T.C

**ANTALYA BILIM UNIVERSITY**

**INSTITUTE OF POSTGRADUATE EDUCATION**

**THESIS MASTER'S PROGRAM OF BUSINESS ADMINISTRATION**

**THE IMPACT OF SOCIAL MEDIAPLATFORMS ON COLLEGE STUDENT'S CHOICE**

**DISSERTATION**

**PREPARED BY**

**MUTAZ JAMAL KADAD**

**ANTALYA – 2021**

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**ASSOC. PROF. BUSRA SOUMMAKIE**

**ANTALYA – 2021**

# APPROVAL FORM

## ANTALYA BILIM UNIVERSITY

## INSTITUTE OF POST GRADUATE EDUCATION

I MUTAZ KADAD, a master student of Antalya Bilim University,Institute of Post Graduate Business Administration Section with student

successfully defended the thesis/dissertation entitled "THE IMPACT OF SOCIAL MEDIAPLATFORMS ON COLLEGE STUDENT'S CHOICE", which he prepared after fulfilling the requirements specified in the associated legislations, before the jury whose signatures are below.

**Academic Tittle,**           **Name-Surname**              **Signature**

**Jury Member (Chairman)**  : …………………………..……       …………..

**Jury Member**                 :......................................………       ……………

**Jury Member**                 :......................................………       …………….

Director of the Institute     : ……………………………………..…..……

Thesis Submission Date:   ………………..

Thesis Defense Exam Date: ……………….

# PREFACE

The impact of social media platforms on college students is the subject of this master's thesis on business administration. One of the most serious problems facing the young guy is the student preference. A literature review will be conducted as part of this report, and several publications on the subject will be examined. I would like to express my gratitude to Assoc.Prof. Büşra SOUMMAKE, my thesis advisor, for guiding me through the planning of this thesis, and to

Pro. Ibrahim Sani MERT, the Department Manager, for sharing his thoughts and suggestions with me at different stages of the study. I would like to express my gratitude to my wife and family members for their unwavering support.

<div align="right">13 / 06 / 2021</div>

MUTAZ JAMAL KADAD

# ÖZET

Okul yöneticileri ve karar vericiler, kaydı artırmak için sosyal medya platformlarından yararlanmaya çalışıyorlar.

Bu çalışma, öğrenciler arasında yaygınlaşan farklı sosyal medya platformlarını incelemeyi amaçlamaktadır.

Ayrıca, metodolojik bir bilimsel teoride üniversiteye kabul sürecinde kaynakların öğrencilerin kararları üzerindeki etkilerini göstermeye çalışır.

Yarı yapılandırılmış bir anketteki rastgele örneklerden elde edilen veriler, iki ülkedeki üç üniversiteden 149 geçerli yanıt verdi.

Facebook, YouTube ve WhatsApp akademik yaşamlarında, bazı belirli kişiler karar vermelerinde rol almaktadır. Twitter ve Instagram geri çekildi. LinkedIn ve bloglar bir zamanlar önemliydi, çok az ilgi gördü.

Çalışmanın sınırları ve hedefleri tartışılır.

**Anahtar Kelimeler:** Sosyal Medya Platformları, Sosyal Medya Pazarlaması, Yüksek öğretim

# ABSTRACT

School administrators and decision-makers strive to exploit social media platforms to boost enrolment.

This study aims at examining types of social media platforms spread among students, seeking to show the resources' impacts on students' decisions during the university admission process in a methodological scientific theory.

Data from random samples in a semi-structured questionnaire yielded 149 valid responses from three universities across two countries.

The results showed Facebook, YouTube, and WhatsApp play key roles in students' academic lives, especially to decide to enroll. Twitter and Instagram backed out. LinkedIn and blogs once were important, received little attention.

The study's limits and goals are all debated.

**Keywords:** Social Media Platforms, Social Media Marketing, Higher education

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# CHAPTER ONE

## 1: INTRODUCTION

In the last few years, the web has become a multi-directional system, no longer known as a one-way system. Ideas have been available and shared across the globe. Web users interact with each other in a more interactive and logical manner, where they can evaluate, compare, mix and redefine objects. The user is better able to make choices and play a role in influencing the beliefs and actions of others. The findings revealed that social media had a greater impact on people's perceptions of social relationships. (Perrault & Gower, 2021).

The most popular social platforms are Facebook, WhatsApp, YouTube, Twitter, LinkedIn, and Instagram. These platforms are interested in publishing of views, contacting others, distributing information and analyzing products and companies. Facebook and Twitter, are easy-to-use, low-cost communication tools that have been demonstrated to boost feelings of social connectedness in people of all ages. (Quinn, 2021).

Nowadays, if someone wants to get some information, he immediately and naturally goes to social networking platforms, even if he is not active member on them. The mechanism for understanding how anxiety affects college belongingness is influenced by levels of social media addiction. ( Arslan. at el, 2021).This is a matter of concern about the outcome delivered by strangers that appeares at random in the search results. Second, there is an increasing growth of social media sites such as Facebook, Twitter, and Instagram because of the large-scale content of such platforms. After that, users have been taken as hostages by (the power of the customer).Third, the ease which social media information is published (e.g., WhatsApp) influences your own decisions and preferences. Social media advertising has the ability to reach out to young adults and entice them to participate and intervene. (Ash, 2020).

The use of social media in educational institution gives students the opportunity to get valuable information, and to communicate with learning groups and other educational systems that make education contact interesting. It have an impact on high school students'

ability to engage in campus activities.( Cumberledge, 2020).  "This significant development has required many institutions, including higher education and universities, to keep up with this modern environment. They need to make an effort not only to keep up with it but  also to adapt to it" (Shirky, 2008).  These channels can be used to distribute campus news, make announcements, and provide students with useful knowledge.  They should start hashtags that motivate students to participate in social discussions. This helping to resolve several student concerns and answering urgent questions. The institution should develop more appealing ads and focus its promotional efforts on social media platforms because of the low prices and easy efficacy when it uses its own production unit. (Ali, 2021).

Digital marketing skills will motivate potential students to learn about the role of social media in college enrolment. Social media offers a viable platform for encouraging young adults from becoming involved in the use of specific selling products. ( Qinghua & et.al. 2021). Via social media outlets such as YouTube, Facebook, LinkedIn or Instagram live video, student interaction with the institution can be maintained and can lead to a number of marketing directions**.**

### 1.2: Problem Statement

The purpose of this research study is to explore how college students interact with social media platforms, whether available at the university or outside the university, at the same time student preferences for social media platforms styles. The research seeks to study the possible role of each platform in providing information to help the student guide him or herto the desired alternative. This study provides answers on how students use social media platforms during information gathering to advance and choose the appropriate college. Universities have now become dependent on the creation and activation of social media platforms (e.g. Twitter, YouTube, WhatsApp, LinkedIn, Facebook, and Instagram) and any additions or technological improvements that enable the university to use and adapt.

### 1.3: Background

The product of a survey by (Masterson, 2013) on the Chronicle of Higher Education and Salesforce: social media is entangled in the lives of students today. He found that the children of the digital age and the technological revolution that grew on the Internet

are interconnected and their lives are becoming more complicated. Nowadays, no one claims that social media is alien or unfamiliar to teenagers. Even if the person does not have an account in any of the social media, he may connect in some way. Where content can be created using a tool and presented using a second tool, maybe a publishing tool is far more common than a design tool, a person can for example, design content using Instagram techniques and then post it using the WhatsApp tool.  If they were paid to do so, if the information was relevant to them, or if they simply knew the account existed, students stated they would be more likely to follow, interact with, and share social media content from college accounts. (Perrault, 2019).

New social media platforms revolution focused on moving the perception of university admission from a specific personal point of view to a wider institutional point of view, It has foundations and controls that eliminate doubts from the minds of potential students and allow them to understand and make the right choices, requiring educational institutions to be responsible for keeping up with this situation through a practical approach.

### 1.4 : Research Questions

The study's research questions were designed to learn more about the influence of popular social platforms on students' college decisions.

❖ What is the role of social media platforms in the student search process?

❖ Is there a difference in how social media platforms affect students throughout their college search based on gender?

❖ Does social media marketing influence a student's decision to enroll in a university?

❖ How often does a student sign in to a social media platform per day?

❖ Can social media platforms offer benefits to universities that are continuously expressed inthe number of students enrolled?

### 1.5: Research Hypotheses

The hypotheses in this study were:

*H1*: Social media use has a significant influence on helping students reach university information.

***H2***: Social media platforms have a different gender effect on students during the college search process.

***H3***: University social media marketing influence the decision-making process for university admission.

### 1.6: Study Limitation

The limitations of this research study are as follows:

- One of the definitions of social media as an electronic network with excellent oral marketing capabilities, if this concept is believed to be valid. Thus, only one study cannot cover the concept of the effect of university marketing on social media due to the rapid shift in these means day after day and the shift in student attitudes, in particular following the rapid spread of the concept of distance learning, as proved after CORONA PANDEMIC. This requires more analysis and study, not depending on only the findings of the study.

- literary studies and literature reviews were based on publications, textbooks, and articles, some of which were written in ancient history and others based on recent opinions and information.

- The study tool was not intended to be a test or a comparison of countries, geographical locations, or educational levels in each region when it was designed and modified.

- The global restriction enforced by Corona Pandemic has affected the freedom of movement of the researcher, as he was unable to travel, perform an interview, and collect data as he wished.

### 1.7: Research Design

As a researcher, he is already acquainted with the facets and aspects of the phenomenon under study. He has learned from the use of analytical literature and previous research. His aim is to obtain the right and in-depth knowledge of the research problem and to achieve the best precise understanding of the study theme. Using computer software and WhatsApp, the sample was chosen using probabilistic sampling in the form of simple random samples. Simple random sampling ensures that each individual in a group has an equal chance of being chosen for the survey. Furthermore, probability sampling was chosen for this study because it is more reliable than non-probabilistic sampling. The

researcher used the Internet to manage the survey and reach the largest number of participants. This has helped to handle the sample of people in universities.

## 1.8: Definitions

**Social Media Platforms** – The term refers to a type of platform, which gives participants complete freedom to access or create and share information. This system encompasses every user- specific web- based technologies designed to create a virtual connection over the internet. This framework covers the most popular channels and social websites on the Internet, such as Facebook, WhatsApp, YouTube, Instagram, and Twitter. (Law insider, 2020).

**Millennial Generation** - The word refers to people born between the early 1980s and the early 2000s. In addition, they are called by another name, the Generation (Y). Millennials; those aged 22 to 37 in 2018, are distinguished by a marked rise in the use of social media technical and technological tools. Brand loyalty among millennials is lower than among previous generations. As a result, Millennials put their trust in companies with a long product history, such as Apple and Google, (*Kasasa, 2020*).

**Z Generation** - It refers to people who fall into the order after the millennial generation, i.e. people who were born in the mid-1990s. This generation is marked by its extensive adaptation to modern technological equipment. They were born and inspired by the digital revolution. As the first generational cohort to have widespread access to smartphones, "even though they are not inherently technologically literate". They are more concerned with academic success and employmentopportunities. From a young age, they have worked comfortably with technical and officialequipment. They are not technologically trained, (Williams & Alex, 2015).

**Facebook**- Facebook ranks well in the global corporate rankings as one of the top five technology companies in the world, Microsoft, Amazon, Apple, Google, and Facebook. Facebook is a technology company that has developed a global social networking website in February 2004. The company is head quartered in California, USA. Its founder is Mark Zuckerberg, who established it with Harvard colleagues and his roommates.

Facebook is now one of the world's most valuable brands, which is one of the quickest

companies. Indeed, a market valuation of $764 billion is a huge predictor of the progress of an Internet project. The Facebook platform has gained international popularity in the field of social media platforms and it is still a favorite of many.  Founders say that more than 2 billion people already access the social network every day, which may be the pinnacle of their global expansion. As a result, the company has focused on some other type of rapid growth, specifically acquisitions. Facebook Inc. also owns a slew of other well-known companies, including Instagram, Messenger, WhatsApp, and Oculus VR. Facebook announced in February 2015 that it had surpassed two million active advertisers (advertised for 28 days) with a consumer base of three million in March 2016, 70 % of which came from outside the United States.(fxssi,2020).



**Figure 1.**The Most Heavily- Used Social Media in the World
**Source**: Statista -2019
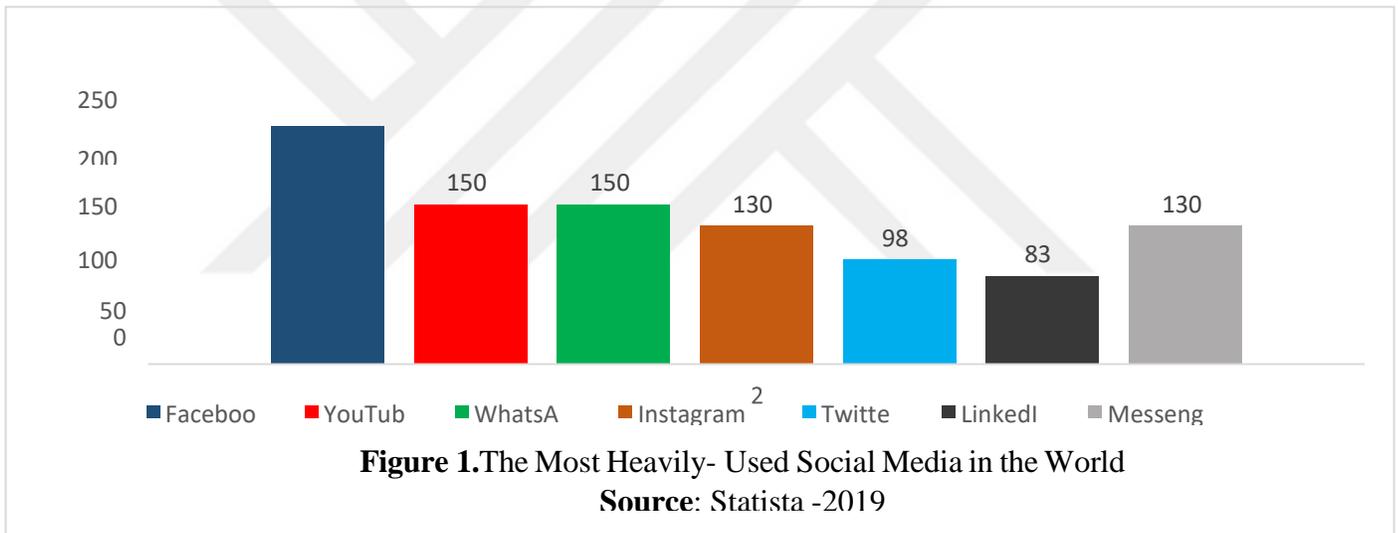
**YouTube** - Chad Hurley, Steve Chen, and Jawed Karim, three associates who worked for PayPal made the YouTube stage in February 2005. Google gained the site for $1.65 billion in November 2006, making YouTube an authority auxiliary of Google. YouTube permits clients to transfer, see, post, add, survey, or report playlists after signing in. YouTube will acquire $5.5 billion in publicizing incomes in the United States alone by 2020. After Netflix, YouTube is the second-most well-known stage for watching content on TV screens among 18 to 34-year-olds. YouTube's client base keeps on developing a seemingly endless amount of time after year. Since May 2018, they used to have a client base of simply 1.8 billion individuals. For a very long time, colleges themselves have been battling to create

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instructive substance. They store it on DVDs to give it to the beneficiaries, regardless of whether for nothing or something else. YouTube has come to bring to the table colleges a free platform to show and convey content effectively and without the expense of replicating circles (Insider, 2019).

**WhatsApp Messenger**- Five years after the dispatch of the Facebook program, Jan Koum and Brian Acton dispatched WhatsApp two years after they quit their place of employment at Yahoo. WhatsApp is a free American program that works with the arrangement of instant messages and voice administrations. The advantages of direct help permeability have effectively applied to WhatsApp administration. The organizer of the product, Jan Koum, said in an article posted on his Facebook account on 16 April 2015, 800 million clients are really profiting from the program, adding that this figure is developing routinely.Present uses of the WhatsApp application include the creation of news or educational content and the creation of groups for marketing or other business purposes without any substantial effort or additional expense other than an Internet connection. Over 1.5 billion users in 180 countries currently use WhatsApp. (Feedough, 2021)

**Instagram**- Instagram is one of the online media locales established in 2010 by Kevin Systrom and Mike Krieger. The Facebook organization procured the Instagram Site for $1 billion in April 2012, adding an image and video altering highlight utilizing labels and area data. Instagram shares a component (Stories) like Snapchat that permits any client who needs to transfer pictures and recordings as an arrangement outline. Nonetheless, Instagram has defeated the Snapchat imperfection that gives the element to see posts inside a characterized season of only 24 hours. Instagram defeats this imperfection and opens the distribution without characterizing it for a period. Instagram users posted 40 billion pictures in 2014. Instagram was the second most downloaded free application on the Apple application store in 2018, behind just YouTube's free web application. One million clients utilizing Instagram month to month in 2019. As in 2020, Instagram set a record 500 million one-day (Stories) users, up from 10 million in 2010. (Investopedia, 2020).

**Twitter**- Twitter is a web-based media site situated in California. It is a worldwide partnership with more than 25 areas. Jack Dorsey, Noah Glass, Biz Stone, and Evan established Twitter in March 2006, with activities starting in July of that year. In the United

States and throughout the planet, Twitter is extraordinary composition and informal communication site. Clients can transfer the Twitter APP to their brilliant gadgets or cell phones, and afterward access and screen the site using their web interface. At the first quarter of 2019 there were 11.7 million Twitters downloads on the App Store, with 330 million monthly active users and 145 million active twitter users a day in2020. 63% of any and all Tweets people between the ages of 35 and 65 send 500 million tweets a day. By a factor of one to two, female Twitter users outnumber male Twitter users. In 40% of cases, Twitter users have made business- benefit transactions. (Financial Wealth Company, 2019).

**LinkedIn**- LinkedIn is business-centered online assistance that works in the United States through sites and cell phone applications. It was made in 2003 by Reid Hoffman, Konstantin Guericke, Allen Blue, Jean-Luc Valliant, and Eric Ly. It's for the most part utilized for proficient systems administration, with businesses posting employment opportunities and occupation searchers posting resumes. Right around 700 million simultaneous clients in 2020. Experts will contribute over 4,000,000 hours of LinkedIn Learning in March 2020. 57% of worldwide LinkedIn clients are male. After January 2020, Affiliate Marketing outperformed 663.3 million dynamic month-to-month clients. LinkedIn has grown from a technological networking platform to one of the biggest social media sites in the world. LinkedIn continued to grow with the addition of new technologies, such as live streaming. LinkedIn's increasing user base continued to concentrate on advertisement opportunities, making it the second most widely used forum for B2B marketers. The truth is, LinkedIn might well be one of your most ignored marketing sites. Despite its progress and advertisement potential of LinkedIn, many marketers or brands are still worried that the site is still too centralized or corporate for their audiences. Whereas only 10% of marketers say they're investing in LinkedIn. (Future work technologies, 2019).
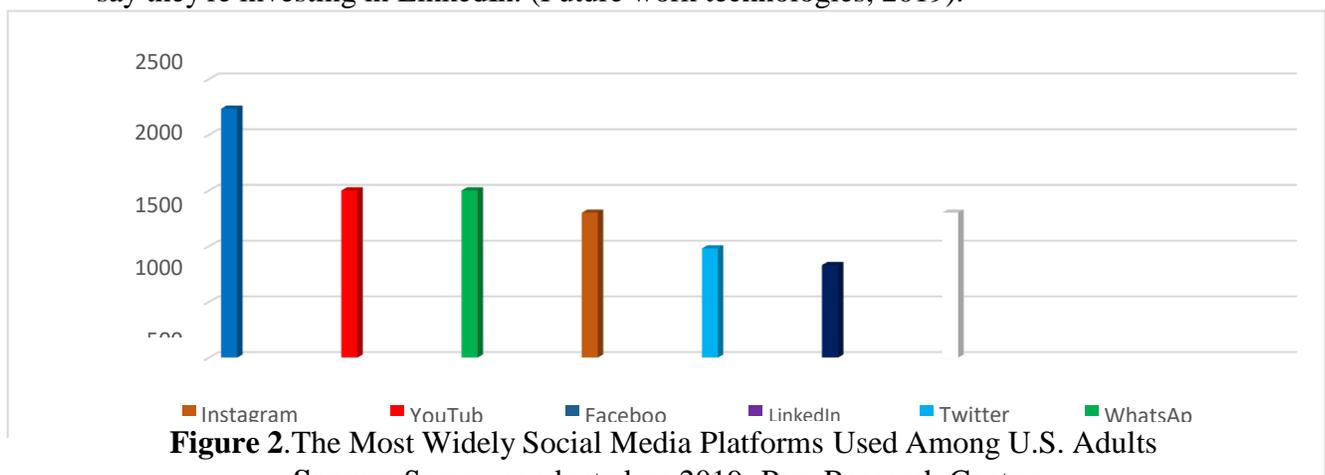
**Figure 2**.The Most Widely Social Media Platforms Used Among U.S. Adults
**Source**: Survey conducted on 2019 -Pew Research Center

### 1.9: Summary

Internet-driven social media networks have revolutionized conventional social interactions. The frequency with which people utilize social media predicts injunctive and descriptive norms.( Yiqing & Xinghua,2020).Social platforms is designed to promote the sharing of information between individuals and to allow users to communicate remotely with friends, family, and users. So the future social impact theories must consider future social media effects theories and research. (Valkenburg. et al. 2021).

Many social media platforms are hosting millions of users, outfitting their sites with networking resources, sharing opportunities, interactive content creation, and collaborative authoring facilities that almost everyone has seen before. Facebook, WhatsApp, and YouTube are examples of the most popular social media platforms that have become so popular with people. That allowed people to extend friendships beyond geographical and cultural boundaries. Adolescents overestimated how much time they spent on social media. They were more precise in calculating the amount of time they spent on infrequently used platforms than they had been on platforms that they used regularly, for example Instagram
( Verbeij, 20201).

Social media platform is a tool for engaging students by allowing them to connect, collaborate, communicate, and even create new content on the internet. (Pai, 2020)," We feel that being "true to yourself online is critical when starting university, and that social media platforms can assist facilitate offline interactions and maintain links with old friends.".(Thomas & et al. 2020).

# CHAPTER TWO - LITERATURE REVIEW

## 2. 1: Introduction

Social media increasingly plays an important role in the life of young people. It has an impact on how they interact with others. Social media platforms have enhanced connectivity, making it more convenient. Friends do not have to meet face-to-face to chat, but they can do it from a distance. Social media sites connect them with an on peers have been related to improved societal adaption. It was also linked to enhanced adjustment such that students kept up with their family's social platforms upbeats. (Yang, 2020).

A diverse society has multiple segments that are developing under a dominant value system. This system is never homogeneous; instead, it involves periodic adjustments in the dominant ideas and values. Cyberspace has invaded collective minds throughout the modern environment. This is because it provided us with a virtual environment in which we are constrained, told what to do, and presented us with representations about what is qualified and up-to-date, so that even though ideas depend on the impact of deciding that stage in the construction of society. It could be argued that social media networks have conditioned youth people's minds to incorporate this ideas into our norms.

In addition, social media sites have provided space for a fascinating type of youth life. That social media self-disclosure and parental support assist the students in dealing with the stress that comes with life's changes. (Lichen & et al. 2021). These individuals use the expertise of their peers and associates to reduce the uncertainty of their lives during their voluntary choice." The social adjustment of first-year college students is influenced by social media platforms. It's important to remember, too, that social networking platforms can have a positive impact if students can form genuine friendships and use them to participate in cooperative activities." (Malay & Nataningsih, 2020).

While the student receives the admission package-College Experience Ticket-he shares it with friends via social media sites such as Facebook, Twitter, and Instagram, here comes the role of the university.

## 2. 2: Traditional Marketing and Internet Sources

Some universities have used various and traditional marketing methods, in particular with a view to increasing university admissions. A literary review is full of studies that deal with normal and unconventional ways of marketing available at all times. The researcher will address these studies with some brevity in the timeline given.

(Berg, 1998) found that a field visit to the university is of great benefit and acknowledged the student's involvement when scholarships are available, but this is very expensive as a field trip.

(Hossler, 1999) has announced, students are actually wandering around permanently and making experiences, forming their own views and learning about campus building, and doing things inside without the official involvement of teaching staff. (Hossler,1999) argues that the interactive network in educational institutions is directly supervised by the administration and that it can better organize the content and enable students to make better use of the mail. He adds that Higher education institutions need to find out how students use the Internet as an alternative classroom. The research investigated the features, knowledge, and means of persuasion of ancient books and publications.

(Lefauve, 2001) the research founds that web design is mostly intended to provide students with more realistic details and to provide them with useful options for finding the right university or storing the information they need in the event of need.

(Dickenson, 2003) A study has shown that the production of concepts of mental collaborative work among potential students living in a particular geographical area has helped to direct the selection of a potential university. Dickenson's research also found that field trips and written publications were equivalent to the power of family and friends. The study has shown that prospective students are turning to the Internet to learn about the university they want and learn about the university in their previous years. At the same time, the university's website is a crucial forum for students to learn more about enrolment at the university.

(Hendrix, 2006) the research suggested that the findings of his analysis should be checked. However, after analyzing the results of his studies, Hendrix's study reported that

the Internet had an effect on information and the alternative school system, but only from a quantitative point of view.

(Smith, 2006) makes a scientific distinction between the old university and its procedures with the new university by the use of the university's website. The results of the comparison showed that the university's website provides very useful research services, in particular during the research and assessment phase and on-the-ground visits by students during the process of possible university admission and registration of which information is collected.

(Heiberger & Harper, 2008) A positive relationship between Facebook and interaction has been discovered by several researchers.

University students linked civic participation, life satisfaction, and social trust to a strength that uses Facebook (Valenzuela & Kee 2009).

(Junco, 2011) According to a few studies, there is a link between social networking site use and college student engagement.

(Jacobsen & Forste, 2011) Two-thirds of first-year college students said they used electronic media while in class, studying, or doing homework, according to a survey.

(Benjamin & Eleonora, 2017) was interested in finding out whether the university had the greatest role to play in student registration or whether the factors had any impact. The research lasted four years in three separate institutions and the study concluded that the field visit was one of the greatest factors because it allowed students to establish a kind of personal work of a social nature. The study found also that while there is a disparity between men and women inside and outside the country, between white and non-white students, indirect marketing factors, such as friends, parents, and others were very powerful factors that could improve the value as significant as a field visit to the campus.

## 2. 3: Social Media and Higher Education Admission

Social media is ubiquitous on campus. It would come as a shock if a campus would need to be recognized that was not active with their social media. Whereas ignorance of social media is obviously no longer an option. Several research studies have looked at the influence of the use of social media on higher education student's admission. In a 2012 study by Maguire Associates and fastweb.com, some 4,300 high school students took part in the

study, the goal of the research was to find out what factors had an impact on their school presentation. It is also addressed to websites and social media, where Kim Deputy director of research at Associate Maguire said, "that prospective students have become familiar with more research tools, including Internet resources, to search for colleges they want to enroll; colleges and universities need more complex ways to communicate with students in each field of resources". (Maguire Associates & Fastweb, 2012).

Fastweb.com mentioned that 9 out of 10 respondents are using Facebook or YouTube. Students also take advantage of other sites, such as the College Board and College Prowler. Fastweb.com also stated that the use of social media by students is still on the lookout. Almost one-third of students use Facebook, and 36% view YouTube videos every day. Students use these two platforms to seek the wider experience of the universities. For example, two out of three students choose to search the college's Facebook page for additional details about university life. Almost half, 42 % are searching for news and events. In addition, 50% of students want to see the university's facilities in person so that they can pass through the images on the university's Facebook page and this is related to the quality of the content offered technically. When it comes to peer-to-peer social networking when enrolling at the university, 75% of students choose to meet the student already studying at the University of their choosing. The study also found that a significant 66 % of students are using social media to search for a university scholarship.

In another study presented by Maguire Associate entitled (Fast Social Media Survey) the study showed the rules of social media and its role in university life on campus for fellow students of the same college and its effect on increasing acceptance of the Internet as the best source of knowledge on the college. In one study conducted by (Kuzma & Wright, 2013) the four most popular social media sites were selected at the time. These platforms are Facebook, Twitter, Linked In, and My Space; the study started by analyzing each social network in terms of its usage at each university to assess how much this platform is used in marketing and promotion. The study used keywords such as entry, student, graduate, and recruitment to assess its usability. The following were the findings, according to (Kuzma & Wright, 2013): 93 % of African universities use Facebook, 93 % LinkedIn, 46 % Twitter, 36 % YouTube, and 23 % of them use Myspace. Furthermore, it has shown that there is a strong

trend for European universities to use Facebook, although they also use previous forms in varying proportions. The appendix analysis (Kuzma & Wright, 2013) revealed that Facebook was used widely in all the geographic locations covered by the study, while Twitter, YouTube, and Myspace showed low levels of usage. One of the suggestions of the study is that certain universities do not completely profit from the global spread of social media sites by stimulating student admissions, which deprives those universities of a large marketing platform.

The advantages of using social networks to increase the number of possible admissions are being lost to universities. According to the (Social Admissions Report 2017), developed by Chegg, Aim X, or a National Research Center of College and College Admissions, students were more likely to use college websites to collect information during the college application process, accompanied by review pages (NRCCUA). Students use social media platforms to get a sense of what colleges and students are like as they narrow down the list of potential campuses. The research also discovered that two out of every five students use social media sites to determine which college to attend. According to the (Social Admissions Study, 2017) results, 63 % of students use social media to find colleges they are interested in, with 60 % following or liking the colleges they are considering. YouTube is 68 %, Instagram is 67 %, Facebook is 63 %, and Snapchat is 42 %.As these figures denote, several admission offices in the right direction, but social media admissions still do not have a full social media strategy. According to Gil Rogers, Head of Marketing at the National Research Center for College and University Admissions, it's important to differentiate between how potential students use social media networks and where they can go for college information. "While students may spend several hours a day on Instagram or Snapchat, this does not mean that they are using these sites to gather college information and make decisions. Students don't turn to social media for support till much earlier "Rogers remarked. "Instead of being a search engine, social networking is a decision-maker." (Gündüz, 2017).

### 2.4: The Role of Social Media Platforms on Marketing in Higher Education

(Fagerstrom & Ghinea, 2013) established the idea of using social media differently from others and introducing the concept of a foreign learner to students who wanted to enroll. In another study to determine the effect of social media on marketing

support, the researcher selected a range of countries from three geographical regions in Europe, Africa, and Asia. The study included ninety evenly segregated university sites in nine separate countries on three continents. These countries include the United Kingdom, Ireland, Austria, India, Philippines, Indonesia, Kenya, South Africa, and Nigeria. The researcher then set out criteria for the choice of social networking sites subject to comparison, in which three countries and the final selection of ten universities were selected. (Fagerstrom & Ghinea, 2013) started from the fact that it was frustrating to look for a university using social media as though they were new to them. There were a large number of search pages and advertisements that do not allow the student the opportunity to distinguish between real and imaginary, even the term "connect with us" does not combine the student to the appropriate consultant. (Fagerstrom & Ghinea, 2013) said that the promotion and recruitment of social media are very important for international students. The value advantage of social networking sites is significant. From our point of view, we note the immense influence that social media has had on the fundamental change in the way the market interacts with customers, not just in the way that consumers are linked to their peers, but mainly in terms of product information, how it is processed and how it is received. The most famous social media platform, Facebook, has been introduced in a new field report. A group of 128 experienced participants was hired to be approached by the applicants and to discuss their contacts and inquiries. In this study, it was decided that each participant should receive inquiries in place of university staff or faculty members. The discussions between the two groups (potential students and participants) lasted six months, so all group members were able to participate effectively in all the talks, and the discussions led to the start of interaction with the registration departments of the chosen university. The researcher (Fagerstrom & Ghinea, 2013) concluded that this study was a great opportunity to speak frankly and describe the point of view and to replace the negative view of users. On the other hand, it helped to replace the passive position with a positive one through direct interaction with predetermined marketing activities. The researcher concluded that social media have a clear role to play in effective marketing as well as to increase the expected value of higher education among potential students. In total, reflected the significance of social marketing on university registration.

"Social networking sites are more important for shaping college plans than for raising student awareness," says one expert. Facebook, Twitter, Instagram, and Snapchat are the four most popular platforms among college students." said Ashley Dobson, NACAC Marketing Director. "Facebook is usually a place to relate with your family, as your users have gotten older," Ashley said. "Twitter is mainly where admissions committees connect, Instagram and Snapchat are still almost entirely student-focused."(Turner & Layton, 2017).

The Associated Press-NORC Center for Public Affairs Studies, which shares data on the use of social media by American adolescents, backs up its claims: Instagram is used by 76 percent, Snapchat by 75 percent, Facebook by 66 percent, and Twitter by 47 percent. The quest and decision-making process for students is disjointed." said Sasha Peterson, CEO of Target X. "Students will start, pause and restart the process through various platforms and touchpoints. Educational institutions have to be prepared for that."(Ferguson, 2010). It is clear from the study that the platforms potential recruits use are not a science of precision, hence schools prefer to be creative, to cast a large net, wherein admission offices spend their time, the pattern amongst students varies between college to college. Megan Bernier Keniston, a Higher Education Marketing Specialist at St. Lawrence University in New York, prefers Instagram to Facebook, Twitter, Flickr, and YouTube, for example. Melissa Richards, Vice President of Communications and Enrollment Management at Sweet Briar College, said she combined Instagram and Facebook in her marketing strategy. (Turner & Layton, 2017). While Graeme Menzies, Director, Marketing Relations at the University of British Columbia (UBC), said his strategy focused on Facebook, Twitter, Instagram, Snapchat, and YouTube. Menzies saw social media as a great way to get the learners to visit the UBC website, he said. They will learn more about college life, services, and admissions when they are there. Furthermore, Facebook and Twitter are excellent for responding to questions from students, while Instagram, Snapchat, and YouTube assist students in capturing an image of themselves in college. Potential students have their own Facebook profile, which is regularly used to attract, inform, and engage them. Because Facebook is utilized more in Canada than in any other country, UBC is more reliant on it than many American colleges, Menzies said. However, given the uptick movement of social media

platforms and popularity, the strategy could change at any moment. Menzies said that it is essential to continually assess the efficiency of the platforms and then adjust the way we use them to empower the strengths. Despite this, UBC rethought its options in 2016 and chose Snapchat. They concluded that the experiment became worthwhile after performing a pilot report. Menzies predicted, "It'll go gangbuster now." UBC used Weibo, a popular Chinese social media platform, to connect with Chinese students (similar to Twitter).

However, after trying, Menzies said, UBC did not see the results and dropped those. (Turner & Layton, 2017).

# CHAPTER THREE – METHODOLOGY

### 3.1: Introduction

The analysis and methods used to answer research questions and objectives, as well as the analysis and techniques used to answer research questions and objectives, are the focus of this chapter. It also presents the methodological limitations of the research methods, helping colleges and universities to increase participation and access methods. An optimal understanding of the results also helps students adapt with the mechanism of registration in universities and all roles.

### 3.2: Purpose of the Study

The researcher attempted to overcome the limitation of previous researches, while this sort of study is rapidly evolving because of the inconceivable development of social media platforms daily. Where the researcher has used descriptive approach to examine the important of social media platforms in higher education. Members under study were approached to react and remark on specific questions. The objective of all research questions is to study types and uses inside the context of higher education. The organized field questionnaire aimed to obtain consistent and actual data on quantitative and qualitative use of social media by students, the impact of these platforms on decision-making and the preferences of each individual under study.

### 3.3: Research Questions

The aim of the research questions in this study was to learn more about the impact ofcommon social media sites on students' college selection decisions:

❖ What is the role of social media platforms in the student search process?

❖ Is there a difference in how social media platforms affect students throughout their college search based on gender?

❖ Does social media marketing influence a student's decision to enroll in a university?

❖ How often does a student sign in to a social media platform per day?

❖ Can social media platforms offer benefits to universities that are continuously expressed inthe number of students enrolled?

### 3.4: Research Hypotheses

Based on research questions; the assumptions were:

*Q1:* What is the role of social media platforms in the student search process?

**H1o**: Social media use does not have any significant influence on helping students reachuniversity information.

**H1a**: Social media use has a significant influence on helping students reach university information.

*Q2*: Is there a gender difference in the impact of social media platforms on students during their college search?

**H2o** Social media platforms have no different gender effect on students during the college search process.

**H2a:** Social media platforms have a different gender effect on students during the college search process.

*Q3*: Does social media marketing influence a student's decision to enroll in a university?

**H3o:** University social media marketing has no influence on the decision-making process for university admission.

**H3a:** University social media marketing influence the decision-making for university admission.

### 3.5: Research Design

The study aimed to obtain reliable and in-depth knowledge of the research problem and to achieve an accurate understanding of the phenomenon subject under analysis. The researcher used a non-experimental quantitative and descriptive heterogeneous population sample. So the paper will explore quantitative analysis results. The statistical analysis enables scholars to gain expressive knowledge through mean output (Carrol, 1991). If the mean supports the point of view, the percentage can be useful (Saunders, 2007).

Following data collection, a variety of measures was conducted out for the research study. The researcher measures the validity and stability using Cronbach's alpha, the most commonly used internal consistency test. At the same time, the Split-half reliability method, which is based on the (Pearson r12) method, was also used to assess the sincerity of the

internal consistency reliability. Then Spearman-Brown equation was being used to correct the coefficient. The researcher accepts that Guttmann's unwavering quality is a sensible proportion of dependability that yields a higher worth than Cronbach's alpha. So he utilizes the Guttmann split-half unwavering quality coefficient, which would be like the Spearman-Brown coefficient however doesn't assume comparable reliabilities or changes between the two halves.

After that to analyze the outcomes, descriptive statistics from the questionnaire will be obtained using SPSS, and mean and median statistics will be used to assess the normality of the questionnaire. That got data is then will be analyzed in SPSS for the study's findings using the reliability, validity, correlation, and sample adequacy tests. At this point, the researcher will be able to determine whether respondents believe social networking sites have an effect on their college enrollment.

### 3.6: Setting and Participants

### 3.6.1: Study Population:

The researcher was searching for a diverse range of information from random groups of students in three different geographical areas. The sample was drawn from Antalya Bilim University in Turkey (44 responses), Mardin Artuklu University in Turkey (22 responses), and Imam Abdulrahman Bin Faisal University in Saudi Arabia (86 responses). The overall number of replies after filtering was 149 responses.

#### 3.6.1.1: Pilot Sample:

The exploratory example comprised 15 students, and the discoveries were excluded from the general research results. The questionnaire was conveyed to the primary population after validity and reliability were confirmed.

#### 3.6.1.2: Field Sample:

The assessment was conducted out in March and April of 2020. The questionnaire was sent to a professor at Antalya Bilim University, another professor at Mardin Artuklu University, and an admission student at Imam Abdurrahman Bin Faisal University.

The study hoped for the most responses and at least 100 responses. The total number of

valid responses received is 149.

This volume is deemed sufficient for conducting statistical analyses and procedures in order to obtain the best and most accurate results. The study considers the ethicalconsequences of confidentiality. It provides an overall or partial answer to the questions. Avoiding inquiries on personal or private matters. The goal of the structured field questionnaire was to obtain reliable and real data on the use of social media by students, the quantitative and qualitative use of social media, and the impact of these methods on decision-making.

### 3.6.2: Data Collection Methods:

***3.6.2.1: Preliminary Data:*** The questionnaire is the primary source of data for this study's research. In accordance with both the study's research hypothesis, a regular random samplemethod was chosen. The questionnaire design encompasses all aspects of the study and is based primarily on the presentation of a variety of answers. Participants were given enough time and encouragement to react. Theapproval of the responses took two months. The researcher and his assistants explained how the survey should be carried out and how respondents should respond to each questionthrough the Internet. The researcher created a web-based tool with Google Drive, and the findings were saved in an Excel spreadsheet. All data was cleaned, and all exceptions are reviewed. Following that, all data collected were submitted to the SPSS software program for review. Validation, realism, repetition, normal distribution, standard deviation, and other tests were employed.

***3.6.2.2: Secondary Data:*** The researcher relied on a study of books, periodicals, and journals that were special or important to the subject under consideration. He used every guide that he saw that could lead to the enrichment of the practice analysis. He returned to his literary studies in the same area to establish the methodological foundations andmethods used for the writing of this thesis, as well as to see the most recent developments in the field of research.

**3.6.3: Study Tool:** Informative surveys have a broad variety of uses in policy planning, monitoring, or assessing according to (Saunders et al, 2003). A descriptive research design aims to generate data that is contextual, descriptive, and information-rich, according to (Price, 2001).The field questionnaire was used as a research tool. whereas the research was considered an extend to the research of previous researchers, where the researcher benefited from a recent study titled 'The Impact of Social Networks on Somali Students' Choice of University (2018)'. The questionnaire was primarily used to collect relevant data in a practical field, where the search included questions about demographics, personal knowledge, and how to use social media networks.

The questionnaire consists of nine questions with multiple-choice answers about the research's intent (Appendix B) with five parts: The first part of the study aimed to categorize the information channels used by participants in their university collections, as well as the social media platform used in the study. The second chapter focused on assessing the impact of social media platforms on student decision-making during the university admissions process. The researcher used the following Five-Point Likert scale (very large effect (5), significant effect (4), somewhat effect (3) small effect (2), and very small effect (1)). The Likert scale, however, is the best rating to be used when designing study questionnaires, according to (Saunders et al, 2007) at the same time that agreement of respondents to questions posed would be measured on a scale of 1-5. This scale is perfect since it allows respondents to choose whether or not they want to make a firm commitment. In the third part, questions four and eight explore how students use social media platforms in general, and how they use them at university in particular. The researcher used a Five-Point Likert scale (always-used (5), often used (4), and sometimes-used (3) rarely used (2) and never used (1)). In the fourth part, the researcher's goal was to find out how often participants accessed social media platforms daily. The fifth part aims to know demographic information like gender, age, and parent's education level and that include at questions six, seven, and nine.

*3.6.3.1: Validity and Stability:* When designing and testing a questionnaire-based data collection method, validity and reliability were two critical factors to consider.

*3.6.3.1.1: The Validity:*

The Validity looks at the extent to which a survey instrument measures what we want to measure. (Carmines & Zeller, 1979). It means the inclusion of the questionnaire for all the elements that must be included in the analysis, on the one hand, paragraphs, and vocabulary clarity on the other so that it is understood to all who use it. The researcher has codified the paragraphs of the questionnaire to ensure that they are true in three ways:

**First**: The apparent honesty of the tool (the honesty of the arbitrators):

The researcher presented the study tool to many academic arbitrators from the Antalya Bilim University. The researcher requested that the arbitrator render an opinion on the appropriateness of the sentences to measure what they were intended for, as well as the accuracy of the sentences' meaning. Furthermore, how fitting each sentence is for the domain to which it relates, and the adequacy of the terms to cover each of the basic areas of study, in addition to the suggestion of a change in language, omission, or inclusion of new ones. Arbitrators were also asked to comment on the preliminary data (personal and functional characteristics) expected from the students surveyed, as well as the survey's Likert scale. After the entire researcher gained from the arbitrators' observations and advice; certain subjects' vocabulary has been modified, while others have been excluded.

**Second**: Internal consistency of the questionnaire paragraphs:

Internal consistency is a measure of reliability. The degree, to which a test generates the same number or score every time it is performed, all else being equal, is known as its reliability (Hays & Revicki, 2005). The two main types of reliability are internal consistency reliability and stability reliability. The tendency of a variable to remain stable over time, despite non-controlled testing conditions or respondents, is referred to as stability. It demonstrates how often a person's score is likely to fluctuate from one viewpoint to the next (Allen and Yen, 1979). And if a measure is perfectly stable, the same results are obtained. Cronbach's alpha ($\alpha$), which is generally interpreted as the average of all potential split-half reliability coefficients, is by far the most popular content validity measure. It is determined by the average inter-correlations of items and the scale's total number of items. (Tavakol &

Dennick, 2011). Appropriate alpha value ranges vary from 0.7 to 0.8 or above in the social sciences. (Nunnally & Bernstein, 1994). Fifteen-student research was also performed to determine the questionnaire's internal accuracy. The correlation coefficients between each domain in the questionnaire were calculated using Pearson Correlation Coefficient. "Since the degree of relationship alone isn't enough to determine if a calculated correlation coefficient is adequate, In analysis, the Pearson correlation significant is important.(Obilor & Amadi, 2018)", as well as a general underline question for each segment (Decision-making **Q3**- Social Media Usage **Q4** ).

**Table 3.1** Internal consistency of the questionnaire paragraphs (The table continuing)

| .Decision Making (**DM**) | Pearson Correlation | Sig. (2 tailed) | Usage ( **U** ) | Pearson Correlation | Sig.(2 taile) |
|---|---|---|---|---|---|
| DM1 – The weighted social media opinions | .423 | .117 | U1 - Stay in touch with contacts | .347 | .205 |
| DM2 – The effects on thinking | .850** | .000 | U2 - View pictures and videos | .814** | .000 |
| DM3 - The influence on criteria used | .752** | .001 | U3 - Share pictures and videos | .770* | .001 |
| DM4 -  The degree of participation in the various options | .767** | .001 | U4 - Search for new contacts | .600* | .018 |
| DM5 - The influence on adopting certain positions about options | .413 | .126 | U5 - Search for information about study | .865** | .000 |
| DM6 -  Changing  the preferences | .545** | .036 | U6 - Search for information about university | .631* | .012 |
| DM7 - Going along the suggestions | .915** | .000 | U7 - Make appointments with contacts | .757** | .001 |
| DM8 -Influence on a decision eventually reached | .938** | .000 | | | |
| DM9 - The reflection on the final decision | .902** | .000 | | | |

**\*\*. Correlation is significance at the 0.01 level (2-taild).**

**\*. Correlation is significance at the 0.05 level (2-taild).**

**Table 3.1** displays the correlation coefficients between each paragraph of the domain and the total rank of the field to which it belongs. It is indicated that the correlation coefficients shown are a function at the significant level of 0.05, as the level of significance for each paragraph is less than 0.05, or less than 0.01, except three paragraphs which will be excluded, so evaluating the relationships that surpassed 80% for the first and second axes (Decision-making **Q3** and Social media usage **Q4**) by examining each axis separately, the results are shown in Table 3.1. Several paragraphs contain a weakly linked index, such as the number (**DM1-DM5-U1**), which is ignored by the researcher. In the end, the resolution paragraphs are assumed accurate to what was meant to test it.

      **Third**: The structural consistency's sincerity: Using the person correlation method, the researcher calculated the structural consistency's sincerity. To begin, compute the mean for each domain of the questionnaire area (Decision making – Social media usage – Social media use methods), then compute the Pearson Correlation Coefficient between each domain and the other domains.

<div align="center"><strong>Table 3.2</strong> The sincerity of the structural consistency (The table continuing)</div>

| | | Use-DM-Mean | DM-Mean | Usage-Mean |
|---|---|---|---|---|
| Use-DM-Mean | Pearson Correlation | 1 | .881** | .879** |
| | Sig. (2-tailed) | | .000 | .000 |
| | N | 15 | 15 | 15 |
| DM-Mean | Pearson Correlation | .881** | 1 | .548* |
| | Sig. (2-tailed) | .000 | | .034 |
| | N | 15 | 15 | 15 |
| Usage-Mean | Pearson Correlation | .879** | .548* | 1 |
| | Sig. (2-tailed) | .000 | .034 | |
| | N | 15 | 15 | 15 |

**\*\*. Correlation is significance at the 0.01 level (2-taild).**

**\*. Correlation is significance at the 0.05 level (2-taild).**

**Table** 3.2 shows that the correlation coefficients are meaningful at the 0.05  level, indicating that its level of significance for each paragraph is greater than 0.05, and thus the areas of the questionnaire are assumed accurate to what has been meant.

### 3.6.3.1.2: The stability of the questionnaire paragraphs:

The stability of findings is known as reliability, while the truthfulness of findings isknown as validity (Altheide and Johnson, 1994). It would be difficult to understand the effect of measurement errors on theoretical relationships unless the research's reliabilityand validity were evaluated. (Forza, 2002).

The degree to which the questionnaire questions reliably produce the same results in the same situation is known as reliability. The repeatability of research results is a statistical measure of the reliability of research instruments. A questionnaire instrument is said to be accurate if it produces consistent results under controlled conditions and any improvement is due to a genuine shift in attitude rather than a shift in perception (i.e. a measurement error). The stability of the same exploratory sample was calculated in two ways by the researcher. Cronbach's alpha was used to calculate precision instability as the first method of measuring stability, followed by the Split-half reliability method.

Split-half reliability assesses internal accuracy by comparing one-half of the outcomes of a set of scaled items to the other half (Chakraborty, 2013). If the outcomes of the two halves are identical, this indicates that the test has internal reliability. It is a fast and simple method of establishing reliability. The scale is divided into two halves in this research model, and the relationship between the halves is calculated using the (Pearson r12) equation, followed by the Spearman-Brown correction coefficient. The Spearman–Brown prediction formula, sometimes known as the Spearman–Brown prophecy formula, is a formula used by psychometricians to forecast the reliability of a test following adjusting the test length. The Spearman-Brown prediction recipe offers a wide gauge of how much the dependability of grades would rise or diminish if the quantity of perceptions or things in an estimation instrument were expanded or diminished.

$$\left(\text{Spearman-Brown equation} = \frac{2\ r_{12}}{1 + r_{12}}\right).$$

The Guttmann split-half reliability coefficient, which is identical to the Spearman-Brown split-half coefficient but does not assume equal reliabilities or variances between

the two halves, is then applied. Guttman Formula $= \mathbf{2} \ (\mathbf{1} - \dfrac{\boldsymbol{\sigma}^2 \mathbf{1} + \boldsymbol{\sigma}^2 \mathbf{2})}{\boldsymbol{\sigma}^2}$

In light of the distinction invariance and reliability, the Guttman coefficient was utilized in the sample. The Guttman Split-half coefficient is inferred utilizing the Cronbach's alpha estimation for two things and the covariance of the thing amounts of two groups, and the average of the variances of the group sums. "It turns out that Guttman"s reliability is a reasonably good measure of reliability and produces a higher value than the most commonly used measure, Cronbach," said Charles Zaiont. "In comparison to Cronbach, which tends to underestimate true reliability, Guttman"s reliability may overestimate reliability when the sample size is small or the number of items is large". (Real Statistics, 2021).

**Table 3.3** The stability of the questionnaire questions

| Axis | Cronbach's Alpha | | Split- half | | |
|---|---|---|---|---|---|
| | Paragraph No. | Cronbach's Alpha coefficient | SpearmanBrown Coefficient | Guttman SpliHalf Coefficient | (*Sig) |
| D-Making | 9 | 0.890 | 0.797 | 0.786 | *0.000 |
| Usage | 7 | 0.798 | 0.845 | 0.842 | *0.000 |
| Total degree | 16 | 0.844 | 0.821 | 0.814 | *0.000 |

**\*. Correlation is significance at the 0.05 level (2-taild).**

Results in **Table 3.3** show that the value of the stability coefficient using the Cronbach alpha model varies from one to the other. The overall Stability Rate (0.84). The value of the adjusted correlation coefficient (Spearman-Brown) is high and statistically significant (0.82). In the case of the Guttmann split-half reliability coefficient, the value was also solid (0.81). The researcher has ensured the validity and reliability of the study sample, which gives him complete confidence in assessing the results, answering the research questions, and answering the test hypotheses. Totally the questionnaire is ready for distribution

### 3.6.4: The Creation Adopted in the Study:

In this research, the researcher seeks to know the latest findings through a recent study and an appropriate, tried-and-tested application questionnaire. Previous research similar to the current study have been examined and have been taken into account the number of alternatives and their names. The same design has been followed to promote the process of comparing its results with the relevant studies. A large number of studies have been examined to determine the number of items. These studies have shown that the number of items should be between 20 and 50; otherwise, less than 20 items would not provide a clear indication of the item number concerning the number of alternatives available. "The first step for researchers is to establish metrics is to try to measure the number of items needed to determine the status of the subject ".(Pornel, 2013)

The researcher points out that the majority of research endorses the use of five alternatives. This involves a neutral point in the middle (I do not accept and do not reject) where studies have shown that the number of alternatives when it is less than five does not allow the respondent to choose the middle point. In the case of the number of alternatives that are more than five (7-9-11) are alternatives, this goes with the distribution of grades that is difficult to understand. Studies claim that if there are more than five options, the respondents should be given more time to obtain reliable data based on their analysis, data, and previous auxiliary studies (Pornel, 2013).

The researcher used the 5-point Likert scale, as the questionnaire was an extension of thequestionnaire used in a similar study in 2018. This measure is one of the most important and commonly used metrics for assessing patterns,  tastes, and ideas. The scientist Rensis Likert prepared that scale in 1935. While he grew up in the field of psychology, he is now widely used in medical, commercial, and functional sciences, and many other fields.

Since the biggest value of the scale (4 ÷ 5 = 0.80) is used to set the lowest and maximum lengths of the 5-point Likert type scale, the range is derived by(5 - 1 = 4) then divided by five. After that, the digit one, which would be the smallest score on the scale, is introduced to determine the cell's maximum value. The upperlimit of the cell was also calculated, so the cell lengths as described in the table below are as follows:

**Table 3.4** Five-Point Likert Scale

| Cell's length | Percentage (%) | Acceptance range | Value |
|---|---|---|---|
| 1 to 1.80 | 20% - 36 % | never used / very small effect | (1) |
| 1.81 to 2.60 | 36%- 52 % | rarely used / small effect | (2) |
| 2.61 to 3.40 | 52% - 68 % | sometimes-used / somewhat effect | (3) |
| 3:41 to 4:20 | 68% - 84 % | often used / significant effect | (4) |
| 4:21 to 5:00 | 84 % -100 % | always-used / very large effect | (5) |

### 3.6.5: Statistical measurements used in the study:

The following statistical methods have been used:

➢ Percentages, repetitions, and relative weights (specifically used to evaluate variables frequency) were used in the sample of the analyses.

➢ The Cronbach Alpha test as well as the Split-Half reliability approach for the number of questionnaire questions.

➢ The Pearson correlation coefficient and Guttmann coefficient are used to calculating the degree of correlation. It has been used to assess internal consistency, structural honesty. Itwas helpful to explain the relationship between the variables.

➢ To test if there are statistically significant differences between two sets of independent results, use the independent samples t-Test.

# CHAPTER FOUR

## DATA ANALYSIS AND RESULTS

### 4.1. Demographic Breakdown

Following the conclusion of the analysis, the researcher obtained 149 valid responses to thestudy. Demographic variables, such as gender and age groups of participants, were captured and the parents' level of education was discussed in the sample. The findings mentioned below:

**Table 4.1** Demographic Breakdown

| Variable | Frequency | Percentage |
|---|---|---|
| Gender | | |
| Male | 77 | 51.7 |
| Female | 72 | 48.3 |
| Total | 149 | 100.0 |
| | | |
| Age Group | | |
| 18 --- 20 | 58 | 38.9 |
| 21 --- 25 | 51 | 34.2 |
| 26 --- 30 | 15 | 10.1 |
| Older than 30 | 25 | 16.8 |
| Total | 149 | 100.0 |

Parental Education

| | Father | Mother |
|---|---|---|
| High school diploma or less | 23 | 20 |
| Some college | 19 | 16 |
| Associate's degree | 9 | 15 |
| Bachelor's degree | 7 | 17 |
| Graduate degree | 8 | 15 |
| **Total** | | **149** |

**Table 4.1** indicates that 51.7% of the responses were male; while the female response rate was 48%. Age is divided into four categories. These four age ranges covered the periods ofthe first, second, and third university life. The researcher has left the parents of students the right to participate where the researcher assumes that the involvement of parents in the selection of the university for their childrenplays an active role, in particular, that the study involves students from private universities with high fees. The first age ranged from 18 to 20 years, with 58 participants at a rate of 38.9%. The number of participants in the second age group between 21 and 25 years of age was 51, 34.2%. The third age from 26 to 30 years of age comprised 15 participants anda ratio of 10.1%.    The last stage was over 30 years old, with 25 participants at 16.8%. The study then looked at the level of parental education, where it was as follows: 23 of the father participants received a high school diploma or less, 19 a college, 9 an associate degree, 7 a bachelor's degree, and 8 a graduate degree. The statistics for the mothers of the participants were as follows: 20 with a high school diploma or less, 16 with a university degree, 15 with an associate degree, 17 with a  bachelor's degree, and 15 with a graduation degree.

### 4.2: Information Sources Used by Students in University Choice

Data processing and analysis important elements include reducing data to definitive statements and sorting, codifying, classifying, or categorizing in the form of theoretical concepts, evaluating concepts and relating them to textual study findings, and finallydrawing conclusions (Saunders & colleagues, 2009). There were varying questions in the questionnaire. The first question was a different option, a multiple choice. The first question was intended to ask the respondent to knowthe sources of knowledge that students use to select the university they want to attend. **Table 4.2** indicates that the majority of respondents 46 used the university's 30.9% website to collect information about the university they desired. It is interesting to note that 24 respondents, 16.1 % have reported that they rely on social media sites as a source to gather information about the university they wish to register or attend. Parents are well qualified to provide feedback during selection, with  15  responses  of 10.1%. **Table 4.2** below shows that students are very attentive to personal guidance, that 9 people have reported 6.04 % to mates, 8 to family members 5.37

%, then 7 to graduates 4.7 %, then 4 to college students 2.7 %. Simultaneously 4 responses of campus-based visits were 2.7 %. Three answers were based on the views of high school teachers. At the end of the day, no one has chosen their wishes based on open days or career advisers.

**Table 4.2**: Information Sources Used By Students in University Choice (n = 149)

| Information sources used | N | % |
|---|---|---|
| University website | 46 | 30.9 |
| Friends | 9 | 6.04 |
| Word-of-mouth | 10 | 6.71 |
| Family members (not parents) | 8 | 5.37 |
| Students at university | 4 | 2.7 |
| Career advisors | - | - |
| University publications | 7 | 4.7 |
| Social Networks | 24 | 16.1 |
| Campus visits | 4 | 2.7 |
| Parents | 15 | 10.1 |
| Alumni members | 7 | 4.7 |
| High school teachers | 3 | 2.00 |
| Open days | - | - |
| Events on campus | 2 | 1.4 |
| Others | 10 | 6.71 |

The findings showed that the most valuable sources of knowledge for students who help with university registration are university sites by 30.9 % followed by social networking sites by 16.1%, as the percentage does not reduce the value of social media platforms, which are still very important in terms of public information and reliability among young people in general. It is also noted that parents had a substantial influence as a co-source ofinformation when deciding between students and depended on their views by10.1%.The findings also highlighted the propensity of students to use social media platforms as asource of information and data retrieval where they are perceived to be credible

### 4.3: Social Media Platforms Used To Gather Information on University

(Kohli, 1989) used the phrase "simple scope" or "basic scope." This scale is based on the result rather than the amount of work taken to complete it. The second question concerns the answer to determine which social media the participants used to gather information. It is important to note that the issue asked about social media which was used exclusively for the collection of information, not about social media in general. The results of Table 4.3 clearly show that Facebook is still on the throne with the highest response rate, with 48 comments and 32.2 %. WhatsApp also occupies space in 15 responses, such as YouTube, 15 responses of 10 % for each. Immediately proceeded by Twitter 11 participants with 7.4 % and 10 responses 6.7 %. Although it was clear that some of the previously popular sites had not received the attention of the participants. Instagram received 4 responses, 2.7 %. Blogs 2 responses and 1.3 %. It is also noted that the participants achieved a high percentage of 43 responses by 28.9% in their choice of social media outlets other than the platforms surveyed, which illustrates the great diversity of social media and shows the speed of students adapting to these new platforms.

**Table 4.3**. Social Media Platforms Used (n = 149)

| Social media platform | N | % |
|---|---|---|
| Facebook | 48 | 32.2 |
| Blogs | 2 | 1.3 |
| LinkedIn | 10 | 6.7 |
| YouTube | 15 | 10 |
| Twitter | 11 | 7.4 |
| Instagram | 4 | 2.7 |
| WhatsApp | 15 | 10 |
| Other | 43 | 28.9 |

The study concluded that the most important social networking sites among students are Facebook, 32.2%, followed by WhatsApp and YouTube, 10% each. While the position of several social media platforms that had a previous glamor deteriorated, Twitter scored 7.4 %, LinkedIn 6.7 %, Instagram 2.7 %, and finally Blogs 1.3 %. Overall, students are available online, and social networks play an important role in student life.

**4.4: Social Media Platforms Usage**

The fourth question in the questionnaire used the Five-Point Likert scale to assess the use of social platform sites. The questions focused on social media platform users' behaviors and actions. Ratings are assigned on a scale of 1 (never) to5 (High). High ratings mean that the user has actively engaged in activities on social platforms sites, while low ratings indicate that the user's participation is minimal or non-existent. Test hypotheses are the researchers' tentative or presumptive responses to research questions about what the researcher seeks to investigate (Maxwell, 2005). Its main aim is to demonstrate the researcher's interest in the subject at hand, as well as his desire to prove or disprove his pre-set conclusions or preliminary answers. In other words, the following hypothesis was predicted outcomes that act as a temporary window into the study (Thomas & Silverman, 2012).At this point, the questions were divided into three categories: leisure habits, information seeking, and general contact with others.

The first research question aimed to better understand the function of social media networks in student recruitment. Then following question and hypotheses were established to investigate this research question:

*Q1:* What is the role of social media platforms in the student search process?

**H1o**: Social media use does not have any significant influence on helping students reach university information.

**H1a**: Social media use has a significant influence on helping students reach university information.

To analyze research question one, the researcher studies the normality of data and found that the data does not normally distribute so he uses the Spearman test to examine the strength of relationships between questionnaire variables; and because these scales represented continuous data these tests were conducted at a significance level of 0.05.

Spearman's correlation coefficient is a nonparametric statistic used to evaluate the strength of a monotonic relationship between two sets of data. Since it is a non-

parametric statistic, there are no normality parameters, unlike Pearson's correlation. Spearman's correlation coefficient calculates the frequency and direction of interaction between two graded variables. It examines the intensity and direction of two variables' monotonic relationship rather than their linear relationship, as Pearson's correlation does. "

At the point when you have ceaseless information that doesn't follow a line, you should decide if they show a monotonic relationship. In a monotonic relationship, as one variable expands, the other variable will in general either increment or diminishing, however not really in an orderly fashion. This part of Spearman's correlation permits you to fit curvilinear connections. Be that as it may, there should be an inclination to alter in a specific bearing. "(McDonald, 2020).

**Table 4.4** Spearman's Correlation (The table continuing)

| | | | Search for information about study | Search for information about university | Make appointments with contacts | View pictures and videos | Share pictures and videos | Search for new contacts |
|---|---|---|---|---|---|---|---|---|
| Spearman's rho | Search for information about study | Correlation Coefficient | 1.000 | .732** | .428** | .436** | .438** | .281** |
| | | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .001 |
| | | N | 149 | 149 | 149 | 149 | 149 | 149 |
| | Search for information about university | Correlation Coefficient | .732** | 1.000 | .400** | .518** | .437** | .353** |
| | | Sig. (2-tailed) | 3.000 | .000 | .000 | .000 | .000 | .000 |
| | | N | 149 | 149 | 149 | 149 | 149 | 149 |
| | Make appointments with contacts | Correlation Coefficient | .428** | .400** | 1.000 | .415** | .463** | .487** |
| | | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 |
| | | N | 149 | 149 | 149 | 149 | 149 | 149 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| View pictures and videos | Correlation Coefficient | .436** | .518** | .415** | 1.000 | .651** | .418** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 149 | 149 | 149 | 149 | 149 | 149 |
| Share pictures and videos | Correlation Coefficient | .438** | .437** | .463** | .651** | 1.000 | .516** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 149 | 149 | 149 | 149 | 149 | 149 |
| Search for new contacts | Correlation Coefficient | .281** | .353** | .487** | .418** | .516** | 1.000 |
| | Sig. (2-tailed) | .001 | .000 | .000 | .000 | .000 | .000 |
| | N | 149 | 149 | 149 | 149 | 149 | 149 |

**\*\*. Correlation is significance at the 0.01 level (2-taild).**

 Spearman's coefficient of correlation may be positive or negative. A rank of +1 represents a fully positive rank association, a rank of zero represents no rank association and a rank of -1 represents a completely negative rank association. The greater the relationship between the ranks, the further will be to zero. Since correlation is effect size, the strength can be expressed verbally as 0.80 - 1.0 "very high."(DG & JM, 1983).

The relationships between the search for information about the study and search for information about university were first tested using a Spearman correlation test. This test yielded a coefficient of correlation of (.732), which was statistically significant at the 0.05 level of significance. The test, which revealed a strong correlation between these variables, As a result, people who use social media platforms to search for research data are much more likely to discover more data about the university.

Next, the relationship between " Search for information about the study, Make appointments with contacts, View pictures, and videos, share pictures, and videos, and search for new contacts "were analyzed.

The test revealed (.428, .438, .436, .281) a coefficient of correlation respectively. This result was statistically significant at a 0.05 level of significance. Individuals who use social media platforms to "Make appointments with contacts, View pictures, and videos, share pictures and videos, and Look for new contacts" are more likely to use social media platforms to conduct a study-related search. Likewise, correlations with the search for information about university analyzed with "Make appointments with contacts, View pictures, and videos, share pictures, and videos, and search for new contacts"

The Spearman test showed a coefficient of correlation of (.400, .518, .437, .353), which was statistically significant at the 0.05 level of significance. This stable, dependable partnership indicates that the relationship was substantial and positive. As a result, people who use social media sites to "Make appointments with contacts, View pictures, and videos, share pictures and videos, and search for new contacts" are more likely to learn more about the university.

We can conclude that we have strong evidence *to do not reject H1*, and some evidence to believe that social media platforms and reach information about the university are correlated throughout the population since SPSS reports a p-value of.463 with this test. It reveals a strong, positive monotonic relationship between the students reaching college information and the use of social media platforms.

### 4.5: Social Media Platforms Usage Ways

**Figure 4.5** illustrates how students use social media platforms; the responses ranged from more students who tended to benefit from updates from the university registration office. (n=47, 31.5 %) a large percentage of students' interest in recent university news and the importance of social media platforms in gathering valuable information on university enrolment. As it is known, the main aim of social networking platforms is to strengthen contact links between people and groups, so the results of the study (n=38.20.1 %) suggest that students tend to use social media platforms to enhance social connections to become a university fan or make friends on campus. The percentage of responses (n=22, 14.7%) using social media platforms was intended to communicate with campus staff and administrators. The lowest response rate (n=19, 12.7%) indicated that their primary objective was to use social media. Other purposes are not mentioned in this study (n=23, 15.4%).
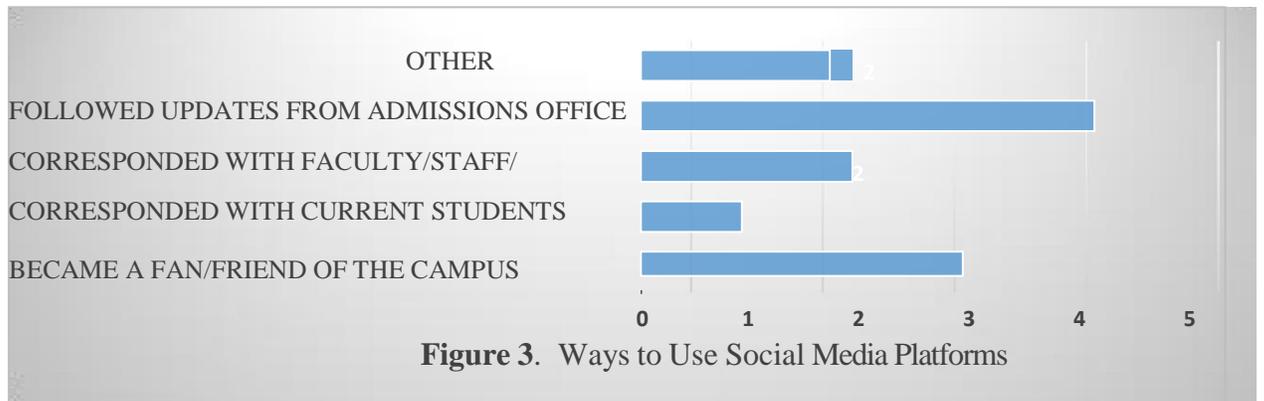
**Figure 3.** Ways to Use Social Media Platforms

The second research question was to see how social media sites affect students differently depending on gender and during the college search process. The following research question and hypotheses were developed as a result of this:

*Q2*: Is there a gender difference in the impact of social media platforms on students during their college search?

**H2o**: Social media platforms have no different gender effect on students during the college search process.

**H2a:** Social media platforms have a different gender effect on students during the college search process.

The mean replies for both genders were measured to test a study question and hypotheses, and a t-Test for different samples was employed to examine if the discrepancies in means were statistically significant at a significance level of 0.05. The mean response scores for females and males for each element are shown in Table 4.5, and the results of the independent t-Test are shown in Table 4.6.

**Table 4.5.** Group statistics

|  | Please indicate your gender | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Search for information about study | Male | 78 | 3.12 | 1.259 | .143 |
|  | Female | 71 | 3.37 | 1.031 | .122 |
| Search for information about university | Male | 78 | 3.42 | 1.243 | .141 |
|  | Female | 71 | 3.35 | 1.084 | .129 |

**Table 4.6.** Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Search for information about study | Equal variances assumed | 1.910 | .169 | -1.323 | 147 | .188 | -.251 | .190 | -.626 | .124 |
| | Equal variances not assumed | | | -1.335 | 145.449 | .184 | -.251 | .188 | -.622 | .120 |
| Search for information about university | Equal variances assumed | 1.832 | .178 | .370 | 147 | .712 | .071 | .192 | -.308 | .450 |
| | Equal variances not assumed | | | .372 | 146.733 | .710 | .071 | .191 | -.306 | .448 |

The independent (Students) t-test is a statistical instrument used to test hypotheses about the mean of a small sample taken from a normally distributed population with unspecified standard deviation. (Gosset & Silverman, 2005). The use of a sampling experiment to help empirically solve the problem at hand, rather than finding an analytic solution, is the most notable aspect of this test. "...if the distribution is approximately normal, the theory provides a precise measure of the certainty that can be derived from a small sample..." (Student, 1908).

"If the distribution is not natural, the sample mean and standard deviation will be highly correlated, meaning that although both will have greater variability, they will appear to balance each other, with a mean slightly different from the general mean separated by a larger standard deviation." (See id.)

The first set of differences between female and male responses examined how often females and males searched for information about the study. This relationship is notable because students who seek research information during the college search process are far more likely to intervene than their opposite-gender peers. The first unit of production, as shown in **Table 4.6**, represented Levene's Test for Equality of Variance. This performance was assessed to see if the two groups (in this case, males and females) had similar variance on the dependent variable (the frequency with which they searched for study information).

The t-value score is -1.323. Since the minus sign can be ignored when comparing two t-values, its estimated value is 1.323. The degree of freedom is reduced to 145 since the formula specifies rounding down to the smallest integer value available. As compared to the estimated value of 1.323, it is clear that the approximate t-value is higher than the table value at the 5% significance stage, and the variations are thought to be the same. As a result, the estimated p-value (.188) was higher than the recommended 5%, indicating that gender variations on this variable were not statistically significant.

(The frequency at which people look up information about universities) was then investigated. The calculated p-value of t-Test between the two-tailed was (.712). Levene's Test for Equality of Variance yielded a calculated p-value of (.178). The score of t-value is (.370), and the degree of freedom value is reduced to 147. After examining the t-value distribution table with a degree of freedom of 147 and a level of significance of 5%, whereas this value is compared to the estimated value of (.370), it is clear that a calculated t-value is greater than the table value. As a consequence, the null hypothesis (Social media platforms have no different gender effect on students during the college search process) is not secure to dismiss. Whereas there are no natural differences with in constant term which are not coincidental. As a result, **we can reject** alternative hypothesis *H2* (social media platforms have a different gender effect on students during the college search process) because the gender differences in this variable (Search for university / study information) were not statistically relevant.

## 4.6: Actual Influence of Social Platforms on Decision Making

In this study, the Five-Point Likert scale was updated to determine the influence of social networks on student decision-making when searching and choosing a university. All measurement points were checked and extended and ranged from 1 (very small effect / never use) to 5 (very large effect / always use). The more noteworthy the impact of web-based media platforms on the understudy dynamic, the higher the score on the scale, and the lesser the impact of web-based media platforms on the understudy dynamic, the lower the score. The third question subject took a gander at what social media marketing meant for an understudy's university application measure.

The following research question and hypotheses were established to investigate:

*Q3*: Does social media marketing influence a student's decision to enroll in a university?

**H3o:** University social media marketing has no effect on the decision-making process for university admission.

**H3a:** University social media marketing influence the decision-making process for university admission.

To answer research question 3, the researcher investigates the normality of the data and discovers that it is not a normal distribution, so he uses the Spearman test to assess the intensity of relationships between questionnaire variables; and since these scales reflected continuous quantitative data and the population was correlated, these tests were performed at a significance level of 0.05. "Spearman's correlation coefficient calculates the frequency and direction of interaction between two graded variables. It examines the intensity and direction of two variables' relationship rather than their linear relationship." (McDonald, 2020).

The researcher suggests hypothesis three which is assuming a significant correlation between social media marketing and the decision-making process for university enrollment. The relationships between the variables were studied to find answers and the results are mentioned in the table below:

**Table : 4.7 Correlations ( The table continuing)**

| | | | USAGE | The weighted social media opinions | The influence on criteria used | The degree of involvement in the various options | Changing the preferences | Going along the suggestions | The influence on decision which eventually reached | The reflection on the final decision |
|---|---|---|---|---|---|---|---|---|---|---|
| Spearman's rho | USAGE | Correlation Coefficient | 1.000 | .443** | .519** | .438** | .594** | .570** | .571** | .491** |
| | | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | | N | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 |
| | The weighted social media opinions | Correlation Coefficient | .443** | 1.000 | .669** | .531** | .626** | .619** | .638** | .597** |
| | | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | | N | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 |
| | The influence on criteria used | Correlation Coefficient | .519** | .669** | 1.000 | .599** | .743** | .727** | .755** | .708** |
| | | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | | N | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 |
| | The degree of involvement in the various | Correlation Coefficient | .438** | .531** | .599** | 1.000 | .595** | .630** | .590** | .617** |
| | | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| options | N | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 |
| Changing the preferences | Correlation Coefficient | .594** | .626** | .743** | .595** | 1.000 | .718** | .721** | .684** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 |
| Going along the suggestions | Correlation Coefficient | .570** | .619** | .727** | .630** | .718** | 1.000 | .641** | .667** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 |
| The influence on decision which eventually reached. | Correlation Coefficient | .571** | .638** | .755** | .590** | .721** | .641** | 1.000 | .734** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 |
| The reflection on the final decision | Correlation Coefficient | .491** | .597** | .708** | .617** | .684** | .667** | .734** | 1.000 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 149 | 149 | 149 | 149 | 149 | 149 | 149 | 149 |

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

The strength of the relationship between social media site use and seven separate factors was calculated to answer this query. ((1) How much impact did social networks have on your thinking about universities to attend,(2) To what extent did social networks influence the criteria you used for making your final decision,(3) How much effect did the involvement of social networks have on how the various options were rated, (4) How much did social networks change your preference, (5) To what extent did you go along with suggestions on social networks, (6) To what extent did social networks influence the decision you eventually reached, and (7) To what extent did the final decision reflect the views on social networks).

A Spearman correlation for the first variable revealed a correlation of (.443) at a significance level of 0.05, as shown in **Table 4.7**. It was found that this association was statistically important. Individuals who are using social media platforms more often tend to respect views shared on social media networks, according to these findings.

To see if the second variable, which was how many social networks influenced the criteria you used to make your final decision, was true. A Spearman correlation of (.519) is discovered, so this relationship was important at the 0.05 level of significance. Thus, the relationship between respondents the criteria of student used for making the final decision, and the social media network usage was found to be strong. As a result, people who use social media networks are more likely to consider it further before making a final decision.

The third variable was how much of an impact social network participation had on how the different options were classified. A Spearman correlation of (.438) was found to be important at the 0.05 level of significance. As a result, people who use social media networks often are more likely to offer choices on social media sites a high rating.

Following that, respondents' use of social media networks was linked to how often social media influences their preferences. A Spearman correlation of (.594) was found to be important at the 0.05 level of significance. Furthermore, this connection was discovered to be conclusive. As a result, people who use social media networks often are more likely to formulate their interests in parallel.

The extent to which respondents followed social media guidelines was also related to their use of social media networks. A Spearman correlation was detected at a level of

significance of 0.05, yielding a correlation coefficient of (.570). Even though this result was statistically relevant at the 0.05 level of significance, it revealed a clear connection. As a result, those who use social media networks more often are more likely deal with feedback.

Following that, the association between respondents' use of social networking sites and the degree to which social networking influenced the final decision was investigated. The Spearman correlation coefficient was (.571), which was statistically relevant at the 0.05 level of significance. This relationship was deemed important, implying that people who use social media sites regularly seem to be more likely to have an impact on the final decision.

Finally, the respondents' social media network usage was related to the degree whereby the final decision represented their social media network views. The Spearman test showed a coefficient of correlation of (.491) at a significance level of 0.05. Overall, we may conclude that there is sufficient evidence *to do not reject H3* and that social media marketing and university decision making are related across the population. As a result, students who use social media platforms more often make final decisions that represent the views of social media platforms.

### 4.7: Number of Times Students Access Social Media per Day

The fourth research question seeks to determine how much students use social networking platforms daily. "How often does a student sign up to a social media platform per day?" The questionnaire question number five comprised a range of responses ranging from zero (0) to (10) or more. It was split into four stages, including the first stage from (1) to (3) times a day and the second stage from (4) to (6) times a day while the third stage was (7) to (9) times a day. The last stage was initially restricted (10) times a day and was available to the end without defining the number of entry times. The results of the responses were as follows: the largest proportion was reported at the last stage(53, 35.6 %) of students' responses, followed by the second stage(44, 29.5 %) of students' responses, the third stage(37, 24.8 %), and the first stage(15, 10.1%) of students' responses. The findings in the picture below indicate a  clear demand from social media students. More than half of the answers are more than 10 times a day.

This extent exhibits the significance of social media platforms in the understudy's regular daily existence, as confirmed by the overall pattern among youngsters of the present age in the utilization of social media. It is a dependable method to manage the issues in their lives. They feel the certainty that these platforms are valuable and fundamental in drawing in with life and its necessities.



**Figure 4.7: NUMBER OF SOCIAL MEDIA ACSSESS IN A DAY**
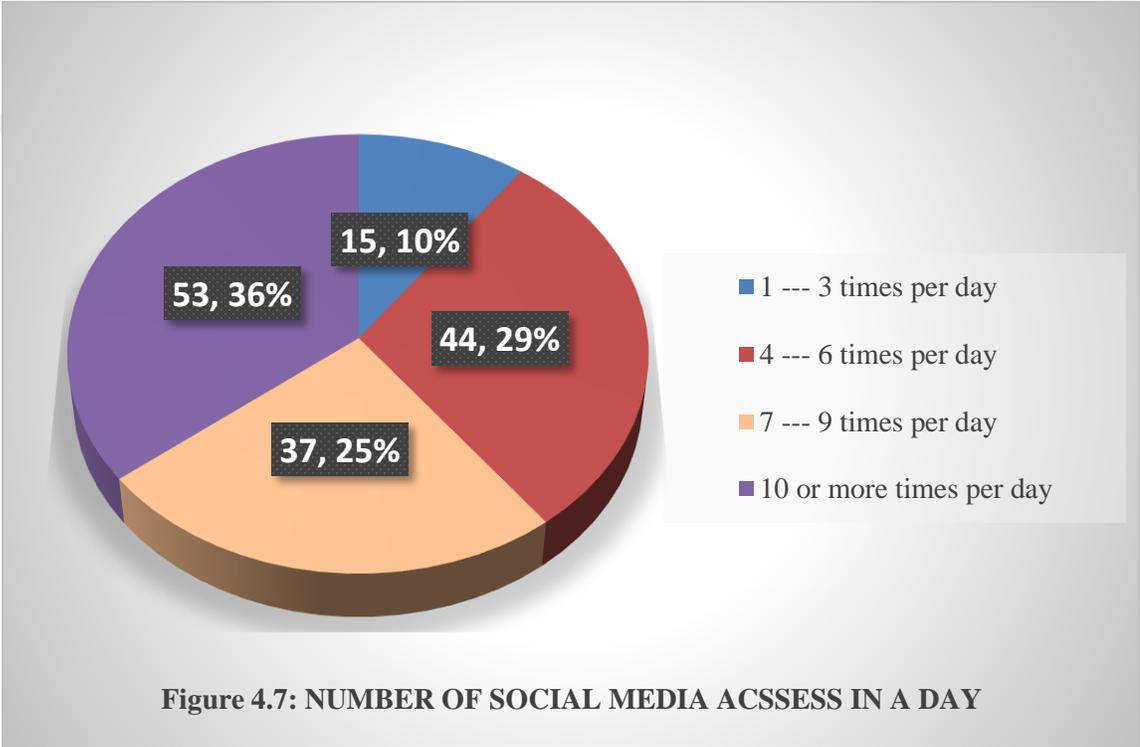
# CHAPTER FIVE

## SUMMARY, CONCLUSION, AND IMPLICATION

### 5.1: Introduction

Social media platforms are seen as a medium for users to create and exchange information and communicate with others on a global scale. It also plays a critical role in marketing for most companies and organizations, including educational institutions. The main objective of this research study is to determine the extent to which university students use social media platforms and how social media platforms influence the production of information among these students. Whereas shaped understanding helps, students, make choices when they enroll at the university.

### 5.2: Conclusion

Universities already use social media networks to reach prospective students. The results of this study also showed that the role of social media platforms is rising day-to-day and intersects with the everyday lives of young people, particularly Generation Z. They are very dedicated to some social media platforms, many of which have access to sites many times a day. Students have a favorable view and use of social media for academic purposes. In addition, the findings show the most popular social media platforms, which students connect and use, are Facebook, WhatsApp, and YouTube.

The analysis attempted to respond to three hypotheses:

The first hypothesis was that" Social media use has a significant influence on helping students reach university information." Relationships between many variables examined in the test showed a certain correlation coefficient, which was statistically significant at a 0.05 level of significance. This optimistic, high-level relationship indicates that the relationship is positive and substantial, so, *H1 cannot be rejected.* Overall, college students who use social media more often gain more knowledge about both the research information and the university information, and they may benefit from enrolment information.

Next, the second hypothesis was that "Social media platforms have a different gender effect on students during the college search process."

To test hypotheses, mean responses for both genders were measured. Additionally, a t-test for independent samples was used to evaluate whether mean differences were statistically significant at a significance level of 0.05. The variations between the genders in this variable were not statistically important. We may therefore conclude that universities do not need to tailor their approach to cope with one gender rather more than the other, so ***H2 can be rejected.***

The third hypothesis was that "University social media marketing influence the decision-making process for university admission.". Suitable answers from survey questions (three and eight) were obtained. A statistical test was used to analyze the strength of the relationship between several variables was explored and highly meaningful at a significance level of 0.05 based on the results, ***H3 cannot be rejected.***

As colleges contend on understudy enlistment, directors ought to survey the effect of social media platforms on understudy life. The college could likewise utilize the most famous online media locales to build understudy interest in enrolment all through the cooperation among understudies to accomplish the best outcomes.

Policymakers likewise should investigate better approaches to rebuild content dissemination and showcasing procedures to incorporate them with the utilization of social media platforms.

### 5.3: Implications

Social media platforms have been able to drive tremendous growth in use within a short period. Noting the deep attachment of the youth of today's generation and its strong reliance, as research suggests, this information is accessed several times a day.

As continued growth in the use of social media includes the development or transformation of new networks, this type of study would need to be continued to identify the most significant participation for the new student community and any social media platforms that are of interest to them. It is well known that competition between colleges to increase their

student enrolment is a great benefit and that future access to social media platforms is something that should be strategically included in the college/university marketing strategy and increase market share to benefits includes students. On the other hand, social media platforms have the potential to link students to a variety of individuals within a single organization. The findings of the research have shown that prospective students participate on social media platforms when searching for colleges/universities and that social media is therefore of importance for recruitment and admission to colleges so that the university must process media content that is coping with the student's minds and achieves their ambitions. The findings also indicate to the strong involvement of social media in higher education will help inform students about opportunities that have not been established by other types of marketing. It will save both parties overhead; the university spends less on an advertisement, and the student benefits from reduced scholarships and full college or part-time jobs published by the university all the time.

To wrap things up, given the discoveries of the research, it very well might be valuable to assess how social media platforms can be utilized as a feature of a genuine learning plan as opposed to restricting its helpful job, especially considering the Corona pandemic and distance learning experience.

### 5.4: Recommendations

The researcher recommended the following based on results of the study:

➢ An experimental study to find out, which is the best way to use social media to increase students' awareness of academic achievement and university enrolment.

➢ Conduct a pilot study to identify the best marketing strategy used by the university based on the application of the most popular social media channels.

➢ Conduct a comparative analysis of Facebook, YouTube, and Twitter sites and their role in deciding to register with students.

➢ Conduct a descriptive analysis to define student and academic patterns in the best way to involve social networks in the process of university education.

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## APPENDIX – A

**PRE-APPROVAL FORM**
**PROJECT TITLE**
**THE IMPACT OF SOCIAL MEDIA SITES ON COLLEGE**
**CHOICE**

**PURPOSE OF THE RESEARCH**
The research aims to determine the impact of social media platforms in influencing the decision to enroll in the university among students. A random sample of students was taken and the selection of advanced-year students or potential students was investigated at three famous universities 2020/2012.

**PROCEDURES**
The research study includes an application questionnaire consisting of nine multiple-choice questions and open questions, taking an estimated 10 minutes to complete.

**RISKS / DISCOMFORTS**
There are no potential or foreseeable risks or inconveniences associated with this research.

**BENEFITS**
It is hoped that this information will be used to improve awareness of the importance of social media platforms in creating awareness among students and helping them in the decision-making process while choosing a university/college.

**CONFIDENTIALITY**
The information and data resulting from this study will remain completely confidential and it will be disclosed for scientific research purposes only, whether in scientific journals, web sites, conferences, and scientific meetings after the names are changed to maintain complete confidentiality.

**COMPENSATION**
Participation is voluntary, non-profit and there are no compensations associated with the research.

**OPPORTUNITIES**
The researcher is ready to answer any question or comment related to the search and its results, and is ready to receive calls at (+90) 5345-8345-91, and advises participants not to hesitate at all to put forward ideas or comments that enrich the study research.

**FREEDOM TO WITHDRAW**
Participation is voluntary; withdrawal from the research is voluntary too.
The participant is free to stop and withdraw at any time he wishes, without any loss of privileges or duties resulting from withdrawal.

**ACCEPTANCE / GET A COPY**
Dear Participant your signature below indicates that you have read and understood all the items contained in the voluntary participation form, and if you would like to get a copy, please contact the researcher (+90) 5345-8345-91.

**Signature of Participant:** _____ **Date:** _____

# APPENDIX – B

## THE STUDY QUATIONAIRE

**Dear Participant:**

I invite you to participate in an academic study prepared by Mutaz Jamal Kadad for obtaining an MBA Degree at Antalya Bilim University 2020/2021.

The researcher aims to know the impact of social media platforms on the decision of students while choosing the university they wish to enrollment.

Points please note:

- ❖ Your participation in the research is appreciated and benefits the researcher and all concerned team.
- ❖ The personal name is not required and the answers will remain confidential except for search purposes.
- ❖ Participation is not mandatory, and you are free to leave the survey at any time.
- ❖ For the questionnaire to achieve its purpose, please investigate honesty and transparency during the answer.
- ❖ The expected time of answer 10 minutes, please consider this during the questionnaire answers.
- ❖ Results will be used only for academic study purposes if you wish to obtain a copy you can contact the researcher (mutaz.kadad@std.antalya.edu.tr).
- ❖ If you have any questions or comments related to the study, please contact the supervisor. (bushra.soummakie@antalya.edu.tr)

# THE QUESTIONNAIRE

**QUESTION 1**

Please demonstrate which of the accompanying wellsprings of data you used to figure out which college you ought to join.

| University Website | Social networks | University publications |
|---|---|---|
| Parents | Campus visits | Career advisors |
| Friends | Alumni members | Open days |
| High school teachers | Family members (Not parents) | Events on campus |
| Word of mouth | Students at university | Others |

**QUESTION 2**

Which of the following social media networks did you utilize to research university options?

| | |
|---|---|
| **Facebook** | **1** |
| **Twitter** | 2 |
| **YouTube** | 3 |
| **Blogs** | 4 |
| **LinkedIn** | 5 |
| **Instagram** | 6 |
| **WhatsApp** | 7 |
| **Other** | Specify |

## QUESTION 3

The accompanying inquiries evaluate the effect of social media on the dynamic interaction with regards to choosing a college. Kindly read the inquiries cautiously in light of the fact that every one alludes to an alternate sort of data source. If it had a minor impact, choose one, and if it had a larger influence, choose five. You can also choose any number in the center, depending on the degree of arrangement.

|  |  | Very small influence | Small influence | Somewhat influence | Large influence | Very large |
|---|---|---|---|---|---|---|
| 3.1 | How much weight did you give to opinions viewed on social networks | 1 | 2 | 3 | 4 | 5 |
| 3.2 | How much impact did social networks have on your thinking about universities to attend | 1 | 2 | 3 | 4 | 5 |
| 3.3 | To what extent did social networks influence the criteria you used for making your final decision? | 1 | 2 | 3 | 4 | 5 |
| 3.4 | How much effect did the involvement of social networks have on how the various options were rated? | 1 | 2 | 3 | 4 | 5 |
| 3.5 | To what extent did social networks influence others into adopting certain positions about the various options? | 1 | 2 | 3 | 4 | 5 |
| 3.5 | How much did social networks change your preferences | 1 | 2 | 3 | 4 | 5 |
| 3.6 | To what extent did you go along with suggestions on social networks | 1 | 2 | 3 | 4 | 5 |
| 3.7 | To what extent did social networks influence the decision you eventually reached. | 1 | 2 | 3 | 4 | 5 |
| 3.8 | To what extent did the final decision reflect the views on social networks | 1 | 2 | 3 | 4 | 5 |

## QUESTION 4

The accompanying inquiry evaluates usage via social media platforms. The left-hand segment has a few assertions summing up activities on social networks. Please, read every explanation cautiously prior to showing how precisely it depicts your utilization of social media platforms. If it's possible, select one on the off chance that you never utilize social media platforms for this choice and five on the off chance that you do. You can likewise pick any number in the middle.

| | | Never use | Rarely use | Sometimes use | Often use | Always use |
|---|---|---|---|---|---|---|
| **4.1** | Stay in touch with contacts | 1 | 2 | 3 | 4 | 5 |
| **4.2** | View pictures and videos | 1 | 2 | 3 | 4 | 5 |
| **4.3** | Share pictures and videos | 1 | 2 | 3 | 4 | 5 |
| **4.4** | Search for new contacts | 1 | 2 | 3 | 4 | 5 |
| **4.5** | Search for information about study | 1 | 2 | 3 | 4 | 5 |
| **4.6** | Search for information about university | 1 | 2 | 3 | 4 | 5 |
| **4.7** | Make appointments with contacts | 1 | 2 | 3 | 4 | 5 |

## QUESTION 5

How frequently a day do you get to social media platforms?

| | |
|---|---|
| None | **1** |
| 1----3 times per day | **2** |
| day 4----6 times per day | **3** |
| 7----9 times per day | **4** |
| 10 or more times per day | **5** |

## QUESTION 6

If possible, determine your gender

| | |
|---|---|
| Male | **1** |
| Female | **2** |

**QUESTION 7**

Please select your age bracket:

| | |
|---|---|
| 18----20 | **1** |
| 21----25 | 2 |
| 26----30 | 3 |
| Order than 30 | 4 |

**QUESTION 8**

What were some of the ways you used social media platforms?

【】 Became a fan/friend of the campus

【】 Corresponded with current students

【】 Followed updates from admissions office

【】 Corresponded with faculty/staff

【】 Other  _____

**QUESTION 9**

Please list the highest level of schooling for each of the parents.

| | Mother | Father |
|---|---|---|
| High school diploma or less | | |
| Some college | | |
| Associate's degree | | |
| Bachelor's degree | | |
| Graduate degree | | |