

The Influence of Electronic Customer Relationship Management (E-CRM) on Customer Satisfaction (CS) and Customer Loyalty (CL): A Pilot Study in Malaysian Private Institute of Higher Learning

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Abstract: *The Electronic Customer Relationship Management (E-CRM), as the primary e-commerce strategy, encompasses the integration of management, applications, and software with a key objective of enhancing customer service, fostering customer relationships, and retaining valuable clientele. In this pilot study, the researcher aims to explore the potential relationship between the E-CRM, Customer Satisfaction (CS) and Customer Loyalty (CL). To conduct the study, instruments adapted from previous research were used, avoiding the need for pre-testing. A total of 30 questionnaires were hand-delivered to respondents at two private higher education institutions, allowing two weeks for completion with 100% of response rate. Data from the questionnaire was entered and analysed using IBM SPSS Statistics 23 software. The reliability of the instrument was assessed using the composite mean, resulting in a reliability coefficient of 0.955 for E-CRM, 0.904 for CS, and 0.885 for CL. This reliability coefficient provides an overview of the consistency and reliability of the measurement instrument used in the study. This study provides valuable insights into optimizing E-CRM specifically tailored for Private Institutes of Higher Learning, aligning it with their unique organizational cultures, and ultimately elevating customer satisfaction and loyalty levels, which, in turn, can have a positive impact on organizational profitability and revenue.*

Keywords: Customer Relationship Management, Electronic Customer Relationship Management, Customer Satisfaction, Customer Loyalty, Institute of Higher Learning

1. Introduction

In the rapidly evolving landscape of higher education, the role of technology in fostering strong relationships with students and increasing their overall satisfaction has become increasingly important. The process of digitalization has played a role in reshaping both businesses and societies on a global scale, garnering significant interest among researchers within the academic community (Oppong, Singh, & Kujur, 2020). At the same time, Customer Relationship Management (CRM) has evolved to meet the demands of advancing digital technologies, referred to as Electronic Customer Relationship Management (E-CRM) (Setiawan & Widaryanto, 2018). The use of Electronic Customer Relationship Management

(E-CRM) strategies is gaining popularity as educational institutions seek to better understand, engage, and retain their student populations.

E-CRM represents a strategic approach that leverages digital tools and data-driven insights to manage and improve interactions with students. This is supported by previous study by Burra et al., (2022) and Mohamed Abdeldayem, Yehia, & Marie (2022) stated that E-CRM pertains to the manner in which organizations and their customers can interact over the internet or the web, simplifying the implementation of CRM practices. Its application in the higher education sector is gaining momentum, offering institutions a competitive advantage in an environment characterized by changing student demographics and the emergence of digital natives. In a prior investigation, as outlined by Setiawan and Widaryanto (2018), it was found that a proficient CRM approach not only enhances customer satisfaction but also instils trust in customers and enhances their loyalty. Additionally, the significance of E-CRM lies in its potential to elevate the quality of management and collaborative services, including interactions with external parties, who can in turn disseminate positive information about the institutions, as highlighted by Sujarwanto, Rofiah, & Iriani (2019). Put simply, positive word-of-mouth refers to endorsements made by contented customers who have utilized a product or service. It is widely recognized that higher levels of customer satisfaction are correlated with increased recommendations, as supported by the research of Gilboa, Seger-Guttmann, & Mimran (2019), Giovanis & Athanasopoulou (2018), and Uzir et al. (2021).

Meanwhile, in ensuring customer loyalty is of paramount importance to businesses seeking long-term sustainability. As demonstrated by Sundström & Hjelm-Lidholm (2020) research, the concept of customer loyalty has been a longstanding practice in the business-to-consumer domain. The comparison between acquiring new customers and retaining existing ones has shown that retaining customers is more cost-effective for companies. Therefore, for Private Institutes of Higher Learning (IHLs) to maintain their longevity, they must not only focus on current students but also on their alumni, implementing strategies to both attract and retain these former students by incorporating the operational and analytical aspects of CRM. Evidence suggests that alumni can provide significant value to IHLs due to their past investments in time and money, thus contributing positively to the institution's reputation (Snijders, Wijnia, Rikers, & Loyens, 2019). Traditionally, scholars have identified several factors that contribute to customer satisfaction and loyalty. Companies must deliver exceptional service experiences to encourage repurchases and foster loyalty.

High service quality is a critical component for achieving high customer satisfaction, often leading to favourable behavioural intentions (Rita, Oliveira, & Farisa, 2019). In this context, the implementation of E-CRM is vital as it expedites the effective delivery of information (Setiawan & Widaryanto, 2018).

Understanding the interaction between E-CRM, CS and CL is important for educational institutions as they strive to meet the expectations of their students, foster lasting bonds, and secure their loyalty. This pilot study provides a unique lens into the intricacies of this relationship, focusing specifically on Malaysian Private Higher Education Institutions, where the combination of traditional values and modern technology in education creates an interesting background for investigation. The Malaysian Institute of Private Higher Education functions as a microcosm of the global shift towards the use of e-CRM in academia. Its unique challenges, opportunities and multicultural student body make it an ideal place for this pilot study. As we delve into the findings and implications of this research, we aim to clarify how E-CRM strategies can be tailored to meet the diverse needs of students, ultimately increasing their

satisfaction levels, and securing their loyalty. This pilot study sets the stage for a broader conversation in the higher education community about the transformative potential of E-CRM and its impact on student satisfaction and loyalty, not only in Malaysia but also in a wider global context.

2. Problem statement and Research Objective

Therefore, the notion of e-CRM is seen to leverage technology for a deeper understanding of customers. This, in turn, fosters greater customer satisfaction and loyalty towards the organization, ultimately providing a competitive edge (Setiawan & Widaryanto, 2018). Consequently, this study aims to delve further into the essential E-CRM dimensions (Kumar, Mokha, & Pattnaik, 2022) that play a pivotal role in attracting and retaining customers, particularly within the context of Private Institutes of Higher Learning (IHLs). The potential for these e-CRM dimensions to serve as a more robust predictor of customer loyalty, especially in the context of Malaysian education, has yet to be thoroughly explored in existing literature. Kumar, Mokha, and Pattnaik (2021) have noted that numerous studies have explored the influence of e-CRM on a wide range of factors, including customer satisfaction (Rashwan, M. Mansi, & Hassan, 2019), customer loyalty (Mang'unyi, Khabala, & Govender, 2018; Shastri, Sharma, & Sethi, 2020), customer retention (Al-Dmour, Algharabat, Khawaja, & Al-Dmour, 2019), financial profitability (Kaur & Kaur, 2016; Cajestan, 2018), among others. However, it is worth highlighting that the impact of e-CRM on customer satisfaction within the educational context, particularly in Private Institutes of Higher Learning, has not been thoroughly analysed and evaluated, as underscored as a noticeable gap in previous research (Zaim et al., 2020). Additionally, previous studies have increased our understanding of how the human-computer interface affects consumer behaviour, E-CRM remains a relatively underexplored area (Kumar, Mokha & Pattnaik, 2021). Moreover, according to Setiawan and Widaryanto (2018), the e-CRM concept should be analysed further as evidence has been found that the concept will better assist the relationship between customers with universities.

In an earnest effort to address the research gaps identified above, this research endeavour is poised to make a substantial and noteworthy contribution to the existing body of marketing literature concerning E-CRM. Therefore, this study will rigorously investigate the influence of E-CRM dimensions on customer loyalty, with a specific focus on customer satisfaction within Private Institutes of Higher Learning. In this context, customer loyalty is defined by the strong sense of allegiance fostered through the online channels provided by Private IHLs. This research will continue to enhance our comprehension of how customer satisfaction mediates the relationship between e-CRM dimensions and customer loyalty. Additionally, it underscores the importance for Private Institutes of Higher Learning to vigilantly track current circumstances, staying attuned to evolving consumer behaviours and expectations. The findings of this study will shed light on the positive effects that stem from a robust relationship between the institution and its customers, particularly in terms of service performance.

3. Literature Review

Given the crucial significance of education, particularly in the context of Private Institutes of Higher Learning (IHLs), it is imperative for these institutions to devise innovative and effective methods for attracting, retaining, and nurturing strong relationships with their clientele, especially students (Manogharan & Varadarajan, 2018). In the realm of education, students now face a multitude of options for pursuing post-secondary studies, and in this age of advancing technology, it has become increasingly challenging (Singh et al., 2020). The

educational landscape was already fiercely competitive prior to the global pandemic, and the spread of COVID-19 has introduced additional complexities, affecting individuals in diverse ways (Singh et al., 2020). Factors contributing to these challenges encompass high population density, healthcare infrastructure, access to water and sanitation, governance, trust in authorities, and social stigma (Singh et al., 2020).

In response to these demanding circumstances, IHLs, especially Private IHLs, have employed various strategies to maintain their competitiveness in the education sector. One such approach has been marketing management, which has found application in academic institutions, marking a notable stage in the evolution of market relations development (Gamage et al., 2020). The onset of the COVID-19 pandemic led to the closure of IHLs, necessitating the rapid adoption of online learning and distance education, as per public health guidelines (Gamage et al., 2020). Consequently, many IHLs have shifted their focus towards online teaching methods, with institutions worldwide grappling to find effective solutions to the challenges presented by the current situation. This transformation has prompted many IHLs to transition to online or blended modes of teaching (Méndez-Aparicio et al., 2020).

In the education sector, students simultaneously act as customers and the products offered by IHLs. It is crucial to determine the quality of IHLs from the perspective of students, as highlighted in the study by Ortega-Mohedano and Rodriguez-Conde (2018). Further research has explored students' perspectives regarding their educational choices, such as the study by Gonzalez, Quesada, Martinez, & Gonzalez-Cordoba (2021), which emphasizes the importance of IHLs developing approaches to assist students in selecting programs that align with their expectations and satisfaction criteria. Beyond focusing on students as customers, it is also vital to consider the factors influencing the choice of an IHL, particularly for Private IHLs. Research by Jukova et al. (2020) on the 'correlation between the choice of university and admission standards' underscores the importance of developing strategies to promote IHL services, targeting not only applicants but also their parents in the selection process. In a digital age, techniques for attracting students through online platforms, as indicated in the research by Gamage et al. (2020), become all the more relevant.

Meanwhile, Malaysia's higher education landscape offers a multitude of options and prospects for students seeking to advance their studies beyond their secondary education. To gain a competitive advantage, it is imperative to devise effective strategies for delivering excellence and nurturing strong relationships with their clientele, primarily students. This dynamic has engendered a form of marketing competition among private institutions, each vying to attract a substantial student body. It's worth noting that private institutions, lacking the financial support granted to public counterparts, face a greater challenge in their quest to recruit and retain students (Azman & Abdullah, 2020). In Malaysia, Private Institutes of Higher Learning (IHLs) encompass Private Universities, University Colleges, and Colleges or Institutions, with a total count of 523 as of January 2023, according to www2.mqa.gov.my. Private IHLs in the country have made concerted efforts to meet the demands and expectations of their primary customer base – the students (Manogharan & Varadarajan, 2018). Despite these efforts, there remains a significant number of students who deviate from their intended timeline, making it increasingly arduous for institutions to maintain student numbers. Private IHLs must approach this challenge thoughtfully to capture and retain the attention and loyalty of their students. Consequently, the role of e-CRM in the growth and promotion of Private IHLs requires continuous scrutiny and evaluation.

4. Hypotheses

Electronic Customer Relationship Management (E-CRM) and Customer Satisfaction (CS)

As per Swathi (2020), Customer Relationship Management (CRM) encompasses a series of strategies adopted by organizations to both maintain and expand their customer base. The CRM concept includes practices, strategies, and technologies employed by organizations for the purpose of effectively managing their customer relationships. Notably, the inception of CRM concepts can be traced back to the mid-1990s within the information technology sector (Al-Suraihi, Al-Suraihi, Ibrahim, Al-Tahitah, & Abdulrab, 2020). This makes it particularly relevant in the realm of education, enabling institutions to enhance their service delivery. CRM primarily serves as a means to obtain accurate information about existing and prospective customers, anticipate and fulfil their needs, and offer personalized services by integrating various aspects such as marketing, sales, and services through information technology (Liu, Shin, & Burns, 2021).

As outlined by Jukova et al. (2020), in the face of competition, organizations find themselves compelled to innovate marketing strategies and communication channels to enhance the visibility and appeal of their educational services to prospective consumers. Drawing from Jukova et al.'s (2020) research, this paper also underscores the significance of the CRM technique, particularly the novel concept of e-CRM, in influencing the selection of an Institute of Higher Learning (IHL). These insights can prove valuable to educators, researchers, and IHL staff as they work towards formulating strategies for promoting educational services. In this context, technology support focusing on six dimensions of e-CRM, including customized services, transaction security/privacy, alternate payment methods, issue resolution, online feedback, and FAQs, will be a central focus of this study (Kumar, Mokha & Pattnaik, 2021). These dimensions are expected to have a significant impact on customer satisfaction, particularly within the context of Private Institutes of Higher Learning (IHLs) in Malaysia.

Enhancing customer satisfaction serves to strengthen the quality of the relationship between service providers and their customers, as demonstrated by studies (Chaluvadi et al., 2018; Syapsan, 2019). Customer satisfaction denotes that customers are content with the service quality provided by their customer relationship managers, as supported by research (Mang'unyi, Khabala, & Govender, 2017; Otto, Szymanski, & Varadarajan, 2020). As noted by Kim (2021) in their study, customer satisfaction is commonly employed as a metric for assessing the success of information systems and the implementation of E-CRM. E-CRM plays a pivotal role in ensuring access to up-to-date and real-time information for prompt corrective measures, as noted in the study by (Al-Dmour et al., 2019). Lu's (2003) in his study, focusing on the effectiveness of E-CRM in the context of e-transaction cycles, revealed that E-CRM services offered by providers significantly enhance customer satisfaction levels. Customers feel more at ease with the convenience of conducting transactions at their fingertips. Customer satisfaction is commonly employed as an indicator to gauge the success of information systems and E-CRM applications, as indicated by Kim et al. (2003). This elevated satisfaction contributes to stronger relationships, ultimately resulting in positive word-of-mouth, a point emphasized by Szymanski & Henard (2001).

The measurement of online customer satisfaction extends beyond products and services to include interactions between customers and the system, a theme explored in research (Bataneh, 2015; Al-Dmour et al., 2019). Previous studies have consistently highlighted a significant positive relationship between E-CRM and customer satisfaction, with Khan and Khawaja

(2013) proposing that E-CRM is instrumental in building customer loyalty. Bataineh (2015) observed that E-CRM fosters increased customer satisfaction and positive word-of-mouth. Additionally, studies by Ismail and Hussin (2013), Kaur (2016), Kaur and Kaur (2016), Oumar et al. (2017), Mang'unyi et al. (2017), Mulyana (2020), Rashwan et al. (2019) and Upadhyaya (2020) have also unveiled the positive association between E-CRM and customer satisfaction. Therefore, the E-CRM services provided by the organization have enabled customers to connect and interact with them, which increases their satisfaction level. Therefore, we hypothesize:

H1: There have positive relationship between Electronic Customer Relationship Management (E-CRM) and Customer Satisfaction (CS)

Electronic Customer Relationship Management (E-CRM) and Customer Loyalty (CL)

Customer loyalty holds significance not only in various business scenarios but also within academic disciplines. The loyalty of customers not only ensures the sustainability of their ongoing operations but also enhances their competitive edge in the marketplace. In accordance with findings from El-Manstrly (2016) study, loyal customers are inclined to make purchases, generate greater profits, display a forgiving attitude toward occasional service failures, withstand competitive incentives, and are more cost-effective to retain. Therefore, in relation to the concept of loyalty, Chun, Iancu, & Trichakis (2020) emphasized the significance of loyalty programs (LPs). Consequently, it is crucial for both businesses and institutions of higher learning (IHL) to establish their own loyalty programs to engage customers and encourage their participation in IHL. Furthermore, as highlighted by Al-Hazmi (2020), maintaining loyal customers necessitates a dedicated effort to integrate marketing communications and subsequently enhance customer relationships.

Every company that desires to both bring in new business and keep its current clients should consider using E-CRM (Shanab & Anagreh, 2015). It contributes to longer-term customer loyalty enhancement and improvement (Herman, Sulhaini, & Farida, 2021). Given that e-CRM provides customized products and services, which are appealing to consumers in an era where personalization is highly sought after, making the right investments in this technology can lead to customer loyalty, as indicated by Abdeldayem, Yehia, & Marie (2022) and Sokmen & Bas (2019). Additionally, technology support in an educational context enhances the learning process. Without the support of loyal customers, no business can maintain its existence in the long run, as emphasized by Kampani and Jhamb (2020).

When companies provide high-quality services to their customers, they tend to expand their profitable customer base, as these satisfied customers start endorsing these businesses to their friends and family, leading to positive word-of-mouth, as mentioned by (Mang'unyi et al., 2017). Consequently, loyal customers are more likely to engage in repeat purchases, as supported by Mohamed Abdeldayem et al., (2022) and Mang'unyi et al. (2018). While previous research has demonstrated a positive link between e-CRM and customer loyalty, it's worth noting that a few studies have suggested that such a relationship may not always exist, as indicated by Kumar and Mokha (2020), Mang'unyi et al. (2018), Mulyana (2020) and Shastri et al. (2020) along with Alim & Ozuem (2014) and Ismail & Hussin (2016). Therefore, additional research is essential to gain a better understanding of the specific relationship between e-CRM and customer loyalty, especially in the context of education.

H2: There have positive relationship between Electronic Customer Relationship Management (E-CRM) and Customer Loyalty (CL)

Customer Satisfaction (CS) and Customer Loyalty (CL)

As stated by Setiawan and Widaryanto in 2018, in addition to traditional CRM, E-CRM plays a significant role in ensuring customer satisfaction. Therefore, concentrating on customers through the e-CRM approach is a vital strategy that private institutions of higher learning (IHL) should adopt to guarantee customer satisfaction and loyalty. Moreover, As noted by Alhaiou et al. in 2009, e-CRM has evolved in response to the rapid expansion of e-business and the proliferation of Internet-based services, enabling the delivery of CRM functions through web platforms. Consequently, through the appropriate implementation of E-CRM, companies can enhance customer satisfaction, which, in turn, can foster customer loyalty. Alhaiou, Irani, & Ali (2009) on their study also aimed to investigate the relationship between E-CRM and e-Loyalty by proposing a model that hypothesized e-Loyalty's influence by e-satisfaction. In this journal, the development of hypotheses will involve variables related to E-CRM, customer satisfaction, and customer loyalty. Numerous studies have provided substantial evidence supporting the positive relationship between satisfaction and loyalty. For instance, Reichheld and Sasser (1990) have suggested that enhancing customer satisfaction can lead to increased customer loyalty in the future.

Information technology has found application in the field of education, particularly through e-learning, which offers several advantages in teaching contexts, such as overcoming the limitations of time and distance in delivering information from educators to learners. The author has expanded on the literature by explaining further benefits of e-learning in conjunction with the concept of e-CRM, which can instil confidence in customers and enhance customer loyalty, as highlighted by Setiawan and Widaryanto in 2018. Consequently, this has become a crucial prerequisite for the success of e-CRM, as emphasized by Cherapanukorn (2017), and Mohamed Abdeldayem et al. (2022). This study aims to explore specific dimensions of e-CRM tailored for private institutions of higher learning (IHL), including customized services, transaction security/privacy, alternate payment methods, problem-solving, online feedback, and frequently asked questions.

H3: Customer satisfaction have positive relationship with customer loyalty.

Therefore, drawing upon theoretical foundations and an extensive literature review, the researchers introduce a research model for the study, illustrated in Figure below:

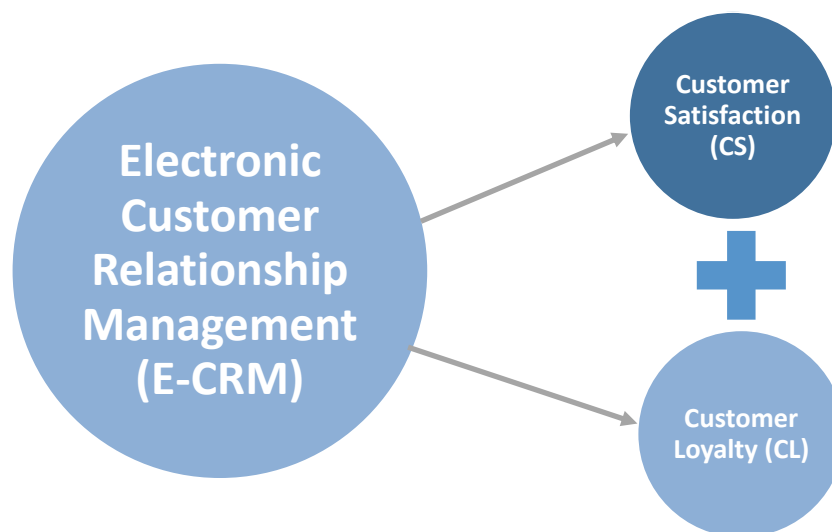


Figure 1: the Significant relationship Model of Electronic Customer Relationship Management (E-CRM), Customer Satisfaction (CS) and Customer Loyalty (CL)

5. Methodology

The methodology for this study involved a pilot study to test the relationships among the variables under investigation. Since the research instruments were adapted from previous empirical studies, it was deemed unnecessary to conduct a pre-test. In this study, researchers employed a purposive sampling method. The study exclusively included participants who were both users of E-CRM services and customers of Malaysian private institutions of higher learning. Thirty questionnaires were distributed to selected respondents in two private institutions of higher learning (Private IHLs). All questionnaires were handed out in person to the respondents, and a two-week period was allocated for them to complete the questionnaires. The completed questionnaires were collected within four weeks, and all 30 questionnaires were returned, resulting in a 100% response rate.

Data analysis was carried out using IBM SPSS Statistics 23 software. To ensure data accuracy, a frequency analysis was performed to identify and rectify data entry errors. The minimum and maximum values for each variable were examined to further validate the data entry accuracy. Any identified data entry errors were thoroughly verified and corrected prior to the data analysis. To determine the scale values for each research instrument, the composite mean was calculated by summing the scores of the items and dividing by the number of items that comprised each dimension. This methodology allowed for a comprehensive examination of the variables, ensuring data accuracy and reliability in the subsequent analysis of the study's relationships among E-CRM, customer satisfaction, and customer loyalty within the context of private institutions of higher learning.

For measuring the variables, pre-existing scales were employed in the study as shows in table 1 below:

Table 1: Scales dimensions and items

Variables	No. of Items	Sources
Electronic Customer Relationship Management (E-CRM)	19	Kumar, Mokha and Pattnaik (2021)
Customer Satisfaction (CS)	4	Hsiu (2007); Harris & Goode (2004)
Customer Loyalty (CL)	6	Hsiu (2007); Srinivasan, Anderson, & Ponnawolu (2002)

6. Data Analysis and Result

The findings revealed the internal consistency of the E-CRM instrument, as well as customer satisfaction and customer loyalty instruments. The pilot study results demonstrated that the Cronbach's Alpha values for Customized Services (TS) were .946, for Transaction Security/Privacy (TSP) were .581, for Alternate Payment Modes (APM) were .761, for Problem Solving (PS) were .739, for Online Feedback (OF) were .614, and for Frequently Asked Questions were .933. The overall Cronbach's Alpha result for all e-CRM dimensions was .955. In contrast, a previous study reported an internal reliability of .938 for all independent variables (E-CRM).

Moreover, in the pilot study, the Cronbach's Alpha for customer satisfaction was .904, and for customer loyalty, it was .885. Hsiu (2007) reported internal reliability alphas of .893 for user

satisfaction and .860 for customer loyalty. The table below presents a comparison of the reliability coefficients between previous studies and the pilot study.

Table 2: A Comparison of the Reliability Coefficient Results from Past Studies and the Pilot Study

Variables	No. of Items	Past Studies	Pilot Study	Sources
Electronic Customer Relationship Management (E-CRM)	19	0.938	0.955	Kumar, Mokha and Pattnaik (2021)
Customer Satisfaction (CS)	4	0.893	0.904	Hsiu (2007); Harris and Goode (2004)
Customer Loyalty (CL)	6	0.860	0.885	Hsiu (2007); Srinivisan, Anderson and Ponnnavolu (2002)

7. Discussion

The study underscores the growing importance of E-CRM in private institutions of higher learning (IHLs). As businesses and educational institutions embrace technology-driven solutions to enhance customer experiences, E-CRM has emerged as a pivotal strategy. The adoption of E-CRM is shown to not only facilitate the development of digital platforms and maintain long-term customer relationships but also to improve customer satisfaction. The delivery of personalized services through E-CRM aligns with the modern trend of customization, contributing to customer loyalty. This becomes a crucial pre-requisite for success in the competitive landscape of private IHLs, which are increasingly recognizing the value of E-CRM in attracting, satisfying, and retaining students and learners.

The research highlighted the positive relationships between E-CRM, customer satisfaction, and customer loyalty. The outcome of this discovery aligns with the earlier research conducted by Kumar, Mokha, and Pattnaik in 2021, as well as with the studies by Hsiu in 2007, Harris and Goode in 2004, and Srinivisan, Anderson, and Ponnnavolu in 2002. This aligns with prior studies that have also emphasized the connection between satisfaction and loyalty. However, it's noteworthy that some research has suggested that this link may not always hold, underlining the need for further investigation. Therefore, this study opens the door to additional research opportunities, particularly in the context of education. The application of E-CRM in private IHLs is a relatively unexplored area, and a deeper understanding of the specific dimensions, including customized services, transaction security/privacy, alternate payment methods, problem-solving, online feedback, and frequently asked questions, could offer valuable insights. Future research can build upon the foundation laid by this study to uncover more about the intricate dynamics of E-CRM and its impact on customer satisfaction and loyalty within the education sector.

8. Conclusion

In conclusion, this research sheds light on the pivotal role of E-CRM within private institutions of higher learning (IHLs) and its impact on customer satisfaction and loyalty. The study's findings underscore the growing importance of E-CRM in modern educational settings, aligning with the broader trend of adopting technology-driven solutions to enhance customer experiences. As this study has shown, the application of E-CRM not only helps develop digital platforms and maintain long-term customer relationships but also significantly contributes to

improving customer satisfaction. The delivery of customized services through E-CRM caters to the contemporary demand for personalization, thus fostering customer loyalty—a critical factor in the competitive landscape of private IHLs.

Methodologically, the research exhibits a rigorous approach, with purposive sampling techniques used to ensure the relevance of the respondents. The study's findings are underpinned by robust measures of internal consistency, as evidenced by high Cronbach's Alpha values for E-CRM, customer satisfaction, and customer loyalty. These results bolster the credibility and reliability of the study's data. While the findings are largely consistent with prior research, this study opens avenues for further investigation. Particularly, there is a need for more in-depth exploration of the specific dimensions of E-CRM in the context of private IHLs, where the adoption of E-CRM remains a relatively unexplored area. Understanding how customized services, transaction security, alternate payment methods, problem-solving, online feedback, and frequently asked questions influence customer satisfaction and loyalty within the education sector could offer valuable insights. In an era marked by rapid technological advancement, the study underscores the ongoing relevance of E-CRM in shaping the landscape of private IHLs and enhancing the educational experience for both students and learners.

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