

New vistas for marketing strategy: Exploring the adoption of social media
marketing in Fast Track Education Services Ltd.

Fast Track Education Services Ltd

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Submitted in Partial Fulfillment of the Requirements for the Degree

Bachelor of Business Administration



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Letter of Transmitter

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N M Baki Billah

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Subject: Submission of Internship Report

Dear sir,

I am writing to let you know that it is my great pleasure to submit the Internship report on **New vistas for marketing strategy: Exploring the adoption of social media marketing in Fast Track Education Services Ltd**, which is a requirement to complete my Bachelor of Business Administration degree.

This report is based on my working experience and observation on Fast Track Education Services Ltd. To assemble this report, I have followed the organization supervisor as well as your instructions. I tried to give the maximum level of effort to prepare the report as informative.

I request you to accept my report.

Thank you.

Yours sincerely,

Susmita Banik

ID: 181011039

Department of Business Administration

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Executive Summary

Education agency business is a booming business in Bangladesh nowadays as many students are going abroad to achieve their tertiary degrees. Fast Track Education Services Ltd. an education agency based in Dhaka provides necessary support to outbound students.

My internship report has been divided into two sections. Part A comprises an introduction of Fast Track Education Services Ltd and what facilities they provide to their customers. Moreover, Bangladeshi education agencies strengths and weaknesses are analyzed and identified through the Porter's Five Force model. This report also describes FTES' internal and external factors analysis using SWOT analysis tools.

It also incorporates my role as an internship and my learning related to social media marketing from the one month working period. Finally, some recommendations were provided based on my personal observation and understanding.

Part B incorporates a research work about *New vistas for marketing strategy: Exploring the adoption of social media marketing in Fast Track Education Services Ltd.* to investigate and analyse FTES' marketing policy and how effective they are for developing their business.

The mixed methodology is used to prepare the report and some analytics tools are used to analyze the data. This report also includes a literature review about the education agent's role and the recent circumstances of Asian and Bangladeshi education agents, and how Covid-19 affects this business and what the projected solution is. Finally, the importance of social media analytics for business growth is also highlighted in this part of the research.

To reach the report objectives the competitor's social media performance and the strategies they follow, especially on Facebook are also analysed. FTES' performances on social media are also investigated using some social media metrics. Finally, based on the findings, some recommendations are listed to improve FTES' Facebook marketing strategies.

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PART A

CHAPTER ONE: COMPANY PROFILE

1.1 ABOUT FAST TRACK EDUCATION SERVICES LTD:

Fast Track Education Services Ltd (FTES) is an educational consultancy organization in Bangladesh. They started their journey in 2008. They have an office in Dhaka. Earlier, they used to work for Malaysian-based universities. Gradually, they expanded their business and included some Canadian and UK universities as well. FTES is legally contracted with the universities that they represent.

From the beginning of their business, they have been working on customer satisfaction so that customers receive a warm and friendly service. Therefore, they have established a good rapport with their customers and always try to maintain it.

Currently, they represent ten universities in Malaysia including Monash University, Malaysia campus, a well-known Australian University. Besides Monash University, Malaysia, they also represent Curtin University Malaysia, Heriot Watt University, INTI International University Malaysia, MAHSA University, The University of Nottingham Malaysia (UK based), Swinburne University, SEGI University and Sunway college Malaysia. They also represent some other universities of Canada and UK.

The primary mission of FTES is to communicate with the outbound students and provide them authentic information with accurate suggestions if they are interested in studying the above universities. They always try to provide reliable information to customers.

They also assist their customers (students and/or parents)-

- to choose an appropriate university/institution
- to select a suitable course based on a student's academic results
- to process their academic papers
- to complete their admission procedures
- to deal with financial issues

Apart from the above points, FTES also communicates with the universities on behalf of their students and updates the applicants until the admission procedure is being completed. If the universities offer any scholarships for the learners, they inform their applicants. Many students are worried about getting a visa even after completing all the university procedures successfully. FTES guide the students on how they should complete the visa form accurately.

FTES closely works with the students who successfully get a chance to take admission. They arrange a small session with the successful students and brief them about the university and things they should do after going to their destinations. In some cases, they help students to book air tickets. Not only that, if any student is worried about his / her accommodation, they assist that student to manage a place to live near the university. FTES maintains a good relationship with its alumni and continues it for a long time.

1.2 PORTER FIVE FORCES MODEL:

An industry's level of competition and profitability can be identified through this Five Forces model. These forces also have a curial impact on strategy formulation (Porter,1980). Educational agents work as a middleman between the university and the students. Local students are informed about the universities. Agents also assist students to choose the right university. In Bangladesh, this business is growing nowadays. However, there is not enough data about this education consultant agency business in this country.

Therefore, in this research, the Porter five force model is analyzed using the data of different countries that are related to Fast Track Education Services Ltd.

Threats of new entrants:

New participants to an industry bring new limits, demand a new market share, and frequently generous assets. Threats of new entrants also cause industry profitability. The barriers of entry measure how threats the industry is for new entrants. (Porter,1980). Higher barriers mean lower threats of new entrants.

The economy of scale:

Supply-side economics scale: If educational agents increased the number of universities (suppliers), they may increase the productivity and the number of students (buyer). As a result, the agents may reduce the cost per student and the existing reputed agents get the cost advantage. It may happen when more universities are willing to have a contract with these educational agents. Supply-side economics scale can be a barrier to new entrants as new agent firms need to enter that market with a large force. Otherwise, with a small scale, the new firms have to accept the cost disadvantage.

Demand-side economic scale: Demand-side economics refers to the network effects (Porter, 2008). In Bangladesh, the students (buyers) are willing to pay more for a reputed university seat. Therefore, which education agents have the contract with the reputed universities, the students take the services from these agents. It is believed by many students that the reputation of the university will help them to achieve their desired goals. On the other hand, the students are not willing to get services from the newcomer as this is an issue of trust which restricts new entrance.

Customer switching cost: In Bangladesh, students can easily switch education agents if they think this particular agent will not be able to fulfill their needs or may not be able to assist them in selecting the right university. As the number of agents is high, they can easily switch one agent to another. However, if a student receives an offer letter from a university through a particular agent, it is quite difficult for that student to replace the agent. The reason behind this is that every international university has selected agents in different countries, and they provide offer letters through those nominated agents.

Capital requirement:

As this industry is mainly services-based therefore, the companies do not need a huge investment or many fixed assets. In the primary states, the companies just need an office set up, a small amount of investment in marketing, and other supportive services such as customer service officers. As the capital requirements are minimum, the switching cost is also low. A consultancy firm or company, therefore, easily switches the market if they think they are not benefited from the business.

Incumbency advantages independent of size:

A well-known educational agent in the market already has an established reputation in the market and a good number of customers. Therefore, customers will be easily motivated to deal with the reputed agencies as they have a low risk of being cheated. Hence, the well-known agents will be a tough competitor for newcomers.

Government policy:

There is not any particular government policy for an education consultant service company. They just need to be registered by the RJSC (Register of joint-stock companies and firms) and get a trade license. They do not need to have any other recognition to enter this industry. Moreover, there is also no controlling body to monitor the industry. Therefore, a new competitor's entry is not so difficult in this industry.

Bargaining power of the buyers:

According to Porter (1980), powerful customers can dominate over the business agents and convince the agents to reduce prices but urges to get quality services and benefits. In an education agent industry, students and their families are the buyers. As the supply (the universities and colleges) is increasing, students have several choices. As a result, students have the opportunities to choose universities by themselves in this case. However, when it comes to the quality of universities and colleges within the dream destination, the options become limited and all the education agents in our country have not contracted with the reputed universities. When a parent and a student choose an agent for their application to a university, they consider an agency based on its brand value, goodwill in the market, success rate, and last but not the least, consultancy fees. Sometimes they also choose an agent after getting positive feedback from their friends or relatives.

In this context, the students have limited options to choose the agents. It also limits the power of bargain for the customers. Moreover, the trend of going abroad for higher studies in Bangladesh is upward, there is a good number of buyers for the consultants. More buyers mean the low bargaining power of buyers. Hence, the buyer (students) cannot negotiate with the tuition fees, they can negotiate with the agents for discounts. In most cases, the percentage of the discount is fixed, and therefore, customers cannot or do not want to bargain.

However, students can change agents at any time with low switching costs if they are not satisfied with the service and fees. As most of the customers are educated, they can consider whether they should continue with the current agent or move to the next one.

Suppliers' bargaining power:

According to Martinez and Wolverton (cited in Aydin, 2017) suppliers are those people who provide necessary documents and information to an association to create its items and administrations. In this scenario, the foreign universities and colleges are the suppliers as they provide information and knowledge.

Although in our country, there are so many educational consultancies, the number of qualified universities and colleges is few. Therefore, they have a strong power of bargaining. The highly qualified universities are only willing to have contracts with the reputed agents as the university's reputation is also involved with these agents.

There is no realistic substitute product for higher international studies so that the universities have the high capability to bargain. Nowadays the international student market is rising as many students are showing interest in studying different countries. As a result, the competition to attract international students has been increasing rapidly among foreign universities. The universities need more investment in international staff support, marketing, the commission of education agents, and international representative's offices (Kemp, 2016). The universities provide commission to agents per student admission. Before nominating an agent, a university wants the agent to meet some selected criteria.

The revenue of an agency is highly dependent on the per-student commission that they receive from the universities.

Threats of substitute products:

Substitute is characterized, something that plays a similar performance as the existing service but in alternate approaches (Porter 1980).

For the education consultancy companies, substitute products would be local universities but in a practical scenario, our local students do not ask for help from the education agents if they are interested in taking admission in a local university. Hence, the substitute can be the international universities' own consulting departments and the clients themselves. Some universities have their own consulting or information

departments for overseas students. Moreover, many foreign countries also provide free online-based consulting services for international students such as SI-UK, EducationUSA.

Still, the local agents have the advantages of speaking the language and understand the local culture that feels more comfortable for the students and the parents. Nowadays the internet has plenty of information about the universities such as university rank, university courses, admission process, scholarship requirements, etc. Using the above information, a student can easily apply for admission to his / her desired university. However, to get the information by themselves students take a lot of time and effort. Bangladeshi students are not research-oriented and sometimes there is a lack of understanding of information as they have a language barrier also.

One great threat would be the private university's affiliation with foreign universities. Many foreign universities are interested in setting up universities in Bangladesh. Dickson (2021), British High Commissioner to Bangladesh said with the Daily Star interviewer that nine UK universities are interested in opening their own campuses in Bangladesh. (The Daily Star,2021)

The intensity of rivalry among competitors:

According to Porter (1980), rivalry among existing contenders takes many known forms of fighting strategies such as cost competition, investment in advertising, the presentation of the product, and finally, improving customer care.

The number of education consultancies is increasing day by day as the demand increases. Due to the pandemic, the number of student's mobility reduces as a restriction of transportation. However, now the universities have started the admission process virtually. Therefore, this industry has great opportunities to grow well. In Bangladesh, there are so many educational consultants who provide the necessary support to the students for achieving their higher education from reputed universities. Besides that, the educational agents not only consult students or help in visa processing, but also, they provide other services such as preparation courses for IELTS, TOFEL, GRE, GMAT exams, which help students to boost their student profiles as well as to fulfill university requirements.

However, it needs to be mentioned that the resources and capabilities among the agencies are almost the same. As there are quite a good number of consultancy firms in Bangladesh, a customer (a student or a parent) can easily move to any consultancy firm as they have many options and do not need to pay much. The educational agents also can leave the industry as there is not any restriction or strong laws from the government. The firms really need to diversify their services to survive in the industry. As the competition

intensifies, the consultancy needs to improve the service for the students which is a positive side of competition.

After analysis of the five mentioned forces, the summary will be:

- The number of increasing international mobility students, the minimum required of capital, less government policy, encourage new agents to establish a new educational consultancy. However, the reputation of an old established consultancy will be a great threat for a new consultancy.
- The buyers have alternatives to choose the right agent. So, they have the option of bargaining. Although, when it comes to the well-established- reputed educational agents, they might have fewer options to choose from.
- Universities are the supplier for those educational agents. The universities have the power to select agents. Moreover, there is no real substitute for foreign universities. So, the bargaining power is so high for suppliers.
- There is no substitute for the education agencies in Bangladesh at the moment. If any foreign university opens its campus in Bangladesh, it might be a threat to the agencies. It is because students might not need to ask agencies for support, rather they can directly communicate with the universities.
- The rivalry among the educational agents is so intense that the number of educational agents is increasing. Only creating trust among the buyers and diversification of services will help them to survive in this market.

1.3 SWOT ANALYSIS OF FAST TRACK EDUCATION SERVICE LTD:

Strengths:

- **Building a rapport with the customer:** The company has a very good relationship with their customers and also always tries to continue the relationship. Therefore, customers trust them and refer their friends and family members to take services from this company.
- **Have one-to-one services:** The company runs its business on a small scale so that they can service its customers on a one-to-one basis. Therefore, they delicately assign one employee to support the students individually.
- **Office in Malaysia:** FTES mostly focuses on the Malaysian education market and most of the students from the FTES mainly go to Malaysia for their higher studies. Therefore, they have an office in Malaysia to support students even if they are in Malaysia.
- **Partnership with a Uk standard English Learning center:** There is a partnership between FTES and a Uk standard English learning center named Englishology for providing academic support to their students based on the requirements of the selected university such as creating opportunities for taking exam preparations such as IELTS, PTE, etc. as well as English skills. The agency also assists students in writing their statement of purpose.
- **Legally contracted with foreign Universities:** FTES is legally contracted with all universities they provide services.
- **Provide no charge consultancy services:** FTES provides service to the students without charging any fee. The entire process of going abroad for a student is free of cost.

Weaknesses:

- **Follow less marketing strategy:** FTES commonly depends on word-of-mouth marketing for running their business. As there are other means of marketing, they could apply other marketing strategies such as YouTube marketing, Email marketing, etc. to create brand awareness among the potential customers.
- **Lack of manpower:** FTES is a six-member team. However, they do not have any designated marketing team. Therefore, they do not have any structural marketing plan for every month.

Opportunities:

- **Outbound students' growth:** As the number of overseas students has been increasing, mainly in Malaysia and FTES is a Malaysia-oriented agency, it is a great opportunity for FTES to grow their business in the future.
- **Started virtual mobility:** Due to the COVID19, the international student's mobility is adversely affected. Although it had a direct impact on FTES, many universities have opened virtual admission for foreign students in this pandemic.
- **The effort to increase customer service:** FTES diversifies its services to satisfy the customer. Therefore, they have recently made a partner with a learning English center that helps the customer to prepare for the English test examination.

Threats:

- **The number of new entrants is increasing:** The educational consultancy industry has no controlling body to monitor the activities. Therefore, many newcomers can easily enter this industry. Sometimes it creates unhealthy competition among the consultancies.
- **Foreign university campuses in Bangladesh:** Nowadays, many foreign universities are interested in opening their campuses in Bangladesh. If foreign universities open branches in Bangladesh, students may not need to go abroad for their studies. Therefore, it will be a great threat for FTES to continue the business in the market.
- **The illegal educational consultancy firms create a negative impact:** As there is no controlling body for this industry, many firms work as educational consultants without any legal documents. Those agencies might provide wrong data to the customers to gain more profit. It is believed that people have negative thoughts about overseas educational intermediaries which creates a trust issue. Hence, sometimes FTES face such issues even though they have all legal papers.

CHAPTER TWO: INTERN EXPERIENCE AND RESPONSIBILITIES

2.1 INTERN ROLES AND RESPONSIBILITIES

First, I would like to thank FTES for giving me an opportunity to do my internship in their organization. I joined FTES on 10th March and I was assigned as an Executive of marketing and promotion. They set some rules and responsibilities for me such as coming to the office on a daily basis from 11 am to 4 pm, from Saturday to Thursday. It helps me to experience the corporate culture and develop my time management skills. I have observed how they run counseling sessions with students and thus, I have learned some techniques to build a good rapport with the customers. During the lockdown period, I could not go to the office physically, but I worked from home.

FTES' Managing Director is Peter Paul D'Costa, and the Director is Shafiqur Rahaman, both are very helpful and cooperative. They welcomed me enthusiastically and helped me to understand their services according to my requirements. Mr. Rahman was my supervisor during my internship period, and I had to report to him regularly. A good thing about him is that he never says 'no', if someone asks for any help. I communicated with Mr. Rahman over the phone if I needed any information. Sometimes I did some online meetings with him over Zoom that helped me to learn how to work under a supervisor and how to report to a senior. I was really enthusiastic to learn new things during this internship period as it was my first experience working with professionals.

I was mainly assigned to the marketing team but apart from that, I also worked with the consultant team also. My key responsibilities during the internship are -

- Checking daily updates on social media platforms (Facebook)
- Planning for a marketing campaign
- Analyzing Facebook trends
- Creating Facebook content
- Writing messages for Facebook posts
- Coordinate the meetings with the partners

- Collecting information about the universities

Throughout my internship, I learned many new things related to digital marketing such as how to run a campaign on Facebook, how to create a post based on an agency's target audience, how to use Facebook analytics tools, and also, how to set a budget on Facebook ads.

CHAPTER THREE: RECOMMENDATIONS AND CONCLUSION

3.1 RECOMMENDATION:

It is true that FTES always tries to provide the best service to customers with their limited resources. After analysing their data, it could be said that they might be benefited if they implement the following strategies for getting more potential customers. They need -

- to focus more on market research to identify marketing gaps.
- to explore the social media platforms without only depending on word-of-mouth marketing.
- to use social media analytics tools to track their customers as well as the outcomes of their online campaigns.

3.2 CONCLUSION:

I enjoyed the time I worked with Fast Track Educational Services Ltd. Every member of this firm is cooperative and friendly. They are optimistic and positive towards their business. I was a bundle of nerves as I could not understand what to start with. Gradually I learned the techniques of how to analyse the data and use them for analysing marketing strategies. Every member of this company is loyal to their customers, and they try their best to support their customers.

PART B

CHAPTER ONE: RESEARCH DESIGN

Topic: New vistas for marketing strategy: Exploring the adoption of social media marketing in Fast Track Education Service Ltd.

1.1 BACKGROUND:

Fast Track Education Services Ltd. (FTES) is an education service agency. They work with students who are interested in studying abroad and need assistance with the application process.

FTES has been providing its services since 2008. They run their business on a small scale, but they try to give quality service to their customers. They mostly provide support for some Malaysian universities albeit they also assist students if they want to study in the UK and Canada.

Like other education agencies, FTES is also going through a tough time because of this Covid-19 pandemic. They had to minimize mobility as well as marketing costs.

They started using social media platforms, mainly Facebook for their business in 2011. They mostly use their official Facebook page for university course updates. Apart from that they also run some interviews with the university staff through Facebook.

Apart from online marketing, every year they arrange or take part in an education fair in different cities to promote their business though it was not possible last year because of the pandemic. Moreover, they could not run any face-to-face campaigns from 2020.

In this context, social media marketing is one of the most effective solutions to increase the engagement of customers. According to the director of FTES, they are not getting the expected conversion rate although they run some campaigns through Facebook. It needs to mention that FTES does not use social media analytics tools to analyze the data or track their potential customers.

The research topic *New vistas for marketing strategy: Exploring the adoption of social media marketing in Fast Track Education Service Ltd*, will seek the way FTES uses social media marketing platforms for their business and what other potential strategies they can apply to increase their business growth.

1.2 REPORT OBJECTIVE

The main objective of this research is to explore social media marketing to identify and analyse the effectiveness of current social media marketing policy of FTES and based on the analysis some possible strategies will be suggested to increase their business growth.

1.3 RESEARCH QUESTIONS

- What strategies are the competitors of FTES applying for social media marketing?
- How effective are the strategies applied by FTES in social media marketing for their business development?
- What strategies should FTES apply to social media marketing to rise their business growth?

1.4 METHODOLOGY

Research methodology is essential to organise the research work systematically. There are three different ways a research can be done: qualitative, quantitative, and mixed methods. In qualitative research, the words are collected by interviews, and observations are analysed whereas quantitative research refers to the analysis of numerical data. On the other hand, qualitative and quantitative methodologies both are combined in mixed-method research to integrate collected data for findings (Jansen and Warren, 2020).

1.4.1. METHODOLOGY FOR THIS RESEARCH

A mixed methodology approach has been applied in this research as this method seemed to be the best fit for fulfilling the aims and objectives. It is because ‘quantitative and qualitative inquiry can support and inform each other’ (Miles and Huberman, cited in Dorneyei, 2007: 42). In this research, I analysed information that was collected through interviews as well as the numerical data that I got from social media analytics. So, in my point of view, a mixed approach will provide more valid and authentic results in this research.

1.4.2 DATA COLLECTION METHOD

The data collection method and used for this research are described below-

Data type:

Although this research will be based on Primary and Secondary data, the main focus will be on secondary data.

Primary data:

- Interviews
- Observations

Secondary data:

- FTES Facebook site
- Websites of IDP, Executive Study Abroad, Mentors', MACES, and Shabash Fakibaj

1.4.3 DATA SOURCE:

Primary Source: Primary data on social media about FTES was collected by interviewing the management.

Secondary Source: Secondary data is also important for this research. Secondary data was collected from the following sources -

- Internet
- Social Media Sites
- Textbooks
- Online Journals

1.4.4 DATA ANALYSIS

Data analysis is one of the most important parts of research. In this research, Facebook insights analytics tools and Metricool social media analytics were used for analysing FTES' Facebook performances and Fanpage Karma was used for analysing the competitors. Moreover, some other Facebook matrices were used. As it is a descriptive research, those tools are appropriate in this research.

1.5 LIMITATIONS

The research topic I have selected requires some internal information of the company which is confidential. Therefore, I could not ask all of them. Because of this Covid-19 pandemic, I could not go to the office regularly. If I could go to the office regularly, I would be able to understand their business policy better and at the same time, I could get a chance to talk to staff and customers when I needed. Moreover, my research would be more informative if I could communicate face to face. Because of this situation, I had to change my strategies. I collected my data online and did interviews over the phone and zoom.

CHAPTER TWO: LITERATURE REVIEW

2.1 EDUCATION AGENT'S ROLE IN THE MOBILITY OF INTERNATIONAL STUDENTS:

According to Elaine Daly (2016), in-country agents play a vital role in international students' motivation to move to different countries for higher studies. He also stated that more than fifty percent of overseas students in Australia, forty-seven percent in New Zealand, forty-one percent in Canada, and thirty-eight percent in the UK were supported by agents for choosing their target universities in that year. Agents create opportunities for the universities to test the markets without taking investing resources significantly. In addition, local agents help to increase the number of international students in different countries. In Nigeria, for example, the number of postgraduates rose to 71% between 2007 and 2010. It is expected that the number will stand up to 40000 by 2024. (Daly, 2016)

Young generations interested in studying abroad, prefer local agencies for collecting information about foreign universities and the admission process. The benefit of choosing local agents is that students and parents can communicate with the universities through them using local languages. Even if they need any information or updates from the university, they can directly contact the agent. As local agents are aware of local culture and beliefs, they know how to deal with a local student.

A good number of students are going abroad for higher studies from Bangladesh every year. Because of that, more and more educational agencies are opening in this country. Those agencies are helping local students to choose their desired universities around the world. This education agency business is significantly growing all over the world. For example, in some Asian countries such as China, Korea, Japan, and India, this business is expanding rapidly (Daly, 2016).

2.2 EDUCATIONS AGENTS RAISE IN ASIA:

In recent years, many Asian students are going abroad for higher studies due to the remarkable economic growth of Asian countries. It is also true that in recent decades, some Asian countries have tremendously developed their educational sectors and successfully proved their abilities to invite international students. Desoff (2012) claimed that a good number of Asian universities had aspired to be the regional hub of education. Countries such as Singapore, Hong Kong, Malaysia, and South Korea are in a leading position. (Desoff, cited in Yuen, Cheung, and Yuen, 2016)

Recently, the education agency business is increasing rapidly in China and India. Many students are going to different international universities from those two countries. Therefore, a good number of students depend on education consultancies for taking admission to their desired universities (Yuen, Cheung, and Yuen, 2016).

2.3 COVID-19 AFFECTS THE EDUCATIONAL AGENT'S INDUSTRY:

The outbreak of Covid-19 has a great impact on education services around the world. Almost all educational institutions have suspended their in-person classes and started online classes. It is a huge threat to the education business: from admission and enrollment to study and exams. In this circumstance, universities are struggling to get enough students. Therefore, every educational institution is going through financial instability. It is to be noted that the local education business is also going through a tough time. It is because many parents and students are in a financial crisis because of this pandemic and that is why it is quite difficult for an agent to convince a student to study abroad (Smalley, 2021).

The International Association of Universities ran a survey titled, 'The Impact of Covid-19 on Higher Education around the World' in three different continents (Africa, Asia & Pacific, and Europe) where they showed that almost all the educational institutions have been impacted because of the pandemic. 59% of the total 424 institutions replied that they have stopped their activities and institutions because of the pandemic. Only 1% institution has replied positively saying that their institution is open, and they have not taken any precaution for Covid-19 (Marinoni, Land, and Jensen, 2020).

2.4 VIRTUAL STUDENTS' MOBILITY DURING COVID19:

Covid-19 has changed the model of the traditional teaching system in almost all the universities around the world. Educationalists had to think of changing their teaching methodologies as well as classroom activities. The pandemic has significantly affected international student mobility as many universities have stopped their face-to-face teaching. On top of that, international travel restrictions have severely affected student mobility (About virtual student mobility in higher education – UNESCO-IESALC, 2021).

In this situation, universities had to find a new path to continue teaching, learning, and research. That is introducing digital methods using online teaching tools. This virtual student mobility (VSM) has brought a new dimension to the teaching system. Students have started using information and communication technology to collaborate with their teachers as well as classmates. It is a good sign that students have got the opportunity positively to continue their education and improve their interpersonal skills (About virtual student mobility in higher education – UNESCO-IESALC, 2021).

In addition, virtual education is a new window for this business. As students who are interested in studying foreign universities and showing their positive attitude towards this new movement, education agencies are also getting a light of hope in their business. It cannot be said that it is an alternative of their business policy, rather it is a new dimension and that could be continued even after pandemic. If an education agency can make understand their students about the benefits of online learning, they will be able to keep a stable business growth in this current situation.

2.5 EDUCATION AGENTS' INDUSTRY IS GROWING IN BANGLADESH:

In this era of globalization, many students are going to different countries for their higher studies. Bangladesh is not different from those countries. Many students of Bangladesh are studying abroad, and the number of outbound students is growing rapidly. Dr. Khandker Huda, the CEO of a Bangladeshi educational agency named Visa Worldwide claims that one strong reason for choosing international universities for higher studies is the economy and the average income of the people are expanding very quickly (The factors driving growth in Bangladeshi outbound, 2018).

UNESCO reports that over 60,000 Bangladeshi learners took admission to tertiary level in different universities around the world in 2017. For studying abroad, Malaysia is the first choice for most Bangladeshi students. According to Dr. Huda, Malaysia seems to be the second home for Bangladeshi students albeit they also prefer the USA, the UK, Australia, and Canada for pursuing their graduate degrees (The factors driving growth in Bangladeshi outbound, 2018).

It can easily be assumed that the demand for education consultant agencies is obvious in Bangladesh. As many students are going abroad or planning to go abroad, they need counseling from the agents. If a

student applies through a good and reliable agency, they can get the assurance of a hassle-free admission process. An agent also advises students how they can get a visa and travel to their study destination overseas from Bangladesh (The factors driving growth in Bangladeshi outbound, 2018).

Many students even after getting scholarships or funding from renowned overseas universities are struggling to move from the country. Because of national and international travel restrictions from last year, students are losing their opportunities to study in their dream destinations (Chandan, 2020). Therefore, some students are moving backward from their decision to study abroad. Rather they are planning to study at local universities. In these circumstances, this education agency business is going through a hard time. However, it does not mean that the situation will always be the same.

Although this pandemic has minimised students' mobility, they are more interested in studying abroad nowadays compared to before. Student mobility from Bangladesh has surged rapidly in Bangladesh. Many students are going or planning to go outside to achieve their higher studies. According to the UNESCO Institute for Statistics the number of outbound Bangladeshi students is increasing gradually. There are a few reasons why the trend of outbound students is going upwards (Trines, 2019). The main reason for this swelling outflow is the growth of Bangladeshi college-going generation. Moreover, capacity shortages in higher education are also a fact. It is because many students even after achieving a good score do not get a chance to take admission in renowned institutions in Bangladesh. Therefore, they move to other countries to fulfill their dreams. The GDP is significantly increased in Bangladesh and that indicates the emergence of a growing middle class' ability to afford their children's international education costs. It has been predicted by the Boston Consulting Group that the number of middle-income earners will rise at a rate of more than 10 percent per year and this will reach 34 million by 2025 (Trines, 2019).

It means the importance of education agencies will be omnipresent. If more students go out from Bangladesh for overseas education, more education agencies will increase in this country.

2.6 INFRASTRUCTURAL SUPPORT NEED TO PRODUCE STELLAR GROWTH IN EDUCATION AGENTS' INDUSTRY

It is true that education agencies have a good future in Bangladesh. But it needs to mention that it is a challenging business and for being successful in this business, some infrastructural implementation is necessary.

Government support: In Australia education agents are highly valued by the Australian government. They keep a record of education agencies and the students come to Australia through the agents for higher studies. Every year they share data to the agents on 'the outcomes achieved by the agents'. It encourages agents to uplift their standard and provide a standard service to customers.

The Australian Government Department of Education supports educational agencies to maintain ethical standards set out in the National Code of Practice for Providers of Education (Education Agents, n.d.)

In Bangladesh, if the government monitors education agency business and provides data to the agencies, the agents will be motivated to maintain their business standards. Moreover, they will also be able to know what changes they have to make to follow the government guidelines and provide ethical services to customers. In addition, if every agency follows the same guideline, customers will be satisfied and benefited which is also a good sign for this business growth.

Ethics training: An education agency must practice a proper ethical procedure. Honestly, it is highly important in this business. An agent has to be honest in communicating about themselves. Therefore, the management of an education agency should inform their staff about the ethical issues so that the staff are always aware of it (Guide to good practice for education agents, n.d.).

Staff training facilities: Every staff member of an education agency needs to be trained. They must know how to deal with customers. In his business staff behaviors is highly important. For example, if a customer service officer cannot explain their services or products nicely, they may lose their potential customers. Therefore, they also need to be updated about their products and facilities.

Good communication skills: Customer service officers should be proficient in two languages: Bangla and English. It will help to communicate well with the customers as well as the agents of the universities. There are many benefits of effective communication skills. For example, it fosters trust with others. Moreover, the ability to communicate effectively plays a vital role in dealing with conflicts

and solving problems. Furthermore, with these skills an education agent will be able to deal with the customers constructively.

2.7 IMPORTANCE OF SOCIAL MEDIA ANALYTICS

The importance of social media analytics has exponentially increased as social media platforms are used for marketing by many brands and companies around the world. A company's success is highly related to tracking and analysing its data on social media platforms as they are very crowded as well as competitive (Kumar and Nanda, 2019).

Therefore, social media analytics can provide important information to the market leaders regarding their customers as well as their preferences. These data help the management of the company to decide its business strategies (Carpenter, Robertson, Johnson, and Blum, 2014). Finger and Dutta (2014) claim that for being successful in using social media, it is important to know both its advantages as well as misconceptions. So, it comes as no surprise that social media analytics play a vital role in the success story of a company.

CHAPTER THREE: DATA ANALYSIS AND FINDINGS

3.1 COMPETITIVE ANALYSIS OF FTES:

Potential competitors of a company can be identified through competitive analysis actions. It also helps to learn about the strengths and weaknesses of the competitor and predict their strategies (Zahar and Chaplea, cited in Adom, Nyarko, and Som, 2016). The primary goal of doing competitive analysis is to generate ideas of the competitors' performances in social media. In this research, this process was also applied to know what strategies competitors follow to engage their audience. According to the supervisor's guidance, five educational consultants in Bangladesh had been chosen to know what contents help them to get more engagement from the audience.

Here, four competitors had been selected based on their brand image in the market and one newcomer who will be a potential competitor in the future. A social media analytics tool named Fanpage Karma had been used to do this competitive analysis and collect information about the competitors. All the data were collected between 4 April and 4 May.

Agents' Name	Executive Study Abroad	IPD Bangladesh	Mentors	MACES	Shabash Fakibaj
Social media platform					
Facebook	✓	✓	✓	✓	✓
YouTube	X	X	X	✓	✓
Instagram	✓	✓	X	✓	X
Twitter	✓	✓	X	X	X
LinkedIn	X	X	✓	X	✓

Table 1: Active social media platform for competitors

The table illustrates the main five competitors of FTES and the social media platforms they use for their marketing campaigns.

Overall, Facebook was the most popular social media platform for marketing campaigns.

Out of five competitors, all of them preferred Facebook for their campaign. According to the data, Instagram was the second most popular virtual platform. Three competitors used this platform for their business. Only 2 competitors, in general, use YouTube, Twitter, and LinkedIn. That means these were the least popular platforms compared to Facebook and Instagram.

It could be said that every competitor follows 2 to 3 platforms on average albeit Facebook remained on top of all.

No doubt to say that Facebook is the largest social media platform globally. According to Business of Apps, there were around 3 billion global Facebook users in the first quarter of 2021. Although the primary function of Facebook is to communicate with friends and make new friends, it is also the most acceptable business platform in the 21 centuries (Facebook Revenue and Usage Statistics (2021), 2021). Therefore, Facebook has been the topmost social platform for analysing data. To analysis competitors' Facebook page performances, a social media analytics tool named Fanpage karma is used here. This tool helps to gather data about the competitors.

Agents' Name					
Social media KPI	Executive Study Abroad	IPD Bangladesh	Mentors'	Study Abroad MACES	Shabash Fakibaj
Fans	561K	240K	326K	115K	39K
Engagement	.0017%	.089%	.11%	.036%	.12%
Post Interaction	.0019%	. 21%	.22%	.0037%	.67%
Total reactions, comments, shares	266	1.7K	10K	1.1k	1.3K
Number of posts	25	33	14	27	5
Page performance Index (PPI)	1.%	4%	4%	11%	-----
Number of likes	232	1.3K	9 K	706	413
Follower growth	-0.027	0.23	.070	1.6	-----

average weekly (IN %)					
Follower Growth (IN %)	-0.11	0.94	0.28	6.7	

Table 2: Competitor's performance on Facebook

The table shows the data of 5 different agencies and the criteria that are considered to do the social media analytics during the one-month time.

In general, all the agencies out of these 5 had ups and downs throughout the month (4 April to 4 May).

The Executive Study Abroad had the highest number of fans on their Facebook page whereas the Shabash Fakibaj had the highest number of engagements and post-reaction with only 39 thousand fans. On the other hand, IDP had the highest number of posts, and the number was 33 in total which means, IPD had posted more than one post in a single day in the last month. Page performance index (PPI) presents the combination of engagement and growth rate. MACES had a higher page success that also indicates that though Study abroad MACES did not obtain the highest engagement among the competitors, it had the highest growth rate. On the other hand, Mentors had fewer fans compared to Study abroad, but the number of likes, comments, reactions, and shares of their page reached the highest.

Albeit the Executive study abroad had the highest number of fans on their Facebook page last month, their PPI was the lowest compared to its competitors.

According to the list of the top pictures (see Appendix 1), Mentors' promotional pictures were more popular than others. In contrast, Shabash Fakibaj's videos managed to get the highest engagement rate from the audience. It could be said that the audience engagement depends on how informative resources used as a content rather than the number of followers.

Analysing these five competition pages both videos and still pictures, it could be mentioned that video campaigns had the highest engagement rate (see Appendix 1). The reason behind this could be that still picture contents are not as informative as video contents and therefore, viewers prefer to click on video

contents for knowing the entire process of studying abroad. For example, the top videos were all related to the problems students face when they want to go abroad or the other necessary support they need.

For an online campaign, posting time is a key factor that means an agency must know when to post their promotional pictures or videos for getting more viewers. For instance, all top still pictures were posted after 7 PM. This is because, during Ramadan, people generally feel relaxed after iftar time and manage some time to browse social media.

Although the top videos posted at the time are mixed, the top two videos were posted after iftar, and the rest were posted between 10.00 AM and 1.00 PM time slots. Therefore, undoubtedly it could be said that time is an essential factor to get more engagement.

3.2 ANALYZING FTES' FACEBOOK PERFORMANCE:

The pandemic has affected the whole education industry. Fast Track Education Services Ltd. (FTES) has also been affected by this pandemic. They are only using Facebook for their marketing campaign in this present situation.

To measure FTES' Facebook page performance some metrics had been calculated based on some social media Key performance indicators (KPI) and data were taken from the FTES' Facebook Insights and a social media analytics tool named Metricool (see Appendix 2 and 3). All data were collected between 4 April 2021 and 4 May 2021.

Facebook Metrics	Facebook KPI	Formula	Outcomes
Activity Metrics	Post rate	Number of post/weeks in a month	1.75 (per week)
	Post type mix	Link post/Number of posts	28.57% (Link post)
		Photo post/Number of posts	57.14% (Photo post)
		Video post/number of posts	14.29% (Video post)
Reach metrics	Audience growth rate	New follower/Total follower	-0.08%
	Post reach	Total Post reach/Total follower	363.26%
	Paid reach	Total Paid reach/Total post reach	98.89%
	Organic reach	Total organic reach/Total post reach	1.11%
	Average Engagement	Total Like, comment, share/Total follower	3.06%
	Engagement rate as a percentage of reach	Total Like, comment, share/Total Post reach	0.84%

Engagement Metrics	Amplification rate	Total post share/Total follower	0.01%
	Comment rate	Total comment/Number of posts	0.29 per post
Acquisition Metrics	Click-Through Rate (CTR)	Total click/Total impression	0.88%
	Page view	Total Facebook page view/Total click	20.61%

Table 3: FTES' social media matrices (Facebook)

The above metrics table demonstrates the performance of FTES' Facebook page, and it also helps to identify whether FTES' social media strategies are working or not.

3.2.1 ACTIVITY METRICS:

Activity metrics measures the performance of FTES' Facebook team. FTES posted seven posts during the time range, which means the post rate per week was almost two posts. They mainly posted still photos, link posts, and only a video post.

3.2.2 REACH METRICS:

Reach metrics were used to identify FTES' audience size and growth rate. FTES' audience growth was negative which means their Facebook page was being unfollowed. On the other hand, the post reach was significantly high, which indicates that their posts not only reached among the fans but reached the non-fans also. According to the data, 99% of posts are paid reach, and only 1% was organic reach.

3.2.3 ENGAGEMENT METRICS:

Engagement metrics figures focus on how the audience is interacting and interested in the FTES Facebook posts. Based on data, the overall engagement metrics were not so good. The average engagement rate was 3.06% whereas the engagement rate among the audience reach was less than 1%, which indicates that people are showing a little bit of interest in FTES' Facebook posts. The amplification rate was very poor with only 0.01% of people sharing their posts. Comments rate per post was also low that was less than one comment.

3.2.4 ACQUISITION METRICS:

Acquisition metrics is used to measure the audience's connectivity with FTES' s offering. FTES CRT was around 1% between April and May, which means only 1% of people viewed FTES' ads and clicked on the post. Nevertheless, almost 20% of people who clicked the posts visited their Facebook page.

3.3 FINDINGS OF FTES'S OVERALL PERFORMANCE

FTES' Facebook insights overview (see Appendix 2) showed that the growth rate of FTES' Facebook page was going down gradually as the likes, followers, impressions, and page rate was declining. From the above metrics analysis some causes identified for this downward trend growth. They are -

- FTES' Facebook team posted per week on average two posts, whereas the other top competitors posted almost every day. The engagement of the audience and the interaction with the audience are very important for the page growth, and it can only be possible through the posts.
- FTES Facebook pages lack diversification in their content. FTES mostly used still pictures for their promotions. However, after analysing the data of its competitors it could be said that the videos are more effective to grow the engagement rate. The reason behind it is that people are unfollowing the FTES page as the information is not up to date and not as informative as they expect.
- It is good to mention that FTES' posts also reach the non-fan audience and it will help them to increase the follower rate in future.
- FTES Organic reach is quite low. The FTES only reaches the audience by paid promotion.

- 20% of people who clicked the posts visit the Facebook page also, which is a positive side for FTES. The page view was gradually increased from April 20 to April 23, 82 people visited their page on 23rd April (see Appendix 6) which was the peak point for that month, so the campaign had an effect on page view.
- The post content is very important for audience engagement. The campaign A got more engagement rate meaning that audiences were more interested in joining the virtual open day.
- The posting time was not strategically considered while running some campaigns.

3.4 ANALYSIS OF PAID CAMPAIGNS:

FTES ran two paid campaigns from April to May. The first campaign's objective was to invite the audience to join a virtual open day (Campaign A) and the other one's objective was to get more messages from the audience (Campaign B). For more detailed information, an engagement metrics had been used to see the engagement rate of the two campaigns. Data were taken from Facebook insight (see Appendix 4).

Engagement Metrics			
Social media KPI	Formula	Campaign A	Campaign B
Average Engagement rate	Like+comments+shares/Total follower	2.67%	0.21%
Engagement as percentages of audience	Like+comments+shares/Total post reach	1.56%	0.11%
Amplification rate	Total post share/total follower	0.01%	0
Cost-per click	Total ad spends/Total click	\$0.07	\$0.07
Cost-per thousand impressions	Total ad spends/ Total ad impression	\$0.90	\$0.33

Table 4: Engagement Metrics of paid campaigns

The above table describes the audience interaction with the FTES' campaigns. Overall campaign A performs better than campaign B.

In Campaign A, 2.67% of followers were engaged with likes, comments, and shares and 1.56% were engaged among the posts reach. In contrast, Campaign B had an unhealthy engagement rate that was below 1%. Besides that, the amplification rate for Campaign A was 0.01% that indicates only a few followers shared the posts; but it was 0% for Campaign B, which means no one shared that post.

Although the marketing cost per click was the same (\$0.07) for both campaigns, campaign cost was almost tripled for Campaign A (\$141.10) compared to Campaign B (\$ 48.46) (see Appendix 4). The cost per thousand impressions was high for Campaign A (\$ 0.90) compared to Campaign B (\$0.33).

It indicates that Campaign A with a good budget did not get the expected impression, whereas campaign B with a low budget got more advertisement impressions compared to campaign A.

3.5 FINDINGS OF THE PAID CAMPAIGNS:

After analysing the data of both the campaigns, it needs to demonstrate that FTES does not provide any online support, rather they use Facebook to generate customer information to serve them offline. Moreover, FTES does not track their customers' behaviors in a regular interval. For instance, they do not use any analytic tools such as Google analytics, Facebook analytics etc. to calculate their website viewers. That is why, it is difficult to identify the ROI (Return on Investment) of the FTES' social media marketing. According to Mr. Rahman the customer conversion rate from Facebook was very low.

The main purpose of the Campaign A was to invite a target group of people to join the virtual open day where they showcased Monash University and courses offered by the university. The data shows that a good number of people showed their engagement about the event. However, when the video was posted, it reached only to 160 people and among them 38 people viewed the video and only 13 viewers reacted on it. (see Appendix 7)

The results of the campaigns indicate that the paid campaigns were not satisfactory. Now it needs to investigate why the campaigns were not successful. The reasons could be -

- the duration of the event was too long. The total duration of the event was 2 hours and it was run jointly. It is really difficult to catch audience interests for such a long time. People are generally habituated to watch shorter sessions or videos.
- the marketing campaign they did for the video posts was organic. They spent the full amount of their budget to invite people to join the video rather than viewing the video.
- the method of presentation. They used too many slides to highlight Monash University and the presentation was one-hour long.

The goal of Campaign B was to receive more inquiries from the viewers through messages. Throughout the campaign they only received around 10 messages from the customers but none of them appeared to the FTES office for receiving their service. After analysing the image of the post, the following reasons could be jot down for not being a successful campaign -

- The key message of the campaign was not clear enough to understand the motto of the campaign. It seemed that they were offering online courses from their own. (see Appendix8) Therefore, people were misguided and did not receive the main message of the campaign.
- In this post they used their company name in call-to-action messages which was not appealing to the audience.

CHAPTER FOUR: RECOMMENDATIONS AND CONCLUSION

4.1 RECOMMENDATIONS

4.1.1 CHANGE THE CAMPAIGN GOAL:

After analysis, Fast Track Education Services LTD needs some action on their Facebook page. I would suggest them to run a campaign on their Facebook page about their free services that will help to attract the audience.

The campaign objective would be *Consideration*. Through the consideration, the audience would be interested in the FTES Facebook page and seek new information. Under this consideration objectivity should go for the *Lead Generation* which will help them to gather potential customer information to guide them throughout the servicing time.

By the lead generation FTES will get the interested customer contact information then FTES will call the potential customer and share the information about their services which are free at cost.

This lead generation strategy will be helpful to maintain a long-term relationship with my customers. For an educational agent, maintaining a relationship with the customer is highly essential to growing the business.

This consideration campaign will not only help in tracking the interested customers but also will work as an awareness campaign. The duration of this campaign will be 4 to 5 days and the budget a dollar per day.

4.1.2 TARGETING AUDIENCE:

After choosing the campaign objective, the most important is choosing the target audience, because if we cannot reach the target the result will be zero. In previous campaigns FTES selected a large number of targeted audience which was not so effective. As the budget is limited for the campaign, they need to choose a small number of target audiences. Watching an ad more than once will be more effective than seeing only one time with a large audience reach. If the budget is one dollar per day, FTES can reach an average of 1200 people. The camping will run for 5 days which means they can reach around 6000 people.

For targeting customers, it is needed to identify the demographic of customers, what their interests are, and their behavior pattern. For making this customer profile based on two factors.

- People who visited our website.
- People who took action on ads before.

Demographic	Interest in	Behavior
Location: Around 3-5 Km around radius Fast Track address Age: 16-34 Gender: Men and women Education Level: HSC passed/Graduation/Post Graduation. Profession: Doctors, Engineer, Professionals etc. Private Universities and English medium school students.	<ul style="list-style-type: none"> ● Like at those related page IELTS, TOEFL, PTE, GRE, GMAT, such as British Council, American Centre, Goethe Institute, etc. ● Study Abroad like Study in Canada/Malaysia/UK ● Like on the learn English page. ● Interested in scholarships e.g., commonwealth etc. ● University names like Monash, Swinburn, etc. 	<ul style="list-style-type: none"> ● Friends of people who live abroad. ● Family members of people who live abroad. ● Engaged Shoppers

Table 5: Targeted Audience's profile

4.1.3 MESSAGE'S CONTENT:

After targeting customers, the FTES should focus on the message that they want to convey to their target audience. As the number of reach audience is limited, the message should be more attractive and informative so that the audience can be more interested in providing their information. For example, the call to action could be: *FREE CONSULTANT; WE ARE READY TO GIVE ANSWER FOR ALL YOUR QUESTIONS*. This call-to-action would be attractive to students. In addition, body messages of the post also need to be short and informative. For instance, information about scholarships or other facilities offered by the university or themselves.

4.1.4 THE RIGHT TIME TO POST:

Timing is the most important factor in social media to reach a large audience. FTES should publish their post from 6 PM to 10 PM because at that time the highest number of the audience of FTES stay online (see Appendix 5). Maintaining this time slot, they can set a schedule for their posts.

4.1.5 TRACK THE CAMPAIGN:

After posting the advertisement post they should track it to identify how many people see the post, how many people visit their home page, lead generation rate as well as the conversion rate. To keep a record of such information, they can use some free social media analytics tools, such as *Google Analytics and Facebook Analytics*.

4.1.6 ORGANICALLY INCREASE AUDIENCE REACH:

With the Advertisement campaign, FTES can do organic marketing to reach customers.

- **Go Live:** Live videos are more effective than regular videos. FTES can go live with the partner universities to share information about the university's curriculum, facilities for a foreign student, what are the criteria to apply for a certain university, or they can go live with some English test preparation trip.
- **The post should be more informative:** Informative posts will be great to reach an audience organically. If FTES post an informative post, the audience will follow their page.
- **Make short videos:** For organic reach, FTES should make short videos. The video content will be the student's feedback about Fast Track, some trip choosing subjects, ILETs related trips.

- **Asking the question:** FTES should use a variety of posts. They can ask questions with multiple choices. This type of post is beneficial for customer engagement.

4.1.7 INCREASE SOCIAL MEDIA PLATFORM:

Finally, I will suggest FTES increase the social media platform. As they are only using a website and a Facebook page for their social media marketing, they can use other platforms for marketing, for example, YouTube, Linked, Instagram etc. By using those platforms, they can increase the customer reach.

4.2 CONCLUSION

The main purpose of this research is to analyses the marketing strategies of Fast Track Education Services Ltd and provide some possible suggestions for promoting the business. FTES provides standard service to the customers to maintain goodwill in the market. They also work as a bridge between the university and the students. However, they need to upgrade their marketing strategies on social media. If they regularly keep a record of their social marketing trends and improve accordingly following the suggested recommendations, they will be able to reach their business growth up to the mark.

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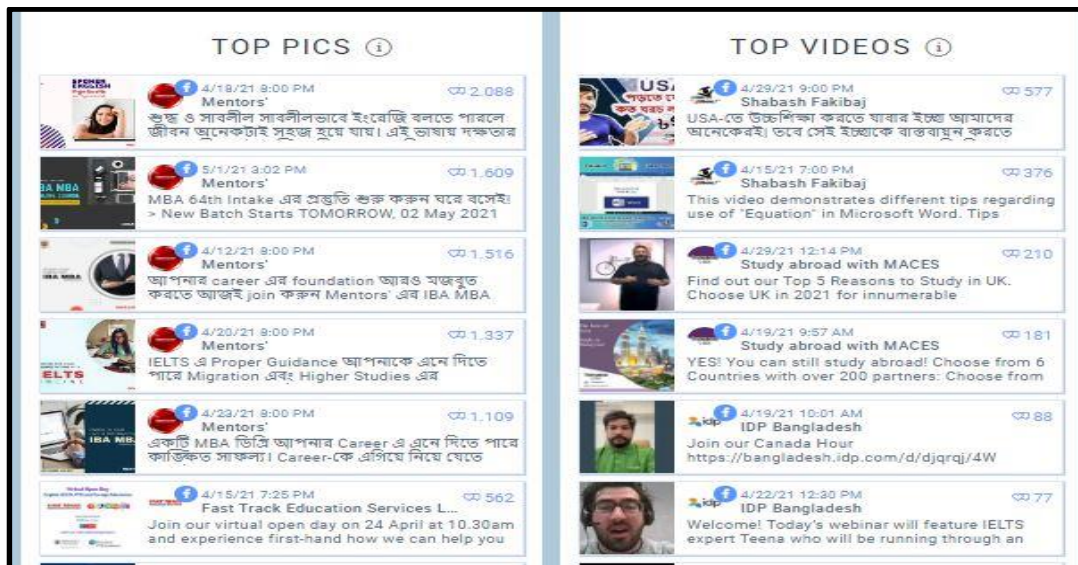
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APPENDIX

Appendix 1: Top videos and pictures from competitor's Facebook posts



Appendix 2: Overview of FTES' Facebook performance



Appendix 3: Data for FTES' Facebook metrics

Data for FTES' Facebook metrics			
New follower	-20	Total post-click	2678
Total follower	24669	Total impression	305680
Total Post reach	89612	Number of Post	7
Total Organic reach	999	Data range period	30
Total Paid reach	88613	Number of a link post	2
Total Like, comment, share	754	Number of photo post	4
Total comment rate	2	Number of video post	1
Total post share	3	Total Facebook page view	552
Total ad spends	\$190		

Appendix 4: Data for paid campaign engagement matrices

Facebook insight data		
Date Range: April 4 to May 4		
Camping A Goal: To invite the audience to join a virtual open day.		
Camping B Goal: To get messages from the audience		
Data	Campaign 1	Campaign 2
New follower	-20	-20
Total follower	24669	24669
Post reach	42252	46719
Like, comment, share	658	53
Total post share	3	0
Total ad spends	\$141.10	\$48.46
Total post-click	1932	723
Total ad impression	156900	145800

Appendix 5: Time when Fans are online



Appendix 6: Facebook page view



Appendix 7: Engagement of Campaign A

	Type	Date	Reactions	Comments	Shares	Clicks	Reach	Video views
	Pls join our live session with our English...	Apr 24, 2021 10:48AM	1	0	0	12	160	38
	 MORE  VIEW							

Appendix 8: Post message of Campaign B

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