




# “Impact of integrated marketing communication strategies on choice of higher education institutions”

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# IMPACT OF INTEGRATED MARKETING COMMUNICATION STRATEGIES ON CHOICE OF HIGHER EDUCATION INSTITUTIONS

## Abstract

In today's fiercely competitive realm of higher education, Integrated Marketing Communications (IMC) have emerged as a crucial approach for institutions to effectively connect with prospective students. This study examines the influence of IMC strategies on students' choices of higher education institutions (HEIs) in Bangalore, India. Using a descriptive research design, data were gathered via a structured questionnaire from a sample of 384 students. The findings reveal notable disparities in perceptions of IMC based on gender, academic discipline preference, and institution type. Interestingly, age does not yield significant differences in IMC perceptions. A positive correlation (0.632) between IMC perceptions and choice of HEIs underscores the importance of customized strategies in attracting and engaging students. IMC strategies such as digital marketing, social media engagement, content marketing, alumni engagement, and student ambassadors significantly influence the choice of HEIs with the variance of 0.315, 0.523, 0.394, 0.619, and 0.298, respectively. Further, IMC strategies such as digital marketing, social media engagement, alumni engagement, partnership with influencers, and student ambassadors significantly influence the selection of disciplines with the variance of 0.298, 0.642, 0.497, 0.421, and 0.234, respectively. In essence, this study emphasizes the pivotal role of effective IMC strategies in higher education choice decision-making and provides actionable insights for institutions seeking to refine their marketing approaches.

## Keywords

integrated marketing communication, strategies, higher education, educational institutions

## JEL Classification

M31, D80, I20

## INTRODUCTION

In today's highly competitive higher education landscape, institutions are continuously seeking effective methods to attract and retain prospective students. In this dynamic environment, Integrated Marketing Communications (IMC) have become a crucial strategy for institutions to engage their target audience in a cohesive and impactful way. IMC combines various communication channels and tools, such as advertising, public relations, direct marketing, and digital media, to deliver a unified message and create a consistent brand experience. Choosing a higher education institution is a major decision for individuals, influenced by factors such as academic reputation, faculty expertise, program offerings, campus facilities, and financial considerations. However, in an era marked by information overload and digital connectivity, the role of marketing communications in shaping perceptions and influencing decisions is paramount. Institutions that effectively leverage IMC can enhance their visibility, stand out from competitors, build brand equity, and ultimately drive enrolment. Despite the growing recognition of IMC's importance in the higher education sector, there is still a gap in understanding its specific im-

impact on prospective students' choice of institutions. Investigating this relationship is crucial for institutions to refine their marketing strategies and allocate resources efficiently. In India, higher education institutions typically use IMC strategies to attract prospective students, engage current students and alumni, and maintain positive relationships with stakeholders. Common IMC strategies include digital marketing, website optimization, social media engagement, and content marketing. Using these integrated marketing communication strategies, higher education institutions in India can effectively reach their target audience, differentiate themselves from competitors, and achieve their enrolment and branding goals. Despite recognizing the significance of Integrated Marketing Communications (IMC) in higher education, there is limited understanding of its specific impact on prospective students' choice of institutions.

## 1. LITERATURE REVIEW

This section reviews the extant research works on IMC and its impact. In contemporary times, organizations must comprehend the significance of Integrated Marketing Communications (IMC) programs in their operations, particularly since the 1990s. Traditional elements of the marketing mix – product, price, place (distribution), promotion – have diminished in effectiveness compared to the past. During periods of slow market development, these components were highly beneficial for organizations. However, in the present landscape, the traditional marketing mix elements have lost their competitive edge. Many strategies for product acquisition can be swiftly replicated by competitors (Mihaela, 2015). The concept of Integrated Marketing Communications (IMC) in its first generation is rooted in fundamental principles concerning messages, media, communication elements, and audience (Estaswara, 2016). In today's complex global marketplace, where intense competition is the norm, relying solely on traditional marketing tactics centered around the Four Ps (price, promotion, place, and product) and the supply-chain approach is no longer sustainable for an organization's long-term survival (Abdulllah et al., 2018).

Integrated Marketing Communications (IMC) encompass advertising, public relations, sales promotions, events, the use of salespeople, and direct marketing as methods for universities to communicate their activities to students. This approach has led to the development of small, medium, and large strategies, emphasizing the application of IMC principles to business education. The goal is to encourage students to respond positively to the university's activities, ultimately increasing student satisfaction and influencing their decision to enrol

in a public university (Sammasut, 2021). In interviews with marketing experts from higher education institutions, it was concluded that integrated marketing communication in universities must be cohesive across all channels to be successful. Additionally, it is essential not to create false expectations regarding the quality of services offered by the university (Smedescu et al., 2017). There are numerous difficulties in implementing Integrated Marketing Communications (IMC) within organizations (Edmiston, 2008). One of the biggest challenges is the lack of understanding among many individuals, including marketing professionals, about the IMC process and its benefits for their organizations. Marketing is often viewed as an expense rather than a value-generating activity. Without a clear recognition of the connections between IMC, organizational branding, and customer value, the full potential of IMC will not be realized.

No matter how educational marketing is defined, it is evident that educational institutions, much like populations and organizations, exist within physical, temporal, symbolic, and social spaces. Therefore, it is logical to consider that these institutions are influenced by ecological dynamics. The effectiveness of efforts to enhance the visibility of educational institutions will largely depend on the satisfaction of three key indicators: the quality of the educational process, the quality of administrative and secretarial services, and the quality of additional services such as accommodation, meals, and entertainment (Jahanifar et al., 2023).

Marketers recognize that targeting all customers solely through a single marketing communication tool, such as advertising, personal selling, or direct marketing, is no longer feasible. Instead, they must employ multiple marketing communications tools

to reach diverse customer segments. The selection of the marketing communications mix significantly impacts the success of a marketing communications campaign. Each element of the communications mix serves a specific objective, such as creating awareness, generating interest, persuading attitude change, reinforcing experiences, or enhancing brand identity (Baleviciene, 2020). Integrated Marketing Communications (IMC) represent a dynamic and distinct method for reaching consumers by fostering cohesion and consistency in messaging. Each year, it gains increasing popularity as a subject of study among students and academics alike (Tyson, 2019). Based on the findings of research, it can be strongly inferred from the review of literature that marketing turbulence is closely linked to business performance (Abdul Lasi & Rahim, 2021). Today, higher education institutions (HEIs) have access to a plethora of marketing technologies and tools. Engaging in activities to identify, inform, encourage, and cultivate positive perceptions of the university among target audiences is crucial. Integrated marketing communications ensures coherence and coordination across various channels and methods used to promote the university's offerings, thereby establishing an effective, distinctive, and favourable image for the institution (Gole, 2022a). Marketing strategies that utilize social media offer a promising avenue for higher education institutions, despite concerns about the commercialization of higher education. These institutions are still in the early stages of adopting this approach and have much to learn. Practical experience indicates that using social media as communication tools requires a different strategy than traditional mass media. Social media-based marketing should prioritize two-way communication, dialogue, and engagement, rather than simply serving as broadcasting or advertising platforms. While reducing costs and increasing effectiveness are strong reasons for higher education institutions to incorporate social media into their marketing strategies, this shift necessitates redesigning marketing departments and altering communication methods from one-way communication to actively listening to and engaging with customers (Constantinides & Zinck Stagno, 2013).

Integrated Marketing Communications (IMC) are essential for educational institutions to effectively communicate with diverse stakeholders, differen-

tiate themselves in a competitive market, adapt to changing communication trends, drive recruitment and enrolment, engage alumni, manage their reputation, and ultimately achieve their institutional goals (Kembau et al., 2014). Establishing and preserving a favorable reputation is crucial for educational institutions to draw in students, faculty, funding, and collaborations. IMC aids institutions in overseeing their reputation by efficiently conveying their principles, accomplishments, and societal contributions, while promptly and openly dealing with any adverse publicity or crises (Luma & Raof, 2022). Today, higher education institutions (HEIs) have access to a broad range of marketing technologies and tools. To identify, inform, encourage, and generate positive perceptions of the university, it is essential for HEIs to engage with their target audiences. Integrated Marketing Communications (IMC) ensure cohesion and coordination among various promotional methods to create a consistent, unique, and positive informational environment for the university. The development of modern technologies in information technology, telecommunications, the global Internet, social media marketing, and creative marketing, alongside the increasing professionalization of faculty and staff, further supports these efforts (Gole, 2022b). Global competition among higher education institutions (HEIs) plays a significant role in retaining and attracting students. As a result, comprehensive marketing strategies in higher education are essential. Embracing market orientation practices by faculties and HE institutions fosters innovation in teaching and learning methods, delivery approaches, and student services (Nurfitrianyah et al., 2021). The digital advertising industry is constantly evolving, with new and more efficient tools emerging regularly to promote businesses. Google AdWords has emerged as a leading player in this dynamic landscape, providing marketers with education and resources to experiment, explore, and implement their strategies. It offers a wide range of services within a single account, including banner advertisements, keyword marketing, search engine optimization (SEO), and search engine marketing (SEM), among others (Kumar et al., 2021).

The study centered on the Holistic Marketing model's impact on student decision-making in selecting higher education institutions (HEIs).

The findings revealed that the performance marketing variable significantly influenced student choices. Factors such as the accessibility of universities and a high number of applicants provide a competitive edge for institutions in attracting prospective students, alongside the quality of education and research. Additionally, relationship-building and integrated strategies exerted significant influence on students when deciding on their choice of HE institution (Nurfitriansyah et al., 2021). IMC is not confined to the classroom; it is now applied across a wide spectrum of colleges and universities. The backing of institutional leadership emerged as the primary factor influencing the success of an IMC strategy. Leadership not only mandates the coordination of marketing communication efforts but also visibly supports the institution's marketing communication objectives (Edmiston-Strasser, 2009). These research works highlight the essential role of IMC in modern organizations, including higher education institutions, in effectively reaching target audiences, managing reputation, and driving performance.

Keeping this question in mind, this study aims at measuring impact of Integrated Marketing Communications Strategies on choice of higher education institutions and choice of discipline as well. Based on these objectives, the following hypotheses are framed:

- H1: There are no significant differences in perceptions of IMC strategies, effectiveness of IMC strategies, and choice of higher education institutions based on demographics of the students.*
- H2: There is no significant relationship between perceptions on Integrated Marketing Communications (IMC) and the choice of higher education institutions (HEIs).*
- H3: There is no significant impact of selected IMC strategies on choice of higher education Institutions.*
- H4: There is no significant impact of selected IMC strategies on choice of discipline in the institutions.*

## 2. METHODOLOGY

The study utilizes a descriptive research design to examine the variables of IMC strategies and choice of higher education institutions (HEIs). Data are collected through a survey method targeting students (potential students) who want to pursue higher education in Bangalore, India. So, the unit of analysis is potential students of HEIs. A structured questionnaire serves as the research instrument, comprising two parts: one to measure the core variables (IMC strategies and choice of higher education institutions) and the other for gathering personal information. The study is conducted continuously and without interruption. The potential students approached for the survey were asked about their awareness of IMC strategies and their exposure to such strategies. Further, the researchers explained the concept of IMC strategies and their types to the potential students and those potential students who had adequate knowledge and exposure to such strategies were considered for the study.

The population of the study comprises students seeking higher education in India, with a focus on those in Bangalore. Bangalore was selected as the study's locale due to its numerous prestigious institutions. As the population exceeds 100 thousands, the sample size is determined to be 384 at a 95% level of significance, based on the guidelines provided by Krejcie and Morgon (1970). Therefore, the sample size for the study is 384. The purposive sampling technique is employed to select participants. IMC strategies and choice of higher education institutions are measured using statements in Likert scale. IMC strategies considered are digital marketing, website optimization, social media engagement, content marketing, events and webinars, public relations, alumni engagement, partnership with influencers, student ambassadors, and email marketing.

## 3. RESULTS AND DISCUSSION

The gathered information undergoes encoding and analysis utilizing appropriate statistical methodologies. The findings reveal the individual attributes of the surveyed participants. The sample encompasses both male and female students, with a

distribution ratio of 53.2% and 46.8% respectively. Within the age demographics, 78.3% fall within the 17 to 21 age bracket, while 21.7% belong to the 22 to 30 age range. As for educational aspirations, 79.1% aim for undergraduate studies, whereas 20.9% target postgraduate endeavours. In terms of educational institution preferences, 63.8% express a desire for university enrolment, while 36.2% opt for colleges. Regarding academic disciplines, 18.4% express interest in science programs, 35.5% in engineering, 26.8% in commerce and management, and 19.3% in various other fields such as social sciences, law, and psychology.

The collected data underwent normality testing to assess its distributional properties. This determination is crucial for selecting suitable statistical methods for analysis. The results from both the Kolmogorov-Smirnov and Shapiro-Wilk tests indicate that perceptions of organizational culture, digital leadership, and digital literacy follow a normal distribution, as indicated by p-values surpassing 0.05.

Differences in perceptions of the sample students on IMC are analyzed and presented below.

**Table 1.** Perceptions of IMC

Source: Primary data.

Factors	p-value	Result
Gender	0.021	Significant
Age	0.254	Not significant
Discipline choice	0.034	Significant
Type of institution	0.002	Significant

The analysis suggests that the perceptions of Integrated Marketing Communications (IMC) among the sampled students differ notably depending on gender, discipline preference, and the type of educational institution attended. However, age appears to have no substantial influence on these perceptions. These conclusions stem from primary data obtained during the study (see Table 1).

**Table 2.** Effectiveness of IMC strategies

Source: Primary data.

Factors	p-value	Result
Gender	0.349	Not significant
Age	0.658	Not significant
Discipline choice	0.013	Significant
Type of institution	0.025	Significant

The results indicate that while there are no considerable disparities in the effectiveness of IMC strategies concerning gender or age, apparent differences exist based on the students' discipline preferences and the type of educational institution they attend (see Table 2). Differences in perceptions of the sample students on choice of higher education institution are analyzed and presented in Table 3.

**Table 3.** Choice of higher education institution

Source: Primary data.

Factors	p-value	Result
Gender	0.000	Significant
Age	0.634	Not significant
Discipline choice	0.001	Significant
Type of institution	0.001	Significant

The analysis indicates that the sampled students' perceptions regarding their choice of higher education institution vary notably depending on gender, discipline preference, and the type of institution. Nevertheless, age does not appear to substantially contribute to these perceptions (see Table 3).

**Table 4.** Relationship analysis

Source: Survey data.

Particulars	Perceptions on IMC	Choice of HEI
Perceptions on IMC	1	
Choice of HEI	0.632	1

Table 4 presents the results of a relationship analysis between perceptions on Integrated Marketing Communications (IMC) and the choice of higher education institutions (HEIs), derived from survey data. The correlation coefficient between perceptions on IMC and the choice of HEI is 0.632, indicating a positive correlation between these two variables. This suggests that as perceptions on IMC increase, there is a tendency for the choice of HEIs to also increase, and vice versa. Overall, this indicates a moderately strong positive relationship between perceptions on IMC and the choice of HEIs among the surveyed individuals.

The main objective of this research is to assess and analyze how Integrated Marketing Communication strategies affect the selection of higher education institutions. The IMC strategies examined in this study encompass various methods such as digital marketing, website optimiza-

tion, social media engagement, content marketing, events and webinars, public relations, alumni engagement, partnership with influencers, student ambassadors, and email marketing. Multiple regression analysis is employed to this effect. The results are presented in Table 5.

**Table 5.** Regression outcomes on selection of HEIs

Variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	P
Digital marketing	0.432	0.315	0.312	0.000
Website optimization	0.217	0.209	0.193	0.325
Social media engagement	0.638	0.523	0.511	0.026
Content marketing	0.492	0.394	0.391	0.010
Events and webinars	0.231	0.188	0.186	0.734
Public relations	0.327	0.317	0.314	0.375
Alumni engagement	0.621	0.619	0.615	0.003
Partnership with influencers	0.426	0.386	0.381	0.038
Student ambassadors	0.535	0.298	0.287	0.000
Email marketing	0.427	0.362	0.358	0.079

*Note:* Outcome variable: choice of HEIs.

Table 5 displays the results of a regression analysis investigating how different Integrated Marketing Communication (IMC) strategies relate to the choice of higher education institutions (HEIs). Social media engagement, content marketing, alumni engagement, partnership with influencers, and student ambassadors exhibit relatively strong correlation coefficients (R) and statistically significant p-values ( $p < 0.05$ ), indicating a notable impact on the choice of HEIs. Among these, digital marketing, alumni engagement, and student ambassadors stand out with the highest R<sup>2</sup> values, suggesting they explain a considerable portion of the variability in HEI selection. Conversely, website optimization, events and webinars, public relations, and email marketing show weaker correlations and higher p-values, indicating less pronounced relationships with HEIs choice. In summary, certain IMC strategies, including social media engagement, content marketing, alumni engagement, partnership with influencers, and student ambassadors, appear to exert a more substantial influence on HEI selection compared to others, based on the findings of this analysis.

Further, this study focused on measuring and analysing the impact of IMC strategies on selection of discipline by the students. The results are provided in Table 6.

**Table 6.** Regression outcomes on selection of discipline

Variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	p
Digital marketing	0.394	0.298	0.291	0.000
Website optimization	0.468	0.382	0.374	0.524
Social media engagement	0.784	0.642	0.634	0.000
Content marketing	0.367	0.324	0.321	0.110
Events and webinars	0.348	0.299	0.274	0.873
Public relations	0.134	0.128	0.123	0.437
Alumni engagement	0.723	0.497	0.491	0.000
Partnership with influencers	0.538	0.421	0.398	0.017
Student ambassadors	0.244	0.187	0.183	0.000
Email marketing	0.392	0.234	0.211	0.357

*Note:* Outcome variable: selection of discipline.

Social media engagement exhibits the highest correlation coefficient (R) of 0.784, indicating a strong positive relationship with the selection of discipline. This relationship is statistically significant ( $p < 0.05$ ), suggesting that social media engagement significantly influences the choice of academic discipline. Alumni engagement also shows a strong positive correlation ( $R = 0.723$ ) and a statistically significant relationship with the selection of discipline. Partnership with influencers, student ambassadors, and digital marketing also demonstrate statistically significant relationships with the selection of discipline, albeit with slightly lower correlation coefficients. Website optimization, content marketing, events and webinars, public relations, and email marketing exhibit weaker correlations and non-significant relationships with the selection of discipline. Thus, this analysis suggests that IMC strategies such as social media engagement, alumni engagement, partnership with influencers, student ambassadors, and digital marketing play significant roles in influencing the selection of academic discipline among students, while other strategies show less pronounced effects. This result confirms results of the study which examined factors contributing to students' course selection in universities, highlighting the influence of course content, future career benefits, and peer recommendations (Ma et al., 2021).

The results of this research work illuminate the complex connection between Integrated Marketing Communication (IMC) strategies and various facets of higher education decision-

making among students. The analysis indicates that perceptions of IMC vary significantly depending on factors such as gender, discipline preference, and the type of educational institution attended. However, age does not appear to have a significant impact on these perceptions. This suggests that IMC strategies may resonate differently across different demographic groups and educational settings. While there are no significant differences in the effectiveness of IMC strategies based on gender or age, noticeable variations exist depending on students' discipline preferences and the type of educational institution they attend. This suggests that the effectiveness of IMC strategies may be influenced by the specific characteristics and context of the target audience. The analysis indicates a moderately strong positive correlation between percep-

tions of IMC and the choice of HEI among surveyed individuals. This implies that favorable perceptions of IMC may impact students' decisions regarding their choice of HEI, and vice versa. The study also explores how IMC strategies influence students' selection of academic discipline. Notably, social media engagement, along with alumni engagement, partnership with influencers, and digital marketing, emerge as influential factors in this regard. These findings underscore the significance of certain IMC strategies in shaping students' decisions about their academic pursuits. These results underline the multifaceted role of IMC strategies in higher education institution choice decision-making processes. They highlight the importance of tailored and effective marketing approaches in attracting and engaging prospective students.

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## CONCLUSION

Based on the results obtained from the analysis of Integrated Marketing Communications (IMC) strategies and their impact on various aspects of higher education decision-making among students, several key conclusions are drawn. The study reveals significant differences in perceptions of IMC among students based on gender, discipline preference, and the type of educational institution attended. However, age does not seem to be a significant factor influencing these perceptions. This suggests that IMC strategies may need to be tailored to resonate effectively with different demographic groups and educational backgrounds. While no significant differences in the effectiveness of IMC strategies were found concerning gender or age, notable disparities exist based on students' discipline preferences and the type of educational institution they attend. This indicates the importance of considering specific contextual factors when implementing IMC strategies to ensure their effectiveness.

Further, the analysis highlights a moderately strong positive correlation between perceptions of IMC and the choice of HEI among students. This suggests that favorable perceptions of IMC may influence students' decisions regarding their choice of HEI, indicating the potential impact of effective IMC strategies in attracting and engaging prospective students. The study also examines how IMC strategies influence students' selection of academic discipline. Notably, social media engagement emerges as a particularly influential factor, along with alumni engagement, partnership with influencers, and digital marketing. These findings underscore the importance of certain IMC strategies in shaping students' decisions about their academic pursuits.

In conclusion, the results of this research emphasize the multifaceted role of IMC strategies in higher education choice decision-making processes. They underscore the importance of targeted and effective marketing approaches in attracting and engaging prospective students, as well as in influencing their choice of academic discipline. These findings provide valuable insights for educational institutions seeking to optimize their marketing strategies and enhance their appeal to potential students.



## AUTHOR CONTRIBUTIONS

Conceptualization: Saumi Roy, Sheelan Misra.  
 Data curation: Saumi Roy, Sheelan Misra.  
 Formal analysis: Saumi Roy, Sheelan Misra.  
 Investigation: Saumi Roy, Sheelan Misra.  
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 Validation: Sheelan Misra.  
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 Writing – original draft: Saumi Roy, Sheelan Misra.  
 Writing – review & editing: Saumi Roy.

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# APPENDIX A

## QUESTIONNAIRE

### Section A

1. Gender: Male  Female
2. Age: 17 to 21 years 22 to 30 years
3. Educational aspiration:  Undergraduate  Postgraduate
4. Educational institute preference:  University  College
5. Academic discipline preference:  Science  Engineering  Commerce and Management  
 Social Sciences  Law

### Section B

6. Choose the most suitable choice given against each statement

SDA – Strongly Disagree, DA – Disagree, N – Neutral, A – Agree, SA – Strongly Agree

Statements	SDA	DA	N	A	SA
Marketing team of Higher Education Institutions (HEIs) collaborates effectively to implement integrated marketing communications.					
Integrated Marketing Communications (IMCs) improve the coordination between different marketing functions (e.g., advertising, public relations, social media).					
IMCs lead to higher customer engagement and loyalty.					
The consistency of messages in IMCs helps build trust with prospective students.					
Strategies of IMCs effectively engages customers through personalized content.					
IMCs have a positive impact on our overall marketing.					
Strategy of IMCs changes in the market and consumer behavior.					
Strategy of IMCs incorporates the latest digital marketing trends and technologies					
Integrated marketing communications ensure a consistent brand message across all channels.					
Integrated marketing communications strategies of HEIs effectively reaches target students.					
The coherence of our marketing messages across different channels enhances brand recognition.					
HEIs have a clear and comprehensive marketing strategy and it is effective one.					

7. State your opinion on the following statements

Statements	DSA	DA	N	A	SA
The academic reputation of the institution influences my choice of HEIs.					
The quality of faculty and teaching staff are key factors in choosing HEIs.					
The quality of campus facilities (e.g., libraries, laboratories) is a significant factor in choosing HEIs.					
The campus environment and infrastructure are important considerations for me.					
The institution’s track record for graduate employment influences my decision.					
The affordability of tuition fees was a major factor in my decision.					
The ease of transportation and accessibility to the campus are important to me.					
The social and extracurricular opportunities offered by the institution are important to me					
The overall reputation of the institution influences my choice.					
The advertisements and promotional materials from the institution influence my choice of academic institution.					
The marketing campaigns highlighting the strengths of specific institution influence my decision					
The institutions use of social media to promote its strengths.					

Statements	DSA	DA	N	A	SA
The overall marketing efforts of the institution influence my choice.					
Recommendations from friends, family, or alumni were important factors in my decision.					
My personal interest in the subject area is a primary factor in my choice of academic discipline.					
The career opportunities available in this field influenced my choice of discipline.					
The job stability and security in this field influence my choice of discipline.					
I choose my discipline because I excel in the skills required for it.					
Recommendations from friends or peers influence my choice.					
The current demand for professionals in this field influences my choice.					
The marketing of state-of-the-art facilities and laboratories influence my choice of academic discipline.					
The institution's promotion of access to cutting-edge technology influences my decision.					
The detailed information provided in brochures and websites about academic disciplines influenced my decision.					
The webinars and information sessions hosted by the institution helped me decide on my academic discipline.					

## Section C

### 8. State your opinion on the following statements

Statements	DSA	DA	N	A	SA
The digital marketing efforts of the institution (e.g., online ads) influenced my decision to apply.					
The institution's website and online resources helped me choose my academic discipline.					
The use of digital marketing tools by the institution (e.g., e-newsletters, virtual tours, and webinars) influenced my decision.					
The user-friendly design and easy navigation of the institution's website significantly influenced my decision to apply.					
The institution's optimized website provided information that helped me make an informed choice about my academic discipline.					
The institution's active presence on social media platforms positively influenced my perception on it.					
The engagement and interaction with current students and faculty on social media helped me to take decision.					
The content shared on the institution's social media channels (e.g., videos, posts, stories) influenced my decision to apply.					
The contents (e.g., blogs, articles, videos) provided by the institution helped me to take decision.					
The content marketing efforts of the institution (e.g., case studies, student testimonials) influenced my decision.					
The positive media coverage and news stories about the institution influenced my decision to apply.					
The institution's efforts in building a strong public image through community engagement and events enhanced my perception on it.					
The involvement and success stories of alumni shared by the institution positively influenced my decision to apply.					
Opportunities to connect with alumni through events and networking platforms provided by the institution helped my decision.					
The endorsements and content shared by celebrities associated with the institution influenced my decision to apply.					
Seeing persons discuss their positive experiences with the institution made my decision.					
The insights and experiences shared by students influenced my decision to apply to the institution.					
Interacting with students made me feel more connected to the institution and its community.					
The emails I received from the institution provided valuable information that influenced my decision to apply.					
The frequency and content of the emails from the institution helped me engaged and interested in their programs.					
Attending events and webinars hosted by the institution influenced my decision to apply.					
The topics and speakers featured in the institution's events and webinars influenced my decision.					