Arfan Rehman Sherief
Ph.D., Candidate, School of
Graduate Studies (SGS),
Management & Science
University, Shah Alam,
Malaysia

Dr. Arun Kumar Tarofder
Associate Professor, School of
Graduate Studies (SGS),
Management & Science
University, Shah Alam,
Malaysia

Dr. Zunirah Binti Mohd Talib
Professor, Dean, School of
Graduate Studies (SGS),
Management & Science
University, Shah Alam,
Malaysia

Assessing the impact of social media content on student enrolment in Malaysian higher education institutions

Arfan Rehman Sherief, Dr. Arun Kumar Tarofder and Dr. Zunirah Binti Mohd Talib

Abstract
This research investigates the impact of social media content on student enrolment in Malaysian Higher Education Institutions (HEIs). Using 231 questionnaires distributed to prospective students and analysed via SPSS, the study provides significant insights. Data collection was facilitated through Google Forms. The study employed nominal and interval scales, using a 7-point Likert scale for response measurement. It analysed metrics such as likes, comments, shares, retweets, and user engagement with HEI posts to gauge the effectiveness of social media content leading to student enrolment. Findings indicate that strategic social media content plays a crucial role in influencing prospective students' enrolment decisions, emphasizing the need for HEIs to invest in high-quality, engaging social media content. This study highlights the significant impact of social media content on student enrolment in Malaysian HEIs. The strong correlation underscores the importance of a robust social media strategy for higher education institutions.

Keywords: Social media content, student enrolment, higher education institutions (HEIs), correlation analysis, academic recruitment

1. Introduction
Billions of people use SM worldwide, and it has since become the fastest mode of technology in the current times (Appel *et al*., 2020) [3]. Facebook reported that it had more than 2.38 billion users active on its platform monthly and about 1.56 billion daily as of its report in 2019 (Facebook, 2019). Internationally, the estimated number of users on SM is expected to grow to a figure of 3.29 billion by 2022, which comprises about 42.3% of the world's entire population (eMarketer, 2018) [13]. With the potential population spending many hours in the day on SM across many variations of its platforms, it is not alarming for marketers to notice that SM has accepted a valid and profitable marketing channel for any product or service. In academics, SM has been acknowledged, and an extensive research body has been working on this to under more about it and its related issues, such as online networks or how word of mouth (WOM) functions. Regardless of what the academicians and practitioners have discovered on this issue in the past two decades of its introduction, on account of the rapid and developing nature of SM and how the consumers utilise it, the future of SM is not going to continue as we see it now.

Through various social media platforms, prospective as well as existing college and university students can get information on various institutions (Griffiths & Wall, 2011) [23]. Platforms in use today include Instagram, Facebook, among others through which college or university get to advertise their various products (courses, facilities, success stories and such) while the customers (prospective students) get to validate, on their own, an inherent urge to purchase a certain product (to be enrolled at the education institute). It is evident that the enrolments into a particular college or university has now been made dependent on the social media networks (Shields & Peruta, 2019) [28]. As a result, social media content from higher education institutions has the potential to develop, foster, and strengthen their engagement with prospective students (Thornton, 2017) [29].

More specifically, as a potential student, they might look for the university's available academic programs and read feedback from previous students (Nguyen *et al*., 2021) [26]. Students' enrolment decisions on higher learning institutions are significantly and dynamically shaped by the contents of social media platforms. Firstly, social network exposure of educational services is undoubtedly superior to traditional examples of

Corresponding Author:
Arfan Rehman Sherief
Ph.D., Candidate, School of
Graduate Studies (SGS),
Management & Science
University, Shah Alam,
Malaysia

marketing and advertising due to the technological interaction with a targeted group of users i.e., prospective students (Shamsudin *et al*., 2019) [27]. Well-produced instructional videos and informational virtual tours, group and one-on-one conversations with current college students and professors introduce tangible evidence of the institutional culture and climate, making such qualitative concepts as campus mood and students' spirit more tangible (Conklin, 2014) [10]. Also, information such as testimonials and day-in-the-life posts from the current students, who are seen as influencers for the university or college, comes into play. It also brings out the feeling of reliability or authority that a post within an academic institution may sometimes be deemed to lack, hence improving on credibility (Ghanayem *et al*., 2019) [20]. Often, the prospective students will leverage the search for conventional sources to see how the students who are joining the school that they intend to join will experience the journey. Similarly, social media platforms' algorithms, which provide users with content based on their preferences, guarantee potential students' constant feed of information about the institutions they are concerned with (Merritt, 2021) [25]. This constant bombardment reinforces Branding, and this institution makes it to the list of options whenever a decision has to be made.

This research paper conducts a quantitative analysis to determine how social media content affects the enrolment choices of potential students in universities or colleges. These variables will be carefully examined to determine how they directly impact enrolment at higher education institutions. The structure of the study includes institutional enrolment information to enable accurate measurement of variables. The testing of hypotheses will ensure that the findings offer a clear and actionable understanding of the research issue.

2. Review of Literature
Prior research had already showed the potential that SM has in HEIs such as helping the HEI profile be known to more people, improving their enrolment and lastly, increasing the engagement amongst the students with their HEI peers (Chugh & Ruhi, 2017) [9]. Worldwide spread of internet has truly transformed the way the education section currently functions. As reports by Statista (*Facebook: Number of Monthly Active Users Worldwide 2008-2021*, 2022), the SM platform, Facebook currently has more than 2.3 billion users that are active on their site and Gollin (2018) [22] concluded that Instagram has about 1 billion active users on their platform monthly. With these many users being online, the ability consume information becomes even more meaningful.

For starters, HEI could opt for a SM campaign as means of a marketing act to garner more awareness amongst its target audience and have engagement with them. This campaign has to be absolutely different from the daily HEI postings as it would be more strategic in nature to focus on a singular goal to be shared across all the HEI SM channels. The particular campaign by Vancouver Island University (VIU) had a single goal of directing all its followers to a hashtag called #ilearnhere, it was able to accumulate more than 400 contributions a month from other VIU students and staffs posting their own photos for the target audience to see (Beesoon & Cant, 2023) [6]. This proved beneficial to any prospective student who would have seen the #ilearnhere

hashtag initiated by the HEI to learn more about it and its campus life (Constantinides & Stagno, 2011) [11]. This can be used for any and all major events and activities that occur on campus such as orientation day, convocation day or even simple class reunions activities with the alumni. By encouraging the students and staff to make use of these hashtags would help build the HEI community online and also a chance to be featured onto the main HEI SM pages (Ahmadi, 2019) [2].

Social media provides a way for institutions to quickly and directly communicate with students, faculty, staff and alumni, fostering connections across various audiences. Social content can attract prospective students, keep parents informed, grow alumni networks, promote on-campus events and more. Focusing on nurturing community and publishing engaging content can also help increase enrolment. According to a report by Feehan (2023) [16], 41% of school officials can directly attribute increased enrolment to social strategy. For example, Keele University said their campus photos on Instagram help students solidify their college decision. One student enrolled to the university because she saw their posts on Facebook and it helped confirm her decision, later becoming a digital ambassador for the school (Koch *et al*., 2018) [24]. Therefore, these audience members would relate this to others to explain how a HEI made use of SM platforms to connect appropriately. As each SM platform is unique in its own way, it may share its individualist advantages for HEIs in the manner it is being used. For instance, if one wishes to connect with the students or alumni of a HEI then they could approach Facebook or LinkedIn; otherwise, Instagram or Twitter will be used to view, comment, and like photos or videos of the HEI (Chandani *et al*., 2022) [8].

According to a report by Fischer & Tomlinson (2023) [17], it revealed that those the criteria of prospective students and what drove their enrolment decisions. The report details the survey conducted at the start of the 2022-2023 academic year of over 3,000 college students. The results following perspectives and trends are important for college administrators and staff and will give leaders in higher education relevant data to better attract, enrol, serve, and retain students today as well as to know the makeup of college student market in the United States in 2023 and beyond (Fourtane, 2023) [18]. Among the factors influencing school selection, 38 percent of online college students were most influenced by in-person events such as a campus tour or class audits, and 35 percent were most influenced by online events such as webinars, online tours, and online social events. Almost 50 percent of undergraduate online students and 44 percent of graduate online students prefer to be contacted by schools via email. Only 14 percent prefer to be contacted by phone, while 10 percent prefer text/SMS communication (Fischer & Tomlinson, 2023) [17].

A noteworthy point to remember would be to deliver the specific type of content that the page should try to be named after the HEIs itself such as faculty pages, department pages, club and activities pages etc. This can be 'reshared' by other pages of the same HEI SM platform (Bunce, 2018) [7]. In doing so would make the prospective student who may be interested in the football club of a HEI to only view those related posts and not worry about something from the physics club popping onto his view; ultimately, proceeding towards enrolment. Nowadays, using the 'livestream' feature on the various SM platforms like Facebook Live or

Instagram Livestream is a wonderful way to engage with the live audience and build the SM presence of the HEI (Davis III *et al*., 2014) [12]. This would provide a means for the audience viewing the livestream some insight about the HEI, how they function, the type of activities taking place, short QnA sessions with the teaching staff and so forth. Students could be asked to do a 'takeover' session with these livestreams so that the information would be provided from their point of view. The prospective students may be given a glimpse of how the campus looks via these tour guide and make up for its high engagement with the audience (Garcia *et al*., 2023) [19]. The proposed hypothesis for this study is as follows:

H_0: There is no significant relationship between SM Content and Student Enrolment in HEI
H_1: There is significant relationship between SM Content and Student Enrolment in HEI

Fig 1: Shows the theoretical framework

3. Research Method
Quantitative data analysis would be utilized in this study since variables need to be quantified and analysed in order to be compared with hypotheses. It has been pointed out by Apuke (2017) and Basias, N. & Pollalis (2018) [5] that quantitative research often uses numerical data as part of the data collection process, which is then analysed using specific statistical techniques to answer questions like who, what, where, how, when, and why. To elaborate on this, Adedoyin (2020) [1] characterized quantitative research as a systematic inquiry on a specific phenomenon through the collection of numerical data, and illustrating its statistical, computational, and mathematical methods.

Data is a useful asset that it has since become the world's most significant resource. By determining the right data type and its measurement scales would allow the researchers to be able to arrange, recognize and eventually, strategically use it to make an impact (*Types of Data & the Scales of Measurement*, 2020) [30]. Questionnaires would be used as the main tool for collecting the data in this study. The surveys, facilitated through Google Forms, integrated features that restricted progression unless all questions were responded to, fostering a complete dataset devoid of missing information. A total of 231 questionnaires were distributed to prospective students. The scales of measurement that are chosen in this study are discussed below. This research made use of two modes of scales of measurements to help measure the variables namely, nominal scale and interval scale of measurements. The main attribute of this interval scale that sets itself apart from other is that it helps in the calculation of variance and averages, which is most useful during analytic calculations (Glen, 2019) [21]. Subsequently, the respondents would be asked to give their responses by using the 7-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree".

The study evaluates the variable "Social Media Content" using a range of metrics to understand engagement and reach. It included 5 items and assessed if metrics like likes, comments, shares, and retweets of posts from HEIs are linked with a rise in student enrolment numbers. Next, the impact of users viewing these HEI posts was tested. Lastly, the number of times the same post was seen by a user and how many mentions or tagging in comments were noted was evaluated. Similarly, the dependent variable "Student Enrolment in HEI" measures how effective social media (SM) is as a promotional tool through 4 items. It assesses the differences in engagement metrics on posts after transitioning from conventional marketing platforms to social media, then the amount of inquiries received then how often prospective students share posts within their social media networks to see how it enhances the institution's reach and impacts enrolment decisions and lastly, it takes into account the audience's positive feedback for influencers working with the Higher Education Institution (HEI), as positive endorsements from influencers can boost the credibility and appeal of the institution.

4. Results and Discussion
4.1 Demographic Characteristics
The table 1 below details the demographic characteristics of the respondents presents a comprehensive profile of the participants involved in this study. However, the most prevalent types among respondents are Foreign HEI branches, HEI Colleges, and both Public and Private Institutions, each representing approximately 20% to 22.4% of the total sample. This demonstrates a diverse representation across various institution categories. Looking at the levels of education provided by these institutions, the most common category among respondents encompasses Foundation/Pre-University, Diploma, Undergraduate, Graduate, and Postgraduate programs, accounting for over half of the sample (54.1%). Conversely, the least common category involves Foundation/Pre-University, Diploma programs, constituting only 3.4% of the respondents.

In examining the social media platforms utilized by HEIs, there's a diversity in preferences. As far as platforms that are most frequently used, Facebook leads at 24.9%, followed by Instagram at 19.5%, and Twitter at 18%. TikTok and YouTube hold relatively lower but noticeable percentages at 7.3% and 7.3%, respectively. Some respondents are seen to be using multiple platforms and amongst them stand Facebook, Twitter & Instagram at 14.1%, Facebook, Twitter, Instagram, YouTube at 2%, and lastly at 2.4% each are Facebook, Twitter, Instagram, TikTok & Twitter, Instagram. This variety of the types of HEIs ensures a broader insight into the distinct operational frameworks, policies, and marketing strategies prevalent across different institutional categories.

For instance, understanding how Foreign HEI branches navigate marketing on social media platforms might significantly differ from strategies adopted by Public or Private Institutions, thus providing a comprehensive perspective on the subject matter. Regarding education levels offered, the dominance of respondents enrolled in a spectrum of Foundation/Pre-University to Postgraduate programs (54.1%) aligns with contemporary trends in higher education. It highlights a shift toward integrated education systems and supports the need to comprehend marketing strategies tailored to multifaceted academic curriculums. Conversely, the lower representation in Foundation/Pre-University and Diploma-only programs (3.4%) could reflect a current trend where institutions increasingly offer broader academic trajectories to cater to diverse student needs.

Table 1: Shows the results of Demographic Characteristics.

Demographic	Category	Frequency (N=205)	Percentage (%)
Type of HEI	Public Institution	41	20
	Private Institution	41	20
	HEI College	42	20.5
	Polytechnic	18	8.8
	Community College	17	8.3
	Foreign HEI branch	46	22.4
Level of Education Provided by HEI	Foundation/Pre-University, Diploma	7	3.4
	Foundation/Pre-University, Diploma, Undergraduate	28	13.7
	Foundation/Pre-University, Diploma, Undergraduate, Graduate	59	28.8
	Foundation/Pre-University, Diploma, Undergraduate, Graduate, Postgraduate	111	54.1
Social Media Platforms Used by Respondents	#N/A	1	0.5
	Facebook	51	24.9
	Facebook, Instagram	3	1.5
	Twitter	37	18
	Instagram	40	19.5
	YouTube	15	7.3
	TikTok	15	7.3
	Facebook, Twitter, Instagram	29	14.1
	Facebook, Twitter, Instagram, YouTube	4	2
	Facebook, Twitter, Instagram, TikTok	5	2.4
	Twitter, Instagram	5	2.4

The descriptive statistics extracted from SPSS provide valuable insights into the distribution and central tendencies of the variables under examination. For instance, Social Media Content (SMCont), the mean scores range from 5.29 to 5.83, showing some variability in perceptions among the different items. Notably, item SMCont5 has the lowest mean score of 5.10, indicating a comparatively lower perception of effectiveness.

In summary, for Student Enrolment in HEI (StuEn), mean scores range from 5.58 to 5.93 across different items, indicating a generally positive perception of social media effectiveness in student enrolment efforts. Overall, the descriptive statistics provide a comprehensive overview of the respondents' perceptions regarding various aspects of social media presence, communication, content, influencers, algorithm, and effectiveness, laying the groundwork for further inferential analyses and interpretation in the subsequent sections of the thesis.

Kurtosis measures the "tailedness" or the concentration of data in the tails relative to the centre of the distribution. In some variables, such as Social Media Content 3 (SMCont3) and Social Media Content 5 (SMCont5), the skewness values deviate from zero, indicating some degree of asymmetry. SMCont3 has a leftward bias of -0.510, whereas

SMCont5 has a leftward bias of -0.706. As far as kurtosis, which measures the tails or the peakiness of a distribution is concerned, most variables exhibit kurtosis values close to zero, suggesting that the distribution is mesokurtic, which has similar tails and peak characteristics to a normal distribution. However, some variables exhibit slightly higher kurtosis values, indicating either heavy tails or a peaked distribution.

Overall, the descriptive statistics reveal a generally positive perception or performance across the measured dimensions related to social media, with varying degrees of dispersion or variability from the mean scores, providing an insightful understanding of the dataset's characteristics and tendencies. Reviewing the mean scores and standard deviations alongside skewness and kurtosis, the data suggests a generally favourable perception and competency regarding social media across various dimensions. The skewness and kurtosis values provide additional context regarding the data's distribution shape, identifying tendencies toward higher or lower scores and the presence of extreme values. These insights contribute significantly to understanding the nuances and characteristics of the dataset, enriching the analysis and interpretation of the results.

Table 2: Shows the breakdown of Descriptive statistics of all the variables and its items used

	N	Minimum	Maximum	Mean	STD. Deviation	Skewness		Kurtosis	
						Statistic	STD. Error	Statistic	STD. Error
SMCont1	205	3	7	5.62	.786	-.266	.170	.035	.338
SMCont2	205	4	7	5.83	.704	-.174	.170	-.146	.338
SMCont3	205	3	7	5.29	.859	-.510	.170	.274	.338
SMCont4	205	3	7	5.64	.751	-.361	.170	.676	.338
SMCont5	205	1	7	5.10	1.059	-.706	.170	.799	.338
EffSM1	205	3	7	5.58	.786	-.558	.170	.749	.338
EffSM2	205	3	7	5.93	.757	-.432	.170	.396	.338
EffSM3	205	4	7	5.91	.715	-.275	.170	-.077	.338
EffSM4	205	4	7	5.88	.669	-.259	.170	.167	.338

4.2 Reliability Statistics

The reliability statistics for the independent variable, Social Media Content indicate a high level of internal consistency among the items used to measure this construct. With a Cronbach's Alpha of 0.800 and an Alpha based on standardized items of 0.811 across five items, the results

surpass the generally accepted threshold of 0.70, suggesting that the items are well-correlated and reliably measure the underlying construct of SM Content. This level of reliability implies that the survey items consistently reflect the concept they are intended to measure, providing confidence in the validity of the results derived from this variable in the context of the study on the effectiveness of social media in enrolling students in Malaysian higher educational institutes. This is reflected in Table 3 below:

Table 3: Shows the reliability statistics for the variable, Social Media Content

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.800	.811	5

The reliability statistics for the dependent variable, Student Enrolment in Higher Educational Institutes (HEI), demonstrate a very high level of internal consistency among the items used to measure this construct. As Table 4 below shows with a Cronbach's Alpha of 0.865 and an Alpha based on standardized items of 0.868 across four items, these values significantly exceed the commonly accepted threshold of 0.70. This indicates that the items used in the survey are highly correlated and effectively capture the underlying construct of student enrolment. The high reliability score ensures that the measurement of student enrolment is robust and consistent, lending credibility to the study's findings on the impact of social media strategies on enrolment rates in Malaysian HEIs.

Table 4: Shows the reliability statistics for the variable, Student Enrolment in HEI

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.865	.868	4

4.3 Correlation Analysis
According to correlation analysis of Social Media Content (SMCont) with Student Enrolment in HEI (StuEn), there is a statistically significant positive correlation between the two variables. This is seen in Table 5 below. In this case, a correlation of moderate to strong is indicated by a Pearson correlation coefficient of 0.585. Based on this analysis, it appears social media can be more effective in enrolling students in Malaysian Higher Education Institutes (HEIs) when the quality or quantity of the content on social media increases. This significant relationship $p<0.001$ indicates that the outcome was not the result of random chance. As a result, social media content that is well crafted has a definite impact on the enrolment outcome of students. In light of these findings, it is evident that effective social media content plays a crucial role in ensuring that social media strategies in higher education marketing are successful.

Table 5: Shows the results of the correlation analysis between the variables

		SMCont	StuEn
SMCont	Pearson Correlation	1	.585**
	Sig. (2-tailed)		<.001
	N	205	205
EffSM	Pearson Correlation	.585**	1
	Sig. (2-tailed)	<.001	
	N	205	205
**. Correlation is significant at the 0.01 level (2-tailed).			

5. Conclusion
Based on the results of the correlation analysis between the independent variable, Social Media Content (SMCont), and the dependent variable, Student Enrolment in HEI (StuEn) in Malaysian Higher Educational Institutes (HEIs), we can draw a conclusive inference about the hypothesized relationship. The Pearson correlation coefficient of 0.585, coupled with a significance level of $p < 0.001$, robustly indicates a moderate to strong positive relationship between social media content and the effectiveness of social media in driving student enrolment. This empirical evidence supports the rejection of the null hypothesis (H0), which posited that there is no significant relationship between social media content and student enrolment. Instead, the data substantiates the alternative hypothesis (H1), affirming that there is indeed a significant relationship between the quality and engagement level of social media content and the effectiveness of social media strategies in enhancing student enrolment. Consequently, this finding highlights the pivotal role that strategic social media content plays in influencing prospective students' decisions to enrol in Malaysian HEIs, emphasizing the necessity for HEIs to invest in and prioritize their social media content development to achieve optimal enrolment outcomes.

6. Recommendations for the Future
Given the significant relationship demonstrated between social media content and the efficacy of social media in student enrolment, future research should focus on several key areas to deepen knowledge and improve the strategic use of social media in higher education. To begin, longitudinal studies might be done to investigate the long-term influence of various forms of social media material on student enrolment, therefore offering insights into patterns and the viability of various content strategies. Additionally, experimental designs could be employed to test specific content variables—such as visual appeal, informational depth, and engagement tactics—to determine their individual and combined effects on prospective student behaviour.

Furthermore, expanding the study to include different cultural and geographical settings will help to understand how regional differences impact the success of social media campaigns. Investigating the influence of developing social media platforms and technologies, like as augmented reality and live streaming, may potentially provide new ways to improve student engagement and enrolment. Finally, using qualitative approaches, like as interviews and focus groups with prospective students, may give a more in-depth knowledge of the motives and preferences that influence their responses to social media material. These study recommendations would add to the academic research while also providing practical insights for higher education institutions looking to improve their social media strategy.

7. References
1. Adedoyin OB. Quantitative Research Method. [Internet]; c2020 [cited 2024 Jun 14]. Available from: https://www.researchgate.net/publication/340594619_Quantitative_Research_Method
2. Ahmadi Y. The impact of social media engagement on university student recruitment; c2019.
3. Appel G, Grewal L, Hadi R, Stephen AT. The future of social media in marketing. Journal of the Academy of

Marketing Science. 2020;48(1):79-95. Available from: https://doi.org/10.1007/S11747-019-00695-1/TABLES/2

4. Apuke OD. Quantitative Research Methods: A Synopsis Approach. Kuwait Chapter of Arabian Journal of Business and Management Review. 2017;6(11):40-47. Available from: https://doi.org/10.12816/0040336

5. Basias N, Pollalis Y. Quantitative and qualitative research in business & technology: Justifying a suitable research methodology. Review of Integrative Business and Economics Research. 2018;7:91-105.

6. Beesoon J, Cant MC. Predictors of Enrolment Intention on Social Media: Guidelines for Universities. Journal of Education Technology. 2023;7(2):323-31. Available from: https://doi.org/10.23887/JET.V7I2.57247

7. Bunce L. The use of a Facebook group to enhance student recruitment and the student experience: A cohort study. [Internet]; c2018 [cited 2024 Jun 14]. Available from: https://www.researchgate.net/publication/327744498_The_use_of_a_Facebook_group_to_enhance_student_recruitment_and_the_student_experience_A_cohort_study

8. Chandani A, Divekar R, Neeraja B, Mehta M, Atiq R. A Study to Analyze Use of Social Media by Private and Public Sector Banks in India. Springer Proceedings in Business and Economics. 2022;135-52. Available from: https://doi.org/10.1007/978-981-16-7818-9_8/COVER

9. Chugh R, Ruhi U. Social media in higher education: A literature review of Facebook. Education and Information Technologies. 2017;23(2):605-16. Available from: https://doi.org/10.1007/S10639-017-9621-2

10. Conklin CL. Promised versus actual college experience: The role of social media in pre and post-enrollment experiences. [Internet]; c2014 [cited 2024 Jun 14]. Available from: https://search.proquest.com/openview/b35980fac55c5089dba2fdb7d03153b2/1?pq-origsite=gscholar&cbl=18750

11. Constantinides E, Stagno MCZ. Potential of the social media as instruments of higher education marketing: A segmentation study. Journal of Marketing for Higher Education; c2011; Available from: https://doi.org/10.1080/08841241.2011.573593

12. Davis CH, Deil-Amen R, Rios-Aguilar C, González Canché MS. Social Media, Higher Education, and Community Colleges: A Research Synthesis and Implications for the Study of Two-Year Institutions. Community College; c2014.

13. eMarketer. Worldwide social network users update: eMarketer's estimates and forecast for 2016–2021, with a focus on Instagram. [Internet]. 2018 [cited 2024 Jun 14]. Available from: https://www.emarketer.com/Report/Worldwide-Social-Network-Users-Update-eMarketers-Estimates-Forecast20162021-with-Focus-on-Instagram/2002170

14. Statista Research Department. Facebook: number of monthly active users worldwide 2008-2021. [Internet]; c2022 [cited 2024 Jun 14]. Available from: https://www.statista.com/statistics/264810/number-of-monthly-active-facebook-users-worldwide/

15. Facebook. Company Info | Meta. [Internet]; c2019 [cited 2024 Jun 14]. Available from: https://about.facebook.com/company-info/

16. Feehan B. 2023 Higher Education Social Media Engagement Report | Rival IQ. [Internet]; c2023 [cited 2024 Jun 14]. Available from: https://www.rivaliq.com/blog/higher-ed-social-media-engagement-report/

17. Fischer S, Tomlinson K. Online College Students Report 2023 12th Annual Report on the demands and preferences of online college students today; c2023.

18. Fourtane S. Social Media's Big Influence on Student Enrollment | Fierce Network. [Internet]; c2023 [cited 2024 Jun 14]. Available from: https://www.fierce-network.com/student-engagement/social-medias-big-influence-student-enrollment

19. Garcia MB, May D, Mansul C, Pempina EB, Rona M, Perez L, Adao RT. A Playable 3D Virtual Tour for an Interactive Campus Visit Experience: Showcasing School Facilities to Attract Potential Enrollees; c2023. Available from: https://doi.org/10.1109/ICVR57957.2023.10169768

20. Ghanayem S, Spearman JJ, Rahim MM, Ghanayem SW, Ljepava N. Factors influencing student enrolment and choice of university. [Internet]; c2019 [cited 2024 Jun 14]. Available from: https://www.researchgate.net/profile/Nikolina-Ljepava/publication/303960980_Factors_influencing_student_enrollment_and_choice_of_university/links/57bd83ae08ae37ee394b9fb7/Factors-influencing-student-enrollment-and-choice-of-university.pdf

21. Glen S. Scales of Measurement / Level of Measurement. [Internet]; c2019 [cited 2024 Jun 14]. Available from: https://www.statisticshowto.com/probability-and-statistics/descriptive-statistics/scales-of-measurement/

22. Gollin M. Instagram Announces IGTV, Hits 1 Billion Users. [Internet]. 2018 [cited 2024 Jun 14]. Available from: https://www.falcon.io/insights-hub/industry-updates/social-media-updates/instagram-announces-igtv-hits-1-billion-users/#/GEN

23. Griffiths P, Wall A. Social media use by enrollment management. [Internet]; c2011 [cited 2024 Jun 14]. Available from: https://www.emerald.com/insight/content/doi/10.1108/S2044-9968(2011)0000002006/full/html

24. Koch T, Gerber C, De Klerk JJ. The impact of social media on recruitment: Are you Linkedin? SA Journal of Human Resource Management. 2018;16. Available from: https://doi.org/10.4102/SAJHRM.V16I0.861

25. Merritt J. Marketing Using Social Media: An Analysis of Course Enrollment Data following a Social Media Campaign. [Internet]; c2021 [cited 2024 Jun 14]. Available from: https://search.proquest.com/openview/4da6d744d73c00604193e31327c2f6a4/1?pq-origsite=gscholar&cbl=18750&diss=y

26. Nguyen L, Lu VN, Conduit J, Tran TTN, Scholz B. Driving enrolment intention through social media engagement: a study of Vietnamese prospective students. Higher Education Research and Development. 2021;40(5):1040-55. Available from: https://doi.org/10.1080/07294360.2020.1798886

27. Shamsudin M, Ali A, Wahid RA. Factors influence undergraduate students' decision making to enroll and social media application as an external factor. [Internet]; c2019 [cited 2024 Jun 14]. Available from:

https://core.ac.uk/download/pdf/268004140.pdf

28. Shields AB, Peruta A. Social media and the university decision. Do prospective students really care? Journal of Marketing for Higher Education. 2019;29(1):67-83. Available from: https://doi.org/10.1080/08841241.2018.1557778

29. Thornton KC. Understanding the role of social media on a student's college choice process and the implications on a university's enrollment and marketing strategies. [Internet]; c2017 [cited 2024 Jun 14]. Available from: https://search.proquest.com/openview/a7c2d5da8a7ceb 6ad670c12c11ccded4/1?pq-origsite=gscholar&cbl=18750

30. Types of Data & the Scales of Measurement. University of New South Wales Sydney. [Internet]; c2020 [cited 2024 Jun 14]. Available from: https://studyonline.unsw.edu.au/blog/types-of-data