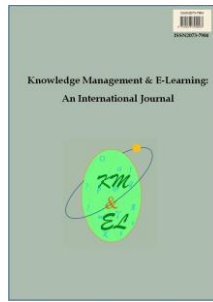


---

## **Navigating the digital landscape: The impact of social media on higher education enrolment and beyond**

---

**Pabitra Kumar Sahu**  
The Neotia University, India  
**Rohit Vishal Kumar**  
IMI (International Management Institute), Bhubaneswar, India



**Knowledge Management & E-Learning: An International Journal (KM&EL)**  
ISSN 2073-7904

**Recommended citation:**

Sahu, P. K., & Kumar, R. V. (2026). Navigating the digital landscape: The impact of social media on higher education enrolment and beyond. *Knowledge Management & E-Learning*, 18(2), 254–280. <https://doi.org/10.34105/j.kmel.2026.18.012>

---

## **Navigating the digital landscape: The impact of social media on higher education enrolment and beyond**

---

**Pabitra Kumar Sahu\*** 

Department of Management Studies  
The Neotia University, India  
E-mail: pabitrakumar.sahu@tnu.in

**Rohit Vishal Kumar** 

IMI (International Management Institute), Bhubaneswar, India  
E-mail: rvkumar@imibh.edu.in

\*Corresponding author

**Abstract:** With the growth of the higher education sector, students opting for higher education are inundated with a plethora of choices. Admissions is a key revenue generator for any higher education institutes (HEIs), and the pressure on the admissions team is increasing day by day to ensure that admission quotas are filled. In order to attract and retain students, HEIs are tuning into social media platforms in the hope of engaging with their prospective students and becoming their destination of choice for higher education. In this paper, we analyse the point of view of media managers from various business schools on how the use of social media impacts college choice. A total of sixteen media managers were approached with an unstructured interview guide, and the discussions were audio-taped. The findings show that social media is far more than a marketing tool—it functions as a multifaceted platform for engagement, branding, information dissemination, and pedagogical support. The findings also confirm the belief that media managers are well aware of the role of social media but are still working on traditional media. They need to find ways to move into closed-loop social media.

**Keywords:** Higher education; Enrolment; Social media; Text analysis; Network analysis

**Biographical notes:** Pabitra Kumar Sahu has over nine years of experience in teaching and research in Business Management. As a UGC-NET qualified professional in Management (Ministry of Education, Government of India), He is currently serving as an Assistant Professor in the Department of Management Studies at The Neotia University, West Bengal, India, while pursuing his Doctoral Degree (FPM) at the IMI (International Management Institute), Bhubaneswar.

Dr. Rohit Vishal Kumar is working as an Associate Professor at IMI Bhubaneswar. Previously was with XISS Ranchi and IISWBM Kolkata, and prior to that, he spent 3 years in the market research industry. His areas of interest include Understanding Indian Consumer behaviour, using advanced multivariate techniques to segment and segregate consumers. And of course, to impart education to the students of the PGD programme. He is Proficient in Market Research, Consumer behaviour and Advanced Multivariate Techniques. Use R-Statistical Language, SPSS, Statistica for Data Analysis and Interpretation.

## 1. Introduction

The invention of the internet for defence and academic purposes in the 1970s and its commercialization since the 1980s have led to the internet permeating almost all aspects of human life. The growth of interactive technologies led to the development of ‘social media’ – a kind of electronic platform where people create and share ideas, interests, information, opinions and other forms of expression through virtual communities of like-minded people (Aichner et al., 2021). With the two-way interactivity provided by social media platforms, it was only a matter of time before the platforms were being appropriated by marketers for marketing products and services. Marketing literature has already studied the various aspects of social media and marketing; as organizations tend to use social media as a marketing communication channel for building brands, lead generation and relationship development (Amirudin et al., 2025; Jai et al., 2022; Senanayake & Pathirana, 2021) The growth of social media has impacted almost all aspects of human life in a pervasive fashion. The education sector has not been immune to the charms of social media. It has transformed the way students, teachers and educational institutes communicate with each other and with internal and external stakeholders. The value of social media is derived from the interaction and contribution from other users rather than from the context generated by the organisations owning the media (Duong et al., 2024).

While in the Indian context, there has been a proliferation in terms of the number of educational institutes in the country. The number of Indian universities (both private and government-sponsored) went up from 564 in 2010 to 1113. Business and Management schools (B-schools) in India have increased dramatically over the previous decade. India is home to 21 centrally funded business schools – popularly known as the Indian Institute of Management (IIM) – which are financed by the Government of India. According to Shiksha.com (2025), India has about 5,900 MBA colleges, out of which approximately 4000 of them are privately funded colleges (Shiksha.com, 2025). Due to a limited pool of qualified students, many educational institutions have actively involved social media agencies for regularly updating their social media sites, whereas a few rely on an in-house team of employees to do the updating. A cursory search on YouTube reveals that unofficial videos about any business school far outnumber the official videos of HEIs on the platform. This confirms the belief that HEIs tend to fail to publicise their fan pages, or frequently update their social media, or lack a defined social media strategy (Assimakopoulos et al., 2017; Biczysko & Jabłońska, 2016). This creates a dichotomous situation as the prospective students of the HEIs normally belong to Generation Z, which has grown up on a steady diet of social media and on the other side, we have institutes that use social media as traditional media. A second dichotomy emerges between the social media agencies and the management institutes, as social media agencies are profit-making organisations and have their own set of agendas. The normal method of functioning is that a social media manager is appointed by the media agency to be stationed at the management institute, and that the management institutes approve the posts and the creatives that can be released by the social media agencies. Even if the employee of the institute is handling the social media, it is one of the KRAs and not a dedicated team. These kinds of setups create a divergent and dichotomous situation between the objectives of the management institutes, the social media managers and the objectives that are to be achieved.

A search on various journal databases revealed that some research has been carried out in various parts of the world on social media managers (SMMs). For example, the impact of the work environment on the social media manager's performance (Camoiras-Rodríguez & Varela-Neira, 2024); role of social media managers (SMMs) as trust mediators in the context of local government (Lovari & Materassi, 2021; Yudha & Hendriyani, 2022); their role in cultural institutes (March, 2022) etc. Quite a few studies have been carried out in terms of understanding the challenges faced by SMMs in their work environment (Nowak et al., 2024), their role in transforming businesses (Nowak et al., 2021) and their ability to improve job-related performance (Alateya & Baskaran, 2023). A few studies have also been carried out in terms of understanding how social media leads to increased enrolment (Juhaidi, 2024; Sahu & Kumar, 2023) however, we could not find any study in the Indian context which probed into what the social media managers in higher educational institutes think of social media and how social media is being utilised for the promotion of HEIs to the various stakeholders, like students and their parents. It is hoped that this study will fill the gap existing in the literature.

The paper is organized as follows: section two deals with the review of literature; section three deals with the research objectives and methodology; section four deals with the analysis of data; and section five deals with the results, managerial implications, and provides directions for future research.

## **2. Review of literature**

The literature of social media engagement with the educational sector seems to be fairly well developed and emerging into a few distinct and different dimensions. A plethora of research papers look into how students interact with social media for learning purposes; another set of research looks into how academicians are using social media for classroom teaching and learning purposes. Another set of studies has focused on understanding how social media impacts the choice of higher education institutes.

Keasberry (2018) has defined and identified social media marketing as a method of Internet marketing communication that utilises social media platforms such as Facebook, Twitter and Instagram to connect with audiences. Social media is becoming a popular tool that is being used by HEIs to connect with students for enrolment and communication purposes (Shields & Peruta, 2019). According to them, social media has a massive advantage in that it allows the HEIs to connect to multiple stakeholders simultaneously; however, what each stakeholder requires in terms of communication and content may be an issue of concern. They further believe that there are inconsistencies regarding how HEIs use the tools and how the students perceive these tools, and recommend the need for further studies in the area.

Amongst the many studies that look into how students interact with social media, findings suggest that most of the studies arrive at similar conclusions. A study conducted in the UAE examined how social media technologies support student learning. Findings indicate that some social media tools (e.g., WhatsApp & Twitter) are more preferred than others for use in the learning process. The students also felt that social media tools are more effective for social interactions, but they also agreed that they would better embrace social media learning experiences if trained faculty could demonstrate how to use social media for learning (Lahuerta-Otero et al., 2019). Similar findings were reported by another study conducted by Safori and Rahman (2019) amongst the students of Jordan and Malaysia. The study concluded that students are fairly reluctant to use social media for learning purposes,

but if the teacher took the initiative and engaged the students on social media for teaching purposes, then the students felt engaged. Additionally, the students felt that social media is a powerful tool to strengthen the level of communication between the students and the teacher.

Similar research carried out in the USA tracked the social media metrics of Twitter, Facebook and Google+ pages used for teaching purposes for over a period of one year. Results of the research indicated that the participation of the graduate students in social media was primarily due to self-directed, voluntary and informal learning opportunities which were available on social media. The study also found that the students engaged in conversations with their peers and that social media allowed the learners to expand their learning experience outside the traditional classroom format (Bhandari & Bansal, 2018).

Research across Russia, Turkey, Germany and Switzerland have shown that many higher education institutions (HEI) use social media for private purposes. The HEIs are also aware that the students use the various platforms for regular learning and updating themselves. Instructors are also aware of the immense potential of social media in teaching but are hesitant to use it due to various barriers (Gülbahar et al., 2017). The hesitancy stems from various factors like unawareness about the platform, lack of proof of effective use of social media in education, fear of evaluation by peers and fear of inadequacy in front of students.

Looking at the studies in this area, it was found that the students' college choice was fragmented in nature. Students would hop on and hop off various platforms over a long period of time before making any commitments. Colleges and HEIs need to be present in various media to engage with their potential candidates.

A paper published by the National Association for College Admission and Counselling (NACAC) USA cited a study done in 2007, which suggested that approximately 61% of colleges in the USA were using social media for targeting students for admissions (Turner, 2017). The NACAC study also found that colleges were using multipronged strategies to target the students and their parents. Facebook was typically used to connect with parents, while Instagram and Snapchat were used to target the students. The website of the institute also played a prominent role in engaging and disseminating information to the students. The admission colleges focused more on Twitter to track competitors and their strategies. Some of the colleges, the study noted, were also going on to video-based platforms like YouTube and Facebook Live Videos to engage with the students.

Le et al. (2019) found that universities are adopting social media policies and practices for marketing, relationship building, career management, and learning. Similarly, studies in the UAE concluded that students and HEIs are relying more on social media to create innovative approaches to education, capacity building, and knowledge transfer (Alshuaibi et al., 2018).

Another study conducted in Brazil collected data on Facebook postings by HEIs in Brazil and the reactions of the student community. A total of 1,981 Facebook publications of 16 HEIs in Brazil were identified, and data were analysed. The results indicate that active postings have a positive influence on the amount of likes, and a negative influence on the number of comments and shares. On the other hand, posts with remuneration had a negative influence on likes, and a positive influence on comments; posts with information content have a positive influence on comments and sharing and a negative influence on likes, while posts with entertainment content have a positive influence on comments and sharing (Al-

Rahmi et al., 2015). The findings, though specific to Brazil, provide a clue regarding what is liked or disliked by the student community. However, results from Malaysia were significantly different. A study in Malaysia found that factors like tuition fees, location, institution ranking, institution facilities, employment opportunities and social media applications were significant in making decisions about the HEI (Shamsudin et al., 2019). This suggests that social media does play a role in the college choice process, but the relative importance differs from country to country and culture to culture.

Another conceptual paper by Gille et al. (2022) has propounded that the choice of HEIs depends on various factors such as institutional communications consisting of printed brochures, advertising web-content, etc.; student-related factors like academic ability, socio-economic characteristics, family demographics, etc.; family and parental influences and consultations, etc. However, they have highlighted the fact that social media has led to an increasing influence of peer groups due to the penetrative growth of social media and the ability to self-isolate from others using specialized platforms like Discord, Telegram, etc. Another study argued that the growing influence of social networks on personal choice is also important. The study found a substantial influence of social media on the brand reputation of various institutes (Asyhari et al., 2022).

Studies looking at the usage of social media by the institutes for targeting stakeholders are few and far between. Chhor et. al. (2024) conducted a study on students' enrollment decision in Battambang University, Cambodia and found that the educational marketing on social media is in its infancy, with colleges still not sure as to how to engage students and other stakeholders. However, the majority of visitors were using social network sites as an extension of existing mediums for seeking information. Similar results were seen in Vietnam, where it was seen that social media platforms provide prospective international students with ready access and exposure to information relevant to international higher education institutions and their respective brand images (Lee et. al, 2019). Electronic word-of-mouth (eWOM) activities shape prospective students' perceived brand image of institutions and, subsequently, their enrolment intention (Nguyen et al., 2021). Studies carried out in Spain have found that social networks are one of the best options for influencing university choice (Pérez-Bonaventura & Rodríguez-Llorente, 2023).

In 2007-08, the Centre for Marketing Research at Dartmouth University of Dartmouth USA, conducted the first significant study about the usage of social media by universities in the USA. The study, repeated every year since then, has become one of the largest longitudinal studies conducted to understand social media adoption by universities and colleges (Abebe, 2020). The study found that all the universities in the USA are using some form of social media, with Facebook being the most common, followed by Twitter and blogs. Admission counsellors are focusing on LinkedIn, and YouTube is gaining in prominence. The social media presence of the various websites was generally managed by the admission office, including marketing and public relations. The study also found that schools and colleges are actively looking at students' profiles and geographic profiles for admissions. The schools and colleges are also actively looking to communicate with prospective students on the same platforms on which students are present.

Similarly, in another study conducted in the USA, the author examined how the rapid penetration of Social Network Sites affects higher education marketing. The author found that social network sites help track students' interests, provide near-immediate responses and targeted personalized delivery of marketing materials. The low cost of social network marketing also makes it an important tool for targeting students in low-income

countries. However, not everything is rosy with the use of social media. The author found that lack of fluency, lack of privacy and lack of control over content, along with a rapidly changing social media landscape, are a few of the major concerns for adoption of the same (Rekhter & Hossler, 2020). According to Shields and Peruta (2019), HEIs need to have a consistent presence on Social Media platforms. They should use the social media tools not only as a recruiting tool for admissions but also as a retention tool.

In another report published by The Centre for the Study of Higher Education and the University of Arizona, Claremont Graduate University, USA and conducted amongst 378 community colleges in the USA, the authors found that Facebook, Twitter, and YouTube were the most used social media platforms. The college management thought that social media had a minimal to moderate role in improving students' outcomes. Social media usage for personal work was highly correlated with college leaders' thinking that social media had value for building campus community, student and faculty interactions, and delivering information about college events to current students. The study also found that the lack of staff with knowledge of the social media platforms acted as an impediment to implementing social media strategies (Davis & Love, 2015).

In the Indian context, it was found that an average Indian student spends at least 5 hours per day on social media sites, and about 66% of the youth population over the age of 15+ have a profile on a social networking site (Biczysko & Jabłońska, 2016). The study also concluded that the Indian student spends an average of 6-8 hours searching for universities and colleges on the internet and social media sites. This allows the HEIs to use the social media platform to closely connect with prospective students. In another study, the authors found that the rural and urban schools in India have a sharp divide in terms of educational tools and access to social media, leading to poor quality of education teaching in the rural sector. They were of the opinion that if the schools in rural India could be provided with access to social media, then low-cost but high-quality education could be easily delivered across schools, thereby bridging the educational gap (Gangwar et al., 2013).

In another study conducted among the graduate students in India, it was found that more than 90% of the students were using the internet for checking emails and for completing course-related assignments; 65 % used it for shopping and chatting with friends and family. Around 50 % of people use the Internet for online banking and planning trips, whereas 20% of the students use it for playing games (Gyapong & Smith, 2012). The study did highlight some negative aspects of social media in the Indian context – like concern for data security, more sedentary lifestyle, loss of imagination and thinking capacity due to solutions readily available on the internet and increasing isolation leading to more stress and anxiety. However, the results of this study may not be generalisable for the population at large, because the graduate students belonged to a premier technology institute in India and, as such, could be considered more exposed to social media and networking as compared to general students in the country. The Indian findings mirrored the findings of another study conducted amongst the students of Johnson and Wales University in the state of Providence, USA, which found similar results with 45% of the students spending -8 hours per day on social media sites and 23% spending more than 8 hours per day on the sites (Camilleri, 2020). Prior studies highlight that although social media holds significant potential for broad scientific dissemination, its adoption among researchers remains limited. Evidence from Spain shows that factors such as time spent on platforms and perceived training needs strongly shape researchers' views on usefulness. Moreover, usage is often geared toward information sharing rather than fostering dialogue or citizen engagement, signalling the need for institutional policies and training to enhance outreach (Said-Hung

et al., 2024). Research on Brazilian higher education students during the COVID-19 pandemic reveals a strong link between technostress and generalised anxiety disorder. While not all dimensions of technostress exert influence, prolonged exposure to technology significantly impacted students' mental health. These findings emphasise the need for strategic interventions to mitigate the negative psychological effects of remote learning environments (Lopes et al., 2024). Literature highlights that while pedagogy is central to the success of e-learning in higher education, systematic attention to pedagogical models remains limited. Studies show a stronger reliance on theories – particularly constructivism – over structured models, with emphasis on audience analysis and instructional strategies. This suggests a need to integrate robust teaching-learning frameworks to strengthen student-teacher interactions and improve e-learning effectiveness (Safarifar, 2024). The review of the literature makes it quite clear that very few studies have been done to understand the managerial or user perspective of social media. The few available studies are focused on American colleges or in countries such as Malaysia, Vietnam or other East Asian nations. In the Indian context, nothing worthwhile could be found. This study is an attempt to fill the cavity as it tries to understand what the media managers of Indian HEIs think of social media and how they are using social media to target the various stakeholders.

### **3. Research objective & method**

Thus, the research objective could be described as understanding the perceptions of the media managers in higher educational institutes regarding social media and to understand how social media is being used by media managers in fulfilling their objectives of addressing their stakeholders.

As the objective of the study was to understand the perceptions of media managers in HEIs and not much work was done in the context, it was decided to use qualitative research for data collection. An in-depth interview outline touching on the major points of discussion was prepared, and snowball sampling was employed to identify media managers willing to talk to us. For the study, we started with Bhubaneswar and moved to other major educational hubs in India, covering Kolkata, Delhi NCR, Jaipur, Ahmedabad, Mumbai, Bangalore and Hyderabad. In each of the educational hubs, at least two media managers were interviewed using either Zoom or Google Chat video conferencing software. This gave us a total of 16 interviews. Once the interviews were concluded, the audio-video files were downloaded and reviewed. Subsequently, the interviews were transcribed into text files by listening to the audio-video recordings and qualitatively analyzed.

### **4. Analysis of data**

Data was first analyzed using qualitative analysis to identify the themes. Subsequently, Text Analysis techniques like topic modelling and co-occurrence analysis were used. Text Analysis, in its broadest sense, is the process of analyzing textual data for valuable insights, trends and patterns. As the majority of the work is done using computers, text analysis is less time-consuming and less resource-heavy as compared to manual analysis of the text data and provides final insights that are also more consistent with fewer human errors or biases (Cassell et al., 2018).

#### 4.1. General observations

All the 16 respondents surveyed were males, with the cities in the east having the oldest media managers, with an average age of 48.5 years. The youngest in this context were the cities in the north, comprising Delhi NCR and Jaipur, where the average age was around 34.75. In the remaining cities, the average age was around 37 years. In most cases, social media management was let out to specialized digital marketing agencies, with the role of media managers being reduced to monitoring social media platforms of competition and strategising with the digital marketing agencies. Only a couple of the HEIs had a full-fledged digital media set-up, and one of the HEIs actually used its students to manage the social media platforms. All the media managers unanimously believed that the cost of social media is comparatively less than that of traditional media and that social media could be used more effectively if the management allowed more funds for the social media campaigns.

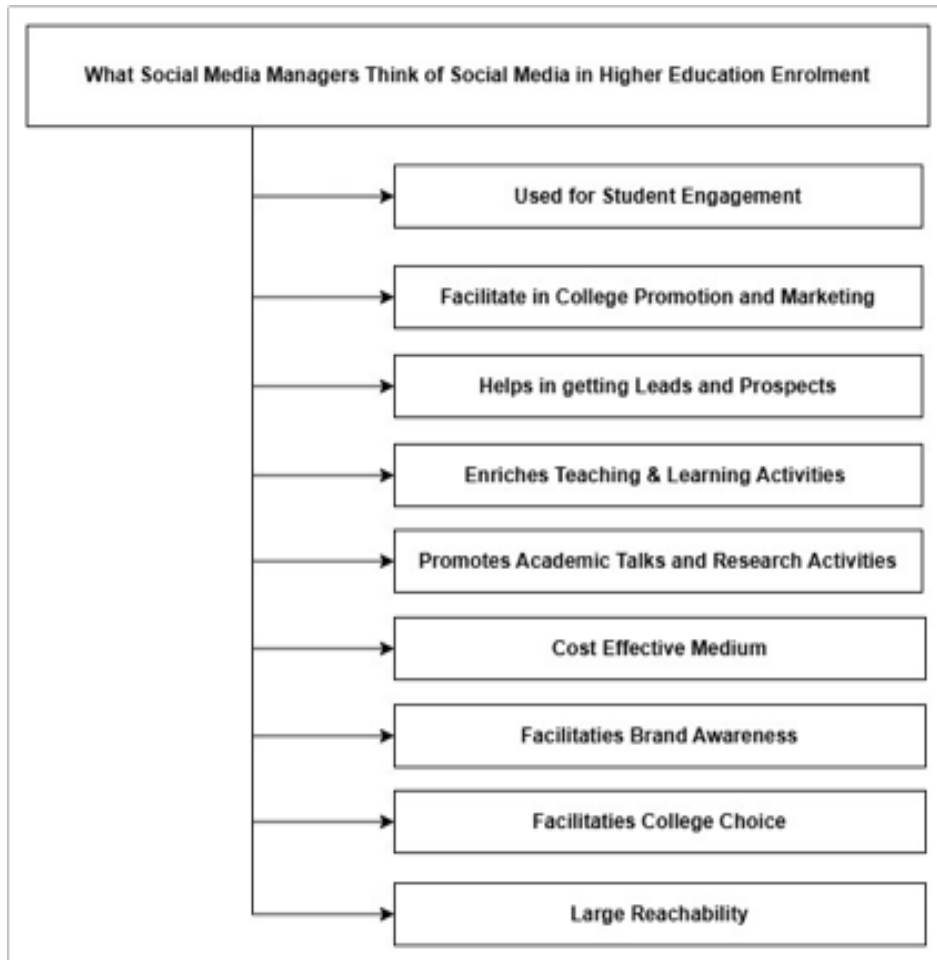
#### 4.2. Quantitative analysis

In order to analyze the data, the first step was to convert the audio recording into transcripts. This was done by listening to the audio recordings and by removing non-fluencies – sounds like umm, aaah, etc. Once the transcripts were ready, we read the transcripts multiple times to get a feeling of what the interviewer was trying to say and to help us formulate a sense of the scenario. It should be noted that there are two broad approaches to coding – inductive coding (where codes emerge directly from the data) and deductive coding (where codes are based on pre-existing theories and frameworks). We jointly decided to go for inductive coding as the number of transcripts was 16.

Inductive coding is a three-step process where the researcher creates open codes or what is present in the data. These codes are descriptive in nature and are picked up from the transcripts. Once these codes are picked up, they are given axial or secondary definitions. These codes are pithy descriptions of the descriptive codes picked up during open coding. For example, an open code like “*I often feel frustrated with the management in their lack of understanding of social media*” may be axially coded as “frustration with management” or “lack of understanding”. Once the axial codes are assigned, the researcher is faced with an uphill task of systematically grouping the various open and axial codes together so that they provide a broader sense of understanding. Following the successful completion of the groupings, the researcher provides an umbrella code that covers a group of axis codes. This is known as the selective code or emergent theme from the analysis.

In order to reliability of the codes, coding was done individually, and finally the researchers sat down together to merge the codes. The output of the Analysis is provided in Appendix I, but simply put, Fig. 1 reflects the broad themes identified.

At this point, a decision was taken to use text analysis for analysing the output because ‘qualitative research analysis’ has been subjected to a lot of criticisms in research methodology. Major issues involved were interviewer bias, biases in sampling, including thick and rich verbatim descriptions to support or disprove a point of view and the issues of validity and reliability (Noble & Smith, 2015). It was hoped that by using text analysis, some of the biases could be eliminated during analysis. Once the transcription was done, the questions asked by the interviewer were removed, and the text files were prepared according to the requirements of the analysis software.

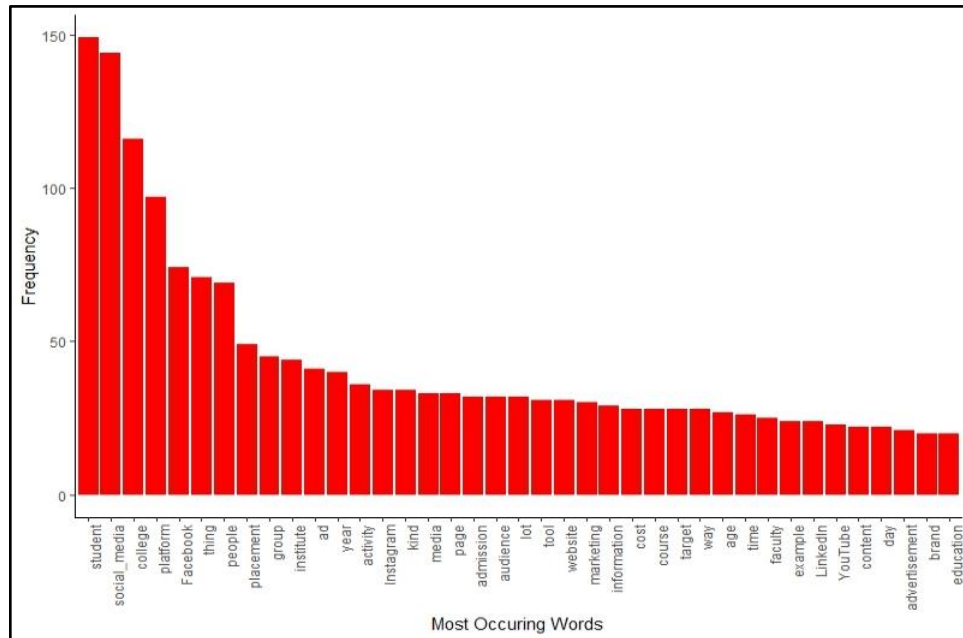


**Fig. 1.** Themes identified from the qualitative analysis

#### 4.3. Word frequency analysis

Once the data was loaded in R statistical software a word frequency analysis was attempted using the “tm” package (Feinerer et al., 2008). Initial results lead to the conclusion that certain words, which should have been together like ‘social media’, were being broken up into distinct words when the text data was tokenized. So, modifications were made to the programme, and the following words were entered as tags – ‘social media’ and ‘B school’. This forced the software to treat these two words as single words. The frequency occurrences of the word tokens are shown in Fig. 2.

The analysis suggested that there is a total of 739 different types of words with a mean term frequency of 4.98 and a standard deviation of 12.04. As can be seen from the word frequency, words like ‘student’, ‘social media’, ‘college’, ‘platform’, ‘Facebook’, ‘thing’, ‘people’ and ‘placement’ have an occurrence frequency of more than 50 in the documents. After this frequency of other words tends to fall off at a fast pace. This confirms the belief that social media does play an integral part in the college communication scene, with Facebook being the key platform in use.



**Fig. 2.** Word frequency occurrence in the discussion with media managers

#### 4.4. Topic modelling

The next major challenge was trying to identify the topic area that could be present in the discussions with the Social Media Managers. To identify the topics, we decided to use the technique of Topic Modelling. The objective of topic modelling is to find together a group of words that appear together and group them into topics. In topic modelling, the researcher decides on the number of topics and the algorithm then discovers the main topics of the texts without prior information, training sets or human annotations. Early topic models assumed that there was interdependence between words in documents, and this interdependence could be explained by the latent topics that the words belonged to (Hofmann, 1999). Latent Dirichlet Allocation is an improvement over the initial models. LDA assumes that the topics are uncorrelated and uses a Bayesian mixture model for predicting the topics. The Correlated Topics Model (CTM) is an extension of the LDA model where correlations between topics are allowed (Blei & Lafferty, 2007). Both these and other text modelling approaches suffered from the limitation that the information available in the metadata was ignored or was not considered for developing topic models. An improvement over the same was suggested by the growth of the Structural Topic Model (STM), which allowed the metadata available in the document structure to be incorporated while searching for topics (Roberts et al., 2019).

In the topic modelling framework, a topic can be defined as a combination of “words” where each “word” has some probability of being associated with the topic. Similarly, a document can be thought of as a mixture of topics. In the case of STM, “topical prevalence” and “topical content” can be thought of as metadata associated with the documents in the corpus. “Topical prevalence” refers to how much of the document is associated with the topic, and “topical content” refers to words used within a topic. Using the information provided from the distribution of documents and words, STM uses an

Expectation Maximisation approach to identify key topics in the corpus, which was deemed as better at topic identification as compared to LDA and CTM.

In order to apply the library “stm” in R, the corpus of interviews was pulled into R and then cleaned – all words were converted to lowercase, any numeric values were removed, all punctuations were removed, and excess whitespaces were eliminated. Finally, the stopwords were removed using the SMART. Stopwords are the words in a negative dictionary that are filtered out (“stopped”) before or after processing of natural language data because they are deemed to have little semantic value or are otherwise insignificant for the task at hand (Rajaraman & Ullman, 2011). There is no single universal list of stop words used by all natural language processing (NLP) tools, nor any agreed-upon rules for identifying stop words, and indeed not all tools even use such a list. Therefore, any group of words can be chosen as the stop words for a given purpose. One of the very popular stop word sets is the SMART (System for the Mechanical Analysis and Retrieval of Text) Information Retrieval System, an information retrieval system developed at Cornell University in the 1960s (Lewis et al., 2004). Subsequently, the word tokens were stemmed using the snowball stemming technique (Porter, 1980). Stemming is a text normalisation technique that reduces words to their root or base form by removing suffixes or prefixes. The resulting stem may not be a valid word but it helps in capturing the core meaning. For example, the words “running”, “runner” and “runs” have the same stem “run”. The advantages of using stemming are that only the stem is considered and not the adverb or adjective of the stem, which helps in reducing vocabulary size and enhances text classification.

Next, a search for the number of possible topics was initiated with a lower threshold of 5 and an upper threshold of 15 topics. The STM package provides four diagnostic methods as follows: Residual-based diagnostic method: The basic idea about the residual method is that when the model is correctly specified, the dispersion of the residuals equals 1. If the value is greater than one, this implies that the number of topics is set too low, because the latent topics are not able to account for the overdispersion and vice versa. The Semantic Coherence method is a surrogate for human readability and judgment. It believes in the idea that models that are semantically coherent will have words that have a higher probability of occurring together. Exclusivity, which was proposed in 2014 and grew out of the fact that semantic coherence could easily be achieved by using a small set of words. The exclusivity method also captures information about word frequency and its impact on semantic coherence, thereby leading to better model detection. And finally, the Heldout Likelihood function is used to create and evaluate heldout likelihood using the document completion method. The basic idea is to hold out some fraction of the words in a set of documents, train the model and use the document-level latent variables to evaluate the probability of the heldout portion. The plot of searching for the number of topics revealed the Fig. 3.

Looking at the diagnostic plots, we can see that the holdout methods and the residual method suggest about 8 topics, whereas the semantic coherence method suggests a minimum of 8 topics with another peak at 10 topics. Based on the diagnostic outputs, it was decided that 8 topics would be extracted. This would result in some superfluous topics being selected, but it was expected that it would cover all the relevant topics. The topics extracted are present in Fig. 4.

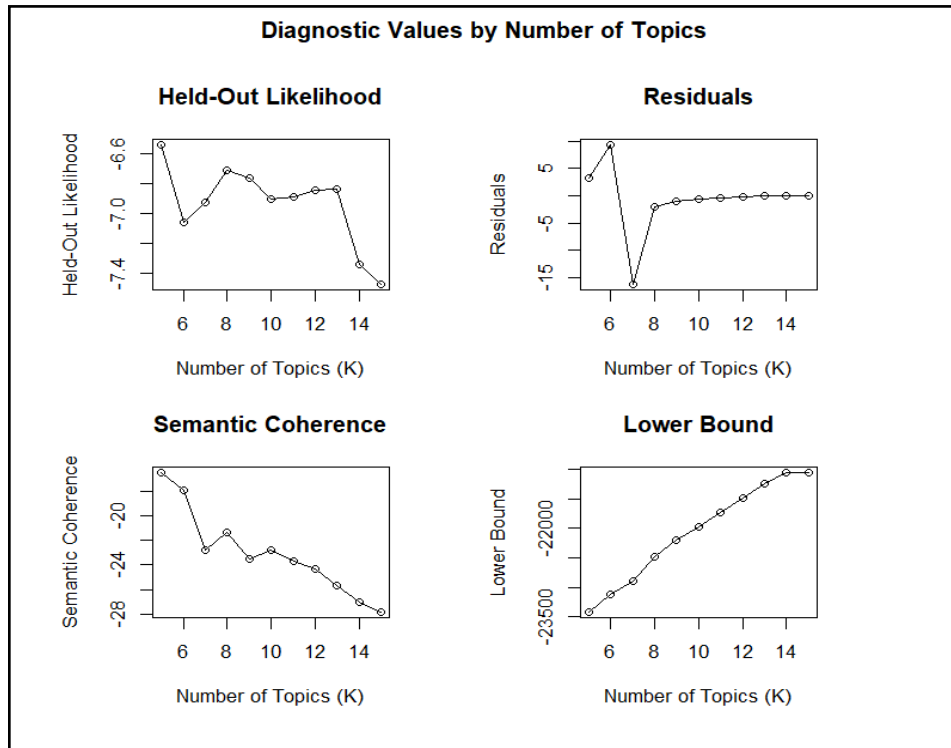


Fig. 3. Diagnostic on stemmed word tokens

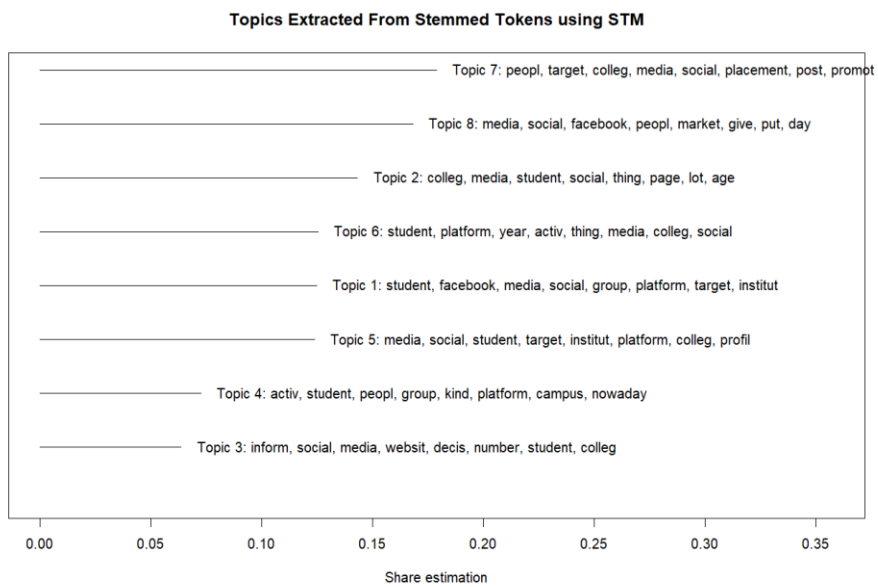


Fig. 4. Topics generated from stemmed word tokens

As can be seen from the topics 7, 8 and 2 were the dominant topics. Topic 7, which has about 17.5% share of the topics, talks about social media used for targeting people and for college posts and promotions. Topic 8 talks about the importance of Facebook in social media to target markets and people at any time of the day, while topic 2 talks about how social media allows the college to reach out to the students. If we look at the topics identified from text processing, we see that it has identified many themes that have already been identified by qualitative coding. Next, we needed to understand the connection between the words, and for this, we turned to Co-occurrence Network Analysis.

#### 4.5. Co-occurrence network analysis

Co-occurrence network analysis can be best described as the method to analyse text that includes a graphic visualisation of potential relationships between people, organisations, concepts, etc., which are represented in written material. In other words, a co-occurrence network can be described as the interconnection of terms within specified units of text. Networks are generated by connecting pairs of terms using some pre-defined co-occurrence criterion. For example, terms X and Y may be said to co-occur when they appear in the same article. Another article may contain the terms Y and Z. Linking of terms X, Y and Z ends up creating a co-occurrence network. Rules to define co-occurrence within a text corpus can be set according to some desired criteria. An example criterion could be the appearance of terms X and Y within five words of each other. Co-occurrence networks are found to be particularly useful for analysis of large textual data in trying to ascertain thematic connections and topics (Ayre & McCaffery, 2022; Braun & Clarke, 2012). With the growing computational powers and development in theory, these tasks can be performed by text mining software, providing researchers a way for analysing the textual data.

In the present context, the co-occurrence network analysis was done using KH-Coder (Percy et al., 2015) using the modularity subgraph principle. The Modularity concept – which is of biological origins – basically states that networks are modular if they contain a highly connected cluster of nodes that are sparsely connected to other clusters in the network (Denzin & Strauss, 1988). Modular networks or ‘communities’ appear in many naturally occurring phenomena and help us better understand the overall phenomenon. For example, a group of employees working in an organisation would have sub-groups which are closely knit together in spite of the differences in age, gender, background or designation. Similarly, on the web, a group of pages on a similar set of topics could be thought of as a module or community. The concept of modularity and its detection have significant advantages as nodes in the same module tend to display similar behaviour. This allows for better understanding of the network and, hence, for better tactical and strategic decision-making.

In order to create the co-occurrence network, first, we ran ‘word association’ between ‘social\_media’ and the tokenised interview files using the Jaccard similarity coefficient. The software identified 125 words with a maximum Jaccard coefficient of 0.1845 and a minimum of 0.016. The top 60 closest words were chosen and used to create the co-occurrence network, which is shown in Fig. 5.

A total of 11 co-occurrence networks were identified in the output. Out of the 11 identified networks, six (6) of them showed bigram tendencies, and one showed a trigram tendency with high Jaccard coefficients. The bigram pairs were (i) ‘example-today’, (ii) ‘marketing-point’, (iii) ‘function-shoot’, (iv) ‘audience-youth’, (v) ‘communication-basis’,

(vi) ‘day-end’. The trigram was ‘media-print-advertisement’. As these were extremely isolated cases, it was difficult to identify or analyse them meaningfully and hence were not considered in the analysis. There are 4 major sub-networks networks which are tabulated below (see Table 1).

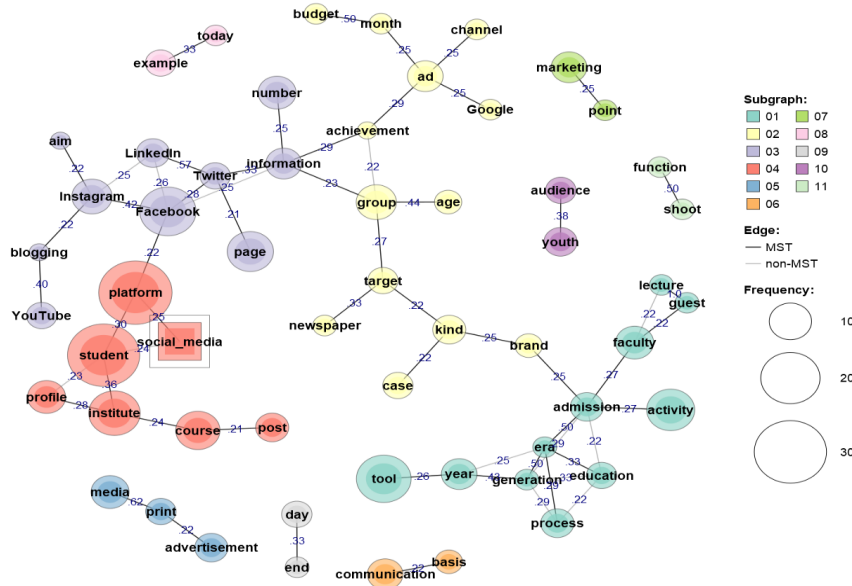


Fig. 5. Co-occurrence network of ‘social media’

**Table 1**  
Words in co-occurrence network

| Network 1    | Network 2   | Network 3   | Network 4  |
|--------------|-------------|-------------|------------|
| Social Media | Facebook    | Group       | Admission  |
| Platform     | Twitter     | Age         | Activity   |
| Student      | LinkedIn    | Target      | Faculty    |
| Profile      | Blogging    | Newspaper   | Lecture    |
| Institute    | YouTube     | Kind        | Guest      |
| Course       | Aim         | Brand       | Era        |
| Post         | Page        | Case        | Generation |
|              | Information | Achievement | Year       |
|              | Number      | Ad          | Tool       |
|              |             | Google      | Education  |
|              |             | Channel     | Process    |
|              |             | Month       |            |
|              |             | Budget      |            |

As can be seen from the table, the four major co-occurrence sub-networks point to specific aspects of social media usage. Network 1 shows the building blocks of social media and the key target holders that the media managers are focusing on. This leads to the conclusion that the media managers are quite aware of the importance of social media in terms of profiling the institute to the students. Network 2 talks about the various social media sites like Twitter, Facebook, LinkedIn, Blogs, YouTube, etc. This shows that the

media managers are fairly well aware of the various social media tools that can be used to target the young generation. They are aware that the various tools have different aims and provide information to different sets of stakeholders. Network 3 may seem confusing at first, but if we look at Fig. 4, then we can see that there is a fork at 'information' in network 2 – suggesting that it is a combination of two smaller networks. Reading the achievement, ad, channel, Google, budget, and month sub-network suggests that the media managers consider Google to be completely different from the social media tools. They are aware of the fact that in order to promote anything on Google, substantial budgets are required on a monthly basis. The second sub-network, consisting of group, age, target, newspaper, kind, case, and brand, makes sense if we ignore the words newspaper and case. In this case, it is talking about age-group-based targeting dependent on the kind of brand that the institute is promoting. This brings us to network 4, which connects to the other network via 'admission'. This is an indication that admission is one of the key aspects of the work of the media managers. In order to generate admissions social media 'activities', 'faculty', 'lectures' and 'guests' to the higher education institutes are highlighted. Another sub-network is connected to 'admissions' with the keyword 'era'. The presence of 'era' is reflective of the fact that some media managers used 'digital era' and some used 'modern era' while talking about students and the importance of social networks. This sub-network suggests that in this generation (modern) students consider the education process on social media.

Thus, the outputs of the co-occurrence networks related well with the findings of qualitative analysis and topic modelling.

## 5. Results and discussion

This study examined how media managers across business schools perceive the role of social media in influencing student enrolment decisions. The thematic analysis of interview data reveals that social media is far more than a marketing tool – it functions as a multifaceted platform for engagement, branding, information dissemination, and pedagogical support. Media managers widely acknowledge that platforms such as Facebook (Meta), Instagram, LinkedIn, and YouTube are instrumental in connecting with prospective students, showcasing campus life, and building institutional reputation. The findings also show that social media plays a vital role in shaping the college choice process, especially by bridging the information gap and fostering a sense of familiarity and trust among aspirants. However, while social media is increasingly being adopted by institutions, its use remains largely limited to surface-level engagement and awareness-building. Few institutions have advanced to the stage of integrated digital ecosystems that link content engagement with actionable enrolment outcomes. This highlights a critical gap between the perceived potential of social media and its strategic execution within higher education marketing frameworks.

### 5.1. Implications for institutes of higher education

The above analysis shows that social media does play a large role in the admission process in the current age and is something that cannot be ignored by higher education institutions. It also confirms the belief that various higher education institutes have actively adopted social media for admissions purposes. Furthermore, the tools that are being used to target various stakeholders are also present. Secondly, educational institutes need to realise that advertising on social media has become extremely important and slashing budgets or

providing budgets arbitrarily does not do justice to their rankings on these platforms. Google Ad-words are extremely costly, but till some other search engine overtakes Google, it is something that they need to pay. Higher educational institutes should now develop and focus full-fledged social media strategy and mainstream the same as it is becoming a key to their survival.

Institutions need to establish a formal governance framework for social media that includes content guidelines, response protocols, and an editorial calendar to ensure brand coherence and responsiveness. They should also work towards implementing closed-loop digital marketing systems that link social media activity directly to student enquiries, applications, and enrolments. This data-driven approach can significantly enhance the return on marketing investments and support evidence-based decision-making. Moreover, capacity building among media managers, faculty, and student teams is essential. Regular training on digital content creation, analytics interpretation, and platform-specific strategies can raise the overall effectiveness of institutional campaigns. In addition, institutions should consider diversifying their content linguistically and culturally to reach a wider demographic, especially in a country as linguistically diverse as India. Finally, forming strategic collaborations with alumni and student influencers can add credibility and authenticity to institutional messaging. Alumni success stories and student-generated content serve as powerful tools of social proof, helping to build trust and influence the decision-making of potential applicants.

### *5.2. Managerial implications*

The findings of this study carry important implications for institutional leadership, admissions teams, and digital marketing professionals within the higher education sector. First, there is a need for a more integrated approach to digital communication, where social media is aligned with broader institutional goals related to branding, recruitment, and student services. Rather than operating in isolation, social media teams should collaborate with academic departments, admissions offices, and alumni networks to deliver consistent and meaningful content. Second, the increasing value placed on authenticity by prospective students suggests that institutions must focus on informal and personalised content. User-generated posts, student testimonials, and glimpses into daily campus life appear to have a stronger impact than formal advertisements. Third, the ability of social media to deliver cost-effective and data-rich marketing makes it especially relevant for institutions with limited budgets. Media managers can use analytics tools to assess campaign performance, refine targeting, and reallocate resources more efficiently. Finally, there is scope for enhancing faculty and student involvement in digital storytelling, thereby enriching content diversity and fostering institutional pride.

Management of educational institutes also needs to be aware of the ever-changing nature of social media. For example, many students that we spoke to use private channels on Discord for meeting up with friends and peers. A lot many have also ditched the traditionally popular WhatsApp and moved on to obscure chat software like Telegram. Similarly, some of them confessed to using in-game channels for discussion purposes. Games like Counter Strike, Grand Theft Auto, Valorent etc., provide in-game chatting using voice and text. These kinds of closed-loop networks provide a major deterrent to promoting goods and services to prospective customers. As a highlight, Instagram is popular amongst the Millennials and Gen-Z, but takes a sharp dip to about 8% when we look at the Gen Alpha group. Given the rapid changes that are taking place in the social media scene, management needs to take a hard look at its commitment to the same.

### 5.3. Limitations and future directions

This study is limited in the sense that it covers only a few of the management institutes in India. Such a small study can identify broad dimensions, but for a better understanding of these dimensions, a much larger study needs to be conducted. For example, the sample could be expanded to other management institutes. Focus could also be on understanding the zonal differences in the use of social media at the undergraduate and post-graduate levels. The study has highlighted what media managers in higher educational institutions think of social media. Further research could be carried out to understand what other stakeholders, like parents, teachers, etc., think of social media. It is hoped that this study will give an impetus to such studies in the future.

### Author Statement

The authors confirm that there are no conflicts of interest, financial ties, or personal relationships that could bias their research. They conducted the study with full integrity, transparency, and impartiality, without any external influence or affiliations that might affect objectivity.

### ORCID

Pabitra Kumar Sahu  <https://orcid.org/0000-0002-2576-0976>

Rohit Vishal Kumar  <https://orcid.org/0000-0001-5594-0129>

### References

- Abebe, A. E. (2020). Factors affecting Ethiopian undergraduate students private higher institution choice decisions. *International Journal of Innovative Science and Research Technology*, 5(6), 481–487. Retrieved from <https://ijisrt.com/assets/upload/files/IJISRT20JUN360.pdf>
- Aichner, T., Grünfelder, M., Maurer, O., & Jegeni, D. (2021). Twenty-five years of social media: A review of social media applications and definitions from 1994 to 2019. *Cyberpsychology, Behavior, and Social Networking*, 24(4), 215–222. <https://doi.org/10.1089/cyber.2020.0134>
- Alateya, A. A. G., & Baskaran, S. (2023). Understanding the skills and roles of social media manager in improving job-related performance among SMEs in Australia. *Business Management and Strategy*, 14(2), 109–127. <https://doi.org/10.5296/bms.v14i2.21367>
- Al-Rahmi, W. M., Othman, M. S., & Yusuf, L. M. (2015). Social media for collaborative learning and engagement: Adoption framework in higher education institutions in Malaysia. *Mediterranean Journal of Social Sciences*, 6(3 S1), 246–252. <https://doi.org/10.5901/mjss.2015.v6n3s1p246>
- Alshuaibi, M. S. I., Alshuaibi, A. S. I., Shamsudin, F. M., & Arshad, D. A. (2018). Use of social media, student engagement, and academic performance of business students in Malaysia. *International Journal of Educational Management*, 32(4), 625–640. <https://doi.org/10.1108/IJEM-08-2016-0182>
- Amirudin, M., Sugiat, M. A., & Silalahi, F. S. M. (2025). Analysis of the influence of social media marketing features on consumer purchasing decisions by brand trust mediation in the electric car industry. *American Journal of Economic and Management Business*,

- 4(5), 537–552. <https://doi.org/10.58631/ajemb.v4i5.223>
- Assimakopoulos, C., Antoniadis, I., Kayas, O. G., & Dvizac, D. (2017). Effective social media marketing strategy: Facebook as an opportunity for universities. *International Journal of Retail & Distribution Management*, 45(5), 532–549. <https://doi.org/10.1108/IJRDM-11-2016-0211>
- Asyhari, A., Ayuni, S., Primananda, N. A., Saputri, P. L., & Salleh, W. A. (2022). The mediating effect of consumer brand engagement on the relationship between social media marketing and repurchase intention. *Journal of Digital Marketing and Halal Industry*, 4(2), 1–22. <https://doi.org/10.21580/jdmhi.2022.4.2.13137>
- Ayre, J., & McCaffery, K. J. (2022). Research Note: Thematic analysis in qualitative research. *Journal of Physiotherapy*, 68(1), 76–79. <https://doi.org/10.1016/j.jphys.2021.11.002>
- Bhandari, R. S., & Bansal, S. (2018). Prospects and challenges of social media marketing: Study of Indian management institutes. *The East Asian Journal of Business Management*, 8(4), 5–15. <https://doi.org/10.13106/eajbm.2018.vol8.no4.5>
- Biczysko, D., & Jabłońska, M. R. (2016). Social media marketing tools among Polish public higher education institutions. *European Journal of Educational and Social Sciences*, 1(1), 66–86. Retrieved from <https://izlik.org/JA79RM66JC>
- Blei, D. M., & Lafferty, J. D. (2007). A correlated topic model of science. *The Annals of Applied Statistics*, 1(1), 17–35. <https://doi.org/10.1214/07-AOAS114>
- Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper et al. (Eds.), *APA Handbook of Research Methods in Psychology, Vol. 2. Research Designs: Quantitative, Qualitative, Neuropsychological, and Biological* (pp. 57–71). American Psychological Association. <https://doi.org/10.1037/13620-004>
- Camilleri, M. (2020). Higher education marketing communications in the digital era. In E. Mogaji, F. Maringe, & R. E. Hinson (Eds.), *Strategic Marketing of Higher Education in Africa* (pp. 79–95). Routledge. <https://doi.org/10.4324/9780429320934-7>
- Camoiras-Rodríguez, Z., & Varela-Neira, C. (2024). Social media managers' performance: The impact of the work environment. *Journal of Theoretical and Applied Electronic Commerce Research*, 19(1), 671–691. <https://doi.org/10.3390/jtaer19010036>
- Cassell, C., Cunliffe, A. L., & Grandy, G. (2018). *The SAGE handbook of qualitative business and management research methods: History and traditions*. SAGE.
- Chhor, C., Sek, V., Norng, R., Hoeurn, S., & Sam, R. (2024). Factors influencing students' enrollment decisions in higher education institutions: A case study of the national university of Battambang. *European Journal of Contemporary Education and E-Learning*, 2(6), 169–186. [https://doi.org/10.59324/ejceel.2024.2\(6\).10](https://doi.org/10.59324/ejceel.2024.2(6).10)
- Davis, J. L., Compton, D. L., Farris, D. N., & Love, T. P. (2015). Implementing and analyzing social media in higher education. *The Journal of Faculty Development*, 29(2), 9–16. Retrieved from <https://www.ingentaconnect.com/content/magna/jfd/2015/00000029/00000002/art00002>
- Denzin, N. K. (1988). Reviewed work: Qualitative analysis for social scientists. *Contemporary Sociology*, 17(3), 430–430. <https://doi.org/10.2307/2069712>
- Duong, H. L., Tran, M. T., Vo Thi, K. O., & Tran, T. K. C. (2024). Exploring Gen Z'S consumption and perception of educational content on Tiktok platform: A qualitative study in Vietnam context. *Kurdish Studies*, 12(1), 3243–3270. Retrieved from <https://kurdishstudies.net/menu-script/index.php/KS/article/view/1614>
- Feinerer, I., Hornik, K., & Meyer, D. (2008). Text mining infrastructure in R. *Journal of Statistical Software*, 25(5), 1–54. <https://doi.org/10.18637/jss.v025.i05>
- Gangwar, S., Deshbhratar, A., & Garg, P. (2013). Social media in quality enhancement in

- higher education. *International Journal of Research and Development – A Management Review*, 2(1), 93–97. Retrieved from [http://www.irdindia.in/journal\\_ijrdmr/pdf/vol2\\_iss1/16.pdf](http://www.irdindia.in/journal_ijrdmr/pdf/vol2_iss1/16.pdf)
- Gille, M., Moulignier, R., & Kövesi, K. (2022). Understanding the factors influencing students' choice of engineering school. *European Journal of Engineering Education*, 47(2), 245–258. <https://doi.org/10.1080/03043797.2021.1993795>
- Gülbahar, Y., Rapp, C., Kilis, S., & Sitnikova, A. (2017). Enriching higher education with social media: Development and evaluation of a social media toolkit. *International Review of Research in Open and Distance Learning*, 18(1), 23–39. <https://doi.org/10.19173/irrodl.v18i1.2656>
- Gyapong, S. K., & Smith, T. (2012). Factors influencing generation Y african americans in their choice for college education: An empirical case study of Fort Valley State University students. *Contemporary Issues in Education Research*, 5(1), 39–46. Retrieved from <https://eric.ed.gov/?id=EJ1073137>
- Hofmann, T. (1999, August). Probabilistic latent semantic indexing. In *Proceedings of the 22nd Annual International ACM SIGIR Conference on Research and Development in Information Retrieval (SIGIR '99)* (pp. 50–57). Association for Computing Machinery. <https://doi.org/10.1145/312624.312649>
- Jai, T. C., Tong, X., & Chen, H. S. (2022). Building brand loyalty on social media: Theories, measurements, antecedents, and consequences. *Journal of Brand Management*, 29(1), 35–57. <https://doi.org/10.1057/s41262-021-00252-8>
- Juhaidi, A. (2024). Social media marketing of Islamic higher education institution in Indonesia: A marketing mix perspective. *Cogent Business & Management*, 11(1): 2374864. <https://doi.org/10.1080/23311975.2024.2374864>
- Keasberry, C. (2018). Social media, teacher-student relationships, and student learning. *International Journal for Educational Media and Technology*, 12(2). Retrieved from <https://ijemt.org/index.php/journal/article/view/197>
- Lahuerta-Otero, E., Cordero-Gutiérrez, R., & Izquierdo-Álvarez, V. (2019). Using social media to enhance learning and motivate students in the higher education classroom. In *Proceedings of the 8th International Workshop of Learning Technology for Education Challenges (LTEC 2019)* (pp. 351–361). Springer. [https://doi.org/10.1007/978-3-030-20798-4\\_30](https://doi.org/10.1007/978-3-030-20798-4_30)
- Le, T. D., Dobele, A. R., & Robinson, L. J. (2019). Information sought by prospective students from social media electronic word-of-mouth during the university choice process. *Journal of Higher Education Policy and Management*, 41(1), 18–34. <https://doi.org/10.1080/1360080X.2018.1538595>
- Lewis, D. D., Yang, Y., Rose, T. G., & Li, F. (2004). RCV1: A new benchmark collection for text categorization research. *Journal of Machine Learning Research*, 5, 361–397. Retrieved from <http://www.jmlr.org/papers/volume5/lewis04a/lewis04a.pdf>
- Lopes, L. F. D., da Silva, D. J. C., Kuhn, N., Chiapinoto, F. V., & Lima, M. P. (2024). The influence of technostress on anxiety disorder in higher education students during the Covid-19 pandemic. *Knowledge Management & E-Learning*, 16(1), 164–185. <https://doi.org/10.34105/j.kmel.2024.16.008>
- Lovari, A., & Materassi, L. (2021). Trust me, I am the social media manager! Public sector communication's trust work in municipality social media channels. *Corporate Communications: An International Journal*, 26(1), 55–69. <https://doi.org/10.1108/CCIJ-01-2020-0027>
- March, L. (2022). *Behind the screens: Social media managers at cultural institutions*. Doctoral dissertation, The University of North Carolina at Chapel Hill, United States. Retrieved from

- <https://www.proquest.com/openview/04265f7533dfaca63ae07b6c4b238d08/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Nguyen, L., Lu, V. N., Conduit, J., Tran, T. T. N., & Scholz, B. (2021). Driving enrolment intention through social media engagement: A study of Vietnamese prospective students. *Higher Education Research & Development*, 40(5), 1040–1055. <https://doi.org/10.1080/07294360.2020.1798886>
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*, 18(2), 34–35. <https://doi.org/10.1136/eb-2015-102054>
- Nowak, R., Rudeloff, C., & Pakura, S. (2021, July). Blurring the lines: How social media managers transform business communication. In *Proceedings of the International Online Conference of Trends in Business Communication 2020* (pp. 129–148). Springer. [https://doi.org/10.1007/978-3-658-33642-4\\_7](https://doi.org/10.1007/978-3-658-33642-4_7)
- Nowak, R., Rudeloff, C., Sedlmayer-Gansinger, B., & Oppermann, M. (2024). The status quo of social media management as a professional field: An empirical investigation of challenges, objectives and measurement strategies of social media managers. *Journal of Digital & Social Media Marketing*, 11(4), 379–390. Retrieved from <https://www.ingentaconnect.com/content/hsp/jdsmm/2024/00000011/00000004/art00007>
- Percy, W. H., Kostere, K., & Kostere, S. (2015). Generic qualitative research in psychology. *Qualitative Report*, 20(2), 76–85.
- Pérez-Bonaventura, M., & Rodríguez-Llorente, C. (2023). Activity of universities in social networks. Correlations of rankings, students, followers and interactions. *Profesional de la Información*, 32(1): e320109. Retrieved from <https://doi.org/10.3145/epi.2023.ene.09>
- Porter, M. F. (1980). An algorithm for suffix stripping. *Program: Electronic Library and Information Systems*, 14(3), 130–137. <https://doi.org/10.1108/eb046814>
- Rajaraman, A., & Ullman, J. D. (2011). *Mining of massive datasets*. Cambridge University Press.
- Rekhter, N., & Hossler, D. (2020). Russian students' use of social network sites for selecting universities abroad: Case study at the Russian state university for the humanities. *Journal of International Students*, 10(3), 724–740. <https://doi.org/10.32674/jis.v10i3.778>
- Roberts, M. E., Stewart, B. M., & Tingley, D. (2019). stm: An R package for structural topic models. *Journal of Statistical Software*, 91(2), 1–40. <https://doi.org/10.18637/jss.v091.i02>
- Safarifard, R., Lavasani, M. G., Hejazi, E., & Thani, F. N. (2024). Pedagogical aspect of e-Learning in higher education: A systematic literature review. *Knowledge Management & E-Learning*, 16(3), 521–546. <https://doi.org/10.34105/j.kmel.2024.16.024>
- Safari, A. O., & Rahman, N. A. B. A. (2019). Higher education and social media: An empirical evidence from Jordan and Malaysia. *Advances in Journalism and Communication*, 7(4), 118–128. <https://doi.org/10.4236/ajc.2019.74008>
- Sahu, P. K., & Kumar, R. V. (2023). Does social media facilitate admission to business schools: Evidence from prospective students. In Rajagopal, & R. Behl (Eds.), *Paradigm Shift in Business* (pp. 255–274). Palgrave Macmillan. [https://doi.org/10.1007/978-3-031-40439-9\\_13](https://doi.org/10.1007/978-3-031-40439-9_13)
- Said-Hung, E., Martín-Gutiérrez, Á., & Marcano, B. (2024). A study of social media use for scientific communication and dissemination among Spanish education researchers. *Knowledge Management & E-Learning*, 16(2), 237–258. <https://doi.org/10.34105/j.kmel.2024.16.012>

- Senanayake, J., & Pathirana, N. (2021, September). LYZGen: A mechanism to generate leads from Generation Y and Z by analysing web and social media data. In *Proceedings of 2021 International Research Conference on Smart Computing and Systems Engineering (SCSE 2021)* (pp. 59–64). IEEE. Retrieved from <https://ieeexplore.ieee.org/abstract/document/9568333>
- Shamsudin, M. F., Ali, A. M., Ali, A. M., & Shabi, K. S. (2019). Exploratory study of students' decision for enrolment at Universiti Kuala Lumpur business school campus. *Humanities & Social Sciences Reviews*, 7(2), 526–530. <https://doi.org/10.18510/hssr.2019.7262>
- Shields, A. B., & Peruta, A. (2019). Social media and the university decision. Do prospective students really care? *Journal of Marketing for Higher Education*, 29(1), 67–83. <https://doi.org/10.1080/08841241.2018.1557778>
- Shiksha.com (2025). *MBA colleges in India*. Shiksha.com. Retrieved from <https://www.shiksha.com/mba/colleges/mba-colleges-india-3>
- Turner, M. L. (2017). Like, love, delete: Social media's influence on college choice. *The Journal of College Admission*, 237, 31–33. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1158257.pdf>
- Yudha, R. P., & Hendriyani. (2022). Social media managers' and journalists' role in maintaining local wisdom in a mediatized rural area. *Jurnal The Messenger*, 14(2), 92–112. <https://doi.org/10.26623/themessenger.v14i2.5328>

**Appendix I**

Codes from the analysis

| Case ID | Open code   | Axial code   | Selective code                                       | Count |
|---------|---|--|--|-------|
| SMM_1   | You know our fellow human beings our colleagues' friends even <b>friends from all over world</b> . So, you can have easily can have friends.  | <b>Social media helping to connect with all over the world</b> |  |       |
| SMM_4   | <b>Connecting with different students from different institutes</b> . this will be something like integrated platform, which provide by for each one person can connect with another person's and other Institute's student or the faculty, something like that.  | <b>Connect with students</b>                                   |  |       |
| SMM_7   | Mostly Facebook, Facebook have more mass so <b>we connect to students and parents through Facebook</b> .<br>I believe that today in the world of social media, <b>many followers like the students specially they want to see the candidate moments of the college</b> . Yeah, like what kind of moments are college so they don't want to see the officials, they want to see the unofficial stuff, like what is the college exactly what because officially, everyone will be highlighting the college, but in the unofficial part, they will actually show that what is going on in the college weather and it will get some mixed reviews, but it will be wrong, and they will at least have prospection of themselves. | <b>Connect to students and parents</b>                         | <b>Student engagement</b>                            | 4     |
| SMM_8   |   | <b>Get follower and comments from public</b>                   |  |       |
| SMM_1   | Social media is a very good platform and it's <b>very informative</b> .   | <b>Provide information</b>                                     |  |       |
| SMM_2   | LinkedIn is a good platform where you know, we share some links about the business industry about the domain of marketing HR, we have a case on blog where <b>we write articles on current affairs articles on management</b> . We share in common is that that is one part and also when our students when the better College has a handled student also <b>share his placement news and summer internship views</b> .   | <b>Provide information and knowledge</b>                       |  |       |
| SMM_3   | We are promoting our college also in our industry, social media, they come to know about our college, then they visit our page, if there is lots of buzz or they try to read them. If two placements are going on, and everything is openly presented in that Facebook page or Instagram page, they created interest to join that college. So that has to clear their mind about few queries. <b>Like they have some FAQs like what are the placements, college reputation, what are the teachers had like</b> .  | <b>Provide many information</b>                                |  |       |
| SMM_5   | I will give you one example there are many guest lectures which are going on right now in the okay many guest faculties are coming and many guest lectures are coming and nowadays, during especially during these kinds of these pandemic game times, online classes and online studies is pattern is going higher. So, if any guest lecture is there or any, we don't need to call the person in any in the campus, they can sit at their home and provide guest lecture and through social media, it can be spread to every student of the institute or college. So, it is also <b>helping in spreading the news as far as and also helping in the academic part</b> .   | <b>Provide information and knowledge</b>                       | <b>Facilitate in college promotion and marketing</b> | 7     |
| SMM_6   | It happens recently, we are having now an international conference. All the <b>information will be shared through social media</b> . will go through LinkedIn because there is a professional site and students Management students are all these students, professors' faculties are the industry experts are using for that. Yes. Just creating in knowledge and prior to that we had the international conferences we'll put that press release was really launched before that all the activities no promotional activity or any other things have been said.   | <b>Provide information and knowledge</b>                       |  |       |
| SMM_8   | There are many people who are coming back to our page and they are coming back because they are finding the content to be relevant content to be like, you know, basic, and my target is not just I am a publisher, also, I will be pretty honest, my target is also to provide the information to the world and also the students of me <b>keeping them updated with the facts of the world, right</b> .   | <b>Provide information and knowledge</b>                       |  |       |
| SMM_9   | <b>We are planning to host webinars as well</b> , so that we can interact with the students, not the faculty, because sometimes people hesitate to interact with the faculty that they are more concerned about their first impression.   | <b>Provide information and knowledge</b>                       |  |       |
| SMM_1   | Facebook we are posting we have a business account, college business account and all these activities decision definitely port whether Facebook, post with Facebook, and whichever field that <b>we have getting prospective leads or prospective likes and engagement</b> is more we are with a paid promotion we are also putting them to pay promotions  | <b>Possible to get leads and prospects</b>                     | <b>Helps in getting leads and prospects</b>          | 9     |
| SMM_2   | <b>So that's how we promote</b> so that's about probability of conversions becomes higher because we are targeting specific segment who similar behaviour interest pregnant who are looking for management or humidity or protect usually come to an interface okay. The same goes for Instagram  | <b>Possible to get leads and prospects</b>                     |  |       |

|        |   |   |
|--------|---|---|
| SMM_3  | <p>I have to show them what are what is our USP in our college and what are the placements and everything so I'll go for that promotion thing. So, promotion things, the <b>social media advertisement makes more impact rather than giving an ad to the news channel or any print media or anything.</b></p>   | <p>Used for advertisement and promotional activities</p>    |
| SMM_4  | <p>How it is impacting students, they have a tool like okay, it is not only like, either, you know, ad publisher, okay, I want to publish the ad right on my product, and send me a book, maybe publishing a new book, and launching on some days. And I would say <b>I need to publicize it in social media</b>, right? So, for my target, obviously.</p>  | <p>Possible to get leads and prospects</p>                  |
| SMM_5  | <p>Using social media tools on the first hand was brought into consideration just not just for <b>my advertisement purpose</b>, basically, the purpose was to spread the awareness regarding the shoot and spread the awareness regarding the day-to-day functions and events of the shoot and also show the presence in the global market. So just not I will not say just advertisement, it is also for awareness, and local mass, the social media tools can be used as also.</p>  | <p>Possible to get leads and prospects</p>                  |
| SMM_6  | <p>If I talk <b>about promotion, definitely it is helping which we're expecting</b>, because there's always a difference between what we expect and what we get. But yeah, it is definitely acting as a good promotional tool. It is increasing the efficiency. Whenever we used to promote something, we gain followers, right, be it in our official LinkedIn face, return post Press book or Instagram, we gain a lot of followers and followers used to ask relevant questions as well in our message platforms, as we go get to know about this only when we promote something.</p>  | <p>Possible to get leads and prospects</p>                  |
| SMM_8  | <p>We post our stuff and all but <b>we have been very informative and showing the life of am IMIB</b> what are the faces or not? How good is that missions? And what kind of teachings. <b>social media is the only tool where I can do that promotion and stuff.</b></p>   | <p>Help to engage with content</p>                          |
| SMM_9  | <p>We get multiple queries from the students aspiring for a for B schools, like I am a niche for me. We get we get emails; we get text from the students. We get DMs on Instagram as well. So, <b>I think that's, that's the promotion.</b> when you know, everything written can be posted on Instagram. So, we try to post those answers on Quora on these types of ambitions forum we target and we share the links everywhere, so that the students get to know what are the placement process and how do you answer an interview question or how I was like, when I might have placements, what is the highest salary of? What is the difference between PGDM MBA everything, we cover everything?</p> | <p>Possible to get leads and prospects</p>                  |
| SMM_10 | <p>Like I spoke about accountability, you will know exactly you will know exactly from which location you are people are coming to your website using analytics tool. Okay, yeah, there are many other ways and many flexibilities there. You can run at particular days let's say your product is something that is working only during weekends because parents are free during weekends. We'll be using mostly using stuff like mobile mostly during the weekend. So, <b>you can put up your ads only on Saturdays and Sundays which is not possible on a print media.</b></p>   | <p>Possible to get leads and prospects</p>                  |
| SMM_1  | <p>If your students are industrious, whatever faculties are teaching, they can browse and have that knowledge also wherever we search that tomorrow they know that some marketing principles will go to taught. So, in the night also they can browse there and <b>YouTube's browser into lectures they can have 100 lectures and they can have in depth knowledge</b> what is going to be taught.</p>  | <p>Provides more opportunities to learn and cross check</p> |
| SMM_3  | <p>Social media gives the impact that <b>everybody learns</b> and not from the social media, nobody looks into the newspaper or nowadays nobody looks into the newspaper or TV ads, TV news. So, everybody is dependent upon the social media news its news, if they are subscribing to the pages, like good pages like the.com and everything that those based upon the studies on <b>competitive preparation.</b> And, and the best thing is YouTube. So, if students are going to YouTube to learn nowadays, you must have known that analytics is booming.</p>  | <p>Facilitates competitive preparation</p>                  |
| SMM_4  | <p>If we're talking about YouTube to see many, many educational platforms, who are charging money, in exchange, of course, some would never know the quality of the course, we only realize that only after you purchase it, right. And per student, especially for student they do not have money, right. But they did need some were free education. if I'm going to search for, let's say, data structure, right. And data structure, there'll be lakhs of people will be, you know, uploading so many videos. <b>free education in YouTube with no cost.</b></p>  | <p>Provides more opportunities to learn and cross check</p> |
| SMM_5  | <p>We are posting that also on every social media and <b>showed any guest lecture</b> by any visiting faculty or any guests from the corporate, that's also being posted regularly. Right now, the current trend is of Twitter and Insta. So, we focus on basically three platforms, Facebook, Instagram, and Twitter. Because people can also watch videos on Facebook also. So, there's know external lead of YouTube. So, we are posting your videos on YouTube and giving the <b>link in the Facebook though, that's why the circulation is increasing.</b> So, we will also watching the same video in YouTube also in Facebook was</p>  | <p>Provides more opportunities to learn and cross check</p> |

Enables teaching and learning activities

|        |  |  |   |   |
|--------|--|--|---|---|
| SMM_6  | <p>First of all, whenever we are uploading anything, suppose for example, I will give an example from our YouTube channel, whatever MDPs or whatever things are being, you know, covered, especially on MDPs are connected in online mode nowadays. So those <b>videos have been uploaded full video</b>, they are being uploaded in YouTube, and you know, the views are not templates as expected, maybe the audience will be not the right platform or consistent timing as well how to metrics is from the percentage's density is trying to give the teaching aspect but it all depends upon how it has been reached to audience.</p>   | <p><b>Provides more opportunities to learn</b></p>                 |   |   |
| SMM_7  | <p>Today think this particular platform is also helping in teaching and learning activity and getting knowledge through Some kind of YouTube videos channel sound as you know pandemic is going on and <b>we are most rely on the digital platform nowadays</b>. So, on that case we do try to spread any kind of knowledge or any kind of information through digital platforms or media nowadays.</p>  | <p><b>Provides more opportunities to learn and cross check</b></p> |   |   |
| SMM_9  | <p><b>Because we are also focusing on how should you answer the questions when you are when you when you are giving an interview</b>, how to what are the basic questions that are asked in an interviewer we are working on that part as well we have posted a written content or that now we are focusing on feels like a person will be setting and she or he will be telling how to answer that what the main body posture and how should you make eye contact? Everything will be covered. So that yeah, we are also planning to host some webinars as well so that for aspirants based on the data that we have, so that the students get to know more and make this session more interactive, because reading and watching the video doesn't help every time. Okay, right. When you interact with me, like I was the one who, who is an introvert. Okay, I am. I'm a strong introvert. But you know, when I got into this college, I got a lot of exposure. Like this is my formal interview that I'm giving you and I'm quite nervous right now. Yeah.</p> | <p><b>Provides more opportunities to learn</b></p>                 |   |   |
| SMM_10 | <p>Because of the reach and on an average three hours a day we are spending on our smartphones. Definitely if we do not have content on our smartphone, we are not going to consume it for three hours. So, what are these types of <b>content these are educational content</b>, these are <b>entertaining content</b> definitely it is helping out people to reach companies to reach to their target audience.</p>  | <p><b>Provides more opportunities to learn</b></p>                 |   |   |
| SMM_1  | <p>If you're passionate on any topic with choose you can have a few friends or you artists <b>researchers anyway simply doing something</b> interesting should be something different. And if the different their people will do to attract you.</p>   | <p><b>Helps to researcher and artist and others</b></p>            |   |   |
| SMM_3  | <p>So, they create interest in that college and you <b>we conduct some online seminars</b>, the seminars we would which is applicable for our students. We conduct that on online basis and show it in our page so that other students who are prospective students of our college, they come to know <b>that these sorts of things are happening in the college</b> interest for joining this college. The social media is more effective than any other media nowadays.</p>  | <p><b>Posting messages on pages</b></p>                            |   |   |
| SMM_4  | <p>LinkedIn, like if you have any on campus, or maybe if you have some <b>seminars, all these activities related</b> to any kind of, you know, any kind of educational talks and all those things, you can publish it in your LinkedIn, so that your former students, so they can connect with you as well. That is a platform we have.</p>  | <p><b>Posting messages on pages</b></p>                            |   |   |
| SMM_5  | <p>There's Facebook, and LinkedIn is their Twitter account is YouTube and also Insta is also there. so, we are active on all social media platforms, and totally <b>posting videos and photos of all the shoot, and what is all happening</b> in the shoot any function any major or minor event, also, students are getting awarded.</p>  | <p><b>Posting messages on pages</b></p>                            | <p><b>Promotes academic talks and research activities</b></p> | 6 |
| SMM_6  | <p>Specifically when we talk about professionally, and it has to do with LinkedIn, and YouTube, and to some extent, Insta as well, because, you know, nowadays, after even if we're talking about from the pandemic perspective of the pandemic origin say when COVID came, so, most of the people or students even came across to these platforms, not only for the job purpose, but also for other activities, your status searching, you know, so, from that point, as they used to <b>get a lot of evidence about our colleges</b> about what we do, and what we offer through these platforms.</p>  | <p><b>Provides information about college happening.</b></p>        |   |   |
| SMM_9  | <p>We are trying to focus on the interactive videos as well. We are working on that part. And also, the if we talk about engagement, the main motto is to get the aspirants know about how is like the informal thing that we do. Because we have a formal page of Instagram of fireable nature. That is everything is everything is posted formally. But this page of ours focuses on the life and what life actually is hostel. Like, what's, what's happening in the campus, where is events, how committees work, what are the events, everything is covered in this page? <b>The informal life, what happens inside?</b> Yeah, that's the main motto.</p>   | <p><b>Posting messages on pages</b></p>                            |   |   |
| SMM_1  | <p>Yes, we do have a budget to do a budget earlier print money advertisement very costly earlier that visibility is a one-day print media particularly that budget that amounts can in a single ad you can continue in a month in <b>social media very cost effective</b>. if an ad is costing 1 lakh cost rupees in social media one lakh rupees is enough is not only one Facebook you can have Google</p>   | <p><b>SM ads are very cost effective</b></p>                       | <p><b>Cost effective medium</b></p>                           | 8 |

ads and Facebook ads you can have a YouTuber ad also three channel one I lakh will be enough for a month and you can drive much more students in visibility or you can go to target audience very easily with less than that amount

SMM\_2 **SM is very cost effective** than print media. We are able to reach a greater number of people than a print media. if they want to give one pager ad or a quarter page ad it cost many lakhs. But in social media, you reach many more people at a much lower cost. **SM ads are very cost effective**

SMM\_3 I'm just giving an example of print media and social media. So, going for print media, there will be you need to buy some space on the paper right for like, for two-to-two costs two inches of advertisement costs around 15 to 20,000. newspaper or if you have a bigger advertisement, so there are lots of thing in a particular college. So, show them then even it did because space in the paper. So, but that will call ether taking whole page of a newspaper on a daily basis daily paper, and that cost me around 50 to 60,000 rupees or more than that in five to **15,000 I'm getting the same sort of advertisement in the social media** that is directly appealing to the local students, mostly like even my educational institute is situated. **SM ads are very cost effective than print medium**

SMM\_5 So social media differently is much effective. And then rest of the tools and also the as far as **the cost is concerned**. Cost is also almost I cannot say almost the same. But I have seen the in my previous organizations also have seen the rates for the newspaper and race for television ads that were much higher. So, using social media as a tool is much beneficial. I can say less costly, some less material, costlier than other media, and also **more effective** **Less costly than print medium**

SMM\_6 We're doing it organically, but inorganic also if you go for inorganically for then also the cost is not that much which is used to happen earlier this like, you know, going for a TV commercial or any other bargains or banners or something and yes, **cost effective yes to some extent**. we all know we have SEO than on page optimizations are there for that **without spending any money** we can publish an ad okay to that people will come to know and that comes in because from admission perspective, we have seen that we publish whatever we post in the content we keep the that apply now, or something like that from grid, those are not charging anything. **Can enhance visibility organically**

SMM\_8 Obviously, my college has highlighted and we will come to know about, okay, I am a publisher also. And so that way, I believe that social media is **getting a very low cost**. There's **no I haven't spent a single rupee on my page right now**. Okay. And my team is working, we are a team of 18 people, we are working every day on this thing. Mostly the juniors, the 10, people, they are working a lot on this. We seniors are just you know, supervising and giving them the word to post content, when to post this content and all but the content making process and everything is done by them. **Promoting not spent a single rupee**

SMM\_9 It is a cost effective you feel because **you're not spending a penny**. We can do that. And if we invest some money, I think we'll get followers because the ads paid out. **Not spending a penny**

SMM\_10 **Definitely cost effective**, see when I when we call about talk about brands, there are different methods you know, the ATL BTL and all when someone is putting up a holding that there is a little message that he can give a small message that he can give on a big holding suppose that holding is not working even if he wants to change it he cannot change it because he would have he would have paid for a month or two for that rent of the hoarding and then the printing costs are known. Now for someone who is using this digital media, let's suppose you have put up an ad and you're looking at the conversions that you are not getting the required conversion, you **can stop there and modify it and then put it up again**. **Less costly than print medium**

SMM\_1 They see that you're tweeting this most of my students are known persons seeing my Facebook put that is for sure. Even if they're like me or not. Okay. **You might have seen all my posts; you may not like me or any of them**. But you have seen me. Facebook live if we will generate, they're joining actually yes, yes, we have a cultural event, singing dancing your merrymaking is there and you make it possible to live Yes, yes. So, people will see you people will watch not to watch you, **they will give you a comment**, they will give you a like everything they will give you **SM help to make aware of institute**

SMM\_2 We are **using social media for branding** and ultimately admission. Of marketing the first step is anytime awareness somebody isn't aware of something we cannot we cannot buy really once someone is aware then only, they can evaluate and then ultimately convert. **Use for branding activities** **Facilitate brand awareness**

SMM\_4 How we make it social, People should know outside Institute, though, **make it public eye**. For first and foremost thing will be like cultural activities, any less initiatives on CSR activities. Like those kinds of activities, which, you know, select people, not only people, students, and it should also have an impact positive impact in the society. **Use for publicised**

SMM\_5 In today's world is competition is much higher and every institute is trying their level best to be in the top most be school level in a country and in abroad also. So, it is very much important to have a presence in the market to show your presence the social media tools is very important. It's basically showing your present in not in not in the local market, but also in a global level. **Help to build the brand**

So, **these social media tools are very important nowadays for a branding purpose** or you can say just to promote your YouTube channel.

SMM\_7

Mainly **we build our brand through our ads** now is that there are so many students groups and alumni groups in Facebook of each branch where we try share the different information about our students' achievements and available in social media platforms.

**Helpsto build the brand**

SMM\_8

So, **my aim was key that establish a social media account for branding**, because I was when I was introduced into the branding, I was selected as a member. So, my in my interview also had said that my goal is to bring a branding page for the institution that will work on indeed on an independent basis. And it will just post it will be very informative, and only post stuff about life at IMI., like, I know that the main page is also holding a thing called life at IMI, but our life at IMI will be like. So, I wanted to show those pictures because the main page does not show those things in that light was not showing as of yet, but now it is started. But it was not showing. So, **the reels, the IG TVs that are making that will make more impact on the Instagram**

**Help to build the brand**

SMM\_1

See because we are we see the **engagement as a part of choice**. If students are engaging with me, they will they will choose me okay, they may or may not choose, but presuming that they have engaged with us. So, they will choose me. So, keeping that point of view we are trying to build more engagement.

**Students choose us once they engage with us**

SMM\_2

**Whenever the promotional ad we give a link on that so when I click on Apply** Now, which thank you goes to the admission page, okay. So, if so, so, if I have been interested, I have clicked on that link, that means there is a probability that I might not apply he/she may or may not join, but it is apply. And when we go through the process, even if I apply to people colleges, and I get GDPR, one or two choices to choose from, so many people are there.

**Students choose us once they engage with us**

SMM\_3

So, I can target them directly and that helps a lot because the you know that people are scrolling to the status in the Instagram. So, after one personal status of a friend then they will be viewed the advertisement. If I'm giving any tagline or catch line, that advertisement and to write that call, to know more bought into that **website directly that hyperlink to the website and they start giving the interest to the that particular college** and that's how we manage everything and people are showing interest in that those represent more than the advertisement in the paper newspaper or TV.

**Can navigate them to website**

SMM\_4

Earlier I remember we used to visit but now other institute, you know, I'm thinking like people are not visiting another simply visiting college group or maybe college page, okay, they're checking the activities and all these things all updates over maybe a video or maybe an image or something like that. **somehow SM influencing them**.

**Can navigate them to website**

SMM\_5

Definitely. If, let us suppose if taking my example, if I'm a student, and I'm looking at joining some B- school, for MBA or PGDM classes, then definitely I will ask my friends and I will look there, I will look for profiles and social media for different institutes, that how they are running the shoot and how the things are going in this shoot, what are the courses there? How what is the social life there? What's the life of the student there? So, I will definitely look for the social media profiles of the extra students are the current students of the institute. And also, some media profiles are particularly that Institute also key how the things are going in there. If I'm, if I'm, if I'm there for two years, then what my life will be there in in those two years, **I will definitely look for the pro social media profiles of everyone related**. If we are as they are, they are they are seeing the tweets of the students who are currently Illumina **Yes, the alumni tweet they are seeing the profiles of the Facebook** basis of the Illumina is where they are settled right now, what was the placement status of that issued? So definitely these prospective students check the social media profiles of the institute, before joining.

**Facilitate college choice**

9

**Helps in choices of college**

SMM\_6

Suppose you were **promoting something related to your admission** suppose then the right timing for any post to get published is that either in morning, morning evening, but not in the afternoon, because afternoon most of the students are busy into their campuses or college or their studies and so on and so forth. So, timing matters, and also the kind of content they are, we are publishing minister, write ups have text uses of hashtags, all those things matter that are that the way we use adequate accordingly we were targeting yes accordingly it.

**Creates leads by the contents**

SMM\_7

The main **aim is to bring the prospective students our websites from different social media** platforms like mostly on Facebook and sometime Instagram pages.

**Provides details about the institution**

SMM\_8

We are posting videos and all related to this. So, I guess when people will start to read about this, they will know Okay, okay, this college is doing a work on these things. So, that means the marketing sector of this college will be more exciting than finances at all will be more you know, PGDM courses all about practical approach will be more practical because they will be updated on the list of new users are not. So that **may interest them to revisit and re choose this college**. Even if they have a thought, they'll give another thought key. Okay, let's take a stand on this college, what is it happening?

**Helping in choice making process**

|        |   |  |
|--------|---|--|
| SMM_9  | <p>We using the social media tool for basically work on the <b>admission purposes</b>. To make the children aware of various things and various aspects of management that are taught here? And how can we handle the interview questions that are asked and asked in the selection process for this quarter for the admissions in this college? We prepared contents on admissions we are targeting the youngsters through reels because now nowadays, youngsters even as go through the reels, yeah, yeah. And we have a multiple, you know, the hashtags which are in trending. So, we use them and from that, hashtags, the reach gets, you know, we get a better reach. And we get students texting or emailing us and we get, we get a lot of queries. We also work on weather as well. We post questions with the answers so that the students get to know more about what's happening inside the college. And what is the placement process? What is the highest salary offered here? Everything is.</p>  | <p><b>SM helps during choice process</b></p> |
| SMM_5  | <p>We also have to look at the <b>reach of the medium</b>, if you're using social media and your reach is definitely higher than the print media. And as far as electronic media goes this that also can be said for electronic media also, because everyone has a mobile app now. Yeah. So, everyone is using Facebook if everyone is reading something in their phone and everyone is using insta, so and the target audience for just like students and their youth group.</p>   | <p><b>Facilitate larger reach</b></p>        |
| SMM_6  | <p>Our main objective is to create not only awareness, <b>but also to create the reach</b>, as much as possible branding and all data we handle by the branding committee, yeah, we have the separate committee for that they are handling the queries whatever it is coming from different sources on base or office, okay, but <b>our purposes we need to promote as much as possible and to increase the rates of reach.</b></p>   | <p><b>Increases reach online</b></p>         |
| SMM_7  | <p>Social media are help us to promote our institution among public at large.</p>   | <p><b>Facilitate larger reach</b></p>        |
| SMM_8  | <p>See, social media is like, as <b>you see right now there are millions of users in social media</b> and mostly first what happened, people started using WhatsApp. Whatever the common form that's not that great kind of social media. It's the same texting world right then but Facebook came. The youngsters were in Facebook, but then also the people from like in late 40s and 50s they started going crazy.</p>   | <p><b>Large number of audiences</b></p>      |
| SMM_10 | <p>let's say let us take an example like Bhubaneswar, it might have for example 50,000 circulation of a newspaper. Now, if there is a new education institute that has come up, he wants to insert the print ads into those on an average he would spend one rupee for a print ad in 50,000 newspapers, so 50,000 rupees gone plus 200 rupees or 100 rupees for every 1000 Insert, that is again somewhere around 50,000 rupees. So, if you calculate that way, he is able to reach 50,000 users at a spend of 75 to one lakh rupees per acre, that's the cost structure now, that one lakh or 50,000 users that he is reached, if he is not getting the call same day. Then it is lost as you can say the conversion is 0.0 to five or 0.01% that is that less but in one lakh rupees, <b>you can reach easily 20 to 30 lakh active users on Facebook.</b></p>   | <p><b>Facilitate larger reach</b></p>        |
| SMM_1  | <p>Sometimes we're targeting that like is there some idea 50 like 100 likes they know they can I can understand that visit you will see me know you scroll because there's so many posts are coming number of any attempts or many attempts were scrolling Yeah. And who we know yes this is goes this is that was so this is why non persons so I've just seen it go through it and simply scroll it because when I made the Reserve board, so I scroll or browse my social media sites and see all these posts and they may not like any of them okay. So, if like is not there if he assumed that they are they have not seen know the light maybe like maybe hundreds but it may be seen by the 1000s Right. Right. So <b>reaches there he will be there</b> Okay, so 70 visually their okay people are seeing me and I can force anybody to like me No, no, if they if they fascinate me, they may like a minute like all the way through they have seen me because the rich the category ever took it to reach and engagement in each category you can see the 2000s of richer, they're like maybe or not it's right. So have received these do happen sir. <b>We are reaching many peoples</b></p> | <p><b>Facilitate larger reach</b></p>        |