Crisis Marketing Strategy Antecedents of Performance
of Higher Education Institutions (HEIs)in Region III in the Philippines

Jesus D. Panlilio, Holy Angel University, Philippines

Abstract
This paper studies the marketing strategy antecedents of performance of higher education institutions in Philippines in the light of the crisis brought about by the K-12 Curriculum. Antecedents include Market Focus, Market Expansion, Program Offerings, Program Differentiation, Cost Leadership in Tuition, Place/Location Expansion, Advertising, Sales Promotions, Events & Experiences, Public Relations, Direct & Interactive Marketing, Word-of-Mouth, Personal Selling, and Attack Competition. It made use of descriptive – correlational research design, which covered ninety four (94) HEIs covering School Year (SY) 2015-2016. Factor analysis with varimax rotation, Cronbach's alpha coefficient, independent t-tests (for normally-distributed data) or Mann-Whitney U tests (for non-normally distributed data), Pearson r (for normally-distributed data) or Spearman rho tests (for non-normally distributed data) were also used. Four components determined were mass communication strategies, differentiation strategies, personal communication strategies, and target market strategies. Compared to school year 2014-2015, HEIs performed favorably in changes in revenue, profits, assets / investment, and enrollment in school 2015-2016. Compared to public HEIs, private institutions' marketing strategies were found to be significantly different in market focus, market expansion, cost leadership in tuition, sales promotion, event and experiences, public relations, direct marketing, and attack competition. Significant correlations were found to be positively moderate between place / location expansion strategy and profit performance; between place / location expansion, word-of-mouth attack competition strategies and asset / investment performance. Negatively moderate correlation was found between cost leadership in tuition strategy and revenue performance; between direct marketing strategy and enrollment performance.

Keywords: crisis marketing strategy, institutional performance, higher education institutions (HEIs)

iafor

The International Academic Forum
www.iafor.org

Crisis Marketing Strategy Antecedents of Performance of Higher Education
Institutions (HEIs) in Region III in the Philippines

Market performance metrics serve as strategic measures to analyze market position in relation to competition and customers and to determine the impact the company offerings may have in the performance of the company as well as what opportunities and challenges exist. Marketing strategies served as antecedents to the organizational performance. Cavusgil and Zou (1994) found that in the relationship of marketing strategy and performance, marketing strategies such product, price, distribution and promotion served as antecedents or the causes to performance. Similar relationship was also examined and proven that marketing characteristics and programs were antecedents of performance (Townsend, Yeniyurt, Deligonul, & Cavusgil 2004 and Julian, 2009). So, marketing strategies are considered antecedents since they are precursors or forerunners of organizational financial performance. In a cause and effect relationship, marketing strategies are the cause and organizational financial performance are the effect. In essence, marketing strategies are considered as antecedents which influence organizational performance.

Strategic marketing is regularly conducted regardless of the situation especially so in time of radical market changes. Once the crisis has occurred crisis denial is no longer an option, instead a coherent and strategic marketing plan must be developed to deal with the crisis and to resolve it. In every crisis lies opportunity (Calvo-Porral, Stanton, & Mangin, 2016). Winiarski (2010) stated that crises are the natural test for economic decisions. This is the very essence of crisis marketing. It is mainly about opportunity seeking time. It is also anticipatory marketing in approach which is proactive in nature.

Every organization resorts to crisis marketing to proactively address challenges, risks, and uncertainties happening in the market situation. This is true to all industries including the education sector or the academe, which is facing a critical period with the impending implementation of the K-12 curriculum. Such implementation is causing a big financial impact to higher education institutions (HEIs) due to non-enrollment of college freshmen for two years (School Years 2016-2017 & 2017-2018) and the huge budget needed for teachers, who will be retrenched. Both will lead to financial crisis to HEIs. Marketing strategies have to be anticipatory in nature to allow proactive approach in facing every time crisis happens. This crisis will not only happen in the two school years but for the succeeding school years as illustrated in the next page.

	College Enrollment				
School Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year
2016-2017	-	+	+	+	+
2017-2018	-	-	+	+	+
2018-2019	+	-	-	+	+
2019-2020	+	+	-	-	+
2020-2021	+	+	+	-	-
2021-2022	+	+	+	+	-

- Non-enrollment   + Enrollment

These marketing strategies have to be analyzed to determine their relationship on the institutional performance of the HEIs. It is for this reason why this study was conducted to determine the crisis marketing of universities in Region III. It was patterned after the research of Koksal and Ozgul (2005) on the relationship between marketing strategies and performance in an economic crisis conducted in Turkey. It further identified specific marketing strategies these universities were doing to survive a crisis.

Specifically, it addressed the following research questions:

1. What are the marketing strategies used by the HEIs in Region III given the opportunities brought about by the effects of the K-12 Curriculum in terms of the following:

1.1. Market Focus
1.2. Market Expansion
1.3. Program Offerings
1.4. Program Differentiation
1.5. Cost Leadership in Tuition
1.6. Place/Location Expansion
1.7. Advertising
1.8. Sales Promotions
1.9. Events & Experiences
1.10. Public Relations
1.11. Direct & Interactive Marketing
1.12. Word-of-Mouth
1.13. Personal Selling
1.14. Attack Competition Strategies

2. What are the changes in the institutional performance of HEIs in Region III during the school 2015-2016 compared to School Year 2014-2015 in terms of the following:

2.1. revenue
2.2. profits
2.3. assets/investment
2.4. enrollment

Is there a significant difference on the marketing strategies between the private HEIs and the public HEIs?

Is there a significant difference on the institutional performance between the private HEIs and the public HEIs?

Is there a significant relationship between the marketing strategies and institutional performance of the HEIs in Region III given the opportunities brought about by the effects of the K-12 Curriculum?

A conceptual framework, Hierarchical Marketing Performance (HMP) framework developed by Huizingh and Zengerink (2001) states that marketing performance is a

sequence of intermediate performance measures ultimately leading to financial performance.

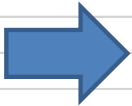Below is the operational framework of the study which shows the whole gamut of the research process; to wit:

Independent Variables		Dependent Variables		Outcome
Marketing Strategies		**Institutional Performance**		
Market Focus				
Market Expansion				
Program Offerings				
Program Differentiation				
Cost Leadership in Tuition				
Place/Location Expansion		Change in Revenue		Impact of the HEI
Advertising		Change in Profit		Marketing Strategies on its
Sales Promotions		Change in Asset/Investment		Institutional Performance
Events & Experiences		Change in Enrollment		
Public Relations				
Direct & Interactive Marketing				
Word-of-Mouth				
Personal Selling				
Attack Competition				

Intervening Variables
Private HEI
Public HEI

Figure 1. Operational framework

Given this operational framework, this study focused on the following hypotheses having p-value less than or equal to 0.05 were considered significant:

Ho$_1$: There is no significant difference on the marketing strategies between private HEIs and the public HEIs.

Ho2: There is no significant difference on the institutional performance between the private HEIs and public HEIs.

Ho3: There is no significant relationship between the marketing strategies and institutional performance of the HEIs in Region III given the opportunities brought about by effects the K-12 Curriculum.

Methods

Research Design

The researcher made use of descriptive – correlational research design to find out the relationship between marketing strategies and performance among HEIs in Region III given the opportunities brought about by the effects of the K-12 Curriculum.

Participants

This study covered ninety four (94) HEIs. The sampling is based on the Rule of 5, where the subjects-to-variables ratio should be no lower than 5 (Bryant & Yarnold, 1995). Of these, eighty seven (87) are private HEIs while seven (7) are public HEIs. Of the ninety four (94) HEIs, Eighty four (84) HEIs are listed with the Commission on Higher Education while ten (10) are listed with Technical Skills and Development Authority. See Appendix B for the combined lists.

Sources of Data

Primary data were gathered from the presidents or authorized personnel of these HEIs through a survey questionnaire. Secondary data were also gathered from the relevant book, journals and internet websites as well as reports from government agencies.

Instrument

A questionnaire was used to collect data. It was patterned after the study of Koksal and Ozgul (2005). On Appendix A is the questionnaire of the said study. However revisions were made on Parts II and III of the questionnaire in consideration of appropriateness and relevance to HEIs' operations in the Philippine education setting. An informed consent was included in the cover letter accompanying the questionnaire given to the HEI presidents or their authorized personnel/representative.

Procedure

Frequency and percentage distribution was used to summarize categorical data. Quantitative data were described using mean (if normally-distributed), median (if non-normally distributed), minimum and maximum values. Normality was tested using Shapiro Wilk test.

Factor analysis with varimax rotation was applied in order to identify the main underlying dimensions of marketing strategies used during the impending crisis. The internal consistency reliability of the strategies in each identified factor was determined using Cronbach's alpha coefficient.

Comparisons between the marketing strategies and institutional performance of private and public HEIs were made using independent t-tests (for normally-distributed data) or Mann-Whitney U tests (for non-normally distributed data).

To determine correlation between marketing strategies and institutional performance, Pearson r (for normally-distributed data) or Spearman rho tests (for non-normally

distributed data) were used. The computed correlation coefficients were interpreted based on the following ranges (Zou, Tuncali & Silverman, 2003):

Correlation Coefficient Value	Direction and Strength of Correlation
-1.0	Negative Perfect Correlation
-0.80 - (-0.99)	Negative Very Strong Correlation
-0.50 - (-0.79)	Negative Strong Correlation
-0.20 - (-0.49)	Negative Moderate Correlation
-0.01 - (-0.19)	Negative Weak Correlation
0	No Correlation
0.01 - 0.19	Positive Weak Correlation
0.20 - 0.49	Positive Moderate Correlation
0.50 - 0.79	Positive Strong Correlation
0.80 - 0.99	Positive Very Strong Correlation
1.0	Positive Perfect Correlation

Table 1: Degree of Relationship

All statistical tests were performed using a free trial version of Stata 14. P-values less than or equal to 0.05 were considered significant.

Results

I. Marketing strategies used by the HEIs in Region III given the opportunities brought about by the effects of the K-12 Curriculum

As found in Table 2, the HEIs' use of all the marketing strategies included in the survey generally increased given the opportunities brought about by the effects of the K-12 Curriculum.

Total responses to some of the variables do not total to 94 due to no responses from the other participants.

		Very High Decrease	High Decrease	Medium Decrease	Small Decrease	Unchanged	Small Increase	Medium Increase	High Increase	Very High Decrease	Mean
		-4	-3	-2	-1	0	1	2	3	4	
Market Focus	f	1		1	4	7	15	33	24	8	1.9
	%	1.08		1.08	4.3	7.53	16.13	35.48	25.81	8.6	
Market Expansion	f		1	3	1	6	13	26	24	19	2.2
	%		1.08	3.23	1.08	6.45	13.98	27.96	25.81	20.43	
Program Offerings	f	2	1	1	6	19	12	22	15	12	1.4
	%	2.22	1.11	1.11	6.67	21.11	13.33	24.44	16.67	13.33	

Program Differentiation	**f**		2	1	2	23	22	21	11	4	1.2
	%		2.33	1.16	2.33	26.74	25.58	24.42	12.79	4.65	
Cost Leadership in Tuition	**f**			1	2	25	27	14	13	8	1.4
	%			1.11	2.22	27.78	30	15.56	14.44	8.89	
Place/Location Expansion	**f**	3		3	6	39	16	13	8	2	0.6
	%	3.33		3.33	6.67	43.33	17.78	14.44	8.89	2.22	
Advertising	**f**	1	1	1	1	15	20	23	22	9	1.7
	%	1.08	1.08	1.08	1.08	16.13	21.51	24.73	23.66	9.68	
Sales Promotion	**f**	3		1	4	20	21	24	13	6	1.2
	%	3.37		1.12	4.49	22.47	23.6	26.97	14.61	6.74	
Event & Experiences	**f**	1			3	10	18	35	15	10	1.8
	%	1.09			3.26	10.87	19.57	38.04	16.3	10.87	
Public Relations	**f**	1	1	1	1	15	18	31	16	8	1.6
	%	1.09	1.09	1.09	1.09	16.3	19.57	33.7	17.39	8.7	
Direct & Interactive	**f**	1	2	2		7	16	29	23	12	1.9
	%	1.09	2.17	2.17		7.61	17.39	31.52	25	13.04	
Word-of Mouth	**f**			2		6	12	31	25	16	2.3
	%			2.17		6.52	13.04	33.7	27.17	17.39	
Personal Selling	**f**			3		5	10	25	30	19	2.4
	%			3.26		5.43	10.87	27.17	32.61	20.65	
Attack Competition	**f**	2		1	3	23	26	19	15	3	1.2
	%	2.17		1.09	3.26	25	28.26	20.65	16.3	3.26	

Table 2: Mean Change Marketing Strategies by HEIs given the opportunities brought about by the K-12 Curriculum

As indicated in Table 3, the first component accounting for 19.07% of variance consisted of mass communications strategies such as advertising, sales promotion, events & experiences, and public relations, which had factor loadings of 0.656, 0.777, 0.645, and 0.743, respectively. The second component, accounting for 17.91% of the variance comprised of differentiation strategies such as program offerings, program differentiation, and cost leadership in tuition, which had factor loadings of 0.856, 0.814, and 0.747, respectively. The third component, accounting for 16.30% of the variance consists of personal communications strategies namely, direct marketing, word-of-mouth, and personal selling, which had factor loadings of 0.544, 0.872, 0.761, respectively. Lastly, the fourth component, accounting for 11.75% of the variance consists of target market strategies, namely market focus and market expansion, which had factor loadings of 0.816 and 0.796, respectively

Lorenzo-Seva, (2013) stated loadings can range from -1 to 1. When loadings are close to -1 or 1, they indicate that the factors strongly affect the variable. Only the strategies with factor loadings of at least 0.50 are to be retained (Matsunaga, 2010).

Cronbach's alpha is generally used as a measure of the reliability of a set of questions in a survey instrument. It measures the interrelatedness of a set of items. Cronbach's alpha coefficients for all the factors extracted were within the acceptable range (i.e. 0.70 and above) (Tavakol & Dennick, 2011). So there is reliability of the set of questions used in the survey instrument.

	Factor Loading	% of Variance Explained	Cronbach's alpha
Factor 1: Mass Communications Strategies		19.07%	0.841
Advertising	.656		
Sales Promotion	.777		
Event & Experiences	.645		
Public Relations	.743		
Factor 2: Differentiation Strategies		17.91%	0.831
Program Offerings	.856		
Program Differentiation	.814		
Cost Leadership in Tuition	.747		
Factor 3: Personal Communications Strategies		16.30%	0.762
Direct Marketing	.544		
Word-of Mouth	.872		
Personal Selling	.761		
Factor 4: Target Market Strategies		11.75%	0.716
Market Focus	.816		
Market Expansion	.796		

Table 3: Results of Factor Analysis with Varimax Rotation on the Marketing Strategies by HEIs given the opportunities brought about by the K-12 Curriculum

II. Institutional performance of the HEIs in Region III during the school 2015-2016 compared to School Year 2014-2015

In terms of changes in the institutional performance of the HEIs in Region III in School Year 2015-2016 compared to School Year 2014-2015, it can be seen in Table 4 that the changes in revenue generated, profits earned from the total revenue, assets / investment, and enrollment were generally favorable.

Total responses to some of the variables do not total to 94 due to no responses from the other participants.

Change	Change in Revenue		Change in Profit		Change in Asset/Invest ment		Change in Enrollment	
	f	%	f	%	f	%	f	%
+10 (45% + Increase)	3	3.66	3	3.80	5	6.58	1	1.11
+9 (40% - 44% Increase)		0.00		0.00	1	1.32	1	1.11
+8 (35% - 39% Increase)	3	3.66	1	1.27	4	5.26	5	5.56
+7 (30% - 34% Increase)	5	6.10	3	3.80	2	2.63	3	3.33
+6 (25% - 29% Increase)	1	1.22	1	1.27	2	2.63	4	4.44
+5 (20% - 24% Increase)	2	2.44	6	7.59	5	6.58	7	7.78
+4 (15% - 19% Increase)	4	4.88	4	5.06	4	5.26	2	2.22
+3 (10% - 14% Increase)	14	17.07	10	12.66	16	21.05	12	13.33
+2 (5% - 9% Increase)	11	13.41	11	13.92	6	7.89	10	11.11
+1 (1% - 4% Increase)	17	20.73	14	17.72	11	14.47	14	15.56
-10 (45% - + Decrease)	1	1.22	2	2.53	3	3.95	1	1.11
-9 (40% - 44% Decrease)	1	1.22	1	1.27	1	1.32	1	1.11
-8 (35% - 39% Decrease)	1	1.22	2	2.53		0.00	2	2.22
-7 (30% - 34% Decrease)		0.00		0.00	1	1.32	1	1.11
-6 (25% - 29% Decrease)	2	2.44	2	2.53		0.00	2	2.22
-5 (20% - 24% Decrease)	3	3.66	2	2.53	2	2.63	2	2.22
-4 (15% - 19% Decrease)	4	4.88	4	5.06		0.00	1	1.11
-3 (10% - 14% Decrease)	6	7.32	5	6.33	4	5.26	5	5.56
-2 (5% - 9% Decrease)	1	1.22	4	5.06	1	1.32	8	8.89
-1 (1% - 4% Decrease)	4	4.88	4	5.06	8	10.53	9	10.00

Table 4: Changes in the institutional performance of the HEIs in Region III during the school 2015-2016 compared to School Year 2014-2015

III.   Difference on the marketing strategies and institutional performance of the private HEIs and the public HEIs

On Table 5, statistical comparison tests showed that private HEIs were found to have used the following marketing strategies more than the public HEIs: market focus, market expansion, cost leadership in tuition, sales promotion, event and experiences, public relations, direct & interactive marketing, and attack competition (p-values < 0.05). Conversely, private and public HEIs did not vary significantly in terms of their use of strategies on program offerings, program differentiation, place/location expansion, advertising, word-of mouth, and personal selling (p-values > 0.05).

	Mean / Median Rating			Interpretation
Marketing Strategies	**Private HEIs**	**Public HEIs**	**p-value**	
Market Focus	2.00	1.00	0.0310^M	Significant Difference
Market Expansion	2.00	1.00	0.0445^M	Significant Difference
Program Offerings	2.00	2.00	0.9382^M	No Significant Difference
Program Differentiation[n]	1.20	0.83	0.5388^t	No Significant Difference
Cost Leadership in Tuition[n]	1.42	0.33	0.0014^t	Significant Difference
Place/Location Expansion[n]	0.63	-0.50	0.0845^t	No Significant Difference
Advertising	2.00	1.00	0.1140^M	No Significant Difference
Sales Promotion	1.50	0.00	0.0004^M	Significant Difference
Event & Experiences	2.00	1.00	0.0037^M	Significant Difference
Public Relations	2.00	0.00	0.0122^M	Significant Difference
Direct & Interactive	2.00	1.00	0.0096^M	Significant Difference
Word-of Mouth	2.00	2.00	0.1199^M	No Significant Difference
Personal Selling	3.00	2.00	0.1751^M	No Significant Difference
Attack Competition	1.00	0.00	0.0069^M	Significant Difference

n – normally distributed; M – Mann Whitney test; t – independent t test

Table 5: *Comparison of the Marketing Strategies Used by Private and Public HEIs*

While on Table 6, public HEIs indicated a significantly higher change in enrollment as opposed to private HEIs (mean = 3.86 vs 0.88; p-value < 0.05). On the other hand, no significant differences were noted between public and private HEIs in terms of change in revenue (mean = 3.83 vs 1.24; p-value > 0.05), change in profit (mean = 2.83 vs 0.73; p-value > 0.05) and change in asset / investment (mean = 1.40 vs 1.96; p-value > 0.05).

	Mean Rating			Interpretation
Institutional Performance	**Private HEIs**	**Public HEIs**	**p-value**	
Change in Revenue	1.24	3.83	0.0716^t	No Significant Difference
Change in Profit	0.73	2.83	0.1301^t	No Significant Difference
Change in Asset/Investment	1.96	1.40	0.3980^t	No Significant Difference
Change in Enrollment	0.88	3.86	0.0371^t	Significant Difference

t – independent t test (one-tailed test; Ha: Mean(Private) < Mean (Public) except for Change in Asset / Investment)

Table 6: *Comparison of the Institutional Performance of Private and Public HEIs*

IV.   Relationship between the marketing strategies and institutional performance of the HEIs in Region III given the opportunities brought about by the effects of the K-12 Curriculum

Table 7 shows the correlation analysis of the marketing strategies and institutional performance of the HEIs in Region III given the opportunities brought about by the effects of the K -12 Curriculum which shows that greater use of the strategy cost

leadership in tuition is associated with less increase in revenue (Pearson r = -0.22; p-value = 0.05) while greater use of the strategy place / location expansion is associated with greater increase in profit (Pearson r = 0.22; p-value = 0.05). Likewise, greater use of the strategy place / location expansion is associated with greater increase in asset / investment (Spearman rho = 0.27; p-value = 0.02). Similarly, greater use of word-of-mouth marketing strategy is associated with greater increase in asset / investment (Spearman rho = 0.26; p-value = 0.03). Also, greater use of strategies to attack competitors is associated with greater increase in asset / investment (Spearman rho = 0.23; p-value = 0.05). Lastly, greater use of direct marketing strategy is associated with less increase in enrollment (Spearman rho = -0.23; p-value = 0.05).

	Change in Revenue		Change in Profit		Change in Asset/Investment		Change in Enrollment	
	Correlation Coefficient	p-value	Correlation Coefficient	p-value	Correlation Coefficient	p-value	Correlation Coefficient	p-value
Market Focus	-0.02	0.86	0.01	0.93	0.03	0.81	-0.06	0.59
Market Expansion	0.12	0.32	0.16	0.17	0.13	0.27	0.03	0.78
Program Offerings	-0.08	0.49	-0.08	0.48	0.06	0.64	0	0.99
Program Differentiation	0.17 [r]	0.13	0.01 [r]	0.9	0.12	0.29	0.10 [r]	0.35
Cost Leadership in Tuition	-0.22 [r]	0.05	-0.19 [r]	0.11	0.02	0.88	-0.16 [r]	0.15
Place/Location Expansion	0.17 [r]	0.14	0.22 [r]	0.05	0.27	0.02	0.13 [r]	0.23
Advertising	0	0.97	-0.08	0.5	0.04	0.72	-0.1	0.41
Sales Promotion	-0.1	0.4	-0.08	0.52	0.08	0.5	-0.14	0.22
Event & Experiences	0.02	0.84	0.04	0.72	-0.02	0.84	-0.15	0.2
Public Relations	0	0.97	0.02	0.88	-0.07	0.58	-0.06	0.63
Direct Marketing	-0.04	0.73	-0.06	0.6	-0.02	0.88	-0.23	0.05
Word-of Mouth	0.18	0.13	0.13	0.29	0.26	0.03	0.01	0.95
Personal Selling	0.02	0.84	-0.05	0.65	0.02	0.89	-0.02	0.86
Attack Competition	0.12	0.31	0.06	0.62	0.23	0.05	0.15	0.2

All correlation coefficients are Spearman rho correlation coefficients except those marked with "r" which are Pearson r correlation coefficients

Table 7: Correlation of the Marketing Strategies Used by the HEIs in Region III to their Institutional Performance

Discussion

Marketing strategies were consciously increased given the opportunities brought about by the effects of the K-12 Curriculum. Similar to the findings of Feliciano (2015), Schüller and Rašticová (2011), Hawkins and Frohoff (2010), Huang, Binney, and Hede (2010), Hesel (2004), Lewison and Hawes (2007) marketing strategies of HEIs were found to include product/service, pricing, place or location, integrated marketing communications, and competition.

Factor analysis determined the data for patterns as well as reduced the many marketing strategy variables to a more manageable number. Doing this allowed the identification of four components namely the mass communication strategies, differentiation strategies, personal communication strategies, and target market strategies.

Reissenweber (2012), Wang (2010), and Allen, Burgess, Rasul, and McKenna (2010) identified the school performance indicators as revenue, profit, and revenue growth), growth in the number of customers, and accounting performance (business-unit revenues, profit margins, and return on sales). Compared to school year 2014-2015, HEIs performed favorably in term of institutional performance of changes in revenue generated, profits earned from the total revenue, assets / investment, and enrollment in school 2015-2016.

As to the comparison of their marketing strategies, significant difference were found on market focus, market expansion, cost leadership in tuition, sales promotion, event and experiences, public relations, direct marketing, and attack competition. They were more competitive in choosing their market, pricing their tuition, and communicated these strategies to their present and prospective students. However, no significant difference was found program offerings, program differentiation, place/location expansion, advertising, word-of mouth, and personal selling.

As to the comparison of their institutional performance, public HEIs indicated a significantly higher change in enrollment as opposed to private HEIs. Both private and public HEIs believed in keeping strong and differentiated program offering.
Guided by the environment-strategy-performance paradigm of Sin, Tse, Yau, Chow, and Lee (2003) and HRMP model of Huizingh, and Zengerink (2001), this study found positive correlation between the marketing strategies and institutional performance of the HEIs in Region III during an impending crisis showed that greater use of the strategy cost leadership in tuition is associated with less increase in revenue makes a lot of financial sense. Greater use of the strategy place / location expansion is associated with greater increase in profit due to successfully catching students by convenience of location. Very much related is the greater use of the strategy place / location expansion is associated with greater increase in asset / investment. Expansion in facilities or in campus area necessitated corresponding increase in investment. Both greater use of word-of-mouth marketing strategy and attack competition was associated with greater increase in asset / investment since both lead to more enrollees. Word of mouth strategies motivated present students to stay in the HEI as well as attracted potential enrollees like what attack competition strategy did in persuading students from competing HEIs to transfer. However, greater use of direct marketing strategy, was associated with less increase in enrollment must be due to

possibilities that enrollment prospects may find the strategy too aggressive that may turn them off to enroll in the campaigning HEI.

It is to be noted that all the foregoing correlations were found to be moderate according to Zou and Silverman (2003).

Conclusion

Among the strategies, the use of personal selling was found to have increased the most followed by word-of-mouth and then by market expansion.

Through factor analysis, the study was able to reduce the number of marketing strategy variables to four components; namely; the first component of mass communications strategies, the second component of differentiation strategies, third component, of personal communications strategies, and the fourth component of target market strategies.

Change in institutional performance of the HEIs in Region III for School Year 2015-2016 in terms of revenue generated, profits earned from the total revenue, assets/investment, and enrollment were investigated in the study. These changes experienced by the HEIs were favorable. Despite the impeding financial crisis, the changes were positive this year compared to the past year.

The study presented a statistical comparison of private and public HEIs. Such differences were found in the marketing strategies such as market focus, market expansion, cost leadership in tuition, sales promotion, event and experiences, public relations, direct marketing, and attack competition. No significant differences were however found in program offerings, program differentiation, place/location expansion, advertising, word-of mouth, and personal selling. As to the comparison of their institutional performance, significant difference was found in the change of enrollment. On the other hand, no significant differences were noted between public and private HEIs in terms of change in revenue, change in profit and change in asset / investment.

Like Koksal and Ozgul (2005) who investigated the effects of marketing strategy changes on company performance during times of crisis, this study similarly discovered the impact of marketing strategies to the HEIs performance given the opportunities brought about by the effects of the K-12 Curriculum. This study was able to prove the Hierarchical Marketing Performance (HMP) framework (Huizingh & Zengerink, 2001), which states that marketing performance ultimately leads to financial performance, holds true for the HEIs in Region III during the conduct of the study in School Year 2015-2016.

With moderate correlation found on these marketing strategies with institutional performance of the HEIs, makes them more relevant strategies. Making greater use of them will cause corresponding favorable impact on the institutional performance. Correlations findings however implying that there are other variables accounting for the institutional performance of the HEIs other than their marketing strategies such as quality of education, graduation rate, board exam performance and employability of graduates.

References

Allen, R., Burgess, S., Rasul, R., & McKenna, L. (2010). Understanding school financial decisions. *Research Report DFE-RR183*, Department of Education. United Kingdom. Retrieved from http://www.ucl.ac.uk/~uctpimr/research/DFE-RR183[1].pdf

Ang, S.H. (2001). Crisis marketing: a comparison across economic scenarios. *International Business Review*, Vol. 10, pp. 263-84. Retrieved from http://scholarbank.nus.edu.sg/handle/10635/45101?show=full
Boettner, B. (2009), Marketing's renaissance: crisis brings era of reinvention, Business Marketing Association

Bryant, F. B., & Yarnold, P. R. (1995). Principal components analysis and exploratory and confirmatory factor analysis. In L. G. Grimm & R R. Yarnold (Eds.), Reading and understanding multivariale statistics (pp. 99-136). Washington, DC: American Psychological Association. Retrieved from the https://www.researchgate.net/publication/261062471_Principal_components_and_exp loratory_and_confirmatory_factor_analysis

Calvo-Porral, C., Stanton, J. L., & Mangin, J. L. (2016). Is the economic crisis Changing Marketing Strategies? Evidence from the Food Industry, *Journal of Global Marketing*, 29(9), 29-39

Cavusgil, S. T. and Zou, S., (1994), Marketing Strategy-Performance Relationship: An Investigation of Empirical Link in Export market Ventures, Journal of Marketing, 5, 1-21.

Cravens, D. W. & Piercy, N.F. (2010) Strategic Marketing, 9th Edition, Mc Graw Hill, Boston.

Davis, J.A. (2013). Measuring marketing: 110+ key metrics every marketers needs, 2nd ed. Wiley, Singapore, 25.

Dekimpe, M. G. & Hanssens, D. M. (2003) Persistence modeling for assessing marketing strategy performance, "Cool Tools in Marketing Strategy Research," Lehmann, D. and Moorman, C. (Eds.), Marketing Science Institute, 1-29

Feliciano, J.P. (2015). Leadership effectiveness and marketing strategies as correlates to student satisfaction and loyalty in selected higher education institutions in metro manila, *International Journal of Education and Research*, 3(9), 387-400.

Ferrell, O.C. & Hartline, M. (2015). Marketing Strategy, 6th Edition, Cengage Learning, Andover.

Grewal, R. &Tansuhaj, P. (2001). Building organizational capabilities for managing economic crisis: the role of market orientation and strategic flexibility, *Journal of Marketing* retrieved from the http://www.atyponlink.com/AMA/doi/abs/10.1509/jmkg.65.2.67.18259

Gummesson, E. (2009). The global crisis and the marketing scholar. *Journal of Customer Behaviour,* 8(2), 119-135.

Hawkins, A.G. & Frohoff, K. M. (2010). Promoting the academy – the challenges of marketing higher education. *Research in Higher Education Journal*, 1-13

Haydu, J.J. & Hodges, A. W. (2008). Basic marketing strategies for improving business performance in the turf and lawn care industry,

Hesel, R. (2004). Know thyself: 5 strategies for marketing a college. *The Chronicle of Higher Education* 50(34).

Huang, H. Binney, W., & Hede, A. M. (2010). Strategic marketing of educational institutions, Victoria University Research Repository. Retrieved from the http://www.anzmac.org/conference_archive/2010/pdf/anzmac10Final00468.pdf

Huizingh, E. & Zengerink, E. (2001). Modeling the marketing strategy-performance relationship: towards an hierarchical marketing performance framework, EconPapers, Swedish Business School, Örebro University, 1-55.

Julian, C.C. (2009). Market characteristics as antecedent of performance. International *Journal of Trade and Global Markets*.

Koksal, M. H. & Ozgul, O (2005). The relationship between marketing strategies and performance in an economic crisis. *Marketing Intelligence and Planning* 25(4), 326-342

Kotler, P. & Keller, K. L. (2012). Marketing Management 13th ed. Prentice Hall, Philippines.

Lewison, D.M. & Hawes, J.M. (2007). student target marketing strategies for universities, *Journal of College Admission*, 14-19.

Lorenzo-Seva, U. (2013). How to report the percentage of explained common variance in exploratory factor analysis. Technical Report. Department of Psychology, Universitat Rovira i Virgili, Tarragona. 2-13

Lou, X., Griffith, D.A., Liu, S.S. & Shi, Y. (2004). The effects of customer relationships and social capital on firm performance: a chinese business illustration. *Journal of International Marketing*, 12(4), 25-45.

Luk, C., Yau, O., Choiw, R.P.M., & Sin, L. Y. M. (2004). Stakeholder orientation and business performance: the case of service companies in china. *Journal of International Marketing*, 3(1), 89-110.

Matsunaga, M. (2010). How to factor-analyze your data right: do's, don'ts, and how-to's.

Mayrhofer, U. (2004). International market entry: does the home country affect entry-mode decisions?, *Journal of International Marketing*, 12(4), 71-96.

Moutinho, L. & Southern, G. (2013) Strategic Marketing Management, Cengage Learning, Andover.

Nistorescu, T. & Puiu, S. (2009). "Marketing strategies used in crisis - study case" retrieved from the http://mpra.ub.uni-muenchen.de/17743/

Porter, M. E. (1998). Competitive Advantage: Creating and Sustaining Superior Performance. 2nd ed. New York: Free Press

Reinartz, W., Krafft, M. & Hoyer, W. D. (2004). The customer relationship management process: its measurement and impact on performance, *Journal of Marketing Research*, 41, 293-305.

Reissenweber, B. (2012). Financial indicators in strategic decision making: recommended practices for financial officers at small private colleges and universities in the midwestern united states, Educational Administration: Theses, Dissertations, and Student Research. Retrieved from the http://digitalcommons.unl.edu/cehsedaddiss/109/

Schüller, D. & , Rašticová, M. (2011). Marketing communications mix of universities communication with students in an increasing competitive university environment, *Journal of Competitiveness* 3, 58-71.

Sin, L.Y.M., Tse, A.C.B., Yau, O.H.M., Chow, R.P.M. & Lee, J.S.Y. (2003), Market orientation, relationship marketing, and business performance: the moderating effects of economic ideology and industry type, *Journal International Marketing*, 13(1) 36-57.

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55 doi: 10.5116/ijme.4dfb.8dfd

Townsend, J. D., Yeniyurt, S., Deligonul, Z. S. & Cavusgil, S.T. (2004). Exploring the marketing program antecedents of performance in a global company, *Journal of International Marketing*, 12(4), 1-24

Winiarski, M. (2010). Surviving strategies in marketing management, Uniwersytet Wrocławski retrieved from the http://www.bibliotekacyfrowa.pl/Content/35513/010.pdf

Wang, X. (2010). Performance measurement in universities-managerial perspective, University of Twente. Retrieved from the http://essay.utwente.nl/60180/

Zou, K. H., Tuncali, K., & Silverman, S. G. (2003). Correlation and simple linear regression 1. *Radiology*, 227(3), 617-622