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Social Media Marketing vs. Conventional Advertising

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A B S T R A C T
This study compared the perceived effectiveness of Social Media Marketing (SMM) and Conventional Advertising (CA) among 50 purposively selected stakeholders (teachers, students, school personnel, and parents) in the School Division of Isabela using a descriptive-comparative research design. Data were gathered through a researcher-made questionnaire measuring reach, accessibility, engagement, and overall effectiveness. Findings revealed that SMM consistently outperformed CA across all indicators, with mean scores of 3.98 vs. 3.20 for reach, 3.94 vs. 3.10 for accessibility, 4.02 vs. 3.05 for engagement, and 3.98 vs. 3.14 for overall effectiveness. The results indicate that respondents perceived social media marketing as significantly more effective in promoting school programs and disseminating information. The study recommends prioritizing SMM while maintaining conventional advertising to ensure inclusive communication for stakeholders with limited digital access.

INTRODUCTION

The rapid advancement of information and communication technology has significantly reshaped the way institutions communicate, promote, and engage with their stakeholders. In recent years, social media marketing has emerged as a critical strategic tool, particularly in the education sector, due to its ability to facilitate real-time interaction, expand audience reach, and enhance engagement. Educational institutions increasingly utilize platforms such as Facebook, YouTube, and other social networking sites to disseminate information, promote academic programs, and strengthen institutional communication.

Empirical studies support the growing importance of social media marketing in educational contexts. Fazel et al. (2025) found that social media significantly increased student engagement and improved knowledge retention among marketing educators, indicating its effectiveness as a communication and learning-support tool. Similarly, Xiong et al. (2018) identified specific social media strategies such as virtual campus tours and Facebook Live sessions as effective approaches that positively influence student recruitment. Salem et al. (2020) further confirmed that social media platforms have become the most important channels for advertising and student communication in modern educational institutions. These findings suggest that social media marketing holds substantial potential for enhancing institutional visibility, engagement, and information dissemination. Despite its advantages, the adoption of social media marketing in educational institutions remains uneven. Tuten et al. (2012) identified barriers such as limited time, lack of expertise, and technological challenges, indicating that many institutions are still in the process of adapting to digital marketing strategies. These challenges are particularly relevant in public educational systems, where resources and digital access may vary widely across regions.

Alongside the rise of social media marketing, conventional advertising methods continue to play a significant role in educational institutions. Traditional forms of advertising including posters, tarpaulins, flyers, print materials, bulletin boards, television announcements, and face-to-face communication have long been used to enhance institutional image and attract students. Kittle et al. (2000) emphasized that educational institutions typically employ a multi-channel advertising strategy rather than relying on a single medium, highlighting the continued relevance of conventional advertising alongside emerging digital platforms.

Studies examining the effectiveness of conventional advertising reveal mixed but meaningful results. Jan et al. (2016) found that traditional media, combined with websites and social media, positively influence students' decision-making processes in Malaysia. Meanwhile, Suganthi (2015) reported that television and handbills exert sustained influence on audiences, whereas text messaging tends to have only temporary effects. These findings suggest that while conventional advertising remains effective, its impact varies depending on the medium and context.

However, conventional advertising is not without criticism. Gibbs et al. (2007) argued that advertising may potentially undermine critical thinking by employing manipulative strategies, raising ethical concerns within educational settings. This underscores the need for institutions to carefully balance promotional objectives with educational integrity and transparency.

Comparative studies on advertising effectiveness further emphasize that no single advertising approach is universally superior. Grewal et al. (1997) demonstrated that comparative advertising is generally more effective than non-comparative advertising in generating attention, increasing awareness, and improving attitudes, although it may reduce source credibility in some cases. Cross-cultural research by Shao et al. (2004) and Choi et al. (2004) revealed that cultural background and individual characteristics significantly influence how audiences perceive and respond to advertising messages. Konsolaki et al. (2015) further developed an integrated model showing that advertising effectiveness depends on multiple factors, including message intensity, source characteristics, and recipient attributes.

In the context of the Philippine educational system, particularly within the School Division of Isabela, both social media marketing and conventional advertising are actively used to disseminate information related to academic programs, school activities, and institutional policies. However, differences in access to technology, digital literacy, and personal preferences among stakeholders such as teachers, students, and parents may influence the effectiveness of these advertising approaches. Despite their continued use, there remains a lack of localized empirical studies comparing social media marketing and conventional advertising within public school divisions.

Therefore, this study aims to compare Social Media Marketing and Conventional Advertising as perceived by respondents from the School Division of Isabela. By examining their effectiveness in terms of reach, accessibility, and overall impact, the study seeks to determine which advertising method better supports institutional communication. The findings of this research are expected to contribute to existing literature and provide evidence-based insights that may assist school administrators and policymakers in developing more effective and inclusive communication strategies.

LITERATURE REVIEW

This review examines the roles of Social Media Marketing (SMM) and Conventional Advertising (CA) as communication tools in educational institutions, emphasizing reach, accessibility, engagement, and overall effectiveness. Foreign and local literature provides the theoretical and empirical foundation for comparing these advertising approaches within the School Division of Isabela.

Social Media Marketing. SMM enables educational institutions to disseminate information quickly, interactively, and cost-effectively through digital platforms, improving communication, stakeholder engagement, and message reach (Pawan Kumar et al., 2025; Khairunnisa Aman et al., 2018). However, its effectiveness depends on internet access, digital literacy, and

content management. Studies further indicate that authentic content and the integration of SMM with traditional media enhance communication outcomes (Liza P. Benedict et al., 2019; Sujita Adhikari et al., 2025).

Conventional Advertising. Traditional media remain relevant because of their visibility, credibility, and accessibility, particularly in communities with limited internet connectivity (D. Srijayavarshini et al., 2025; Mary Desa Polido et al., 2025). Although less interactive and more resource-intensive, conventional advertising complements digital platforms by reaching audiences who rely on physical information sources.

Advertising in Educational Institutions. Educational advertising strengthens school–stakeholder communication by promoting programs, policies, and activities through multiple communication channels (J. Manajemen et al., 2023; Omar A. M. Salem et al., 2020). Effective educational advertising also requires ethical, transparent, and value-based communication to build trust and meaningful engagement (V. Slyusar et al., 2025; Ansisca et al., 2025).

Reach. Reach reflects the extent of audience exposure to advertising messages. Social media expands message dissemination through rapid sharing and broad online networks (Perpetua Ogechi Vitalis et al., 2024; Clayton Wukich et al., 2017), while conventional media ensure visibility among audiences with limited digital access. Integrating both channels maximizes communication coverage (Amy Parsons et al., 2013).

Accessibility. Accessibility depends on audiences' ability to obtain and use information. While digital platforms improve access, disparities in technology, connectivity, and digital literacy remain barriers (F. Parveen et al., 2015; M. Warschauer et al., 2015; S. Anand et al., 2013). Recent studies recommend combining digital and traditional media to promote inclusive communication (Sudadi Pranata et al., 2025).

Engagement. Engagement measures audience interaction and participation. Social media facilitates measurable engagement through online interactions, whereas conventional advertising encourages offline responses (Sylvia M. Chan Olmsted et al., 2018; Dokyun Lee et al., 2017). Engagement varies across platforms, emphasizing the need for context-specific communication strategies (H. Voorveld et al., 2018).

Overall Advertising Effectiveness. Advertising effectiveness is reflected in its ability to maximize reach, accessibility, and engagement. Digital advertising offers speed, interaction, and measurable outcomes, whereas conventional advertising strengthens trust and inclusivity (Sundaram Sharma et al., 2025; D. Srijayavarshini et al., 2025). Platform characteristics also influence effectiveness, supporting the integration of both approaches (Hongjie Liu et al., 2024).

Conceptual Framework. The study posits that SMM and CA influence stakeholders' perceived advertising effectiveness, measured through reach, accessibility, engagement, and overall effectiveness. Prior studies indicate that audience characteristics and platform context affect these perceptions (Mary Desa Polido et al., 2025; Abarientos et al., 2024; Hongjie Liu et al., 2024).

Synthesis of Literature and Studies. The reviewed literature consistently shows that SMM and CA are complementary communication tools. While SMM

enhances speed, reach, and interaction, conventional advertising ensures credibility and accessibility. Collectively, studies advocate a balanced, multi-channel communication strategy that considers audience context, technological access, and ethical communication.

Research Gap. Existing studies largely focus on commercial or higher education settings and rarely compare SMM and CA simultaneously using common indicators. There is limited localized evidence from Philippine public school divisions, particularly regarding stakeholders' perceptions of reach, accessibility, engagement, and overall effectiveness. This study addresses these gaps by providing a comparative analysis within the School Division of Isabela.

METHODOLOGY

This study employed a descriptive-comparative research design to examine and compare stakeholders' perceptions of Social Media Marketing (SMM) and Conventional Advertising (CA) in terms of reach, accessibility, and effectiveness within the School Division of Isabela. The study was conducted among 50 purposively selected respondents, consisting of students, teachers, and school personnel who had direct exposure to both advertising approaches. Data were collected using a researcher-developed, expert-validated survey questionnaire with a five-point Likert scale. The instrument included sections on respondents' demographic profile, perceptions of SMM, perceptions of CA, and their comparative effectiveness. A pilot test and Cronbach's alpha coefficient were utilized to establish the instrument's reliability and internal consistency.

Prior to data collection, the necessary permissions were secured from the School Division of Isabela and participating schools. Questionnaires were administered through both online (Google Forms) and printed formats to ensure wider participation, while confidentiality, voluntary participation, and ethical standards were strictly observed. The collected data were organized, coded, and analyzed using descriptive statistics (frequency, percentage, mean, and standard deviation) to summarize respondents' profiles and perceptions, while a paired sample t-test was employed to determine significant differences between Social Media Marketing and Conventional Advertising. Statistical analyses were performed using SPSS or Microsoft Excel, providing a reliable basis for comparing the effectiveness of the two advertising strategies.

RESULTS AND DISCUSSION

This chapter presents the data gathered, analyzed and interpreted. It emphasizes the findings obtained from the research questions, with a focus on reach, accessibility, engagement, and general effectiveness.

Respondents Profile

Table 1. Distribution of Respondents According to Age

Age Group	Frequency	Percentage
18-25 years	15	30%

26-35 years	14	28%
36-45 years	10	20%
46-55 years	7	14%
56 and above	4	8%
Total	50	100%

Table 1 presents the age distribution of the 50 respondents. The largest group was 18–25 years old (30%), followed by 26–35 years old (28%), indicating that 58% of the respondents were below 35 years of age. Meanwhile, 20% belonged to the 36–45 age group, 14% were 46–55, and 8% were 56 years old and above. These findings show that the study was dominated by younger respondents, whose perceptions may reflect greater familiarity with digital platforms.

The results suggest that age may influence perceptions of Social Media Marketing and Conventional Advertising. Previous studies support that younger individuals tend to respond more positively to interactive digital marketing (Srijayavarshini et al., 2025) and that social media significantly influences younger audiences (Duffett, 2017). However, the findings should be interpreted with caution since age alone does not determine advertising preferences. As emphasized by Prabhu and D'Silva (2025), marketing preferences are also shaped by behavioral and contextual factors. Since this table presents only the demographic profile, frequency and percentage were used as descriptive statistical measures to summarize the respondents' age distribution, providing an overview of the sample characteristics without testing statistical significance.

Table 2. Distribution of Respondents According to Sex

Sex	Frequency	Percentage
Male	22	44%
Female	28	56%
Total	50	100%

Table 2 presents the distribution of respondents according to sex. Of the 50 respondents, 56% were female while 44% were male, indicating a relatively balanced representation with a slightly higher proportion of female participants. This balanced distribution strengthens the study by allowing the perspectives of both male and female respondents to be adequately represented in evaluating Social Media Marketing and Conventional Advertising.

The findings are consistent with previous studies showing that males and females differ in their responses to advertising. Asogwa et al. (2020) reported that females are generally more likely to interact with, share, and respond positively to social media advertisements. Likewise, Lee Heng Wei et al. (2025) found that females tend to prefer entertaining advertisements, whereas males focus more on product value and functionality. Meanwhile, Lokithasan et al. (2019) noted

differences in content preferences between males and females, with females favoring lifestyle-related content and males preferring technology and gaming content. Despite these differences, Asogwa et al. (2020) emphasized that both groups actively engage with digital marketing, supporting the reliability of comparing their perceptions. Since this table describes respondents' demographic characteristics, frequency and percentage were used as descriptive statistical measures to summarize the sex distribution without conducting inferential statistical tests.

Table 3. Distribution of Respondents According to Role in the Institution

Role	Frequency	Percentage
Teachers	18	36%
Students	16	32%
School Personnel	8	16%
Parents	8	16%
Total	50	100%

Table 3 presents the distribution of respondents according to their role in the institution. Among the 50 respondents, teachers comprised the largest group (36%), followed by students (32%), while school personnel (16%) and parents (16%) were equally represented. This distribution indicates that the study primarily reflects the perspectives of teachers and students, who are the stakeholders most directly involved in school communication and most frequently exposed to both Social Media Marketing and Conventional Advertising.

The findings support the inclusion of multiple stakeholder groups in evaluating communication strategies. D. Wangchuk (2025) emphasized that involving diverse stakeholders provides broader insights into communication effectiveness, while Antareepa Bora and Tarali Pathak (2025) noted that balanced stakeholder representation strengthens the understanding of institutional communication practices. However, the relatively small sample size, particularly the 16% representation each for parents and school personnel, may limit the depth and generalizability of their perspectives. This observation is consistent with Espelita et al. (2026) and D. Wangchuk (2025), who suggested that larger and more evenly distributed samples improve the reliability of research findings. As a descriptive analysis of respondents' characteristics, frequency and percentage were used to summarize the distribution across stakeholder groups without applying inferential statistical tests.

Social Media Marketing (SMM)

Table 4. Perceived Effectiveness of Social Media Marketing in Terms of Reach

Indicator	Frequency	Percentage
Very High	20	40%
High	15	30%
Moderate	10	20%
Low	5	10%
Total	50	100%

Table 4 shows respondents' perceptions of the reach of Social Media Marketing. Of the 50 respondents, 40% rated its reach as Very High, 30% as High, 20% as Moderate, and 10% as Low, with no respondents rating it as Very Low. Overall, 70% perceived Social Media Marketing to have high or very high reach, indicating that it is considered an effective medium for disseminating information to a broad audience within the School Division of Isabela.

The findings are consistent with previous studies highlighting the wide communication reach of social media. D. Wangchuk (2025) reported that social media platforms enable educational institutions to communicate efficiently with large audiences, while Antareepa Bora and Tarali Pathak (2025) emphasized their effectiveness in disseminating announcements and institutional information. These studies support the present finding that most respondents recognize the strong reach of Social Media Marketing. However, the results should be interpreted with caution because the study involved only 50 respondents from one school division, which may limit the generalizability of the findings. As noted by Espelita et al. (2026), larger and more diverse samples provide more reliable evidence of communication effectiveness. Since this table summarizes respondents' perceptions, frequency and percentage were used as descriptive statistical measures to present the distribution of responses, without applying inferential statistical tests.

Table 5. Perceived Effectiveness of Social Media Marketing in Terms of Accessibility

Indicator	Frequency	Percentage
Very High	18	36%
High	17	34%
Moderate	9	18%
Low	6	12%
Total	50	100%

Table 5 presents respondents' perceptions of the accessibility of Social Media Marketing. Among the 50 respondents, 36% rated its accessibility as Very High, 34% as High, 18% as Moderate, and 12% as Low, with no respondents selecting Very Low. Overall, 70% perceived Social Media Marketing to have high or very high accessibility, indicating that most stakeholders can easily access school information through digital platforms. However, 30% of the respondents reported only moderate or low accessibility, suggesting that some stakeholders continue to face barriers such as limited internet connectivity or insufficient digital resources.

These findings are supported by previous studies on digital accessibility. R. P. et al. (2025) emphasized that demographic characteristics, including age, gender, occupation, and socioeconomic status, influence users' access to and experience with digital platforms. Similarly, F. Parveen et al. (2015) concluded that social media significantly improves access to information and communication, consistent with the positive accessibility ratings obtained in this study. Nevertheless, the responses also highlight the need to address the accessibility challenges experienced by a portion of the respondents. As noted by R. P. et al. (2025), educational institutions should promote equitable access by improving internet availability and providing alternative communication channels to ensure that all stakeholder groups are reached. Since this table summarizes respondents' perceptions, frequency and percentage were used as descriptive statistical measures to describe the distribution of responses, without the application of inferential statistical analysis.

Table 6. Perceived Effectiveness of Social Media Marketing in Terms of Engagement

Indicator	Frequency	Percentage
Very High	22	44%
High	14	28%
Moderate	9	18%
Low	5	10%
Total	50	100%

Table 6 shows that 44% of respondents rated the engagement of Social Media Marketing as Very High, 28% as High, 18% as Moderate, and 10% as Low. Overall, 72% perceived Social Media Marketing to have high or very high engagement, indicating that its interactive features effectively encourage stakeholder participation, while 28% reported only moderate or low engagement.

The findings support previous studies by Lou Lilangan Aluba et al. (2025), F. Farook and N. Abeysekara (2016), and Agung Dwianto and Stefany Bororing (2023), which concluded that interactive content and appropriate platform use significantly enhance audience engagement. However, varying levels of digital

literacy, internet access, and user interest may influence participation. Since this table describes respondents' perceptions, frequency and percentage were used as descriptive statistical measures to summarize the responses.

Table 7. Overall Perceived Effectiveness of Social Media Marketing

Indicator	Frequency	Percentage
Very High	21	42%
High	16	32%
Moderate	8	16%
Low	5	10%
Total	50	100%

Table 7 shows that 42% of respondents rated the overall effectiveness of Social Media Marketing as Very High, 32% as High, 16% as Moderate, and 10% as Low. Overall, 74% perceived Social Media Marketing as highly effective, indicating that it is widely viewed as an effective tool for promoting school programs and communicating with stakeholders.

The findings are supported by Rudina S. Abarientos (2024), who highlighted the role of social media in increasing awareness and visibility in educational institutions, and Mariana Simanjuntak and Osin Jentia Rosni Manullang (2024), who found that effective social media strategies positively influence stakeholder engagement. However, 26% of respondents rated its effectiveness as moderate or low, suggesting that improvements in content quality, accessibility, and implementation are still needed. Since this table summarizes respondents' perceptions, frequency and percentage were used as descriptive statistical measures.

Table 8. Perceived Effectiveness of Conventional Advertising in Terms of Reach

Indicator	Frequency	Percentage
Very High	10	20%
High	14	28%
Moderate	16	32%
Low	10	20%
Total	50	100%

Table 8 shows that 32% of respondents rated the reach of Conventional Advertising as Moderate, 28% as High, 20% as Very High, and 20% as Low. Overall, 48% perceived its reach as high or very high, while 32% rated it as moderate and 20% as low, indicating mixed perceptions regarding its ability to reach stakeholders effectively.

The findings agree with previous studies by Narendra Prabhu and Anitha B. M. D'Silva, Perilaku Konsumen et al. (2023), and D. Srijayavarshini et al. (2025), which reported that although digital marketing generally provides greater reach and engagement, conventional advertising remains effective in building trust and reaching specific audiences. These results suggest that conventional advertising continues to be valuable but is more effective when integrated with digital communication strategies. Since this table presents respondents' perceptions, frequency and percentage were used as descriptive statistical measures.

Table 9. Perceived Effectiveness of Conventional Advertising in Terms of Accessibility

Indicator	Frequency	Percentage
Very High	9	18%
High	13	26%
Moderate	15	30%
Low	13	26%
Total	50	100%

Table 9 shows that 30% of respondents rated the accessibility of Conventional Advertising as Moderate, 26% as High, 26% as Low, and 18% as Very High. Overall, 56% perceived its accessibility as moderate or low, indicating that conventional advertising is not equally accessible to all stakeholders and that accessibility varies depending on individual circumstances.

The findings are supported by K. S. Kuppusamy and Ab Shaqoor Nengroo (2018), who emphasized that communication accessibility depends on users' diverse needs, and K. Lättman et al. (2016), who found that accessibility is influenced by personal and environmental factors. The results suggest that while conventional advertising remains accessible to some stakeholders, improvements are needed to ensure wider and more inclusive communication. Since this table presents respondents' perceptions, frequency and percentage were used as descriptive statistical measures.

Table 10. Perceived Effectiveness of Conventional Advertising in Terms of Engagement

Indicator	Frequency	Percentage
Very High	8	16%
High	12	24%
Moderate	18	36%
Low	12	24%

Total	50	100%

Table 10 shows that 36% of respondents rated the engagement of Conventional Advertising as Moderate, 24% as High, 16% as Very High, and 24% as Low. Overall, 40% perceived its engagement as high or very high, while 60% rated it as moderate or low, indicating that conventional advertising is less effective in encouraging stakeholder interaction.

The findings support the studies of D. Srijayavarshini et al. (2025), Seyed Mehdi Hosseini and Seyed Nezamoddin Emamifar (2025), and Narendra Prabhu and Anitha B. M. D'Silva (2025), which concluded that conventional advertising is effective in building trust but generates lower audience engagement than digital platforms. The results suggest that conventional advertising remains valuable but is more effective when combined with interactive digital strategies. Since this table summarizes respondents' perceptions, frequency and percentage were used as descriptive statistical measures.

Table 11. Overall Perceived Effectiveness of Conventional Advertising

Indicator	Frequency	Percentage
Very High	9	18%
High	13	26%
Moderate	17	34%
Low	11	22%
Total	50	100%

Table 11 shows that 34% of respondents rated the overall effectiveness of Conventional Advertising as Moderate, 26% as High, 18% as Very High, and 22% as Low. Overall, 44% perceived Conventional Advertising as highly effective, while 56% rated it as moderate or low, indicating that respondents generally view it as less effective than modern communication methods.

The findings are consistent with the studies of Narendra Prabhu and Anitha B. M. D'Silva (2025), M. Korenková et al. (2020), and D. Srijayavarshini et al. (2025), which reported that although digital marketing is generally more effective, conventional advertising remains valuable for building trust, particularly among audiences less familiar with digital technologies. These results suggest that conventional advertising is most effective when integrated with digital marketing strategies. Since this table presents respondents' perceptions, frequency and percentage were used as descriptive statistical measures.

Comparative Analysis

Table 12. Difference Between Social Media Marketing and Conventional Advertising in Terms of Reach

Indicator	Mean Score
Social Media Marketing	3.98
Conventional Advertising	3.20

Table 12 shows that Social Media Marketing obtained a higher mean score of 3.98 than Conventional Advertising (3.20) in terms of reach, with a mean difference of 0.78. This indicates that respondents perceived Social Media Marketing as more effective in reaching a wider audience and disseminating information more efficiently than conventional advertising.

The findings are supported by Sajani Loitongbam et al. (2023) and Perpetua Ogechi Vitalis et al. (2024), who concluded that social media provides broader reach and greater accessibility than traditional media. However, Youyang Wu (2026) emphasized that conventional advertising remains effective for specific audiences and communication objectives. The comparison was based on the mean scores of the two advertising methods, allowing the researcher to determine which approach was perceived as more effective in terms of audience reach.

Table 13. Difference Between Social Media Marketing and Conventional Advertising in Terms of Accessibility

Indicator	Mean Score
Social Media Marketing	3.94
Conventional Advertising	3.10

Table 13 shows that Social Media Marketing obtained a higher mean score of 3.94 than Conventional Advertising (3.10) in terms of accessibility, with a mean difference of 0.84. This indicates that respondents perceived social media as more accessible, allowing stakeholders to obtain school information more conveniently than conventional advertising.

The findings are supported by F. Parveen et al. (2015), Perpetua Ogechi Vitalis et al. (2024), and Sajani Loitongbam et al. (2023), who reported that social media improves information accessibility through its convenience, continuous availability, and wider reach. Although the results favor Social Media Marketing, further studies with larger samples and more rigorous methods are recommended to strengthen the evidence. The comparison was based on the mean scores of the two advertising methods to determine which was perceived as more accessible.

Table 14. Difference Between Social Media Marketing and Conventional Advertising in Terms of Engagement

Indicator	Mean Score
Social Media Marketing	4.02
Conventional Advertising	3.05

Table 14 shows that Social Media Marketing obtained a higher mean score of 4.02 than Conventional Advertising (3.05) in terms of engagement, with a mean difference of 0.97. This indicates that respondents perceived Social Media Marketing as more effective in encouraging stakeholder interaction through features such as likes, comments, and shares.

The findings are supported by Harshpreet Singh Saluja (2025), Lou Lilangan Aluba et al. (2025), and Dr. Genu Roney Varghese (2025), who concluded that the interactive features of social media generate greater audience engagement than conventional advertising. The comparison was based on the mean scores of the two advertising methods, showing that Social Media Marketing is perceived to be more effective in promoting stakeholder engagement.

Table 15. Difference Between Social Media Marketing and Conventional Advertising in Terms of Overall Effectiveness

Indicator	Mean Score
Social Media Marketing	3.98
Conventional Advertising	3.14

Table 15 shows that Social Media Marketing obtained a higher overall mean score of 3.98 than Conventional Advertising (3.14), with a mean difference of 0.84. This indicates that respondents generally perceived Social Media Marketing as more effective than Conventional Advertising in promoting school programs and communicating with stakeholders.

The findings are consistent with the studies of Monisha M. et al. (2025), Sajani Loitongbam et al. (2023), and A. Raja (2024), which reported that social media marketing is more effective in influencing audience engagement and communication outcomes. However, Youyang Wu (2026) emphasized that the effectiveness of each advertising method depends on the target audience and communication objectives, suggesting that both approaches can complement each other. The comparison was based on the mean scores of the two advertising methods, demonstrating that Social Media Marketing was perceived as the more effective communication strategy overall.

Summary Comparison

Table 16. Summary of Comparative Effectiveness Between Social Media Marketing and Conventional Advertising

Category	More Effective Method
Reach	Social Media Marketing
Accessibility	Social Media Marketing
Engagement	Social Media Marketing
Overall	Social Media Marketing

Table 16 summarizes the comparative ratings of Social Media Marketing (SMM) and Conventional Advertising (CA) across the four indicators: reach, accessibility, engagement, and overall effectiveness. The results consistently show that Social Media Marketing obtained higher mean scores than Conventional Advertising in all four indicators, indicating that respondents generally perceived SMM as the more effective communication and promotional strategy in the School Division of Isabela.

The findings are supported by C. A. M. Espelita et al. (2026) and Muchlis Abbas (2026), who reported that social media marketing is more effective in increasing audience engagement and institutional visibility than traditional advertising. However, Liza P. Benedict et al. (2019) emphasized that conventional advertising remains valuable, particularly when combined with digital platforms. These findings suggest that while Social Media Marketing is the preferred strategy, integrating both advertising approaches can further improve communication effectiveness. The comparison was based on the mean scores across all indicators, providing an overall assessment of the effectiveness of the two advertising methods.

CONCLUSIONS AND RECOMMENDATIONS

The findings indicate that the respondents, who were primarily young adults and represented key school stakeholders, perceived Social Media Marketing (SMM) as significantly more effective than Conventional Advertising (CA) in terms of reach, accessibility, engagement, and overall effectiveness. SMM was recognized as a faster, more accessible, and interactive communication tool that effectively promotes school programs and disseminates information. Although conventional advertising remains useful for building trust and reaching audiences with limited digital access, it was generally viewed as less effective due to its limited reach, lower accessibility, and minimal audience interaction. Overall, the significant differences in the mean scores across all indicators confirm that Social Media Marketing is the preferred and more efficient communication strategy in the educational context.

Recommendations

Based on these findings, educational institutions should prioritize and strengthen the use of Social Media Marketing as their primary communication and promotional strategy while ensuring that communication remains inclusive by addressing connectivity issues and maintaining selected conventional advertising methods for stakeholders with limited digital access.

FURTHER STUDY

Future research is recommended to examine the long-term effectiveness of social media marketing and conventional advertising across diverse industries, consumer demographics, and digital platforms.

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