industrial revolution 4.0, the advancement of information technology was able to change consumer interest. The role of information technology makes business patterns begin to shift, including the pattern of education. Currently also from the Ministry of Research and Technology encourages domestic universities to start using information technology in online distance learning activities. Lectures no longer have to face to face with lecturers and students, but use teleconference facilities (Machmud, 2019). The modern way of education is further advancing with technology and distant learning is now possible with the help of the industrial revolution 4.0 in our era. In addition, the development of the internet can also help the University in developing information systems online and integrated, so that universities that are able to adapt to the advancement of information technology are very likely able to maintain or enhance their organization's brand image and manage information effectively and efficiently. Brand image is a form of product identity in this case the University must be transformed into an identity place or location for learning life that is attractive to its students (Machmud, 2019)

As said in the in the book of E-marketing theory by (Stephen Dann and Susan Dann 2010) By far and away the most surprising reaction to the Internet has been the opportunity to abandon the social constraints imposed by the Industrial Revolution. Prior to industrialism (the manufactured goods superhighway), cottage industries dominated the production landscape as small producers serviced local and niche markets. With the development of factory systems and the high demand for manual labor, society recalibrated to cluster workers around their employment sources (factories) in order. As the Internet has gradually moved information production into the forefront of contemporary employment, a 'revolution' has taken place. Separation of employees from the production location is touted as new and revolutionary despite having been the dominant industrial model several centuries prior to the Internet. The development of temporary businesses, loose coalitions of individuals who cluster together for the duration of a project then spread out into their next projects, sounds just like the sort of thing the Internet was designed to support. Said model of 'temporary companies' is the operational model of Hollywood and the film industries, where the breakup of the big studios was driven by the 'Company of Strangers' model, some fifty years prior to the Internet being little more than a back-of-a-napkin idea. The lesson for the Internet is to accept that the use or development of a new technology does not negate the lessons of history. Anyone sold on the idea of the Internet as a 'revolution' should be reminded (with varying degrees of force) that revolution does mean 360° rotation and going around in circles as much as it means the overthrow of established order. Stephen Dann and Susan Dann explained briefly how E-marketing rose to such popularity at the time of internet utilization was developing at a rapid pace, people were on the internet on a daily basis, and this became a major reason for the upsurge in E-marketing.

STATEMENT OF THE PROBLEM

This research will state and provide understanding to the readers as to how e-marketing is being used in higher education. It will focus on answering the main question: how does e-marketing tools influence the perception of the image of a higher education institution?

It also asks the following supplementary questions:

1. What is the student's evaluation of the CBA faculty?
2. What is the student's view on the elements of the website of the faculty of CBA?
3. What is the student's view on the use of e-marketing tools in building positive image?
4. What is the student's level of agreement on using e-marketing tools as a communication channel between them and faculty?

RESEARCH OBJECTIVES

The main objective of this research is to describe specific aspects regarding the use of e-marketing tools as a factor influencing the perception of the image of a higher education institution.

The specific objectives of the research are the following:

1. To determine the student's evaluation of the CBA faculty.
2. To identify the student's view on the elements of the website of the faculty of CBA.
3. To examine the student's view on the use of e-marketing tools in building positive image.
4. To know the student's level of agreement on using e-marketing tools as a communication channel between them and faculty.

RESEARCH HYPOTHESIS

The aim of this research is to know the impact of e-marketing tools on the image of higher education institution. Based on the current information and data, the researchers hypothesize that H_0 : *There is no significant correlation between the perceptions of the overall image of the faculty with the evaluation of individual elements of the faculty website* and H_1 : *There is a significant correlation between the perceptions of the overall image of the faculty with the evaluation of individual elements of the faculty website*. Next hypothesis is that H_0 : *There is no significant correlation between the perceiving the need to use new e-marketing tools and the degree of evaluation of the faculty image as a whole* and H_1 : *There is significant correlation between the perceiving the need to use new e-marketing tools and the degree of evaluation of the faculty image as a whole*. The alternative hypothesis is accepted or rejected on the basis of the information provided by the sample.

II. METHODOLOGY

RESEARCH DESIGN

For this quantitative research, the researchers used a non-experimental, descriptive, and cross-sectional design to determine the significance of e-marketing tools in constructing the image of higher education institution. This research design does not use any treatment or intervention in collecting the data, but seeks to describe the current status of the variables. The participants were gathered in selective places, specifically school classrooms, and each of them are to fill out the survey about the research questions. This only means that participants are not fully manipulated since there are no further requirements in answering the questionnaire

To acquire empirical material, we used the explorative method of data collection with a questionnaire, based on acquiring information through subjective statements of participating respondents, who in this case were CBA students. In its introduction, the questionnaire contained basic identification questions in order to determine the basic characteristics of the research sample. The aim of the survey questions was to identify attitudes and preferences of the respondents in relation to the analyzed research topic specifically on the website as an e-marketing tools.

RESPONDENTS OF THE STUDY

The respondents of the research were gathered through stratified sampling from College of Business Administration in Polytechnic University of the Philippines. A total of 337 respondents aged 17-25 years old answered the survey forms. Of the 337 who took part in the survey, 26% are male (n=87) and 74% are female (n=250). 46.9% are the 1st year (n=158), 49.8% are the 2nd year (n=168), 0.6% are the 3rd year (n=2) and 2.7% are the 4th year (n=9). They are divided according to their course and 30.3% are from Marketing (n=102), 16.6% are from Entrepreneurship (n=56), 30% are from Human Resource Management (n=101) and 23.1% are from Office of Administration (n=78). Lastly, 60% of them are day shift (202) while 40% are night shift (n=135).

SOURCES OF DATA

1. Data Collection Technique

The research instrument devised by the researchers is a questionnaire that can be answered in an average of 15 minutes. The topic of the study and how we intend to use the research data were clearly stated in the survey form. The participants were also not offered any monetary awards for answering the questionnaire.

2. Measures

The measures for the survey were mostly adapted from the original research about the role of e-marketing for more validity and reliability of the instrument. A total of 15 questions were asked, they were asked about their (1) frequency visit to the website of the CBA faculty, (2) information do they find the most frequently on the website, (3) overall image of the faculty website, (4) perception of elements of the website, (5) perception on the use of e-marketing tools in building positive image, (6) level of agreement with the use of e-marketing tools for the purpose of communication. The answers were measured in a five point Likert scale except for 2 which has a given choices (announcements, information, contacts, documents, and others). The research instrument was localized to make it appropriate to the research locale which is the College of Business Administration in Polytechnic University of the Philippines.

DATA ANALYSIS

The data and information gathered from the research instrument were coded in the windows R Studio to get the frequency, percentage, mean, and standard deviation of the descriptive data. The researchers also investigated Pearson's Correlation Coefficient which measures the statistical relationship, or association, between two continuous variables. It is known as the best method of measuring the association between variables of interest because it is based on the method of covariance. The said statistical test is parametric test which make certain assumptions about a data set; namely, that the data are drawn from a population with a specific (normal) distribution. For the Pearson r correlation, both variables should be normally distributed (normally distributed variables have a bell-shaped curve). The analysis focused on the relationship between the following variables: perception of the faculty's image – website attribute and perceiving the need to use new e-marketing tools – evaluation of the faculty image. Other assumptions include linearity and homoscedasticity. Linearity assumes a straight line relationship between each of the two variables and homoscedasticity assumes that data is equally distributed about the regression line.

III. RESULTS AND DISCUSSION

The demographic composition of the sample is listed on Table 1. The average age of the participants is 19 years old, with an SD of 0.9 years. Most of them are also 2nd year college students (n=168, 49.8%). Large number of students perceived a very good image to the CBA faculty website.

TABLE 1. Demographic Composition of the Sample

	Absolute numbers	Percentage
Gender		
Male	87	26%
Female	250	74%
Age		
17	4	1.18%
18	121	35.90%
19	153	45.40%
20	51	15.13%
21	4	1.18%
22	2	0.5%
23	1	0.2%
25	1	0.2%
Year		
1 st year	158	46.9%
2 nd year	168	49.8%

3 rd year	2	0.6%
4 th year	9	2.7%
Course		
MM	102	30.3%
HRDM	101	30%
ENTREP	56	16.6%
OFAD	78	23.1%
Shift		
Day	202	60%
Night	135	40%

Research Question 1: What is the student’s evaluation of the CBA faculty?

How do you evaluate the overall image of the Faculty of CBA in PUP?

	Frequency	Percentage
Very Bad	0	0
Bad	12	3.5%
Normal	133	39.5%
Good	152	45.1%
Very Good	40	11.9%

TABLE 2. Frequency and percentage of the students

With regards to the opinion of student to the CBA faculty, they were asked a question measured in a five point Likert scale (1 = very bad, 2 = bad, 3 = normal, 4 = good, 5 = very good). The frequency and percentage of the answers is in Table 2, while the mean rating and standard deviation is in Table 3. It can be inferred in the results (\bar{x} = 3.7) most of the students have normal to good perception on the CBA faculty as a whole.

In the third question (How do you evaluate the overall image of the Faculty of CBA in PUP), 45.1% answered good, 39.5% normal, 11.9% very good, 3.5% bad, and 0 for very bad.

How do you evaluate the overall image of the Faculty of CBA in PUP?

Mean Rating	Standard Deviation
3.7	0.7

TABLE 3. Mean rating and Standard Deviation of the students

It shows in Table 3 that the average perception of the students with the CBA Faculty is normal to good and with the standard deviation of 0.7 that shows the spread from the average and therefore the 0.7 SD means that most of the numbers are close to the mean rating.

Research Question 2: What is the student’s view on the elements of the website of the faculty of CBA?

What is the student’s view on the elements of the website of the faculty of CBA?

Design		Transparency		Study Information		News		Social Elements		
Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	Freq.	Percentage	
Very bad	4	1.18%	1	0.29%	1	0.29%	1	0.29%	11	3.26%
Bad	26	7.71%	25	7.41%	21	6.23%	24	7.12%	31	9.19%
Normal	150	44.51%	136	44.51%	137	40.65%	140	41.54%	164	48.66%

Good	140	41.54%	148	43.91%	147	43.62%	122	36.20%	104	30.86%
Very good	17	5.04%	27	5.04%	31	31.19%	50	14.83%	27	8.01%

TABLE 4. Frequency and Percentage of the student's view on elements of the CBA website

About the student's view on the elements of the website of the faculty of CBA, they were asked five questions measured in a five-point Likert scale (1 =very bad, 2 = bad, 3 =normal, 4 = good, 5 = very good). Frequency and Percentage of student's answer on their view of individual perception are listed in Table 4. On the other hand the mean rating and standard deviation is in Table 5.

In the Question 4.1(Design: graphic engagement-timeliness) only 4(1.18%) answered very bad, 26(7.71%) bad, 150(44.51%) normal, 140(41.54%) good, and lastly only 17(5.04%) answered very good.

In Question 4.2(Transparency: clear structure-easy orientation in content) only 1(0.29%) answered very bad, 25(7.41%) bad, 136(40.35%) normal, 148(43.91%) good, and lastly only 27(8.01%) answered very good.

In Question 4.3(Content Timeliness: Study Information) only 1(0.29%) answered very bad, 21(6.23%) bad, 137(40.65%) normal, 147(43.62%) good, and lastly only 31(9.19%) answered very good.

In Question 4.4(Content Timeliness: news from the faculty) only 1(0.29%) answered very bad, 24(7.12%) bad, 140(41.54%) normal, 122(36.20%) good, and lastly only 50(14.83%) answered very good.

In Question 4.5(Presence of social elements: polls, discussions, frequently asked questions, bazaar of teaching materials, social networks links,) only 11(3.26%) answered very bad, 31(9.19%) bad, 164(48.66%) normal, 104(30.86%) good, and lastly only 27(8.01%) answered very good.

What is the student's view on the elements of the website of the faculty of CBA?

	Mean Rating	Standard Deviation
Design	3.4	0.8
Transparency	3.5	0.8
Study Information	3.6	0.8
News	3.6	0.8
Social Elements	3.3	0.9
\bar{x}	3.48	

TABLE 5. Mean rating and SD of student's perception on elements

It shows in Table 5 the results of the data gathered about the student's view in the individual elements of the CBA website. It can be inferred in the results that ($\bar{x} = 3.48$) most of the students views the individual elements of the website as normal to good.

Research Question 3: What is the student’s view on the use of e-marketing tools in building positive image?

What is the student’s view on the use of e-marketing tools in building positive image?

	Frequency	Percentage
Certainly not	1	0.2%
Not	4	1.18%
Neutral	93	27.59%
Yes	152	45.10%
Certainly yes	87	25.81%

TABLE 6.Frequency and percentage on the use of e-marketing tools

To find out the student’s view on the use of e-marketing tools in building positive image of CBA. We asked them a question that can be measured in five point Likert scale (1 =certainly not, 2 = not, 3 =neutral, 4 = yes, 5 = certainly yes). The frequency and percentage of the data is presented in Table 6 while in the Table 7 is the mean rating and standard deviation.

For question 10 (Do you consider the overall use of new e-marketing tools as a means in building positive faculty image), only 1 person answered “certainly not” totaling to 0.2%, 4 people answered “not” which total to 1.18%, 93 people answered “neutral” summing up to 27.59%, 152 people answered “yes” coming up to over 45.10%, and 87 people answered “certainly yes” up to 25.81%.

What is the student’s view on the use of e-marketing tools in building positive image?

	Mean Rating	Standard Deviation
Q10	3.95	0.78

TABLE 7. Mean rating and SD on the use of e-marketing tools

Table 7 displays the student’s view on the use of e-marketing tools in building a positive CBA faculty image. It can be deduce in the results ($\bar{x} = 3.95$) that the students view the use of e-marketing tools to develop positive image as yes to neutral. With the standard deviation of 0.78 sigma.

Research Question 4: What is the student’s level of agreement on using e-marketing tools as a communication channel between them and faculty?

What is the student’s level of agreement on using e-marketing tools as a communication channel between them and faculty?

	Frequency	Percentage
Certainly not	1	0.2%
Not	2	0.5%
Neutral	76	22.55%
Yes	137	40.65%
Certainly yes	121	35.90%

TABLE 8. Frequency and percentage on the use of e-marketing tools as communication channel

To determine the level of agreement of the CBA students on using e-marketing tools as a communication channel between students and the faculty. They were asked a question which can be answered and measure in five

point Likert scale like the rest of the research questions (1 =certainly not, 2 = not, 3 =neutral, 4 = yes, 5 = certainly yes). Likewise, the frequency and percentage of the data can be found in Table 8 while on the Table 9 is the mean rating and standard deviation of data.

For question 13 in the questionnaire students were asked (Do you consider the profile of the faculty of PUP on social networks as a suitable communication channel between the students and the CBA faculty). Only 1 person answered “certainly not” total of 0.2%, 2 people answered “not a total of 0.5%, 76 people answered neutral summing to 22.55%, 137 people answered “yes”, coming to a total of 40.65%, and 121 people answered with “certainly yes” reaching a total of 35.90%.

What is the student’s level of agreement on using e-marketing tools as a communication channel between them and faculty?

Mean Rating	Standard Deviation
4.11	0.79

TABLE 9. Mean rating and standard deviation on the use of e-marketing tools as communication channel

Visible in the Table 9 is the average view of the students with the use of e-marketing tools as a communication channel which they can use to contact with the CBA faculty. It can conclude in the results ($\bar{x} = 4.11$) that students mostly consider the use of e-marketing as a suitable communication channel as yes and certainly yes.

Research Question 5: What is the correlation between the perceptions of the overall image of the faculty with the evaluation of individual elements of the faculty website?

HYPOTHESIS 1

	AVG	STD	r	r ²	P-Value	t
Perceived Image	3.652818991	0.732696873				
Design	3.415430267	0.755613442	0.4118089	0.1695865701		0.000001
8.271						
Transparency	3.519287834	0.760099909	0.420875	0.1771357656		0.000001
8.088						
Study Information	3.551928783	0.758564681	0.4261123	0.1815716922		0.000001
8.621						
Faculty news	3.551928783	0.838092247	0.3298045	0.1087710082		0.000001
6.394						
Social Elements	3.3115727	0.869942641	0.3943356	0.1555005654		0.000001
7.853						

TABLE 10. Spearman Correlation matrix between perceived image of the faculty website and evaluation of individual elements.

Note: The level of significance are .05, .01 and .001.

To test the hypothesis initially posed in the study (H_0 : There is no significant correlation between the perceptions of the overall image of the faculty with the evaluation of individual elements of the faculty website and H_1 : There is a significant correlation between the perceptions of the overall image of the faculty with the evaluation of individual elements of the faculty website), the researchers used Pearson’s correlation analysis through the Windows R studio. Based on our findings (Table 10.) with regards to the hypothesis we have formulated, the evaluation of faculty image is most strongly correlated with the study/course information and most weakly correlated with the news from the faculty. The strongest correlation reached the value of $r=0.426$ and the weakest $r=0.33$. After converting the value of correlation to P value and found out that all of them are $p < 0.05$, then the researchers conclude that there is a significant correlation between the perceptions of the overall image of the faculty with the evaluation of individual elements of the faculty website. Therefore it can be stated that the evaluation of the individual elements of the faculty website is significantly associated with the perception of the overall image of the

CBA faculty. This finding supports the fact that a website in general represents the main e-marketing tool, subsequently followed by other tools.

Research Question 6: What is the relationship between the perceiving the need to use new e-marketing tools and the degree of evaluation of the faculty image as a whole?

HYPOTHESIS 2

	AVG	STD	r	r ²	P-Value	t
Perceived Image Variable	3.652818991	0.732696873				
4.326	3.949554896	0.779465692	0.229804	0.0528098784	0.00002	

TABLE 11. Spearman Correlation matrix between the perceived image of the faculty website and the perception on the need to use new e-marketing tools.

Note: The level of significance are .05, .01 and .001. **Variable** = necessity to use new e-marketing tools

To evaluate the hypothesis (H_0 : There is no significant correlation between the perceiving the need to use new e-marketing tools and the degree of evaluation of the faculty image as a whole and H_1 : There is significant correlation between the perceiving the need to use new e-marketing tools and the degree of evaluation of the faculty image as a whole), the researchers use the same statistical test from the previous hypothesis. The analysis focused on the correlation of the relationship: perception of the faculty website – necessity to use new e-marketing tools.

The correlation coefficient has been calculated as $r=0.23$. The significance has only amounted to the value $p=0.00002$ with $t= 4.326$. The analysis has shown that there is a statistical relationship between the variables with $p < 0.05$. The assumption that there is a significant correlation between the student's acknowledgement of the necessity to use new e-marketing tools and the expressed evaluation marks of the faculty image as a whole has been verified. Furthermore, the average student evaluation equaled $M=3.95$ ($\sigma=0.779$), which suggest their positive attitude towards the need to use new e-marketing tools. It also means that the students are familiar with the significance of the use of new e-marketing tools in constructing a positive image of the CBA faculty.

IV. CONCLUSION

One characteristic of the technology is that it is continuously growing and as the technology grows, so does the industries or institutions that uses it. E-marketing is one of the example on how institutions capitalize the advent of technology. It is quite a common occurrence that the quality of faculties and universities is not sufficiently expressed in their marketing and promotion. According to Stefko (2003), research increasingly points to the fact that a respected university of high quality is predominantly a product of good management, which views the educational institution as a subject that must behave in an effective marketing way in the market environment.

To strengthen the stand on the use of e-marketing, the analysis shows that students from CBA PUP Manila views the individual elements of faculty website as normal to good ($\bar{x} = 3.48$). And it also shows that both the study/course information and faculty news have the highest remarks among the elements. At the same time they also have a positive view on the use of e-marketing tools in building a positive image of the faculty ($\bar{x} = 3.95$). Furthermore, it also shows that students have a high level of agreement on the use of e-marketing tools as a communication channel between the students and the faculty ($\bar{x} = 4.11$).

This study earlier proposed that the perception of the students to the faculty image can be influenced by the evaluation of the individual elements of the faculty website and this has been verified based on Pearson's Correlation analysis, which shows that study/course information has the strongest correlation with the faculty image while the faculty news being the weakest one. Nevertheless, the analysis showed that all of the elements has a significant relationship with the overall faculty image, meaning the null hypothesis has been rejected. At the same time, the analysis also showed that the perceiving need to use new e-marketing tools has a significant relationship with the perception of overall faculty image. Meaning the null hypothesis is also rejected.

It should be stressed that the topic of e-marketing in the environment of higher education institutions is not that old but at the same time a wide sphere of knowledge, which constantly grow as time goes by and the

advancement of technology continues to happen. These facts are significant for not only educational institutions but to all industries.

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