

Synthesizing Multi- Dimensional Nature of HEI Social Media Facets-Admissions Relationships: A SEM Based Approach From Organizational Communication Perspective

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ABSTRACT:

The student enrolment in higher education institutions (hereafter, HEI) and its management has remained a vital issue for the admission managers ever since the establishment of institutions. Not only the admission process has been identified as expensive, the process entails the consistent focus on searching, attracting and retaining the desired segment of students who can sustain the institution. The research studies have acknowledged the growing role of real time information transfer in the admission funnels. In this perspective, social media and its facets seem to emerge as transforming the landscape with regard to HEI admissions, enrolment policy making and results on the ground. The research on HEI's leverage of social media for admission seeking is basically a research in transfer of information and real time information management over the information exchange platforms. The research hence emphasizes the empirical attempts at uncovering the factors that could be leveraged and incorporated in the admission strategy to sustain and enhance scope for survival. The social media facet conceptualization matters as this determines HEI performance in terms of enrolment and admissions in organizational dimensions. The literature review points to multiple dimensions: University (HEI) wide conceptualization, institutional operationalization and inter organizational readiness, student wide conceptualization, modeling the impact of individual variables, organizational variables and contextual variables on the national and international admission securing potential and separate modeling of influences across student and university perspective. This study conceptualizes the phenomenon as organizational communication stance derived from sociability, dialogic, interactive, broadcasting usage of social media for information transfer. Three core set of dimensions: sociability dimensions (channel facets comprising omni-channel and phygital), broadcast dimensions (live broadcasting involving Live Streaming, Virtual Reality, You tube) and dialogue dimensions (Chat boat, Experiential Marketing, Online advertising) of HEI's organizational communications; were identified and respective impact was mapped on admissions prospects. The respective extractive factor analysis, dimensional validity, convergent and discriminant validities of responses from 489 respondents were examined and hypothesis was validated. The purposive sampling was leveraged in the cross sectional research with empirical focus. The research outcomes point to significant impact on HEI admissions and underlined the multi- dimensional nature of HEI social media facets-admissions relationships. The current research exemplified that there are

complex ways and means in which the student oriented admissions related curated information can be transferred over the social media from HEI's perspective. The theoretical extension recognizes Aral's organizing framework for social media research and consequences for business transformation. The 'digital metacognition' as exercised by HEI vis a vis the incorporation of social media as a means of organizational communication in admissions cycle needs further review and analysis.

Keywords: Higher education institution (HEI); Social media; Admissions; Organization communications

INTRODUCTION

1.1 Transformation of HEI admission mechanisms

HEI admission has been a central aspect of institutional survival and sustenance. Across the time of India's independence, this was foremost a direct and straight forward mechanism and was focused on education for all. The respective industrialization, rise of new vocations, need for industry wide specialized division of labor and call for specific skills, changes in education and higher education administration, rise in population and declining per capita availability of educational institutions; altered the admission landscape. With the introduction of entrance examinations and subsequent employability potential of a course program, the trends sought to transform.

The respective 'employment promise' associated with course completion altered the dynamics of admission seeking. In association the corporatization of education sector and inability of state to suffice for nation's education and higher education needs and respective classification of education as a private good; the things began to transform. The respective emergence of highly specialized vocation oriented programs further created the imbalance. The admissions in turn have become a rather complex process that encapsulates multiple screening criteria, multiple accomplishments across a host of subjects at previous level, and a multiple assessment criteria including marks in entrance testing and other screening tests. The opening of new academic institutions in private sector further increased the number of seats yet the inherent failure to attract the cream or the studious students remains a challenge.

The admissions rate in private universities across national perspective has fallen steeply and reflects growing disinterest in course enrollment. The appreciation for selective admissions has not even rectified this problem. The HEI based resorting to course marketing, creating demand for the courses with marketing, tapping the market driven business models in order to drive admissions and seek survival; seem the way out. The early admission funneling relied on student exchange programs across junior level of education, awareness camps and campaigns for admission drive, use of direct mailers, postal letters and reliance on phone calls as well as advertising in print media. The use of direct mailers, brochures and event sponsorships emerged as novel forms of advertising and as means to attract students. The

youth fairs, sponsorship of cultural events, regional sporting events or sponsoring the social causes cropped up as novel forms of student reach out initiatives. The billboards across the highways, interaction programs and expert faculty guidance are occasionally leveraged means of attracting the students. The selective placement of advertisements in print media, across newspapers, journals and magazines and across radio and television identify as associated forms of reach out initiatives.

The invention of internet and coordinating and information search platform like Google revolutionized the manner in which HEI secure admissions and transfer the course specific information. Google usage heralded the era of institution specific information searches and subsequent evolution in information search, information management and information transmissions lead to adoption of new means involving new age media especially the social media.

1.2 Need for admissions and role of sustainable information transfer with social media facets

HEI admissions as mentioned earlier constitute the basic revenue generation activity and act as survival quotient for the non-funded, self-financed, for profit academic institutions. The Indian scenario is not at all different from global developments in industry, economic and state of affairs of polity. Admissions and their time bound funneling is essential to attract the student base that can support the economic viability of the academic operations and lead to effective and efficient education services delivery in systematic manner. Admission in turn rely on systematic and synchronized interest creation, demand creation and awareness channelization across the students, prospective students and public in general.

The selective and strategic information release and its transfer across media of communication have been observed as creating the necessary impetus for consumption and enrolment. Yet this is not that simple as stated as competition prevails and competitive course offering as dominant. HEI's choice of media for transfer of course related information, course related advantages and prospects in line with evolving market conditions; do matter in this entire exercise. The consistency of media, wholesomeness of chosen media, sustainable nature of media hence matters extensively in this entire framework. In similar vein the digitization and digital transformation of media space, emergence of social media as a form of digital mass media; have been observed as encouraging wider participation of masses in public discourses (Miranda et al., 2016).

McKinsey Report on Social media facets identify four distinct categories of social media that intrudingly shapes our decision making capabilities (Coe et al., 2023). The report identifies 'social media networks' such as Facebook, Twitter as one peculiar facet. The respective facets are 'media –sharing networks', 'discussion forums' , 'consumer reviews'; all which possess the potential to change the existing mindset and alter preexisting thinking about university, HEI, course and course based advantages.

Social media facets (dimensions) have been observed as influencing the human psyche across prospective students in manifold ways and means. Hence it is thus deduced that modeling of the influence of social media dimensions on admission can probably reveal the patterns and respective contribution of each dimension in fuelling the admissions. Social media use has been interpreted as a viable means of public communication that encourages, inspires and engages the user with extensive information derived decision making and channelization impetus.

Technology aided marketing and securing admissions (McNeill & Clark, 2021) in higher education courses under disruptive technology environment is a hard nut to crack. Not only the ways and means of marketing have transformed yet the manner of reach out and pattern of student (youth) engagement has also altered. On one side higher education institutions face the challenge of secure and reliable reach out (Fueller & Raman, 2022) yet on the other side they fail to attract attention for the course offerings across the target market (Messner et al., 2015). Traditional media has advantages yet with regard to technology embedded youth, HEI course marketing with targeted and dynamic promotions makes sense.

Higher education institutions and admissions face immense cost and lost advertising expenses on account of flexibility of media type chosen for marketing reach out. HEI admissions under social media based dynamic targeting behavior hence offers influx of social media, digital content, leverage of modern AI and ML technologies (Malali & Gopalakrishnan, 2020) and consistent engagement of social media engaged youth in 24-7 mode (Kedia & Englis, 2003). The individual (student) centric determinants could be the possible impact of the technology on individual student aspirations, the harnessed information overload, the information based asymmetric flows and multiple facets of social media, further seem to complicate the phenomenon based decoding (Baro & Abuda, 2019)

The admission related information and its respective transmission over social media facets seem to enshrine across a number of forms and means that singularly or plurally promote the intent to consume, to adore the HEI philosophy and ethos. Admission related information could comprise a textual message, written text, spoken words, audio visual message or broadcast or a knowledge sharing video over Youtube. A section of literature (Jacob et al., 2014) entails focus on the digital touch point philosophy that directly and laterally influences the pre and post admission social and industry wide perception formulation. Another school of thought relates social media leverage with sustenance of academic momentum. Academic momentum (Wang & Chan, 2015) comprises plausible mechanisms through which the student actually proceeds through the college or institution of learning. The activities taking place along with the academic momentum and their respective sharing with prospective students over social media facets, live streaming of academic activities and industry exposure trips and industry counseling, placement sessions, gaming sessions, merry making and

hollywood interaction and site based shooting of films and documentaries across campus, hosting of international events and their respective broadcasting exert similar impact.

1.3 Social Media facets as determinant of HEI Admissions

The purpose of this section is to explore the linkages across social media facet operationalization in various means and modes and respective consequences for HEI based admission success. Despite the prevailing scattered nature of the existing literature on HEI admission process and success propositions, the possibility of classification of factors across textual, audio visual basis, across messaging and broadcasting perspectives, across one time communication and across bi-directional communication and sharing perspective does exist. Social media facets have been classified as ‘social media networks’ such as Facebook, Twitter as one particular attribute. The respective facets are ‘media –sharing networks’, ‘discussion forums’, ‘consumer reviews’; all which possess the potential to change the existing mindset and alter preexisting thinking about university, HEI, course and course based advantages. The controllable aspects and the manageable aspects or the proximal determinants hence classify as the social media facets, the university’s own sense of control over content quality, direction and frequency of update, extent of availability of full-fledged infrastructure and back end support for the social media indulgence and sustained policy for social media embedment into admissions policy. The distal determinants have been classified across studies as the surrounding ICT infrastructure, telecom and internet connectivity, state of affairs of technology readiness in society, extent of marketization in society, extent of growth in economy and economic power and purchasing power in the region. The prior research (Sola & Zia, 2021) on subject identifies the matter as involving aspects of organizational dynamisms, overcoming inertia to change, top management support, managerial characteristics, organizational characteristics and dexterity at technological incorporation in marketing strategy. Social media facet in itself offers a wider canvass of discussion and reflection. Not all facets and dimensions are equally versatile in achieving the desired effects.

Objectives

- To identify various facets of Social Media marketing tools used for admissions in Higher Educational Institutions in India
- To analyze the effectiveness of social media tools in fetching admissions in Higher Educational Institutions in India

REVIEW OF LITERATURE

A major outcome from the examination of literature points towards the multiple streams and perspectives regarding HEI’s social media-admission performance literature. The university

(HEI) wide conceptualization and student wide conceptualization figure as two broad streams of literature on subject matter. The HEI level social media facets operationalization study is reported to be at nascent level and calls for further exploration and assessment within framework of developing economies. This literally points to need for organizing the literature as per the inter play across the social media facets, their operationalization across admissions policy and respective consequences in terms of enrolment enhancement and spread of word of mouth regarding university programs and courses. The review of literature points to four broad streams of thought.

The first set of literature seems to link the social media operationalization as part of marketing and admission mobilization strategy as fuelling the admissions. This school of thought emphasizes the role of social media incorporation as directly or indirectly influencing the prospects for increase in rate of admission mobilization by the HEI. The associated school of thought on the other side focus on modeling the impact of individual variables, organizational variables and contextual variables on the national and international admission securing potential enhancement across education and learning industry. The third associated set of literature calls for the exploration of mediating and moderating role of technology and associated environmental forces in facilitating the social media–admission performance connection in terms of marketing verbology (summarized in table below).

Table1: Classification of literature: Possible Dimensions and viewpoints

Possible Dimensions	Supporting Studies from literature
University (HEI) wide conceptualization Challenges before institutional operationalization and inter organizational readiness	(Alalawneh, Omar, & Alkhatib, 2022), (Addo, Fang, Asare, & Kulbo, 2021), (Brundliers & Diaz, 2021), (Capriotti et al., 2021), (Cummins, Peltier, & Dixon, 2016),
Student wide conceptualization	(Budd R. , 2017)
Social media operationalization as part of marketing and admission mobilization strategy as fuelling the admissions	(Jamil, Dunnan, Gul, & Shehzad, 2022)
Modeling the impact of individual variables, organizational variables and contextual variables on the national and international admission securing potential	(Das, Gomes, Patidar, & Thomas, 2022), (Borchert & Heisel, 2022),
Exploration of mediating and moderating role of technology and associated environmental forces in facilitating the social media–admission performance connection	(Bless & Fiedler, 2006), (Fatawu, Fuseinii, & Khalid, 2023)
Separate modeling of influences across student and university perspective	(Brundliers & Diaz, 2021), (Tee, Santos, Seeman, & Bedford, 2021), (Williamson, 2020)

Consideration of social demographics and state of nation’s technology readiness	(Dwyer, 2022), (Sabando & Forcada, 2018), (Zhang & Song, 2022),
National Industry dynamics	(Wang & Chan, 2015), (Zhong, Han, & Hansen, 2023), (Allen, 1966), (Williams, 2018)

Source: Self devised from literature review

The fourth set of literature recognizes the need for separate modeling of influences across student and university perspective. The studies with regard to this aspect have rather been nominal and more generalized in nature and scope. The rationale behind such a through classification of literature acknowledges the gaps and voids that seem to prevail extensively across the review of literature on subject matter. The first void with regard to construct operationalization is the under developed nature of social media operationalization in regard to admission securing potential. The conceptualization seems to divided across the streams of dynamic capabilities with institution, market communication perspective, market orientation and sustainable marketing dimension and social media marketing angle. A conceptualization (Yang, Holden, & Ariati, 2021) insists on verbal, text related expression and broadcasting related dimensions whereas another conceptualization calls for elements of dialogic communication (Capriotti et al., 2021) like the leverage of social media for active presence, for interactive presence, for responsiveness and for conversational dimension. A study classifies the interactional and conversational aspects of social media facets as detrimental to the admissions success. Another study underlines the role of online influencers, their coding of style, language and life style as vital in influencing admissions success rate. In nutshell, the conceptualization of construct under sees the plethora of diverse opinions and perceptions that may or may not be fully tapped by Indian universities and institutions of higher learning.

In retrospect, the literature identifies the social media facets as involving dimensions of engagement, interaction, knowledge sharing and entertaining aspects. HEI’s social media designs and practices and respective implementation at firm level, at marketing level and at intra-departmental level have been sought to create the essential edge with regard to admission funneling. HEIs have been observed to behave in a manner that is different in pre and post social media operationalization and cascades into admission progression at respective different rates. A set of researchers (Yang, Holden, & Ariati, 2021) argue for direct communications, active broadcasting, passive browsing, enhancement motives development, incentive creation aspects, self-generated content as well as student generated content.

Another perspective (Jacob, Khanna, & Yadav, 2014) entails focus on social media conceptualization as a digital touch point approach that works well across pre and post admission cycle as well. Another school of thought visualizes the phenomenon as involving elements of market orientation (Binnawas, Khalifa, & Bhaumick, 2020), realization of dynamism in targeting students and aspects of real time interactive informational assets and resources (Jamil, Dunnan, Gul, & Shehzad, 2022). Yet none of above mentioned literary studies emphasize the nation specific, region specific, industry specific approach to construct

operationalization. In addition, none of the studies was observed to devise a common set of indicators or dimensions for attracting national and international students (admissions) for an institution. In association, none of the reviewed studies developed the social media facets-admissions and enrollment relationship for HEI perspective. A few of the reviewed studies (Fatawu, Fuseinii, & Khalid, 2023) entail focus on selective and strategic incorporation of facets as per AI and ML based options and algorithmic notions (Jarunopratham, Jaturat, & Kuntonbutr, 2019). Thus one can conclude that there exists immense scope for knowing the unknown in view of the rampant uncertainty regarding HEI's enrolment as an outcome of which of the dominant dimensions of social media facets and social media conceptualization in admissions strategy across academic calendar. The social media facets- academic admissions perspective under diverse technological environments needs to be operationalized in empirical manner.

2.1 Quantifying Multi-dimensional nature of HEI market orientation construct

The social media facet conceptualization matters as this determines HEI performance in terms of enrolment and admissions in organizational dimensions. The thematic proposition is essential to concentrate on the diverse notions of construct operationalization and also underlines the need for bringing together the scattered literature on subject matter. The themes in essence reflect on the influences across social media can be absorbed in the construct operationalization in context of HEI. The respective themes derived from organizational usage of social media are illustrated below:

Table2: Summarizing the themes from organizational usage of social media facets

Theme Elements	Explanation	Facets/Dimensions covered
Theme A: Sociability	The use of social media for generating awareness, creating loyalty, brand equity, socializing and ideas exchange	HEI based encouragement of omni presence of brand equity across multiple channels Facets Considered: Omni Channel Presence, Phygital
Theme B: Broadcast	The use of social media for unidirectional broadcasting of information	HEI based signaling of expert knowledge, broadcasting of curated programs, live events, marketing specific products Facets Considered: Live Streaming, Virtual Reality, You tube
Theme C: Dialogue and Knowledge sharing	The use of social media for storage, maintenance and retrieval of specific	Provision of HEI specific information, signaling expert knowledge, broadcasting

	knowledge aimed at achievement of certain goal	curated news, events, presenting curated information regarding HEI brand Facets Considered: Chat boat, Experiential Marketing, Online advertising.
Theme D: Content management effectiveness and outcomes(in form of admissions and enrolment)	The management of social media content options to secure effectiveness and achievement of pre decided goals	Achievement of specific outcomes

Source: (Schlagwein & Hu, 2016)

2.2 Hypothesis

H1: The sociability dimensions (channel facets comprising omni-channel and phygital) of HEI’s organizational communications significantly impact admissions prospects

H2: The broadcast dimensions (live broadcasting involving Live Streaming, Virtual Reality, You tube) of HEI’s organizational communications significantly impact admissions prospects

H3: The knowledge sharing and dialogue dimensions (Chat boat, Experiential Marketing, Online advertising) of HEI’s organizational communications significantly impact admissions prospects

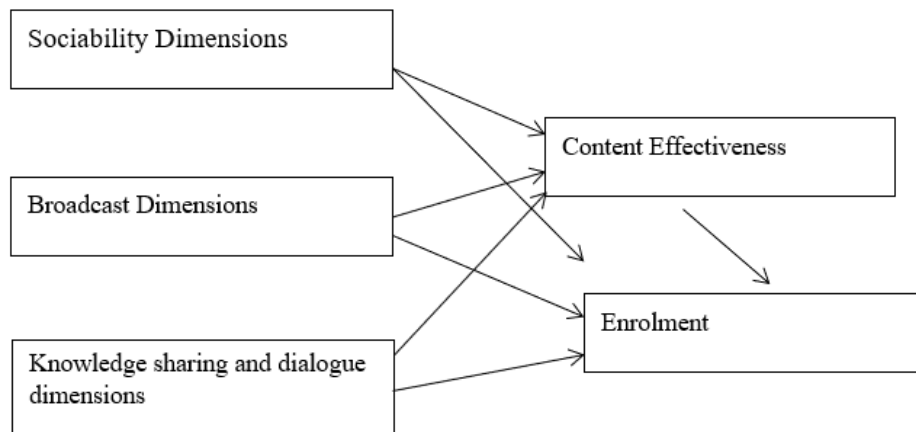


Figure 1: Proposed research model

METHODOLOGY

3.1 Samples and procedure

The study relied on cross sectional research design that involves focus on data collection on more than one aspect and concentrates on quantitative data collection so as to facilitate the

observation of patterns of association across variables. In fact, a majority of studies (You, Wang, & Shamu, 2023) on HEI's social media operationalization seem to rely on cross sectional and non-longitudinal research designs (Nwokah, 2017), (Costas, Rijcke, & Marres, 2021). A host of studies have addressed the problem with cross sectional research focus instead of longitudinal research orientation (Marchand, Thurau, & Flemming, 2021). Across the organizational social media operationalization literature (Davies & Hara, 2017), the reliance on multiple sets of respondents, multiple sources of data (Khan, Azhar, Rahman, & Akhtar, 2022) and time frame as involving multiple phases (Bower, Badamikar, Parodi, & Field, 2023); seem to contribute towards decrease in errors in data collection (Kavaliauskiene, Davidaviciene, & Karakaya, 2021). The research leveraged purposive sampling across students with 10+2, graduation, diploma or post-graduation holding students. The respective EFA was conducted across a sample that constituted 489 students (46.6 % female) between 18-30 age group, within the segment comprising the 10+2 pass outs, graduates, diploma holders and post graduates. The sample comprised 25.4 per cent as 10+2 pass outs, 23.7 per cent as graduates, 26 per cent as post graduates and 24.9 per cent as diploma holders. In terms of age based categorization, more than 50 per cent of sample was below 25 age threshold and rest as equal to 25 or more than 25 years of biological age (Generation Z in particular). In terms of social media usage habits, the aspects observed were general social media usage, social media friendships, e-mailing tendencies, smartphone usage, internet searching, text messaging, video gaming, online professional platforms usage and you tube usage inclination. A sizable 44.1 per cent of respondents reported to access social media across smartphone, 21.8 per cent reported as accessing social media across laptops or tablets and last 34.1 per cent reported as accessing social media over desktop. Of these 489 respondents, 50.7 were unemployed and rest 49.3 per cent were either in part time employment positions or full time employment relationships. The respective self-assessment of social media intensity (Figure 2) by participating respondents revealed that respondent segment is exhibiting significant social media usage impetus. The respondents exhibited statistically significant higher levels of social media intensity across the phase of study. The respondent's interest for writing posts, inclination to update social media profile and intent to write reviews on periodic basis was assessed. The assessment revealed that a stringent sense of social media usage intensity was prevalent across the strata and respective technology usage anxiety further pointed towards the strong sense of inability to live without social media and technology usage (Figure 3). The respective social media addiction across respondents was observed to be higher, signaling the social media derived communications as potential and viable media for engaging communications. The social media addiction (Figure 4) and its empirical evidence strengthens the resolve for assessment of possible impact of social media facets on the shaping of the enrollment prospects across courses marketed by HEI.

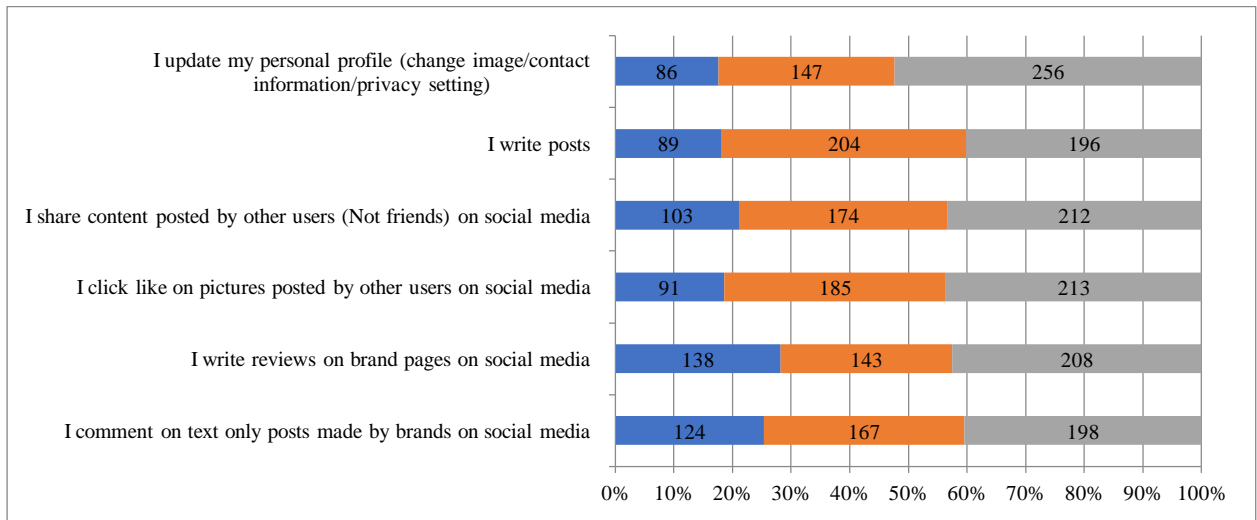


Figure2: Social Media Intensity of respondents

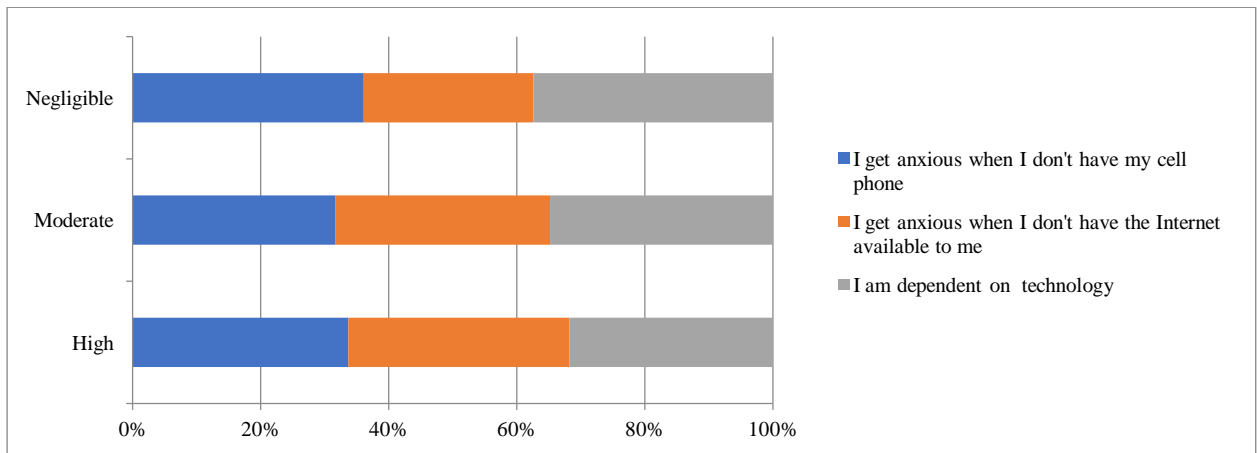


Figure3: Technology Anxiety measure of respondents

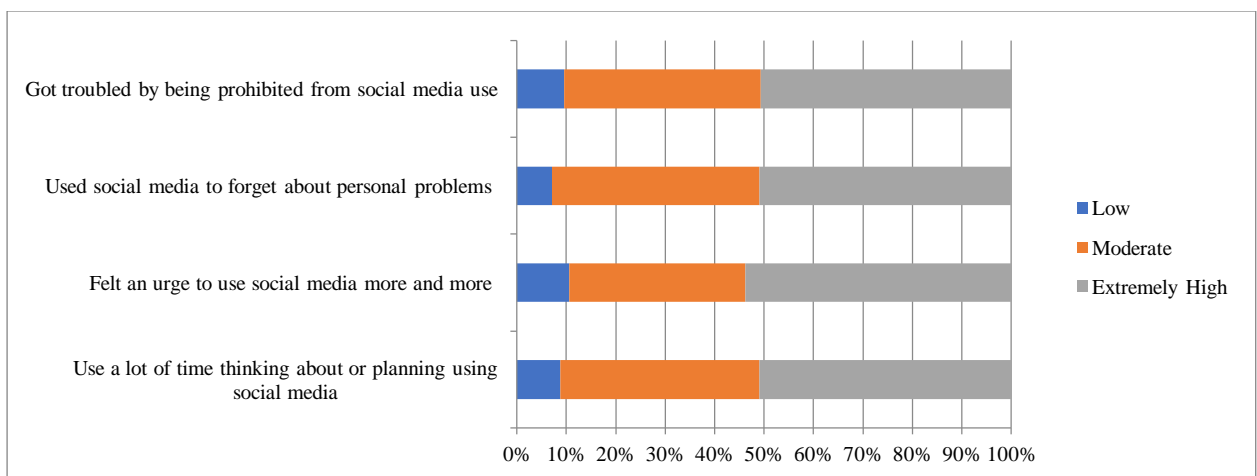


Figure 4: Social Media Addiction of respondents

3.2 Measures of social media facets

The respective scales for factors were chosen from across the validated scaling instruments. These are mentioned in table 3 below

3.3 Usage of extractive factor analysis for determining multi-dimensional nature

The application of extractive factor analysis facilitates the avoidance of the multi-collinearity and the dimensions as identified across EFA in SPSS rarely correlate extensively. The EFA serves to reduce the multi-collinearity challenge and dimensions as identified in EFA rarely portray the same information or redundancy across dimensional validity assessment. The factor analysis in empirical research constitutes the significant and critical stage in the identification of lateral dimensions. The extraction of the underlying dimensions of the defined indicators of technology driven HEI market orientation will lead to unique dimensions that are an outcome of multivariate analysis and are selected from across the communalities and coefficient patterns that yield the data sample variance. The subsequent application for factor analysis for this exercise not only identifies the underlying dimensions or factors, that are slightly correlated, but also identifies the cross factor variance and relationships and respective factor structures.

Table3: Variance and scale sources

	Factor	Scale Source	Variables	Eigen Values	Variance
OC	Omni channel presence	(Rahman, Carlson, Gudergan, & Wetzels, 2022)	OC1, OC2, OC3, OC5, OC6, OC7, OC8	6.248	9.762
PH	Phygital	(Mishra, Malhotra, Shukla, & Chatterjee, 2021)	PH1, PH2, PH3, PH4, PH5	3.603	5.630
YT	You Tube Influencer	(Masuda, Han, & Lee, 2022)	YT1, YT2, YT3, YT4	2.097	3.277
VR	Virtual Reality	(Makransky, Lilleholt, & Aaby, 2017)	VR2, VR3, VR4, VR7	24.856	38.837
LS	Live Streaming	(Li, Wang, & Cao, 2022) (Schuck, Altmeyer, Kruger, & Lessel, 2022), (Aihemaiti, Wang, & Aisihaer, 2022)	LS2, LS3, LS4, LS5	1.452	2.269
EM	Experiential Marketing	(Handayani, 2019)	EM3, EM4, EM5, EM6, EM7, EM8	2.391	3.736
CT	Chatbot Marketing	(Murali, O'Leary, Shamekhi, &	CT3, CT4, CT5	1.676	2.618

		Bickmore, 2018)			
OA	Online Advertisement	(Celebi, 2015)	OA3, OA4, OA5	1.166	1.822
CM	Content marketing effectiveness	(Terho, Giovannetti, & Cardinali, 2022)	CM3, CM4, CM5, CM6, CM7, CM8	9.754	15.241
EN	Enrolment	Self-devised	EN3, EN4, EN5, EN6, EN7, EN8, EN9	1.006	1.306
EW	E-Word of mouth	(Azhar, Ali, Hamid, Akhtar, & Rahman, 2022)	EW1, EW2, EW3, EW4	1.215	1.899
AI	Artificial Intelligence	(Zarouli, Boerman, & Vreese, 2021)	AI4, AI5	1.013	1.426

Source: Authors' Calculations

3.4 Model validation

The CFA model validation for 'channels' with the factors 'omni channels', 'phygital' and 'content management effectiveness' was undertaken with aid of eight, six and five indicators in figure; a total of twenty 20 items were measured (table 6 in appendix). The respective Cronbach alpha measure for reliability was observed well within range .5 and 1 for 'channels' as part of social media facets. This shows 'omni channel' with 0.970, 'content management effectiveness' with 0.980 and 'phygital' with 0.971 value as satisfactorily in range as acceptable. All the reported values hence confirm the significant reliability. The composite reliability in table illustrates 'omni channel' with 0.963, 'content management effectiveness' with 0.980 and 'phygital' with 0.971 value. All the reported values are well above .70 and confirm the significant composite reliability for factors concerned as part of social media facets. The respective convergent validity in Table shows the factor loadings values varies maximum with item statement 'OC6' 0.918 to minimum with item statement (OC2) as '.841'. All factor loadings are good and above .70 or very close to that. Hence confirms the convergent validity. All reported AVEs value in Table are more than 0.5 and are above MSV and ASV. Hence confirms discriminant validity also. CFA measure for channels hence signified good model fit indices with the values $\chi^2 / df = 2.4$, CFI = .907, GFI = .944, AGFI = .906, NFI = .957 and RMSEA = .05. Hence CFA model of channels as part of social media facets can further be tested for structural relationship. These in turn points to satisfactory data model fit across the structural equation modeling aspects. The CFA model validation for 'live content management' with the factors 'live streaming', 'virtual reality' and 'You Tube Influencer' was undertaken with aid of four, four and four indicators in figure; a total of twelve items were measured. The respective Cronbach alpha measure for reliability was observed well within range .5 and 1 for 'live content management' as part of social media facets. This shows 'You Tube Influencer' with 0.903, 'virtual reality' with 0.961 and 'live streaming' with 0.957 value as satisfactorily in range as acceptable. All the reported

values hence confirm the significant reliability. The composite reliability in table illustrates 'You Tube Influencer' with 0.905, 'virtual reality' with 0.967 and 'live streaming' with 0.916 value. All the reported values are being observed as well above .70 and confirm the significant composite reliability for factors concerned as part of social media facets. The respective convergent validity in Table shows the factor loadings values varies maximum with item statement 'YT2' 0.771 to minimum with item statement (YT1) as '.690'. All factor loadings are good and above .70 or very close to that. Hence confirms the convergent validity. All reported AVEs value in Table are more than 0.5 and are above MSV and ASV. Hence confirms discriminant validity also. CFA measure for channels hence signified good model fit indices with the values $\chi^2 / df = 2.7$, CFI = .903, GFI = .947, AGFI=.909, NFI = .933 and RMSEA= .05. Hence CFA model of content management as part of social media facets can further be tested for structural relationship. These in turn points to satisfactory data model fit across the structural equation modeling aspects. The sub scale item VR1 was dropped for subsequent calculation on account of weak factor loading. The CFA model validation for 'innovative marketing' with the factors 'experiential marketing', 'chatboat' and 'online advertising' was undertaken with aid of five, three and three indicators in figure; a total of eleven items were measured. The respective Cronbach alpha measure for reliability was observed well within range .5 and 1 for 'innovative marketing' as part of social media facets. This shows 'Experiential Marketing' with 0.971, 'chatboat' with 0.841 and 'online advertising' with 0.814 value as satisfactorily in range as acceptable. All the reported values hence confirm the significant reliability. The composite reliability in table illustrates 'experiential marketing' with 0.974, 'chatboat' with 0.833 and 'online advertising' with 0.893 value. All the reported values are being observed as well above .70 and confirm the significant composite reliability for factors concerned as part of social media facets. The respective convergent validity in Table shows the factor loadings values varies maximum with item statement 'CT4' 0.814 to minimum with item statement (CT1) as '.658'. All factor loadings are good and above .70 or very close to that. Hence confirms the convergent validity. All reported AVEs value in Table 6 are more than 0.5 and are above MSV and ASV. Hence confirms discriminant validity also. CFA measure for channels hence signified good model fit indices with the values $\chi^2 / df = 2.8$, CFI = .907, GFI = .939, AGFI=.905, NFI = .935 and RMSEA= .05. Hence CFA model of innovative marketing as part of social media facets can further be tested for structural relationship. These in turn points to satisfactory data model fit across the structural equation modeling aspects. The CFA model validation for 'enrolment' with the factors 'enrolment', 'content management effectiveness' and 'E-WoM' was undertaken with aid of five, three and three indicators in figure; a total of eleven items were measured. The respective Cronbach alpha measure for reliability was observed well within range .5 and 1 for 'enrolment' as part of social media facets. This shows 'content management' with 0.980, 'enrolment' with 0.966 and 'e-word of mouth' with 0.811 value as satisfactorily in range as acceptable. All the reported values hence confirm the significant reliability. The composite reliability in table illustrates 'content management' with 0.980, 'enrolment' with 0.958 and 'e-word of mouth' with 0.935 value. All the reported values are

being observed as well above .70 and confirm the significant composite reliability for factors concerned as part of social media facets. The respective convergent validity in Table shows the factor loadings values varies maximum with item statement 'EW4' 0 .704 to minimum with item statement (EW3) as '.601'. All factor loadings are good and above .70 or very close to that. Hence confirms the convergent validity. All reported AVEs value in Table are more than 0.5 and are above MSV and ASV. Hence confirms discriminant validity also. CFA measure for channels hence signified good model fit indices with the values $\chi^2 / df = 2.7$, CFI = .903, GFI = .937, AGFI=.902, NFI = .938 and RMSEA= .05. Hence CFA model of enrolment as part of social media facets can further be tested for structural relationship. These in turn points to satisfactory data model fit across the structural equation modeling aspects. The sub scale item EW4 was dropped for subsequent consideration.

RESULTS AND DISCUSSIONS:

Across the broader social media based organizational communications literature, HEI's social media engagement, leverage of social media as a medium of admissions information transfer and tapping the diverse facets; remains an under researched aspect. HEI's incorporation of social media facets in organizational communication has widely been reported as core determinant of admission queries, enrolment prospects development and sustenance of HEI. Yet the major problem with prior research on subject matter was associated with one-dimensional conceptualization, lesser emphasis on student perspective, haphazard conceptualization of social media facets and narrowly defined role of social media. Social media is often viewed as social media marketing activities only and sought as a tool of one way communication yet negligible research in academic sector underlines the role of social media in shaping organizational communications. In this perspective, the study focused on predicting the admission funneling and enrolment enhancement with HEI derived organizational usage of social media facets (informative, sociability, knowledge sharing, dialogue establishment and broadcasting notions). This ensured comprehensive focus on diverse dimensions of social media as a wholesome media for admission information transfer to students. The results have been summarized in figure below and points towards the incidence of 'dimensions' of social media as fuelling enrolment scope and potential for admissions across academic in take season. The perceived content effectiveness was however observed as playing a mediating role in this relationship.

Table 4: Research hypothesis and outcomes

Research Hypothesis	Path Weights	Outcomes
H1: The sociability dimensions (omni-channel and phygital) of HEI's organizational communications significantly impact admissions prospects	0.17	Achieved
H2: The broadcast dimensions (Live Streaming, Virtual Reality, You tube) of HEI's organizational communications significantly impact admissions prospects	0.24	Achieved
H3: The knowledge sharing and dialogue dimensions (Chat boat, Experiential Marketing, Online advertising) of HEI's organizational communications significantly impact admissions prospects	0.55	Achieved

Source: Authors' Calculations

CONCLUSIONS

It can be deduced from research outcomes that aggregate and disaggregated social media facets as part of HEI's organizational communication and marketing strategy do impact the enrolment prospects. This research contributes to the organizational communication literature by vindicating that organizational level incorporation of social media facets is a key ingredient of HEI's success in attracting admissions in due time. This study provides valuable insights into the determinants of HEI's enrollment success vis a vis the social media as a means of information transmission. Hence findings from study equivocally point to significant relationship across HEI wide conceptualization of social media facets and respective enrolment of students. The research outcomes when considered across broader literature of dialogic communications (Capriotti, Zeler, & Camilleri, 2021), social media use dimensions (Dwyer, 2022) and across organizational innovation in use of social media (Schlagwein & Hu, 2016); illustrate the progressive and futuristic outcomes that collectively point to growing assimilation of social media in admissions and course marketing strategies. The need to go into depth and explore innovative and multi-faceted dimensions in creative transfer of selective course related information or curated content to students seems to matter.

Table 5: Research objectives and outcomes

Research Objectives	Outcomes	Support across literature
To identify various facets of Social Media marketing tools used for admissions in Higher Educational Institutions in India	Achieved	(Allen, 1966), (Budd R. , 2017) (Borchert & Heisel, 2022), (Binnawas, Khalifa, & Bhaumick, 2020), (Cruana, Rameseshan, & Ewing, 1998), (Jacob, Khanna, & Yadav, 2014)
To analyze the effectiveness of social media tools in fetching admissions in Higher Educational Institutions in India	Achieved	(Capriotti, Zeler, & Camilleri, 2021), (Yang, Holden, & Ariati, 2021), (Kapoor, Rana, & Dwivedi, 2018), (Schlagwein & Hu, 2016), (Hannan, 2020)

Source: Authors' Calculations

5.1 Implications of findings

The research devised India specific social media conceptualization and respective structural models of social media-enrolment relationships. This seems a significant improvement across existing literature that unconsciously or consciously was bent on exploring the single dimension of social media and conceptualized the construct as only in terms of social media marketing activities (SMMA). Especially in context of education industry and privately owned HEI, social media is much more than marketing and needs to be recognized as a tool of strategic information transfer, as a tool of market communications and organizational leverage of communication advancement. The study provides two novel additions to literature on social media derived communications and consequences for HEI performance. First, in addition to using a standardized self-assessment of social media facets across students, the study participants enabled the assessment of social media as multi-theoretical, multi-level and model approach (MTML) and vindicated the reciprocity and transivity across multiple relations and respective information exchange(with regard to admissions propaganda).The leverage of social media in admission funneling points to flow aspects, representational dimensions, semantic aspects, ability of curated message to flow among technologies and ability to benefit from proximity of agents in time and space (Putnam & Mumby, 2013).The second prominent contribution is the inclusion of multi-dimensional conceptualization of social media derived communications in securing favorable action from proximate agents(students in this case). The study hypothesized direct paths leading from three broader dimensions of organizational social media derived communications as culminating in admissions based performance. The research extends and superimposes the ‘technology-in-practice’ paradigm in Indian HEI perspective and successfully deploys the technology in work context and marketing ambition realization. The social media facets and their organizational communication based insertion marks the structure based organizational consideration with focus on individual’s usage of technology (Hogberg, 2023). This also uncovers the manner in which HEI as organizations can radically deploy and selectively leverage the diverse facets of technology in different contexts along with admission funneling. The theoretical extension recognizes Aral’s organizing framework for social media research and consequences for business transformation (Aral, Dellarocas, & Godes, 2013).

5.2 Limitations and Future Scope

The study primarily relied on self-report measurement instruments. The first dominant limitation was the period of study. The study was conducted over a limited geography over a timid time frame of one year. The longitudinal perspective could have yielded better outcomes and better monitoring of transformation of responses to same sub scale dimensions over a longer period of time. This could have provided insights on the possible evolution of social media facets and dimensions over a phase of time. The second associated limitation is with regard to stringent sample size. The youth which comprise nearly 25 per cent of national demographics could have been considered as ample and large sample. Even across

the participants to study, the geographical reach was limited to India and Asian perspectives and global perspective was not explored. The time bound controlled monitoring of evolution of responses to diverse social media dimensions could have been undertaken. The national digital divide could be possible limitation in tapping the segment of population without effective and concurrent social media usage. The social media addiction, daily social media usage across students, technology related anxiety and life style modification were not considered in extensive depth. The social economic status and evolution of technology usage and technology diffusion, technology acceptance rate were not explored in that propensity as desired across the study of this stature.

The current research exemplified that there are complex ways and means in which the student oriented admissions related curated information can be transferred over the social media from HEI's perspective. The 'digital metacognition' as exercised by HEI vis a vis the incorporation of social media as a means of organizational communication in admissions cycle needs further review and analysis. The human-computer interactions are bound to change and new facets will definitely crop up. The recent advances in artificial intelligence space, the emergence of ChatGPT, metaverse and other dimensions of social media will definitely further shape up organizational communications and renewal of HEI's admission funneling interest. The technological interference and intervention in human decision making is bound to increase exponentially. The human based basic information processing and undertaking of action in this multi-dimensional social media age is expected to be susceptible to decisions that are more contextually determined rather than internally driven as human's information storage and retrieval impetus and usage of self-mind is set to decline. The expected contrast across biological memory and external device derived memory is bound to widen. In similar sense, the human based exercise of control over choosing a course of action or rejecting another (in evolving technology rich cognitive environments) would be worthwhile to reflect upon (Risko & Kelly, 2023). This is bound to possess massive consequences for HEI based leverage of social media facets for consistent and concurrent student funneling with social media. The sustainability of communications over social media (across education, learning and training industry) could identify as another associated area for future research and reflection. (Jha & Verma, 2023). The free speech social media platforms could be novel focus of research in future. The social change, technological evolution, hybrid modes of advertising and organizational ambidextrous capabilities; all are bound to transform and will emerge as future areas of research with regard to social media and enrolment relationship.

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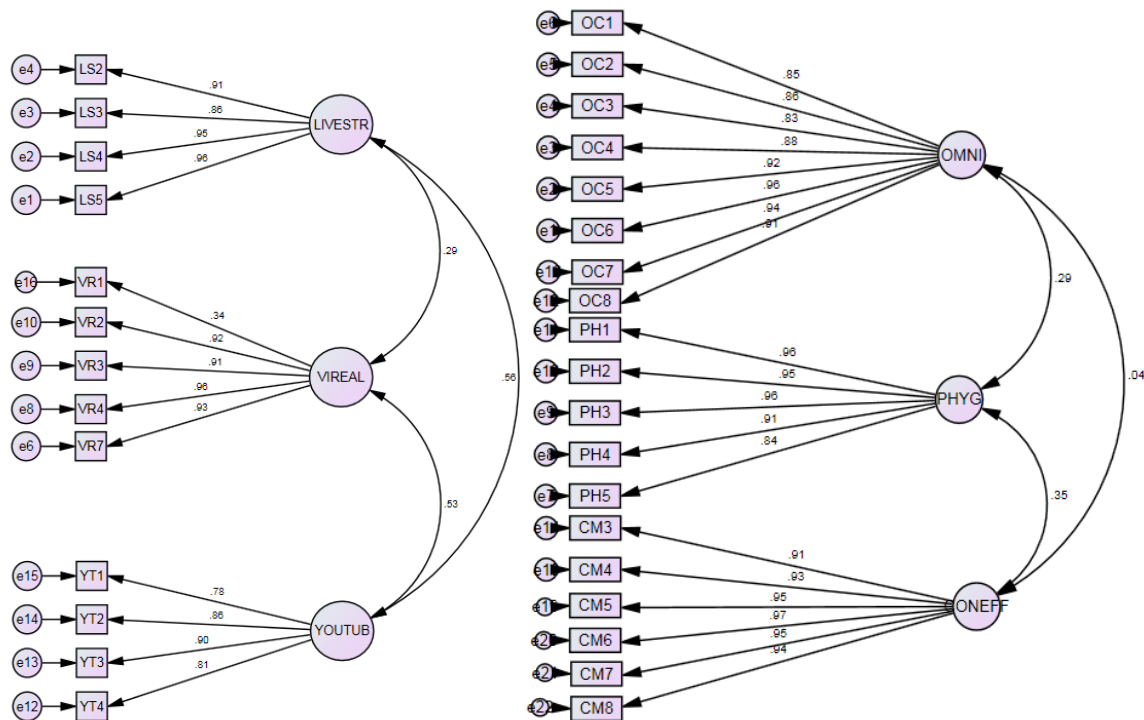
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Figure 5: Factor validation in CFA for three facets: sociability, broadcasting and informational knowledge sharing



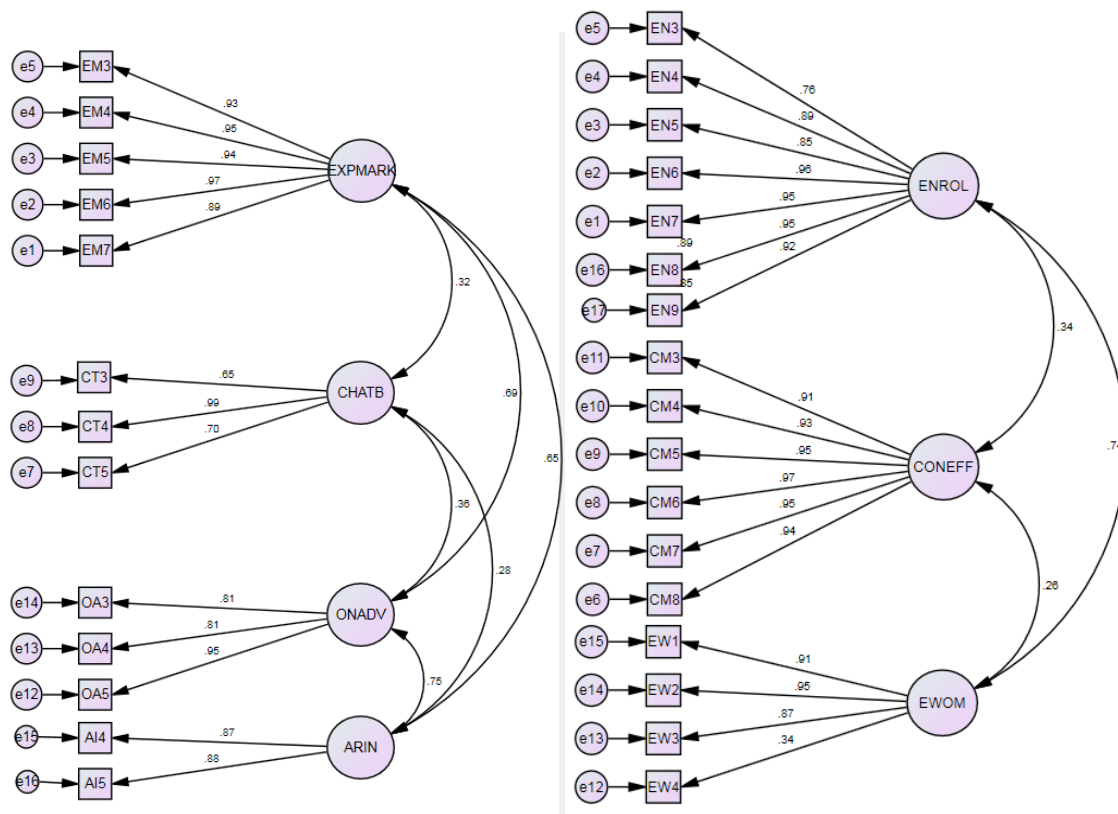


Table 6 : Convergent and discriminant validity measures

	Sub Scale Items	Item	Factor Loading	CR	AVE	MSV	ASV	Alpha
	I am able to see and decide with selection of courses across all channels	OC1	0.875	0.963	0.788	0.002	0.001	0.970
	I can chose among the competitively priced courses across all channels	OC2	0.841					
	I am able to figure out the most optimum deal across all channels	OC3	0.849					
	I have access to a wide variety of courses across all channels that interests me	OC4	0.889					
	This offers personalized recommendations about what I should consider buying	OC5	0.892					
	The advertisements and promotions that the current HEI sends to me across all channels are tailored to my situations	OC6	0.918					
	This HEI's course availability at physical campus is consistent with what I find on their online	OC7	0.916					

	channels							
	This HEI always has same courses across all channels	OC8	0.902					
	Social media platforms of this HEI systematically share content that enhances student's expertise on some subject matter	CM3	0.903	0.950	0.891	0.114	0.077	0.920
	This HEI seems to put a great deal of effort into sharing relevant, compelling, and timely content for target audiences in social media	CM4	0.926					
	HEI seems to engage potential customers with helpful content in social media to attain the position of a trusted advisor	CM5	0.943					
	This HEI seems to actively share references, successful case histories, and experiences in social media to demonstrate how this institution can support students' career	CM6	0.944					
	This HEI seems to actively share content in social media to keep target audiences updated	CM7	0.926					
	This HEI consistently share valuable content in social media so that potential customers will find when they are searching for information	CM8	0.911					
	The website highlights in-campus promotions that are taking place in physical campus	PH1	0.923	0.971	0.849	0.125	0.063	0.971
	The website advertises the physical campus by providing the address and information	PH2	0.904					
	The physical campus allows students to self-collect their online purchases of courses	PH3	0.923					
	The digital interfaces allows students to choose any physical campus from which to choose and pick up their academic course	PH4	0.874					
	Talking to academic counselors and online content helps me compare the pros and cons of a selected course	PH5	0.854					
	This You tuber and I have a lot in common	YT1	0.69	0.905	0.706	0.317	0.310	0.903
	This You Tuber thinks like me	YT2	0.771					
	I have a better relationship with this You tuber than others	YT3	0.759					
	I think this You Tuber could be	YT4	0.721					

	my friend							
	I had a sense of acting in the virtual environment, rather than operating something from outside	VR2	0.702	0.967	0.855	0.304	0.152	0.961
	My experience in the virtual environment seemed consistent with my experiences in the real world	VR3	0.704					
	While I was in the virtual environment, I had a sense of being there only	VR4	0.731					
	Provided awareness on career opportunity/further studies in counseling	VR7	0.765					
	The live streaming time is always when I am free and relaxed usually in the evening	LS2	0.685	0.916	0.735	0.317	0.158	0.957
	When I come to my senses during the day I regret the impulsive purchases I made during the evening	LS3	0.637					
	I like to be able to share my opinion on the stream in order to effect a change	LS4	0.673					
	I find things that happen in the streamed content more interesting than communication with other viewers	LS5	0.639					
	Without the use of social media, I may not have chosen HEI of my choice	EN3	0.703	0.947	0.808	0.569	0.274	0.926
	I can continue to rely on social media to monitor HEI information	EN4	0.864					
	I look forward to fruitful enrolment in this HEI	EN5	0.755					
	I can rely on the social media for undertaking decision in this HEI	EN6	0.898					
	I can devote my resources on basis of the social media based estimation of the job creating potential of this HEI	EN7	0.88					
	I look forward to purposeful academic life here	EN8	0.892					
	I can get the academic life style as expected here	EN9	0.88					
	Communication/promotion creates the lasting impression	EM3	0.805	0.943	0.880	0.479	0.292	0.934
	The offered demos of the study programs are meaningful	EM4	0.863					
	Collaboration with value chain partners(employers, content designers, skill development	EM5	0.763					

	agencies) is functional and effective							
	Actual course faculty often appears in the seminar forums, online discussions and exchange platforms	EM6	0.827					
	Availability of innovation scope widens the prospects for consideration and multi-skilling	EM7	0.715					
	I believe chatbot likes me	CT3	0.658	0.833	0.633	0.139	0.122	0.841
	I am confident in chatbot's ability to help me	CT4	0.814					
	Chatbot and I trust one another	CT5	0.725					
	Social media ads help me keep up to date	OA3	0.672	0.899	0.749	0.479	0.309	0.814
	Social media ads are fun to watch or read	OA4	0.63					
	Social media ads do not just sell, they also entertain me	OA5	0.507					
	The media content that algorithms recommend to me on this social media platform depends on my online search behavior on that platform	AI4	0.679	0.868	0.767	0.569	0.370	0.834
	The media content that algorithms recommend to me on this platform depend on the data that I make available	AI5	0.628					
	I often read other's reviews to know which course is lucrative to enroll in	EW1	0.682	0.873	0.653	0.545	0.309	0.811
	I frequently gather information from other's online reviews before I enroll for a certain course	EW2	0.66					
	I will seek positive e-word of mouth for this course	EW3	0.601					
	I am willing to provide my experiences and suggestions regarding admission when others want my advice on HEI admissions	EW4	0.704					

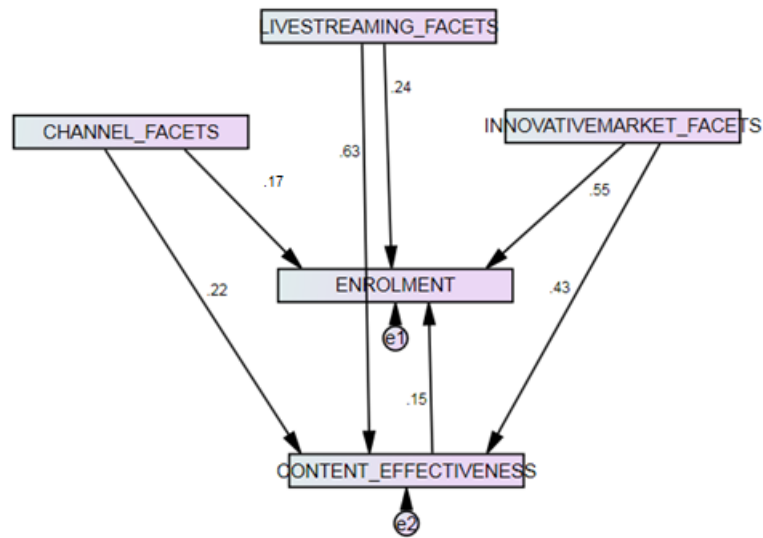


Figure 6: SEM outcome