



**THE IMPLICATION OF SOCIAL MEDIA MARKETING IN THE
EDUCATION SECTOR- EVALUATING THE IMPACT OF SOCIAL
MEDIA-INDUCED MARKETING ELEMENTS ON BRAND
ENGAGEMENT**

By

**RAM KIRAN K
STUDENT NO. 59527**

Master of Business Administration, SIT Tumkur

Visvesvaraya Technological University, Belgaum, India

UNDER THE GUIDANCE OF THE MENTOR
DR.SC. ANDREJA RUDANCIC, PROFESSOR ASSISTANT

DISSERTATION

Presented to the Swiss School of Business and Management Geneva
In Partial Fulfillment
Of the Requirements
For the Degree

GLOBAL DOCTOR OF BUSINESS ADMINISTRATION
SWISS SCHOOL OF BUSINESS AND MANAGEMENT GENEVA

OCTOBER - 2023

**THE IMPLICATION OF SOCIAL MEDIA MARKETING IN THE EDUCATION
SECTOR- EVALUATING THE IMPACT OF SOCIAL MEDIA-INDUCED
MARKETING ELEMENTS ON BRAND ENGAGEMENT**

By

RAM KIRAN K

APPROVED BY



<Chair's Name, Degree>, Chair



<Member's Name, Degree>, Committee Member



<Member's Name, Degree>, Committee Member

RECEIVED/APPROVED BY:

<Associate Dean's Name, Degree>, Associate Dean

DEDICATION

I dedicate this thesis to my parents Mr. Hari & Mrs. Subhadra, my wife Mrs. Sindu Kiran and my two angels Medha & Aarna and my family by and large for their immense support in my career making.

ACKNOWLEDGEMENT

I am deeply grateful to my parents, Mr. Hari and Mrs. Subhadra, for their unwavering support, encouragement, and belief in my abilities. Their sacrifices and dedication to my education have been the cornerstone of my success. To my loving wife, Mrs. Sindu Kiran, and my two precious angels, Medha and Aarna, your patience, understanding, and constant motivation have been my greatest source of strength. I would also like to extend my heartfelt appreciation to my extended family for their continuous support and belief in my aspirations. A special thanks to my colleagues at Shree Medha Degree College for their camaraderie and collaboration. Your insights and discussions have enriched my research. Last but not least, I am indebted to my mentor, **DR.SC. ANDREJA RUDANCIC**, for their invaluable guidance, mentorship, and unwavering belief in my capabilities. Your wisdom and expertise have been instrumental in shaping this thesis. This work would not have been possible without the collective support and encouragement of all these remarkable individuals.

ABSTRACT

The education sector has witnessed significant growth with multiple tech firms that engage in providing services to students. Such services need to be promoted in order to increase the level of awareness among students and attract more students to avail of such services. However, students from a unique demographical community and such aspects need to be considered in order to develop a strategic social marketing plan. The purpose of the current study is to conduct an empirical analysis of how education brands in the education sector utilise social media marketing in order to increase the level of awareness and level of student engagement with the brand. This purpose has been addressed in the current study by collecting data and conducting empirical analysis with 250 different students who are part of different educational institutions and take services from education sector firms. Empirical analysis conducted in the current study has suggested student perception, brand loyalty, brand equity, and the level of student engagement does influence the expected performance of social media marketing campaign conducted by education brands. Education brands are required to ensure that they develop a positive level of student perception, engagement, brand loyalty and trust in order to attract more students to utilise their service amidst growing competition in this sector which is witnessing the growth of several edtech firms who attempt to engage and occupy larger student share in social media platforms. The current study is a novel attempt to establish strategies which can be adopted for improving the effectiveness of marketing campaigns.

Keywords: Social Media Marketing, Education Sector, Education Sector, Brand Engagement, Brand Management, Student Perception

Table of Contents

DEDICATION.....	3
ACKNOWLEDGEMENT	4
ABSTRACT.....	5
Table of Contents.....	6
List of Tables	9
List of Figures.....	11
Chapter 1: Introduction.....	12
1.1 Research Background:	12
1.2 Influence of Social Media Marketing (SMM)	15
1.3 SMM and Education sector.....	25
1.4 SMM and Branding.....	33
1.5 Research Problem:	42
1.6 Aims and Objectives:.....	42
1.7 Research Questions:.....	43
1.8 Contribution of the study:.....	43
1.9 Thesis Structure:	44
Chapter 2: Literature Review.....	46
2.1 Introduction.....	46
2.2 Usefulness of SMM	46
2.3 Driving elements of SMM and the education sector	54
2.4 SMM and brand management.....	62

2.5	Online branding strategies adopted by Educational institutions.....	71
2.6	Research gap	78
2.7	Conceptual framework.....	79
2.8	Hypotheses development	80
Chapter 3: Research Methodology.....		81
3.1	Introduction:.....	81
3.2	Research Paradigm:	83
3.3	Research Approach:	86
3.4	Research Design:	89
3.5	Data Collection Method:.....	93
3.6	Population and Sampling:	97
3.7	Data Analysis and Interpretation:	100
3.8	Ethical Considerations:	104
Chapter 4: Data Analysis		108
4.1	Demographic details	108
4.2	Part B: Channels used for SMM	110
4.3	Part C: Students' Perception of SMM usage	112
4.4	Part D: Brand loyalty	114
4.5	Part E: Brand Equity	116
4.6	Part F: Students' engagement	117
4.7	Part G: Social Media Marketing	119

4.8	Objective 1	121
4.9	Objective 2	123
4.10	Objective 3	124
4.11	Objective 4	125
Chapter 5: Data Analysis and Interpretations		128
5.1	Introduction.....	128
5.2	Statistical Analysis.....	128
5.3	Conclusion	160
Chapter 6: Conclusion and Recommendations		162
6.1	Introduction:.....	162
6.2	Conclusions:.....	167
6.3	Recommendations:.....	173
6.4	Limitations:	176
6.5	Further research:	177
References.....		179

List of Tables

Table 4.1 Gender.....	108
Table 4.2 Age.....	109
Table 4.3 Channels used for SMM	110
Table 4.4 Students' Perception of SMM usage	112
Table 4.5 Brand loyalty.....	114
Table 4.6 Brand Equity	116
Table 4.7 Students' engagement.....	117
Table 4.8 Social Media Marketing.....	119
Table 4.9 Objective 1	121
Table 4.10 Objective 2	123
Table 4.11 Objective 3	124
Table 4.12 One-Way ANOVA	125
Table 4.13 One-Way ANOVA	125
Table 4.14 Correlations.....	126
Table 5.1 Likert-Table Analysis	129
Table 5.2 Objective 2 Correlation Analysis.....	136
Table 5.3 Objective 3 Correlation Analysis.....	142
Table 5.4 Objective 3 ANOVA Analysis	143
Table 5.5 Objective 4 Correlation Analysis.....	149
Table 5.6 Objective 4 ANOVA Analysis	150
Table 5.7 Hypothesis 1 Correlation Analysis	156
Table 5.8 Hypothesis 2 Correlation Analysis	157
Table 5.9 Hypothesis 3 Correlation Analysis	158
Table 5.10 Hypothesis 4 Correlation Analysis	159

List of Figures

Figure 2.1 Conceptual framework	79
Figure 4.1 Gender	109
Figure 4.2 Age	110
Figure 4.3 Channels used for SMM.....	112
Figure 4.4 Students' Perception of SMM usage	113
Figure 4.5 Brand loyaltyFigure 4.5.....	115
Figure 4.6 Brand Equity.....	117
Figure 4.7 Students' engagement.....	119
Figure 4.8 Social Media Marketing	121
Figure 4.9 Objective 1.....	123

Chapter 1:

Introduction

1.1 Research Background:

The impact of social media on people's daily lives is profound and unprecedented when compared to even the last few decades. The social media platform is used for advertising and education by both large and small firms, as well as by K-12 and higher education institutions. In addition, today's educators and students rely heavily on social media to foster a feeling of belonging as they negotiate the challenges of distributed and blended classrooms. According to the Georgetown University Center for Social Impact Communication, students may benefit from using social networks as a safe space to voice their thoughts and debate relevant topics with their peers (Obermayer, 2022).

Present-day educational institutions are integrating these innovations into their structures, placing more emphasis on shared resources and collaborative learning to enrich students' experiences. Students, educators, and parents may all benefit from social media usage in the classroom by gaining access to more resources and more opportunities to collaborate. The use of social networking sites provides several possibilities for both students and schools to enhance instructional practices. Social media plugins that facilitate sharing and engagement may be included through these platforms. Youtube lessons, online courses from foreign colleges taught through Skype, and other materials shared on social networks all help students (Nisar, 2018). Analytics and insights on numerous subjects or concerns may be gleaned for research purposes from social media. A school needs to have a presence on as many social media sites as possible, since this may lead to more innovative methods of student instruction and the development of a distinctive school culture. The more people learn from and absorb the essential information shared by these professionals, the better-equipped

people will be to achieve outstanding outcomes once people begin following them (Reinhard, 2012).

The information people find and share on social media may help people gain a deeper understanding of a wide range of topics and provide people with access to fresh, timely information in an instant. People may get advice from professionals on any issues people are struggling with. Schools for higher education may reach out to their students using platforms like Facebook, Google Plus groups, and Youtube. Using these avenues, administrators and teachers may update students on school happenings and provide important information to them. By working together in groups, students and faculty can better address a wide range of concerns (Scott, 2012). All students who have access to the networks and pages will be able to see the good and encouraging messages that institutions publish. Hashtags may be used to spark useful online conversations that include students. Inspiring and instructive films that may be used in the classroom are a great way to take advantage of the widespread use of video content across social media platforms (Kang, 2013).

Live video broadcasts on social media platforms like Youtube, Facebook, and Instagram are a great way to keep students engaged with the school year-round. When it comes to using social media in the classroom, its advantages are not limited to only the interaction between instructors and their students. The usage of social networking at advanced levels also has several additional advantages. Teachers' leaders, for instance, might brainstorm fresh strategies for using social media. Such as using social media to disseminate school updates, have virtual parent-teacher conferences, or launch fund-raising campaigns for various initiatives (Alikilic, 2012).

Because of people's hectic schedules, parents are often unable to attend school meetings, and social media has the potential to become the primary means of connection

between the school and its constituents. However, this should not preclude them from keeping up with the news or checking in on their kids sometimes. One of the finest places to mine for information, social media provides audience and topic monitoring tools. Instagram and Facebook polls, Google forms, Survey Monkey, and expert advice forums like Quora are all great places to get a sense of public opinion and expert opinion on a certain subject (Gebreel, 2022).

Networked software called a learning management system distributes courses and facilitates other administrative tasks for educational institutions. Some examples of social media learning that may be found in a learning management system include IM capabilities, video, discussion forums, and additional course materials. The LMS increases student engagement and facilitates teamwork on assignments. To better educational systems, this approach was designed to address concerns raised by students and teachers. To maximize the system's potential, educational institutions should use widely used Learning management systems that also include social media. In addition to these features, social learning may also benefit from live conferencing systems, webinar functionality, shared group evaluations, blogs, and much more (Manzoor, 2020). Educators utilize social media for a variety of reasons, including professional development, networking, staying abreast of educational developments around the world, and acquiring new materials to supplement their lessons, activities, teaching concepts, bulletin board ideas, and information on new apps to follow up on certain topics. The reality is that social media plays a significant role in human's daily lives, therefore there is little use in excluding it from the classroom. Staff in K-12, higher education, and the military should be encouraged to embrace electronic means of communicating with students and their families. The positive effects on children's education are undeniable, ranging from improved communication between parents and teachers to long-term shifts in classroom culture (Ladkin, 2016).

1.2 Influence of Social Media Marketing (SMM)

1.2.1 The various marketing approaches practiced in social media marketing

Marketers have come to appreciate the efficacy, low competition, and low cost of video marketing in recent years. Businesses need to have their video material organized. Companies should understand the components of viral video creation and marketing in their industry if they want to sustain high levels of customer involvement. With the typical social media user's attention span on the decline, marketers are in a bind to come up with material that can captivate even the most disinterested of followers. Everything taken together like this would undoubtedly result in higher quality, longer-lasting leads and conversions for the company (Branthwaite, 2011).

If a person is planning one's video content strategy, person may think about posting TV-style programs on social media platforms like Facebook or Instagram. By organizing and promoting material in the manner of television, the company may reach more people who share their interests. The context of material is crucial in the modern corporate world. If a company wants to keep up with its consumers' ever-shifting mindsets and buying habits, it is in its best interest to get under their skin. This method of producing video series in the style of popular television has been adopted by a growing number of businesses, and with good reason. It has a high rate of recall and keeps the user engaged with the Brand/Channel (Hanna, 2011). Bookmarking is a much-needed feature, and Twitter has finally implemented it. This will save time by eliminating the need to go through hundreds of thousands of "liked" tweets before finding the one of interest. A tweet may be bookmarked by clicking the share button in the lower right corner of the tweet and selecting "add a tweet to bookmarks." Keeping track of what a person finds most interesting on Twitter is a breeze thanks to the favorites section of one's profile settings.

Facebook posts stay up for a day and may be shared with groups or used to promote events. Members of a closed group or visitors to a website about a closed event may read the posted articles. These tales, which would be moderated by the administration, may include secret hashtags to verify all material is suitable for the brand (Morris, 2009). A fresh and exciting method to get people involved is via collaborative storytelling, which does this by building anticipation and providing rewards. Participants' user-generated material may strengthen a feeling of community and brand support, as well as provide insight into a business's most engaged consumers. Marketers should focus on spreading useful information to their dedicated following rather than endless spam and unrelated stuff. Businesses now have a greater need to reach a wider customer base by creating and disseminating relevant, engaging content. There will be no more effect on customers from shallow messaging or information that provides no value. Customers now want brands to consider their time precious and to do it with eloquence (Chaffey, 2019).

The boost in participation and social media marketing by capitalizing on worldwide and regional events. For instance, when the Goods and Services Tax (GST) was first enacted and put into practice, numerous new businesses and long-standing corporations alike wrote and disseminated GST-related literature to drum up business. The commercial growth potential is enormous, and it may be attained via the linking of social media material to current events. Although this information is effective just briefly, its impact is magnified throughout that period. As the number of social media marketing platforms continues to grow, it is more important than ever to stand out from the crowd with a distinctive and appealing brand presentation. Money may be made in digital marketing via hyper-personalization. To attract and keep consumers, most businesses now regularly engage in some level of personalized service. Now, more than ever, businesses need to adopt a personalized approach or risk falling behind the competition. The key to the success of social

media endeavors is a hyper-personalized social media strategy informed by marketing insights and activity patterns via a social media analytics dashboard (Constantinides, 2008).

People all like having options, whether it is in our wardrobes or our dining options. Also, consumers' data-consuming habits might benefit from a more open and flexible outlook. The purpose of social media has evolved beyond the simple act of disseminating information. Marketers need to provide a wide range of content, according to the interests of their target demographic. Managers of social media accounts need to pay attention to a wide range of material types, including but not limited to text, images, videos, GIFs, live chats, polls, blogs, PDFs, individualized messages, special alerts, offers, etc. Create the greatest possible content for one's audience with specialized, one-of-a-kind tools. Keep in mind that social media may be used to amplify the brand's voice and character. Competitions are the future of energizing and improving the quality of marketing products. An effective strategy for gaining exposure and fans on social networking sites. As an example, send an engaging text or video message to one's followers' right after the introduction of a product and ask for their feedback. Give something away to the person who responds the fastest. Create a sense of urgency among one's audience, focus on one's interaction within that period, and inspire one's followers to get in on the action by setting a deadline for the contest. In the same way, a person may make a hashtag that may become popular at that moment (Trusov, 2009).

Many companies recognize and acknowledge the value of surveys and polls, just as they do with customer evaluations posted online. The vast majority of firms and marketers think they have a firm grasp of their target demographic's tastes and interests. Additionally, when the product or service fails to sell, the whole process has been for nothing. Businesses should thus often conduct surveys on their social media networks (Du Plessis, 2019).

It is important to understand one's audience's ever-evolving wants and requirements and polls are a simple and effective way to do just that, both on and off social media. Social media marketing campaigns would benefit from increased participation and a constant online presence. The most effective method of getting the most crucial information out to the target audience. These Instagram story highlights are conveniently located just below the biographies section. With this function, the user or the company may showcase the most relevant or interesting articles about the company on their profile. Long-term effects may be evaluated by storing, reposting, and monitoring them. Story highlights may be prepared, organized, and posted in advance according to a variety of criteria, including but not limited to: subject, campaign, date, event, etc (Vel, 2015).

Every company or brand may make its augmented reality lenses with the help of Snapchat's Lens Studio. Beginners may follow the included instructions to create simple 2D animations using the desktop software, while more experienced animators can use the API to make their elaborate lenses. When a lens is produced, the user receives a Snapcode that can be used to share the lens with others, and the Snapcode can be used by anybody to access the lens. This is a great chance to try something new on Snapchat and attract new users if a person has a team of designers and developers on staff that can assist with campaign lens development. A fresh and innovative strategy for expanding a company's presence on Snapchat. For just \$99 a month, companies can use Twitter's Promote Mode to launch automated marketing campaigns. When Promote Mode is activated for a business account, tweets from that account will be promoted depending on Twitter's internal algorithms. This will look like just another promoted tweet to the users. This function is particularly helpful for managing Twitter social media campaigns in the absence of a full-time social media staff member (Kotler, 1971).

Examine the outcomes to determine the efficacy of the approach. Keep an eye on how one's followers are responding on one's various social media channels. Modern social media platforms typically provide user dashboards and extensive metrics to track and analyze audience engagement at every stage of a company's operations. Maximizing returns from social media requires constant metric monitoring and the adaptation of content strategies and other initiatives to reflect the shifting preferences and habits of the target audience. This will allow us to stop wasting time and money on ineffective strategies and instead double down on the ones that are succeeding. As many methods as there are for achieving engagement in the social media sphere, a fool proof formula for doing so has thus far eluded researchers. There is always a chance of increasing engagement and delighting the audience by experimenting with new features and ideas in social media marketing (Kim, 2012).

1.2.2 Influence of social media marketing on market effectiveness

The term "social media" is used to describe a wide variety of online communities that allow users to interact with one another and share and discover new information using various digital mediums (most notably the World Wide Web and mobile devices). Social media aim to let people get in touch with one another and share ideas, opinions, and other material such as photos, videos, and text. Some of the most widely used social media are Facebook, Instagram, Twitter, LinkedIn, and Youtube. Contacting is easy from any web-enabled device, whether it is a smartphone, computer, laptop, or tablet. In the field of higher education, the use of social media for advertising purposes is rapidly becoming the norm. Using online communities and mobile apps to raise a brand's profile and sell wares is what Techopedia calls the "use of social networking sites and mobile applications to spread awareness of a brand or promote a product or service." (SMM) (Pradiptarini, 2011). The purpose of social media marketing is to help a company or organization become more well-known by having its target audience spread information about it via its social networks.

SMM, or social media marketing, is a kind of promotion that makes it easier to get the word out about a product. This promotion technique costs next to nothing to implement. In the context of higher education, "relationship marketing" is the process of fostering mutually beneficial relationships between institutions and individuals. Three main types of consumers are ex-students, current students, and future students. Therefore, the most important factors that influence a university's success are the ones that have to do with its marketing and branding (Marzouk, 2016).

Social media marketing (SMM) has become an essential tool for colleges to increase enrollment and revenue. Therefore, SMM is used to identify and enroll academically gifted students. It is common knowledge that most modern teenagers use at least one kind of social media daily. They actively seek out new information and actively teach others so that they may remain current on changes. A university's social media strategy should be geared toward keeping in constant touch with potential students, especially those in their senior year of high school. As a result, we should push them to take advantage of the university's exciting academic opportunities. People's increased use of social media directly contributes to more effective communication. If social media is handled properly, the number of personnel required to manage marketing efforts might be slashed in half. Finding students and accepting new registrations pre-social media required a sizable marketing department workforce. Students may now get in touch with the marketing department through social media to ask questions about available classes, tuition rates, and meeting times. Conversely, it provides an opportunity for companies to expand their advertising and marketing initiatives by providing customers with a forum to discuss the quality of the company's services and products. Customers use Facebook more than any other social media site. Before developing a Facebook marketing strategy, give serious consideration to the institution's mission. Many

different types of companies take use of Facebook advertising because of its proven effectiveness. When it operates in this fashion, the outcomes are reliable (Maria, 2019).

Professionals in the fields of admissions and recruitment now use internet-based media such as viral marketing, buzz marketing, community marketing, grassroots marketing, and product seeding to reach potential students and employees. Although using social media for promotional reasons is at no cost to the educational institution, support from a skilled professional or expert is necessary to ensure the campaign's success. The first step is careful planning of content for social media platforms. Therefore, consider keyword research and competition study to help people conceive of the content idea that will appeal to a person's target customers. People should invest in advertising on Word Stream. Second, a professional or an IT expert should create the greatest content for social media. Pictures, movies, infographics, and even how-to guides are just some of the content types that may be shared on social networks (Seyyedamiri, 2019). It is a no-brainer to provide Facebook to customers as all they need is access to the web or a mobile network. A professional may create a Facebook Fan Page for the business, populating it with engaging visuals and informative content about the company's products. The creative photos, videos, and infographics shared on the website inspire viewers to click "like" and "browse." Keeping content fresh and relevant keeps readers engaged. The company's social media profiles should all provide a unified picture of the business. At the same time, each channel has to present a unified identity, whether friendly, humorous, or trustworthy (Bashar, 2012).

The last stage is to disseminate the carefully selected links, which may lead to both internal and external content and videos. If the sites provide great, relevant information that a person's readers might like, feel free to share and link to them. Besides being a great place to share videos with the world, Youtube can also be used as a powerful social media marketing tool. Create instructive films that people will use. Because of the popularity of Google's video

search results, it is important to give careful consideration to the content of a person's films. Please also include the link to the article that details this alumnus's subsequent accomplishments. This highlights the need of using social media to maintain communication with alumni of the institution. There is a good chance that a person's customers will talk about a person's material, start conversations, and even help people promote it by sharing it with their own social media following. Accordingly, this tactic is suitable for use in online social media advertising. If the marketer wants up-to-date information on past students, they can get in touch with the alumni office. Customers who already have a positive opinion of the company can be easier to convert using this method (Balakrishnan, 2014).

The effectiveness of social media marketing in the higher education context may also be impacted by the availability of inexpensive media for promotional purposes. Budgets for advertising at educational institutions may now be adjusted to reflect changing economic realities. It is important to zero in on the right demographic to boost a person's conversion rate. The university could "sponsor" the social media post to increase its visibility and reach. Unlike traditional types of advertising, the price to sponsor a post is often rather low. More than that, SMM offers a more affordable option to more conventional channels of customer service, such as phone calls. This might potentially cut down on the need for an answering service or several phone lines, saving money. Social media may be an effective tool for customer service since it can eliminate the need for in-person staff. In any event, they have the proper personnel on hand to deal with feedback and inquiries. This is a great investment since there is no cost associated with using social media. Promotion and advertising of a higher education institution using more traditional means, such as the distribution of flyers and the placement of advertisements in newspapers, may be more expensive than such activities as those conducted through social media (Jarrar, 2019). SMM (recruiting through

social media) is an effective method. Distributing a person's status updates and blog pieces through social media will increase their exposure compared to more traditional methods.

According to the article, Facebook and Twitter are two of the most valuable social networking service providers at £1 million. Google, for example, is hoping to inspire more user-generated content by spending \$1.5 billion on Youtube. Hence, one cannot dismiss the importance of social media advertising. University and college growth and success may be aided by social media marketing. The use of social media for marketing purposes at educational institutions may be beneficial. The main advantage of using social media for marketing and advertising purposes at a university is the increased exposure that results. When recruiting, traditional advertising methods often require companies to pay to get in touch with potential employees via channels like phone, email, and postal mail. However, SMM has the potential to lessen the need for less convenient forms of contact including phone calls, emails, and traditional mail (Malesev, 2021). Employees may communicate with customers via social media by replying to their posts and direct messages. A worker's potential customers may potentially start a conversation and perhaps a transaction with each status update or post they made. For the university to get the greatest results, careful planning of the SMM strategy is required. Any university or college that wants prospective students to visit their website and peruse its videos and images will need to be creative. Trust in the university's resources is built via regular updates. If customers are sent the form from the SMM, they may complete it with little effort and time spent (Olotewo, 2016).

Second, it gives people the chance to improve the reach and quality of the content people create. Put a person's company's marketing efforts on social media and reach out to new customers. Inspire site visitors, who may be students, employees, business partners, or sponsors, to give people a "like" and spread the word. With more people familiar with the brand, the company's reputation will improve. Each shared post introduces the firm to a new

audience that may one day become customers, thus increasing brand awareness is a win-win. Promotion of the wares and services in question may be accomplished through the use of social media. Make the process easy and clear for new customers while keeping things the same for repeat customers (Icha, 2015). For this reason, people should promote on Instagram and then automatically share the posts on Facebook and Twitter. As consumers get familiar with a company, their desire to follow its many social media accounts grows. The hope is that it would pique their attention enough to get them to visit a person's social media pages and read what people have to say there.

The institution should consistently publish high-quality, highly relevant information. In addition, LinkedIn social media marketing can help people recruit a wide range of specialists who can help a person's business in a variety of ways. In particular, it improves marketing metrics like name recognition, website visits, and potential customers. Increased exposure in search engine results is the third perk. Improve a website's position in unpaid search results for a set of keywords using a method known as search engine optimization (SEO). When desired keywords perform well in search engine rankings, it might lead to a positive financial consequence. It is necessary to create content of sufficient quality to justify the usage of targeted keywords if people want to rise in the social media rankings (Duffett, 2017). The university or college's social media presence will be more engaging and credible if it includes original content such as blogs, infographics, case studies, business information, and photos of faculty and staff. More "likes" and shares from supporters will result. Possible benefits include raised rankings in relevant search results.

Ultimately, SMM is a means of promoting the school to prospective students and benefactors. A major element of promoting a university or institution these days must include using social media to get the word out. Social media marketing (SMM) is also very inexpensive compared to other aspects of a marketing strategy. Staffing costs might be

reduced by using SMM, but only if someone with the necessary expertise is appointed to manage the institution's social media profiles. A university's social media outlets need to be of high enough quality to attract students, faculty, and parents. A school's administration and faculty must put in a lot of time and effort to make SMM work (Kumar, 2017).

1.3 SMM and Education sector

1.3.1 The SMM techniques and methods within the education sector

The field of higher education has been impacted by the information technology revolution. This is because, as technology has advanced rapidly, companies have shifted their attention from more traditional methods to technological ones. The role that social media plays in people's lives nowadays cannot be understated. For businesses to succeed in today's market, they need to embrace the power of social media. When compared to traditional media like radio, television, and newspapers, the trustworthiness of customer-facing social media platforms is far higher (Mahajan, 2019). Digital, Social, and Mobiles (2019) estimates that 3.484% of the world population is now using at least one social networking site. About half of all people on Earth can be accounted for here. Therefore, social media platforms might help strengthen relationships between companies and their customers. The most effective strategy is to cultivate a following by establishing an online presence on platforms such as Twitter, Instagram, Facebook, etc.

Social media networks have changed the conventional channel of communication between customers and establishments by increasing the availability of information about goods and services and the freedom to make an informed purchase decision. Public and private colleges alike are increasingly turning to Twitter and Facebook as a means of communication due to the need of doing so in the new information economy. Additionally,

universities and colleges depend on social media to reach out to potential students and conduct marketing campaigns (Hursen, 2021).

Web-based social media platforms provide users with the ability to build public or semi-public profiles, engage with a group of individuals who share a connection, and see the connections of other users, among other functions. In addition, the word "social media" describes the habits, practices, and procedures of online communities that come together to exchange and debate ideas, information, and expertise using a variety of chat-based media. In recent years, organizations in both the public and commercial sectors have taken one of two main approaches to use social media for organizational purposes (Elfeky, 2021). The first and most well-known method involves interacting and communicating with parties in an external environment such as suppliers, students (customers), and other parties through the use of social media sites and groups on widely used platforms like Twitter, Facebook, and Youtube. Corporate communication and employee engagement is the second method, but it is used much less frequently than the first. Many public and private universities have been found to heavily utilize various forms of online networking, and this trend has only accelerated in recent years.

1.3.2 Social media marketing in higher education institutions

Higher education is largely acknowledged as an important driver of prosperity and social advancement in developed nations. The researcher performed a systematic review analysis to synthesize the literature and discover and critically appraise the studies that were most relevant to the topic at hand. Students are more likely to use Facebook than faculty members, according to the results of a study comparing the two groups. However, professors are more likely to use tried-and-true channels of communication, such as email. It has been noted that instructors' low Facebook use limits their opportunities to build rapport with their

students in the digital realm. Findings showed that international students prefer using traditional resources throughout the search stage rather than relying on the growing popularity of social networking platforms and other technology techniques (Sajid, 2016).

According to the research, student brand loyalty improves when they are exposed to university-related social media content. In addition, it seems that student brand loyalty may be effectively cultivated via exposure to popular media. Meanwhile, studies have shown that content agility, content kind, content context, publishing method, and frequency of posting have a significant effect on the number of shares, comments, and likes that serve as popularity indicators for brand posts. This is supported by research that details the structure and content of 5,932 Facebook posts from top US colleges, providing evidence for the author's claims. Anything said online might be used as evidence in court if the brand's commitments were broken. Engagement metrics like comments and likes are very sensitive to changes in content agility and content type. The two-way interaction, however, showed that the number of likes and comments received is influenced both by the context of the material and the sort of content itself. *Online Community Building in Universities and Colleges* (Sarmadi, 2017).

The website of an institution has a significant impact on a prospective student's choice to enroll there. Twelve universities in Romania do not have websites at all, and another three have sites that are no longer being updated, so using them for marketing and promotion purposes is not as effective as using social media. There are not as many studies emphasizing the role of the University website as there are for social media networks, but information on websites does have an impact. Using platforms like Facebook, Twitter, and Youtube as examples (Razumovskaya, 2019).

Since prospective students often read reviews published by alumni about the institution, it has been established that the engagement of alumni affects social media marketing. Furthermore, social media platforms are generally new trends, and they tend to appreciate young media, thus significant percentages of people males and females are spending a great deal of time conversing and displaying on social media networks, so it is highly predicted that they would be exposed to ads of higher education institutions. Because of recent technological developments, social media has become one of the most efficient tools and strategies for advertising businesses. The results of this research demonstrate the efficacy of using social media to build relationships with current and future students. It is reasonable to believe that students feel valued when their school uses social media to recruit new pupils (Tavares, 2016). The websites of colleges and universities provide a more traditional alternative, although they often include social networking buttons. Furthermore, Alumni play a critical role in recruiting new students.

Many facets of human existence have been changed by the advent of cutting-edge methods of information and communication. There has been a major paradigm shift in education as a result of the proliferation of Web 2.0 applications in recent years. As opposed to static websites (Web 1.0), Web 2.0 technologies like wikis, blogs, and social media encourage two-way dialogue between the author and the audience. To be more precise, the reader can do more than just consume material; they may also contribute to it by, perhaps, writing a response to a blog post, uploading and sharing a video, or editing an existing wiki (Fahimirad, 2019). There are several advantages to using Web 2.0 technologies in higher education because of their affordances. Teachers are figuring out how to utilize Web 2.0 applications to create a more media-rich classroom in which students may collaborate and build on each other's knowledge. Several reports have stressed the significance of Web 2.0 applications in higher education. Blogging is one tool that helps students develop these skills

and more via its emphasis on free speech, introspection, and conversation. Learning social skills may also be aided by working on a blog as a group. Similarly, wikis provide a space where teachers and students may work together on assignments (Murillo-Zamorano, 2019).

Web 2.0 technologies are being used by more than just professors in today's colleges and universities. Admissions officers and other administrators in higher education are increasingly using social media to connect with prospective students. As a result of the widespread acceptance and usage of social networking sites like Facebook, Twitter, Youtube, and LinkedIn among the younger generation, admissions officers have taken an increased interest in these platforms as promotional tools. It is important to differentiate between social network sites and social networking sites when talking about the language of social media. Web-based social networking services enable users to (1) create a public or semi-public profile within a bounded system, (2) identify a set of other users with whom they share a connection, and (3) view and navigate both their own set of connections and the connections made by others within the system (Wali, 2018).

By connecting individuals who already know one other offline, social networking services create a virtual bond between them. Conversely, social networking sites are online communities where strangers may meet one another and begin talking to one another. College students were the primary target audience for the first generation of social networking sites. As an example of a social networking site that was created with college students in mind, consider Facebook. However, the service eventually expanded beyond the realm of academia and is now accessible to anybody with an email account. Soon after, more platforms arose, including Twitter and LinkedIn. High school students increased usage of these platforms prompted admissions managers to explore methods to use them as marketing tools for reaching out to and recruiting qualified applicants (Nallusamy, 2015). In this light, our essay provides a survey of the literature on the subject of social media in higher education, focusing

on two distinct but linked facets of this topic. We start with an administrative overview of how colleges and universities, and especially admissions staff, make use of social media to find and evaluate prospective students. According to the available research, most admissions officials favor social media accounts over more conventional forms of advertising because they allow for more "direct contact" with prospective students. Next, we infer from the existing research how often college-bound individuals utilize social media to locate institutions (Ferrari, 2009). To put it another way, we looked at the question of whether or not social media plays a part in the college search and, ultimately, the decision-making process.

It was discovered that both recruitment staff and potential students make use of social media, although for different reasons. Colleges and universities use social media for recruiting and marketing purposes by connecting with prospective students. Moreover, half of the examined organizations had a Facebook page, and almost all of them had a Twitter account. Higher education institutions are also increasingly embracing blogs and social media platforms like Youtube to provide digital information to potential students (Chang, 2018).

According to published data, Facebook is presently the most popular social networking platform, with Twitter coming in second. Due to its many useful features, Facebook has become the most widely used social media website. Universities might use admissions-oriented fan pages as a platform to inform their audience about the latest news and events. And thanks to Facebook's fan sites, schools may reach not only the potential students who "like" their profile or page, but also their friends. If people want to attract potential students to a person's university's main page and provide them with bite-sized admissions-related material, Twitter is where people want to be. Scholars have found that Twitter makes it possible for admissions personnel to deliver more individualized assistance to applicants. Institutions often utilize the 're-tweet' feature on Twitter to selectively share

good experiences from prospective and present students as another form of advertising (Iskarim, 2018).

To better promote their schools, several universities aim to increase their spending on social media marketing in the future. From this perspective, the material we have looked at demonstrates an ever-increasing appreciation for the significance of social media. Social media is increasingly being used for recruiting reasons; nevertheless, conventional marketing and recruitment channels including university fairs and direct mailings are still preferred by admissions staff. Social media, despite its broad usage and enormous promise, poses new obstacles for educational institutions. During our investigation, two main problems emerged. One issue is that there are not any set rules for how prospective students and admissions personnel should communicate online. Without any kind of moral framework, organizations are leaving themselves vulnerable to exploitation and subsequent PR catastrophes (Jeanpierre, 2005). It is possible, for example, that a prospective student may "friend" an admissions officer (or the other way around) throughout the course of their contacts on social networking platforms, leading to improper communication outside the official connection. The integrity of the admissions process as a whole may be jeopardized if such conversations took place. And it is not quite apparent that admissions staff may turn down a candidate solely based on 'private' data mined from their profile. However, if a student's profile reveals that they have significant social problems, and they are admitted nonetheless, the school may be held liable for damages due to negligence if that student ever harms other students, professors, or staff (Haviz, 2020).

The second difficulty is associated with how colleges and universities are implementing the use of social media in admissions, marketing, and recruiting. It would seem that universities are racing to embrace social media without first laying the proper framework. That is to say, businesses do not seem to have developed consistent marketing

plans or defined objectives before using social media. Most admissions offices simply set up a profile on a well-known social media platform, fill it with admissions-related content and images of their university, and hope for an uptick in applications. Colleges and universities cannot fully tap social media's potential with the current piecemeal approach they have been taking; instead, they need to adopt a more methodical strategy that systematically incorporates social media tools into their overall marketing, recruitment, and admissions strategy. Successful social media marketing and recruiting efforts can only be achieved if educational institutions first design a comprehensive marketing plan with clearly defined target groups and attainable, quantifiable objectives (Ermakov, 2022).

By using social media, admissions officers may "meet" with prospective students anywhere and at any time; all they need is an Internet-enabled smartphone. We recommend that to take advantage of this opportunity, organizations spend more time online answering inquiries from prospective customers in both asynchronous and synchronous digital settings. Example: the admissions office publishes a formal online advising schedule on the school's admissions website on social media in the hopes that interested students would sign up for it. Those that are keen may then schedule a "meeting" with admissions staff for a live, one-on-one conversation (Sabirova, 2020).

For this reason, schools and universities need to keep all of their web materials uniform so that a prospect may easily go from, say, Facebook to the institution's program page. For example, if a university wants to attract students interested in its nursing program, it has to ensure that when those potential students click on the nursing program's emblem on a social networking site, they will be sent directly to the nursing program's homepage. This gives the prospect a better "feel" for the program of interest right away, rather than having to hunt for it on the school's main website (PBP Executive Report, 2010). However, without a definite framework or criteria to quantify performance, it is difficult for higher education

institutions to analyze the effect of social media on marketing, recruiting, and admissions on enrolment (Vidiasova, 2016).

1.4 SMM and Branding

1.4.1 The role of SMM in establishing brands in educational sectors

As businesses compete on a worldwide scale, the strength of their brand image is more important than ever. What customers and other users think of a person's brand is what we call its reputation. In general, a positive one indicates that people have a positive opinion of the brand. For the customer, the brand serves as a mental representation of the company. The success and popularity of a company are directly tied to its brand's reputation and image. Current Events the higher education industry is becoming increasingly competitive for a variety of reasons. Competition in the higher education industry is based on factors such as research, human people, faculty, infrastructure, and institutional innovation. In the fields of marketing and teaching, customer value co-creation behavior is now a hot issue. Experts say that by including customers in the value-creation process, businesses may increase their competitiveness, efficiency, and profitability (Fiaz, 2019). To improve students' overall university experiences, more schools are promoting student engagement in value creation. As the world's economies become increasingly interconnected, institutions throughout the globe are in fierce competition to attract the best and brightest students.

The ability of students, especially those from outside the country, to learn about and research higher education institutions have been profoundly impacted by the widespread availability of online resources. According to a World Bank study, Pakistan's higher education system is divided into two primary categories: universities and degree-granting institutions (2007). The higher education system has made great strides in recent years, leading to increased rivalry among the country's many universities. Therefore, how to

compete in this industry and the function marketing efforts might play in sustaining this sector are of utmost importance to think about and analyze (Hafez, 2021).

If institutions of higher learning can learn to create compelling brands, they will be able to attract A-list faculty, generous donors, and brilliant students, all of which will boost their standing in the eyes of the public. It is proposed by the author that universities enhance their worldwide alliances, develop divisional campuses, and experiment with other forms of international education so that their competitors are not only other institutions in their own country but institutions all over the globe. According to research, universities may strengthen their brand image and the perception they have among all of their stakeholders, not just students, by forming unions and forming partnerships with other educational institutions all over the globe (Seo, 2018).

The use of social media is crucial to the success of any modern marketing campaign. Once an afterthought for most companies, advertising on social media now has the potential to threaten a company's very existence. The shift from conventional to social media advertising has yielded great benefits for the company, particularly via the co-creation of content between companies and users, which has led to increased customer acquisition. Despite brands' knowledge of the advantages and sway that social media initiatives may have, studies show that many businesses lack a clear understanding of how to effectively manage these efforts. As a result, the education industry struggles to build good connections with prospective students due to a lack of knowledge about effective social media campaigns and methods (Arrigo, 2018).

As a whole, today's students have a greater awareness of and familiarity with brands than their predecessors had at the same age. Students are a segment of the population that strongly identifies with several consumer brands, as seen by their online activity (including

posts, social media activity, and community memberships) in favor of these brands. Rebranding academic institutions to strengthen their commercial position has been documented as part of universities' overall brand design. When it comes to gaining an edge in the market, having a unique brand is as important in the academic world as it is in the business world of brand management. As a result of the rise of social media, conventional means of acquiring knowledge and making purchases have been rendered obsolete, and consequential changes to society and the economy are taking shape. Social networking is being used by many businesses for advertising, customer service, and interdepartmental coordination. To communicate with others or share information, social media serves as a virtual meeting place. When it comes to promoting a business and making connections with clients, social media cannot be ignored (Aljumah, 2021).

The businesses' participation in social media may be broken down into the following broad areas: communication, information provision, daily life assistance, promotion and sales, and social reaction and activity. Insights and information on users who utilize a brand and show their support through social media by participating and providing their thoughts about brands or goods may be gleaned from these platforms, which provide a forum for individuals to communicate and share ideas. Contacting individual individuals is central to social media customization, which is a significant departure from traditional media. Customers' perceptions of a brand may be improved and their level of satisfaction boosted by tailoring the information they get through a variety of channels. Businesses may leverage this to their advantage by highlighting what sets their brand apart from the competition (Michaelidou, 2011).

Brand recognition has a greater impact on the satisfaction of current students than on alumni. Graduates are more susceptible to the effects of brand meaning on commitment and of brand equity on attachment strength than are students. If cared for appropriately, a

company's brand may be a long-term source of success. Creating a marketing plan is essential for colleges to maintain student and faculty enrollment in an ever-evolving industry. The creation and dissemination of a strong brand identity are crucial for academic institutions. Complex brand designs, internal obstacles, and conflicting needs among stakeholders are just a few examples of the difficulties that might arise during branding initiatives (Ahmed, 2014).

1.4.2 The influence of SMM in education sector branding

Higher education institutions (HEIs) throughout the world are increasingly aware of the need for branding to compete for students in an increasingly globalized market. Higher education institutions (HEIs) can set themselves apart from competitors thanks to branding efforts centered on their high brand equity, which demonstrates the integrity and competency of the services they give to potential students. Brand equity allows HEIs to increase brand recognition, which in turn helps them draw in more students, hire better faculty, capture a larger piece of the market, and set themselves apart from rivals (Hafez, 2021).

Branding is becoming more important as developing nations in Asia become global leaders in higher education, and this fact has not been lost on these countries. Higher education (HE) sectors in rising Asian nations underwent unparalleled growth to accommodate the increasing demand from local and foreign students. Therefore, higher education institutions (HEIs) in developing Asian nations are using branding methods to set themselves apart and attract students. Higher education institutions (HEIs) in rising Asian nations still struggle with their branding strategies to reach out to targeted prospects, even though their administrators acknowledge the necessity for branding to differentiate themselves from rivals. When it comes to the higher education (HE) sector, there is not a ton of research that scientifically explains the peculiarities of the brand equity-building process.

So far, attempts to have a more holistic grasp on this issue have yielded models that are either entirely conceptual or lack empirical validity in the Asian market (Khan, 2013).

An increasing number of young people are joining social networks. It has been projected that over 90% of potential students are active on social media. As such, marketing initiatives on social media have become increasingly vital for HEIs to interact with potential students. Whilst social media marketing is well established in rising Western nations, a comparative examination of the characteristics that attract clients in emerging countries is scarce in the research. The mechanisms through which HEIs may build brand equity via social media marketing and brand credibility are not well understood (Cheung, 2020).

Arguably, marketing for HEIs is more challenging than marketing operations for physical items because of the specific features of the HE business that result in the presence of a high perceived risk associated with the purchase. A greater degree of uncertainty in the result of the provided higher education service is associated with its intangibility, heterogeneity, inseparability, and perishability. Prospective students judge the quality of HEIs based on several characteristics, but it is difficult for HEIs to prove that they consistently deliver on their brand promise before students join. Both HEIs (in their efforts to persuade potential students of the value of their services) and prospective students face challenges as a result of this problem (to select high price education services as a risky decision) (Perera, 2022).

Higher education is becoming more and more competitive as a result of these trends in international student mobility, which also presents new possibilities and problems. Lu, Author argues that to be successful in the worldwide market, educational institutions that have offered courses abroad or online for a long time must create global brands. Higher education institutions (HEIs) hoping to attract international students to their home campuses

may need to work to improve the reputation of their brand internationally. According to the research, HEIs can better compete in the global market if they consistently deliver on their brand positioning. HEIs may increase their brand equity by unifying their branding efforts across global markets and integrating them with other organizational processes (Ebrahim, 2020).

Higher education institutions (HEIs) strive to combat these difficulties by increasing the value of their brand as a proxy for the quality of their courses and programs. The worth of a product or service to a company and/or its consumers is measured by what is known as "brand equity," which is defined as "the sum of the assets and liabilities associated with a brand, its name, and symbol." The organizational strategy must prioritize the creation of a powerful brand because of the additional value it confers on products. Many factors contribute to an institution's brand equity in the higher education sector, including the caliber of its faculty and staff (their combined expertise and ability to engage students), the prestige of its history and standing in the industry, its geographical location, the breadth and depth of the courses it offers, its administrative infrastructure, and the quality of its physical spaces for teaching and learning (Godey, 2016).

In addition to serving as a risk buffer and a point of difference, a company's brand equity may play a significant role in the decision-making process of a HE consumer. To (a) increase the HEI's brand awareness among its stakeholders, (b) draw in a large number of students, (c) make it easier for the HEI to recruit top-tier faculty and administration, (d) set itself apart from competing new and established HEIs, and (e) increase its market share, HEIs strive to build positive brand equity. However, the factors that affect the CBBE in the HE market have gotten little study. There is no previous study in the branding literature that analyzes the difficulties and aspects crucial to building strong HEI brand equity. Institutions of higher education may send a message about the institution's commitment to delivering

high-quality education and training by building and maintaining a strong brand in the marketplaces where they operate (Laksamana, 2018).

Even in a highly competitive market, consumers are more likely to purchase after being exposed to a reputable brand. Customers' trust in a brand is predicated on their belief that the brand will provide them with reliable information and follow through on its promises. Customer pre-purchase behavior that includes interaction with the brand as a whole is used to evaluate the brand's trustworthiness. Plus, in today's digital and interactive environment, up-to-the-moment details affect the trustworthiness of a business. It enhances consumers' perceptions of the brand features and is therefore inextricably related to high perceived brand value. Just as strong brand credibility promotes the impression of high quality and cheap information-seeking cost, it also has a significant impact on buyers' brand-choosing intention. Rejection of a brand might occur if efforts made to build credibility and credibility-building skills are mismanaged. Brand credibility in the service industry has several beneficial effects on businesses, such as increased customer loyalty, lower consumer risk perception, and altered consumption and purchase patterns (Hanaysha, 2022).

Additionally, HEIs are increasingly incorporating student engagement through social media into their branding strategy. The potential to reach millions of consumers with brand-related material and engage them in discussions has led to an increase in the usage of social media as a marketing channel in recent years. SMM, or social media marketing, is the strategic use of various social media platforms for the promotion of products and services at the highest levels of an organization. The capacity to shield HEIs inside the competitive environment and engage with the target audience instantaneously are two of the primary reasons why social media has become an essential communication instrument in the marketing landscape of HEIs. Higher education institutions (HEIs) are increasingly incorporating student engagement through social media into their branding initiatives.

Prospective students may learn more about a higher education institution (HEI), such as its reputation, education service, and quality, the course's applicability, and the profiles of HEI's lecturing members, using social media. Prospective students and other users of social media consider these variables while making their final choice on which HEI to enroll in. Higher education institutions (HEIs) seem to realize the advantages of utilizing social media for marketing and overcome any negative thoughts they may have about doing so, despite the increased perceived risks of using social media in higher education marketing (Ibrahim, 2020).

In SMM, both user-generated content (UGC) and firm-generated content (FGC) are produced to facilitate the creation and sharing of information about brands with target consumers (FGC). In contrast to "official brand pages on social media channels," which include material developed by marketers, "user-generated content" (UGC) refers to media content created or produced by the general public rather than paid professionals and mostly disseminated over the Internet. Undergraduate student prospects are influenced to form favorable opinions of companies via exposure to brand-related UGC. Undergraduates often turn to online communities for help in forming positive impressions of brand enhancement. In addition, FGC allows customers to compare a certain HEI to its competitors, so increasing brand loyalty (Constantinides, 2011).

Marketing higher education institutions on social media is crucial at all times, but more so during the current Covid19 epidemic. Higher education institutions are not likely to do conventional offline marketing activities like experience days, school visits, or in-person consultations. Universities and nations that rely on tuition from overseas students faced significant financial issues as a result of the pandemic's detrimental impact on international higher education and student mobility. In addition, the lockdown brought on by Covid19 alters the purchasing habits of potential customers. More than ever, people check their

favorite social media sites to satisfy their need for companionship, guidance, and information about the latest developments in the Covid19. Higher education institutions (HEIs) must adopt this trend by increasing their use of social media for marketing and academic purposes (Prabowo, 2020). On the one hand, using social media aids HEIs in maintaining high-quality education service delivery continually with appropriate interested parties for academic concerns. However, if they use social media marketing channels like Facebook, LinkedIn, and Instagram, they may boost their brand's visibility among potential students and draw in more of them. As a result, several Asian HEIs have begun to pivot to a new age of education in an innovative response to the same difficulties. China's educational institutions have developed and refined their use of social media to facilitate several forms of distance learning (Dwivedi, 2015).

1.4.3 Mediating effect of brand credibility on brand equity

The users of social networking sites may now easily share and discuss content relating to various brands. In this situation, consumers evaluate the brand both in their interactions with the company and with one another. People put a lot of faith in the recommendations of their friends, family, and people they look up to when it comes to purchasing decisions, so they also believe that their recommendations about the brand will be accurate. As a result, user-generated content (UGC) has the potential to influence consumers' opinions of companies in a variety of ways. Many 'Likes,' 'Comments,' 'Shares,' and 'Votes' on brand-related UGC like reviews of the service/product, comments about the facilities, and people working for the brand can help users recognize the brand's expertise and trustworthiness. Individuals have more faith in UGC because it serves no commercial aim. Therefore, the influence on the appraisal of the brand is likely to be more favorable if the users are strongly involved with positive brand-related UGC activities (Chatterjee, 2020).

As a result, the brand impression of HEIs may be affected by the information posted by users on social media. Prospects are more likely to act on the recommendations of users they already know if they find the user's experience with the brand to be beneficial, valuable, or persuasive. Social media users have a more positive impression of an HEI brand the more credible the information supplied by current students and their parents. They may develop a more favorable impression of the HE brands' equity if they are exposed to this strategy (Chen, 2019).

1.5 Research Problem:

It is difficult to assess the overall efficacy and value of social media due to the diversity of tools and their applications, and it is equally difficult to identify and evaluate the issues that arise due to their use. There is a wide variety of social media platforms and applications. Despite this variation, researchers have several concerns. Skeptics have long argued that instructional usage of social media platforms is counterproductive because of their built-in commercial bias. Given the preponderance of ad revenue in all mass media used in education, from many academic journals to newspapers and television, this claim may be unfairly attributed to social media. But no one wants to see the data trails we and our kids leave behind abused in ways that neither we nor they fully understand. However, we may conclude that the educational advantage much outweighs the time and effort required to trade our data.

1.6 Aims and Objectives:

The main objective of this study is to provide empirical information on what and how social networking is being utilized in education for educational reasons, taking into account academic and branding management studies in media platforms. The specific objectives of this study are:

- To examine the varied implications of adopted social media marketing approaches in the Education Sector.
- To analyze essential factors related to social media that facilitate online marketing in the Education sector.
- To measure the impact of these social media-based factors on brand management in the context of the Education sector.
- To suggest expanding the potential of the social media marketing that is influencing the brands in the educational sector.

1.7 Research Questions:

1. What are the varied implications of adopted social media marketing approaches in the Education Sector?
2. What are the essential factors related to social media that facilitate online marketing in the Education sector?
3. What is the impact of these social media-based factors on brand management in the context of the Education sector?
4. How can the potential of the social media marketing that is influencing the brands in the educational sector to expand?

1.8 Contribution of the study:

The social media platform may be utilized to sustain learning and teaching activities that were formerly exclusive to classrooms, demonstrating the platform's continued transformation of pedagogy. While there are certainly obstacles associated with using social media as a learning tool in a university setting, its significance cannot be discounted. Educators' beliefs that social media may be used to effectively aid in the delivery of a student-centered learning approach have been confirmed by research. Through the use of

social media, students are transformed from mere consumers of information to active participants and contributors. The usage of social media enhances the teaching and learning process in the present educational setting since learning has become more of a social activity. In the same way that social media has become a permanent fixture in other spheres, it has also established itself in the world of higher education.

The social platform has changed the game from the old-school method. For marketing purposes, it serves as a conduit between the brand and its target demographic. Outbound marketing is the primary method of promoting a school or university. The focus has shifted to inbound marketing, in which potential students are drawn to the school rather than the other way around. The ultimate goal of an inbound strategy is to establish a recognizable brand in the eyes of one's intended consumer base. Content marketing, which promotes a company or organization via content that does the talking for them, is all the rage these days. Articles, postings, tales, and encyclopedic references are all examples. Enterprises are learning to make effective use of social media. While social media should not be utilized instead of more conventional forms of advertising, it may serve as a hub from which a company can disseminate information, build brand awareness, spur consumer participation and interaction, and more.

1.9 Thesis Structure:

- Chapter 1: Introduction

This section of the chapter will include a brief description of the topic that the researcher is going to conduct the study about. This will also discuss the different parameter that is included in the research study like problems and significance of the study.

- Chapter 2: Literature Review

This section will include all the information which are collected by the researcher related to the various past study research studies. It will help to provide a general understanding of the research study topic.

- Chapter 3: Research Methodology

This section will include all the process and approaches that will be used by the researcher to collect and analyze the facts and figures in a proper manner

- Chapter 4: Data Analysis

This section will present all the collected data by the use of thematic presentation in the form of bar graphs, pie charts etc. In addition to this, various kinds of statically tools will be used in order to analyze and determine the accurate results.

- Chapter 5: Discussion and Interpretation of Results

This section will effectively analyze the different facts and figures that have been collected by the researcher.

- Chapter 6: Conclusion and Scope for Future Work

This section will include all the results and outcomes that have been acquired after conducting the effective examination of the data collected by the researcher.

Chapter 2:

Literature Review

2.1 Introduction

In the literature review chapter, various themes are discussed on the basis of the topic selected for carrying out research in detail. It is supported by an analysis of scientific and academic materials linked with this area of study. In this chapter, issues are identified in any research considering the analysis of the research aim and the suitability of studies before involving them in the research. In addition to this, it includes the process of compiling significant and pertinent research articles that have been written with respect to the chosen topic provided by experts and scholars. Further, the research gap will be discussed by highlighting the gaps identified while completing the study. A conceptual framework will be provided based on the dependent and independent variables by highlighting the relationships between them. From the variables identified in the research further hypotheses will be developed.

2.2 Usefulness of SMM

As per the view of Jacobson et al. (2020) social media marketing is defined as utilizing social media technologies, software, and channels for creating, communicating, delivering, and exchanging offerings that have value for the stakeholders of the organization. It is a widely adopted medium for marketers which helps in attracting customers to the brand. Social media is considered a communication tool for the promotion of products or services in the marketplace. It is also used for sharing information and encouraging the engagement of users. The use of social media marketing also contributed to the individualization of

marketing in which organizations are able to collect data and provide personalized solutions and responses for customers.

On the other side, Arrigo (2018) argued that social media marketing is referred to as a concept of web 2.0 which includes a collection of interactive, open-source, and user-controlled online applications that support users in sharing their experiences in business and social processes. This supports in creation of informal users and involves the diffusion of user-generated content which facilitate the inflow of knowledge and information. Social media is regarded as an important channel for reaching the market for the purpose of carrying out business efficiently. With the help of social media, firms can be able to achieve many goals which go beyond having relationships with customers. Social media is representing an efficient channel for the purpose of displaying commercial and institutional communication which is considered a hybrid aspect of the promotion mix. It is also used by the organization for communicating online in different ways. With the help of social media, brands can develop strong knowledge about the market.

According to Li et al. (2021), social media is considered a platform that helps in building networks and sharing information. It also caters to bringing three fundamental shifts in the market. The first is that earlier customer were not able to connect with the firm which is possible due to social media. These connections have been developed by different platforms including social networking sites including Facebook, content communities, and microblogging. Secondly, social media caters to bringing transformation in the way customers and companies interact and impact each other. Here, social interaction is associated with involving actions by communication or passive observation which influence choices and consumption behavior. It has been determined that social interactions mainly rely on the structure of the social network and provide value to the firm. Thirdly, the proliferation

of social media made it possible for companies to manage relationships with customers and enhance decision-making within the business.

Arrigo (2018) stated that social media and digital technologies have changed the landscape of companies that quickly acknowledge the increasing importance of social media platforms for carrying out business effectively. There are different aspects through which connection can be developed through the use of social media including content communities, microblogging, and social networking sites. Social media further aim for the development of activities and helps in carrying out activities efficiently. In addition to this, social media helps provide useful aspects for communicating with people and gaining information about the needs and expectations of customers in the marketplace. Social media platforms stimulated in development of relations with users which further aims in developing aspects for the long period. This also supports creating mobilization of the online community for the purpose of the specific event related to the promotion of business.

As per the view of Voorveld (2019) social media is becoming an important aspect of the daily lives of consumers. It has been identified from the study that in 2018 over 2.36 billion people in worldwide were using the social media platform once a month and the average time that was spent on social media amounted to 135 minutes per day (Voorveld, 2019). Capitalizing on this intense use of social media by every consumer and advertiser by integrating social media into their digital strategies. There are different social media platforms that allow people to build their public profile and develop connections with others on social networking channels. Social media also helps in developing communication between brands and further aims in focusing on building activities and delivering better aspects to the customers in the marketplace. Social media further aim to provide better options for brands to communicate and attract customers towards it.

According to Chen & Lin (2019) there is rising in social media which further reflected the needs of people for interpersonal interaction. Social networking sites also help in developing social activities in the online virtual world. Real-time texting also facilitates in sharing of information and creating online social contacts among people. Using social media by companies is an important part of online marketing strategies. The Internet has developed various forms of applications and media which have changed the traditional way of interaction and also develop bridges for communication. Mobile technologies and the popularity of the internet and the widespread reliance on online social media brand preferences cater to sharing consumer experience and brand information which has become the field in brand marketing.

Aji et al. (2020) argued that social media plays a functional role in the organization. Social media marketing activities involve interactions, customization, and trendiness. It has been evaluated that entertainment through social media helps in giving rise to positive emotions and also enhances participatory behavior and along with this also gives rise to the intention to use it continuously. This also supports creating a strong emotional connection between the brand and the consumer. Having positive emotions among users helps in sharing information which further caters to affecting buying intention of consumers. Interactions on social media support the development of practices and further aim in fulfilling activities with the help of that better services that can be offered and also constitute building activities through which further development needs to be done. Social media also constitute to affecting perception and customer awareness which reportedly aims in having an important aspect of social media marketing activities. This not only provides interesting information but also helps in offering users the ability to find out the information which is needed and express thoughts associated with it.

On the contrary, Aji et al. (2020) stated social media marketing helps allow companies to communicate with consumers quickly and easily. From the viewpoint of the company participation in social media has positive effects compared with traditional advertising. Interacting with potential existing customers helps companies to communicate positively. Social media marketing also triggers word of mouth which has both positive as well as a negative influences on customer purchase intention. This also influences the entry of new customers so social media is regarded as a powerful tool for communication. This also helps in developing brand equity and catering to building customer behavior. It is important to emphasize taking into account various aspects linked with social media marketing activities. The use of social media channels become common among organizations and also enables communicating with customers easily.

According to Dwivedi et al. (2021) using social media and the internet changed the behavior of consumers and ways adopted by businesses for carrying out activities. Marketing through social media helps in providing significant opportunities for organizations by lowering costs, improving sales, and creating brand awareness. On the other side, challenges also exist because of negative word of mouth and the irritating online presence of the brand. This also helps in building insight by considering leading experts on issues relating to social media marketing and digital presence. In the present market scenario, using social media marketing becoming a common phenomenon for enhancing communication and developing brand equity. This also supports having an integral element of business strategy and also supports building practices in the long run. They enable companies to interact with customers and provide satisfaction which further aims in developing customer loyalty. Behavior of customers also changed because of technological innovation and the adoption of devices that directly contribute to interaction and usage of social commerce for making decisions towards purchase online. The increasing number of shopping channels also affected the behavior of

consumers and further aimed in creating differences in shopping experiences. This also caters to the development of practices and further support in emphasizing building practices through which better experience can be provided to customers.

As per the view of Yadav & Rahman (2018) social media marketing is considered a prominent aspect over the past decade which further helps in delineating different aspects associated with customer relationships. It has been evaluated that majority of companies integrated social media marketing sites in order to have better communication with customers. Most of the marketing websites also integrated Facebook. The acceptance of social media platforms is becoming evident and further constitutes building practices for the future. It also helps in offering different prospects which constitutes developing connections with customers and providing them effective services. It provides an opportunity towards building relationships with customers and also emphasizes improving their brand image. With the help of this value proposition the brand also increases with respect to its customers and locations as well.

Furthermore, the SOR model has been applied as the theoretical underpinning for the purpose of justifying the behavior of consumers regarding the product. It describes the connection between stimuli considered external factors which will influence organisms and the people's response to the stimulus including behavior. It has been evaluated that stimulus is an external factor associated with the environment (Yadav & Rahman 2018). It is determined from the theory that behaviors and feelings are mainly caused by the external environment. This model on the other side did not take into account the organism a person who is responding to stimulus. Here, the response could be shaped by a person's emotions, and feelings, and the theory of SR were incomplete. With the help of this theory, the behavior of consumers can be determined. It is important when it comes to addressing the behavior of human-related issues. Here, most of the behavior is mainly reflected by particular stimuli

which cater to affecting inner feelings. For determining the behavior of an individual it is important to understand the mental state of different stimuli.

On the other side, Ebrahim (2020) stated that social media platform is considered an important strategy that has been taken into account for the purpose of developing aspects in the long run. Implementing new technology sets out with developing new mechanisms and indulging communication tools on which companies can rely and engage with potential customers. Social media marketing activities also have an influence on brand loyalty, trust, and equity. Customization, trendiness, and word of mouth are considered three dimensions of social media marketing activities. Social media has drastically changed the practices of marketing. This quickly expanding marketing channel on social media helps in building internet users around the world. This also caters to redefining new ways for companies to reach, interact, and engage with customers. It is becoming an integral part of marketing strategies that further aim in developing aspects and constitute building practices in the long run.

According to Sanny et al. (2020), social media marketing helps in creating brand awareness among consumers in the marketplace. It has been identified that half of the population in the world uses social media channels such as Instagram, Facebook, and Twitter. Through these channels they are able to reach potential customers. People in the present market scenario only connect with brands about which they have knowledge and further constitute building practices in the long run. This also enables building practices and further aims in focusing on bringing out aspects through which further development needs to be done. Remaining active on social media also supports building practices and further constitutes bringing aspects for the future. Social media marketing further aim in developing

On the contrary, Tajvidi et al. (2020) argued social media marketing activities also support the establishment of a brand by emphasizing on involving in new ideas and concepts. It is important to focus on bringing change in the organization so that it helps in building practices and further aims in developing aspects in the long run. Adapting different social media platforms helps in building a connection with people and focuses on aiming at developing a leadership perspective which further constitutes building practices and running activities. Implementing new ideas and concepts helps in building a network and similarly supports focusing on determining aspects through which better insights can be gained. This also facilitates providing better services and similar support in the indulgence of practices through which further development needs to be done.

López García et al. (2019) stated that with the help of social media marketing activities customers can be attracted easily and they can be able to get feedback from customers which helps in building loyalty among consumers. The use of social media marketing also caters to reaching customers easily and further aims in the development of practices through which success can be achieved efficiently. It is important to develop practices and similarly aim to identify loopholes that can be fulfilled through social media marketing activities. Companies with the help of social media marketing activities carry out intense research and further constitute a reduction in the marketing cost. Reduction in marketing costs helps in delivering better products or services. It is necessary to emphasize building practices and support in developing aspects through which development needs to be done.

As per the view of Shanahan et al. (2019) social media activities also help in increasing the revenue of the company which further aims to fulfilling aspects and emphasize the development of practices through which success can be achieved. With the help of social media and marketing companies earn higher revenue by increasing customers and focusing

on building practices in the future terms. It is essential to build practices and develop aspects through which success can be achieved. Involving different aspects further constitutes providing knowledge with the help of that further aspects can be developed. Social media marketing activities becoming an important aspect through further development needs to be done and catering towards gaining various activities and achieving success.

Nyagadza (2022) committed that social media marketing activities also cater to improving search engine rankings. This is an important aspect for achieving a higher ranking on the page and gaining traffic with respect to the website of the business. Social media marketing activities not only increase search engine ranking directly. Here, considering keywords helps in ranking in the top positions and revolutionizing traffic on the website. This helps in providing positive results to the business and further aims in providing various aspects in the long run. Increasing traffic on the website creates development and further aim in focusing on developing aspects through which better optimization of activities can be done. Improving traffic on the website facilitates the development of activities and constitutes achieving goals and objectives. Increasing traffic on the website provide benefit to the company and similarly aim for the development of practices through which developments need to be done. This also facilitates revolutionizing activities and supports focusing on identifying strategies through which development can be done. It is necessary to emphasize looking towards navigating activities through which further success can be achieved. This also facilitates providing information and emphasizes identifying issues that can be resolved by adopting social media marketing.

2.3 Driving elements of SMM and the education sector

As per the view of Sasikala (2021) social media marketing also plays a significant role in the education sector. Social media is basically web-based online tools that support

people in discovering and enhancing learning by sharing information and ideas. This also helps in interacting with new people and organizations. It also changed the way of communication by making it easier than earlier. In the education sector, social media provides students with the ability to gain more information and connect with learning groups and educational systems which helps in making education convenient. Social media networks also support providing multiple opportunities to institutions and students to enhance learning methods. Here, students get benefitted from online resources and tutorials provided through social networks.

On the contrary, Chigombe et al. (2022) stated that technology is the factor that contributes effectiveness of SMM in the education sector. Using technology helps in providing perceived benefits to students as well as institutions. In the present scenario, technology is the most important aspect which helps in carrying out different activities within the education sector. Students can able to communicate easily with their tutors and ask doubts. This helps in providing better aspects and focuses on providing better education to students. In some cases, students hesitate to ask questions in the classroom so social media platforms offer them options for asking their doubts to their tutors. Technology also supports exchanging information at the time of organizing training for students by educational institutions. With the help of technological advancement, better education can be provided and further aim in the development of activities in the long run.

Salem (2020) stated that for higher education institutions social media marketing is considered an important aspect that helps in contributing to the development process. Students use the Facebook platform more compared with members of the faculty. Faculty members in the education sector emphasize using traditional ways such as email for transferring information. It has been determined that faculty members are less engaged with Facebook. It is observed, foreign students mainly prefer to search for information related to

the educational sector with the help of traditional resources apart from using social media platforms. They believe in communicating with educational institutions directly through traditional resources like email from where they get accurate information about the institution. Social media platforms sometimes did not provide accurate information so this might create problems for students to take admission to a particular course.

According to Chigombe et al. (2022) management is another factor that contributed to the effectiveness of SMM. It has been evaluated that management within the education sector also contributes to the adoption of SMM by considering electronic-based marketing which straightforwardly helps in providing better education to students. Adopting social media marketing by the management of educational institutions support bringing aspects and similarly aims in providing better services to students. With the help of SMM, the education sector attracts students at the time of enrollment by motivating them to take admitted to their institute. Effective management in the education sector also contributes towards the development of educational courses and involves new ideas and concepts for the long period.

On the other side, Sasikala (2021) argued educational institutions and schools are adapting to the development of their frameworks for improving student's life by offering them a better education. Utilizing social media by educational institutions support teachers and students to get more valuable information at the time of connecting with learning groups and educational systems. With the help of social networking sites and websites, educational institutions can able to improve their learning techniques and teaching to students as well. Through these networks, students can join social media modules that help in empowering them and collaborating with others. Students get benefit by seeing online tutorial exercises with the help of YouTube. Social media also facilitate an offering of online courses abroad through Skype and sharing information through social communities.

As per the view of Salem (2020) type of content posted on the social media platform has an influence on the educational institution's brand loyalty to students. They have to post effective content on the educational website which helps them in attracting students towards them and enrolling with the institution. Content including text, pictures, and links creates more emphasis on students looking towards it and they get more engaged with the institution. Moreover, the agility of content, content type, type of posting, and daily posts significantly affect the number of shares, likes, and comments. In this case, the agility of content and the type of content posted has a significant influence on likes and comments considered as manifest variables for engaging students.

According to Salem (2020) higher education institutions' website also has a positive influence on students' decision-making. In the present digital market, higher education institutions emphasize more on adopting social media marketing platforms for the promotion. Its further aim is in the development of practices and similarly focuses on determining aspects through which students can be attracted easily to the institution. Integrating social media networks further aim in the development of the education sector and similarly support identifying ways through which students can be attracted towards the educational institution. Alumni of the educational institution are also a factor influencing social media marketing in which students tend to look for the reviews of alumni regarding the educational institution. Reviews of alumni about the institution are considered as factors impacting the choice of students. Social media platforms are new trends that seem like media for youths as youths spend a lot of hours on social media networks so they are having knowledge about the advertisement posted by higher education institutions.

Tafesse & Wien (2018) argued that social media marketing has opened the platform for educational institutions to connect with students. It facilitates reaching students and interacting with them for providing them with information about their institutions. It also

supports the evolving landscape which further aim to the development of activities of the education sector. It also facilitates building practices and similarly supports integrating activities through which a holistic perspective can be developed and further aim in achieving success. Social media systems also systematically drive toward developing strategic marketing actions. This further caters to focusing on adopting practices through which further development needs to be done and along with this emphasizes involving better aspects in the future terms. It further facilitates capturing ideas and concepts with the help of that better aspects can be developed easily. Higher educational institutions put emphasis on posting content on Facebook and LinkedIn which further cater to developing motivation among students to enroll in courses.

As per the view of Lim et al. (2017) credibility is a factor that helps in contributing to the effectiveness of social media marketing. It has been determined that source credibility is also an essential element that influences the intention of students to take admission to the education institution. It is observed certain aspects such as trustworthiness, expertise, and attractiveness are important element that helps in developing the credibility of social media. Credibility diminishes at a certain point when influencers advertise too much for branding without considering better aspects in the long run. It also facilitates the development of activities and further aim in focusing on adapting to activities. Social media marketing platforms create credibility by emphasizing bringing aspects and focusing on building activities in the future terms. The education sector mainly emphasizes adopting different perspectives which further aim in the development of activities and providing feasible content to students. Students mainly rely on considering content that is posted on the website of the educational institution.

On the contrary, Wong et al. (2022) stated that the adoption of social media marketing is becoming common among educational institutions. Presently, most of the users are

connected through mobile social media which helped gain importance as a medium for the purpose of reaching out to larger audiences in the market. This helped create a phenomenon that students are constantly using social media for the purpose of searching institutions for enrolling them into them. Mobile marketing has also transformed into an interactive channel in which students have the option to communicate from anywhere with educational institutions. Social media marketing involves different online activities including moblogs, blogs, and social networking sites. Using social media platforms further aim to connect with potential students easily and also aim in developing perspective in the long run.

According to Gvili & Levy (2018) customer engagement is a factor that facilitates better marketing strategies for educational institutions. It has been evaluated that engagement of students with the educational institution further aims to develop a better connection with them and constitutes in indulging into practices in the future terms. This also supports building practices and along with this cater to engaging with the educational institution. With regard to digital social media, the behavioral dimension linked with customer engagement emphasizes considering e-WOM for special interest which facilitate immediate and virtual costing engagement activities. Engagement of students through e-WOM on social media helps in having social interaction which has been practiced by commenting, liking, and offering social information for developing connections.

On the other side, Gvili & Levy (2018) stated engagement of students with e-WOM is impacted by information related to the brand which is delivered through media platforms. The first advantage of engagement is that it caters to involvement and connectedness with the media channel. Secondly, the help of e-WOM attributes further facilitates consumers in having social interaction and participating in the delivery of a message, and encouraging the expression of brand-related opinions. Thereby, it further constitutes enhancing the opinion of

the students with respect to building practices for future terms. It is essential to focus on identifying elements that help in the development of an educational institution.

Moreover, an expectancy-value theory has been taken into account for evaluating consumers' tendency for engaging in e-WOM. This theory has been applied in different marketing contexts for the purpose of decision-making, enhancement of customer loyalty, and consumer response with the aim of advertising on social media. It has been determined that an individual's expected utility from an action influence behavior of consumer toward purchasing. According to the theory, an object's evaluated attributes further aim in determining the attitude of the consumer towards the object. Based on the theory, it has been evaluated that one's attitude toward an object is shaped by the attributes of the object. Here, credibility is the attribute of interest that has been the centrality in the adoption of e-WOM.

Ki et al. (2020) stated social media influencer is also considered as another strategy for attracting students to educational institution. This helps in building practices and along with this caters to providing better aspects which helps in increasing the motivation of students to take decisions with respect to enrolling themselves with the institute. Here, the educational institute adopted this strategy by sharing the experiences of its Alumni. This helps in increasing the motivation of students to enroll themselves in a particular course. It is important to emphasize identifying perspective with the help of that further aspects can be developed and similarly aim in considering various aspects for the future terms. It is essential to build activities and focuses on motivating students to indulge in practices and offering better educational services to students.

As per the view of Jung et al. (2020) creating an audience persona is considered an important factor that contributes to having better marketing strategies. The core aspect linked with social media is related to speaking with a specific audience concerning social posts.

Students in the digital era are more attracted to using social media platforms which further aim for the development of practices and emphasize cultivating various aspects for the future terms. It is essential to focus on building marketing strategies for attracting audiences and support in building perspective to consider activities and emphasize fulfilling needs. It is essential to build perspective and similarly aim in the evaluation of practices through which further aspects can be developed for gaining the attention of students.

On the contrary, Kehrein et al. (2020) argued resourcing is a factor in facilitating better marketing strategies. Resources are considered an important element for every business either corporate business or educational institution. This further aims to the development of the education sector as resources are an important aspect through which activities can be carried out efficiently. In social media marketing having resources plays a crucial role in developing aspects and formulating changes through which success can be achieved. This also facilitates the development of practices through which better education can be offered to students. It further constitutes building practices and supports in providing educational courses to students through online mediums. Having resources for carrying out social media marketing activities helps in delivering better education services to students.

According to Ebrahim (2020) choosing a platform by an educational institution is an important factor associated with better social media marketing strategies. It is important for the education sector to take into account particular platforms for the purpose of carrying out promotional activities linked with the enrollment of the student in the courses. This facilitates the development of institutions and the adoption of effective marketing strategies for attracting students. Selecting the right platform by the educational sector helps in carrying out promotional activities and motivates students to take admissions. With the help of social media marketing strategies recruiting process of the educational institution becomes easy as they can able to interact directly with students.

On the other side, Gillespie (2018) committed producing content is the main aspect associated with social media marketing strategies. Content that has been posted by educational institutions must have visuals, emotions, and useful aspects which help in attracting students efficiently. It is important to focus on providing effective content on the social media platform so that it supports inspiring students. Content having visual activities and images creates more emphasis on students and based on that they have taken the decision for enrolling in the courses. Emotional aspect is related to sharing something polarizing which further aim at the development of practices and emphasizes achieving practices through which further development needs to be done. This facilitates attracting students and similarly aims in determining the effectiveness of using social media marketing strategies.

Barann (2018) stated determining internal touchpoints helps in the development of better social media marketing strategies in the education sector. The social media strategy requires the active participation of personnel across educational institutions. It is important to indulge input and assess the influence of the deployment of social media which helps in offering student better educational aspects and similarly aim to fulfill their needs with respect to adopting course for developing career. Involving different activities and further aim to identify goals with respect to take admission to the education institution. Considering internal touch points while developing social media marketing strategies helps in gaining better aspects and adopting practices which is beneficial for gaining the loyalty of students.

2.4 SMM and brand management

Social media marketing is also known as digital marketing, in the context of higher educational institutions, SMM is marketing through social media applications or tools. Social media apps enable educational institutions to promote their institute with the help of social media platforms. The SMM facilitates prospective learners to collaborate and communicate

to gather data relevant to the higher institution. SMM consists of attempts to make use of social media, like Twitter, meta, Instagram, LinkedIn, etc. Through SMM the institutes are able to reach their potential students and prospects. According to Jacobson, et al. (2020) SMM in the education sector is the methodical and strategic process to form and establish the reputation, brand, and image within the communities of potential learners. This SMM enables institutions to connect with students and these institutions can improve their brand awareness in the market. The research of Dwivedi et al. (2021) stated that digital marketing or SMM offers significant opportunities and advantages to educational institutions. It improves brand awareness and enhances the recognition of the particular educational institute. Social media, the internet, mobile application, and different other digital communication technology has become an integral part of youngsters. Lakhs of people are using social media, so advertising on such platforms helps in building brand awareness and recognition. According to other research, the SMM allows educational institutions to reach their potential students through social media campaigns.

As per the view of Chatterjee & Kar (2020), educational institutions can do social media marketing, by using social media platforms, as it helps them to connect with potential students, also they can do it through digital advertising in various social media apps, by creating a website helps people to know about such institutional brandings, by encouraging and motivating students and learners to leave the online reviews about the educational institutions. As per other researchers Shin, et al. (2019). educational institutions can be promoted by engaging the content ideas like showing the achievements of learners and students, showing this in advertisements helps people to know about such valuable institutions, by showing the videos and photos taken by the current alumni or students, and by providing the helpful resources to students for career planning. Showing these factors helps the educational institution to grow more and attract valuable students in their institutions.

Studying through social media applications helps in the overall development of the student as social media platforms promote self-determined learning. The SMM can even change the way in which the particular educational institution is viewed by the whole world. Through SMM institutions can enhance and improve their reputation. Social media marketing helps institutions in increasing revenue, improving the SEO, helps in retargeting opportunities, and helping learners to know about the SMM concept. Educational institutions often follow the practice of redesigning websites and upgradation in websites from time to time, it also enhances search engine strategies, like upgrading websites on weekly basis helps the institution to know about customer engagement in their websites. Shin, often believes in brand trust, loyalty, brand credibility, brand integrity, brand benevolence, brand commitment, and in brand reputation.

As per the view of Stellefson et al. (2020). SMM creates a huge impact on the education sector because today's era of digital marketing has become an important aspect of every business. Social In media provides the opportunity for building brand visibility and awareness among people. SMM leads to global exposure and helps in increasing global reach and engagement.

According to Jacobson et al. (2020). social media platforms are completely changing the perspective and lives of people. Now, a day's customers a making choices by viewing advertisements. So, development in social media marketing in the education sector plays a significant role in developing the preference of customers (students). The development of SMM comprises technologies of social media. SMM shares information about educational institutes through advertisement. Researchers analyze the efficiency and effectiveness of SMM. The development of social media marketing contributes to the individualization of marketing. According to some experts developing a strong relationship and bonding with potential learners is considered as the main objective of these marketing programs. With self-

generated user content, the institutions attract students to take admission in their college in order to get good grades. Marketing creates a huge impact on customers. They apply different marketing tactics to attract students. SMM provides an opportunity to institutions to deliver their thought and express their views and specialty about their institution. Marketing enables such institutions to highlight the specialty and uniqueness of their institution. As per experts, SMM strategies can be developed by following these steps, creating a strategy as because each and every platform whether an educational institute or any other institution requires a strategy to get success in their work, another important aspect in developing SMM is to be consistent, as, in this particular institution, the institute must have to be consistent in posting contents related to their educational institute. As maintain consistency on such social media platforms helps in increasing customer engagement. One of the biggest advantages of developing SMM in a higher educational institution is that it helps in promoting the institution's achievements and values, helps in connecting with the alumni, and boosts fundraising efforts, the educational institutions can even take the advantage of their self-generated content, and developing new learning opportunities.

Brand management is an important aspect that helps in developing the recognition and awareness of the brand among people. Also, this fosters familiarity among the potential students. According to Tien, et al. (2019), brand management plays a vital role as branding helps in creating the identity of an educational institution. Brand management in the context of the education sector refers to the strategy to upgrade and promote brand recognition and awareness among students. Higher education institutions focus on brand management, and they can create marketing campaigns, advertisements, and the development of their educational institutions in a positive manner.

On the other hand, Hadi & Ahmed, (2018). believes that brand management provides identity to a particular institution. The role of brand management is to make their institution

different from other institutes. Basically, higher education is considered as a commercial service. The brand creates attraction for learners, students as well as teachers. Brand management helps in attracting institutional enrolment. Through brand management, educational institutions create a good image or reputation in public. Also, brand management helps universities in expanding their relationships with foreign and domestic educational institutions at abroad and at home. As per the experts, the key component of brand management in the context of a higher education institution is to have brand awareness and recognition as in order to compete in the market, brand recognition is a must. Higher educational institutions can create their brand image by highlighting the specialty and results of learners. When the students easily identify the brand of such an institution, that means, that institution has high brand recognition. And having high brand recognition helps the institution to grow more in the future and attracts more students to take admission to that particular institution. Also, Brand awareness shows how popular the educational institution is and entails how many students are familiar with that particular institution. Awareness about the specific educational institution helps in creating a higher brand value. On the other, reputation plays a major role because in presenting information on an online platform one can improve their institution's reputation because the brand's reputation in the education sector reflects how the target public or audience perceive the brand. It includes educational institution factors like, character, character entails which types of students are studying in that institution, and quality, it tells about the quality of education that the educational institution is providing to the learners and the status.

According to Tien (2019), the development of brand management can be done by building a strong brand vision and mission, the vision and mission of university brands attract people to take admission to that particular institution. The educational institution's brand vision must be a long-term goal, that helps the higher education institution to get achievement

in hiring potential students. As per another researcher, AI et al. (2020) brand positioning and brand identity play a major role in the development of brand management, as the brand management of higher educational institutions requires to be a position to affirm the positions of the brand of educational institutions. The brand identity includes the institution's logo, bags, business cards, slogans, labels, packaging, banners, billboards, and advertisements aids on media. Brand management and identity help these educational institutions to make a certain difference from their competitors. This brand identity is considered as the most effective tool, that helps in promoting the brand in social media marketing. According to another researcher creating brand value is the most important aspect of brand management, as because the quality of education is considered a core factor, it makes administration, management, or the commercialization of the research more effective and efficient. The research methodology, of the researcher, focuses on understanding all the branding issues in construction and management in higher education. The research methodology of AI et al. (2020) focuses on brand positioning and brand identity. He identifies the quality of education as the most important factor in higher educational institutions.

Ansari & Khan (2020) stated that social media marketing helps in collaborative learning which is considered a new domain for learning for students. Social media in higher education institutions helps in interacting with colleagues. The majority of faculty members in educational institutions use social media platforms for communicating with students. It has been identified that Facebook and Youtube are the platforms that are most visited for the purpose of achieving professional outcomes. Using social media in higher education is a relative phenomenon that completely helps in carrying out research efficiently. Social media is mainly used for the purpose of sharing materials and exchanging information with students. This further helps in facilitating providing different aspects and constitutes in building practices in the long term. It is important to emphasize bringing aspects and focusing on the

development of activities that further caters to identifying aspects and dealing with problems effectively.

On the other side, Ansari & Khan (2020) argued in the higher education department most of the faculty members are engaged in adopting different social media platforms for reaching students. With the help of social media collaborative learning can be done by emphasizing adopting a platform through which better learning can be provided to students. Here, educational institutions collaborate with other learning platforms for providing benefits to students and enhancing their skills and knowledge. It has been evaluated that using social media for collaborative learning is positively linked with building interaction with teachers. Social media platforms are widely used in the education sector which facilitates offering better resources and different materials and courses which improve their knowledge.

According to Voorveld (2019), social media is becoming important in every sector for promotion and carrying out advertising activities. Social media content requires different aspects to which students can be attracted easily. Brand presence on social media takes different forms involving paid display advertising and participation of brands in social networks. This also provides an opportunity for an educational institution to enhance the participation of students in the programs conducted by them. It is essential to focus on developing aspects and gaining better insights related to bringing out changes and further aim in determining the needs of social media for students in the education sector. The evolution of social media in the education sector brings new experiences for faculties as well as students.

On the contrary, Manca (2020) argued that social media is increasingly adopted in formal learning settings and also in educational institutions. For providing better education to student's social media platforms are adopted which nowadays play a crucial role in developing their knowledge and skills. It has been determined Facebook and Twitter are

mainly used for learning and teaching in higher education. In addition to this, other social media platforms such as Whatsapp, and Snapchat also becoming an integral element of learning and teaching in the context of higher education. Further, the benefits of social media offer learning opportunities to students and develop their careers efficiently. Similarly, these benefits help in providing a long-term impact on the development of students. With the help of social media higher education institutions also support the development of learning networks and developing social interaction in informal and formal learning. This also facilitates offering deep learning and further focuses on the development of activities that aim in providing better aspects and emphasizing building activities in the future.

Xiong et al. (2018) stated that adopting social media marketing is increasingly becoming a fierce competition among higher education institutes worldwide. It has been evaluated that importance of marketing activities through social media increases which helps them market themselves at both national as well as international levels. This mainly involves the use of broadcasting, print media, direct mailing, and other approaches for reaching students. In the past, marketing was done through paper mail and printing brochures for the purpose of informing potential students about the institute. It has been identified there was also a time when students used to gather information about institutions through their websites or either with the help of newsletters. On the other side, traditional marketing is not able to address the needs and expectations of students. The reason behind this is due to its one-way nature as communication takes time between students and institutions.

As per the view of Aljumah et al. (2021) social media marketing at the time of covid-19 also facilitate communication between students and educational institutions. The pandemic has led to the shutting down of educational institutions as no one was allowed to come out of homes due to lockdowns worldwide. At that time, social media marketing helps in communicating with the students and also supports in providing them with education by

adopting various platforms. This helps in providing better education to students during lockdown also as students were connected with their faculty members. This helps in building perspective for educational institutions to focus on the development of practices and further aim in providing better education to students. For higher education institutions it is necessary to focus on providing education so during the pandemic also they were doing their best in providing education to students with the best services. This further aims in building relationships with students and faculty members and serving the best services to them which helps them in building aspects for the long run. With the help of social media marketing activities, educational institutions also cater to offer better education to students which helps in gaining better aspects in the long term.

On the contrary, Xiong et al. (2018) argued emerging social media channels for marketing provide institutions with more diverse aspects for reaching and engaging students which further reduces the use of traditional ways of marketing. It has been evaluated social media helps in providing two-way communication which also supports building relationships with others for the purpose of sharing, searching, and contributing to the content formation that needs to be placed on the different platforms. This type of marketing also contributes towards having better communication, developing user-generated content, and participation of users instead of providing information in a package. The use of social media marketing by higher education institution also increases brand trust. This also has the potential to reach towards target market worldwide. Further, Facebook is considered a convenient platform for higher education institutions for reaching international students.

According to Cheung et al. (2019) social media marketing also helps in affecting the perception of consumers with respect to the brand. It has been evaluated that SMM activities are further deemed to be more affecting compared with traditional marketing activities. Businesses are using social media platforms for the purpose of generating feedback and also

obtaining information with respect to performing activities for building the brand. In contrast to this, marketers understand the need for social media which helps them in delivering aspects and focusing on building perspective for the future. Social media is significant for higher educational institutions which further aim in building aspects and providing education to students.

2.5 Online branding strategies adopted by Educational institutions

As per the view of Puri et al. (2020) updating social media account regularly helps in improving the branding of educational institutions. Here, education institutions need to make the decision with respect to adopting social media accounts based on which further branding activities can be carried out. Educational institutions have to emphasize updating information on social media platforms through which branding can be enhanced. This also helps in growing traffic to the networks of educational institutions that will help showcase the brand name and credibility of the brand in the market. With the help of regular updating of social media accounts also remove questionable content that could be seen by having a brand tone. So, this did not create a positive effect on the brand image of the educational institution.

On the other side, Appel et al. (2020) education institutions also improve their branding activities by determining areas of expertise. It has been determined higher educational institutions have to focus on a certain area in which they have expertise related to developing content or any other activity linked with social media. This facilitates providing better aspects and developing brand equity as well as image in the marketplace. It is important to focus on identifying area in which education institution has command and with the help of which they can improve their branding compared with other educational institutions. The more unique and engaging content developed by the institution the more

followers will start to think about the brand and consider taking admission for developing their career.

On the other side, Infante & Mardikaningsih (2022) argued that educational institution improves their branding by making posting easy with the help of social media application. In this, they have to focus on providing options associated with creating content, providing options for forgotten passwords to users, and developing an online presence can also be time-consuming. There are also so many social media applications that help in making life easier. It has been evaluated that Buffer, Sprout, and Hootsuite are considered such networks which help to allow to do cross-posting on various social networks and scheduling content. This also supports removing the need to log in for multiple websites. Most applications such as LinkedIn, Facebook, and Twitter are compatible with these applications.

According to Baccarella et al. (2018), regular sharing of content is also an approach for improving the branding of educational institutions. Social media engages students by posting effective content which helps in delivering better aspects and providing better services to students. It has been evaluated that sharing content regularly helps in building the brand image of the institution and further aims in developing aspects for the long run. On social media, more posting helps in improving engagement activities which helps in turning into better aspects and providing effective content to students. Here, institutions have to keep communication lines open which further supports attracting the audience and developing aspects for the future terms. Regular content sharing on social media also helps in remaining active.

Meire et al. (2019) argued keeping social media posts engaging and positive also helps in the improvement of branding of the educational institutions. The main aim of educational institutions considering social media is to increase branding activities which

further constitutes developing aspects in the long run. It is important for educational institutions to post positive and engaging content on social media platforms which helps in attracting students and similarly aims in providing aspects for the future terms. This also improves the interaction between users and educational institutions. It has been determined the creation of engaging content means taking a fresh approach which further helps in the development of the branding of the institution.

As per the view of Oh & Ki (2019) education institutions adopting an approach linked with keeping consistency in brand tone, image, and voice. It is essential for institutions to adopt consistency in the tone used while promoting and along with this image that has been used for attracting students. In addition to this, they also have to focus on the use of tone while providing content on social media platforms and websites. This further caters to developing trust among students regarding the institution and helps in improving the brand image as well. It has been identified that using consistency in delivering better education further aim at fulfilling the expectation of students. Using a marketing persona template helps in improving branding activity and supports targeting the audience as well as achieving desirable outcomes. Providing consistent content and tone used while posting help in increasing brand loyalty. This further aims to develop practices and cater towards adapting to new ideas which help provide better educational services to students. Consistency in posting content on social media is the ultimate goal for reaching the target audience of educational institutions.

Byrne et al. (2021) argued creating hashtags for educational institutions is also an approach associated with social media marketing. This hashtag encourages students to use it on their social media accounts. Additionally, they can also use hashtags for sharing photos of acceptance letters, activities on campus, and for sporting events. It has been evaluated students using hashtags also supports in easily finding out user-generated content on social

media platforms by simply searching by using the hashtag of the institution. User-generated content is effective at the time of recruitment in higher education as it displays authentic experiences from real students. This further improves the engagement of students on the social media platform of the institution.

Farinloye et al. (2020) stated that featuring student stories is also considered an important approach for higher education institutions for the purpose of carrying out operations efficiently. It has been identified that here showcasing the student body by sharing testimonials from students. This not only fosters sense of community within students but can be a way for personalizing higher education institutions to prospective students. In this case, adopting a great way further helps in celebrating cultures with aim of telling a series to students at the time of heritage months. Here, not only students are involved but there is also the involvement of faculty members in improving the brand image of the institution. This further aims in the development of practices and along with this emphasis on building practices in the long run. Higher education institutions further aim for the development of practices and along with constitute in bringing out aspects for the future.

As per the view of French et al. (2020) higher education institutions introduce key members which help in showcasing the institution and further aim for the development of practices for the future. It further caters to the development of practices and providing better education to students. Here, the cool way to showcase higher education institution is to introduce members of the institution which helps in providing them with better education and different courses which helps them in developing their knowledge and skills for the long term. It has been determined that if higher education has a smaller population of students then this is considered the perfect way for providing them educational facilities to students. This also caters to introducing new faculty members and joining higher education institutions with aim of gaining knowledge and developing skills.

On the other side, Duffy & Chan (2019) argued that going live on social media is also an approach adopted in the education sector for recruiting students. In earlier times, traditional ways were adopted for recruiting students such as visiting campus and organizing college fairs while in the modern perspective higher education institutions have the ability to have a live discussion with students by sitting at different places. Social media marketing facilitates providing this opportunity to students to choose their career by sitting anywhere in the world. This also supports building perspective and along with this caters to developing activities through which students can engage themselves with the higher education institution. It is important to emphasize developing aspects and similarly focus on identifying ways through which education can be provided in a better way. It has been evaluated that engaging students through live sessions are the best ways to encourage them to enroll in a higher education institution.

Kumar & Nanda (2019) committed that promoting higher educational institution events on social media also helps in the development of practices and similarly aims in identifying ways through which students can be informed about the events that take place in a higher education institution. One of the best perspective related to providing education to students further aim at the development of practices and similarly aim in identifying ways through which development needs to be done. It is essential to emphasize on doing promotion on social media which helps in attracting students to higher education institutions. This further emphasizes identifying ways through which activities can be carried out efficiently and along with this support in determining aspects through which further development needs to be done. It is important to emphasize on carrying out of promotional activities by an educational institution that further aims the development of practices and carry out activities in the long run. The educational institution also caters to posting stories of events that have been taking place in the institution.

Nuriadi (2021) stated that online branding strategies also influence the activities of higher educational institutions. It has been determined that adopting branding strategies also caters to building strong brand identity in the education sector. It is also essential for educational institutions to have a strong identity in the market so that it facilitates the development of the brand and along with this supports focusing on evaluating aspects through which further prospects can be achieved and education institutions carried out efficiently. Taking into consideration various aspects helps in the development of the brand and along with this caters to the identification of loopholes through which further aspects can be developed.

According to Aiduang et al. (2022) online branding strategies help in the creation of search-friendly content which further aim at the development of practices and similarly aim in identifying opportunities. It has been evaluated that developing content also aims to attract students to the institution. It is necessary to emphasize identifying ideas and concepts through which development needs to be done. Branding strategies mainly emphasize determining ways through which activities can be carried out efficiently. Branding strategies help in evaluating aspects and determining activities with the help of that development needs to be done. There are different perspectives through which better aspects can be developed and focus on the evaluation of activities.

On the other side, Kim & Chao (2019) argued that branding strategies cater to having one-to-one interaction between students and educational institutions. This further aims in the development of activities and further constitute in emphasizing providing better aspects in the long run. It is important to indulge in different perspectives and helps in focusing on identifying activities through which the brand image of the company can be developed. Taking into consideration branding activities further aim in identifying ways through which better education can be provided. Going live with students has a greater impact on the branding

activities of the educational institution. This also facilitates identifying ways with the help that further aspects can be developed and also emphasizes determining ways through which development needs to be done.

Yu et al. (2020) stated keeping social media post positive helps in the development of brand established by educational institutions. This creates a positive impact on the brand and further facilitates identifying aspects through which the development of the brand can be done. Having a positive influence on building practices also support gaining better results and evaluation of activities with the help of that further aspects can be developed. Having positive aspects support the evaluation of activities and along with this determines ways through which development needs to be done. Branding strategy further support in

As per the view of Dressler & Paunovic (2021) maintaining consistency with respect to the use of tone, voice, and brand image helps in developing educational institutions. It is essential to focus on evaluating different aspects and further aim in identifying aspects through which development needs to be done. It is necessary to consider branding image, adopting voice, and involving tone with the help of that student engaged and further aim in identifying perspective through which better education can be provided to students. It is necessary to emphasize determining aspects and further aim in evaluating changes through which students are encouraged to take admission in the education institution. Adopting consistency helps in providing better education and motivates them to enroll with the institution.

Abbas et al. (2019) argued that branding strategies facilitate in increasing the loyalty of students to the educational institution. This creates an advantage for the institution to gain loyalty from students and carry out activities through which further development can be achieved. It is important to emphasize developing loyalty among students so that it helps in

enhancing brand image and focuses on evaluating the perspective through which activities can be carried out effectively. It is necessary to develop loyalty and along with this aim in identifying issues that can be fulfilled by considering educational activities. Providing proper education to students helps in developing their knowledge and similarly aims in identifying ways through which activities can be carried out smoothly.

2.6 Research gap

Previous studies did not provide an understanding of approaches related to social media marketing in the contemporary business world. The studies mainly emphasize providing insight into social media marketing activities as it lacks information related to its approaches for the purpose of developing aspects in the long run. Social media marketing attributes were also not properly defined in studies so this also lacked in providing proper information related to the topic. In addition to this, information regarding elements of social media marketing also lacks, and through this research, objectives cannot be fulfilled. Trends in the higher education institution were also not provided and this caters to affecting marketing strategies through social media. Proper information has not been provided which caters to affecting research objectives and also influence the research flow as proper knowledge cannot be gathered. Furthermore, studies also not provide better insights into the impact of online branding strategies on brands developed by educational institutions. Studies carried out earlier lack lots of information about the topic selected so for fulfilling the research gap present study has been carried out.

2.7 Conceptual framework

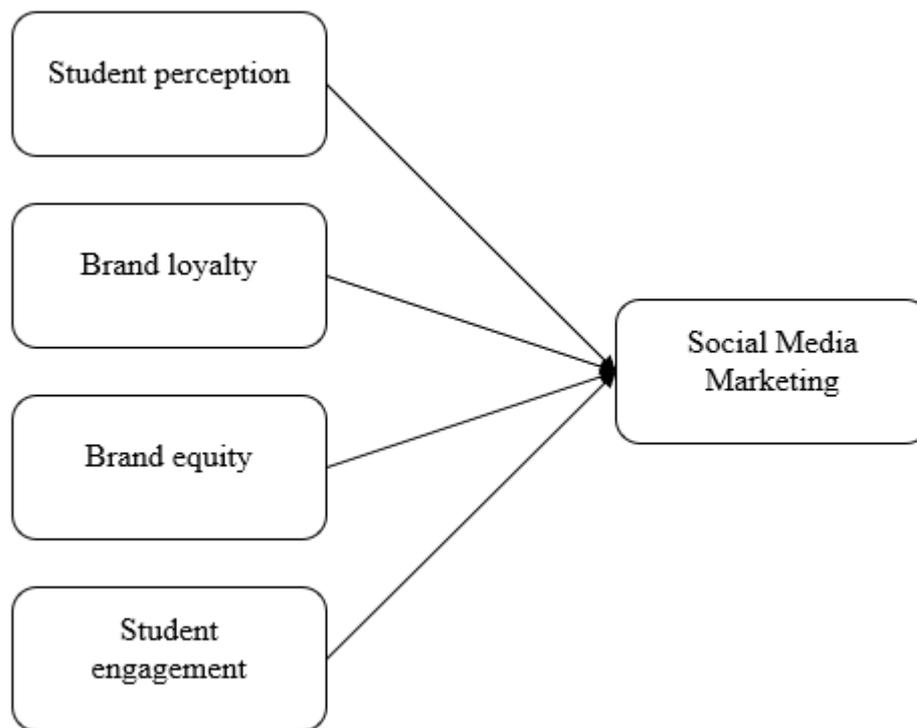


Figure 0.1 Conceptual framework

The above conceptual framework provides an understanding of the relationship that needs to be determined between variables as part of the study. The independent variables identified for the study are student perception, brand loyalty, student engagement, and brand equity. On the other side, the dependent variable for the study is social media marketing for evaluating the influence of the independent variable on the dependent one.

Social media marketing: - It is considered a dependent variable determined from previous studies which is affected by other variables. Social media marketing is very common in the present business setting.

Student perception: - As an independent variable perception of students plays a vital role in social media marketing. Perception is also affected by different factors with respect to influencing the social media marketing strategy of higher education institutions.

Brand loyalty: - Loyalty of students towards brand plays a significant role in adopting social media marketing strategies. Higher educational institutions emphasize developing loyalty among students through adopting marketing strategies.

Brand equity: - Brand equity also affects social media marketing as it is important for the company to generate value from the company by emphasizing considering various aspects.

Student engagement: - For engaging students adopting suitable social media marketing is necessary otherwise it influences brand image and loyalty.

2.8 Hypotheses development

H1₀: Student perception has no effect on social media marketing

H1₁: Student perception has an effect on social media marketing

H2₀: Brand loyalty has no effect on social media marketing

H2₁: Brand loyalty has an effect on social media marketing

H3₀: Brand equity has no effect on social media marketing

H3₁: Brand equity has an effect on social media marketing

H4₀: Student engagement has no effect on social media marketing

H4₁: Student engagement has an effect on social media marketing

Chapter 3:

Research Methodology

3.1 Introduction:

In everyday speech, the term "research" refers to the pursuit of knowledge. Another way to think about research is as a methodical and scientific search for relevant data regarding a certain subject. In actuality, research is a form of artistic scientific inquiry. The research problem may be approached analytically using research techniques. It may be viewed as a science that studies how scientific research is conducted. Research methodology is a structured process that uses a range of methods to gather data, analyse and interpret the data, and draw conclusions from the data. It deals with the philosophical and technical aspects of the research that will be employed during the investigation to guarantee that the data acquired is valid and dependable and assists in addressing the study's objectives. The way man uses to learn about whatever the unknown is may be referred to as investigation. Curiosity is the mother of all knowledge. The term "research" should only be used with a technical meaning because it refers to academic activity. According to Clifford Woody (2010), conducting research entails defining and redefining problems, formulating hypotheses or suggested solutions, gathering, organising, and analysing data, drawing deductions, and coming to conclusions. Finally, the conclusions are carefully tested to see if they agree with the hypotheses that were originally proposed. Research is, in essence, the methodical, objective quest for knowledge to solve a problem. Research is also done on the systematic approach to generalisation and theory development. As a result, the term "research" refers to the methodical process that includes stating the problem, developing a hypothesis, gathering the facts or data, analysing the facts, and coming to certain conclusions that can either take

the form of solutions to the relevant problem or generalisations for a theoretical formulation (Panneerselvam, 2014).

By examining prior studies, one may ascertain the validity of a research technique, however, this validity is arbitrary because each study uses a different research methodology to evaluate the application of different concepts. Research methodology explains "how" a certain study is conducted. It is more precisely concerned with the methodical procedures a researcher employs while designing a study to guarantee accurate outcomes that meet the aims and objectives of the inquiry. The main objective of technique design is to solve the problems that research encounters. Together with being recognised, the best approach for addressing the research problem must be determined (Daniel & Sam, 2011). Depending on the objectives and constraints the researcher must work within during the study, the research method may alter. The following chapter evaluated the philosophical, ethical, and technological components of the study's research methodology and explains why one approach was selected. In the chapter, a majority of ideas and methods will be briefly discussed, followed by several justifications for certain study design choices. It will emphasise the research methodologies, designs, paradigms, and instruments that are best appropriate for the current study to accomplish its research goal (Bhattacharyya, 2009).

Students' emotions are impacted by social media. Today, many highly educated instructors use social media to communicate with their pupils by sharing news or updates about the educational world. In the context of marketing, interactions between buyers and sellers on social media create an engagement and, if handled effectively, can result in long-term emotional effects. Customers who are emotionally tied to an organization's products or services are not merely satisfied or loyal, according to several academics (Barhemmati & Ahmad, 2015). Social network marketing initiatives can encourage students to become more active on social media platforms so that they can actively participate in providing insightful

feedback on specific brands and goods (Toor et al., 2017). Any marketing and communication activity that uses social media as a platform to promote a good, service, or brand is known as social network marketing. Social network marketing enables businesses to create their content using cutting-edge online technology and distribute it for free to millions of people. Students are known to have a significant impact on brand loyalty since they make up a sizable portion of social media users that are active (Balakrishnan et al., 2014). In addition, a fraction of young people is active consumers in a variety of goods and service sectors, including technology, sports, entertainment, clothes, and others (Bennett & Lachowetz, 2004). Young people have become a significant market sector with the power to influence other people's purchasing and decision-making. One sign of broader cultural and social shifts might be the young market (Widdicombe & Wooffitt, 1995)

3.2 Research Paradigm:

The beliefs and viewpoints that the researcher uses while performing the study are referred to as the "research paradigm." The philosophical framework that diverse theories normally operate inside is known as the research paradigm. Because of this, even while theories and concepts are relevant in every evaluation of reality, their respective implications may vary, which might have a big impact on the overall study process. Determining the research paradigm is a vital step in every project, and it should have an impact on the technological characteristics chosen (Davies & Fisher, 2018). The two primary research paradigms are positivism and interpretivism, which have each been briefly defined. A research paradigm is a model or method to research that has been tested and used for a considerable amount of time and is regarded as the gold standard by a sizable number of researchers in the field. So, one must use a paradigm that is appropriate for the research, depending on its aim and necessity. Positivism and interpretivism are the two main categories of research paradigms, to offer some theoretical background. According to the positivist

school of thinking, regardless of the circumstances or surroundings, it is feasible to generalise the results of one study to another study of a comparable character. Contrarily, the interpretivist school of thought maintains that generalising results from one research to another is not suitable, particularly in the case of human behaviour, as this might vary depending on a variety of situational and contextual circumstances. According to the interpretive technique, social phenomena must be seen through the participants' eyes rather than the researcher's (Cohen et al., 2007, p. 21). The interpretative technique seeks to comprehend social phenomena in their historical and cultural contexts. As with ethnography and case studies, interpretivism primarily gathers qualitative data from individuals over a protracted period. Inductive analysis is the method used to analyse the data that has been produced in this way. To comprehend phenomena and develop a theory, the researcher looks for patterns in the data that can be grouped into major themes. This is completely at odds with the deductive approach, in which researchers first identify patterns and themes before beginning the data collection process; once the data are gathered, researchers would search through the data for words, statements, and events that are instances of the pre-identified patterns and themes. The inductive method is used by interpretivism instead of the deductive method because they often believe that theory emerges from data collecting rather than acting as the primary driving factor behind research (Grix, 2004, p. 108).

With the use of this concept, researchers may determine the data's objectivity, which can subsequently be confirmed using statistical analysis. Because there are several elements at play, positivism thus lays less emphasis on the subjective experiences that various respondents may have in comparable situations and more on the objectivity of experience. Hence, the positivist paradigm has been widely applied in scientific investigations where data is analysed to provide an original hypothesis that may be verified in the future under preset conditions. Comparatively speaking, Interpretivism is based on the supposition of various

subjective realities in a given situation, as proposed by Alharahsheh & Pius (2020), and can thus present different results based on various aspects that affect the occurrence of a construct as well as the behaviour of both individual alone and within the population. The Interpretivist paradigm, therefore, facilitates the collection of multiple views to establish new ideas or the validity of existing theories, despite criticism that this approach uses statistics too little or not at all to ensure a model's technical relevance (Kivunja & Kuyini, 2017).

The cornerstone of the positivist approach is experimentation. On the link between distinct occurrences and their causes, propositional or question-based hypotheses are developed. The amount of empirical data that has been gathered, reviewed, and then applied is used to build a theory that describes how the independent variable affects the dependent variable. Deductive methods are used to analyse data; a hypothesis is first put out, and then, depending on the findings of the statistical analysis, it is either confirmed or rejected. Measurement, control, prediction, the creation of rules, and assigning causation are the goals. The study will adopt a **positivist approach**, and this section will point out the justification behind the selection. The objective of the current study is to check the implications of social media marketing in the education sector. Instead of focusing on the cause of a relationship between two variables, positivism prefers to examine if one exists. Many other pieces of research are done on the education sector and social media marketing in the positivistic approach. Positive thinking avoids employing descriptive stories based on human emotions or subjective interpretation in favour of short, clear, simple arguments. Due to the value-free rationale, it does not permit any interpretation. The study applies certain theories or fundamental ideas to its subject matter. From a positivist perspective, scientific inquiry prioritises explanation and prediction. Only "factual" information obtained by observation (the senses), including measurement, is reliable, according to positivism. The researcher's responsibility in positivist studies is restricted to the gathering and impartial analysis of data.

Quantifiable observations that result in statistical analysis are necessary for positivism. For many years, it has dominated the fields of business and management research. As a philosophy, positivism is said to be in line with the empiricist theory that knowledge derives from human experience, and this is exactly why this research falls into the positivist paradigm (Rehman & Alharthi, 2016).

Post-positivism, which bridges both the positivist and interpretivism paradigms, originates in response to criticism of the positivist paradigm. The positivist worldview's shortcomings are attempted to be fixed by post-positivism. Critical realism is the ontological position of post-positivism. Due to the intricacy of social processes, an objective reality that is beyond the scope of the observer is assumed. It also recognises that the researcher's opinions and beliefs may have an impact on what is seen (Grix, 2004, p. 86). The criticism for this study may come from the fact that people want schools to be treated as businesses and should rather be seen as a social cause and positive approach. But, Social media provides a venue for businesses to engage with their clients and establish a cherished relationship, making social media marketing a crucial component of digital marketing. It streamlines communication between brands and customers by cutting out the middlemen such as retailers, and wholesalers. Prospective students were able to interact and work together using social media marketing to obtain information about colleges and their brand equity. The way the world sees your school can change because of social media marketing. You may actively connect and communicate with members of your community as well as prospective new consumers while also increasing brand visibility and awareness (Tubey et al., 2015).

3.3 Research Approach:

The concept of "research approach" refers to a researcher's methodology for collecting, analysing, and processing data. The research approach must be built around the

goals of the study and the dominant philosophical framework. This is based on the notion that different perceptions of reality are suitable for different research procedures, therefore it will ensure the study's overall significant validity and reliability (Opie, 2019). Two primary research methodologies have been addressed, along with hybrid approaches, which blend quantitative and qualitative research methods. Hodge (2020) asserts that the quantitative research technique enables the gathering and evaluation of numerical data. The associations between various factors, both those that have previously been studied in prior research and discovered during the study, are then tested using this data to produce predictions. The quantitative research approach is typically a more systematic procedure as incorrect adoption of certain phases could negatively damage the overall research process. Such processes have been designed utilising statistical tools where each element is specified to offer an accurate conclusion.

Particularly when compared, Basias & Pollalis (2018) proposed a qualitative research approach as the methodical investigation into a range of events or phenomena where various variables and organisations collaborate and are involved in complex relationships that are harder to quantify due to various project-related complexities. It is simpler for researchers to analyse non-numerical or textual data using qualitative research since textual material cannot be objectively analysed using the quantitative technique. Increased scientific rigour, objectivity, rapidity, focus, and social acceptability are some of the benefits of quantitative research over qualitative research. Nonetheless, researchers who are unsure of what to expect often employ qualitative research. It is opted to specify the issue or create a remedy. The effectiveness and quickness of the quantitative method appeal to many researchers. Data processing technology allows for rapid data processing and analysis even with large sample sizes. As they frequently need less administrative time than qualitative techniques, quantitative approaches are helpful (Rahi, 2017). They could also produce outputs that are

clearer, more transparent, and simpler to analyse. Even though they frequently include more participants than qualitative research, quantitative studies are simpler to carry out. Participants frequently spend less time gathering data, especially in quantitative research, and data processing can go quite rapidly. The ability of quantitative research to generalise findings to a broader population is one of its key advantages. By collecting information from a representative sample of users, quantitative research can provide insights that can be applied to a broader group of people. Quantitative research facilitates the acquisition of brief and clear numerical data. Although it does not aid in gathering detailed information, the quantitative research technique is helpful for quantitatively identifying patterns, causal linkages, and the effects of particular factors (Thanh & Thanh, 2015).

Qualitative research offers understanding and insights into the situation at hand. It is an exploratory, unstructured research strategy that examines extremely complicated phenomena that are difficult to understand through a quantitative study. Even so, it inspires theories or suggestions for more quantitative investigation. Based on observation and interpretation, qualitative research aims to achieve a comprehensive knowledge of human behaviour, experience, attitudes, intentions, and motives. In this type of study, the participant's opinions are given more weight by the researcher (Gough & Lyon, 2016). Qualitative research methodologies include case studies, grounded theory, ethnography, history, and phenomenology. Whereas, A type of study known as quantitative uses the techniques used in the natural sciences to get concrete data and numbers. It seeks to demonstrate causal links between two variables by the use of computer, statistical, and mathematical techniques. Due to its ability to be properly assessed, the research is sometimes referred to as empirical research. The information gathered by the researcher might be categorised, ranked, or quantified in terms of measurement units. With the use of quantitative

research, graphs and tables of raw data may be created, making it simpler for the researcher to analyse the findings (Ryan, 2006).

The study will use the **quantitative approach** to assess the impact of social media marketing-based factors on brand management in the education sector context. Research in marketing and education focuses heavily on both quantitative and qualitative studies. Even some people mention how the two distinct study methods work well together. The typical neoclassical economics concept of the firm as a black box of management and technology interactions is used in many approaches to business studies and industrial economics research. The firm's boundaries are defined when outputs and inputs are created in a technically equivalent manner. Frequently, the result follows a preset, standardised procedure. Considering the effect of social media marketing on education, in the same way, is challenging. The production and consumption of items for services and manufacturing differ greatly. Education and marketing are commonly viewed as being heterogeneous, composed of a diverse range of characteristics that depend on but frequently have little to do with the needs and aims of the people. We used a quantitative strategy for this study to generalise the effects of social media marketing and its components on education and to offer the educational sector substantial and statistical development (Aliyu et al., 2014).

3.4 Research Design:

The many procedures and strategies used throughout the investigation are referred to as the research design. Research design is a framework for arranging different parts of research following the objectives of the study and the philosophical implications decided upon previously. A successful research design is necessary to make sure that each element functions as a unit during the study (Silyew, 2019). These three primary research design kinds are exploratory, explanatory, and descriptive. In situations when the research issues

being investigated in the present study have not been researched in earlier studies, leading to a lack of existing information, Hunter et al. (2019) advised employing an exploratory research design. When no past studies have yet to be conducted in closely similar fields or novel data collecting and analytic techniques are being employed, the design has been recommended for implementation. Bentouhami et al. (2021) suggested the use of an explanatory study design as a way for conducting investigations when there is little knowledge about the occurrence of an event or phenomenon. It is conducted with the primary goal of advancing the body of knowledge that already exists in the preceding field, either by inventing new concepts, examining the applicability of outdated theories in other contexts, or employing various data-gathering approaches.

Usually, when performing exploratory research, researchers are only beginning to look into their subjects. These kinds of studies are typically carried out when a researcher wants to determine the viability of carrying out a more extended study or wants to get a general sense of the subject matter. There may not have been much past study on this topic. If this is the case, a researcher may want to conduct some exploratory work to determine the optimal data collection method, the best way to interact with study participants, or even the kinds of questions that should be asked. Exploratory research can also be carried out by a researcher who wants to merely fulfil their curiosity about a subject. Exploratory research is frequently a crucial initial stage in a topic's study, both to pique the researcher's interest in the area and to get a deeper understanding of the phenomena and the research participants to construct a bigger, follow-up study (Sreejesh et al., 2014). Exploratory research is an effort to explore and analyse an issue that is not precisely defined, as its name indicates. It does not provide complete or definitive solutions to the issues at hand; rather, it only investigates the research subject. In this kind of study, the researcher begins with broad concepts to get an understanding of the best ways to approach the research participants, what techniques to

employ, and what kinds of data to obtain. This kind of study is typically carried out by researchers who wish to see whether it is feasible to perform a thorough investigation on a given subject. For problems that are still in the early stages, this kind of study is often undertaken. Also, in this kind of study, the researcher must be open to altering courses in response to fresh information or discoveries (Swedberg, 2020).

Explanatory research aims to provide "why"-related explanations. In this situation, the researcher is attempting to pin down the origins and outcomes of the phenomena under investigation. An explanation of the electronic device addictions among college students. An explanatory study aims to clarify the mechanisms behind certain events. Explanatory research is the word we use to describe studies that explain this phenomenon. To comprehend the nature of cause-and-effect interactions, this form of research study aims to connect various ideas. Explanatory research, then, examines particular issues and explains the patterns of interactions among variables. The explanatory study uses the little knowledge that is available to investigate why something occurs. It can improve one's comprehension of a certain subject, reveal the cause or origin of specific phenomena, and forecast future events. Explanatory research may alternatively be defined as a "cause and effect" approach that looks for previously unrecognised patterns and trends in current data. It is frequently seen as a form of causal study as a result. One may evaluate these patterns with the use of explanatory research, creating hypotheses that can direct future endeavours. An explanatory study is a fantastic place to start if one wants to understand a relationship between variables more thoroughly. But, be aware that it is unlikely to produce definitive findings (Carter et al., 2023).

The systematic gathering and analysis of data are heavily emphasised in a descriptive research strategy, according to Doyle et al. (2019), to create precise and reliable descriptions of the many components of a phenomenon. It should be noted that this research strategy does

not support the identification of causal relationships between two or more variables or offer an explanation for why a phenomenon happens. In a descriptive study design, the researcher might opt to be a full participant, participant as an observer, observer as an observer, or complete observer. A population, a circumstance, or a phenomenon is described in descriptive research, as a kind of investigation. It prioritises addressing the how, what, when, and where of a studied topic above justifying. Defining, explaining, and verifying research findings may be used to express the three main goals of descriptive investigations. The descriptive study approach facilitates knowledge of events as they occur spontaneously in nature without interruption or researcher involvement (Rahi, 2017). While the present study collects data using quantitative tools, the descriptive research design will help to ensure that it collects accurate data without bias. The study will also include a deductive reasoning technique. To explain and offer factual and succinct information, a deductive reasoning method is helpful (Brisson and Markovits, 2020). Instead of creating a new theory or method, it uses a top-to-bottom hierarchy where the main objective is to generalise the findings by speculative deductions (Ju and Choi, 2018).

The study will adopt a **descriptive research design** as the aim is to examine empirical information on what and how social networking is being utilized in education for educational reasons, taking into account academic and branding management studies in media platforms. The goal of a descriptive study design is to methodically gather data to characterise a phenomenon, circumstance, or population. More particular, it assists in providing answers to the research problem's what, when, where, and how inquiries as opposed to its why. To describe survey data, graphs, tables, mean scores, averages, and percentages are often employed. Descriptive statistics can be used to characterise the proportion of respondents who gave a good or negative response to a question concerning, say, how consumers feel about the firm. The most frequent and well-liked way for gathering

useful data in market research is the descriptive survey study design. Sometimes a study's objective is to characterise or describe certain phenomena. A descriptive study would be a good tactic in this situation. Descriptive research has a wide range of practical applications, and chances are you utilise its results without even realising it. In descriptive research, close-ended questions are used to generate specific conclusions about the respondents. The requirement to identify patterns, qualities, and behaviours of the respondents may be the cause of this. Another possibility is to determine a respondent's attitude or view about the phenomena (Siedlecki, 2020).

3.5 Data Collection Method:

Data-collection methods are about a variety of instruments and procedures utilised throughout the study to collect data. The data collection technique must be chosen by the researcher based on convenience and cost. The gathering of data is an essential component of a statistical study. To find answers to an issue, a procedure called information gathering from accessible sources is involved. The procedure assesses the result and foresees future trends and opportunities. Researchers begin by gathering the most fundamental information about the issue before increasing the quantity and type of information to be gathered. There are two main kinds of methods for gathering data. Velentgas (2021) asserts that the primary method of data collecting comprises interviewing respondents personally and obtaining their responses to questionnaires and surveys. Getting this information from respondents is necessary for the plan to be effective, but doing so costs extra time and money. The secondary data method, on the other hand, is described by Ruggiano & Perry (2021) as involving the collection of data that has already been collected by prior researchers in scientific papers at related domains or through data that is published by the government or other reliable agencies like the United Nations, making this method more adaptable and practical. The researcher will then be in a position to recognise numerous philosophical

ramifications of the initial concept. The main objective of data collection is to gather information in a measured and methodical way to ensure accuracy and enable data analysis.

Secondary data are those gathered for purposes other than the current job. Although secondary data might come from within an organisation, external sources are more typical. If it's easier to understand, secondary data is simply just the primary data of another business. Due to their abundance, secondary data sources are now becoming more and more important in analytics and research. They may be used to address a variety of issues and are simpler to get than primary data. Secondary data are typically well-structured and quite dependable, even though they may not be as pertinent for a certain job as main data. Secondary sources of information are quite helpful. They make it possible for researchers and data analysts to create sizable, superior databases that aid in the resolution of corporate issues (Felix-Brasdefer, 2010). Analysts can improve the quality and accuracy of their findings by including secondary data in their databases. Secondary data is primarily obtained from other organisations. Yet, internal organisation data that has been reused is also referred to as secondary data. Collecting information that is already out there is referred to as secondary data collecting. The data was already gathered, appropriate statistical analysis was performed on it, and the researcher does not own it. Typically, this information was gathered from sources and then made publicly accessible. In other words, secondary data is information that has already been obtained by another party. Data may be gathered by a researcher directly or through other sources. To increase the overall efficacy of research, existing data is often compiled and summarised (Paradis et al., 2016).

Primary data collection is the main technique for data collection. In other words, the information was obtained for the benefit of the organisation. Some approaches include surveys, interviews, observation, and focus groups. Using primary data has the advantage of assisting researchers in data collection, particularly for the goals of their study. The

fundamental goal of the researchers' inquiries is to compile the data they require for their examination. The key benefit of using primary data over secondary data is that primary data is the main source of information, whilst secondary data is the interpretation and analysis of primary data. This implies that the specialised market has been the emphasis of the study rather than the whole market. The methodology, representative sample size, and sample selection procedures for this form of study are completely under the researcher's control. Readers have direct access to historical social, scientific, and political ideas and accomplishments that were made by people who lived during that era thanks to primary sources. They provide us with a look back in time. This type of data-collection method gives researchers greater control over the data they collect, is speedier, more accurate, and even helps protect study subjects' privacy (Sarkies et al., 2015).

Two common methods for gathering primary data are surveys and questionnaires. These consist of several prepared or written questions to which the research sample was required to provide answers. When all required responses have been collected, the survey is sent back to the researcher for recording. To find any flaws in the method or the questions used when having experts fill out the questionnaires, pilot research is crucial. The two primary survey types used to obtain data are online and offline surveys. Online surveys are carried out using mobile phones, Laptops, tablets, and other internet-capable devices. Respondents may get them via websites, social media, or email. Offline surveys can, however, be conducted without an internet connection. The most typical form of offline survey is one that is conducted on paper (Aborisade, 2013). On the other hand, offline surveys like Formplus may be completed without an internet connection using a mobile device. A survey that may be completed offline but must be submitted online is known as an "online-offline survey." Only by asking respondents about these subjects can information on subjective phenomena be gathered. Conducting surveys is another way to learn more about

behaviour. Theoretically, the behaviour may be observed and investigated, but this is typically expensive, especially when there are concerns about previous behaviour. Social surveys may include specific demographic targets in addition to the home population, which is typically their primary goal. Speaking with key informants from communities or organisations is one type of survey. These people were chosen expressly because they serve as official or informal information nodes and can guide the researcher to new information sources or offer insightful comments to the survey questions (Olsen, 2011). A survey essentially involves gathering, analysing, and interpreting data from a large number of people to get their opinions on a subject. That may, for instance, be a sample demography drawn from the general population, a poll of all of your staff, or a cross-section of your consumers. A questionnaire, on the other hand, consists of a list of questions that are delivered to specific people. Although a questionnaire is usually an element of a survey, it is simply one component. It is a cost-effective method of gathering data.

The quantitative research method selected to assess the impact of social media marketing-based factors on brand management in the context of the Education sector will be chosen. The quantitative data will be collected through *questionnaire-based surveys*. A questionnaire is a research instrument that is typically employed to gather data from a population of people in a certain geographic area. The purpose of a questionnaire is to collect information from respondents about their attitudes, experiences, and views. You can gather quantitative and/or qualitative data with questionnaires. In the social and health sciences as well as market research, questionnaires are often utilised. Therefore, this study will collect data in questionnaire form and will conclude the social media marketing factors that affect the educational industry and students. Since they provide a quick, effective, and affordable way to acquire a lot of data from huge sample sizes, questionnaires are a common research approach. These instruments work particularly well for gauging subject behaviour, tastes,

goals, attitudes, and views. It saves time, money, and effort for both the sender and the recipient. Using the questionnaire approach to perform the study has a very minimal cost. The only costs associated with a questionnaire are for the printing and mailing of the paper. The questionnaire is regarded as the main method for collecting data from a target population of researchers. Typically, open-ended, closed-ended, or a mix of the two are included in questionnaires. According to their demands, this enables researchers to gather both qualitative and quantitative data. The questionnaire helps any research have more structure compared to other research methods like the interview, which may assist in maximising the effectiveness of whatever you're seeking to examine and answer. The online questionnaire is far more cost-effective than a face-to-face questionnaire distributed on-site, over the phone, or by mail since there are no labour, paper, printing, phone, or postal costs to consider. It saves time, money, and effort for both the sender and the recipient. Using the questionnaire approach to perform the study has a very minimal cost. The only costs associated with a questionnaire are for the printing and mailing of the paper (Mkandawire, 2019).

3.6 Population and Sampling:

The total number of objects about which information is sought is known as the population. It belongs to either the finite or the infinite category. It is considered to be finite if the population contains a set number of elements that can all be counted together. The whole population for which information is needed is the target population. Ideally, this should be the vulnerable group. The group of people from which a sample is taken is known as the study population. The target demographic and the research population should typically match. But, practical concerns could make this impossible. It is not advised to conclude the disease in the target population outside of the research sample if the study group is not representative of the target population. Before research can begin, the target population must be decided upon and accepted. The target population is the complete group or population that a researcher is

interested in examining. A sampling frame is then chosen by using the target population. A sample, which is a portion of the population, represents the features of the population. Sampling is the process of selecting a sample to assess the population's characteristics. In other words, it is a technique for studying a large population while focusing on a specific subset of it (Harris & Brown, 2010).

The sample size in data analysis refers to the total number of participants in the sampling. The sample size is the number of people drawn from the general population who are thought to be a representative sample for that particular research. The target population must be defined with great care to prevent the temptation to choose an unjustifiably small or large group. For companies that make cars, for example, the whole country's population, including children of all ages, can represent the general audience. After the sample is taken, the sampling unit is established. The sampling unit is a particular element or group of components from the population being studied that can be selected to form the sample. Sampling units might include a person, a family, a home, a company or organisation, a community, etc. It's vital to remember that the analytical unit and the sample unit aren't always the same. For instance, in a study of family expenditures, the home or household may be the sample unit and the person or family could be the unit of analysis (Sajjad Kabir, 2016).

Sampling is a strategy for choosing certain individuals or a small portion of the population to draw conclusions about the population as a whole and estimate its characteristics. Researchers frequently utilise various sampling techniques in market research so they do not have to study the full community to gather useful information. It is also a time- and money-efficient approach, serving as the cornerstone of every study design. Software for research surveys can employ sampling strategies for the best derivation. The Simple Random Sampling method is one of the greatest probability samplings approaches that aids in time and resource conservation. It is a trustworthy way of gathering data when each person in a

population is picked at random, just by chance. The likelihood of each person being selected to be a member of a sample is the same (Boparai, 2018). Using the cluster sampling technique, the researchers separate the total population into groups that each represent a population. Based on demographic factors like age, sex, geography, etc., clusters are found and included in a sample. This makes it very easy for a survey developer to draw useful conclusions from the responses. The systematic sampling approach is used by researchers to randomly choose a population's sample members. It necessitates choosing a sample size and beginning point that can be repeated regularly. This sort of sampling strategy is the least time-consuming since it uses a specified range. Using a technique called stratified random sampling, the researcher splits the population into smaller groups that don't cross over but yet accurately reflect the whole population. These groups may be set up for sampling, and then a sample can be taken from each group independently (Ebrert et al., 2018).

The target population for the study will be representatives from the educational industry that can provide inputs on the utilization of SMM tools for branding. With the **random sampling method**, 385 respondents would be selected for the survey from different educational institutions. Random sampling makes sure that the findings you get from your sample should be close to what you would have gotten if you measured the complete population (Shadish et al., 2002). All the units in the population have an identical probability of being chosen using the simplest random sample. To draw generalisations about a group, researchers opt for straightforward random sampling. Its simplicity and impartiality are major benefits. The difficulty of obtaining a list of a bigger population, time commitment, expense, and the possibility that prejudice may still exist are some of the drawbacks. Simple random sampling is the process of randomly choosing a small group of people or members from a larger population. It gives every person or member of a population an equal and just chance of being picked. One of the easiest and most practical sample selection approaches is the

basic random sampling method. When a researcher assures that every person in the population being examined has an equal chance of being chosen to participate in the study, this is known as random sampling (Etikan & Bala, 2017). It's important to note that "the population being examined" does not always refer to all people living in a nation or an area. An alternative definition of a population is a group of individuals who share a certain trait or attribute. As participants in non-random samples are not chosen based on probability, it is sometimes challenging to determine how well the sample represents the community of interest. Notwithstanding this drawback, a variety of behavioural science research carried out by the government, business, and academia rely on non-random samples. It is prudent for researchers to account for any known sources of sampling bias when collecting data using non-random samples. Researchers can increase the usefulness and generalizability of their data by adjusting for potential sources of bias. It takes time to reach out to everyone in a population. Also, some persons will always not reply to the initial attempt at contacting them, necessitating extra time from researchers for follow-up. A non-random sample is nearly always obtained more quickly than random sampling, while random sampling is substantially slower than surveying the entire population. Hence, sampling helps researchers save a tonne of time (Jia & Barabasi, 2013).

3.7 Data Analysis and Interpretation:

The method of collecting, modelling, sorting, and analysing data provides information that aids in decision-making. There are several methods and approaches for doing analysis, depending on the subject matter and the goal of the study. Data analysis is a more involved technique that is used for data exploration and testing. Data is utilised in a professional environment to promote data-driven decisions that can increase an organization's efficiency. Research data analysis, according to LeCompte and Schensul, is the process researchers undertake to transform data into a story that is then scrutinised to unearth new information. It

seems to reason that the data analysis approach helps divide large volumes of data into manageable sections. Data organisation is the first of three crucial steps that must be taken throughout the data analysis process. The second most popular technique for data reduction is to combine classification with summarization. It helps to find patterns and themes in the data by employing simple identification and connection. Data analysis, which is done both top-down and bottom-up, is the third and final method. The process of trying to give a large amount of gathered data order, structure, and meaning is messy, unpredictable, and time-consuming, but it's also creative and exciting.

Data analysis methods are a variety of tools and practise that enable the analysis of the data acquired during the data-collection phase to provide meaningful findings, according to Mehrad & Zangeneh (2019). It should be emphasised that data analysis is essential to research since it helps us to make meaningful inferences from the collected data. Hence, data by itself is an incomplete component of the study unless it is reviewed following research objectives. Several approaches to data analysis might use both statistical and qualitative techniques. Content analysis is a technique that includes choosing particular words and themes from the supplied qualitative data to identify links between the variables, according to Kleinheksel et al. (2020), Kyngas (2020), and Kyngas et al. (2019). To start analysing and modifying data to draw pertinent conclusions, a variety of approaches, including statistical analysis, regressions, neural networks, text analysis, and more, can be employed. One now has to locate the trends, correlations, variances, and patterns that can help in this search to find the solutions to the questions they first posed during the identification process. Researchers and regular business users can handle their data using a variety of tools. Among these are the technology for business intelligence and visualisation, data mining, predictive analytics, and predictive modelling.

The process of collecting and analysing data includes looking for patterns and trends in the data using statistical analysis. This method uses numerical analysis to lessen bias while studying data. Organizing surveys and studies, building statistical models, and accumulating research interpretations are all benefits of this technique. Large volumes of data may be gathered, evaluated, and transformed into relevant information with the aid of statistical analysis, a scientific tool. Simply said, statistical analysis is a technique for data analysis that helps to produce significant findings from unstructured and raw data. Statistical analysis is used to arrive at the results, which aid in decision-making and future projections based on previous trends. It takes science to gather, analyse, and display data to spot patterns and trends. There are mainly two types of analysis, thematic analysis and statistical analysis.

A technique for assessing qualitative data called thematic analysis is reading through a collection of data and searching for patterns in the meaning of the data to identify themes. Making meaning of the data is an active process of reflexivity where the researcher's personal experience is crucial. In qualitative research, thematic analysis is common. It places a strong emphasis on spotting, deciphering, and understanding qualitative data patterns. This analysis allows you to view qualitative data in a certain way. It is typically employed to refer to a collection of texts, such as an interview or a collection of transcripts. The researcher carefully examines the data to look for recurring ideas, subjects, or ways of saying things. Thematic analysis helps summarise important aspects of a huge data set because it compels the researcher to handle the data systematically, resulting in a report that is ordered and understandable (King, 2004). One may examine how much literature has been found for each topic by beginning their investigation with a theme approach. The amount of reading they might still need to do can then be determined. It is described as a process for locating and examining various patterns in the data (Braun and Clarke, 2006). It is an easy, adaptable, and reliable strategy. It applies to all types of study and is not research-specific. Unsupervised

methods like thematic analysis let you generate categories and run statistical tests without having to establish any rules or processes first. Typically, thematic analysis is phrase-based. It occasionally fails to accurately represent the meaning of a sentence. The benefit of thematic analysis is that it is an unsupervised method, allowing you to readily capture the unknown unknowns without having to build up these categories beforehand or train the algorithm.

Statistical analysis, which is used by businesses and other institutions to analyse data and provide relevant information, involves working with numbers. The massive process of organising inputs appears to be fairly simple because statistical analysis removes unnecessary data and only catalogues crucial facts. Statistical analysis allows for the efficient planning of laboratory, field, and survey research as well as the reduction of enormous amounts of data into manageable chunks. It also aids in thorough and effective planning for any area of study. Both generating broad generalisations and predicting how much of something will happen in a specific context benefit from statistical analysis (Clar et al., 2015).

Statistical Analysis will be used for quantitative data analysis related to the impact of social media marketing-based factors on brand management. The practice of gathering and analysing data to identify patterns and trends is known as statistical analysis. It is a technique for eliminating bias from data evaluation by using numerical analysis. This method is beneficial for gathering research interpretations, creating statistical models, and organising surveys and studies. To improve customer satisfaction and boost sales, a retail company may utilise statistical analysis to uncover trends in unstructured and semi-structured consumer data. The gathering and evaluation of data for statistical analysis are done to find patterns and trends. It belongs to data analytics. In instances like obtaining research interpretations, statistical modelling, or creating surveys and studies, statistical analysis might be applied. Business intelligence businesses who have to deal with enormous data quantities may also

find it valuable. Every data sample in a collection of objects from which samples can be obtained is collected and examined as part of statistical analysis. In statistics, a sample is a representative sample taken from the entire population. Trend identification is the objective of statistical analysis (Mandel, 2012).

3.8 Ethical Considerations:

As part of the ethical standards that would be upheld throughout the study, it will be made sure that the manuscript chosen for publishing in the journal corresponded to those criteria and that neither the research-sponsored study nor the participant information will be disclosed. Only works that may be used as a starting point for appropriate data analysis and have been published in reputable journals have been selected in this regard. Also, to avoid any author bias that can result from leaving out any authors from the protocol, the researchers in the current study made sure that each article was correctly referenced. Hasan et al. (2021) believe that ethics are essential moral principles that establish the study's acceptability on a more comprehensively humanistic foundation. Ethical concerns are essential for any study, regardless of the research methodologies considered, as they reflect the underlying societal standards for the whole community. Even if ethical issues are restricted in research that employs secondary data and qualitative analysis, several features are mentioned in the studies were done by academics Harriss et al. (2019). Privacy, legitimacy, and dependability concerns will be involved. We'll also talk about a few precautions to take when conducting surveys. The study was carried out following the institution's ethical guidelines at every stage.

Make a nice introduction before asking for help (including name, organisation, and the main reason for collecting the data). Participants who gave data should have notified them that participation was completely voluntary and obtained their consent. Participants in active

data collecting or intervention programmes are free to depart at any moment without feeling forced or worried about the repercussions. Everything that could be harmful to participants' bodies or brains needs to be minimised or avoided. Participants should be informed of any possible dangers before enrolling. Try to be as impartial as you can. Avoid introducing your prejudices or personal ideas throughout the data collection process. While collecting data, it is common to expect that the information would be kept private and anonymous (Cacciattolo et al., 2015). Participants should be made aware of the need to violate confidentiality agreements and if the findings will remain anonymous (for instance, in the event of a threat to them or another person). Reduce the use of "convenience sampling," the process of selecting potential groups only based on their suitability for data collection. Those who can help us solve our problems the best should be approached for data. Be respectful of other people's time, and if you can, pay them for it. Ensure the security of the data you get from others. Never leave anything containing personal information in a place where it is simple for those who don't need to see it to get to it. If at all feasible, keep the data in a locked or secure location. After data analysis, it is typically advantageous to share the results with the participants (Weston et al., 2019).

Human participants must always be protected in research studies by following the correct ethical guidelines. The lengthy nature of the research process makes ethical issues particularly relevant in qualitative investigations. Ethical issues are especially obvious when conducting in-person interviews with a group of particularly vulnerable participants. It must continue to take precedence in our efforts since it is crucial to the research. Every participant should be asked to provide written informed consent. Each potential volunteer will be given a personalised explanation of the study's goals and the process for acquiring data. Everyone should be given adequate time to ask them questions or express concerns. Participants should be made aware that as participation in the research was voluntary, they may withdraw at any

moment without having any negative effects on their treatment or ability to work at the concerned clinic. The procedures utilised for the study must also directly address the research questions, according to study ethics. Never make a subject feel pressured into taking part in the research. This includes any deception or persuasion employed to win someone over. To participate in the study, a person must expressly consent to do so, i.e. informed consent. The permission document might serve as proof of an understanding between the participant and the researcher. We must take all necessary safety measures to guarantee the security of research participants. The risk-to-benefit ratio should be the primary concern in this situation. The study must be adjusted or abandoned if there is a likelihood that the risks outweigh the rewards. Both the risk of harm and the risk-to-benefit ratio must be kept under review. The participants' anonymity and confidentiality were preserved by concealing their names and identities during the data collection, analysis, and reporting of the study results. The privacy and confidentiality of the interview setting were scrupulously maintained throughout telephone interactions, interview sessions, data processing, and the distribution of the results (Taherdoost, 2016).

It's crucial to maintain confidentiality, especially when looking into delicate issues like abuse or addiction. Because it could have an impact on participants' subsequent lives, secrecy stipulates that readers should not be able to identify participants. The participants could experience prejudice, for instance. Making sure that volunteers are not injured physically or mentally while participating in an experiment is a crucial component of the researcher's ethical obligations. To prevent this, researchers should have medical personnel on hand in case any possible bodily injury occurs. Additionally, to avoid long-term psychological injury, researchers should provide counselling either during or after the study. As misleading individuals includes providing them with false information, deception and debriefing presents more complicated ethical considerations. Some studies cannot be

conducted if the participants are aware that they are being examined because they may act in a way that is not representative of reality, changing the results (Walker, 2007).

If a person has the mental capacity and maturity to comprehend the nature and consequences of what they are consenting to, they have the legal capacity to do so. Age is important, although not a deciding, consideration when evaluating this (Youth Affairs Council of Victoria, 2004). The basic rule is that your organisation should have the consent of an adult who has legal custody of the child or young person, such as a parent, carer, or government official, before trying to include children and young people under the age of 16 in participation. The age at which consent is necessary frequently varies depending on the specific young person, the nature of the initiative, and the setting. For instance, regardless of the age of the children and young people, organisations that recruit children and young people through schools must also acquire the approval of the parents. When parents are abusive or negligent, for example, getting their permission may be improper and/or provide no protection (Spriggs, 2010). Children and young people should be informed about participation and consulted if parental consent is requested in a way that allows them to make a decision independent of their parents or carers.

Chapter 4:
Data Analysis

4.1 Demographic details

Frequency Analysis

4.1.1 Gender:

Table 0.1 Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	130	52.0	52.0	52.0
	Female	120	48.0	48.0	100.0
	Total	250	100.0	100.0	

From the above table we can observe that 52% of the respondents were male. Following bar chart also shows taller bar corresponding to the same.

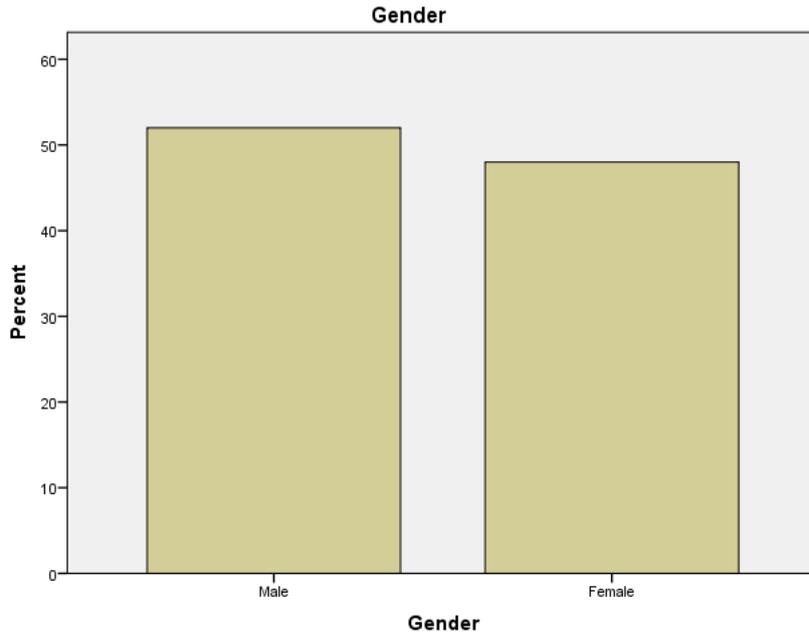


Figure 0.1 Gender

4.1.2 Age:

Table 0.2 Age

Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
18-21 years	45	18.0	18.0	18.0
22-25 years	100	40.0	40.0	58.0
Valid 25-28 years	79	31.6	31.6	89.6
More than 29 years	26	10.4	10.4	100.0
Total	250	100.0	100.0	

From the above table we can observe that 40% of the respondents were aged upto 25 years.

Following bar chart also shows taller bar corresponding to the same.

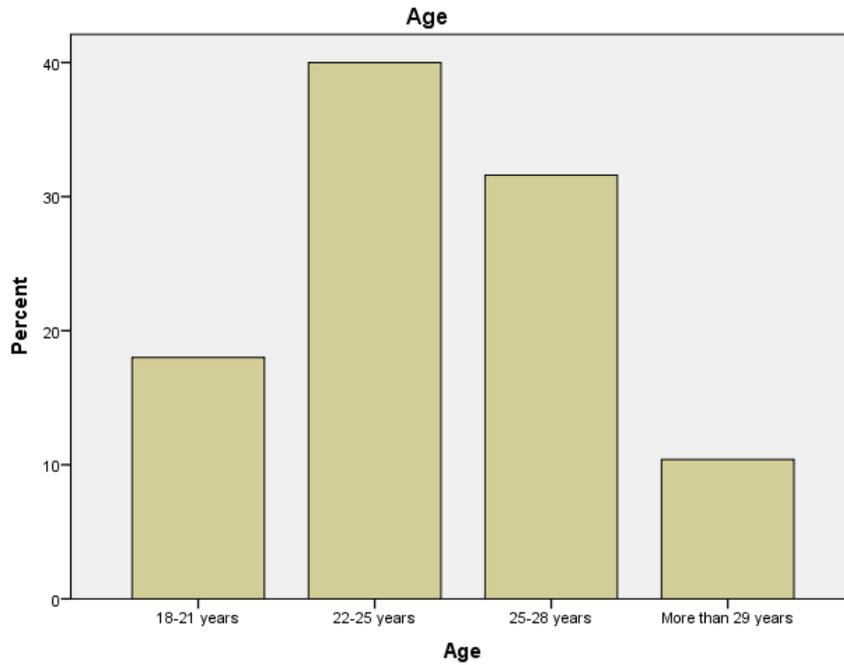


Figure 0.2 Age

4.2 Part B: Channels used for SMM

Table 0.3 Channels used for SMM

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I like when HEIs use SMM to provide information on educational opportunities they offer.	4 1.6%	70 28.0%	29 11.6%	138 55.2%	9 3.6%
It is easy to understand through social media about the alumni students' experience of a HEI.	5 2.0%	74 29.6%	45 18.0%	105 42.0%	21 8.4%
Social Media allows potential students to connect with existing students.	4 1.6%	64 25.6%	31 12.4%	141 56.4%	10 4.0%

SMM allows potential students to trace information about events taking place in HEIs through videos and photos.	6	64	19	147	14
	2.4%	25.6%	7.6%	58.8%	5.6%
It facilitates navigating through the latest university news and activities.	7	128	17	89	9
	2.8%	51.2%	6.8%	35.6%	3.6%
SMM usage by HEIs enables connection with university students.	17	117	20	88	8
	6.8%	46.8%	8.0%	35.2%	3.2%
HEIs usage of SMM also helps students in getting university alerts.	5	70	3	156	16
	2.0%	28.0%	1.2%	62.4%	6.4%

From the above table we can observe that majority of the respondents (62.4%) were agreed that HEIs usage of SMM also helps students in getting university alerts. Following bar chart also shows taller bar corresponding to the same.

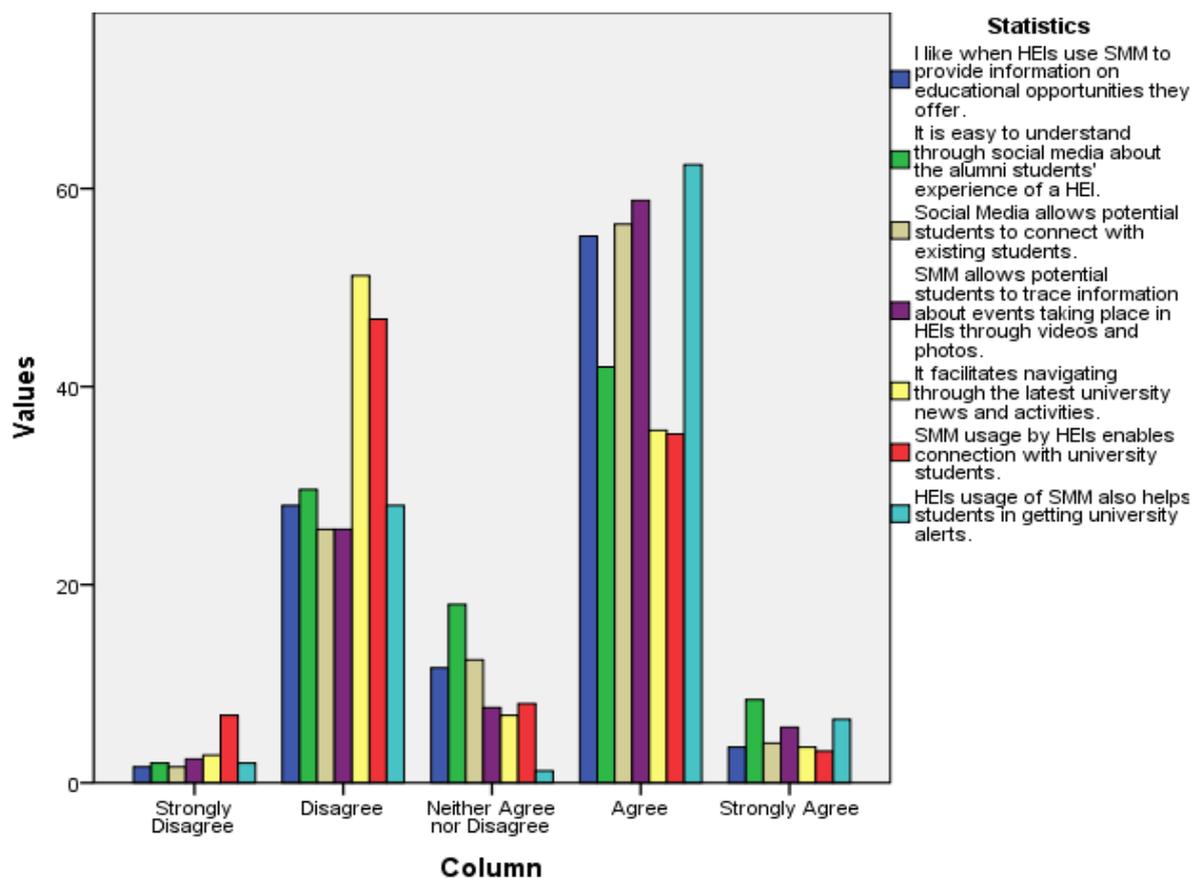


Figure 0.3 Channels used for SMM

4.3 Part C: Students' Perception of SMM usage

Table 0.4 Students' Perception of SMM usage

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Social Media platforms like Instagram, Facebook, etc.	4 1.6%	74 29.6%	45 18.0%	106 42.4%	21 8.4%
Word of Mouth	3 1.2%	64 25.6%	31 12.4%	142 56.8%	10 4.0%
Television	6 2.4%	70 28.0%	0 0.0%	164 65.6%	10 4.0%
Outdoor	6	76	44	108	16

Advertisements	2.4%	30.4%	17.6%	43.2%	6.4%
Radio	18	117	20	88	7
Events (Workshops, Educational Fairs at Schools, Institutions, etc.)	2.4%	28.0%	1.2%	62.4%	6.0%
In School Presentations	10	78	45	97	20
	4.0%	31.2%	18.0%	38.8%	8.0%

From the above table we can observe that majority of the respondents (65.6%) were agreed that Television is the channel used for Social media marketing. Following bar chart also shows taller bar corresponding to the same.

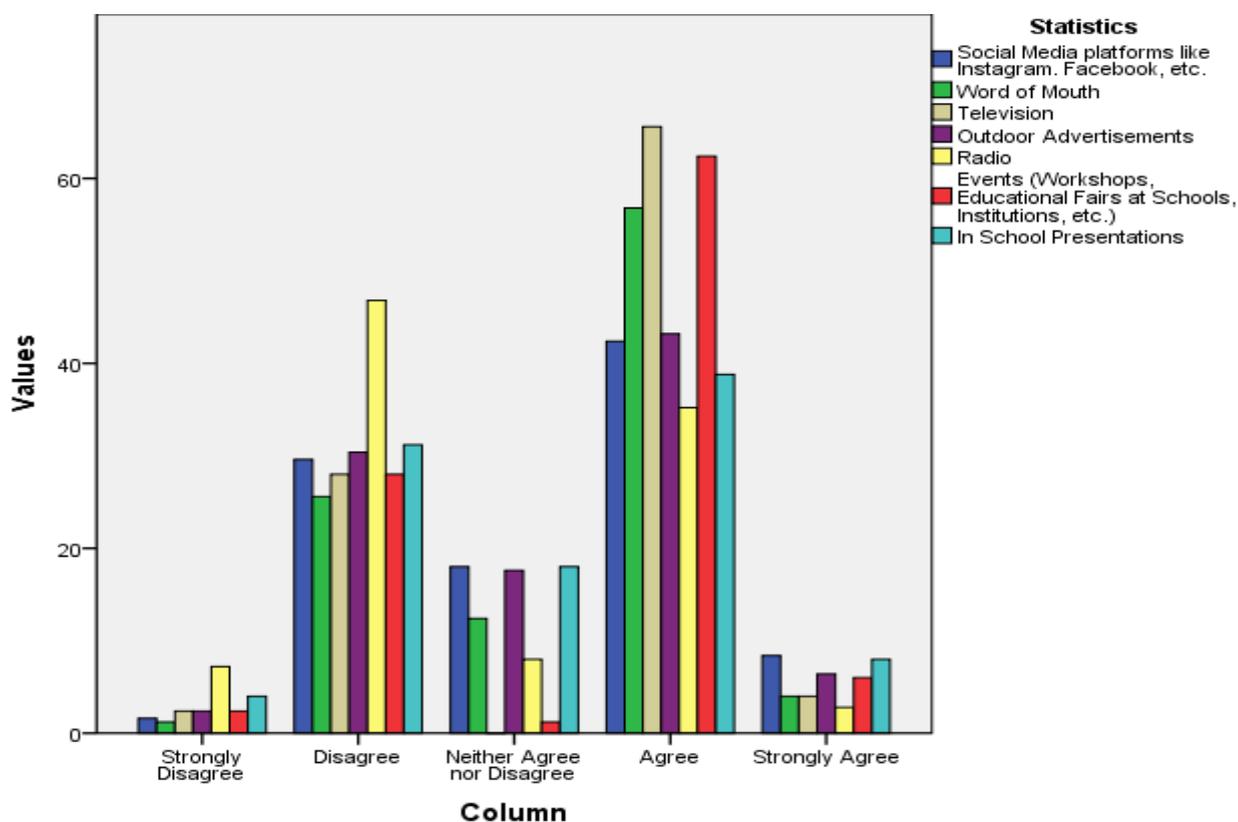


Figure 0.4 Students' Perception of SMM usage

4.4 Part D: Brand loyalty

Table 0.5 Brand loyalty

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I would always follow other educational programs.	9 3.6%	78 31.2%	45 18.0%	97 38.8%	21 8.4%
If I had to choose a university today, I would choose this university.	4 1.6%	70 28.0%	29 11.6%	137 54.8%	10 4.0%
I often provide positive feedback about this university to my acquaintances and /or friends.	18 7.2%	117 46.8%	20 8.0%	88 35.2%	7 2.8%
I would recommend studying at this university to my relatives and friends.	6 2.4%	70 28.0%	3 1.2%	156 62.4%	15 6.0%
If I were to take the university entrance exam once again, I would like to enter this department in this university.	10 4.0%	78 31.2%	45 18.0%	97 38.8%	20 8.0%
I would recommend this university to my friends taking the university entrance exam.	5 2.0%	70 28.0%	29 11.6%	137 54.8%	9 3.6%
If I were to take the university entrance exam once again, I would like to enter this university.	7 2.8%	61 24.4%	24 9.6%	147 58.8%	11 4.4%
If I were to do a master's degree, this department in this university would be my first choice.	10 4.0%	117 46.8%	21 8.4%	90 36.0%	12 4.8%

If I were to do a master's degree, this university would be my first choice.	6	55	22	154	13
	2.4%	22.0%	8.8%	61.6%	5.2%
I would recommend this department in this university to my friends taking the university entrance exam.	15	72	44	92	27
	6.0%	28.8%	17.6%	36.8%	10.8%

From the above table we can observe that majority of the respondents (62.4%) were agreed that I would recommend studying at this university to my relatives and friends. Following bar chart also shows taller bar corresponding to the same.

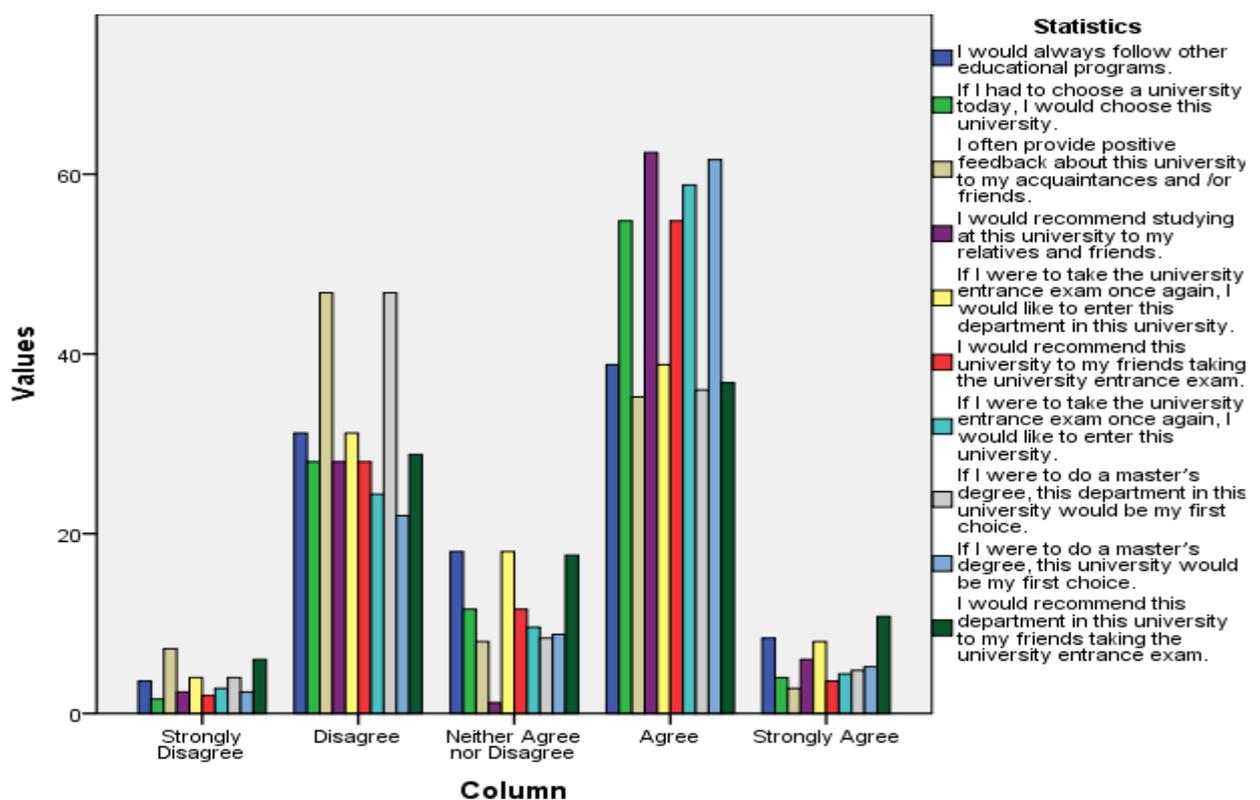


Figure 0.5 Brand loyalty Figure 4.5

4.5 Part E: Brand Equity

Table 0.6 Brand Equity

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Compared to other universities, I would always prefer to study at this university.	5 2.0%	74 29.6%	45 18.0%	105 42.0%	21 8.4%
If there was another university as good as this, I would also study at this university.	4 1.6%	64 25.6%	31 12.4%	141 56.4%	10 4.0%
If another university were similar to this university, I would also study at this university.	6 2.4%	64 25.6%	19 7.6%	147 58.8%	14 5.6%
The courses here are reasonably priced.	10 4.0%	78 31.2%	45 18.0%	97 38.8%	20 8.0%
I would be willing to pay more for the quality of education this university offers.	9 3.6%	78 31.2%	45 18.0%	97 38.8%	21 8.4%

From the above table we can observe that majority of the respondents (58.8%) were agreed that If another university were similar to this university, I would also study at this university.

Following bar chart also shows taller bar corresponding to the same.

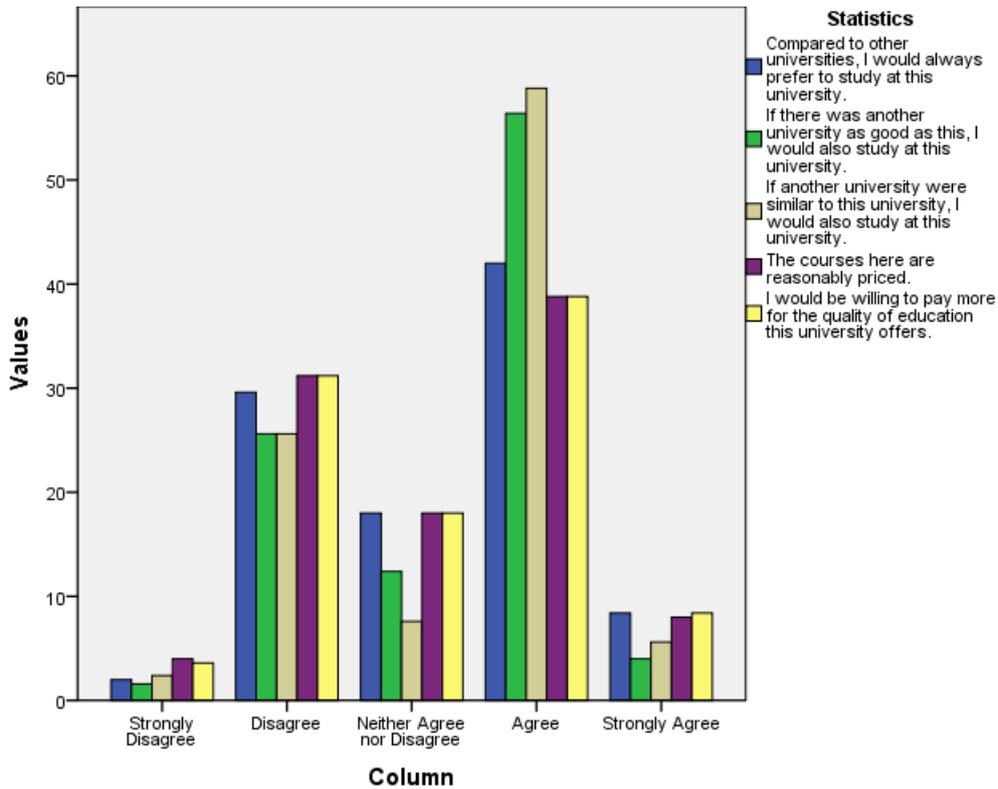


Figure 0.6 Brand Equity

4.6 Part F: Students' engagement

Table 0.7 Students' engagement

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Using social media is my daily habit.	5 2.0%	70 28.0%	3 1.2%	156 62.4%	16 6.4%
I browse social media whenever I have time.	9 3.6%	78 31.2%	45 18.0%	97 38.8%	21 8.4%
Even if it's late, I'll take a look at social media before sleep.	5 2.0%	74 29.6%	45 18.0%	105 42.0%	21 8.4%
I often use social media to relax in my habit.	4 1.6%	64 25.6%	31 12.4%	141 56.4%	10 4.0%

I get fulfilled by the attention and comments of others on social media.	6 2.4%	64 25.6%	19 7.6%	147 58.8%	14 5.6%
The support and encouragement of others on social media are very important to me.	7 2.8%	128 51.2%	17 6.8%	89 35.6%	9 3.6%
Using social media, I am satisfied with the relationship between myself and my friends.	17 6.8%	117 46.8%	20 8.0%	88 35.2%	8 3.2%
Compared to the real world, social media makes me feel more comfortable.	5 2.0%	70 28.0%	3 1.2%	156 62.4%	16 6.4%
I feel bored when I can't use social media.	9 3.6%	78 31.2%	45 18.0%	97 38.8%	21 8.4%
Compared to the real world, I am happier when I socialize on social media.	18 7.2%	117 46.8%	20 8.0%	88 35.2%	7 2.8%
I feel anxious when I can't use social media.	6 2.4%	70 28.0%	3 1.2%	156 62.4%	15 6.0%

From the above table we can observe that majority of the respondents were agreed that Using social media is my daily habit, Compared to the real world, social media makes me feel more comfortable, and I feel anxious when I can't use social media. Following bar chart also shows taller bar corresponding to the same.

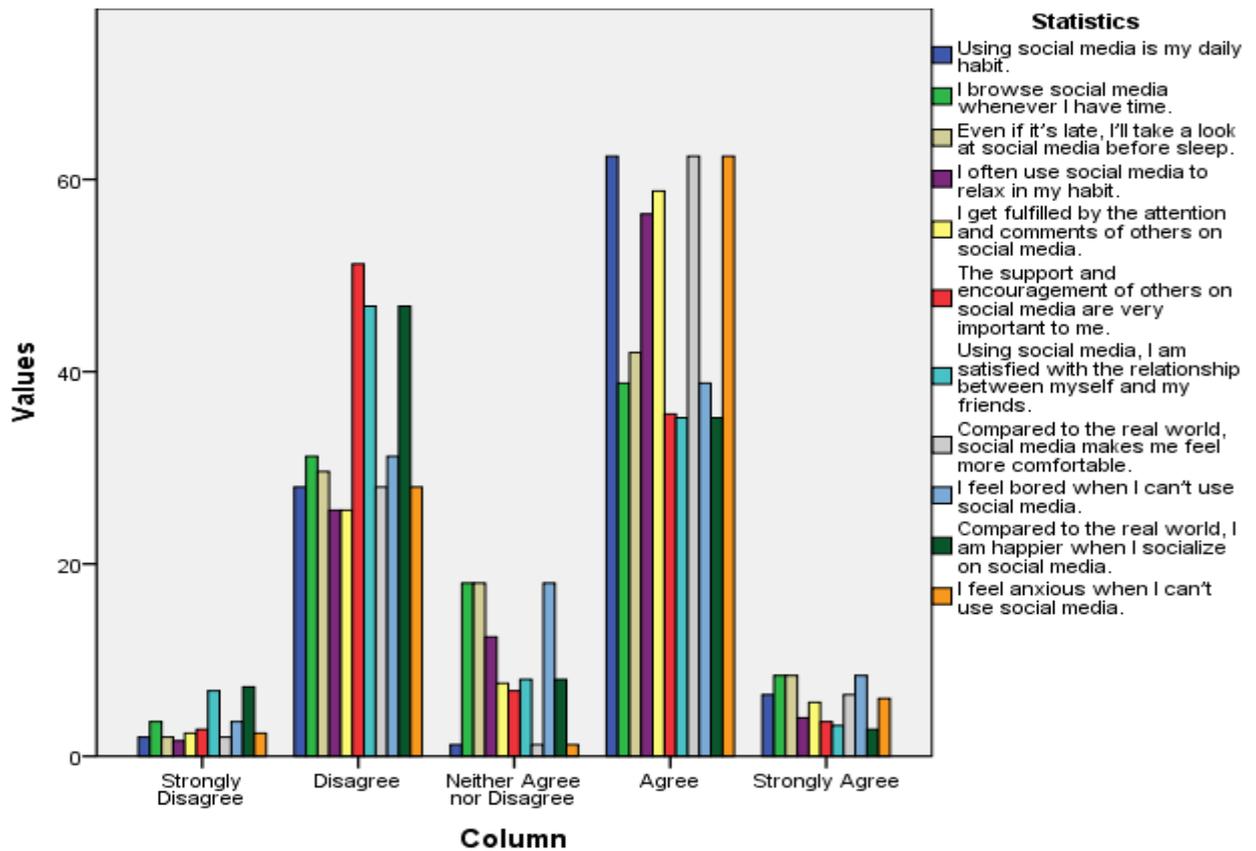


Figure 0.7 Students' engagement

4.7 Part G: Social Media Marketing

Table 0.8 Social Media Marketing

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I would register for a class with a professor who requires students to use social media for class activities.	5 2.0%	74 29.6%	45 18.0%	105 42.0%	21 8.4%
I do not want to register for a class with a professor who requires students to use social media for class activities.	4 1.6%	64 25.6%	31 12.4%	141 56.4%	10 4.0%

It is expected of me that invest in my professional future career by taking classes with professors using social media will help me prepare for the growing expectations in the field.	6	64	19	147	14
	2.4%	25.6%	7.6%	58.8%	5.6%
I believe that I am doing something positive for my professional future if I have to use social media for class.	7	128	17	89	9
	2.8%	51.2%	6.8%	35.6%	3.6%
I do not think social media offers any benefit to me professionally.	17	117	20	88	8
	6.8%	46.8%	8.0%	35.2%	3.2%
Overall, I think that using social media for the class is beneficial.	5	70	3	156	16
	2.0%	28.0%	1.2%	62.4%	6.4%
Overall, I think that not having to use social media for this class is beneficial.	9	78	45	97	21
	3.6%	31.2%	18.0%	38.8%	8.4%

From the above table we can observe that majority of the respondents (62.4%) were agreed that Overall, I think that using social media for the class is beneficial. Following bar chart also shows taller bar corresponding to the same.

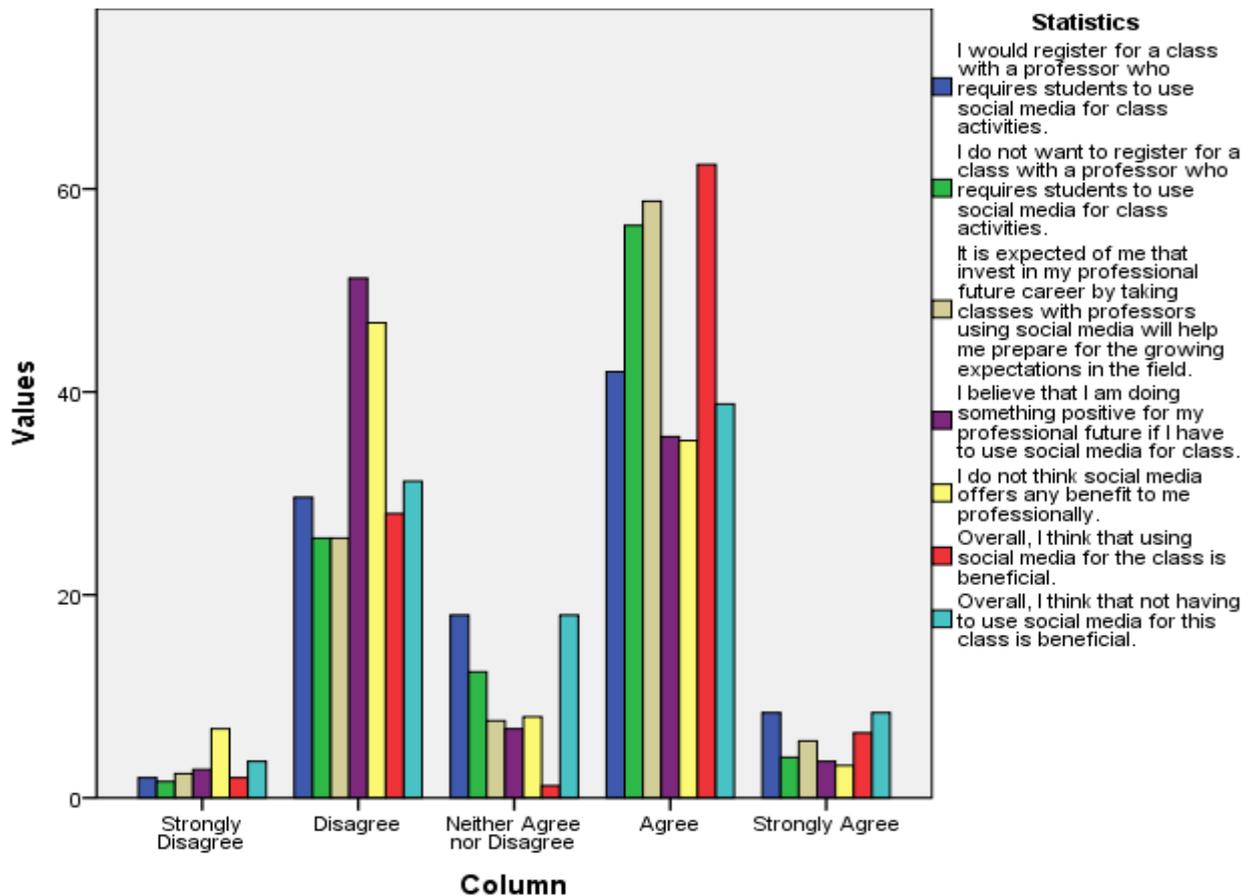


Figure 0.8 Social Media Marketing

4.8 Objective 1

To examine the varied implications of adopted social media marketing approaches in the Education Sector.

Table 0.9 Objective 1

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I would register for a class with a professor who requires students to use social media for class activities.	5	74	45	105	21
	2.0%	29.6%	18.0%	42.0%	8.4%

I do not want to register for a class with a professor who requires students to use social media for class activities.	4	64	31	141	10
	1.6%	25.6%	12.4%	56.4%	4.0%
It is expected of me that invest in my professional future career by taking classes with professors using social media will help me prepare for the growing expectations in the field.	6	64	19	147	14
	2.4%	25.6%	7.6%	58.8%	5.6%
I believe that I am doing something positive for my professional future if I have to use social media for class.	7	128	17	89	9
	2.8%	51.2%	6.8%	35.6%	3.6%
I do not think social media offers any benefit to me professionally.	17	117	20	88	8
	6.8%	46.8%	8.0%	35.2%	3.2%
Overall, I think that using social media for the class is beneficial.	5	70	3	156	16
	2.0%	28.0%	1.2%	62.4%	6.4%
Overall, I think that not having to use social media for this class is beneficial.	9	78	45	97	21
	3.6%	31.2%	18.0%	38.8%	8.4%

From the above table we can observe that majority of the respondents (62.4%) were agreed that Overall, I think that using social media for the class is beneficial. Following bar chart also shows taller bar corresponding to the same.

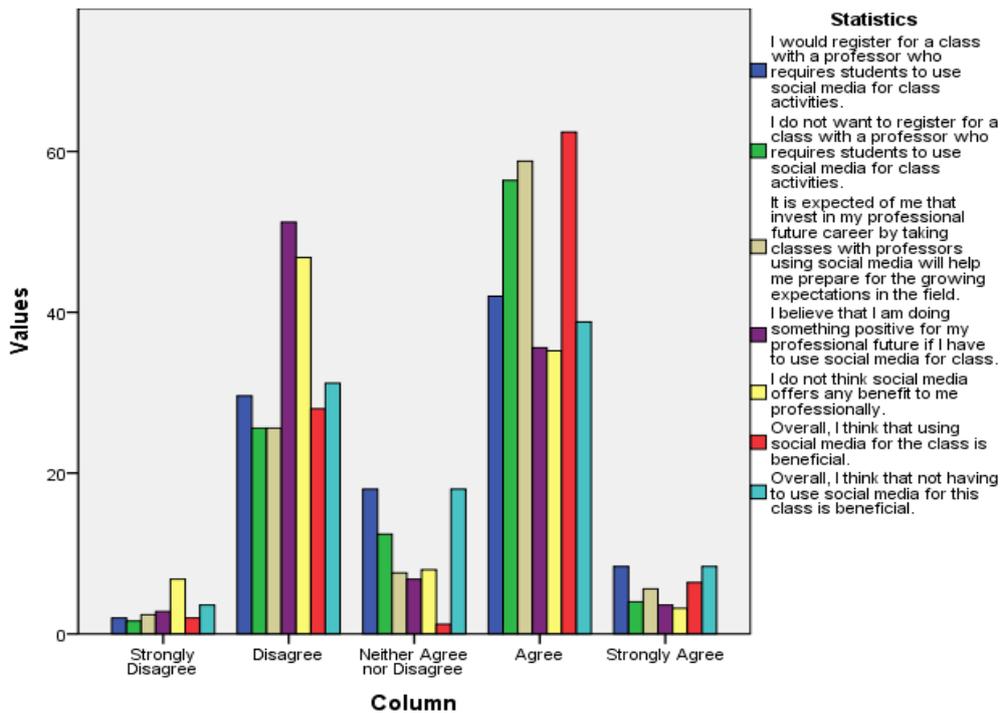


Figure 0.9 Objective 1

4.9 Objective 2

To analyze essential factors related to social media that facilitate online marketing in the Education sector.

Table 0.10 Objective 2

Correlations				
		Students perception of SMM usage	Students engagement	Social media marketing
Students perception of SMM usage	Pearson Correlation	1	.913**	.944**
	Sig. (2-tailed)		.000	.000
	N	250	250	250
Students engagement	Pearson Correlation	.913**	1	.988**
	Sig. (2-tailed)	.000		.000

	N	250	250	250
Social media marketing	Pearson Correlation	.944**	.988**	1
	Sig. (2-tailed)	.000	.000	
	N	250	250	250

** . Correlation is significant at the 0.01 level (2-tailed).

From the above table we can observe that the Pearson correlation coefficient values, and p-values, since p-values are less than 0.0001, hence we conclude that there is a relationship between social media marketing, student's perception of SMM usage and student's engagement. The essential factors related to social media that facilitate online marketing in the Education sector.

4.10 Objective 3

To measure the impact of these social media-based factors on brand management in context to the Education sector.

Table 0.11 Objective 3

Correlations			
		Brand management	Social media marketing
Brand management	Pearson Correlation	1	.922**
	Sig. (2-tailed)		.000
	N	250	250
Social media marketing	Pearson Correlation	.922**	1
	Sig. (2-tailed)	.000	
	N	250	250

** . Correlation is significant at the 0.01 level (2-tailed).

From the above table we can observe that the Pearson correlation coefficient value is 0.922 and p-value is <0.0001, since p-value is less than 0.0001, hence we conclude that there is a relationship between social media marketing and brand management. There is an impact of these social media-based factors on brand management in context to the Education sector.

One-Way ANOVA (for above objective)

Table 0.12 One-Way ANOVA

ANOVA					
Social media marketing					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	77.518	39	1.988	53.537	.000
Within Groups	7.797	210	.037		
Total	85.314	249			

From the above table we can observe that the F-statistic value is 53.537 and p-value is <0.0001, since p-value is less than 0.0001, hence we conclude that there is a significance relationship between social media marketing and brand management.

4.11 Objective 4

To suggest the expanding the potential of social media marketing that is influencing the brands in the educational sector.

To prove the above objective, here we have used one-way ANOVA.

Table 0.13 One-Way ANOVA

ANOVA					
Social media marketing					

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	66.742	21	3.178	39.017	.000
Within Groups	18.572	228	.081		
Total	85.314	249			

From the above table we can observe that the F-test statistic value is 39.017 and p-value is less than 0.0001, since p-value is less than 0.0001, hence we can conclude that there is a significance difference between means of social media marketing and channels used for SMM. The expanding the potential of social media marketing that is influencing the brands in the educational sector.

To prove the above objective, here we have used correlations.

Table 0.14 Correlations

Correlations			
		Channels used for SMM	Social media marketing
Channels used for SMM	Pearson Correlation	1	.853**
	Sig. (2-tailed)		.000
	N	250	250
Social media marketing	Pearson Correlation	.853**	1
	Sig. (2-tailed)	.000	
	N	250	250

** . Correlation is significant at the 0.01 level (2-tailed).

From the above table we can observe that the Pearson correlation coefficient values and p-values are less than 0.0001, since p-values are less than 0.0001, hence we can conclude that there is a significance difference between social media marketing and channels used for SMM.

Chapter 5:

Data Analysis and Interpretations

5.1 Introduction

The current chapter will discuss the results which have been derived through the utilisation of a questionnaire survey to collect data from the participants in order to evaluate the impact of social-media-induced marketing elements on brand engagement with special reference to the education sector. Here, the results of the current study will also be discussed with reference to work done by other scholars in similar domains in order to understand both similarities as well as contrast to find unique inferences from the result. The basic aspects of demography and reliability will also be discussed here.

5.2 Statistical Analysis

5.2.1 Demographic Analysis

The demographic information has been firstly collected from the particular in order to promote communication and also ensure the ability to understand the reason behind the results which have been derived in the current study through analysis in subsequent stages. Here, it should be noted that significant attempts were made in the current study to ensure there is an equal presence of both males as well as female participants. Still, a little dominance of male members has been recorded in the study, with total male respondents being 130 or 52%, and total female participants being 120 or 48% of the total population. Another factor which was taken into consideration is the age group of participants in which the majority of members were recorded to be in the age group of 22-25 years, 100 participants or 40%. This is followed by 79 members in the age category of 25-28 years or 31.6%. Minimum representation has been recorded in the age group of 29 and above years, which is marked by 26 or 10.4%.

5.2.2 Reliability Statistics

The reliability of the questionnaire survey instrument which has been used for the study has been tested by utilising the Cronbach alpha test, which is in accordance with the studies conducted by Amiruddin et al. (2021) and Schrepp (2020). Each section from section B to section G was tested separately, and the entire instrument was also tested as a complete variable in order to understand the reliability of the instrument. A total of 47 questions have been asked which were analysed to find a Cronbach Alpha of 0.947, which suggests the questionnaire which was used to collect data is relevant and will provide reliable statistical data which has been analysed and discussed in the below sections with respect to study objectives.

5.2.3 Objective and Hypothesis Analysis

5.2.3.1 Objective 1 Analysis

Table 0.1 Likert-Table Analysis

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I would register for a class with a professor who requires students to use social media for class activities.	5 2.0%	74 29.6%	45 18.0%	105 42.0%	21 8.4%
I do not want to register for a class with a professor who requires students to use social media for class activities.	4 1.6%	64 25.6%	31 12.4%	141 56.4%	10 4.0%
It is expected of me that invest in my professional future career by taking classes with professors using social media will help me prepare for the growing expectations in the field.	6 2.4%	64 25.6%	19 7.6%	147 58.8%	14 5.6%
I believe that I am doing	7	128	17	89	9

something positive for my professional future if I have to use social media for class.	2.8%	51.2%	6.8%	35.6%	3.6%
I do not think social media offers any benefit to me professionally.	17	117	20	88	8
	6.8%	46.8%	8.0%	35.2%	3.2%
Overall, I think that using social media for the class is beneficial.	5	70	3	156	16
	2.0%	28.0%	1.2%	62.4%	6.4%
Overall, I think that not having to use social media for this class is beneficial.	9	78	45	97	21
	3.6%	31.2%	18.0%	38.8%	8.4%

Source: Author

The current study has first analysed the perception of students regarding the utilisation of social media in the classroom or at educational institutions for aiding the students in the achievement of learning outcomes. The two Likert scale questions were asked to respondents to understand their perception, in which the first question catered to understanding the student perception in registering for the classes in which professors require students to utilise social media for different class activities, and the second question asked the contrasting situation in order to analyse the actual perception. In the first question, it has been observed that over 105 or 42% of total students agreed to register in such class with disagreement being noted from the responses from 74 or 29.6% of respondents. The second question saw 141 students or 56.4% of respondents agreeing to not wanting to register for classes where social media is required to be used for different activities, while only 64 or 25.6% of total students disagreed or suggested they want to register in such courses. Hence, it can be inferred that students do not want to still register for the courses where professors require the utilisation of social media, however, if there are no options available, a significant section of students would be willing to join the class. This suggests a conditional acceptance where the students would prioritise non-social-media-based education more than social media-based education. Both aspects of the results which have been published in the current study have been found to be

similar with respect to the results published by Sobaih et al. (2020). The prior work has only considered the time period of covid, where social media-based classrooms have been utilised, in which students did attend the classes but at the same were more willing to attend physical classes as social media-based learning could not provide the same learning environment. However, this result has shown distinct results in terms of resources where though an increase in utilisation has been recorded, it is still not preferred in several cases. This is alignment with the want and utilisation approach covered through both questions which suggest students still prefer to find another medium of communication for the accomplishment of learning objectives and would use social media if other options are not available. While analysing the student Perception of professors requiring social media from class activities, it is also important to analyse the results which have been published by Ansari & Khan (2020). This study is important as it connects the student's intends to use social media with their perception and interaction between peers and teachers on the platform which can influence their behaviour. The current study has however adopted a more detailed approach in which firstly the student perception is considered and the various factors are established that impact such consideration. Therefore a major aspect which needs to be noted here is more focus which has been given to individual aspects of each student to understand their preference to attend class and active want to attend such classes, whereas in prior studies group impact has been studied in which roles of both peers as well as teachers are considered. These aspects when omitted have allowed to include such instances where students are registering for new classes. A unique perspective has also been provided in the study which has been conducted by Prestridge (2019) who observed that each social media attribute may not be suitable for adoption in a classroom environment and hence it establishes a selective environment where certain features are accepted by students when adopted in the classroom and certain features are not. Therefore, this study has also connected the analysis of student

perception regarding willingness to attend classes with the different attributes of social media. This is unique from the current study in which the focus has been on different social media platforms. Hence, a major inference which has been established from the analysis of prior studies is most studies have not directly compared the actual want of student attending and then attending, but they have analysed it with respect to different aspects of social media usage. Therefore, the current study has been a novel attempt which first establishes the distinction and then attempts to establish the role of various factors with respect to both student behaviour and social media attributes. However, the results published by student willing to attend such classes is negated on the basis of the logical framework developed for analysis by Azizi et al. (2019). This logical framework has established the possibility of such usage leading to the development and growth in the habit of social media addiction among students. This premise however makes a major assumption of each student utilising social media for educational purposes has a significant chance of being addicted to social media. This assumption hence does not take into account cases where students have self-control and do not get addicted to social media rather would utilise it only for learning purposes which has been established under the current study. Both questions do establish the fact that there is a significant student perception difference in wanting to attend and actually attending courses where professors want to utilise social media for different learning activities. This would aid in developing a campaign to reduce the level of difference towards positive adoption.

An interesting observation which has been noted in the current study is that a significant proportion of the student (35.2%) of total students in the classroom have agreed that social media utilisation does not lead to any benefit for the students, while the result has suggested contrary in which 117 or 46.8% of total students have disagreed or have suggested the positive role social media can play on the professional career of the students. The study conducted by Davis et al. (2020) has strongly suggested the positive role on the professional

career of a student due to the utilisation of social media, in which it has also been noted that frequency and proper utilisation are major aspects which need to be covered. A major inference which needs to be noted here is some or a major section of students are unaware of the role played by social media or may not have used it on a daily basis, which leads them to agree regarding the negligible impact of social media on their prospective career. A similar aspect, especially with regards to learning, has been covered by López-Carril et al. (2020) who suggested social media provides the advantage of engaging in innovative learning as well as providing access to information which is more detailed and comprehensive when compared to traditional education based platform which makes it important to integrate social media with the education of the student. A major inference which can be drawn from here is that limited utilisation of social media in educational institutions may make students not able to utilise such tools for their professional growth in their career. The possibility of social media utilisation for professional development particularly in the education sector has also been undertaken by Klar et al. (2020), who took into account the benefit social media can have particularly if one is willing to engage in research as a profession. Therefore, through analysis of different studies, it can differ that social media can play a major role in improving the professional career growth path of students, however, the challenge of student perception and level of awareness still remains, which needs to be addressed at the institution level to ensure better professional growth.

Two questions were further asked from respondents to understand their perception regarding the benefit of social media for classes. 156 students or 62.4% of the total population suggested that they believe the utilisation of social media is beneficial for class while 70 or 28% of students suggested otherwise. On the other hand, when asked about the non-utilisation of social media in classes, 97 or 38.8% agreed that non-utilisation is also beneficial however 78 or 31.2% disagreed. Therefore, it has been established that most

students do prefer partial, if not complete, utilisation of social media to improve learning outcomes in the class. The results which have been published in the current study are in agreement with a prior study which was conducted by Manca (2020), who however has adopted a research approach where all social media applications except Facebook were considered. The current study however has not made no such discrimination but has rather in the subsequent stages, established the condition that here different social media applications are being used for the accomplishment of learning objectives. This aspect is crucial as it suggests that each social media platform has different attributes over which some have a significant impact on the learning objectives of students, and hence such applications may be used. Another major inference which has been derived from the analysis of both studies is that such social media tools are increasingly being adopted in several courses and the major focus here remains on improving the adoptability rate and only using those aspects which actually lead to better and more quality learning. The utilisation of social media in the classroom has also been justified in the study which has been conducted by Barus & Simanjuntak (2020). This study has suggested a collaborative approach in which both traditional and digital learning materials have been adopted in order to also accommodate the students who may not be able to effectively utilise social media materials. In this aspect, two major points need to be noted, firstly the prior study only considered the ability of the students and hence does not take into account the willingness of the students which is also a major factor. Secondly, here active participation of the professors has also been considered which has not been considered in prior study as with respect to digital courses. The analysis of both studies together hence also establishes that under various conditions, social media platforms can play a huge role in student learning objective accomplishment. Therefore, the major aspect here is that each student also faces different concerns which need to be addressed either through the professor or through other aspects. However, the study which

has been conducted by Mulenga & Marban (2020) should also be considered who has established a subject perspective which has established that each subject can have a different acceptance rate of utilisation of social media and also the impact student witness in the achievement of learning outcomes with respect to student work. This aspect though not clearly suggested in the current study, has been established as a major point as it takes into account the premise that each course has different learning outcomes and learning requirements and hence has different utilisation rates of social media. Therefore, this study as well as prior studies clearly advocates the different needs of social media on the basis of the course. The current study has further expanded upon this by suggesting student perception can differ based on each platform and the social media channel used, hence is a more comprehensive framework which can be adopted by several Institutions for each or any course. A comparative analysis regarding the aspect of the utilisation of social media in classes has been done in the study by Abbas et al. (2019), who however has suggested that both advantages as well as disadvantages exist with respect to the utilisation of social media in the institution. Prior studies hence have not established a clear objective behind the utilisation of social media which then establishes the prospects of both social media distraction and usage of social media for other reasons than learning, which is negated in the current study by only considering the usage of social media for learning outcomes. Therefore, under such conditions, it is suggested that social media can have a positive impact. A similar aspect was noted in the research done on a similar topic by Hou et al. (2019), who however took into account the possibility of students using the same social media application also for other purposes after accomplishment of the learning objective, but this aspect has been accounted in another objective as the frequency of usage which ensures that they can get relevant advertisement of different educational institutions at that time as well. This, therefore, satisfies the objective of education brands using such social media platforms to run

advertisements as students would prefer to engage with brands which have a presence in platforms where they engage for the achievement of learning objectives.

Therefore, through the utilisation of a 5-scale Likert scale questionnaire, in which 6 major questions have been asked to the candidates, three major aspects have been noted regarding the utilisation of social media for education and learning outcomes. Firstly, it has been observed that there are a higher number of students who would actually register to attend courses where the professor uses social media than the students who actually want to, hence suggesting the students would prefer traditional course delivery if such an option is feasible. Secondly, students do have shown positive opinions regarding such classes improving the possibility of growth in their career regarding such field primarily due to them being updated and also being able to connect with the outer world through understanding various aspects of social-media-based learning in their Institution. Thirdly, most students have agreed that using different aspects of social media is actually beneficial for their learning activities in class.

5.2.3.2 Objective 2 Analysis

Table 0.2 Objective 2 Correlation Analysis

		Correlations		
		Students perception of SMM usage	Students engagement	Social media marketing
Students perception of SMM usage	Pearson Correlation	1	.913**	.944**
	Sig. (2-tailed)		.000	.000
	N	250	250	250
Students engagement	Pearson Correlation	.913**	1	.988**
	Sig. (2-tailed)	.000		.000
	N	250	250	250

Social media marketing	Pearson Correlation	.944**	.988**	1
	Sig. (2-tailed)	.000	.000	
	N	250	250	250

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author

Student engagement with respect to different social media sites determines the adoption of digital marketing with respect to the education sector in the country, however, such result is both contrasting as well as similar with respect to a study conducted by Koranteng et al. (2019). The prior study is built on the premise that different social media networking sites exhibit different behaviour among students in the institution, hence, both possibilities might exist where the level of students in social media may influence the marketing done by different brands in the education sector and in certain cases, no or negligible influence level may be witnessed. The analysis of both studies together suggests the fact that brands in the education sector must first analyse which social media channel would be more efficient with respect to student engagement and then undertake campaigns. A pandemic aspect has been considered in the study by Sobaih et al. (2020), who however has also established a conditional-based approach under which student engagement actually accounts for an advantage in the adoption of social media for marketing in the education sector. The two conditions which have been established here are the presence as well as quality of a virtual community in social media platforms where the student engages and the level of support either through co-users or through admins available for the students. These conditions, therefore, suggest the conditions under which any education brand would be able to attract and retain students from the platform. The current study also agrees with such steps but does not consider engagement as a conditional factor, which hence is based on the social model that students might engage with educational brands if they find a marketing campaign

which suits their interest. The major aspect which needs to be noted here is student engagement is a complex factor which can be influenced by several brand as well as social-media aspects which should be taken into consideration. A similar analysis has also been done by scholars Rasheed et al. (2020), who however established certain boundary conditions or negative factors which would prevent positive engagement and participation for a brand despite the higher level of student engagement in the platform. This is the level of cyberbullying or the knowledge-sharing traits and behaviour which is shown among the other participants in the platform. Analysis of both prior studies leads to two major inferences, firstly, the same social media platform may show a different level of engagement due to different boundary conditions or barriers, and secondly, students put more focus on social media platform usage before engaging with them regularly which can impact entire marketing campaign done by the organisation. The current study has established the influence of student engagement, which then suggests brands adopt a more proactive role and understand the technical and social specifications of each social media brand before undertaking any marketing campaign. While analysing the role of student engagement with any social media brand and its applicability in different social media brands, the study which is undertaken by Kumar & Nanda (2019) should also be reviewed who has adopted a learning-theoretical framework to establish the relationship between the two variables. A major point of difference between both studies is the premise used for analysis, in which the current study has adopted a present ecosystem while the latter study took into account the growing need and demand for both flexible and virtual education under which students are actively engaging with different social media platforms. A major observation which also needs to be noted is prior studies only considered a certain condition which defines student engagement with a particular social media channel and education brand under it, which is negated in the current study by suggesting the role of student engagement as a broad variable

which brands can analyse to develop their marketing campaign. A conditional analysis has also been conducted by Kusumawati (2019), who suggested the existence of the possibility that the primary reason behind the engagement of social media can be to get more information about such educational brands which can be both public as well as private in nature. The current study can be considered as an extension of the prior study where it has been suggested that any student who when engaged in social media always has more possibility searching information on education brands through social media hence it is important for brands to engage in such advertisement campaigns. The latter study has also taken into account the time variable, in which admission or course selection period is considered to be more important which has not been established in the current study. It rather focuses on conducting regular advertisements to even engage with students who might seek information during the time period when much demand is not observed. While analysing the impact of student engagement with respect to different social media websites and its impact on the decision to engage in social media advertisement for the education sector, the study was undertaken by Mahiduon et al. (2020). The study has suggested that certain platforms have more regular student utilisation and student rate in the total population than compared with other sectors. This leads to the inference that the level of student engagement in different social media may be different, and therefore education brands must take these factors into consideration for developing their marketing strategy. Therefore, a major inference which can be drawn from the analysis is student engagement with respect to any social networking site determines the usage decision and effectiveness of the adoption of social media marketing campaigns for individuals.

The student perception behind the usage of social media marketing campaigns also determines the decision of a social media brand to adopt social media for marketing campaigns. This result is both similar as well as contrasting with respect to the study

conducted by Gyau (2021), who provided three major observations out of which two are essential for the study. Both studies have agreed that student perception of social media sites determines their frequency but the latter study has also suggested that the usage pattern of students has no impact on the effect of advertisement of different services. Here, one major factor which needs to be noted is the prior study has also agreed on the premise that students would engage more in any platform if such can benefit their education and learning, hence educational brands if they move towards advertising which caters to such interest that both aspects will become positive and therefore any advertisement which is built by educational brands with a focus on providing learning would improve student perception of social media marketing and hence would make them engage with the brand as a result of their marketing campaign. A related study has also been conducted by Mostafa (2019), who also noted that different aspects of social media websites may influence the perception students have with respect to such platform usage, which is then used to build a logical model that such attributes can also determine the student perception with respect to different social media brands which then suggest that if student perceives the platform to be of limited use or as negative, then such brand may see less engagement due to negative perception of students with respect to social media engagement. This logical model has been established empirically in the current study, which leads to two major inferences firstly, different aspects of social media should be considered which determines the influence of social media advertisement, and secondly, any education brand is impacted by the perception students have towards utilisation of social media advertising in the specified platform. Related analysis in this domain has been conducted in the study which has been conducted by Pragathi & Saravanakumar, (2022), who noted the rise of different ad-blocking tools in different social media websites by students and have derived the logical premise that student perception towards social media marketing has turned negative which has led to them either ignoring or

taking active attempts to utilise different tool and services through which such advertisements can be removed. Here, a major aspect which should be noted in this study has taken into account the aspect that the current condition remains negative which influences the decision, however on a broader level both studies have supported the fact that student perception towards social media marketing which they witness at a platform determines the level of brand engagement. Both studies together also add to the point that such impact is relative if social media has been considered to provide less worthy ads to an individual (here, a student), each advertisement with receive either a limited or negative response ultimately impacting the entire industry over which other companies may have limited control. Therefore, through analysis, it can be established that each brand must attempt to provide knowledge and learning outcomes which will lead to a positive outcome ultimately benefiting all students in this regard. John & De-Villiers (2020) also conducted a study in similar regard for different customer groups in which student as a unique demographical category was also included to understand the impact of visual media and in the broader sense, advertisement on them in which positive impact has been noted. Combining both studies, it can be considered that students as a unique demographical group often engaged with different social media platforms and hence often form both individual as well as collective (based on the group) perceptions regarding the quality of marketing campaigns which is run by the platform (such opinion is based on personal perception, truthfulness, and relevance of information). These factors together determine the efficiency of each advertisement campaign which is conducted by an organisation, which includes education brands as well. Here, it should be noted that personal perception is also an important aspect which is unique for each individual and group may influence it, but still personal perception influences the effectiveness of any advertisement campaign run through social media by education brands. The results which have been published in the current study are negated in the study which had been conducted

by Shields & Peruta (2019). It suggested only two variables determine the effectiveness of the advertisement in social media namely, the platforms which are used by the students and the reasons behind the utilisation of the platform. However, the study has also provided a logical framework which has suggested that students may have specific perceptions against the advertisement but may not suggest if the group has a different opinion, which has been negated in the current study. Therefore, a major inference which can be drawn from the study is the students have become more vocal about the influence of their perception regarding social media marketing practices in social media on brand engagement prospects with any brand in the education sector.

Thus, through the analysis, it can be inferred that there are two major factors which determine the decision to adopt social media for digital advertising in the education sector. The two factors are the level of student engagement in a social media website and the perception student has with respect to social media marketing campaign which is run on such platforms. These factors are suggested to operate in an interdependent and interconnected aspect as the social media platform is the same, and the perception of the student is built upon the level of engagement students have with the social media platform.

5.2.3.3 Objective 3 Analysis

Table 0.3 Objective 3 Correlation Analysis

Correlations			
		Brand management	Social media marketing
Brand management	Pearson Correlation	1	.922**
	Sig. (2-tailed)		.000
	N	250	250
Social media marketing	Pearson Correlation	.922**	1
	Sig. (2-tailed)	.000	

N	250	250
---	-----	-----

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author

Table 0.4 Objective 3 ANOVA Analysis

ANOVA					
Social media marketing					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	77.518	39	1.988	53.537	.000
Within Groups	7.797	210	.037		
Total	85.314	249			

Source: Author

A major result which has been derived from the current study is that a significant relationship exists between brand management and social media marketing. The P-value has been derived to be lesser than 0.0001 which suggests the presence of a significant relationship among the variables. Here, it should be noted that the study has specifically focussed on education factors where the different factors which have been discussed in the objectives below are suggested to influence the adoption and implementation of social media marketing which in this section is suggested to influence brand management of such organisations.

A similar result has also been observed in the study which has been conducted by Mujica et al. (2021), however, the current study has established a direct approach whereas the previous studies have been based on a logical model. The logical model is established with the aspect that Social media marketing leads to the accomplishment of two major objectives in the education sector namely brand awareness and brand engagement, which ultimately leads to better prospects of brand management. The model discussed above has certain limitations as it has not taken into account several other factors which form part of brand

management for the education sector, whereas all factors have been combined in the current study which hence acts as an expansion of results in the current study. While analysing the impact of social media marketing on brand management especially with regard to the education sector, the study conducted by Santra et al. (2020) should also be taken into consideration. Both studies have adopted different methodologies and general frameworks, with the current study adapting a quantitative questionnaire and a much broader social media framework which also took into account student perception of social media, latter study adopted a case study approach and also considered the personalisation aspect of each education brand on social media. The analysis of both studies together has suggested a combined approach in which firstly education brand must focus upon the perception student has towards that social media platform and then if found positive, should develop a personalised marketing campaign which would lead to effective brand management for the organisation. In this aspect, the case study analysis which has been conducted by Kaoud & Dine (2022), should be reviewed, who suggested the aim of adoption of social media marketing and other related aspects is ensuring effective brand management in the education sector where tough competition exists. The current study has only taken into consideration social media marketing, but the latter study also took into account different aspects of social media such as analytics as it focussed on both relationship and knowledge management. In this aspect, one major point which should be noted is that activities such as student relationship management, feedback management, and analytics are only done once the marketing campaign is run by the industry. Another major inference which has been derived from the study is that the current study is a novel attempt to analyse the results in an empirical manner which brought together respondents from several education brands whereas the private study has only taken into consideration a few brands as a case study. This has

primarily been done due to a lack of sufficient data. This challenge has been addressed in the current study and then the relationship is statistically validated.

Here, the study which has been done by Orlova et al. (2020) should also be analysed. This study took into account the entire marketing ecosystem which is utilised by the education sector, while the current study only looked at the social media marketing efforts which are done by educational institutions. Two major observations have been derived from the analysis of both studies, firstly, marketing efforts are done with the aim of ensuring effective brand management where different goals have been suggested like profitability or increasing the student base. Secondly, it has also been found that social media marketing is found to be more effective in brand management than traditional advertisement and marketing activities done by educational brands. However, the major aspect of missing quantitative analysis was also evident in the current study, where such studies have not been conducted with such a large sample. However, scholars Harsh et al. (2023) have negated the relationship between social media marketing and brand management which has been established in the current study by suggesting a more effective role of different forms of communication such as direct communication and email marketing. While analysing the results, two major aspect needs to be noted, firstly the latter study requires data collection in which a major role is currently played by different social media systems. Secondly, the result of the prior study is based on the fact that social media communication may become inactive if several members do connect whose primary objective is not seeking educational services. This aspect has already been negated in the current study by taking into account only those social media platforms in which student perception to utilise is positive, which leads to the higher frequency of usage, which negates the presence of such factors which can reduce the utilisation of social media which can affect entire social media marketing campaign and hence entire brand aspects. In this aspect, the study which has been conducted by Shah &

Khanna (2022), should also be considered who took into consideration a user or student perspective and suggested that there is higher engagement in those courses or with those institutions that have active social media marketing campaigns and also engage with the students and users. A major aspect is this study has taken into account all free and MOOC (Massive Open Online Courses), whereas no such distinction has been established in the current study. The major reason behind the inclusion of both types of courses is to get a broader coverage of the education sector. Here, another aspect which needs to be noted is that while several studies have established a clear relationship between social media marketing and brand management activities of the brand, a clear reason behind such a relationship has not been established or is based on logical models. The current study hence is a novel attempt which has established both the relationship and the reasons as well such as student usage frequency with the social media platforms, engagement with the platform, and their perception of the platform, which determines their engagement with any marketing or advertising campaign run by the brand.

While analysing the Empirical relationship between brand engagement and social media marketing activities which are carried out by the education sector, the study conducted by Hsina & Haoucha (2022) should also be considered, who established such a relationship based on prior literature review and established a major research gap on lack of such Empirical research particularly in the higher education sector. The major reason behind the inclusion of such a sector has been defined through analysis of both studies together which shows students who are planning or currently receive higher education engage more with different social media applications, hence they have more possibility of interacting with different social media channels of education brand in different social media platforms where a higher usage pattern and positive perception of the student is recorded which are two major factors as established in the study. A similar result but through a different approach has been

established in the study by Orosy & Kilgore (2020), who highlighted the lack of efforts which are undertaken by different education brands to engage with students through social media marketing campaigns. This study adopts a positive aspect, but the results remain the same which is the establishment of the relationship between social media marketing and brand management. A major aspect which has not been considered in the latter study is the clear relationship, as it is only based on the inference that currently there is a lower level of brand engagement which may occur due to the limited presence of social media, as students are expected to spend more time there. This has been established in the current study, by analysing student perception and suggesting selective advertisement for effective brand engagement. An indirect study has also been conducted by Kainde & Mandagi (2020), who also noted that social media marketing can lead to an increase in the attitude the student or users have towards the brand as well as brand loyalty which ultimately leads to efficient brand management. Therefore, these logical models have attempted to establish the relationship by taking into account some variables of brand management and at the same also making assumptions regarding student consumption pattern and their perception towards social media marketing campaigns, which has led to the development of a hypothetical situation in which a student with a negative perception of the brand, who does not use regularly, may not exhibit any of the attributes being considered which has established the relationship. In this aspect, the current study provides a statistically validated stand which suggested the removal of such situations if earlier the factors which can lead to engagement with advertisement are validated and then the relationship between the two attributes. The results might look similar under both approaches but the current study builds on premises which are validated and are expected to be exhibited in several instances with fewer cases of exception leading to a better rate of brand engagement for education brands.

Sundaram et al. (2020) have also noted similar results in the study. Another major factor which makes this study important to consider in this aspect is it focussed on different aspects of customer behaviour who have witnessed such marketing campaigns and how such impacts brand management for an organisation. This study has however concentrated only on digital brand management which has been considered to be directly influenced by the level of social media marketing. The current study here has expanded join the study by including each aspect of brand management and hence has included both direct as well as indirect effects. Another major aspect which needs to be reviewed here is the extensive focus of both studies on the relationship brand can develop with customers as a result of undertaking social media marketing. While a prior study has established such a relationship based on only customer perception, the current study further expanded by looking at different social media platforms and the usage rate of such platforms as well. A comparative analysis has been conducted in this regard has been done by Nayal & Pandey (2022), who has established various medium of advertisements such as social media, television, a website based, email, and direct marketing and has established the most significant impact of social media marketing on brand management. Here, a major assumption has been established which though has been empirically validated in subsequent stages that the respondents suggested to be using more social media applications than other forms of communication. This leads to a major assumption that each respondent may be using different social media platforms in a similar manner which would create an adequate situation for management that will focus only on the development and implementation of marketing campaigns. This assumption has been negated by the current study which suggested the level of engagement may be different for different respondents based on actual usage of the platform in their learning outcome. Thus, the role of different social media platforms is also clearly established in the study which then determines the impact on brand management due to social media marketing campaigns. While analysing

the direct relationship which has been established in the current study, the conceptual model framework which has been developed by Cheung et al. (2019) should also be considered. This model, through analysing the works of prior scholars in this domain, has established the impact social media marketing has on several brand-related aspects such as brand awareness and brand image. Therefore, this model is also an indirect approach which has established the relationship between social media marketing activities carried out by the organisation and brand management. Therefore, throughout the analysis, two clear inferences have been derived, firstly, prior studies have either established the relationship through logical model or have only validated it through case study analysis which never took into account a large set of respondents and secondly prior models have been indirect inference model in nature, which took into consideration several aspects such as brand awareness, brand image, and brand collaboration. Therefore, education brand developers need to have an extensive focus on the entire social media campaign and behaviour of students or registrants of the course in order to ensure proper brand management which leads to an increase in reputation and admission rate in the foreseeable future.

5.2.3.4 Objective 4 Analysis

Table 0.5 Objective 4 Correlation Analysis

Correlations			
		Channels used for SMM	Social media marketing
Channels used for SMM	Pearson Correlation	1	.853**
	Sig. (2-tailed)		.000
	N	250	250
Social media marketing	Pearson Correlation	.853**	1
	Sig. (2-tailed)	.000	
	N	250	250

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author

Table 0.6 Objective 4 ANOVA Analysis

ANOVA					
Social media marketing					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	66.742	21	3.178	39.017	.000
Within Groups	18.572	228	.081		
Total	85.314	249			

Source: Author

After establishing the relationship between social media marketing and brand management, it has also been established in the current study, with a P-value of lesser than 0.001 that different social media platforms have a different impact on social media marketing campaigns and strategies which have to be adopted by the organisation. Subsequently in another test, in which also a P-value of lesser than 0.001 is established, it has been noted that each social media channel has a different impact on social media marketing results with respect to the marketing campaigns run by the organisation. Therefore, brand managers for education brands have to consider each platform separately.

The aspect of different channels has been established in the logical model which has been established by Hartanto et al. (2022). This model is based on the aspect that different social media channels witness different audience behaviour even if there is a huge proportion of similar audiences. This aspect has been validated in the current study as it has suggested that students may not use each platform frequently and may have different perceptions of each platform with respect to the learning outcome. This aspect has been validated in the current study and through this aspect, it has been inferred that different social media channels will have different impacts of the same social media marketing campaign which may be run across different social media platforms. Another major aspect which has been established

through analysis of both studies is that such aspects have to be reviewed before the development of social media marketing campaigns as the reviews and response level are impacted by the platform where such advertisements are run. A similar aspect has been established through the study by Woodcock & Johnson (2019). Here, however, both forms of visual advertisement have been taken into account, and it has been established that there is a difference between different social media channels. However, the current study has taken a broader view of the social media ecosystem, in which both textual as well as visual forms of communication have been considered, since students may utilise both textual as well as visual social media platforms for the achievement of the established objective, which is ensuring more effective learning. Therefore, a thorough analysis of both studies has established that each social media has a unique advantage for its user base, and such attracts a different set of users. Therefore, brand managers and advertisement campaign developers have to evaluate the student and respondent perception regarding social media. A different aspect has been adopted in the study which has been conducted by Domenico et al. (2021), who has established the presence of fake news across social media channels, and therefore users have different perceptions regarding different forms of content which also included advertisements done by different organisations. Therefore, though this study has adopted a singular perspective of fake news, the aspect has been clearly established that different form of social media or different social media platforms has different engagement aspects. The current study can also be considered as an expansion of the results which has been published in prior studies by analysing several aspects of social media in which fake news is also part of the entire social media ecosystem.

The current study has built upon both social and marketing models, while a previous study conducted by Desai & Vidyapeeth (2019) has only adopted a marketing model. The marketing model has been based on the premise that customers react differently to the same

advertisement on different platforms, hence the marketing strategy should focus on the adoption of that platform which can lead to maximum results in the given time period. The social model, however, attempts to define the reasons behind different reactions from people with respect to different social media channels. The lack of a social model in the prior study leads to the development of several assumptions regarding trust and engagement levels among the participants. Therefore, the current study is a unique attempt to converge both social and marketing models which have established the two aspects that students or users will engage differently with different platforms and will have different frequency of usage. These aspects have been then used to establish the reason for each social media platform showing unique reactions with respect to advertisement campaigns. However, the relationship which has been defined in the current study is both in agreement and contrast with the study which has been conducted by Lee & Cho (2022). The authors have suggested the intention and motivation behind conducting marketing efforts have been established as superior reasons for the selection of different platforms. This aspect has been considered to be negated in the current study as it has established that the major purpose behind running different advertisement campaigns is to ensure more prospective students are connected to the education platform, therefore the motivation as well as the intention behind running advertisement campaigns have been established. Under such cases, it has been established that different social media platforms show different levels of interaction and engagement with the brands. Therefore, a logical model can be derived which suggests such impact to be visible due to different levels of customer engagement which then gets validated in the study. Another major inference which can be drawn from the analysis of both studies together is that marketers have to actively test the impact of any social media marketing campaign run by the organisation, as user perception also changes with respect to time and new updates. This suggests a need to analyse both frequency of usage and user perception which forms two

major pillars supporting the relationship in the study. While analysing the need for different social media channels, the study which has been conducted by Ancillai et al. (2019) should also be considered who had suggested the situation of the same user witnessing the same advertisement across different social media platforms. The user, if likes the service, will adopt services based on advertisement from one platform over several platforms in which advertisement is being run by the organisation. The prior study, therefore, has established a major research gap in the factors which impact such decision-making of the users. Such a gap has been adopted as the core question under which the perception of the platform and frequency of usage has been established. Therefore, it can be inferred that the adoption of different social media platforms for social media marketing is based on the core question. Another major aspect which needs to be analysed here is the consideration of user intention. The current study has established that there are different intentions behind the usage of each platform, and the present study focussed on the learning outcomes of the student, in which it has been asserted that the platforms which address the educational need of the students will see more positive engagement with respect to an advertisement in the education sector.

The distinction in engagement rate in different social media platforms occurs primarily due to different levels of user perception and frequency of usage which also impact brand engagement, which has been empirically established in the current study and has been logically established in one of the prior studies which has been conducted by Voorveld (2019). An aspect which needs to be noted is that the research agenda in the latter study has been established in six different aspects of the social media ecosystem which ranges from both customer behaviour to ethical concerns and the entire customer journey which starts from the point of advertisement display to final action which is the actual sale of the service. These aspects have not been separately considered in the current study as it has more focussed on brand engagement which leads to positive outcomes in each of the different

activities which have been covered in the research agenda. A different framework, (The customer attention model) has been utilised in the study which has been conducted by Enke & Borchers (2019), who also established the same result by suggesting customer attention is a subjective aspect and is dependent upon the accomplishment of the intention for which he has decided to utilise such social media. If the advertisement would actually aid in the accomplishment of intention, a positive level of customer is witnessed and vice versa. Both studies have utilised the same aspects but under two different models, namely customer attention and frequency of usage with customer perception. The current study, therefore, can be considered a more detailed analysis of the prior study, as a hypothetical situation may exist in which a customer may be given significant attention to the social media platform, (an indicator of prospective positive engagement) and still not have sufficient time to engage with the platform (lower frequency of usage), which can lead to the lower level of effectiveness of a specific social-media campaign on the platform which has a higher chance of engagement. These two aspects which have been missing in the customer attention model have been adopted in the current study. A similar idea however with the contrary role of different factors has been covered in the study by Poyry et al. (2019) for a more effective analysis of the results which has been presented in the study. The latter study has agreed upon the aspect that different social media channels have different effectiveness and engagement level. However, it has focussed more on individual perspective such as authenticity and trust which is perceived by each individual uniquely with respect to the advertisement in social media. However, this aspect has also been covered as a unique factor under the second objective, where it has been established that a user or student's engagement with social media is also influenced by the perception such user has regarding advertisements which is done under the platform. This factor has also been suggested to have more influence when the student has a positive perception of the platform, hence making the current study more

comprehensive which also considers the customer journey after positive perception. Similarly, the study conducted by Schreijer et al. (2021) has also tried to establish the fact that each social media channel, due to different attributes of their user base, can show a different level of customer engagement with respect to same advertisement campaign being run by same institutions. Two major aspects have been noted from the analysis of several studies in the same domain by prior scholars, firstly, such studies were built on assumption and did not take into account the role of several variables which are interconnected in nature. Secondly, prior studies either focussed only on the marketing aspect or the social aspect but did not combine them together to understand the complex aspects of social media marketing and engagement in cases where the user visits social media platforms for a specific intention.

Through the analysis of results which has been established on the basis of data collected and analysed in accordance with such objectives, four major inferences have been made. Firstly, social media marketing has several implications for the education sector ranging from assistance in class to professional career growth. Secondly, it has also been established that student engagement level with social media and student perception of social media marketing in specific social media influence their perception of social media marketing campaigns in an organisation. Thirdly, a relationship has been established between brand management and social media marketing. Finally, it is established that different social media channel has a different level of effectiveness for the same social media marketing campaign.

5.2.3.5 Hypothesis Analysis

5.2.3.5.1 Hypothesis 1 Analysis

Table 0.7 Hypothesis 1 Correlation Analysis

Correlations			
		Socialmedia marketing	Studentsperc eptionofSM Musage
Socialmediamarketing	Pearson Correlation	1	.944**
	Sig. (2-tailed)		.000
	N	250	250
StudentsperceptionofS MMusage	Pearson Correlation	.944**	1
	Sig. (2-tailed)	.000	
	N	250	250
**. Correlation is significant at the 0.01 level (2-tailed).			

H1₀: Student perception has no effect on social media marketing

H1₁: Student perception has an effect on social media marketing

The analysis presented in the table above indicates a Pearson correlation coefficient of 0.944 with a p-value of .000, which is less than the significance level of 0.05. Consequently, it is inferred that there exists a statistically significant positive impact of student perception on social media marketing. As a result, we can confidently accept the alternative hypothesis, asserting that Student perception influences social media marketing.

5.2.3.5.2 Hypothesis 2 Analysis

Table 0.8 Hypothesis 2 Correlation Analysis

Correlations			
		Socialmedia marketing	Brandloyalty
Social media marketing	Pearson Correlation	1	.939**
	Sig. (2-tailed)		.000
	N	250	250
Brand loyalty	Pearson Correlation	.939**	1
	Sig. (2-tailed)	.000	
	N	250	250
**. Correlation is significant at the 0.01 level (2-tailed).			

H2₀: Brand loyalty has no effect on social media marketing

H2₁: Brand loyalty has an effect on social media marketing

The subsequent analysis, as illustrated in the table, reveals a Pearson correlation coefficient of 0.939, coupled with a p-value of .000, well below the 0.05 significance level. This finding suggests a substantial positive effect of Brand loyalty on social media marketing. Therefore, it is appropriate to accept the alternative hypothesis that Brand loyalty plays a role in shaping social media marketing.

5.2.3.5.3 Hypothesis 3 Analysis

Table 0.9 Hypothesis 3 Correlation Analysis

Correlations			
		Social media marketing	Brand equity
Social media marketing	Pearson Correlation	1	.787**
	Sig. (2-tailed)		.000
	N	250	250
Brand equity	Pearson Correlation	.787**	1
	Sig. (2-tailed)	.000	
	N	250	250
**. Correlation is significant at the 0.01 level (2-tailed).			

H3₀: Brand equity has no effect on social media marketing

H3₁: Brand equity has an effect on social media marketing

Examination of the data in the table reveals a Pearson correlation coefficient of 0.787 alongside a p-value of .000, signifying statistical significance below the 0.05 threshold. This outcome supports the assertion that Brand loyalty has a meaningful positive impact on social media marketing. Hence, the alternative hypothesis positing the influence of Brand loyalty on social media marketing is deemed valid.

5.2.3.5.4 Hypothesis 4 Analysis

Table 0.10 Hypothesis 4 Correlation Analysis

Correlations			
		Social media marketing	Students engagement
Social media marketing	Pearson Correlation	1	.988**
	Sig. (2-tailed)		.000
	N	250	250
Students engagement	Pearson Correlation	.988**	1
	Sig. (2-tailed)	.000	
	N	250	250
**. Correlation is significant at the 0.01 level (2-tailed).			

H₀: Student engagement has no effect on social media marketing

H₁: Student engagement has an effect on social media marketing

The analysis presented in the table above portrays a Pearson correlation coefficient value of 0.9898 and a p-value of .000, indicating statistical significance at a level below 0.05. This evidence underscores the presence of a strong positive effect of student engagement on social media marketing. Consequently, the alternative hypothesis, suggesting that Student engagement impacts social media marketing, is upheld.

5.3 Conclusion

This chapter has discussed the different aspects of social media marketing for the education sector, in which an empirical analysis has been conducted with respect to data collected by 250 respondents whose demographical details have been discussed in the current chapter. The reliability of the questionnaire instrument has also been established in the current study by undertaking the Cronbach alpha test which has established the reliability of the instrument used to collect data and hence the validation of data has been done. Six different aspects have been analysed through the questionnaire developed in the study namely, different attributes regarding the social media channels used for social media marketing, perception of students with respect to utilisation of social media marketing, Brand loyalty, brand equity, student engagement with the brand, and general aspects of social media marketing perception by the students. Here, it should be noted that brand here refers to an educational organisation. Such data have been collected to analyse the different implications of social media marketing on the education sector, then analyse different factors related to social media which aid in marketing for education sector brands, subsequently the factors measured have been analysed with respect to brand management in relation to the education sector and social media marketing. Finally, the potential of different social media in the education sector has also been explored in the current study. Here, it has been established that social media plays a huge role from assistance in education to professional development of the students. Secondly, two major factors have been identified namely student perception regarding the usage of social media marketing and the level of student engagement with the social media platform. Both of these factors have been suggested to have a significant impact on brand management activities of education sector brands that utilise social media advertisement. Finally, it has also been inferred through statistical analysis that brands in the education sector should start focusing on such advertisements primarily with the aim of

ensuring they can attract newer students who utilize social media to accomplish their learning objectives. Therefore, through statistical analysis, the relationship between several variables has been established which expands upon the logical models or assumptions-based studies which have been conducted by prior authors. Moreover, this chapter also has presented new inferences based on a comparison of current results with results by prior scholars, presenting better insights for managers and brand developers in the education sector.

Chapter 6:

Conclusion and Recommendations

6.1 Introduction:

The main aim of the study is to provide empirical information on what and how social networking is being utilized in education for educational reasons, taking into account academic and branding management studies in media platforms. Furthermore, the study aims to examine the varied implications of adopted social media marketing approaches in the Education Sector. It analyzes the essential factors related to social media that facilitate online marketing in the Education sector. Additionally, the study measures the impact of these social media-based factors on brand management in the context of the Education sector. It further suggests expanding the potential of social media marketing that is influencing the brands in the educational sector. In order to accomplish the goals of the current study, a questionnaire survey was conducted with students from the educational industry that can provide inputs on the utilization of SMM tools. With the random sampling method, 250 respondents were selected for the survey from different educational institutions. This chapter of conclusions and recommendations provides a closure to the current research by highlighting the major findings of the study that address the proposed research objectives and the research questions.

Firstly, the reliability of the questionnaire tool was assessed. The Cronbach alpha test was used to assess the dependability of the survey questionnaire tool employed in the research, which is consistent with the findings of Amiruddin et al. (2021) and Schrepp (2020). To comprehend the tool's reliability, each portion from part B to part G was examined independently, and the whole instrument was assessed. A full set of 47 inquiries were submitted, and the Cronbach Alpha was 0.947, indicating that the survey that was utilised for

gathering information is pertinent and will offer reliable statistical information, that is analysed and debated in the paragraphs below with regard to the research goals.

Considering the demographics of respondents it was found that 52 per cent of the respondents were males and 48 per cent of the respondents were females. Moreover, the majority of the respondents belonged to the age group of 22-25 years which accounted for 40 per cent. Additionally, 31.6 per cent of the respondents belonged to the age group of 25-28 years. Also, only 10.4 per cent of the respondents belonged to the age group of 29 years and above.

Furthermore, the study analysed the students' perception of SMM usage and it was revealed that the majority of the respondents (62.4 per cent) agreed that HEIs usage of SMM helps students in getting university alerts. Furthermore, 58.8 per cent of the respondents also believed that SMM allows potential students to trace information about events taking place in HEIs through videos and photos. Additionally, 56.4 per cent asserted that Social Media allows potential students to connect with existing students. Furthermore, it was found that the majority of the respondents (65.6%) agreed that Television is the channel used for Social media marketing. This is followed by 56.8 per cent of the respondents who agreed that Word of Mouth is an appropriate channel for SMM, while 43.2 per cent agreed that outdoor advertisements play a crucial role in SM Marketing. In general, the data show that pupils consider social networking sites to be a beneficial tool for obtaining institution notifications, obtaining activity knowledge, and engaging with current students. Furthermore, television is regarded as the key vehicle for SMM, next to word of mouth and, to a lower degree, outdoor commercials. These findings can help HEIs develop strategies for using social media and choosing relevant marketing platforms to successfully engage pupils and potential candidates.

Moreover, for the aspect of brand loyalty, it was revealed that 62.4 per cent of the respondents agreed that they would recommend studying at the university to their relatives and friends, while 61.6 per cent of the respondents asserted that if they planned to do a master's degree, this university would be their first choice. Moreover, 58.8 per cent of the study participants revealed that if they were to take the university entrance exam once again, they would like to enter this university. Regardless the educational institution is large or little, old or new, situated in Africa, Asia, Europe, or America, recruiting pupils is a major goal that can be achieved via efficient brand administration. It appears that the days of consumers (the learners) considering excellence as the only criterion for picking a university or college is over, as the degree to which the business is recognised and entrenched has become a crucial factor in their process of selection. Individuals desire their experience in college to be recognised or be part of a general reputation, so they bear an identification of an acknowledged and trustworthy brand with them, which aids in getting hired (Mabkhot et al., 2017). While children and parents choose a well-known brand as their learning establishment (Kayombo and Carter, 2016), higher learning organisations are doing all possible to capitalise on this developing pattern and brand their educational organisation. The disadvantage of this marketing approach may be that the excellence of provider institutions that are not included in the marketing campaign may become unknown. As a result, it is critical for these colleges/universities to take into account brand awareness for their individual institutions (Chen and Chen, 2014).

For brand equity, it was found that 58.8 per cent of the respondents revealed that in case another university was similar to this university, they would also have studied at this university. While 56.4 per cent of the respondents were of the perception that in case there was another university as good as this, they would also have studied at this university. Additionally, 42 per cent of the study participants revealed that as compared to other

universities, they would always prefer to study at this university. Combating falling registrations, lower continuation, and general competitiveness; strengthening image and reputation; expanding financial capabilities; recognising a charitable contributor; goal congruence; or indicating the combination of educational institutions are all common reasons for HEI marketing. As a consequence, when the outcomes of an independent brand audit reveal a failing brand, it is critical for the HEI to discover how the brand is not operating from an economic and strategic standpoint. The majority of organisations will be able to begin on a revitalization or concentration approach to refocus their present brand to fit their aims and the demands of their consumer base, while others may require additional tactics such as rebranding or dissolving a brand (Williams Jr & Omar, 2014).

Furthermore, students' engagement with SMM marketing was observed and it was revealed that 62.4 per cent of the respondents used social media as it was their daily habit. 62.4 per cent agreed that as compared to the real world, social media makes them feel more comfortable and respondents feel anxious when they can't use social media. While 58.8 per cent get fulfilled by the attention and comments of others on social media. Higher education is about more than just teaching and cultivating learners, while they are obviously significant aspects of the job market. Additional key tasks include involving current learners, professors, and employees, as well as communicating with alumni, fellow students, and governors. In the last few years, colleges have increasingly relied on social networking platforms to establish and maintain high-quality interactions with these interested parties (Smedescu, 2014). With social media sites growing more common and prevalent in higher education institutions, particularly among students in higher education, it has grown increasingly important to identify the types of effects educational institutions are experiencing with their usage of social media initiatives. According to Kinsky et al. (2016), "the permeation of social media into allegedly every aspect of existence" has given rise to an expanding academic fascination

with investigating how university learners use social media in addition to the opinions regarding learners who use social media in educational institutions. The current investigation into social media in educational institutions has concentrated on how these websites help universities with recruiting and brand recognition (Smedescu, 2014). Researchers have investigated social media's usefulness as an instructional tool (Kinsky et al., 2016; Subramani, 2015).

Moreover, for the aspect of social media marketing, 62.4 per cent of respondents agree that overall using social media for the class is beneficial, followed by 58.8 per cent who stated that they would invest in their professional future career by taking classes with professors using social media as it will help them prepare for the growing expectations in the field. Although 56.4 per cent stated that they do not want to register for a class with a professor who requires students to use social media for class activities. The relevance of social media for youngsters today frequently prompts instructors to investigate the pedagogical usefulness of such media. Nevertheless, many instructors find social media during instruction to be upsetting. Educators tend to grapple with the conflict between potential teaching applications and the allure of technological advances. This issue is sometimes exacerbated by an absence of scientific pedagogical topic understanding to augment instruction with social networking sites. It is suggested that identifying social media is difficult. Nevertheless, the notion of social media may be summed up as Online apps that facilitate the development and sharing of the content generated by users, need a certain amount of openness, and enable an appropriate amount of social interaction (Mahmud et al., 2016). Recent studies of the research on educational uses of social media focus on the instructional use of particular apps and pathways, like wikis, Twitter, or Facebook, and investigate the improvement pertaining to learning outcomes. Despite instructional software, including learning management systems, rapidly incorporating social media-driven features,

it seems to restrict characteristics such as self-presentation and target categories. Previous assessments noted the researchers' desire for effective usage of social media sites in education and the frequently insufficient scientific proof for this achievement. Some individuals argue that social media were never intended for educational purposes, whereas others see this as an introduction for future study (Van Den Beemt et al., 2020).

6.2 Conclusions:

The conventional media relies primarily on the multifaceted approach; the business crafts an advertisement and distributes it to a broad demographic via transmission newspapers, television, or signs. Conventional media is a one-way exchange medium that fails to promote interaction or word-of-mouth. Promotion, public relations, and business outreach are all examples of conventional media promotion. This type of promotional material is intended to persuade a target audience to perform the required action with respect to a local good or product. The goal is to influence buyer behaviour by marketing the distinctive benefit of an offering (Hausman, 2014). Marketers use this strategy to drive purchases by declaring and repeating the company's proposition to its intended audience. Marketers manage the content and the company's identity by dominating the consumers they are targeting through one-way interaction (Ragini, 2016). Conventional media marketing performance may be measured in terms of memory, shifts in mindset, and brand preference. This kind of marketing, nevertheless, is restricted to what the customer performs or with advertising content. As a result of SMM being the new opponent to conventional media advertising, the direction of marketing has shifted (Diwedi et al., 2015). The conventional media lacks means for generating advertising through word-of-mouth, making it difficult to regulate, establish, and assess. The foreseeable future for marketing lies in contemporary media, wherein both customers and businesses use social networking sites to locate pertinent data. When data is freely accessible through electronic means, it is often referred to as SMM.

Companies that use new media may reach out to customers and competing companies in shorter periods of time. Because customers utilise the internet to obtain knowledge, social media advertising is applicable to every sort of organisation. Using numerous social media channels might help to cut marketing expenditures. Consumers' likes, visits, and comments on social media may be used to gauge their success (Saravanakumar & SuganthaLakshmi, 2012).

The present research first examined students' perceptions of the use of social media when in school or at educational facilities to assist learners in achieving their educational objectives. Participants were presented with Likert scale questions to comprehend their perceptions. The initial query aimed at comprehending the learner's attitude in registering for courses where instructors demand learners to use social media for various assignments. While the second question focused on comparing circumstances with the goal to evaluate their true opinion. In answering the first inquiry, it was discovered that 42 per cent of total pupils, consented to enrol in a course of this sort, while 29.6 per cent, disagreed regarding the same. In response to the second inquiry, 56.4 per cent of those surveyed agreed that they did not want to enrol for programmes wherein SM was required to be utilised for various activities, whereas just 25.6 per cent of the overall participants disagreed or indicated that they wanted to enrol for such programmes. As a result, it can be deduced that learners do not want to continue registering for classes where teachers mandate the use of social media; yet, if no other alternatives are available, a considerable portion of students would be eager to attend the class. Both inquiries demonstrate that there exists a large gap between pupil opinion and actual attendance in classes where instructors wish to use social media for different educational purposes. It could assist in the development of an effort to minimise the amount of disparity in favour of favourable acceptance.

An intriguing finding in the present research is that a substantial percentage of learners in the educational setting concurred that the use of social media utilisation does not culminate in any advantages for the learners, whereas the results indicated that 46.8% of overall learners disagreed or indicated that social media may possess a beneficial role in the student's professional careers. Two additional questions were posed to participants in order to better comprehend their perspective on the value of social media in the classroom. 62.4 per cent of the overall population, said that they feel the use of social networking sites proves beneficial for the classroom, while 28 per cent, indicated the opposite. When questioned about not using social media in class, 38.8 per cent agreed that not using it is also useful, while 31.2 per cent disapproved of the same. As a result, it has been demonstrated that the majority of students choose to use social media in particular, if not entirely, for enhanced learning results in the classroom.

To analyze essential factors related to social media that facilitate online marketing in the Education sector, a correlation analysis was conducted. It was inferred that there exists a link between SMM, learners' impression of SMM utilisation, and student involvement because the Pearson correlation coefficient values and p-values were below 0.0001. Thus, it is affirmed that critical social media aspects support internet marketing in the education industry. Social media is becoming increasingly important as a medium for connecting with others, communicating, and advertising. A growing number of organisations in a variety of sectors are currently using or intend to use social media apps in their advertising programmes. HEIs are becoming more interested in the promotional possibilities of social media. The ability of these technologies to connect with and engage potential learners is very crucial (Constantinides & Zinck Stagno, 2011). Given the favourable prior experience in the corporate sector on the benefits of SMM and the rapid growth instances of social media among youths, using social media as an educational marketing tool is an appealing concept.

This type of advertisement has been linked with enhanced interactions, increased consumer involvement, and increased brand loyalty. It is logical to anticipate that using social media apps as a component of institution marketing might enhance registration rates and assist new applicants in making more informed judgements about their educational options and institution choices. Nevertheless, not much is understood about how prospective undergraduates utilise social media and the influence it has on how they choose their academic courses, and universities (Constantinides & Zinck Stagno, 2011).

Further, the study measured the impact of these social media-based factors on brand management in the context of the Education sector. A notable finding from the present research is that there is a considerable association between the management of brands and social media promotion. The P-value was calculated to be below 0.0001, indicating the existence of a significant relationship between the factors in question. It may be concluded that SMM aspects have had a significant impact on the management of brands in the learning business. Educational groups can now interact with their target population in more pertinent and inventive ways owing to the advent of social networking technologies. One of the most significant benefits of utilising social media for operating brands in the education industry is the increased exposure and accessibility it provides. Educational institutions may sell their ideals, successes, and distinctive services to a worldwide audience by using numerous platforms and networks. This enhanced exposure promotes the institution's procurement of new students, the formation of partnerships, and the expansion of its relationships. Furthermore, social media is an effective tool for actual time interaction and exchange. Universities may communicate with their pupils, parents, former students, and various other customers, creating an atmosphere of belongingness and strengthening ties. Educational facilities can display their dedication to student contentment and develop a favourable reputation by immediately responding to enquiries, complaints, and criticism. Social media

networks also enable the creation and dissemination of data. Educational institutions may promote themselves as recognised experts in their chosen fields by creating interesting and useful material such as articles, videos, conferences, and lectures. Delivering great instructional information likewise assists to build the organization's reputation as a brand, additionally serves to draw in more learners and drive participation.

Furthermore, the study explored the expanding potential of social media marketing that is influencing brands in the educational sector. Following the establishment of an association between SMM and brand management, the present research developed, with a P-value below 0.001. It was found that various social networking sites have distinct effects on SMM promotional efforts, and approaches must be implemented by the company to enhance SMM in order to influence brands in the educational sector. Following that, it was discovered in another test, wherein the P-value was less than 0.001, that each social media channel had a distinct influence on social media marketing outcomes in relation to the marketing campaigns undertaken by the company. As a result, marketing executives for education businesses must evaluate every platform individually. Students' emotions are influenced by social media. Currently, many highly educated professors communicate with their pupils via social media by publishing educational information or upgrades. Under the context of advertising, the connection between consumers and sellers on social media creates a relationship and, if handled effectively, could result in a psychological and long-term outcome. According to several studies, engaged customers are not only content or trustworthy but they are psychologically tied to the organisation's products and offerings (Barhemmati & Ahmad, 2015). SMM efforts can encourage individuals to get engaged in social media websites, allowing them to actively participate in providing helpful input on specific companies and goods (Toor et al., 2017). Customers face a wealth of data while making purchase decisions due to the tremendous flow of knowledge about the marketplace and many options. Social

media have become widely used as a commercial communication tool because it is extremely useful and versatile. The advantages of using social media include no time, location, communication, or expense constraints (Kim & Ko, 2012). As a result, social media is now widely utilised to interact with and advertise programmes and offerings in educational institutes as well (Karimi & Naghibi, 2015). Presently social media is regarded as the primary source of knowledge for consumers who require repurchase or are in the midst of deciding on a purchase choice or selections of educational institutes in the present study context. Students may easily learn more about the educational institutes and the courses they enjoy through social media, and students' behaviour and views can be predicted using facts published on social networking sites. In contemporary phenomena, customers use social media throughout the process of buying, such as acquiring information, evaluating options, and picking the most suitable option, as well as posting their own experiences through social networks as a post-purchase procedure. Similarly, academicians, stakeholders university partners and alumni can also post their experiences and perceptions regarding their education institutes and accordingly, it can assist students in assessing which university caters to their educational needs (Prabowo et al., 2020).

Consequently, it must be asserted that social networking platform is a type of digital media that encourages involvement, transparency, dialogue, neighbourhood and connectivity, interaction, cooperation, and knowledge exchange. Social networking forums are still relatively fresh, but they are quickly becoming popular online platforms for communication among the younger population. Social media contact allows consumers more liberty than conventional means and motivates consumers. Businesses may use social media channels to examine client comments and enhance the standard of their company offering. Social media has transformed the way higher education is advertised; social media allows for immediate

and engaged involvement and supplements the company's current conventional promotion (Ragini, 2016).

In an expanding market, the social media system is a collaborative information medium. Companies are using this kind of promotion in their advertising approach. In contrast with conventional marketing methods like newspapers and magazines, the SMM strategy does not cease after the intended demographic has been attracted. SMM are active and must be handled past the original point of interaction. From the current study results, it can be inferred that educational institutes are becoming more interested in using social media in their marketing strategy.

6.3 Recommendations:

Based on the findings pertaining to the current study and the critical analyses of the data, the following recommendations have been proposed that prove to be crucial for the present study domain.

- Firstly, it is essential to establish a thorough social media advertising plan for educational institutions. Educational organisations must establish an established SMM approach that is consistent with their broader advertising targets. The target viewers, intended image of the brand, content planning, and channel choice should all be considered in this approach. This recommendation coincides with the current study findings as the present research revealed that students are more likely to choose a university with is more equipped with social media. The students are likely to invest in their professional future careers by taking classes with professors using social media as it will help them prepare for the growing expectations in the field.
- Secondly, the study findings depict that investment in producing content and curation is essential for universities. Connecting audiences on social media channels requires

high-quality, pertinent content, therefore, instructional institutions ought to invest in the development of excellent content such as instructional materials, instructive articles, films, and visualisations. Building user-generated material may also serve to develop a feeling of belonging and enhance the participation of the students.

- Furthermore, educational institutions must work on the utilisation of social networking data analytics. Educational institutions must monitor and analyse social media data as it is critical for gaining knowledge about the success of advertising initiatives. Applications for social media analytics ought to be used by educational organisations for monitoring key performance indicators (KPIs), assessing levels of participation, and recognising opportunities for development. This strategy based on data will assist in the refinement of advertising approaches and the optimisation of content distribution.
- Additionally, universities must interact with brand representatives and influential individuals as these collaborations with key people in the field of education, including educators, academics, and former students, may have a big influence on engagement with brands. Educational organisations should seek out and collaborate with appropriate influencers who share their principles and their intended demographic. These influential individuals can help brands magnify their messaging, expand their reach, and establish real relationships with their audiences.
- Furthermore, universities must work on conducting tailored paid marketing campaigns. Social media networks have powerful targeting tools which enable educational organisations to contact particular audiences. Educational institutions may market their company's programmes, activities, and accomplishments to a highly pertinent demographic by utilising sponsored advertisements. In order to maximise

the return on investment, it is critical to create attractive advertisements and optimise targeting settings.

- Furthermore, educational institutions must promote user-generated material and participation. Effectively engaging spectators in the creation and distribution of institution-related material the universities may build a feeling of connection and commitment. Educational facilities can hold competitions, solicit pupil and alumni testimonies, and promote pertinent social media debates. This strategy will not only boost interaction but will also build reputation and credibility.
- Educational institutes must also consistently track and update approaches. Because SMM is an ever-changing area, and patterns and habits may shift quickly, therefore, educational organisations ought to track social networking sites on a daily basis, remain up up-to-date on the most recent developments, and adjust their strategy appropriately. Additionally, universities may maintain an edge over their competitors and assure continued loyalty to their brands by remaining adaptable and flexible.
- Educational institutions must also engage with other divisions and participants and SMM initiatives must not be restricted to the marketing division exclusively. In order to use their knowledge and establish a unified social media existence, educational organisations should interact with diverse divisions, particularly registration, alumni interactions, professors, and student organisations. Institutions may present an exclusive reputation and communicate with a larger audience by incorporating numerous stakeholders.
- Also, educational institutions must undertake frequent evaluations and reviews to determine the success of their SMM activities. The educational institutions must work on gathering input from pupils, former pupils, and other beneficiaries, analysing

social media indicators, and comparing with industry norms may all be part of this process. These assessments' findings will aid in identifying advantages, flaws, and areas for growth and accordingly assist the universities in developing good SMM strategies.

- Also, universities must keep up-to-date information on moral and ethical issues. While participating in SMM, educational organisations must follow ethical and constitutional norms. In order to guarantee adherence and a favourable reputation for the institutions, it is important to become acquainted with confidentiality regulations, copyright legislation, and platform-specific standards.

Adopting these guidelines will allow educational organisations to harness the potential of SMM to increase brand engagement, connect a larger audience, and establish significant relationships with the people they serve.

6.4 Limitations:

A major limitation of the current study is that it involves the analysis and collection of quantitative data. Since this data is numerical in nature and the questionnaire was developed on a five-point Likert scale, the participants had a limited point of view regarding SMM. The participants could only depict their degree of agreeableness and disagreement regarding a particular statement. As a consequence, critical contextual data and qualitative perspectives might have been overlooked. Respondents were incapable to offer comprehensive justifications, illustrations, or explaining the intricacies of their Social Media-related ideas and feelings. This constraint reduces the depth of information obtained, possibly restricting the topic's thorough comprehension.

Secondly, the study measured the perceptions of only the students pertaining to the implication of Social Media Marketing in the Education Sector. This has restricted the scope

of the study. Since several stakeholders are associated with the prospects of SMM and other dimensions, the perceptions of these stakeholders would have helped in drawing more credible findings. Numerous parties are involved in the educational industry, namely instructors, educators, parents, former students, and commercial partners. Every category of stakeholders has its own set of viewpoints, circumstances, and objectives when it comes to SMM in the educational industry. By leaving these players out of the research, key ideas and various perspectives that may have contributed towards more trustworthy conclusions were squandered.

6.5 Further research:

The present research aimed to assess the implication of Social Media Marketing in the Education Sector and evaluated the impact of Social Media-induced Marketing elements on Brand Engagement. Furthermore, the study examined the varied implications of adopted social media marketing approaches in the Education Sector. The study further analysed the essential factors related to social media that facilitate online marketing in the Education sector. The study measured the impact of these social media-based factors on brand management in the context of the Education sector. The study expanded the potential of social media marketing that is influencing brands in the educational sector. Although all measures were undertaken to establish the validity of the research, certain limitations were found in context of the current study. Addressing these limitations in future research studies may assist in drawing more crucial inferences. Firstly, to address the constraint of quantitative data, subsequent research might use subjective gathering techniques such as focused group discussions or interviews to acquire deeper understandings and a larger spectrum of viewpoints. Respondents would be able to expound on their personal experiences, present instances, and convey an additional full knowledge of the difficulties of SMM in the education industry using qualitative methodologies. Furthermore, to solve the

restriction of only gathering the perceptions of the students, subsequent studies ought to involve a wide range of participants and use an approach with multiple approaches that combines both statistical and qualitative information-driven approaches. This would allow for a more in-depth examination of the attitudes, encounters, and viewpoints of numerous stakeholders like instructors, educators, parents, former students, and commercial partners participating in SMM in the educational industry.

Finally, the research "The Implication of Social Media Marketing in the Education Sector - Evaluating the Impact of Social Media-induced Marketing Elements on Brand Engagement" provides insight into the substantial consequences of SMM in the setting of academia. The research revealed helpful knowledge into the influence of SMM on brand loyalty within educational organisations by analysing social media-induced advertising aspects. The results of the research emphasise the increasingly important role of SMM in the education industry as a potent instrument for increasing engagement with brands. According to the findings of the investigation, social media channels have grown to be an essential tool of interaction and involvement between educational organisations and their intended audience, notably scholars. The use of different social media-induced marketing components, including informative material, user-generated content, and individualised marketing, has favourably improved brand engagement by promoting engagement among learners, establishing a feeling of belonging, and enhancing the visibility of the business.

References

- Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The impact of social media on learning behavior for sustainable education: Evidence of students from selected universities in Pakistan. *Sustainability*, *11*(6), 1683.
- Ahmed, M. A., & Zahid, Z. (2014). Role of social media marketing to enhance CRM and brand equity in terms of purchase intention. *Asian Journal of management research*, *4*(3), 533-549.
- Aiduang, W., Chanthaluck, A., Kumla, J., Jatuwong, K., Srinuanpan, S., Waroonkun, T., Oranratmanee, R., Lumyong, S., & Suwannarach, N. (2022). Amazing fungi for eco-friendly composite materials: A comprehensive review. *Journal of Fungi*, *8*(8), 842.
- Al-Youbi, A. O., Al-Hayani, A., Bardesi, H. J., Basher, M., Lytras, M. D., & Aljohani, N. R. (2020). The King Abdulaziz University (KAU) pandemic framework: a methodological approach to leverage social media for the sustainable management of higher education in crisis. *Sustainability*, *12*(11), 4367.
- Aji, P., Nadhila, V., & Sanny, L. (2020). Effect of social media marketing on Instagram towards purchase intention: Evidence from Indonesia's ready-to-drink tea industry. *International Journal of Data and Network Science*, *4*(2), 91-104.
- Alikilic, O., & Atabek, U. (2012). Social media adoption among Turkish public relations professionals: A survey of practitioners. *Public relations review*, *38*(1), 56-63.
- Aljumah, A., Nuseir, M. T., & Alshurideh, M. T. (2021). The Impact of Social Media Marketing Communications on Consumer Response During the COVID-19: Does the Brand Equity of a University Matter?. In *The Effect of Coronavirus Disease (COVID-19) on Business Intelligence* (pp. 367-384). Springer, Cham.

- Amirrudin, M., Nasution, K., & Supahar, S. (2021). Effect of variability on Cronbach alpha reliability in research practice. *Jurnal Matematika, Statistika dan Komputasi*, 17(2), 223-230.
- Ancillai, C., Terho, H., Cardinali, S., & Pascucci, F. (2019). Advancing social media driven sales research: Establishing conceptual foundations for B-to-B social selling. *Industrial Marketing Management*, 82, 293-308.
- Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*, 7(1), 1-16.
- Appel, G., Grewal, L., Hadi, R., & Stephen, A. T. (2020). The future of social media in marketing. *Journal of the Academy of Marketing Science*, 48(1), 79-95.
- Arrigo, E. (2018). Social media marketing in luxury brands: A systematic literature review and implications for management research. *Management Research Review*, 41(6), 657-679.
- Azizi, S. M., Soroush, A., & Khatony, A. (2019). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study. *BMC psychology*, 7(1), 1-8.
- Baccarella, C. V., Wagner, T. F., Kietzmann, J. H., & McCarthy, I. P. (2018). Social media? It's serious! Understanding the dark side of social media. *European Management Journal*, 36(4), 431-438.
- Balakrishnan, B. K., Dahnil, M. I., & Yi, W. J. (2014). The impact of social media marketing medium toward purchase intention and brand loyalty among generation Y. *Procedia-Social and Behavioral Sciences*, 148, 177-185.

- Barann, B. (2018). An IS-perspective on omni-channel management: Development of a conceptual framework to determine the impacts of touchpoint digitalization on retail business processes. *Research-in-Progress Papers*.
- Barus, I. R. G., & Simanjuntak, M. B. (2020). Evieta-Based Learning Material in English Business Class: Students' Perceptions. *SELTICS*, 73-82.
- Bashar, A., Ahmad, I., & Wasiq, M. (2012). Effectiveness of social media as a marketing tool: An empirical study. *International Journal of Marketing, Financial Services & Management Research*, 1(11), 88-99.
- Branthwaite, A., & Patterson, S. (2011). The power of qualitative research in the era of social media. *Qualitative Market Research: An International Journal*, 14(4), 430-440.
- Byrne, V. L., Higginbotham, B. L., Donlan, A. E., & Stewart, T. J. (2021). An online occupation of the university hashtag: Exploring how student activists use social media to engage in protest. *Journal of College and Character*, 22(1), 13-30.
- Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital marketing: strategy, implementation & practice*. Pearson.
- Chang, J. H., Chiu, P. S., & Huang, Y. M. (2018). A sharing mind map-oriented approach to enhance collaborative mobile learning with digital archiving systems. *International Review of Research in Open and Distributed Learning*, 19(1).
- Chatterjee, S., & Kar, A. K. (2020). Why do small and medium enterprises use social media marketing and what is the impact: Empirical insights from India. *International Journal of Information Management*, 53, 102103.

- Chen, C. F., & Chen, C. T. (2014). The effect of higher education brand images on satisfaction and lifetime value from students' viewpoint. *The Anthropologist, 17*(1), 137-145.
- Chen, S. C., & Lin, C. P. (2019). Understanding the effect of social media marketing activities: The mediation of social identification, perceived value, and satisfaction. *Technological Forecasting and Social Change, 140*, 22-32.
- Cheung, M. L., Pires, G. D., & Rosenberger III, P. J. (2019). Developing a conceptual model for examining social media marketing effects on brand awareness and brand image. *International Journal of Economics and Business Research, 17*(3), 243-261.
- Cheung, M. L., Pires, G., & Rosenberger, P. J. (2020). The influence of perceived social media marketing elements on consumer-brand engagement and brand knowledge. *Asia Pacific Journal of Marketing and Logistics, 32*(3), 695-720.
- Chigombe, P., Chundu, M., & Mucheri, T. (2022). Factors Affecting Adoption of Social Media Marketing by Construction MSMEs in Zimbabwe: Case of CIFOZ and SMEA Members in Harare. *Advances in Social Sciences Research Journal, 9*(7), 436-456.
- Constantinides, E., & Fountain, S. J. (2008). Web 2.0: Conceptual foundations and marketing issues. *Journal of direct, data and digital marketing practice, 9*(3), 231-244.
- Constantinides, E., & Zinck Stagno, M. C. (2011). Potential of the social media as instruments of higher education marketing: A segmentation study. *Journal of marketing for higher education, 21*(1), 7-24.
- Davis, J., Wolff, H. G., Forret, M. L., & Sullivan, S. E. (2020). Networking via LinkedIn: An examination of usage and career benefits. *Journal of Vocational Behavior, 118*, 103396.

- Desai, V., & Vidyapeeth, B. (2019). Digital marketing: A review. *International Journal of Trend in Scientific Research and Development*, 5(5), 196-200.
- Di Domenico, G., Sit, J., Ishizaka, A., & Nunan, D. (2021). Fake news, social media and marketing: A systematic review. *Journal of Business Research*, 124, 329-341.
- Dobrowolski, Z., & Drozdowski, G. (2022). Does the net present value as a financial metric fit investment in green energy security?. *Energies*, 15(1), 353.
- Dressler, M., & Paunovic, I. (2021). The value of consistency: portfolio labeling strategies and impact on winery brand equity. *Sustainability*, 13(3), 1400.
- Du Plessis, C. (2015, July). An exploratory analysis of essential elements of content marketing. In *proceedings of the second European conference on social media* (pp. 122-129).
- Duffett, R. G. (2017). Influence of social media marketing communications on young consumers' attitudes. *Young Consumers*, 18(1), 19-39.
- Duffy, B. E., & Chan, N. K. (2019). "You never really know who's looking": Imagined surveillance across social media platforms. *New Media & Society*, 21(1), 119-138.
- Dwivedi, Y. K., Ismagilova, E., Hughes, D. L., Carlson, J., Filieri, R., Jacobson, J., Jain, V., Karjaluoto, H., Kefi, H., Krishen, A. S., Kumar, V., Rahman, M. M., Raman, R., A. Rauschnabel, P. A., Rowley, J., Salo, J., Tran, G. A., & Wang, Y. (2021). Setting the future of digital and social media marketing research: Perspectives and research propositions. *International Journal of Information Management*, 59, 102168.
- Dwivedi, Y. K., Kapoor, K. K., & Chen, H. (2015). Social media marketing and advertising. *The Marketing Review*, 15(3), 289-309.

- Ebrahim, R. S. (2020). The role of trust in understanding the impact of social media marketing on brand equity and brand loyalty. *Journal of Relationship Marketing, 19*(4), 287-308.
- Elfeky, A. I. M., & Elbyaly, M. Y. H. (2021). The use of data analytics technique in learning management system to develop fashion design skills and technology acceptance. *Interactive Learning Environments, 31*(6), 3810-3827.
- Enke, N., & Borchers, N. S. (2019). Social media influencers in strategic communication: A conceptual framework for strategic social media influencer communication. *International journal of strategic communication, 13*(4), 261-277.
- Ermakov, A. V., Skarzhynskaya, E. N., & Novoselov, M. A. (2022). Digital transformation of professions in physical education and sport sector. *Theory and Practice of Physical Culture, (3)*, 7-9.
- Fahimirad, M., Nair, P. K., Kotamjani, S. S., Mahdinezhad, M., & Feng, J. B. (2019). Integration and Development of Employability Skills into Malaysian Higher Education Context: Review of the Literature. *International Journal of Higher Education, 8*(6), 26-35.
- Farinloye, T., Wayne, T., Mogaji, E., & Watat, J. K. (2020). Social media for universities' strategic communication. In *Strategic marketing of higher education in Africa* (pp. 96-115). Routledge.
- Ferrari, A., Cachia, R., & Punie, Y. (2009). Innovation and creativity in education and training in the EU member states: Fostering creative learning and supporting innovative teaching. *JRC Technical Note, 52374*, 64.

- Fiaz, M., Ikram, A., Basma, A., Tariq, Z., Jafri, S. K. A., & Khurram, W. (2019, November). Role of social media marketing activities in creating university brand image and reputation: the mediating role of customer value co-creation behavior. In *2019 8th International Conference on Information and Communication Technologies (ICICT)* (pp. 135-141). IEEE.
- French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist*, *48*(1), 14-46.
- Gebreel, O. S. S., & Shuayb, A. (2022). Contribution of social media platforms in tourism promotion. *International Journal of Social Science, Education, Communication and Economics (SINOMICS JOURNAL)*, *1*(2), 189-198.
- Gillespie, T. (2018). *Custodians of the Internet: Platforms, content moderation, and the hidden decisions that shape social media*. Yale University Press.
- Godey, B., Manthiou, A., Pederzoli, D., Rokka, J., Aiello, G., Donvito, R., & Singh, R. (2016). Social media marketing efforts of luxury brands: Influence on brand equity and consumer behavior. *Journal of business research*, *69*(12), 5833-5841.
- Gvili, Y., & Levy, S. (2018). Consumer engagement with eWOM on social media: The role of social capital. *Online information review*.
- Gyau, Y. O. (2021). Towards Perception and Usage of Social Networking Sites among Students in the Ghana Institute of Journalism. *West African Journal of Open and Flexible Learning*, *9*(2), 107-128.
- Hadi, N. U., & Ahmed, S. (2018). Role of employer branding dimensions on employee retention: Evidence from educational sector. *Administrative sciences*, *8*(3), 44.

- Hafez, M. (2021). The impact of social media marketing activities on brand equity in the banking sector in Bangladesh: the mediating role of brand love and brand trust. *International Journal of Bank Marketing*, 39(7), 1353-1376.
- Hanaysha, J. R. (2022). Impact of social media marketing features on consumer's purchase decision in the fast-food industry: Brand trust as a mediator. *International Journal of Information Management Data Insights*, 2(2), 100102.
- Hanna, R., Rohm, A., & Crittenden, V. L. (2011). We're all connected: The power of the social media ecosystem. *Business horizons*, 54(3), 265-273.
- Harsh, I. S., Sharma, A., Sharma, C., & Garg, R. (2023). Intelligent Neurological Based Email Categorization Using Svm To Increase Customer Support Efficiency. *Journal of Pharmaceutical Negative Results*, 4166-4171.
- Hartanto, Y., Firmansyah, M. A., & Adhrianti, L. (2022, April). Implementation Digital Marketing Pesona 88 Curup in to Build Image for the Decision of Visit Tourist Attraction. In *4th Social and Humanities Research Symposium (SoRes 2021)* (pp. 589-594). Atlantis Press.
- Hausman, A. (2014, October 6th). Data-Driven Digital Marketing. Retrieved from Social Media Versus Traditional Media: <https://www.hausmanmarketingletter.com/social-media-versustraditional-media/>
- Haviz, M. (2020). Designing and developing a new model of education surau and madrasah minangkabau Indonesia. *Jurnal Pendidikan Islam*, 6(1), 79-100.
- Hou, Y., Xiong, D., Jiang, T., Song, L., & Wang, Q. (2019). Social media addiction: Its impact, mediation, and intervention. *Cyberpsychology: Journal of psychosocial research on cyberspace*, 13(1).

- Hsina, H., & Haoucha, M. (2022). Social Media Brand Engagement: The Construct And Antecedents In Higher Education Sector. *Economic and Social Development: Book of Proceedings*, 165-173.
- Hursen, C. (2021). The effect of problem-based learning method supported by web 2.0 tools on academic achievement and critical thinking skills in teacher education. *Technology, Knowledge and Learning*, 26(3), 515-533.
- Ibrahim, B., Aljarah, A., & Ababneh, B. (2020). Do social media marketing activities enhance consumer perception of brands? A meta-analytic examination. *Journal of Promotion Management*, 26(4), 544-568.
- Icha, O. (2015). Effectiveness of social media networks as a strategic tool for organizational marketing management. *J Internet Bank Commer*, S2.
- Infante, A., & Mardikaningsih, R. (2022). The Potential of social media as a Means of Online Business Promotion. *Journal of Social Science Studies (JOS3)*, 2(2), 45-49.
- Iskarim, M. (2018). The quality management of Arabic language education based on the quality management system (SMM) ISO 9001: 2015. *ALSINATUNA*, 3(2), 225-243.
- Jacobson, J., Gruzd, A., & Hernández-García, Á. (2020). Social media marketing: Who is watching the watchers?. *Journal of Retailing and Consumer Services*, 53, 101774.
- Jarrar, Y., Awobamise, A. O., & Aderibigbe, A. A. (2020). Effectiveness of influencer marketing vs social media sponsored advertising. *Utopía y praxis latinoamericana: revista internacional de filosofía iberoamericana y teoría social*, 25(12), 40-54.
- Jeanpierre, B., Oberhauser, K., & Freeman, C. (2005). Characteristics of professional development that effect change in secondary science teachers' classroom practices. *Journal of research in science teaching*, 42(6), 668-690.

- John, S. P., & De'Villiers, R. (2020). Elaboration of marketing communication through visual media: An empirical analysis. *Journal of Retailing and Consumer Services*, 54, 102052.
- Jung, S. G., Salminen, J., & Jansen, B. J. (2020, March). Giving faces to data: Creating data-driven personas from personified big data. In *Proceedings of the 25th International Conference on Intelligent User Interfaces Companion* (pp. 132-133).
- Kainde, S. J., & Mandagi, D. W. (2023). From likes to loyalty: the interplay of social media marketing in shaping education institution brand attitude and loyalty. *Jurnal Ekonomi*, 12(02), 465-475.
- Kang, M., & Schuett, M. A. (2013). Determinants of sharing travel experiences in social media. *Journal of Travel & Tourism Marketing*, 30(1-2), 93-107.
- Kaoud, M., & El Dine, N. A. (2022). Digital Transformation in Marketing through a Customer Knowledge Management Approach for Startups and SMEs: An EdTech Startup Case Study. *International Journal of Innovation, Management and Technology*, 13(1), 25-31.
- Karimi, S., & Naghibi, H. S. (2015). Social media marketing (SMM) strategies for small to medium enterprises (SMEs). *International Journal of Information, Business Management*, 7(4), 86-98.
- Kayombo, K. M., & Carter, S. (2019). Understanding Student Preference for University Choice in Zambia.
- Kehrein, P., Van Loosdrecht, M., Osseweijer, P., Garfi, M., Dewulf, J., & Posada, J. (2020). A critical review of resource recovery from municipal wastewater treatment plants—

- market supply potentials, technologies and bottlenecks. *Environmental Science: Water Research & Technology*, 6(4), 877-910.
- Khan, R. H. (2013). Marketing education online: a case study of New Zealand higher education institutions. *Procedia-Social and behavioral sciences*, 103, 637-646.
- Ki, C. W. C., Cuevas, L. M., Chong, S. M., & Lim, H. (2020). Influencer marketing: Social media influencers as human brands attaching to followers and yielding positive marketing results by fulfilling needs. *Journal of Retailing and Consumer Services*, 55, 102133.
- Kim, A. J., & Ko, E. (2012). Do social media marketing activities enhance customer equity? An empirical study of luxury fashion brand. *Journal of Business Research*, 65(10), 1480-1486.
- Kim, R. B., & Chao, Y. (2019). Effects of brand experience, brand image and brand trust on brand building process: The case of Chinese millennial generation consumers. *Journal of International Studies*, 12(3), 9-21.
- Kinsky, E. S., Freberg, K., Kim, C., Kushin, M., & Ward, W. (2016). Hootsuite University: Equipping academics and future PR professionals for social media success. *Journal of Public Relations Education*, 2(1), 1-18.
- Klar, S., Krupnikov, Y., Ryan, J. B., Searles, K., & Shmargad, Y. (2020). Using social media to promote academic research: Identifying the benefits of twitter for sharing academic work. *PloS one*, 15(4), e0229446.
- Koranteng, F. N., Wiafe, I., & Kuada, E. (2019). An empirical study of the relationship between social networking sites and students' engagement in higher education. *Journal of Educational Computing Research*, 57(5), 1131-1159.

- Kotler, P., & Zaltman, G. (1971). Social marketing: an approach to planned social change. *Journal of marketing*, 35(3), 3-12.
- Kumar, V., & Nanda, P. (2019). Social media in higher education: A framework for continuous engagement. *International Journal of Information and Communication Technology Education (IJICTE)*, 15(1), 97-108.
- Kumar, V., Choi, J. B., & Greene, M. (2017). Synergistic effects of social media and traditional marketing on brand sales: Capturing the time-varying effects. *Journal of the Academy of marketing Science*, 45(2), 268-288.
- Kusumawati, A. (2019). Impact of digital marketing on student decision-making process of higher education institution: A case of Indonesia. *Journal of E-Learning and Higher Education*, 1(1), 1-11.
- Ladkin, A., & Buhalis, D. (2016). Online and social media recruitment: Hospitality employer and prospective employee considerations. *International journal of contemporary hospitality management*, 28(2), 327-245.
- Laksamana, P. (2018). Impact of social media marketing on purchase intention and brand loyalty: Evidence from Indonesia's banking industry. *International Review of Management and Marketing*, 8(1), 13-18.
- Lee, H., & Cho, C. H. (2020). Digital advertising: present and future prospects. *International Journal of Advertising*, 39(3), 332-341.
- Li, F., Larimo, J., & Leonidou, L. C. (2021). Social media marketing strategy: definition, conceptualization, taxonomy, validation, and future agenda. *Journal of the Academy of Marketing Science*, 49(1), 51-70.

- Lim, X. J., Radzol, A. M., Cheah, J., & Wong, M. W. (2017). The impact of social media influencers on purchase intention and the mediation effect of customer attitude. *Asian Journal of Business Research*, 7(2), 19-36.
- López García, J. J., Lizcano, D., Ramos, C. M., & Matos, N. (2019). Digital marketing actions that achieve a better attraction and loyalty of users: An analytical study. *Future Internet*, 11(6), 130.
- López-Carril, S., Anagnostopoulos, C., & Parganas, P. (2020). Social media in sport management education: Introducing LinkedIn. *Journal of hospitality, leisure, sport & tourism education*, 27, 100262.
- Mabkhot, H. A., Shaari, H., & Md Salleh, S. (2017). The influence of brand image and brand personality on brand loyalty, mediating by brand trust: An empirical study. *Jurnal pengurusan*, 50, 71-82.
- Mahajan, P., & Golahit, S. (2019). Service marketing mix as input and output of higher and technical education: A measurement model based on students' perceived experience. *Journal of Applied Research in Higher Education*, 12(2), 151-193.
- Mahdiun, R., Salimi, G., & Raeisy, L. (2020). Effect of social media on academic engagement and performance: Perspective of graduate students. *Education and Information technologies*, 25(4), 2427-2446.
- Mahmud, M. M., Ramachandiran, C. R., & Ismail, O. T. H. M. A. N. (2016). Social Media and Classroom Engagement: Students' perception. *Journal of Media Critiques*, 2(8), 197-207.
- Malesev, S., & Cherry, M. (2021). Digital and social media marketing-growing market share for construction SMEs. *Construction Economics and Building*, 21(1), 65-82.

- Manca, S. (2020). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. *The Internet and Higher Education*, 44, 100707.
- Manzoor, U., Baig, S. A., Hashim, M., & Sami, A. (2020). Impact of social media marketing on consumer's purchase intentions: the mediating role of customer trust. *International Journal of Entrepreneurial Research*, 3(2), 41-48.
- Maria, S., Pusriadi, T., Hakim, Y. P., & Darma, D. C. (2019). The effect of social media marketing, word of mouth, and effectiveness of advertising on brand awareness and intention to buy. *Jurnal Manajemen Indonesia*, 19(2), 107-122.
- Marzouk, W. G. (2016). Usage and effectiveness of social media marketing in Egypt: An organization perspective. *Jordan Journal of Business Administration*, 12(1), 209-238.
- Meire, M., Hewett, K., Ballings, M., Kumar, V., & Van den Poel, D. (2019). The role of marketer-generated content in customer engagement marketing. *Journal of Marketing*, 83(6), 21-42.
- Michaelidou, N., Siamagka, N. T., & Christodoulides, G. (2011). Usage, barriers and measurement of social media marketing: An exploratory investigation of small and medium B2B brands. *Industrial marketing management*, 40(7), 1153-1159.
- Morris, N. (2009). *Understanding digital marketing: marketing strategies for engaging the digital generation*. Kogan Page.
- Mostafa, R. B. (2019). Does social media website really matter in enhancing student's retention intention? An application of Stimulus-Organism-Response framework. *International Journal of Management in Education*, 13(4), 397-416.

- Mujica, A., Villanueva, E., & Lodeiros-Zubiria, M. (2021). Micro-learning Platforms Brand Awareness Using Socialmedia Marketing and Customer Brand Engagement. *International Journal of Emerging Technologies in Learning (iJET)*, 16(17), 19-41.
- Mulenga, E. M., & Marbán, J. M. (2020). Is COVID-19 the gateway for digital learning in mathematics education?. *Contemporary Educational Technology*, 12(2), ep269.
- Murillo-Zamorano, L. R., Sánchez, J. Á. L., & Godoy-Caballero, A. L. (2019). How the flipped classroom affects knowledge, skills, and engagement in higher education: Effects on students' satisfaction. *Computers & Education*, 141, 103608.
- Nallusamy, S., Dinagaraj, G. B., Balakannan, K., & Satheesh, S. (2015). Sustainable green lean manufacturing practices in small scale industries-A case study. *International Journal of Applied Engineering Research*, 10(62), 143-146.
- Nayal, P., & Pandey, N. (2021). Role of social media in hospital branding: insights for marketing practitioners. In *New techniques for brand management in the healthcare sector* (pp. 1-16). IGI Global.
- Nisar, T. M., & Yeung, M. (2018). Attribution modeling in digital advertising: An empirical investigation of the impact of digital sales channels. *Journal of Advertising Research*, 58(4), 399-413.
- Nuriadi, N. (2021). The Effectiveness Of Application Of Marketing Strategies In Private Higher Education. *AKADEMIK: Jurnal Mahasiswa Humanis*, 1(3), 104-113.
- Nyagadza, B. (2022). Search engine marketing and social media marketing predictive trends. *Journal of Digital Media & Policy*, 13(3), 407-425.

- Obermayer, N., Kővári, E., Leinonen, J., Bak, G., & Valeri, M. (2022). How social media practices shape family business performance: the wine industry case study. *European Management Journal*, 40(3), 360-371.
- Oh, J., & Ki, E. J. (2019). Factors affecting social presence and word-of-mouth in corporate social responsibility communication: Tone of voice, message framing, and online medium type. *Public Relations Review*, 45(2), 319-331.
- Olotewo, J. (2016). Social media marketing in emerging markets. *International Journal of Online Marketing Research*, 2(2), 10-18.
- Orlova, M. V., Silina, S. A., & Aleksandrova, I. Y. (2020, May). Digital tools in the system of communication with the client in the market of educational services. In *2nd International Scientific and Practical Conference "Modern Management Trends and the Digital Economy: from Regional Development to Global Economic Growth" (MTDE 2020)* (pp. 91-96). Atlantis Press.
- Orosy, G., & Kilgore, W. (2020). Higher Education Lags in Use of Brand Management Techniques to Recruit High School Seniors. *Strategic Enrollment Management Quarterly*, 7(4), 3-16.
- Perera, C. H., Nayak, R., & Nguyen, L. T. V. (2022). The impact of social media marketing and brand credibility on higher education institutes' brand equity in emerging countries. *Journal of Marketing Communications*, 1-26.
- Pöyry, E., Pelkonen, M., Naumanen, E., & Laaksonen, S. M. (2019). A call for authenticity: Audience responses to social media influencer endorsements in strategic communication. *International Journal of Strategic Communication*, 13(4), 336-351

- Prabowo, H., Bramulya, R., & Yuniarty, Y. (2020). Student purchase intention in higher education sector: The role of social network marketing and student engagement. *Management Science Letters*, *10*(1), 103-110.
- Pradiptarini, C. (2011). Social media marketing: Measuring its effectiveness and identifying the target market. *UW-L Journal of Undergraduate Research XIV*, 1-11.
- Pragathi, A., & Saravanakumar, T. K. (2021). Investigating An Inducement, Of Gen-Z Behavior–Avoiding Social Media Advertising. *Turkish Journal of Computer and Mathematics Education*, *12*(11), 5841-5847.
- Prestridge, S. (2019). Categorising teachers' use of social media for their professional learning: A self-generating professional learning paradigm. *Computers & education*, *129*, 143-158.
- Puri, N., Coomes, E. A., Haghbayan, H., & Gunaratne, K. (2020). Social media and vaccine hesitancy: new updates for the era of COVID-19 and globalized infectious diseases. *Human vaccines & immunotherapeutics*, *16*(11), 2586-2593.
- Ragini, Y. (2016). *Student recruitment in the higher education sector of New Zealand: comparison of traditional versus social media marketing* (Master's thesis).
- Rasheed, M. I., Malik, M. J., Pitafi, A. H., Iqbal, J., Anser, M. K., & Abbas, M. (2020). Usage of social media, student engagement, and creativity: The role of knowledge sharing behavior and cyberbullying. *Computers & Education*, *159*, 104002.
- Razumovskaya, M. I., Larionova, A. A., Zaitseva, N. A., Petrina, O. A., Vinogradova, M. V., Nagay, N. G., & Takhumova, O. V. (2019). Models of integrated interactions organization in the field of environmental education. *Journal of Environmental Treatment Techniques*, *7*(4), 576-580.

- Reinhard, K., Satow, L., & Fadil, P. (2012). Assessing the power of social media marketing: A cooperative educational learning experience. *International Journal of Work-Integrated Learning*, 13(1), 39.
- Sabirova, F., Vinogradova, M., Isaeva, A., Litvinova, T., & Kudinov, S. (2020). Professional competences in STEM education. *International Journal of Emerging Technologies in Learning (iJET)*, 15(14), 179-193.
- Sajid, S. I. (2016). Social media and its role in marketing. *Business and Economics Journal*, 7(1), 203.
- Salem, O. (2020). Social media marketing in higher education institutions. *SEA-Practical Application of Science*, 8(23), 191-196.
- Sanny, L., Arina, A., Maulidya, R., & Pertiwi, R. (2020). Purchase intention on Indonesia male's skin care by social media marketing effect towards brand image and brand trust. *Management Science Letters*, 10(10), 2139-2146.
- Santra, S., Das, S. K., & Biswas, S. (2020, December). Impact of COVID-19 Pandemic on Women Entrepreneurs: An Indian Study. In *Globsyn Management Iobsyn Management Conference Proceedings Proceedings*.
- Saravanakumar, M., & SuganthaLakshmi, T. (2012). Social media marketing. *Life science journal*, 9(4), 4444-4451.
- Sarmadi, M. R., Nouri, Z., Zandi, B., & Lavasani, M. G. (2017). Academic culture and its role in knowledge management in Higher Education system. *International journal of environmental and science education*, 12(5), 1427-1434.
- Sasikala, M. (2021). Effectiveness of Social Media in Education. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(10), 6430-6432.

- Schreiner, M., Fischer, T., & Riedl, R. (2021). Impact of content characteristics and emotion on behavioral engagement in social media: literature review and research agenda. *Electronic Commerce Research, 21*, 329-345.
- Schrepp, M. (2020). On the Usage of Cronbach's Alpha to Measure Reliability of UX Scales. *Journal of Usability Studies, 15*(4), 247-248.
- Scott, S. V., & Orlikowski, W. J. (2012). Reconfiguring relations of accountability: Materialization of social media in the travel sector. *Accounting, organizations and society, 37*(1), 26-40.
- Seo, E. J., & Park, J. W. (2018). A study on the effects of social media marketing activities on brand equity and customer response in the airline industry. *Journal of Air Transport Management, 66*, 36-41.
- Seyyedamiri, N., & Tajrobehkar, L. (2019). Social content marketing, social media and product development process effectiveness in high-tech companies. *International Journal of Emerging Markets, 16*(1), 75-91.
- Shah, J., & Khanna, M. (2022). What Determines MOOC Success? Validation of MOOC Satisfaction Continuance Model. *Vision, 09722629221131386*.
- Shanahan, T., Tran, T. P., & Taylor, E. C. (2019). Getting to know you: Social media personalization as a means of enhancing brand loyalty and perceived quality. *Journal of Retailing and Consumer Services, 47*, 57-65.
- Shields, A. B., & Peruta, A. (2019). Social media and the university decision. Do prospective students really care?. *Journal of marketing for higher education, 29*(1), 67-83.

- Shin, S. K. S., Amenuvor, F. E., Basilisco, R., & Owusu-Antwi, K. (2019). Brand trust and brand loyalty: A moderation and mediation perspective. *Current Journal of Applied Science and Technology*, 38(4), 1-17.
- Smedescu, D. A. (2014). Using social media marketing in higher education. *Romanian Journal of Marketing*, (1).
- Sobaih, A. E. E., Hasanein, A. M., & Abu Elnasr, A. E. (2020). Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries. *Sustainability*, 12(16), 6520.
- Stellefson, M., Paige, S. R., Chaney, B. H., & Chaney, J. D. (2020). Evolving role of social media in health promotion: updated responsibilities for health education specialists. *International journal of environmental research and public health*, 17(4), 1153.
- Subramani, R. (2015). The academic usage of social networking sites by the university students of Tamil Nadu. *Online Journal of Communication and Media Technologies*, 5(3), 162-175.
- Sundaram, R., Sharma, D. R., & Shakya, D. A. (2020). Power of digital marketing in building brands: A review of social media advertisement. *International Journal of Management*, 11(4), 244-254.
- Tafesse, W., & Wien, A. (2018). Implementing social media marketing strategically: an empirical assessment. *Journal of Marketing Management*, 34(9-10), 732-749.
- Tajvidi, M., Richard, M. O., Wang, Y., & Hajli, N. (2020). Brand co-creation through social commerce information sharing: The role of social media. *Journal of Business Research*, 121, 476-486.

- Tavares, M. D. F. L., Rocha, R. M. D., Bittar, C. M. L., Petersen, C. B., & Andrade, M. D. (2016). Health promotion in professional education: challenges in Health and the need to achieve in other sectors. *Ciencia & saude coletiva*, *21*(6), 1799-1808.
- Tien, N. H., Minh, H. T. T., & Dan, P. V. (2019). Branding building for Vietnam higher education industry-reality and solutions. *International Journal of Research in Marketing Management and Sales*, *1*(2), 118-123.
- Toor, A., Husnain, M., & Hussain, T. (2017). The impact of social Network marketing on consumer purchase intention in Pakistan: Consumer engagement as a mediator. *Asian Journal of Business Accounting*, *10*(1), 167-199.
- Trusov, M., Bucklin, R. E., & Pauwels, K. (2009). Effects of word-of-mouth versus traditional marketing: findings from an internet social networking site. *Journal of marketing*, *73*(5), 90-102.
- Van Den Beemt, A., Thurlings, M., & Willems, M. (2020). Towards an understanding of social media use in the classroom: a literature review. *Technology, Pedagogy and Education*, *29*(1), 35-55.
- Vel, K. P., Brobbey, C. A., Salih, A., & Jaheer, H. (2015). Data, technology & social media: Their invasive role in contemporary marketing. *Revista Brasileira De Marketing*, *14*(4), 421-437.
- Vidiasova, L., Kachurina, P., Ivanov, S., & Smith, G. (2016). E-participation tools in science and business sphere implementation: the case of xpir-platform for participation in education policy. *Procedia Computer Science*, *101*, 398-406.
- Voorveld, H. A. (2019). Brand communication in social media: A research agenda. *Journal of Advertising*, *48*(1), 14-26.

- Wali, A. F., & Andy-Wali, H. A. (2018). Students as valuable customers: Integrating a social media marketing platform into customer relationship management capabilities for marketing higher education services. *Paradigm*, 22(1), 1-16.
- Williams Jr, R. L., & Omar, M. (2014). How branding process activities impact brand equity within higher education institutions. *Journal of Marketing for Higher Education*, 24(1), 1-10.
- Wong, L. W., Tan, G. W. H., Hew, J. J., Ooi, K. B., & Leong, L. Y. (2022). Mobile social media marketing: a new marketing channel among digital natives in higher education?. *Journal of Marketing for Higher Education*, 32(1), 113-137.
- Woodcock, J., & Johnson, M. R. (2019). Live streamers on Twitch. tv as social media influencers: Chances and challenges for strategic communication. *International journal of strategic communication*, 13(4), 321-335.
- Xiong, L., Alsadoon, A., Maag, A., Prasad, P. W. C., Hoe, L. S., & Elchouemi, A. (2018, August). Rise of social media marketing: A perspective on higher education. In *2018 13th International Conference on Computer Science & Education (ICCSE)* (pp. 1-6). IEEE.
- Yadav, M., & Rahman, Z. (2018). The influence of social media marketing activities on customer loyalty: A study of e-commerce industry. *Benchmarking: An International Journal*, 25(9), 3882-3905.
- Yu, Y., Rothenberg, L., & Moore, M. (2020). Exploring young consumer's decision-making for luxury co-branding combinations. *International Journal of Retail & Distribution Management*, 49(3), 341-358.