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IMPACTS OF SOCIAL MEDIA AND DEMOGRAPHICAL
CHARACTERISTICS ON UNIVERSITY ADMISSIONS: CASE OF
JORDANIAN PRIVATE UNIVERSITIES

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ABSTRACT:

Social media have deeply integrated into our lives. Especially, students more prefer online media technology to avail information about their educational scenarios. The current study also aims to examine the impacts of social media platforms on the acceptance of students in

university based on the decision influenced by the specific media platform. To explore this phenomenon, the research reviewed the relevant literature and developed a conceptual model supported by Risk Theory. The researcher randomly selected a sample of $n= 332$ students from three private sector university in Jordan. Results revealed that specific social media platforms are deeply correlated with students' Admission related decision-making process. Moreover, demographical characteristics also influence their decision-making process. Thus the researcher concluded that social media is contributing much in students' daily educational life matters. More students should be conducted to explore the impacts of social media usage on the other aspects of students educational matters.

INTRODUCTION

Global development in various fields through communications and information technology introduced new horizons for organizations and people, (Alhawamdeh, Alghizzawi, and Habes 2020) Business administration is now different and much improved than the traditional methods. Now, these companies employ information technology to avail advanced means of communication, to keep the business follow-up and to keep pace with the new market trends. The additional modification in internet technology has also led to the emergence of social media and increased its impacts. Today, social media has become an important factor for companies to stay in touch with their customers. Besides, social media provides companies with ease of access individuals and also facilitated the Glossy companies which endorse and run schools, educational institutions or universities. These institutions prefer social media platforms to reach students, especially international students (Habes, Salloum, et al., 2018; Habes et al., 2019; Reddy, 2014; Salloum et al., 2018; Salloum & Shaalan, 2018). Previously, traditional media platforms were an important resource for educational institutions. However, today these institutions rely on social media as the target audience of university-level students mainly prefers social networking sites to attain the relevant information. Especially, searching for any university-related information, its expenditures, facilities, discipline and course all are widely available on social media sites (Paliktzoglou & Suhonen, 2014).

A large number of university enrolled students are those who registered their admissions through social media platforms (David, 2010; Thompson, 2007)—further validated by (Junco, 2015) as he found that more than 72% of young people use social media platforms for all their educational activities. Another study conducted by (Douglass & Morris, 2014) showed that international students have a major influence on university decision-making through social media platforms. (Daugherty et al., 2015) also revealed that the percentage of potential students who visited the university's website on Facebook or college exceeds 40% and more than 60% have followed up. Educational institutions keep updating the information on social media platforms through their official pages that greatly enhance their worldwide recognition, as social media platforms provide participation and information exchange, which further attracts new students (Constantinides & Stagno, 2012; Taylor et al., 2012). There is high competition between educational institutions, which prompted many universities to employ modern communication techniques to reach students (Twitter, Facebook, and YouTube). Here the aims is that the

Students may interact for educational purposes through the Internet, which made the scientific process closely linked with modern technology. Likewise, education became open and flexible as compared to traditional educational approaches (Namaziandost & Nasri, 2019).

As the current generation is digital as they rely heavily on the internet that allows the possibility of providing education through social communication platforms. Internet-facilitated modern educational methods are enticing for the students as the information is exchanged interactively. Online learning and information available both offer to focus on and targeting education for students from all over the world. This online accessibility also increases educational opportunities for the students, and they learn new educational factors every day (Alghizzawi et al., 2019; Boumarafi, 2010; Habes, Alghizzawi, et al., 2018; Habes et al., 2019; Namaziandost & Nasri, 2019; Salloum et al., 2019). Several studies addressed the students' affairs by investigating the opinions of teachers and administrative staff. Many also addressed the enrollment of international students by using social media platforms. However, this study is novel as it not only examines the admissions in general context; also, it explores the impacts of social media further the demographical characteristics in the decision-making process. In this regard, the first phase of this study discussed the background of social media in an educational context (Junco, 2015), the second contains the literature supporting the basic study proposition leading to propose the conceptual framework. Later in the fourth section, the researcher discussed the methodology, and the fifth section contains a discussion on results.

LITERATURE REVIEW AND RESEARCH

The largest percentage of Internet users are the teenagers especially students, who use social media platforms and spend many times regularly, possibly up to 10 hours during the week (Karpinski et al., 2013; Manjunatha, 2013). Here age and demographical variables are also major determinants of social media usage as (Ali, 2018) indicated social media usage among teenage girls as more focused towards educational purposes. Here (Pfeil et al., 2009) also revealed age as a primary demographic factor determining social media usage among the young generation. Likewise, several studies indicate that more than 90% of youngsters have personal accounts on social media platforms (Barker et al., 2013; comScore, 2011; Lenhart et al., 2007). Social media platforms constitute an important aspect of the life of college students daily (Salaway et al., 2008). The use of social media platforms has expanded in the academic field to exchange information and communicate to share scientific ideas. Through online platforms, students with similar academic aptitudes, selected courses and institutions can access to each other and share their experiences, problems and concerns (Boumarafi, 2015; Ellison et al., 2007). Social media platforms challenged the universities to communicate with the young students who depend on the Internet to communicate and avail information. Today, communication between the students and even instructors have become exclusive through social media platforms. (Habes 2019) These platforms are the integral part of the life for the young people so that they avail information and also share with others (DiStaso & McCorkindale, 2013; Ellison & Vitak, 2015; O'Bannon et al., 2013)

Moreover, researchers in the academic field argued that the interest of students in social media platforms and their activities are rapidly growing. This also motivated the universities to use social networks to attract new generation and provide academic services and stay in touch with them. Previous studies have shown that there is a great interest of students in these online platforms as they gratify their needs and expectations. As found, 30% of students remain in contact with each other through social media platforms, and 20% of students also search for suitable educational institutions (Martin, 2015). Another study to examine the students' online information seeking was conducted by (Barnes & Mattson, 2009). The researchers found that social media usage among university college officials to provide explanatory videos about the university's services and logistically display them is briskly increasing. Likewise, university students also accept e-learning as a source of education for them especially international students who resort to e-learning, consider online platforms as an important source of education (Khadija Alhumaid, 2020; Paliktzoglou & Suhonen, 2014).

Nonetheless, the study conducted by (Alexakis et al., 2012) also showed that Cypriot students rely heavily on social media platforms and have vital information about them. Positive acceptance of students about Google Academic applications greatly supports students and educational institutions (Boumarafi, 2015). The development of education is not limited to new methods of teaching, but also depends on the ability to reach students anywhere, anytime, and that depends on the various social media platforms (Reuben, 2008). Social media platforms play an active role for young students for instance, (McCorkindale et al., 2013) consider Facebook as the most preferred social networking platform to avail education, information and further important detail about the educational institutions.

An analysis conducted by (Pempek et al., 2009) also showed that the most prominent advantage of Facebook for the students is to access and communicate with each other easily. Here (Liu et al., 2018) also attributed students' social and economic background and other personal factors determine the use of social media and decision-making process regarding Admission in a university. A study conducted by (Athukorala, 2018) also indicated the role of demographical factors in selecting the social networking platform and decision-making process. As argued students who consider social media as an effective platform to avail information, tend to obtain educational information through these resources. When they find the educational information appropriate to their age, gender and social-economic situation, they also select the institution or study course. Therefore, with global development in the educational field, social media provides various opportunities for students from all over the world. However, here Facebook as the most preferred social media platform also highlights the importance of Facebook for information-seeking students. (Noel-Levitz, 2015). (Stollak et al., 2011) also conducted a study in India and, found that more than 75% of individuals use the Facebook platform and spend more than eight hours daily. Among these individuals, the largest percentage of Internet users are teenagers who prefer social media for educational aspirations. We also observed great

advantages for the e-learners as well. Especially educational institutions have to rely on social media sites to communicate with students and provide information (Malesky & Peters, 2012; Reuben, 2008). For example, a report given by (Exchange, 2013) stated that the youth in the United States of America greatly uses computers and smartphones. New students in universities and colleges use the Internet with an average rate of about 12 hours per day. These online platforms help students to develop their personality and interpersonal skills (Walsh et al., 2013).

THEORETICAL FRAMEWORK

The conceptual framework in **Figure (1) below** shows the impact of the activities of social media platforms on the Admission of students to private Jordanian universities, taking into account the demographic factors. However, here the Risk Theory is one of the primary theory that also supports the basic propositions of the current study. According to (Pollatsek & Tversky, 1970), Theory of Risk describes the ordering of options based on their perceived risks. As noted by (Zocco, 2009), students make several decision during their educational journal. Their decisions are important for them as they keep the educational prospects and outcomes under consideration. Simply defined, they make decisions that are relevant to the study outcomes. If they opt for a course, source or course of study, they expect it will bring fruitful results. This decision making not only highlights the students' concern towards making suitable decisions but also its focus on selecting even new methods and techniques to improve their learning process (Tiekstra & Minnaert, 2017). Furthermore, (Nygren et al., 2020) also attributed decision making as a result of personal factors determining the outcomes of choosing an option. As argued that when an individual feels and perceives a risk-based on his critical criteria, he rejects or accepts an idea. Here (Jama et al., 2008) cited an example of South African students decision making concerning social media usage and selection of platform that can further improve their academic performance. As social media largely facilitates students' learning and study-related decision-making process, they keep perceived risks and outcomes under consideration (Abbas et al., 2019). However, this decision-making process is highly influenced by the demographical characteristics of the students. Age, gender, educational level and sometimes locality al, all influence students' decision to select social media platforms and usage purposes (Khadija Alhumaid, 2020). Also validated by (Mohammadreza, 2012) as he found gender and age as primary factors responsible for social media usage decisions among students in Tehran. The researchers also found that females, as compared to males, highly consider social media as a part of their educational decision-making process. Therefore, here we affirm that demographic variables are highly associated with the beliefs and attitudes regarding social media usage and decision-making process, that help the users first to determine the perceived risks and then making a favourable decision based on their gender, age and educational level (Lennon et al., 2016).

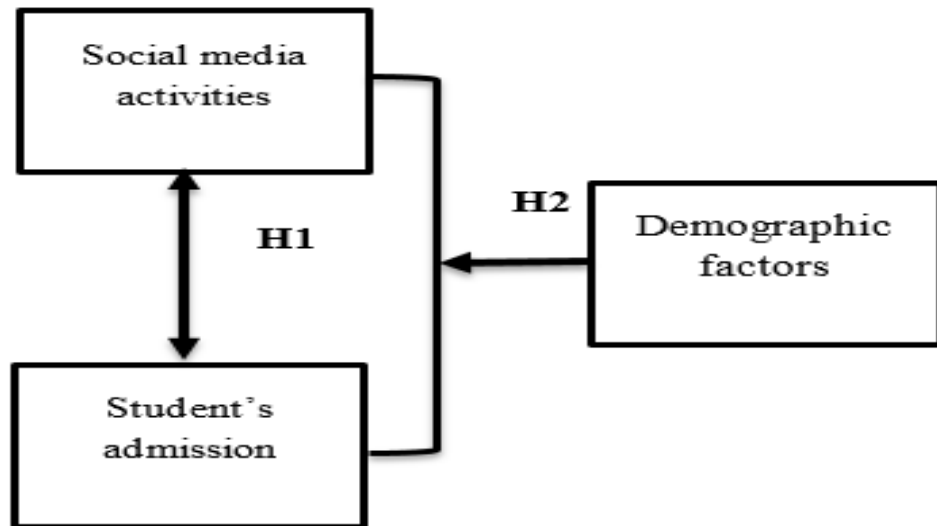


Figure 1 Conceptual Framework

H1: There is a statistically significant relationship between social media activities and student admission.

H2: There is a statistically significant difference in demographic factors on the Relationship between social media activities and student admission

RESEARCH METHODOLOGY

The current study comprises cross-sectional study design as the researcher adopted a descriptive quantitative approach to obtain data (Creswell & Creswell, 2017). The researcher designed structured, close-ended questionnaires for data gathering purposes as questionnaires provide primary data directly from the respondents (Fincham & Draugalis, 2013). Moreover, the researcher conducted data analysis by using the Statistical Package for Social Sciences (SPSS) and presented the results in both descriptive and inferential statistics.

Population and Sampling:

The population of the current study involves all the private-sector universities currently functioning in Jordan. However, due to limitation of resources (Taherdoost, 2016), the researchers randomly selected $n=3$ private Jordanian universities from Philadelphia, Amman and Petra. Nonetheless, the researcher randomly distributed $n=330$ questionnaires among the students by using online surveys.

Reliability & Validity:

The research will also analyze the validity and reliability of the research instrument. According to (Taherdoost, 2016) and (Salloum et al. 2019) reliability and validity of the research tool determine how well an instrument is designed to obtain reliable and generalizable results. Thus by keeping this under consideration, the researcher will use the Pearson Correlation Coefficient and Intercoder Reliability analysis to examine the proposed research instrument.

DATA ANALYSIS & RESULTS

Demographical Data:

Table 1 below contains a brief overview of frequencies and percentages of the respondents’ demographical data. As visible, $n= 148$ or 44.6% of respondents were males and $n= 184$ or 55.4% were females. Moreover, a majority of respondents ($n= 176$ or 53.0%) were 15-20 years old, $n= 118$ or 35.0% were between 21-25 years old, and $n= 38$ or 11.4% were 25 years of or above. Similarly, $n= 179$ or 53.9% participants were enrolled in Bachelors, $n= 116$ or 34.9% were enrolled in Masters, and $n= 37$ or 11.1% of participants were doing PhD.

Regarding the residence or living locality of the respondents, $n= 170$ or 51.2% of participants were living in Urban Areas, $n= 123$ or 37.0% were living in rural areas, and only $n= 39$ or 11.7% of respondents were nomadic. Nonetheless, $n= 184$ or 55.4% of participants were single, $n= 118$ or 35.5% were married, and $n= 30$ or 9.0% of participants were widowed. Thus, the response rate was also $n= 332$, as all the selected participants appropriately filled the given questionnaires.

Table 1: Demographical characteristics of the study respondents.

Variables	Categories	Frequency	Percentage
Gender	Male	148	44.6%
	Female	184	55.4%
Age	15-20	176	53.0%
	21-25	118	35.5%
	25 or Above	38	11.4%
Education	Bachelor	179	53.9%
	Master	116	34.9%
	PhD	37	11.1%
Living Location	City	170	51.2%
	Village	123	37.0%
	Nomadic	39	11.7%
Marital Status	Single	184	55.4%
	Married	118	35.5%
	Widowed	30	9.0%

The validity of Research Instrument:

The researcher conducted a Pearson Correlation Co-efficient analysis to assess the validity of the research instrument. According to (Jesús García de Yébenes Prous et al., 2009), structurally well-developed and valid questionnaires helps the researcher to obtain accurate data. **Table 2** below contains the detailed validity results of the research instrument. As found, all the research statements are strongly and significantly correlated, we validate our research instrument.

Table 2: Pearson Correlation Co-Efficient Value

	DMF	IV	DV1	DV2	ngiS
DMF	.724				.009.
IV	.876	.981			.000
DV1	.724	.876	.981	1.000	.000
DV2	.009	.724	.876	.981	.000

Reliability of Research Instrument:

To examine the validity of the research instrument, the researcher conducted Intercoder Reliability Analysis. **Table 3** below provides a brief overview of Intercoder Reliability Analysis’s noted by (Taherdoost, 2016), IntercoderReliabilityAnalysis helps to affirm the reliability of results and their generalizability as well. Thus, with the Cronbach Alpha value of

Table 3: Intercoder reliability analysis

	Variables	Cronbach Alpha Value	Status
H1	SMA>SA	.939	Reliable
H2	DMF>SMA>SA	.932	Reliable

Note: Here SMA stands for Social Media Activities, SA stands for Students Admissions, and DMF stands for Demographic Factors

Table 4 below contains the summary of students’ responses Regarding social media usage. Descriptive analysis of the gathered data indicated that $n= 173$ or 63.0% of responses having only one Social Media account (Ali, 2018). Similarly, Facebook was the most preferred social networking site among the study respondents ($n= 124$ or 37.3%) however, they also created personal accounts on the other social networking platforms ($n= 162$ or 48.8%). Similarly, $n= 163$ or 49.5% respondents also revealed that they frequently use social networking sites to comments on their friends’ posts, send and receive messages through instant messaging services ($n= 160$ or $n= 47.0%$), keep in touch with their family ($n= 161$ or 47.5%) and friends ($n= 170$ or 51.2%).

Table 4: Summary of Students’ Responses Regarding Social Media Usage

Variable	Mean	Variance	SD	Maximum	Minimum	Count
<i>Explanatory variables:</i>						
fo rebmuN					1	332
lanosrep	1.58	.473	.688	3		
stnuocca						
Use social media	1.00	.000	.000	1	1	332
Social media sites you have a profile	2.46	3.167	1.780	8	1	332
<i>Explanatory variables:</i>						
Create an entry	4.21	.598	.773	5	1	332
Post comments	4.21	.598	.773	5	1	332
Send messages using Instant Messaging	4.21	.598	.773	5	1	332
Keep in touch with family	4.21	.598	.773	5	1	332
Keep in touch with friends	4.21	.598	.773	5	1	332

Table 5 below contains the summary of students’ responses regarding social media usage. In this regard, a majority of respondents ($n= 162$ or 48.8%) also use social media to search for information, look for authentic education-related informational resources, health, diet fitness information ($n= 180$ or 54.2%), fashion trends ($n= 175$ or 52.7%) and purchase things online ($n= 176$ or 53.0%). as well. Likewise, $n= 188$ or 56.6% also use social media to create blogs and forums, participate in the educational debates and discussions ($n= 181$ or 54.5%). These respondents also indicated that they take educational advertisements posted in educational forums ($n= 165$ or 49.6%) and save images advertised images regarding educational institutions and courses offered by them.

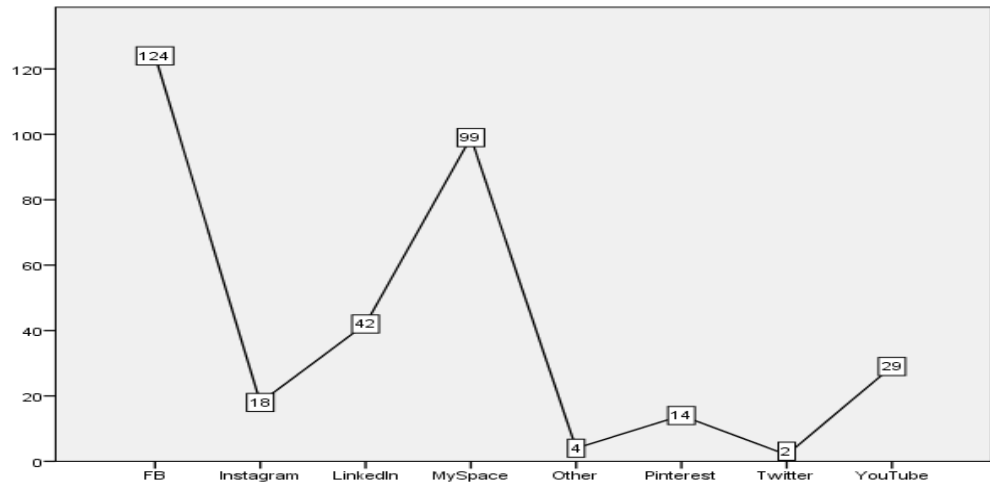


Figure 2: Frequencies of students' responses regarding their preferred social networking site

Figure 2 above shows the frequencies of students' responses regarding their preferred social networking site. As mentioned, $n= 128$ or 38.5% participants indicated Facebook as the most preferred social networking site. These results are consistent with the results availed by (Bicen & Cavus, 2010) as they also found Facebook as the most preferred Social networking sites.

Table 5:Summary of Students' Responses Regarding Social Media Activities

Variable	Mean	Variance	SD	Maximum	Minimum	Count
<i>Explanatory variables:</i>						
Look for information on computers	4.21	.598	.773	5	1	332
Look for information on services	3.21	.598	.773	5	1	332
Look for health, diet and fitness information	1.98	.594	1.359	7	1	332
Look for the latest fashion trends	4.22	.598	.773	5	1	332
Buy things online	4.21	.593	.773	5	1	332

Explanatory variables:

Create blogs and forums	4.21	.598	.773	5	1	332
Participate in education	4.21	.598	.773	5	1	332
Advertisements in blogs and social networks	3.51	.598	.773	5	1	332
Copy images related to educational advertisements	4.21	.598	.773	5	1	332

Table 6 below contains the summary of participants’ responses regarding online information availability. As visible, a majority of respondents ($n= 185$ or 55.2%) indicated that they also interact with other students showcasing educational achievements on online platforms. These online platforms also provide a course for e-learning on their social media pages and accounts ($n= 182$ or 54.8%) and all the other relevant information ($n= 184$ or 55.0%). Similarly, participants $n= 181$ or 54.2%) also told that the social media platforms contain all the information concerning fee structures, scholarships, financial aids and other facilities ($n= 180$ or 54.2%) for the potential students. According to the respondents ($n= 187$ or 56.3%), these social media platforms also give information about university’s address and their rank ($n= 190$ or 57.2%) both on national and international levels. Besides students also revealed that due to availability of online information, they are ($n= 185$ or 55.7%) capable of estimating all the educational expenditures and information about all the disciplines ($n= 182$ or 54.8%) being taught in the institutions. Thus social media sites have largely facilitated the information gathering process through the ease of access and direct communication with the concerned educational authority (Yassein et al., 2017).

Table 6:Summary of Students’ Responses Regarding Online Information Availability

Variable	Mean	Variance	SD	Maximum	Minimum	Count
<i>Explanatory variables:</i>						
Showcase students from my country	4.29	.594	.753	5	1	332
Make university course	4.25	.591	.773	5	1	332

information available						
Information about university courses	4.21	.598	.776	5	1	332
Information on financial facilities	4.45	.608	.745	5	1	332
Information about university facilities	4.21	.598	.743	5	1	332
Information about university site	4.51	.610	.709	5	1	332
Information about university rank	4.32	.600	.724	5	1	332
Information about university expenditures	4.54	.598	.763	5	1	332
Information about university disciplines	4.65	.588	.721	5	1	332

Hypothesis Testing:

One-Way ANOVA:

To test the first study hypothesis postulating “**There is a statistically significant relationship between social media activities and student admission**”, the researcher conducted One-Way Analysis of Variance. As noted by (Ostertagová& Ostertag, 2013), Analysis of Variance helps to compare the means of different variables and can be considered as a modified version of T-Test. ANOVA helps to determine the variance between the variables and widely preferred by the researchers worldwide. **Table 7** below contains a brief overview of Analysis OF Variance. As seen, with a significance value of $p \leq .006$ (gender), $p \leq .000$ (Age), $p \leq .000$ (Education), $p \leq .000$ (Marital Status), and $p \leq .000$ (Residence), there is a strong, positive difference among the responses of study participants based on their demographical data. With the obtained results of One-Way Analysis of Variance, we, therefore, accept our first hypothesis.

Table 7: One- Way Analysis of Variance to Test the Difference based on Demographical Characteristics

Variables	Sum of Squares	df	Mean Square	F	Sign
Gender	5.783	20	.289	1.179	.006
	76.241	311	.245		
	82.024	331			
Age	29.401	20	1.470	3.512	.000
	127.237	311	.409		
	156.639	331			
Education	29.401	20	1.470	3.593	.000
	127.237	311	.409		
	156.639	331			
Marital Status	29.401	20	1.470	3.243	.000
	127.237	311	.409		
	156.639	331			
Residence	29.401	20	1.470	3.549	.000
	127.237	311	.409		
	156.639	331			

Regression Analysis:

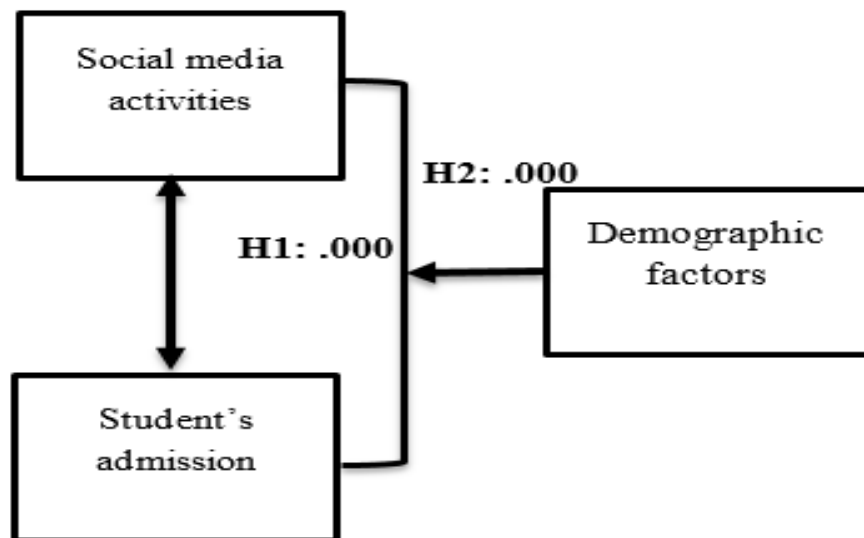
Table 8 below gives a brief overview of Univariate Linear Regression Analysis to test the Relationship between Social Media activities and students’ admissions. Here Univariate Linear Regression was a suitable technique as it helps to assess the variables having cause and effect relation (Uyanık & Güler, 2013). Thus, we found a strong significant relationship between social media activities and students’ admissions ($\beta = .981, p \leq 0.000$). We validate our second hypothesis. These results are consistent with the propositions given by (Davis III et al., 2015), as they consider social media as a source of interaction, information gathering and making decisions for choosing suitable intuitions and study courses.

Table 8: Univariate Linear Regression Analysis to test the Relationship between social media activities and student admission

S/r	Hypothesis	t	f	β	Sign	Direction
H2	There is a statistically significant difference in demographic factors on the relationship between social media activities and student admission	3.542	835.513	.981	.000	Positive

DISCUSSION

University students use social networking sites to interact with each other, share their experiences and collaborate as well. By keeping in view the importance of social media, even educational institutions also motivate their students to consider it for several institutional purposes. In this regard, decision-making concerning educational matters is highly common (Liccardi et al., 2007). Also witnessed by (Shembilu, 2013) as they attributed social media to a major source of making their educational decisions. According to the researchers, social media deeply influences students’ perceptions and attitudes. As a result, they avail Admission in their desired institutes and opt for the suitable courses matching their aptitude. Especially for Jordanian university students, the growing social media reliance is directly associated with the perceived useful outcomes. Students can communicate in an online environment, and technological advancement have also enabled people to share their experiences and make suitable decisions (Habes et al., 2020). As noted by (Zocco,2009), the demographical characteristics help students to evaluate the risks and benefits of attributed to their Admission concerning decisions. By keeping the perceived risks under consideration, they make suitable decisions which is also a basic notion of Risk Theory.



The current study also aimed to analyze the relationship between social media usage (Yousuf et al., 2021) and students’ Admission related decisions in Jordan. Regarding the first study hypothesis “**There is a statistically significant relationship between social media activities and student admission.**”, with the significance value of $p \geq .000$ we found a strong, positive relationship between social media and students’ Admission related decision. (Boahene et al., 2019) also validated this proposition as they attributed social media to sustainability and unique characteristics offering several benefits for the students. The researchers further stated that despite researchers mainly investigated the impacts of social media on academic performance, the digital media influence on admissions’ decision making is also many phenomena. Besides the literature also supported a greater significance of social media in students’ educational matters and decision-making process, current study

results also supported the respective notion (Sideri et al., 2017). Furthermore, according to the participants' responses, due to available online information regarding university programs, they can easily avail information and decide their desired field of study. Keeping students updated, providing transparency concerning their programs, courses, and others details help the students to keep pace with the changing nature of educational arena (Meyliana et al., 2015).

Likewise, the results also affirmed the second study hypothesis **“There is a statistically significant difference of demographic factors on the relationship between social media activities and student admission”**. As with the One-Way Analysis of Variance value of $p \geq .000$, we found that despite demographical variables are highly influential on students' course selection and admission matters, the students' choices and decisions also vary based on demographical characteristics. As noted by (Puška et al., 2018), individuals make decisions based on their characteristics such as age, gender, social-economic backgrounds, and previous experiences. These characteristics help them to choose and show behavioural consistency. In this regard, (Aydın & Bayır, 2016) argued that before making university selection decision, students have to several matters under considerations. Among all, financial and social considerations are the most influential, leading to making a suitable decision. Understanding these factors not only help them to make better decisions but also they enable the students to avail decision-making sense in general. Thus, while making the university selection, demographical factors work as the psychological moderators to attend the institutions that are most suitable for them (O'neil, 2013)

CONCLUSION

The current study examined the relationship between students' social media usage, their Admission and the role of demographical characteristics in their admission process. As previously noted selecting a relevant institution and learning course, all are widely dependent on perceptions gathered through social media, the varying influence of demographical variables on these perceptions is also prominent (Alhawamdeh, Alghizzawi, and Habes 2020; Habes, Alghizzawi, Ali, et al. 2020; Habes, Alghizzawi, Salloum, et al. 2020; Muhaisen, Habes, and Alghizzawi 2020) The results also validated the proposed Relationship between study variables as we found a strong significant relationship between social media activities, student admission and demographical variables. (Alhumaid & Ayoubi, 2020) This study also discussed the extent to which Admission related decision-making is influenced by gender, age, education of the students (Galan et al., 2015). These findings not only showed the role of social media in students' life in general also, but it also highlighted the collective role of both demographical characteristics and digital media usage as the predictor of availing Admission in the suitable educational institution.

Study Contributions:

This study is making significant contributions in the field of social media, decision-making and students' academic Journey. Although, several previous

studies analyzed the relationship between social media usage and demographical variables also, the contribution of digital media platforms for selecting a suitable educational decision. However, the current study examined the three-way correlation among social media, students' Admission and demographical variable, which is unique.

Limitations & Future Research Directions

Besides scientific contributions through this study in the previous literature that was researched in the field of students and universities, we address the determinants that can provide broad lines for future research as this study addressed students who are in private universities only and that may not reflect a comprehensive picture of the impact of social media platforms on Admission of students, so it is possible to include public university students. Also, extended studies may be carried out in this field, as there is a high probability that students interact with other new social communication platforms so that some electronic theories of Admission can be applied to the future study model.

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