



# **INVESTIGATING THE INFLUENCE OF MEDIA ON HIGHER EDUCATION CHOICES AMONG STUDENTS IN BANGALORE: A QUANTITATIVE STUDY**

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Fourth Semester MAJ

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## **CHAPTER 1**

### **Abstract:**

The concept of choosing a higher education institution has undergone a significant change in recent years. With the increase in the number of institutions, the decision-making process becomes more complex and difficult for students. Gone are the days when students had few options and had to choose from several colleges. The education industry is changing rapidly and therefore it is important for the organization and its intermediaries to gain attention and get closer to their potential customers. It is essential for an educational institution to identify the factors that influence a student's choice of a higher education institution. Knowing these factors is imperative to compete and survive in this competitive market. Therefore, the objective of this study was to explore the relevance of media in influencing students' university choice in the Indian context.

The present study aims to delve into the factors influencing student choice and the influence of media on students' choice of higher education in Bangalore. With the use of quantitative methods, the researcher aims to understand the factors that encourage students to make a choice in higher education. This study examines various factors influencing students' choice regarding the choice of a university in the Indian context.

**Keywords:** Education, media, students, factors, influence, choice

## **CHAPTER 2**

### **Introduction:**

Media plays an important role in shaping users' perception of different aspects of life. Likewise, it plays a central role in students' choices about their higher education. Students rely on various media platforms such as television, social media, newspapers and online websites to get information about various colleges, universities and courses. The media has a huge impact on the choices of students, providing them with the information they need and directing them to the different options available to them. The advent of information and communication technologies has changed the way people and organizations operate, communicate, transact, recruit, do business, and serve markets. To keep up with ever-changing business and marketing trends, organizations are integrating evolving information, communication tools, and Internet technologies into their strategies. The education sector is no exception to this challenge. The education sector is rapidly changing towards market orientation. Therefore, educational institutions need to identify the factors that influence students' choice of higher education institutions.

Today, students have access to a wide variety of higher education institutions, each offering unique programs, facilities and opportunities. As a result, choosing the right institution has become a difficult task, requiring careful consideration and extensive research. Increasing globalization, aspiration, mobility and easy access to finance are driving students to apply for further study at universities far from their home country. Studies of young adults, teens, and millennials have largely shown them to be heavy users of the internet and specific social media apps. With the advent of digital media, educational institutions have shifted their marketing strategies to digital platforms. In this context, it is essential to explore the involvement of media in influencing students' choice of universities in Bangalore. In this study, we will analyse in detail the role of media in the higher education choice of students in Bangalore. First, media platforms such as social networks, blogs, and websites provide a platform for students to research and learn about different universities and courses. Social media platforms such as Facebook, Twitter, and LinkedIn are widely used by universities and colleges to promote their courses and programs. These platforms allow students to interact directly with universities and colleges and get information about courses, professors, facilities, and the admissions process. Students can also chat with alumni and current students, helping them better understand student life on campus. This information can influence students' decisions about which universities and courses to enrol in. Second, media

platforms such as newspapers and magazines provide students with articles and reports on various universities and courses. These articles provide students with an in-depth understanding of the different universities and colleges available and the courses they offer. Articles may include interviews with faculty and students, giving students an idea of the academic rigor of the courses and the quality of instruction. These articles also highlight university and college rankings and accreditations that influence student decisions. Third, the role of television in higher education choice cannot be ignored. Television channels such as Discovery, National Geographic and History often broadcast programs about universities and colleges. These programs highlight the history, culture, and achievements of universities and colleges, which can influence a student's decision about which university to apply to. In addition, TV channels also broadcast interviews with alumni and students, helping students get a feel for the school environment and student life. Fourth, online forums and chat rooms are also popular communication platforms that students use to get information about higher education options. Students can join online discussion forums to ask questions and seek advice from current and former students. These online forums also provide opportunities for students to interact with other applicants for similar courses or universities, which can help them make informed decisions. Finally, university and college advertising and brochures play an important role in influencing students' choice of higher education. Universities and colleges use different media platforms to promote their courses and programs. Advertisements and brochures often highlight the facilities, faculty, and academic excellence of universities and colleges. Using catchy images and catchy taglines can capture students' attention and influence their decisions.

The media plays an important role in influencing students' choices in higher education. With the rise of social and digital media, students have access to a wealth of information about colleges and universities, courses, scholarships, and more. The media act as a bridge between students and higher education institutions, and they have the power to shape student perceptions and decisions.

The role of the media:

This is where the role of the media comes into play. In the age of digital media and social networks, students have more access to information about universities and their services than ever before. The influence of the media on student decision-making is becoming increasingly important, requiring educational institutions to understand the factors that influence student choice. In that context, this quantitative study aims to investigate the influence of media on the higher education choices of students in Bangalore. By looking at the various factors that motivate students to make their educational choices, this study aims to provide insights that can help educational institutions compete and thrive in the market. This increasingly competitive school. Through this research, we hope to better understand the impact of media on student decision-making and identify the most effective strategies that universities can use to engage prospective students' attention. Ultimately, this research can help improve the quality of higher education and ensure that students make informed choices that best suit their needs and aspirations.

## **Bangalore as a higher education destination:**

Over the past few decades, Bengaluru has grown from a quiet, relaxed city to a bustling metropolis with a vibrant culture and diverse population. The city has attracted people from all over the world, attracted by its pleasant climate, entrepreneurship and developed labour market. Along with the growth of the city is the growth of the higher education sector, with a large number of universities and colleges offering courses in a variety of fields. Bangalore (also known as Bangalore) has a rich history of education and research in India. The Indian Institute of Science (IISc) in Bengaluru has been ranked as the best university in India (National Institutional Ranking Framework, 2020).

Apart from IISc, Bengaluru has several other leading educational institutions including Indian Institute of Management Bangalore (IIMB), National Law School of Indian University (NLSIU) and Indian Institute of Information Technology, Bengaluru (IIITB). These institutions offer a wide range of undergraduate and graduate programs in areas such as business, law, engineering, and computer science.

According to the report All India Survey of Higher Education (AISHE) 2020-2021, the districts with the highest number of colleges are Bangalore Urban with around 1058 colleges, followed by Jaipur with 671 colleges.

The city's reputation as "India's Silicon Valley" is due to its thriving IT sector, nurtured by the city's universities and research institutes. Bengaluru is home to more than 7,700 tech startups, making it India's leading startup hub (National Association of Software and Services Companies [NASSCOM], n.d.)

Bangalore has emerged as a cosmopolitan city with a vibrant higher education sector. The city's universities and colleges offer a wide variety of courses and attract students from all over the world. Bengaluru's higher education sector has helped shape the city's reputation as a hub for innovation and entrepreneurship, making it a top destination for students seeking quality education and career opportunities. .

Overall, Bengaluru's status as a leading higher education destination has helped attract a large number of students, faculty and researchers from around the world. The city's reputation as a hub for innovation and entrepreneurship has also made it a top destination for graduates seeking career opportunities in various fields.

While the media can be a valuable source of information for students in college, there are also a number of challenges associated with media use. With the vast amount of information available on the internet and other media, students can be overwhelmed and have difficulty processing and making sense of the information. This can lead to decision paralysis, in which students struggle to make decisions about which college or university to attend. Not all information available in the media is accurate. In some cases, information may be outdated, misleading, or inaccurate, causing students to make decisions based on incorrect information.

The media plays an important role in shaping students' perceptions of higher education options. Social media, newspapers, magazines, television, online forums, and advertising are some of the media platforms that

provide students with information about universities and colleges. Information obtained through these platforms can influence students' decisions about which universities and courses to enrol in. It is essential that students do thorough research and make informed decisions based on reliable information.

## THE SIGNIFICANCE OF RESEARCH

- The higher education landscape is becoming increasingly competitive and universities need to understand what factors influence a student's decision to choose one school over another. By examining the role of the media in shaping students' perceptions of the university, researchers can gain valuable insight into the factors that students consider when choosing a university. college or university.
- Universities invest significant resources in marketing their facilities to prospective students, and understanding the role of media in shaping student awareness which can help universities develop more effective marketing strategies. By examining which media types have the greatest impact on student decision-making, universities can tailor their marketing efforts to reach and engage their target audiences better.
- By studying the influence of college media on students' higher education choices, researchers can better understand how media may contribute to disparities in rates of education. college admission rates and completion rates across different demographic groups, and identify strategies to address that.
- Policymakers can use this information to develop targeted interventions to increase access to higher education for minorities or universities can use the information. information to develop more effective recruitment strategies.

### Independent variables:

1. Media Usage: The extent to which students use the media to gather information about potential universities.
2. Media Types: Specific types of media that students use, such as social media, online reviews, or traditional advertising.
3. Demographic variables: Factors such as age, gender, socioeconomic status, and educational background can influence a student's decision-making process.
4. University Attributes: Various attributes of universities can influence student choice, such as reputation, location, program of study, facilities, and cost.
5. Peer influence: The extent to which students are influenced by their peers' opinions and behavior when making their choices.

6. Family influence: The extent to which students are influenced by the opinions and preferences of family members when making their choices.

### **Dependent variable:**

The dependent variable in this study is the students' choice of higher education institution in Bangalore. The study aimed to understand the factors influencing this choice, namely the role of the media.

By studying the relationship between these independent variables and the dependent variable of graduate school choice, the study is able to identify the most important factors influencing students' decisions and determine the role they play. the media's role in this process.

### **Operation definition:**

**Media:** A medium is a communication channel used to send and receive information. The term media stands for mainstream media such as newspapers, television, and social media.

**Higher education:** Higher education is defined as training achieved after 12 years of study or its equivalent and lasting at least 3 years.

**Choice:** The presumptive ability to decide freely among alternatives. According to Griffin (2007), the selection and decision-making process “includes recognizing and determining the nature of the decision situation, identifying alternatives, selecting the best alternative, and putting it into practice”.

### **Theoretical Background:**

#### **1. USES AND GRATIFICATION THEORY:**

Usage and gratification theory, one of the earliest theories of mass communication, describes listeners as active and motivated people in media use. Theory focuses more on what people do with the media than on what the media has on that person (Katz et al., 1974). Usage and gratification theory explains "how and why media is used". In this sense, when people use media for specific purposes, they derive certain satisfaction from that use (Stafford et al., 2004). Uses and Gratification theory focuses on five basic assumptions. The first is motivated and targeted communication. Second, people are in a positive position when they choose a means of communication that meets their needs. Third, people can identify motivation and satisfaction in their communication. Fourth, communication focuses on providing media styles for attention, selection, and use. This is why there is competition among communication tools. Fifth, people are influenced by a number of social and psychological factors when choosing communication options. The basic assumption of the use and gratification approach is "medium as a source of influence within the context of other possible influences".

Overall, Uses and Gratification theory always provides an advanced theoretical approach in the initial stages of each new mass media: newspapers, radio, television and now the Internet medium.

It can be argued that the timely emergence of computer-mediated communication only enhances the theoretical power of usage and satisfaction theory by allowing it to stimulate effective research in a telematics medium. Lin (1996) argues that a key strength of use and satisfaction theory is its ability to allow researchers to investigate "communication situations mediated through one or more sets of psychological needs, motivations, and motivations."

## **2. SOCIAL COGNITIVE THEORY:**

This theory holds that individuals learn by observing and modelling the behaviour of others. In the context of higher education choices, students may be influenced by the behaviour and opinions of their peers, family members, and online influencers when making their decisions. Educational institutions can leverage this theory by targeting influential individuals and groups in their marketing efforts and using them as brand ambassadors to reach a wider audience.

These media theories can complement the CDM and provide a deeper understanding of the role of media in influencing students' choices of higher education institutions. By incorporating these theories into the research design, the study can provide a more comprehensive and nuanced analysis of the factors that affect students' decision-making processes.

The theoretical framework for this study is also based on the Consumer Decision-Making Model (CDM). The CDM is a widely used model that explains how consumers make choices regarding products or services. This model consists of five stages, namely problem recognition, information search, evaluation of alternatives, purchase decision, and postpurchase evaluation.

In the context of higher education options, the CDM can be applied as follows:

1. Problem recognition: Students recognize the need to pursue higher education to achieve their career goals.
2. Information search: Students gather information about potential colleges and their services through a variety of sources, including digital media.
3. Evaluation of alternatives: Students evaluate the information gathered and compare the different options available to make an informed decision.
4. Purchase decision: Students make the decision to enrol in a particular college.
5. Post-purchase evaluation: Students evaluate their decisions and can provide feedback on the institution's services, which may influence their future decisions and those of others.

## **Objectives:**

1. To identify the factors influencing students' choice for universities in Bangalore.
2. To determine the role of media in influencing students' choice of higher education institutions in Bangalore.
3. To understand the impact of social media on students' choice of tertiary institutions in Bangalore.
4. To explore the relationship between students' choice of higher education institution and their demographic characteristics in Bangalore.

## **CHAPTER 3**

### **Review of Literature:**

#### **1. Indian Higher Education in World University Rankings – The Importance of Reputation and Branding**

**Authors: Ashwin Jerome Fernandes, Balvinder Shukla and Habib Fardoun.**

**Year of Publication: 2022**

**Publication: Journal of Statistics Applications & Probability: An International Journal**

The World University Rankings are a revolution for universities around the world today. It is an excellent assessment tool and provides a measure of competition in global knowledge generation. is what many others see as a reductionist, at worst, a series of criminally inaccurate indicators that distort the actual situation and distort the vision and the mission of higher education. Given the extreme view, the ranking has attained an almost iconic status for some. Countries such as Malaysia, Hong Kong and Singapore. This has recently won many awards in India as well With the launch of the Institution of Eminence (IOE) project, Many rankings such as QS surveys assess the quality and perception of educational institutions. This means that the university is top. The value of mind recall is high. However, the world's top institutions also score high overall rankings Get reputation polls on subjects they aren't good at or, worst of all, don't deliver at all. because the reason is strong Recognition and reputation built over time due to brand and reputation effects. Therefore, a clear knowledge and critical thinking of current aspects of contemporary traditional philosophy is required. Before further developing the knowledge offered by an educational institution, an analysis of the institution should be made. there is His three core qualities of ranking research are determinism, instrumentalism, and positivity. Ranking next to it has emerged as an inevitable sign of the globalization and commercialization of higher education. In this paper, The National Institutional Ranking Framework was created with a focus on methodology for ranking universities.



Some suggestions have been made to make better use of it. The proposal is expected to be incorporated into the proposed methodology and have broad appeal to all universities.

Branding helps universities face their own challenges and stay responsive to local issues. Students seek based on local competitiveness. Reputation helps build higher grades, Research Excellence. Apart from that, other factors that contribute to reputation are education and education. learning elements, subject choice within the academic field, facilities, traditions and experiences of supporting students. To build the reputation of the institution more often. Due to business expansion of school ranking. In the industry, the effectiveness of the current ranking system as a reliable measure has been questioned by researchers and institutions. World-wide. In the course of economic globalization, a salient feature of today's institutional landscape and schools is the new status in higher education around the world has changed dramatically. However, the definition issue is still resolved. An organization's reputation is a perceptual phenomenon that arises from observer observations, so it need not be discussed. A collective assessment of organizational performance over time. Good reputation is valued. He is considered by academics and businessmen alike as one of the most valuable intangible assets an organization can possess. In-house – reduce stakeholder uncertainty about future company performance and enhance competitiveness. We contribute to society's trust and create value by maximizing the following capabilities of the organization.

## **2. Social Media and Students' choice Of Higher Education Institution.**

**Authors:** Šola, H. M., & Zia, T.

**Year of Publication:** 2021

**Publication:** European Journal of Management and Marketing Studies.

Social Media Sites can be extended and comprehensive marketing tools, affecting human behaviour both positively and negatively (Barker, 2009; Kolbitsch & Maurer, 2006). In educational circles, they primarily serve as an essential communication tool (Kietzmann et al., 2011) to target prospective students in particular and, more generally, alumni and multipliers, such as parents and employers etc. (Kohn, Griesbaum, Mandl, 2012). Be they part of generation X, Y or Z, or Millennials, all students are exposed to almost all types of technology in many different aspects of their lives (Browning, Gerlich, & Westermann, 2011). In addition, HEIs are increasingly using social media as a tool of direct marketing at low cost, enabling direct communication with the target audience (Smajlovic, Kamaric and Sinanagic, 2015). Our research aims to validate the effectiveness of social networks in general and Facebook in particular as a marketing communication tool for UK higher education institutions to attract potential students. Key data for the study were collected using Google Forms and analysed for statistical significance using SPSS; both tools are commonly used and effectively support research. However, it is possible to improve the data collection method and question structure slightly differently, reducing the scope and improving the confidence coefficient. The study explores the extent to which social media influences students' choice and in particular how it affects their choice of higher education institution and

course. As part of our study, we performed eight chi-squared fit tests in which we averaged the responses for each, which created a new variable. - Social media and student content selection. For these two variables, we performed correlation and regression analysis and confirmed that social network (especially Facebook) clearly impacts students' choice of higher education institution. Although students first hear about HEI and the courses they have chosen from friends, they rely on the Internet for more information about HEI and the courses offered. Out of all the social media sites available, we found Facebook to be the most used when searching for courses and higher education institutions during our search. Almost all higher education institutions have a Facebook page to contact the institution's staff for more details about the courses available, but not about the courses themselves or current students' opinions on various study programs. Prospective students also search the HEI Facebook pages for course information that may be only available on the website. However, as HEI Facebook pages rarely contain such information, we recommend that HEIs embed more detailed course information on their Facebook page based on these findings. Prospective students indicated that the information available on social media sites (especially Facebook) influenced their choice of courses and higher education institutions. When communicating with students, our survey results suggest that higher education institutions should primarily use social media to promote specific courses and present additional information. by different methods, such as videos on their social networking sites. In addition, higher education institutions are expected to use their social media sites to share educational opportunities with prospective students. Most people will advise their friends to use social media to choose a course because they think that information gathering is useful, convenient and effective. Higher education institutions should modify their social media pages accordingly, as most now provide limited information about colleges/universities and available courses.

### **3. Social Media by Indian Universities--Does It Convince or Confuse International Students in University Choice?**

**Authors: Kumar, V., & Raman, R.**

**Year of Publication: 2020.**

**Publication: International Journal of Higher Education**

Recent statistics on new technological developments continue to put pressure on educational institutions Discover new ways and techniques to communicate and engage potential students from different countries. Large educational institutions in different countries not only attract potential students. They compete to find the best and brightest around the world. Most American universities realize its limitless potential. Social media and social media to contact and recruit international students. Well-known universities using such social media (2012) include Yale University, University of Rochester and Johns Hopkins University, University of Oregon, Harvard University, Princeton University (Social Media Week, 2012). Morris These factors have led universities to make extensive use of social media to generate interest and attract applicants. Social media tools like Facebook, Instagram, LinkedIn, Quora, Google+,

YouTube are integrated with other traditional mediums like print/broadcasting, educational exhibitions and fairs, etc., to communicate approaching students from different countries. Social media also plays a dual role in attracting student applicants, such as contributing to a loyal online community by sharing content deemed relevant by a new generation of youth. Research results indicate that international students are using social media more and more, highlighting the role of social networks in influencing international students' choice of university. Overall, this study provides guidance for universities to influence students creatively and strategically. International students depend on social media for additional information that reinforces information gathered by key influencers such as family, friends and alumni. With the proliferation of social media, it is critically important to ensure that your media plan for social media usage is sharp and the right media tools are chosen to reach students and thus allowing them to use it effectively. Word of mouth strategies on consumer-generated social media and influencer marketing can be used to communicate the experience, safety, and acceptance of cultural diversity that can be used to help Students choose to progress. To reach students, a convenience-based snowballing technique was used. This research paper provides important insights into the role of social media in students choosing distance education at an Indian university from their home country. This study examines the decision-making process and the most important communication factors at specific stages of the decision-making process. This information will help marketing teams and university management planning methods to encourage universities and colleges among international groups, as well as management planning methods to encourage universities and university preferences among international groups. It can help management plan outreach to encourage universities and create prioritization among international groups. These findings are consistent with other findings about the important role social media plays in her role as a student. These findings are in line with other findings on the role of social media as an integral and vital part of a marketing strategy. One of the findings of this study is that word of mouth and informal sources are important in raising awareness. Therefore, it's important to use influencer marketing ideas to encapsulate the real-world message format. Therefore, the university's brand marketing and management team should leverage the views and voices of these stakeholders into Internet marketing and digital planning to ensure a "single unified voice." The opinions and voices of these stakeholders in internet marketing and digital planning to ensure a "single unified voice" for brand communications. As such, social media should stimulate conversations about aspects relevant to decision-making. As such, social media should stimulate conversations about aspects relevant to decisionmaking. Your message and marketing should be in line with the goals your international students are aiming for. Your message and marketing should align with the goals international students seek for college selection. Therefore, college selection is necessary. Universities therefore need to invest in quality messaging. Universities need to invest in quality messaging.

Focus group discussions also reveal parental language preferences during the search process. The focus group discussion also sheds light on the language preferences of parents during the search process due to

the presence of different nationalities choosing to study in India. Financial support, presence of different nationalities who choose to study in India. Financial aid, bonds, PS scholarships, and college scholarships also emerged as decisionmaking focus that social media tools should be integrated into communication strategies.

communication strategy.

#### **4. Determining the factors affecting the selection of private universities and colleges in Indian context: A structural equation modelling approach.**

**Authors: Dhaliwal, M. S., Mittal, A., Aggarwal, A., & Chand, P. K.**

**Year of Publication: 2019.**

**Publication: Journal of Advanced Research in Dynamical & Control Systems.**

It is essential for an educational institution identify factors affecting students' choice of higher education institutions. Knowledge of these elements is to compete and survive in this competitive market. So the goal of the present study is to explore the factors influencing students' choice of university in the Indian context. Based on interviews with experts and a literature review, the researcher identified six premises (location, public image, graduate employability, promotion, fee structure and quality of study programs) influence student choice of higher education institutions. Data collected from 454 students looking for higher education held at Chandigarh Tri city, India. The structural equation modelling results show that the position, image, graduate employability, promotion, and academic quality have a significant and positive impact on students' choice of higher education institutions in India. However, the fee structure of the institute has a negative impact on a student's choice of institution of higher education. The significance and limitations of the study are also discussed. This study examines various factors influencing students' choice in choosing a school institutions of higher education in the context of India.

This study examines various factors influencing students' choice in choosing a school educational institutions in India. For this, data is collected from students residing in Chandigarh and Tri-city area. The results of the study will help the institution's senior management plan policies to improve the overall quality of education provided by their institutions. Moreover, he will also help the new institute choose the location of its facility. As a result of this study suggests that the location and connectivity of the institute play an important role in a student's decision to choose a school. their research institute. Therefore, the management needs to pay close attention to the selection of the location so that easy to hide from people and it will connect well with any mode of transportation. If the location is such that the students can get more job opportunities nearby, it will add value to this organization. As research results revealed that employment opportunity is another important variable affecting students' choice in choosing

an organization. Therefore, the institute should coordinate with companies and organize internships at the university for a student. Besides, it will also add value to its public image. If students get a position in a good company, they will give positive feedback to prospective students and create a good public image. our results The study also suggests that the good public image of the institute also positively affects students' decisions in choosing an institute for their higher education. Furthermore, these results show that the fee structure of Institutes also have an impact on student's choice of a higher education institution. Therefore, the management should have a more competitive fee structure than its main competitors. Apart from this. The institute should also provide a student loan service and should have a flexible fee plan for students can pay their tuition in a simple way. All these facilities will have a positive impact on student choice of higher education institutions. In addition, management should have faculty development programs to develop the skills and knowledge of their existing faculty. In addition, HR managers should recruit new skills to institute to improve the overall academic quality of the institute. The results of this study also suggest that an academic quality has a positive impact on students' choice of higher education institution. Final management should publicize the institute's achievements, lesson plans and other positive aspects through different media such as print media, electronic media, word of mouth, etc. of this study also suggests that opinion has a positive impact on students' choice regarding higher studies. educational institution. Through advertising, students become aware of the various courses offered by a specific organization, location percentage, their location and more.

##### **5. Information sought by prospective students from social media electronic word-of-mouth during the university choice process.**

**Authors:** Le, T. D., Dobele, A. R., & Robinson, L. J.

**Year of Publication:** (2019).

**Publication:** Journal of Higher Education Policy and Management.

Universities are increasingly using social media for students recruitment, the channel most used by prospective students. However, research on information collection and word of mouth (eWOM) search behaviour on social media is generally absent. This article explores the information searched by potential students on social media, analysing data from real conversation on Quora, a social media Q&A to put. A content analysis of 865 questions was performed to review information about factors sought by students choice of a university. Information request report results on five key dimensions, namely popularity, career prospects, learning and teaching, management and student life. These articles contribute to higher education materials by disclosing the most frequent university student information search factor social media search, using a single data source pulled from real questions online. Thanks to the research understanding of eWOM behaviour of prospective students, universities may be more precisely target their social media content.

This study addresses an interesting and increasingly important topic for higher education. education, in particular the practical use of social media to obtain information sought by prospective students. Content analysis uncovers information sought by potential customers students on social media in their decision-making process. Take advantage(s) on a new framework for collecting data from online questionnaires, this study reveals insights on information searched through eWOM's actual search behaviour, rather than survey data. The results show that most of the factors are summarized in the document was represented on social media. Popular attributes that have been appreciated in the past research has been identified in the data as a priority for information, such as course content (Moogan, 2011; Soutar & Turner, 2002; Veloutsou et al., 2004), the reputation of university (Briggs, 2006; Veloutsou et al., 2004), or the reputation of the degree (Simões & Soares, 2010). Factors related to the reputation category, excluding ratings, are usually discuss. The results show that there is a difference between the reputation of the degree and the university fame, after Simões and Soares (2010). Potential customers are also often looking for information on other types of factors, such as job prospects, psychosocial life, difficulty and admission requirements. Location factor, often mentioned in previous research on selection factors, less questionable. IN In summary, the results offer a new perspective on the topic, which will benefit communication strategies of educational institutions. In addition to understanding selection factors, university managers can now better understand the requirements of these elements on social media channels, so they can edit their social media activities to meet these needs. Not just by observing online discussions, academic marketers will also publish responses to Q&A discussions to promote the university and provide accurate information. The presence of university representatives on social networks Communication platforms will avoid misunderstandings regarding their universities. However, this engagement can reduce the credibility of social media as an information source of potential customers. So, university marketers might consider using identifiable account to provide information if necessary.

## **6. Effects of inbound marketing communications on HEIs' brand equity: the mediating role of the student's decision-making process. An exploratory research.**

**Authors: Royo-Vela, M., & Hünermund, U.**

**Year of Publication: 2016.**

**Publication: Journal of Marketing for Higher Education.**

Increasing global competition is driving universities to be market-focused and marketingoriented to understand graduates' needs and preferred ways of communicating. This includes analysis of the decision-making process Its psychological aspects and key pillars of a customer-oriented brand Equity as well as well-designed and coordinated interactive communication Approaches and student messages and how their use can affect brand equity A model is mediated by the first stage of the decision model. The consumer decisionmaking process is based on the review, research, and evaluation phase. The

psychological aspect represents the mental processes of the student, this stage itself describes the path the student follows. This model is used to identify upcoming activities in terms of motivation, perception, and consideration; Integration and academic understanding in the process. For example, perception, consideration, and integration are related to the set of evoked brands and their perceived associations. Therefore, the second model, customer brand equity, is used because this process involves the customer's brand equity, including brand image and brand awareness. Perception relates to media programs, word of mouth and other promotional tools used to connect with the brand, while image relates to student perception and association of attributes intangible (personality, social image) and functional (service quality, services provided, benefits from consumption) they connect with the university. SEAs and their associations in the minds of consumers are important differentiators between competitors as well as positioning dimensions. In terms of students' habits, interests and usage in the world of interactive media (RQ1), most of them use SNS, search engines and database websites. university when looking for reliable information about specific courses, programs or HEIs. problem. As the app comes out, the connection to SNS becomes stronger and the number of interactions and apps and student favourite colleges. By providing these college apps you can increase your exposure and their representation. In addition, the main objectives of the research conducted and basic research Identify the influencing factors through a new interactive communication method to develop and improve university brand awareness in throughout the decision-making process of the research phase. One of our research goals concerns the identification of impacts. Factors in the decision-making process of doctoral schools and actions on university Brand Assessments and Considerations (RQ2). Results showing search engine rankings and ads followed by words, content, and information from the university and school SNS mainly influence the trigger. Sentence. In addition, if the domestic media tools can affect it. Decision making process (RQ4), all of which can play a role in decision making. The process of raising brand awareness among recent graduates, who increase their potential brand consideration.

## **7. Social media's use in postgraduate students' decision-making journey: an exploratory study.**

**Authors: Galan, M., Lawley, M., & Clements, M.**

**Year of Publication: 2015**

**Publication: Journal of Marketing for Higher Education**

Universities around the world are increasingly interested in the potential of media as a recruitment marketing tool. This article discusses how and why a prospective business graduate who wants to study abroad uses social media in their academic decision-making process. Since there are no existing studies, this study used an exploratory method, collecting data through indepth interviews with 12 international students who graduated from an Australian university. The results indicate that in addition to Facebook and YouTube, students use blogs in academic research. The two most common reasons to use social media are to learn about student life and read reviews from former students. In the decision-making process, social networks are

mainly used in the information search and evaluation stage. Students' use of social media also varies across source countries. Our results are a good resource for educational marketers who need to engage more actively with social media. This exploratory study provides interesting insights into the decision-making processes of future international graduate students and forms the basis for the development of other research initiatives. An interesting question for further research on using social media as a recruitment tool to train graduate students. Considering that there are social media platforms that are specifically qualified for student recruitment/selection (LinkedIn, Xing), it is hypothesized that the growth of social media in the educational environment could lead to the university's marketing strategy comes closer to the 'coming. Since literature on specific professional networks is limited, a social media-based feasibility study topic might include graduates' relationships and their preferences for professional social networking sites, such as LinkedIn. Another issue that needs further investigation can be considered sample composition. Specifically, the sample should be extended to other regions, countries, and cultures (e.g., China or India) where a different social media landscape exists. This type of design not only improves the validity of research, but can also help highlight differences in how students use social networks in academic decision-making. In addition, researchers could study the impact of WOM electronic devices through social media on students' progress in academic decision-making. The study provides interesting managerial implications for higher education. base. Search results can be a good source of information for educational marketers who need to engage more actively with social media. Although social networking is considered to be of little use for academic purposes (Hrastinski & Aghee, 2012), this study shows what mediums graduate students use to search for learning opportunities and what they expect to find. search for some kind of information on social networks (e.g., future job opportunities, student way of life). It is therefore beneficial for the higher education institution to include all this information in an interactive way. Interactive channels such as Facebook, Skype, and instant messaging can be used as a platform for prospective students and universities to effectively communicate in real time. Universities can also use social media to influence student decision-making by exploring the benefits of using expert social networks, such as LinkedIn, as a recruiting tool on social networks in the future. Since this study reveals that in the post-purchase decision-making process, interns don't use a lot of social media to generate WOM, universities should take some steps to engage students participate in the discussion.

## **8. Online and offline marketing strategies by Indian colleges and universities: a comparative analysis of students' perception.**

**Authors: Vyas, C., & Sharma, R.**

**Year of Publication: 2013.**

**Publication: Jindal Journal of Business Research**



With the advent of social media, global marketing strategies are going through a period of evolution. It is necessary to explore the changes in the Indian education industry dominated by technologists. Consumers have quick access to information available in online and offline media. The objective of this study was to investigate the comparative preference of information in the admission decision-making process in colleges and universities in India. Feedback from 255 freshmen entering college clearly shows the emerging role of online marketing techniques. Research shows that the role of offline marketing techniques is important and an integral part of the decision-making process in college/university admissions selection. The results show a greater influence offline than online on the preferences of different sources of information such as alumni, banners, college presentations, consultants, college/university events, friends, training courses, neighbours, newspapers, parents, relatives, schools, teachers, society, networks, search engines and websites. Offline resources like friends and family are ranked highest. The results showed that 45.88% of the respondents knew about the existence of the university of their choice and the university of their friends, followed by their parents (25.10%). Respondents ranked university information via social networks (9.41%), search engines (1.18%) and websites (4.71%) of universities and colleges relatively. Similar information source patterns were observed among male and female respondents. Female students refer friends more than male students (46.15% vs 44.00%). Social media use was also found to be relatively higher among women compared to men (12.31% versus 9.60%). The objective of this study was to compare the impact of online and offline media use as a source of information on college admissions. Furthermore, the study also attempts to explore the reach and frequency of different options available in the Indian social media market, both in terms of popularity and usage. It is understood that prevalence and usage can serve as key indicators in understanding the factors that influence students when making decisions in the most important areas of their lives. The role of peer influence is greater in this age group when it comes to decision making. The reasons for this can be studied in more detail. The social impact can't be denied by the media when it comes to this generation's era, but it's surprising how much less the previous generation's role has played compared to direct and informed commentary. authentic information. Research clearly shows that in the university selection decision-making process, students value personal communication. At the same time, the results are clearly positive for social media in the category of non-personal marketing communications. Embrace and student perception mapping is useful for various stakeholders to identify impact marketing techniques to effectively promote educational programs. The results can help many stakeholders involved in the design of powerful marketing strategies to develop the right mix of media product promotion information.

## 9. Potential of the social media as instruments of higher education marketing: a segmentation study

**Authors: Efthymios Constantinides & Marc C. Zinck Stagno**

**Year of Publication: 2011**

**Publication: Journal of Marketing for Higher Education**

The importance of social media as a platform for social interaction, communication, and marketing continues to evolve. A growing number of businesses across industries are integrating or planning to integrate social communication applications into their marketing programs. Higher education institutions are increasingly interested in the potential of social media as a marketing tool. The potential for these tools to reach and attract potential students. A key research question is to understand how potential students use social media and what role they play in the decision-making process for choosing a study program, university or college That's it. This document identifies prospective market segments based on social media usage and examines the impact of social media on course and higher education choices. This survey is based on data collected as part of a national survey of prospective students in the Netherlands. Applicants are students in her last two years of secondary school. Market segmentation was performed based on social media usage using cluster analysis and factor analysis. The second proved to be the best choice as it created a more differentiated market segment. The results show that there are three different segments of Dutch applicants based on the social media they use. Another important finding of this study is that when prospective students use social media, they are mainly interested in social interaction and information retrieval, and the content provided by this group is limited to photo and video sharing. is to be Media still plays a subordinate role in course selection compared to traditional social media channels. Although social media penetration among prospective students is very high, the influence of social media on research choices and institutions is relatively weak compared to traditional academic marketing. This white paper provides college marketers with useful insight into the growing market and discusses various options and methods for engaging with social media as an effective marketing tool. The purpose of this study is to give insight into the future use of social media as a networking platform, information source and communication tool for Dutch university students. In addition, this study examined the impact of social media on study selection and study organization. This information can be used as follows: basis for recruitment. strategically, using social media as part of a marketing program. Social media marketing is a relatively new field attracted the attention of marketers and researchers in the field. University education organizations have been experimenting with social media marketing.

However, number of studies on social media marketing and their effectiveness is still limited and very little is known about the relevance of social networks as higher education marketing tools. Despite the efforts of higher education organizations in the Netherlands use social media in their recruitment activities, still can't talk about complete social media Figure 4. Percentage of segments that find some (very) useful source (N ¼ 403). Note: \*The distribution between segments is significantly different ( $p \leq$

0.05). marketing strategy. In most cases, the efforts are exploratory and so far, there have been no studies or reviews of these activities have been published. this research help marketers understand the market structure and behaviour of prospective students as a basis for developing effective social media marketing strategies for higher education institutions. The first objective of the study was to determine the market segmentation of future universities students in the Netherlands based on their social media engagement related activities. Market segmentation is done by two methods: cluster analysis and factor analysis. Segment based on factor analysis was found to be more useful based on cluster analysis, because the former created more distinct segments. Definitive research three segments of the Dutch market for future university students, with Clear social media profiles and usage patterns. These segments are: (1) Beginners (29.5%) have low online news engagement and social activities. (2) Social network users (40.7%) have a high level of participation in social activities and intermediate in information activities. (3) Information users (29.8%) have a high degree of interaction with and information operations. The second objective of the study was to examine the impact of social media, communication and marketing channels, selected university course and established. Data analysis shows prospective students final social media ranking in the list of information channels that influence their choice of majors and universities. This result is the opposite of what one would expect at a high-level popularity of social networks among young people: 95.1% prospective students maintain a profile on a social media site and 77.5% of them are logged in at least once a day in their profile. Although this difference requires further analysis investigation, there are several possible explanations that form the basis several hypotheses for future research. One possible explanation for the low importance of social media as a source of influence for prospective students can be the lack of relevant content. This is due to the low level of interaction with such tools by universities such as public relations and direct marketing tools. Most internet users expect to see links to company blogs, discussion forums or social media apps like Facebook, Twitter, YouTube, Delicious, Flickr or Digg on websites they visit. The majority of universities do not offer online visitors with such options on their homepage and a limited number of universities their attention to social networks like Facebook and Twitter. Lack of interest and innovative apps, but also lacks other forms of social media like online communities, blogs, forums and message boards make it difficult Connect with prospective students. Create engaging social media apps and therefore, contacting potential students is a big challenge for the university trader. This requires resource allocation, organizational structure and a consistent policy that keeps these apps up to date and usable customer input. Real experience shows the approach of social media channels because communication tools must be different from traditional mass media. Emphasis should be placed on two-way communication, including dialogue and participation instead of using social networks as a one-way advertising platform. This study provides interesting insights into the online behaviour of potential students and also provide the basis for further research development propose. A question that needs further investigation is whether the media plays a larger role as a source of information about research and more advice than this survey indicates. Survey overview is

recommendations family, friends and acquaintances continue to play an important role in student's choice of university and major. An interesting question for Further study is the role of social media and especially social networks to expose prospective students to these actors when seeking research information and advice. Consider the use and importance of social network for young people, it is reasonable to assume that indeed some of donations from family, friends and acquaintances provided by the Canal. We also know that social networks are great platforms for word of mouth and viral marketing. Regarding the behaviour of prospective students in the social media environment, Research shows that they are heavy users, but the vast majority use social media applications for two of the three types of activities studied: social interaction and information search. Low content contribution (with excluding photo and video sharing) in this population limits the volume user-generated information that can be helpful in choosing a program for learn. The lack of suitable social media platforms for higher education, as mentioned earlier, which could be one reason contributed content is less available. This leads to the question how college marketers energize current and future students contribute more content, preferably content that also benefits their base? The challenge is to excite influential individuals and brands advocate providing feedback and criticism in university-sponsored forums or online communities and also post to their own online social networks, blogs or other forms of social applications. This is an established practice by many corporate marketers, with very positive results in terms of brand awareness, attract and retain customers. Considering the first, we argue that the university Marketers need to take a proactive approach to social media. A mere presence in social media space is not enough for successful higher education marketing. Employers must actively and continuously engage with social media in their advertising mix, understand potential students' online behaviour, and accept that the customer is a powerful partner in the social relationship. Strong institutional commitment is important and university marketers must be willing to allocate resources for this form of communication. Regarding the limitations of the study, we must point out that the sample was composed to represent a credible image of the Netherlands, but it should be careful when generalizing results to countries with different cultures and different levels of information and communication technology (ICT) maturity. Another limitation is that the segmentation result depends on the method and segmentation bases are used. Further research in this area, including different segmentation and segmentation methods as well as longitudinal variables studies will be welcome. Further study may attempt to segment these markets using other criteria such as lifestyle, behaviour or interests and contribution to the development of new models of higher education commercialization. Research on using social media for marketing purposes is still in its infancy. childhood. These communication tools are relatively new phenomena, with a history growth in a rapidly changing environment and technology. Maybe useful for employers to closely monitor changes in employee behaviour student market in relation to their use of social media and the role of social media as a source of information in their choice of course and university.

**10. Applying to higher education: information sources and choice factors.****Authors: Simões, C., & Soares, A. M****Year of Publication: 2010****Publication: Studies in Higher Education.**

Higher education institutions face increasingly complex challenges, requires a better understanding of the resources prospective students use when they enrol in a higher education institution. This study focuses on students decision-making process for higher education institutions, focusing on pre-purchase time period and especially information sources and factors of choice students rely on the choice of a higher education institution. An investigation has been made for students enrolling in a Portuguese school for the first time university, giving a total sample of 1641. The results show that the university the site is one of the top three sources of information used by respondents. The results also show that geographical proximity is an important factor when choosing a university. This study sought to contribute to a better understanding of the sources of information and selection factors that influence decision-making in higher education. As Murray (1991, 10) notes, "It is particularly important for managers to understand the pre-purchase information gathering processes used by service users. In terms of sources of information, this result It shows how important the Internet is as a primary source of information for This result is partly consistent with the conclusion of Veloutsou, Lewis, and Paton (2004), who conclude that students rely primarily on university-produced information sources. Previous studies have reported the growing importance of the Internet as a source of information for college applicants (Mentz and Whiteside 2003; Briggs and Wilson 2007). However, our results indicate that students do not use the Internet equally in all activity areas. learning. Choosing which higher education institution to apply to is a risky decision given its long-term impact on a student's life and career. As Briggs and Wilson (2007, 61) put it, "decisions are made based on a combination of available information, word of mouth, perceptions and reputation". Positive prospective students participate in the information search. In addition to official sources, they seek advice from social networks (friends/acquaintances, teachers, etc.) and mentors. Importance Interpersonal sources have been recognized for their higher levels of risk decision-making beyond formal sources (Murray 1991). This is confirmed by the results of this study. "Former/Current Her ABC University Student" and "Teacher" are her second and her third most important sources respectively (out of the top three). In terms of selection factors, it turned out that "geographical distance" was the most important factor for faces. This is consistent with previous studies that have identified proximity as a relevant factor for choice (Murphy 1981; Webb 1993; Kallio 1995; Soutar 2002; Hoyt and Brown 2003; Veloutsou, Lewis and Paton 2004; Holdsworth and Nind 2005; Shanka, Quintal, and Taylor 2005; Briggs 2006; Briggs and Wilson 2007; Raposo, Alves and Duarte 2007). This is also confirmed by most of the respondents in Northern Portugal, where ABC University is located. A possible explanation for this observation is that higher education applicants tend to stay closer to home, primarily for economic reasons (Hoyt and Brown 2003; Roszkowski and Reilly 2005; Christie 2007). With the cost of education

rising dramatically over the last decade and more people paying for their own education, students are looking to cut costs (tuition and living costs) by staying home. (Callender and Jackson 2008)). Studies also show this that student's emotional attachment to their families and friends increase the tendency to study closer to home (Christie 2007). Academic reputation, both in terms of university and degree, comes in second suitable selection factor. The results of previous studies are inconclusive the importance of these factors. Veloutsou, Lewis and Paton (2004) define university and faculty reputation are two of the three main topics students information, but they do not mention its importance as a determinant of choice. The surveys by Briggs (2006) and Briggs and Wilson (2007) are considered academic. Reputation is the most suitable student selection factor. In contrast, in Hoyt and In Brown's study (2003), the financial factor is more prominent than the program. overall quality or departmental reputation.

## 11. Who and what influences choice of university? Student and university perceptions.

**Authors: Johnston, T. C.**

**Year of Publication: 2010.**

**Publication: American Journal of Business Education (AJBE)**

Peer-to-peer communication is emerging through social media, and the role of influencers is changing the way marketers communicate with potential customers. The model is moving from a sender-recipient model to a model that includes peer-to-peer communication and influencer-receiver. This research study examines this phenomenon in the context of student college choice. In addition to personal contacts, a student's visit to the campus is highly influential. Surprisingly, social media is not considered to be as influential as traditional media. The results of the second survey of university staff generally predicted student responses well, although staff underestimated the influence of university representatives (lecturers, staff, and coaches). coach) and underestimate the impact of campus visits as a source of information for prospective students. Parents can have a role in group decision-making that goes far beyond their influence as a source of information. University representatives (lecturers, staff, coaches) have a surprisingly high degree of influence. High school staff – not so much.

University staff had fairly accurately predicted student rankings for news sources. Gaps have arisen when university staff may have underestimated the influence of university representatives (lecturers, staff, coaches) and the impact of a student's visit to the campus. potential members. Perhaps the university should target communications to internal "influencers" at least as well as to less influential high school counsellors.

Among non-personal sources of information, a school visit stands above all others. It seems like a sure-fire way for a university to cut through the clutter of brochures, emails, and websites to reach a potential student is to host them on campus. A campus tour strategy is somewhat expensive and difficult to scale. Is there an alternative? Can a university get closer to the experience with interactive and social online experiences? Paper mail holds its place in this study, as its influence is compared with the influence of

social media tools, university websites, and email. All media tools have lower impact ratings than personal sources and school visits. Social media usage is growing rapidly. This study may have underestimated the impact of social media as a source of information. Enrolment using social media increased rapidly between 2007 and 2008, and this study is based on decisions made primarily around 2005. These exploratory results raise questions for future research and potentially for the university's advertising strategy. For higher education marketers, these findings underscore the need to communicate not only with students but also with parents and university representatives. These people are influential sources of information for students. The most appreciated non-family source of information is the school visit. Although a campus visit is a relatively expensive means of communication, it has a great impact on prospective students. Among non-personal sources of information, the influence of paper mail is comparable to that of social media tools, although the scholarly decisions studied were made before the use of social media has become popular recently. Marketers should consider that social media is currently not a replacement for traditional media, but a complement. Universities must adapt new ways of communicating with prospective students and those who influence them, while maintaining the personal relationships that influence university choice. Peer-to-peer communication is emerging through social media, and the role of influential peers will continue to change the way higher education marketers communicate with prospective students. This reflects general changes in marketers' communication models, from a sender-recipient model to a model that includes peer-to-peer communication and influencer-receiver.

## **12. A marketing perspective on choice factors considered by South African first-year students in selecting a higher education institution.**

**Authors:** Wiese, M., Van Heerden, N., Jordaan, Y., & North, E.

**Year of Publication:** 2009

**Publication:** *Southern African Business Review*, 13(1), 39-60.

The higher education environment is changing in South Africa and the lack of recent scientific research in this area is the driving force behind this research. A study of the relative importance of these selection factors when deciding which university to apply to will help university researchers and marketers better understand the student market (Hoyt et al. Brown 2003). The literature in this field emphasizes not only the need for higher education institutions to identify factors of choice, but also to understand the different sources of information used by students when making decisions. purchase intention of this nature. The goal of this study was threefold:(1) investigate the relative importance of different selection factors, (2) determine if students from different institutions of higher education differ in the importance they attach

to the factors. selection factors when choosing a higher education institution and (3) determine the usefulness of the information sources that students consider. More than 12 years ago, Bradley (1995: xxviii) mentioned that “marketing is always the concern of every person and every organization”. In today's highly competitive environment, these words seem more relevant than ever. New insights gained from research on university selection factors will help higher education institutions understand how prospective students make purchasing decisions, especially when it comes to school selection decisions. which university. Their marketing strategies can be reviewed and appropriate marketing plans and tactics can be used. The results of this study provide an understanding of the selection factors most important to students, as well as insight into information sources or promotional tools that can be used to communicate with students. potential students. Furthermore, the results of this study can be used by higher education institutions to help prospective students make more informed decisions and make more appropriate choices. Finally, higher education institutions in South Africa can use research information to more market orientation and tailor their marketing mix to match research findings, while also recruiting and retain firstyear students. This study measures students' awareness in the field of economics and management. Similar studies should be conducted with students from other fields of study. For example, more qualitative research could be done to determine what makes an attractive campus or why parents and teachers are not valuable sources of information. Future researchers may also want to focus on market segmentation based on factors of choice and/or information sources. Future studies may also focus on why students do not value advertising in the media (print, radio and television) as sources of information. Comparative studies between South African and foreign universities on selection factors common to all universities may be considered. To better understand student diversity in South Africa, longitudinal studies on aspects such as student use of media and reasons for choosing a school, similar to the CIRP surveys of United States, recommended.

### **13. The impact of higher education rankings on student access, choice, and opportunity.**

**Author: Clarke, M.**

**Year of Publication: 2007**

**Publication: Higher Education in Europe**

This article examines the impact of degree and departmental assessments on student access and choice in US higher education. It also discusses the impact of rankings on students' post-graduation opportunities in terms of status success and earnings. The discussion draws on the broader research literature in these areas and includes comparisons with findings from other higher education systems. The authors conclude with comments on the potential impact of additions to the recent ranking landscape (so-called "global" rankings) in terms of opportunities for access, selection and results on a global scale. Most criticisms of rankings focus on the validity of the metrics and weights used (Clark, 2004). This article focuses on another aspect of value arguments (Mesick, 1994).



Results of student grading. Two types of her data were tested:

Research reports and published media. Results show that ranking (at least the trade in Western countries) influences accessibility, choice, and opportunity in ways that create unequal opportunities for different student groups. Income earners typically benefit most from rankings. Students, mainly disadvantaged ethnic minority students and people from low-income families. At least some of these differing results are related to measures of student selectivity used in the USNWR and other rankings, which are based on student education rather than relative ability, which already employs top performers. emphasizes the need for assessments that reward schools for their relative success in . There have been new additions to the leader board scene in recent years.

So-called "world" rankings claim to be lists of the best universities or degree programs in the world. These rankings reflect the fact that education is increasingly taking place in a global environment and provide a 'performance meter' for this global market (Maslen, 2005:

2). The best-known examples are the Times Higher Education Supplement (THES) World University Rankings and the Shanghai Jiao Tong University (SJT) Institute of Higher Education academic rankings of world universities. There are also rankings of the best shows in specific categories, such as those from the Financial Times (FT). The ranking of the best MBA programs in the world is perhaps the best known. TEA rankings are primarily based on peer opinion/reputation, SJT leader boards focus on search performance, while FT rankings are primarily on measures of alumni's career success (employment, income, promotion, etc.). is based on Most of the available data focuses on commercially produced charts in Western countries, which is useful for gathering data on the impact of other types of ratings. B. Ratings used by government financial or insurance mechanisms (see Bunnag, 2006; Salmi and Saroyan, 2006). New evidence is beginning to emerge about the impact of these rankings on student access, choice and opportunity. Taken together, the data indicate that the results may be somewhat similar to other water trade assessments in the United States and Western countries. Regarding access, the potential impact seems to be mixed. For example, these rankings appear to open up new opportunities for students by alerting them to countries where they can obtain affordable and quality education (Davie, 2006). These lists are also used by some governments as a "cost-effectiveness" indicator. For example, the Mongolian government plans to only fund study abroad for students admitted to his one university number in the world rankings. At the same time, universities seeking postgraduate degrees began to intensify international competition for high-achieving students (Braude and Sharma, 2005). Organizations that have been and are doing well in the rankings have sometimes used their position to justify high tuition fees (Merola, 2006), while underperformers (e.g., Irish universities) used ineffective in calling for tuition fees (McConnell, 2005). These charts also seem to put pressure on some country systems to release at least one university pursuing a meritocratic approach to education (regardless of quota or affirmative action) so that the country is represented among the best universities in the world ("Comparisons Matter", 2005). Regarding choice, the rankings have been linked to changes in national and cross national

application patterns as achievement-oriented students seek the globally top ranked program in their area (Davie, 2006). Such applicant shifts, which are similar to those seen in response to the USNWR rankings, have the potential to affect a country's share of the international market for foreign students (Maslen, 2005). In terms of opportunity, some observers have noted that in a globalizing economy that draws on an increasingly international labour market, employability will come to depend more on the global status or rank of the university conferring the degree. One example of this is a British Treasury decision to waive regular visa requirements for graduates of the top fifty MBA programmes in the world (based primarily on rankings by the FT), to facilitate their employment in Britain (Cohen, 2005). It is worth noting that this example pertains to business school graduates, the same segment of the U.S. higher education population whose employment prospects seemed most affected by the standing of their school in the USNWR and other national rankings. Messick (1989) notes that "to appraise how well [a measuring instrument] does its job, we must inquire whether the potential and actual social consequences of ... interpretation and use are not only supportive of the intended ... purposes, but at the same time are consistent with other social values" (p. 8, italics added). above results - for both national and global ratings - suggest that the impact of ratings for students more compatible with certain social values (e.g., meritocracy, competition) versus others (e.g., access, equity). If these results are considered appropriate largely depends on the system of values that characterize the higher world level educational environment.

#### **14. Discussing higher education choices: differences and difficulties.**

**Author: Brooks, R**

**Year of Publication: 2003**

**Publication: Research papers in education**

Psychosocial studies have long emphasized the importance of openness, disclosure and the sharing of future projects with the friendship of young people. Recently, similar claims have been taken in sociology, but applied to friendships and other relationships practiced in different times in life. From these two points of view, one would expect that when young people decide their destination after 18, they the discussion will be discussed with close friends. Indeed, various large-scale investigations of factors influencing young people's college choice indicate that friends can play an important role in this process. However, although these provide a useful measure of percentage of young people who discussed their choices with their friends, they could not elucidate the content and duration of such discussions, the number of friends with under which the discussions took place, or the nature of the friendships of young people in taste. Using qualitative data from a two-year study of young adults between the ages of 16 and 18, this article sheds light on the nature of these conversations with friends and other members of larger peer groups. He argued that, contrary to the meaning of previous quantitative studies, conversations about courses and institutions of higher education very limit. When trying to explain the reasons for this, it will shed some light the difficulties young people face when talking to their friends about higher education, mainly based on significant differences between friends and

others in the larger peer group, was brought to light through the decision-making process. Based on this evidence, which suggests that discussions of higher education are inherently problematic for almost all of the young people in the sample, and for this reason were avoided.

## **15. College Choice: Understanding Student Enrolment Behaviour. ASHE-ERIC Higher Education Report No. 6.**

**Author: Paulsen, M. B**

**Year of Publication:1990**

**Publication: ASHE-ERIC Higher Education Reports**

The role of media in the digital age in providing information is becoming increasingly important. The media, such as newspapers, magazines, television and the Internet, are known to deliver news and information to the public. However, there is a debate about the reliability of the information provided by the media as the primary source of information for educational purposes.

When asked about their views on using the press as the main source of information, the majority of respondents agreed that the press should be used as the main source of information. The reasons given are that the media includes a lot of information and personal experiences listed in the form of reviews, ratings, etc. For example, many students rely on the media to provide them with information about different courses, colleges, and universities. They browse rankings and reviews available online, helping them make informed decisions about their future education.

Furthermore, the media also keeps students up to date with news and trends in the field of education. For example, news channels and newspapers cover changes in the education system, scholarships and other opportunities available to students. This information is essential for students to stay informed about the latest developments in the field of education. However, a certain percentage of respondents feel that the media should not be relied upon as the primary source of information. They argue that extensive research, interactions with alumni and educational advisors are essential sources of information. Indeed, the information provided by the media is not always accurate and there is a risk of misinformation.

In addition, educational advisors have deeper knowledge and experience in the field of education. They can provide personalized advice and guidance based on the student's needs and interests. Likewise, interactions with alumni can provide first-hand information about the college or university, its culture, and its strengths and weaknesses. This information can be very important in helping students make informed decisions about their education.

## **16. Different strokes in the applicant pool: Some refinements in a model of student college choice.**

**Authors: Litten, L. H.**

**Year of Publication:1982.**

**Publication: The Journal of Higher Education**

The college selection process is a series of complex activities. many affect the phenomenon. There are many basic patterns, Remains constant across groups, but research suggests they differ Individual types vary somewhat in approach and engagement Considering the timing gap, the deadline for the transaction It may vary by group. it may be easier or more effective reach different groups through different information media, or It is important to highlight people with different types of information different needs and concerns. Parents seem to be well educated Impact on the implementation of the college selection process as attributes such as B. Race or gender has the biggest impact on how information is presented receive. Both genders and different races seem to fit most of the time Similar recruitment strategies work equally well, but some companies Fine tuning is definitely desirable. A full-fledged model for college selection is Different Elements and Focuses of the College Selection Process about his results. Without a more elaborate and accurate model of the university Choice, University Administrators Take Suboptimal Risks Developed a recruitment strategy. pay attention to group differences However, in this article, after these (and Other) Differences in the specific markets you plan to serve. she You can then determine whether it is a differentiated recruitment through a cost-benefit analysis. Strategies are justified either economically or philosophically. regarding Given the preliminary nature of many of the results cited in this article, one Obvious need for further research validation and elaboration of explanations of observed differences. Given the rapidly changing higher education environment (Demographics/Economic Environment) competitive environment between institutions) When student attributes should influence the college selection process monitor regularly.

## **Research Gap:**

From the extensive research on past studies, it was understood by the researcher that there were very few studies that focused on the role of media (in general) on students' choice on their higher education options. Out of those studies which were conducted from an Indian context, each and every one of them concentrates on studying the influence of media on students from India as a whole and not focussing on particular region in India.

## **Research Questions:**

1. What factors influence students' choices of higher education institutions in Bangalore?
2. How does media influence students' choices of higher education institutions in Bangalore?

Age	No. of Respondents	Percentage%
18-22	89	57.05%
23-24	41	26.28%
25-26	26	16.67%

3. What is the impact of social media on students' choices of higher education institutions in Bangalore?

## **CHAPTER 4**

### **Methodology:**

In this research study, data was collected using survey method distributed among students from different parts of Bangalore. All the respondents are educated from Bangalore. The data was analysed from 156 valid responses to the survey. The sample was selected using a convenience-based snowballing technique. The data analysis of this study was carried out in several stages, namely data collection, data reduction and data presentation.

### **Data Analysis:**

Out of the 156 respondents, 57.05% of respondents belong to the 22-24 age category followed by 26.28% of respondents who belong to the 25-26 category. The remaining 16.67% respondents belong to the 18-21 category.

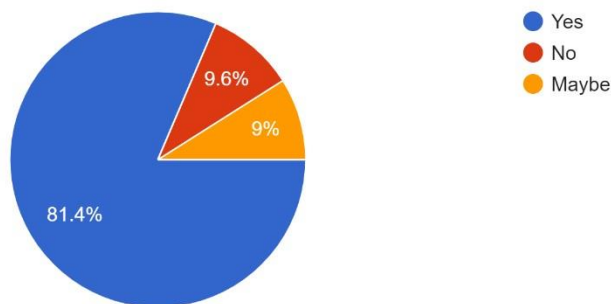
The survey results indicate that 54.5% of the respondents are females and 43.6% of them are males. Out of which 42.3% of the respondents are employed individuals, 40.4% are students, 9.6% are unemployed and the remaining 7.7% are self-employed individuals.

Profession	No. of Respondents	Percentage%
Employed	66	42.3%
Student	63	40.4%
Unemployed	15	9.6%
Self-employed	12	7.7%

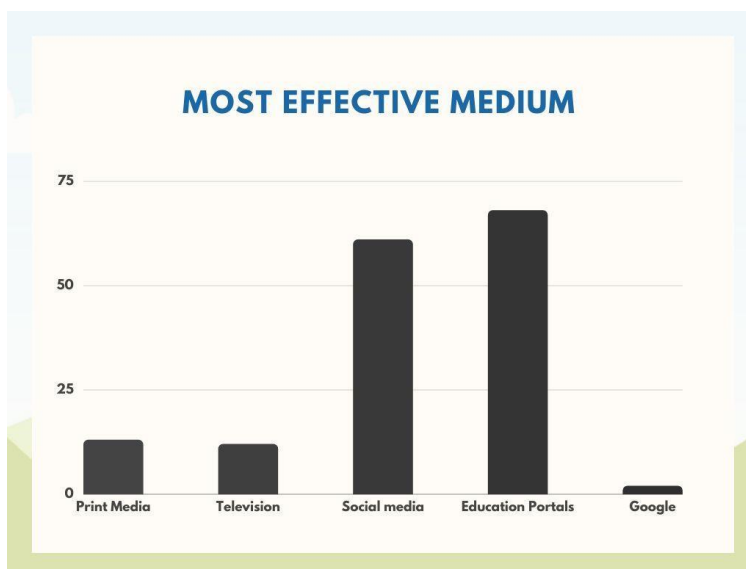
The study was conducted to understand how individuals gather information about higher education institutions. According to the responses collected, 81.4% of the respondents reported that they use media (which could include traditional media like newspapers, magazines, TV, and radio, as well as newer media like social media and education portals) to gather information on higher education institutions.

On the other hand, 9.6% of respondents reported that they do not use any form of media to gather information about higher education institutions. This may suggest that they rely on other sources such as personal networks, word of mouth recommendations, or other nonmedia sources for information on higher education.

Have you ever used media (such as television, newspapers, social media, or online platforms) to gather information about higher education?  
156 responses



Education portals are noticed to have a larger usage rate among the respondents with 43.6% of them using education portals the most to gather information about their higher education options. Following which social media is the second medium that is used extensively by the respondents with 39.1% opting for social media. Surprisingly, print media was used more often than television with 8.3% of respondents choosing print media and 7.7% have chosen television. 1.3% of respondents stated that they just use Google to gather information about their higher education choices. Education portals have been noted to be the most effective medium with 44.9% of them vouching for it. (See Graph 1).



Graph 1

The findings of the survey on the influence of media channels on the decisions of respondents to attend a university or college show that out of the 156 respondents, 82.1% of them responded positively to having attended a university or college that they discovered through media channels. This suggests that media channels play a significant role in informing potential students about the educational opportunities available to them.

Additionally, 78.2% of the respondents found the information they received through media channels to be highly useful. This indicates that media channels are an effective way to disseminate information about universities and colleges to prospective students. It also suggests that media channels are trusted sources of information that potential students rely on to make informed decisions about their educational options.

The survey also found that a majority of the respondents, 64.1%, reported being influenced by media channels when making their decision to attend a university or college. This further emphasizes the importance of media channels in shaping the decisions of potential students.

However, it is worth noting that a minority of respondents, 17.3%, denied being influenced by media channels in their decision to attend a university or college. This may suggest that other factors, such as personal recommendations or word-of-mouth, also play a role in influencing the decisions of potential students.

Overall, the findings of the survey suggest that media channels are an effective way to inform and influence potential students about their educational options. Educational institutions may want to consider using media channels as part of their marketing and outreach strategies to reach a wider audience of potential students.

A majority of respondents (53.2%) believe that media has made it easier to search for a good alma mater, while a minority (16.7%) disagree with this notion.

The respondents who agree with the statement have stated that media has made it easier to find relevant information about colleges and universities, such as their academic programs, admission criteria, campus facilities, student life, and alumni networks. They have also highlighted the convenience and accessibility of online resources that allow students to compare and contrast different institutions and make informed decisions.

On the other hand, the respondents who disagree may argue that media can also create information overload and confusion for students, especially when it comes to biased or unreliable sources. They may also argue that media cannot replace the value of personal interactions and visits to campus, which can give a better sense of the college culture and community.

Using Media has made it easier for me to choose the right higher education institution.	No. of Respondents	Percentage%
Strongly agree	18	11.5%
Agree	65	41.7%
Neutral	47	30.1%
Disagree	15	9.6%
Strongly Disagree	11	7.1%

The extent of the influence of media can be deduced when 81.4% of the respondents admitted to having changed their mind after reading/seeing something on the media.

Have you ever been targeted by higher education advertising on social media?	No. of Respondents	Percentage%
Yes	134	85.9%
No	22	14.1%

The statement indicates that out of the 156 respondents, a majority of 85.9% admitted to being targeted with higher education advertisements on social media. Furthermore, 65.4% of those who were targeted reported a change in their opinion after watching the advertisement. This suggests that targeted advertising on social media can have a significant impact on people's opinions and decisions, particularly in the context of higher education. The findings could be useful for higher education institutions and marketers to design effective targeted advertising strategies on social media platforms.

If you have, did the advertising influence your choices?	No. of Respondents	Percentage%
Yes	102	65.4%
No	54	34.6%

It can be understood from the table given above that a majority of the respondents who have been targeted by advertising related to higher education, have been influenced by it.

In today's digital age, new media especially YouTube have become important sources of information for students seeking higher education. The study found that YouTube videos are another source of information for students seeking higher education. 40.4% of the respondents admitted to watching YouTube videos to



learn more about institutions. YouTube has become an important platform for institutions to showcase their courses and facilities to potential students. Videos can provide a more engaging and immersive experience, allowing students to get a better understanding of the institution.

Despite the popularity of YouTube videos, the study suggests that the majority of the sample do not rely on YouTube videos to gather information. Out of the 64 respondents who watched YouTube videos to get information, only 44 (28.2%) stated that these videos influenced their choice of institution. This finding suggests that YouTube videos may not be as influential as peer recommendations on social media.

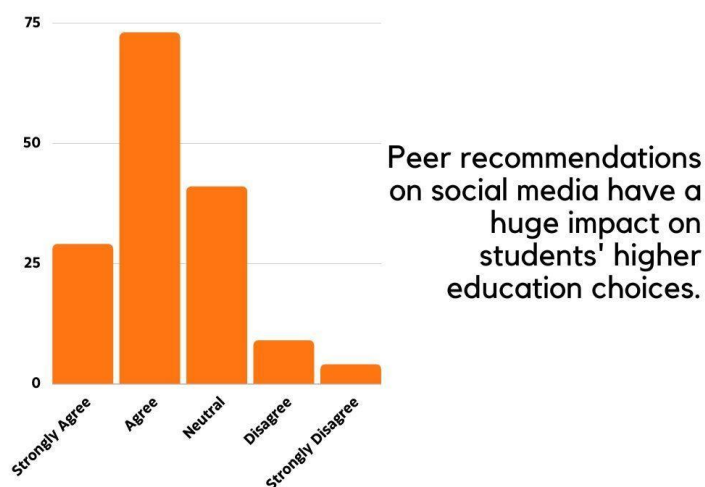
It is important to note that the influence of social media and YouTube videos may vary depending on the demographic of the students. For instance, students from urban areas may be more active on social media and rely more on peer recommendations, while students from rural areas may not have the same access to social media and may rely more on traditional sources of information such as brochures and pamphlets.

Social media platforms such as Facebook, Twitter, and Instagram have provided students with a platform to communicate and share information with their peers. Students can ask for recommendations or feedback from their friends and acquaintances about various institutions and their courses. Social media has made it easier for students to access information and make informed decisions about their choice of higher education. The ease of access to information on social media has resulted in an increase in the number of students relying on peer recommendations.

Peer recommendations on social media have emerged as a significant factor in influencing students' decisions regarding their choice of institution. In the survey conducted, 65.38% of the respondents agreed that peer recommendations on social media play a pivotal role in influencing their decision.

However, not all respondents agreed with the statement. 8.4% of the respondents disagreed, stating that peer recommendations do not influence their decision-making process. These students may rely on other sources of information or have a predetermined choice of institution(Refer to Graph 2).

Graph 2



The role of media, in the digital era, in providing information has become increasingly significant. Media outlets, such as newspapers, magazines, television, and the internet, are known for providing news and information to the public. However, there is a debate about the reliability of the information provided by the media as the primary source of information for educational purposes.

When asked about their opinion on media being used as a primary source of information, a majority of respondents agreed that media should be used as a primary source. The reasons cited were that media includes a lot of information and personal experiences listed out in the form of reviews, rankings, etc. For instance, many students rely on media to provide them with information about different courses, colleges, and universities. They go through the rankings and reviews available online, which helps them make informed decisions about their future education.

Do you think that media should be used as a primary source of information when it comes to making higher education choices?

156 responses

- Probably, but more important than that is to do your research/ really get to know, about not just the Institution you're considering to get educated at but also the partnerships and connections/ peers you choose to let into your social life.
- None
- Yes it should.
- Yes ,it shld be right information
- Yes it should be
- Media is the new information source around the world, so yes it should be used as a primary source of information.
- Media has become more critical in the information they give, with the option of uploading reviews, which is highly helpful. Yes it should be

Moreover, media also helps students stay informed about current events and trends in the education sector. For example, news channels and newspapers report on changes in the education system, scholarships, and other opportunities available for students. This information is essential for students to stay updated on the latest developments in the field of education.

However, a certain percentage of respondents believed that media should not be relied on solely as a primary source of information. They argued that extensive research, interactions with alumni, and education counsellors are a necessary source of information. This is because the information provided by the media may not always be accurate, and there is a risk of misinformation.

Furthermore, education counsellors have more in-depth knowledge and experience in the field of education. They can provide personalized guidance and advice based on the student's needs and preferences. Similarly, interactions with alumni can provide first-hand information about the college or university, its culture, and its strengths and weaknesses. This information can be crucial for students to make informed decisions about their education.

Media adequately covers all types of higher education options.	No. of Respondents	Percentage%
Strongly agree	35	22.4%
Agree	63	40.4%

Neutral	39	25%
Disagree	18	11.5%
Strongly Disagree	1	0.6%

The role of media in covering education institutions has always been important as it helps to disseminate information to a large audience. In recent years, there has been an increasing focus on the importance of education and its impact on individuals and society as a whole. As a result, the media has also increased its coverage of education institutions, including higher education institutions such as community colleges, evening colleges, and vocational institutions.

It was found that out of the 156 respondents, 40.4% (63 respondents) find that media covers all kinds of education institutions in an adequate manner. This means that a significant portion of the respondents believe that the media is doing a good job in covering education institutions.

Higher education institutions are an important part of the education system as they offer a wide range of programs and degrees that can help students achieve their career goals. Community colleges, evening colleges, and vocational institutions play a crucial role in providing affordable education to students who may not have the resources to attend traditional four-year colleges and universities.

The fact that the respondents find the media coverage of higher education institutions adequate is a positive sign as it indicates that the media is playing a vital role in disseminating information about these institutions to a wider audience. This is important as it helps to raise awareness about the various programs and opportunities available to students, which can help them make informed decisions about their education and career paths.

However, it is important to note that the remaining 59.6% of the respondents do not find the media coverage of education institutions adequate. This suggests that there is still room for improvement when it comes to media coverage of higher education institutions. It is possible that these respondents feel that the media focuses too much on traditional four-year colleges and universities and does not give enough coverage to community colleges, evening colleges, and vocational institutions.

Moreover, there may be concerns about the quality and accuracy of the information that is being disseminated by the media. It is important for the media to ensure that the information they provide is accurate and up-to-date so that students can make informed decisions about their education and career paths. In a price-conscious market like India, education industry must also look at how the amount of fee that educational institutions offer, also influence the decisions of students on their higher education options.

The table given below indicates the results of the survey conducted regarding the coverage of financial aspects of a college education in the media. According to the survey results, a majority of the respondents

feel that the media does not provide enough coverage on this topic. Out of the 156 respondents, 92 of them, (i.e., 59 %) feel that there is only medium coverage of information on education loans and financing schemes.

Furthermore, the survey results suggest that the media is an important tool for providing accurate information about the higher education scenario in Bangalore. 114 respondents strongly feel this way. However, it is important to note that 41.7% of the respondents (which corresponds to around 65 individuals) also feel that the media is biased in the information that they publish or broadcast.

How do you feel about the amount of coverage media gives to higher education financing and student loans?	No. of Respondents	Percentage%
High	38	24.4%
Medium	92	59%
Low	26	16.7%

## **CHAPTER 5**

### **Discussion:**

The study was conducted to determine the role of media in gathering information about higher education institutions and the influence it has on a student's choice. This study was conducted to know the media consumption patterns and its impact on students in Bangalore. It was found that media is the primary source of information for 81.4% of respondents, while 9.6% do not use any media, indicating they rely on other non-media sources for information. 43.6% of respondents use education portals most to gather information about higher education options, followed by 39.1% using social media. Print media (8.3%) is used more than television (7.7%).

44.9% of respondents find education portals to be the most effective medium.

(Graph 1)

Media channels play a significant role in informing and influencing potential students' decisions to attend a university or college, with 82.1% of respondents having attended an institution they discovered through media channels. 78.2% found the information they received useful, and 64.1% were influenced by media channels in their decision-making. However, 17.3% denied being influenced by media channels, and opinions are divided on whether media makes it easier to search for a good alma mater.

The study highlights the increasing importance of social media and YouTube videos in influencing students' decisions regarding their choice of higher education. Peer recommendations on social media have emerged as a pivotal factor in influencing students, with a majority of respondents stating that it has influenced their

decision. While YouTube videos are an important source of information, they may not be as influential as peer recommendations. Institutions should take into account these factors and utilize social media and YouTube to provide students with the necessary information to make informed decisions about their choice of higher education. Media can be a valuable source of information for students, but it should not be relied on solely as the primary source. The information provided by media should be cross-checked with other sources to ensure its accuracy. It is also essential to consult education counsellors and interact with alumni to gain a more comprehensive understanding of the college or university. Ultimately, students should use a combination of different sources of information to make informed decisions about their education. While a significant portion of the respondents find the media coverage of education institutions adequate, there is still room for improvement. The media has an important role to play in disseminating information about higher education institutions, including community colleges, evening colleges, and vocational institutions. It is important for the media to provide accurate and up-to-date information so that students can make informed decisions about their education and career paths. The survey results suggest that there is a need for the media to improve its coverage of financial aspects related to college education in Bangalore. The results also highlight the importance of the media in providing accurate information about higher education, but the issue of media bias is also a concern that needs to be addressed.

## **CHAPTER 6**

### **Conclusion:**

Media plays a pivotal role in every sector and field. The Indian education industry is dominated by tech-savvy consumers. Today, students have access to a plethora of higher education institutions, each offering unique programs, facilities, and opportunities. They get quick access to information available from both online and offline communication media. The impact of offline marketing tools is fading, but this is happening across all segments. Media has a significant influence on higher education choices among students. The media landscape is vast, including social media platforms, advertising, and news outlets. Each of these mediums has a unique impact on how students perceive higher education institutions, programs, and opportunities.

Overall, media plays a significant role in shaping students' higher education choices. As the media landscape continues to evolve, it is important for institutions to be aware of its impact and use it to their advantage to attract and retain students. It is essential for studying changes in the education industry in this study, the researcher sought to analyse and examine the role media played in university choice among students in Bangalore. Students from different parts of Bangalore were asked to administer the surveys prepared. A total of 156 responses were collected and analysed. Through the analysis it was found that media played a huge role in the selection process a student makes for their higher education. Majority of respondents agree that media should be used as primary source as it contains a lot of information and personal experiences listed in the form of reviews, ratings, etc. A certain percentage of respondents believe that communication should not

be based solely on in-depth research, interaction with former students, education counsellors are necessary sources of information. It was found that a majority of the respondents were highly influenced by advertisements, social media content, peer recommendations and even YouTube videos in their higher education choices. The respondents have also stated that media gives them a more accurate data than word-of-mouth marketing. It was also observed that the convenience offered to those who use media was another factor that was detrimental in the study.

### **Limitations of the Study:**

This study aims at mapping out the relevance and the extent of influence media has on students' choices when they are opting for higher educations. This study is limited in such a way that it does not measure the extent of influence through a statistical analysis. All the findings are based on the responses to the survey administered.

However, as the study's sample size is relatively small, the interpretations cannot be considered as accurate. The sample was taken using a convenience-based snowball sampling technique, the sample size is not adequate enough to ascertain a definite result. Furthermore, the entire research attributes to the students in Bangalore.

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## **APPENDIX**

### **Survey :**

Dear respondents, I am a student of M.A (4th semester) in Journalism and Mass Communication at the Centre for Management Studies, Jain (Deemed-to-be) University. As part of my final year dissertation, I am conducting a survey on, " **Investigating the Influence of Media on Higher Education Choices Among Students In Bangalore: A Quantitative Study**". This research is done under the guidance of Dr.Bhargavi Hemmige, HOD, Department of Journalism and Mass Communication, Center for Management Studies Jain (Deemed-to-be) University. It would be extremely helpful if you could spare some time to answer this survey. Kindly respond honestly. All the information shared will be kept confidential.

Thank you.

Vishnuja Ranjith

1. Name
  
2. Age:
  - 18-22
  - 22-24
  - 24-26
  
2. Gender:
  - Male
  - Female
  - Prefer not to say
  
3. Profession:
  - Employed
  - Unemployed
  - Student
  - Self employed

4. Have you ever used media (such as television, newspapers, social media, or online platforms) to gather information about higher education?
  - Yes
  - No
  - Maybe
  
5. If yes, which medium do you use the most to gather information about higher education?
  - Print Media(newspapers,magazines,etc)
  - Television
  - Social Media
  - Education Portals
  - Other
  
6. Have you ever attended a university or college that you discovered through media channels?
  - Yes
  - No
  
7. What features prompt you to choose an institution?
  
8. How often do you rely on media to get information about higher education?
  - Always
  - Often
  - Sometimes
  - Rarely
  - Never
  
9. How helpful do you find media in making your higher education decisions?
  - Yes, it has been extremely helpful
  - No, it was not of any help
  
10. Out of all the media you have used, which medium has proved to be most useful regarding information about higher education?
  - Television
  - Print Media
  - Social Media
  - Education Portals

11. I find that the information about higher education presented in the media is accurate.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. Do you think media presents a balanced view of higher education options?

Yes

No

Maybe

13. When making higher education choices, have you ever been influenced by media?

- Yes
- No
- Maybe

14. Using media has made it easier for me to choose the right higher education option.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree.

14. In your opinion, does media have a greater impact on the choices of students or their parents?

- Parents
- Students
- Both
- Neither

15. Have you ever changed your mind about a higher education option based on something you saw or read in the media?

- Yes
- No

16. Have you ever been targeted by higher education advertising on social media?

- Yes
- No

17. If you have, did the advertising influence your choices?

- Yes, it has impacted my choice.
- No, it has not

18. Peer recommendations on social media have a huge impact on students' higher education choices?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree.

19. Do you think that media should be used as a primary source of information when it comes to making higher education choices?

20. Have you ever used YouTube to research higher education options?

- Yes
- No
- Maybe

21. Have you ever attended a university or college because of something you saw on YouTube?

- Yes
- No
- Maybe

22. Do you think that the media adequately covers all types of higher education options (such as trade schools, community colleges, and vocational programs)?

- Yes
- No
- Maybe

23. How do you feel about the amount of coverage media gives to higher education financing and student loans?

- High
- Medium
- Low

24. Do you feel that media is an important tool for students to make informed decisions about their higher education options?

- Yes
- No
- Maybe

25. Do you think that media promotes a certain bias when it comes to higher education options?

- Yes
- No
- Maybe