NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
MARKETING MANAGEMENT PROGRAM

THE MODERATING EFFECT OF SOCIAL MEDIA ON FACTORS INFLUENCING STUDENTS' INTENTION TO CHOOSE A HIGHER EDUCATION INSTITUTE

INIELAYEFA SAM-JEREMIAH

MASTER'S THESIS

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ACCEPTANCE/APPROVAL

We as the jury members certify the '..' prepared by the .... defended on ...../...../.... has been found satisfactory for the award of degree of Master.

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ABSTRACT

THE MODERATING EFFECT OF SOCIAL MEDIA ON STUDENTS' INTENTION TO CHOOSE A HIGHER EDUCATION INSTITUTE

The evolution of social media in this era has affected the way of life of people all around the world, especially when it comes satisfying the demands of people. Before the mid-1980s, higher education institutes that existed then were mostly public owned and not private owned institutes, the entrance of more private owned Higher education institutes has increased competition amongst higher education institutes general. The global competition between higher education institutes has made them to adapt more of social media than traditional media.

The purpose of this research is to discover the moderating effect of social media on factors that influence students' intention to choose a Higher Education Institute. Most common factors that influence students' intention are: personal motives, country image, institute image and programme evaluation. A conceptual model was developed to check the relationship among variables and also to see how the moderating variable affects the relationship between the dependent variables and independent variable. The population used for this research is students located in Turkish Republic of Northern Cyprus. Convenience sampling method was used to collect data with the use of a well-structured questionnaire that consists of two (2) sections; the first section consisted of personal information while the second section consisted of 32 attitude statements. Most of the participants were male; male were 57.5% and female were 42.5%. Correlation and regression analysis were conducted with the use of IBM SPSS 24 statistics package. The findings indicated that social media increases the effect of the dependent variables (personal motives, country image, institute image and programme evaluation) on the independent variable (intention to choose a Higher education institute) positively. Future researchers can use this research as a guide to conduct more research.

Key words; Social media, personal motives, institute image, country image, programme evaluation and Higher education institute.

ÖZ

THE MODERATING EFFECT OF SOCIAL MEDIA ON STUDENTS' INTENTION TO CHOOSE A HIGHER EDUCATION INSTITUTE

Bu dönemde sosyal medyanın evrimi, dünyanın her yerindeki insanların yaşam şeklini, özellikle de insanların taleplerini yerine getirdiği zaman etkilemiştir. 1980'lerin ortasından önce, var olan yükseköğretim kurumları daha çok kamuya ait olan ve özel sektöre ait olmayan enstitülerdi, daha fazla özel sektöre sahip yükseköğretim kurumlarının girişi, genel yükseköğretim kurumları arasındaki rekabeti arttırdı. Yükseköğretim kurumları arasındaki küresel rekabet, onları geleneksel medyadan daha fazla sosyal medyaya uyarlamalarını sağlamıştır.

Bu araştırmanın amacı, sosyal medyanın öğrencilerin bir Yükseköğretim Enstitüsü seçme niyetini etkileyen faktörler üzerindeki ılımlı etkisini keşfetmektir. Öğrencilerin niyetini etkileyen en yaygın faktörler şunlardır: kişisel motivasyon, ülke imajı, kurum imajı ve program değerlendirmesi. Değişkenler arasındaki ilişkiyi kontrol etmek ve ayrıca değişkenlik değişkeninin bağımlı değişkenler ile bağımsız değişken arasındaki ilişkiyi nasıl etkilediğini görmek için kavramsal bir model geliştirilmiştir. Bu araştırma için kullanılan nüfus, Kuzey Kıbrıs Türk Cumhuriyeti'nde bulunan öğrencilerdir. İki (2) bölümden oluşan iyi yapılandırılmış bir anket kullanılarak veri toplamak için kolaylık örnekleme yöntemi kullanılmıştır; Birinci bölüm kişisel bilgilerden, ikinci bölüm ise 32 tutum ifadesinden oluşmuştur. Katılımcıların çoğu erkekti; erkek% 57,5 ve kadın% 42,5 idi. IBM SPSS 24 istatistik paketi kullanılarak korelasyon ve regresyon analizi yapılmıştır. Bulgular, sosyal medyanın bağımlı değişkenlerin (kişisel nedenler, ülke imajı, kurum imajı ve program değerlendirmesi) bağımsız değişken üzerindeki etkisini (yükseköğretim kurumu seçme niyeti) olumlu yönde artırdığını göstermiştir. Gelecekteki araştırmacılar bu araştırmayı daha fazla araştırma yapmak için bir rehber olarak kullanabilirler.

Anahtar kelimeler: Sosyal medya, kişisel nedenler, kurum imajı, ülke imajı, program değerlendirme ve yükseköğretim enstitüsü.

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ABBREVATIONS

TRNC   **:** Turkish Republic of Northern Cyprus

ETC   : And so on

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INTRODUCTION

This chapter begins by presenting the research background; this is followed by the problem situation, problem statement, the study model, hypotheses, research questions, importance of the study and limitations.

Research Background

Social media is a means of electronic communication that enables its users to share information rapidly, has become the most used means of communication and transfer of information in recent years.

The growth of social media in today's modern world has influence the way a consumer perceives a product or service; consumers can easily refer to social media platforms (Facebook, Instagram, Twitter, YouTube, Google, blogs etc.) to access information about what they intend to purchase and by so doing the information they get from social media influences their final purchase decision. According to Dellarocas (2006) online consumer reviews has come to be an important way of marketing communication due to the fact that a lot of consumers regard online reviews as the first step to take in shopping. More so, checking online comments is beneficial to consumers because it increases consumers' confidence on their purchase decision (Lin, Wu and Chen; 2013).

Universities and other higher education institutes have been affected by the evolution of social media because universities that were using traditional media to market their institutions have to adjust to making use of social media marketing. Referring to students as consumers was not always accepted; according to Halbesleben et al (2003) students were accepted as customers in the 1990s due to increase in competition amongst universities. The introduction of private universities has also contributed to increased

competition among both public and private universities. Marketing in Higher Education has been referred to as an epidemic (Natale & Doran, 2012) as a lot of research refused considering students as customers. According to Drummond (2004) the idea of marketing in universities was accepted because universities started competing for finances and students.

However, social media marketing as a tool used by universities also requires adopting certain marketing strategies and this has become a challenge to universities. Universities have to discover the right online social networking sites to advertise and provide information to students. According to a survey conducted by Gafni & Deri (2012) it shows that 96 percent of undergraduate students make use of Facebook and 20 percent of college students make use of Twitter. It is very important that universities find the proper social media channel to get to their customers as this will safe cost and time.

Social media is used by universities around the world and this has increased global competition amongst universities, social media marketing should be used properly by universities to attract and satisfy their consumers which are students. According to Kara & de Shields (2004) there is a relation between students' satisfaction, retention and graduation.

Problem situation

The problem of the study is: "How social media affect factors that influence students' intention to choose a Higher Education Institute".

There are several factors that influence students' online intention to choose a Higher education institute. This study shows the effect of personal motives, country image, institute image, programme evaluation on students' intention to choose a Higher education institute.

Problem statement

Social media due to its feature of connecting people all over the world is now embraced as a tool to market products and services. Social media is

sometimes referred to as online social networking sites such as MySpace, Facebook, Twitter and YouTube have been the most used means of exchanging information among students (Gafni & Deri, 2012). It has been discovered that students dedicate more concentration and time to these online social networking sites. Due to global competition among universities, it has become vital for universities to embrace the use of social media to recruit and engage students. According to Weiss (2008), university websites can be useful in providing an environment to keep users engaged.

In this present day, most students are mostly engaged in the use of social media due to the easy access to technological devices such as smart phone, laptops, pads and also Internet. This study aims to discover how much social media affects students' intention to choose a Higher education institute.

The problem statement of this study is formulated as: "How social media affect factors that influence students' intention to choose a Higher education institute"

The study model

The figure below is the conceptual model of the study; it shows the dependent variables, moderating variable and independent variable.
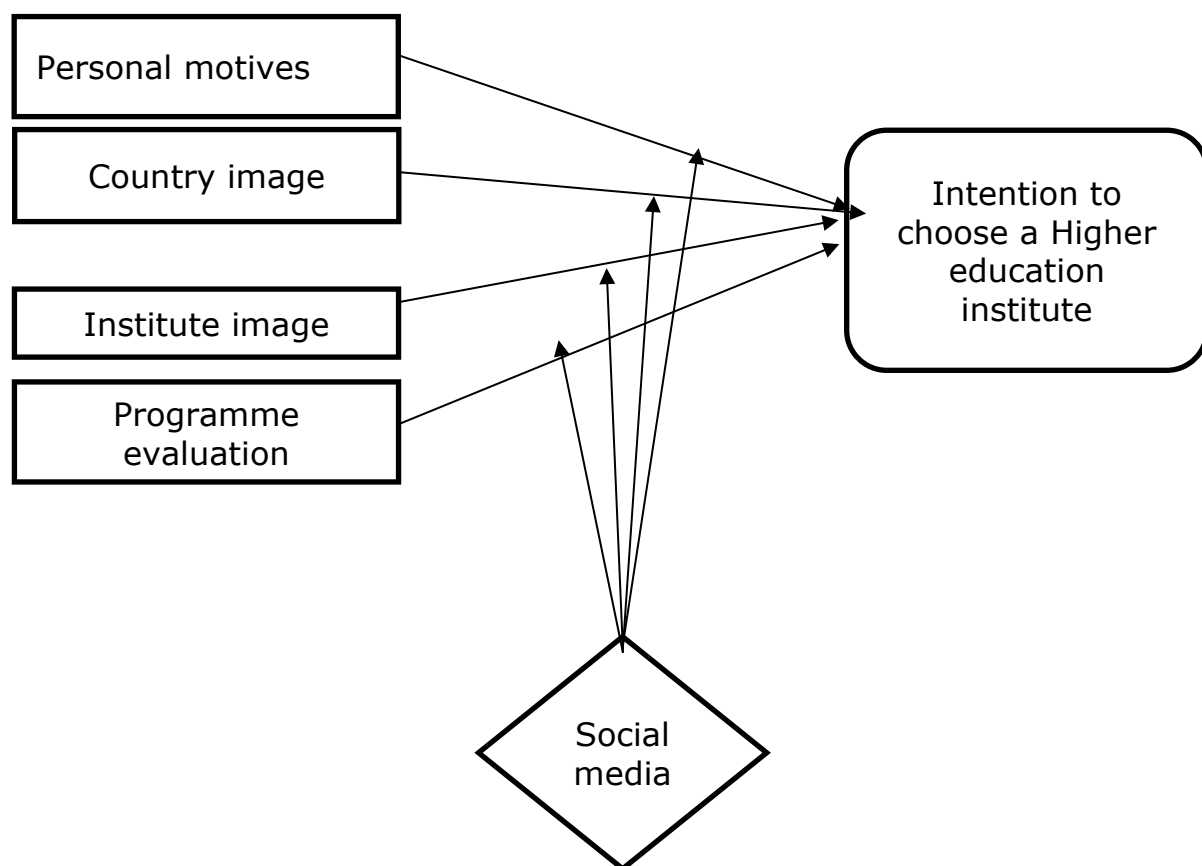
Hypotheses

H1	The use of social media has a moderating effect on personal motives affecting students' intention to choose a Higher Education Institute.
H2	The use of social media has a moderating effect on country image affecting students' intention to choose a Higher Education Institute.
H3	The use of social media has a moderating effect on institute image

	affecting students' intention to choose a Higher Education Institute.
H4	The use of social media has a moderating effect on programme evaluation affecting students' intention to choose a Higher Education Institute.

Research questions

   i.   Does Social media affect students' intention to choose a Higher Education Institute?
   ii.   Does personal motives have a positive effect on students' intention to choose a Higher Education Institute?
   iii.   Does Country Image affect students' intention to choose a Higher Education Institute?
   iv.   Is there a relationship between programme evaluation and students' intention to choose a Higher Education Institute?
   v.   Does institute image affect students' intention to choose a Higher Education Institute?

Importance of the study

Literature review was done to fully understand the meaning of social media and how social media affects factors that influence students' intention to choose a Higher education institute.

The study was conducted in universities located in Turkish Republic of Northern Cyprus on students from international countries like Africa, Cyprus, Middle-East, Ex-Soviet and Turkey. The findings on this research can be applied by both public and private universities all over the world. The study will also contribute to empirical literature research concerning personal motives, country image, institute image, programme evaluation and students' online intention to choose a Higher education institute. Future researchers can use the results for reference as it provides more details on factors that influence students' intention to choose a Higher education institute.

Limitations

The study was limited by less availability of empirical literature on the area of the effect of social media on students' online intention to choose a Higher education institute. Another limitation was that the research was conducted in the premises of universities located in Turkish Republic of Northern Cyprus, so data was only collected from students located in this geographical region so our research results cannot be generalized. Only six (6) geographical areas; Africa, North Africa, Cyprus, Middle-East, Ex-Soviet and Turkey were chosen to conduct the survey for the research.

Conclusion

This chapter shows and explains in details the reasons for conducting the research and the importance of the research, the aim of the research was shown with a simplified conceptual model and hypotheses that was also developed to simplify the topic.

CHAPTER 1

LITERATURE REVIEW

1.1 Introduction

Social media has become more than just a means of getting information. People are now aware that social media can be used to connect with people around the world faster and quicker. Social media has affected interaction among family, friends, colleagues, teachers, institutions, companies etc. Social media has made the world a global village and it has open a means for students to access different universities around the world and as their options are endless. Students are more likely to rely on online social networking sites to get information about schools they intend to enrol in, thus, social media has a huge influence on people's purchase intention. This chapter gives insight on the use of social by both students and higher education institutions and its influence students' online intention to decide on an institution to enrol in.

1.2 Social Media and Marketing

Social media platforms have evolved drastically from just being a means of sharing information to becoming a means of connecting the whole world through communication and also sharing of information in the form of videos, pictures, etc. The term Web 2.0 shows the way in which end users make use of the World Wide Web, which gives access to documents easily by the use of hypertext links. Web 2.0 has advanced from uncomplicated means Of retrieving information to a means of interaction, cooperation and interoperability (Campbell, 2010).

Erik Qualman (2009) considers social media to be the era of getting immediate information and clarity and he calls it glasshouse effect. Social media is most times referred to as Online Social Networking Sites are websites that focus on generating means of connecting people who share similar interests or activities. Buyers are becoming more aware that online social networking sites can be used to discover and gain more information about products offered by different organizations all over the world, institutions, online stores and also gain more enquiries about overall quality of products they intend to purchase through reviews made on most Online Social Networking Sites such as YouTube, Twitter, Facebook, Instagram, blogs etc.

Social media has become a place where people go to purchase goods and services due to its connectivity and the way consumers perceive a product can be affected by the company's website, online reviews on social networking sites such as YouTube, Twitter, Instagram etc., recommendations made on company's online stores and electronic word of mouth. Developments that are technologically related such as advance search engines, new mobile devices and interfaces, online social networking sites and peer-to-peer-communication vehicles has increased the chances of marketers to connect with customers by the use of new touch points (Shankar et al. 2011).

Social media marketing is now an effective means that marketers use to connect and get in touch with buyers and easily exchange information in a rapid pace without having to see face-to-face with potential buyers or consumers. Dwivedi et al. (2015) described social media marketing to be a conversation that is caused by consumers or a product or service that spreads around the mentioned parties to begin a communication that exposes promotional information so it enables sharing and learning of experiences and use from one another, at the end benefitting both parties involved on the other hand, social media marketing can also be described as the use of social media facilities, channels, software and technologies to generate, make communicate, supply and interchange information that has value for the stakeholders of an organization (Tuten and Solomon, 2015).

Vinerean et al. (2013) and Forbes and Vespoli (2013) examined the importance of social media and how it affects online purchasing. Vinerean et al. (2013) said social media has an impact on online shopping. Forbes and Vespoli (2013) stated that consumers consider the views and recommendations of most leading social media influences before making purchases whether it is for expensive or not expensive products.

Social media marketing is used by a lot of organizations to connect and communicate with customers and potential consumers. As stated by Choudaha (2013), university officials have to evaluate the risk and opportunities attached to the use and application of social media in their marketing process and recruitment process. Organizations need to be available and accessible to students to reach them. Mangold and Faulds (2009) concluded that social network sites have developed a bridge for businesses to reach out instantly and concurrently with customers.

The availability of smart phone, Internet technologies, advanced browsing devices, tablets and increase in the use of social media affects the student online intention to choose a university to enrol in. Online social networking sites such as Facebook, WhatsApp, Tumblr, Instagram, Twitter and YouTube, gives students more options to look at and by so doing gives students a chance to evaluate different universities around the world based on certain features such as appearance of website, online reviews, recommendations and suggestions made online. As stated by (Gafni & Deri, 2012) a survey conducted in 2012 showed that 96 percent of undergraduate students are more engaged in using Facebook, 84 percent are more active on YouTube, 20 percent college students own Twitter accounts and 14 percent engage in using MySpace. These shows that it is very crucial for universities to choose appropriate social media channels and also employ cost effective and the required marketing techniques due to increase of competition globally. The recruitment of students has become a growing market, as so many countries compete to get higher percentage of students locally and internationally. As stated in (Project Atlas, 2017; UNESCO, 2017) international students contributed$36.9 billion to United States economy during 2016-2017 academic year and countries like China, Germany and

Australia aim to increase their enrolment of students internationally. The economic relevance of recruiting students can be seen in the fierce competition amongst countries like; United States, United Kingdom, Australia, Canada, China and Germany.

Figure: Global competition for International Students' Recruitment

TOP HOST DESTINATIONS, 2001 & 2017

United States — 28%
United Kingdom — 11%
Germany — 9%
France — 7%
Australia — 4%
Japan — 3%
Spain — 2%
Belgium — 2%
Other — 34%

2001
2.1 million students

United States — 24%
United Kingdom — 11%
China — 10%
Australia — 7%
France — 7%
Canada — 7%
Russia — 6%
Germany — 6%
Other — 23%

2017
4.6 million students

Source: Project Atlas, 2017; UNESCO, 2017

Project Atlas® is an initiative of the INSTITUTE OF INTERNATIONAL EDUCATION and also receives support from partner countries and the Bureau of Educational and Cultural Affairs of the U.S. Department of State. **Online at: www.iie.org/projectatlas**

Project Atlas®

Source: Project Atlas, 2017; UNESCO, 2017

1.2.1 Marketing in Higher Education

Higher education is education that is received at college or university, higher education is one of the important tools that is vital for a nation to develop

socially and economically, the major aim of higher education is to develop the world through creativity and innovation by impacting knowledge. On the other hand, marketing is creating and managing existing customer relationships, the aim of marketing is to win over new customers by reassuring them of higher value, keeping and increasing existing customers by providing satisfaction (Armstrong & Kotler, 2007). Higher education marketing came into existence in the mid-1980s as a derivative of health care marketing filed (Hayes, 2007). Higher education marketing is the application of marketing techniques in rendering educational services.

Marketing model was not always regarded higher education, as people do not like to see students as customers. According to Anderson (2008), an important complaint against marketing techniques when it comes to academics was that it would reduce the excellence and worth of academic standards. The use of marketing in higher education has most times been regarded as an "epidemic" (Natale & Doran, 2012). A lot of research has countered the notion that students should be regarded as customers. According to Hill (1995) the terms "consumer" and "customer" can be interchanged. Even so, a customer buys a product or service while a consumer may buy a product or service but can also consumer the product or service without having to pay for it. It is very vital for every customer or consumer to get satisfaction.

Considering students as customers is a way of taking marketing when it comes to higher education very seriously. "Student as customer" as a concept is not recent. As stated in dictionary definitions (Oxford University Press, 1999; Harper Collins, 2003) "a customer is person who buys goods or services". The synonyms of a customer includes; purchaser, buyer, patron and client. Since students make payment in form of school fees, does that make them customers?

Crawford (1991) first made use of the term "customer" almost 15 years ago, 10 years before UK started requesting that students pay an upfront tuition fees. Halbesleben et al (2003) argued that the concept of student as customers was formed in the early part of 1990s when competition increased

amongst universities. In countries like USA, for many higher education institutions, a student was considered as a key customer (Wallace, 1999). Wallace (1999) also made mention that the failure to see students as customers could lead to unprofessional attitudes and behaviours by some staffs, for instance, a teacher might feel entitled to coming to classes late.

The development of higher education positively has showed the importance of student satisfaction as the environment has become very competitive. Higher education has been affected strongly by globalization. The increase in competition among higher education institutions has increased the use of marketing oriented techniques to attract and attain students. Marketing oriented techniques are also used to meet the expectations and needs of students and by so doing create satisfaction. Global competitiveness among higher education institutions relies on the associations at the local and national level as the interaction among higher education institutions clusters (Marginson, 2004). The global competition between higher education institutions has led to the adaptation of marketing principles.

More so, the emergence of private higher education institution is also a factor that has increase competition among universities. The concept of marketing was accepted because universities were competing for funds & students (Drummond, 2004).

The use of marketing when it comes to rendering educational service can also be referred to as educational marketing. Educational marketing has become very important for both public and private higher education institutions as it gives them a chance to stand out and gain more students. Recently, most universities are becoming more accepting of the use of marketing in higher education. A common practice in higher education in United States of America is the use of marketing in higher education (Taylor& Judson, 2011; Hemsley–Brown & Lowrie, 2010). Marketing techniques and theories that have proven to be (effective in business, are slowly being used by a lot of universities (Hemsley-Brown & Oplatka, 2006; Temple & Shattock, 2007) with the aim of gaining competitive advantage. Marketing techniques are now being used to discover what the target market desires and what they

can do to gain a good market position; for instance, Nguyen & Le Blanc (2011) noted that the reputation and image of an institution are vital in gaining a market position.

Students are immediate and direct customers of higher education (Hemsley-Brown & Goonwardana, 2007). A student strives for customer satisfaction despite critics made against educational marketing. In higher education and business in general, there is a relationship between a student's satisfaction, retention, progression and graduation (Kara & de Shields, 2004; Molesworth et al., 2011).

1.3 Personal motives

Personal motives can also be referred to as buyer's characteristics or personal factors such as what a student considers when deciding on a university to school in. some of the most vital personal factors that influence student choice of Higher education institute are; opinion from family, distance from home and peers (Soutar and Turner, 2002).

Students have desires and what they intend to achieve in life that influence their decision-making process in choosing an institution to attend (Villella & Hu, 1990; Murphy, 1981; Hossler & Gallagher, 1987). The characteristic of students makes their decision to enrol in a particular institution one of kind and completely different from deciding on what product to buy (Brooker & Noble, 1985).

1.3.1 Family and Peers

A lot of research and studies have shown that there is a direct relationship between family influence and student choice of Higher education institute. Family plays a major role because they are mostly the providers of resources that are required for one to study in a Higher education institute, they provide a major resource that is finance, plays a huge role in deciding on a university

to enrol in because finance is influences tuition. Most families are very competitive in their social circle and may want their children or relatives to go to reputable universities and even want their relatives to study abroad. A study shows that most international students go abroad to study due to their parents' wishes or just their desire to leave their native country (Andrade & Evans, 2009). This is more pervasive in countries like Thailand, Asian and African countries.

Peers or friends are also considered to have great influence on students' choice of university and career path. Mostly, parents and friends play a major role; teachers and coaches also have great influence on a student's life (Wildman and Torres, 2002). Most times, students acquire information about universities they intend to enrol in from their friends. Students are more likely to attend universities where they have friends in.

1.4 Country Image

Country Image is the way a country is being perceived to be like considering what is being seen or personal opinions held by people. Desborde (1990) said country image is the general impression a consumer has in their mind due to a country's political system, level of technological and economic development and its culture. Allred (1999) noted that the way a country is perceived is based on the country's political structure, economic condition, culture, labour conditions and their stand on issues concerning the environment. Most developed countries still do not get enough students enrolled because of the issue of selective immigration. The image of a country has a huge influence on students' willingness to enrol in a Higher education institute located in that country. Some countries face decline in enrolling local students because the students get attracted to going to other countries that have a better image than theirs. Many countries are seeking to increase students' interest in their higher education systems by employing various marketing strategies. Due to increase in the use of social media, countries can successfully influence the way students perceive their higher

education systems in a positive way by taking sufficient information to avoid misuse of funds.

Country image plays a role in destination choice. Most students who have travelled abroad or visited countries like United States, Canada, Australia or UK, are more likely to study abroad or in these countries due to personal knowledge of the countries and how well branded they are online. According to Mazzarol and Soutar (2002), the features that affect students to select a country are from personal suggestions, recommendations, awareness and knowledge of the host country.

Maringe (2006) made mention that availability of part time jobs for international students and financial costs can be major factors that affect decision making process of students. Mazzarol and Soutar (2002) noted that factors that influence the choice of country to school in is due to lack of higher education in some regions in Africa and Asia, similarity of languages and availability of programs based on technology. Universities can focus more resources on attracting students in countries that desire to leave their country to study in other reputable countries; this will reduce misuse of funds.

1.5 Institute image/reputation

Reputation is the evaluation of emotions, finances, social, attitudes and culture of an organization including a variety of people in general (Heath & Vasquez, 2001). Reputation of a Higher education institute is simply put is the image formed about a university formed by the opinions of people and the information available about the university that can assessed which influences the way the institute is being evaluated or assessed. Therefore, reputation is an image. The image is formed based on the thinking of the organizations external stakeholders (Balmer & Greyser, 2002; Melewar et al., 2005; Hatch & Schultz, 1997).

The reputation of a university is highly considered by students when trying to make a choice of the university to attend. Reputation of a university is the

image Isherwood (1991) discovered that the reputation of a university determines choice of university students decide to enrol in. Mazzarol and Soutar (2002) indicated that the determinant that affects the university chosen by a student is usually based on personal views, suggestions and ideas the student has about the university. A lot of research (Hoyt and Brown, 2003; Briggs, 2006; Walsh and Beatty, 2007, Hillenbrand and Money, 2007) has shown the necessity of the reputation of a university in decision-making process of students. Tavares, Justino and Amaral (2008) clearly showed that some characteristics of universities have huge influence on students' university choice, these factors includes: computer facilities, comfort of canteen, library standard, location, availability of extra-curricular activities, the quality of teaching, the quality of scientific research, status, administrative support and accessibility of exchange programs with other universities abroad.

Reputation of the university was one of the factors as shown in choice of university based on English speaking in Canada and Quebec (Isherwood, 1991). In Malaysia, the most important reason for a student to choose a school is facilities, campus environment, academic quality and personal traits (Sidin, Hussin, S. & Soon, T., 2003). In Turkey, the top determinants of students' choice were on the language of instruction, city the university is situated and academic performance of the university (Cokgezen, 2014).

Alves & Raposo (2007) discovered that the image of a university has more impact on how students are satisfied in higher education, accompanied by value and perceived service quality of higher education. A lot of research has also highlighted on how the reputation of a university affect students' choice of university to enrol in has shown and highlighted the details universities should pay much attention and also it shows the importance of brand image. Marketers should be able to adopt the right marketing techniques that are necessary to give the universities a good reputation an also retain it, this can be done with the use of social networking sites that are mostly frequented by potential students such as YouTube, Facebook, Twitter and MySpace. A good reputation can be very beneficial to an organization, whereas, a bad reputation can reduce an organizations ability to sell its products or services

this applies to universities. As stated by Jung Seok (2016), the marketing manager is obliged to reduce a company's negative reputation. Organizations can tackle bad reputation by continuously increasing their good reputation. A university having an official Twitter account can increase their image and popularity, Twitter is a fast and quick means to get to students concerning issues like admission tests, availability of new programs etc.

1.6 Programme Evaluation

Cubillo, Sanchez and Cervino (2006) acknowledged in their decision-making model that the program evaluation strategy used by a university is a matter that most students desire to understand before choosing a university to enrol in. Most students desire to choose the best program in a university that will enable them to achieve their dreams and career goals. In the evaluation process, students look into certain factors like program recognition, program specialization and also cost and finance.

The results of a research conducted in England that involved 20,000 participants (Connor, Pearson and Jagger, 1996; Connor, Burton, Pearson and Regan, 1999) noted that the subject of interest being available is the most vital factor while deciding on university to enrol in, accompanied by school fees and other costs. The importance of type, quality and different academic programs and also the availability of reputable teachers are also factors made mention by Hsieh (2006) as having an influence on students' decision to enrol in a university to study in.

The availableness of in-demand programs and courses is the most vital factor that influences students' choice of universities. Maringe (2006) research showed that students stress on the value of money while deciding on programs to study or universities to enrol in. Yusof et al. (2008) clearly stated that the availability of programs required by students is the highest factor students consider while deciding on a higher education institution to enrol in.

1.7 Purchase intention and Social media

Purchase intention can be grouped into the components that affect a consumer's cognitive behaviour on how an individual plan to purchase a specific brand. In regards of the argument Pavlou (2003), online purchase intention, is the situation when a consumer is willing and intends to become involved in online transaction. Social media websites have been regarded as a reliable tool to motivate customers emotionally to gravitate towards a purchase behaviour (Goldsmith RE & Lafferty BA, 2002). The development of social media websites over the years has impacted positively on brand awareness increase. According to Blackwell et al, (2001), internal information, brand awareness, pre-purchase experience and external information gotten from websites can increase purchase intention of customers and also repurchase chances.

A lot of factors that influence the intention of consumers while deciding on a product and the final decision rely on the consumer's intention with bigger external factors (Keller, 2001). Satish and Peter (2004) noted that the knowledge a consumer has about a product has great influence on their purchase intention. More so, Rao and Monroe (1988) argued that having knowledge about a product is the major factor that influences purchasing decision of a product. The packaging of a product plays a vital role in influencing purchase intention and decision because it gives their first impression of a product's quality. Fung et al., (2004) showed that the feeling of consumers is mostly attached to the packaging and design. Perceived value, which suggests the relationship between consumers and a product, also affects the purchase intention (Payne and Holt, 2001). Customers mostly think that a product that has a simple packaging, less cost and not well known has a higher risk since the product's quality is not trustable (Gogoi, 2013)

A consumer's decision to purchase is usually influenced by certain factors that include purchase behaviour, attitudes of buyers and their perceptions. According to Aaker (1991), consumers are influence by many factors in the purchase intention process, some of these factors include; product pattern,

image of brand and these factors influence the awareness of quality of the product by customers and products evaluation. The consumer's purchase behaviour is very crucial and has impact on the way a consumer analyses and assesses the worth of a particular product. Ghosh (1990) mentioned that purchase behaviour is a productive tool that can be used to foretell the buying process. Chen (2014) did a research on the exact impact of social media in terms of usability, sociability, involvement and dependence in regards to perceived risk, perceived value and trust when it comes to consumers purchasing online. Perceived price could also be on of the factors affecting purchase when it comes to constant consumers.

1.7.1 Perceived Risk

Bauer introduced perceived risk as a concept originally in 1960. Bauer explained that this concept of perceived risk focuses on the assumption that consumer behaviour and actions taken by consumers consists of some risks that can lead to consequences that may not be possible to foretell and some of these consequences are not desirable. Perceived risk can be in form of financial risk, functional risk, physical risk, psycho-social risk and time risk. Financial risk has to deal with loss consumers can encounter while spending their money, functional risk s related to the product's ability to function according to what it was designed to do, physical risk has to do with any physical hurt or harm a consumer could encounter while purchasing or using the product, psycho-social risk deals with the consumer encountering any harm to their status, self-image and reputation and time risk has to do with loss of time or inconvenience a consumer may encounter while searching for a product.

Consumer risk can simply be seen as repercussions due to decisions made by consumers. In addition, risk is all the uncertain negative repercussions that a purchase by a consumer can lead to (Martin and Camarero, 2008). Therefore, the purchase decision made by a consumer has an uncertain outcome, which is the original meaning of perceived risk (Zhang et al., 2015)

1.7.2 Perceived Value

Customer perceived value is the customer's general evaluation of how useful a product is on the basis of what perception a customer receives and what is provided Zeithaml (1988). Customers' value perceived plays a huge role in determining if the customers are going to continuously purchase form the organization, because perceived value is how they perceive the perceive the product or service after it has been consumed, during purchase, before purchase and after purchase. Organizations that see the relevance of customer perceived value can assess the chance of creating relationships with customers because it is assumed that the value perceived by customers will be able to bring customer satisfaction (Chen & Dubinsky, 2003).

1.7.3 Trust

Trust is a concept that exists when two a party has trust in an exchange for the other partner's integrity and reliability (Morgan and Hunt, 1994). Its attributes are vulnerability, uncertainty and dependence (Jarvenpaa et al., 2000).

For customers have to overcome risk while shopping online (Bourlakis et al. 2008 & Urban et al. 2009). (Judith. I, 1985 & Jure Leskovec, 2007) To develop purchase intention, the purchaser needs to trust the seller, the degree of trust increases when the buyer gives a positive feedback and by so doing it creates a chance for purchase. Students having trust in the universities they intend to enrol in can positively affect the university and also increase the potential students' willing to enrol in the university. It is the sole responsibility of the university to create an environment online where students feel safe, this might be challenging due to the fact that there is no physical contact between the university and the student, unlike in the past when universities had to send agents to different locations as a representative of the school to create this feeling of trust. The universities can create trust by giving the right information to students and making sure the information is easily accessible on online social networking sites that are

mostly frequented by students. Universities can communicate with students using online social networks such as Skype, emails and YouTube to boost trust. Teenagers mostly use emails to communicate with adults and institutions, sending long and comprehensive information to others, fast messaging for daily conversations with a set of friends (Lenhart, Madden & Hitlin, 2005). On social networks existing relationships can be maintained using emails (Cummings, Lee and Kraut, 2006).

Katja Hutter (2013) argues that the amount of purchases and purchase intention is influenced by the overall experience and trust a consumer has, (Kotler P, 2001) went along to say that with a fixed amount of trust gotten, trust will have no contribution to a consumer's attitude to purchase intention. However, social media is an important tool for communicating with the general public and promoting trust of citizens. A lot of previous research has indicated that when customers trust a website or seller then they tend to buy from that site (S. Chen & G. Dhillon, 2003; D. Gefen, 2000). Universities can increase trust and purchase intention of students by the appearance of their websites and social media presence).

1.8 Conclusion

The chapter has presented the way social media has affected marketing in recent times, its global effect on higher education institutions located in different countries and evolution marketing in higher education. The chapter also highlighted the influence of personal motives, country's image, institute image and programme evaluation on students' purchase intention while deciding on choice of Higher education institute.

CHAPTER 2

THE CONCEPTUAL MODEL OF THE STUDY

THE PROBLEM FORMULATION

2.1 Introduction

The purpose of this chapter is to discuss the framework model of the research, present different concepts, and measure relationships between concepts. These concepts are presented in a format known as research model. The variables under investigation are part of this model and the model shows how each variable links to each other. Hypotheses examined will enable us find the significance between the dependent, independent and moderating variables.

2.2 The problem situation and main problem

The main problem of this research is to determine how social media affects factors that explain students' intention to choose a Higher Education Institute.

There are several factors that influence the students' intention to choose a Higher education institute. This study aims to look at the effect of social media on students' intention to choose a Higher education institute.

2.3 Problem statement and Research questions

The problem statement of this study is formulated as:

"How social media affects factors that influence students' intention to choose a Higher Education Institute"

Research questions

i.   Does social media affect students' intention to choose a Higher education institute?

ii.   Does personal motives have a positive effect on students' intention to choose a Higher education institute?

iii. Does Country Image affect students' intention to choose a Higher education institute?

iv.   Is there a relationship between programme evaluation and students' intention to choose a Higher education institute?

v.   Does institute image affect students' intention to choose a Higher education institute?

2.4 Conceptual model

The conceptual model shows dependency and independency of variables. Personal motives, Country image, institute image and programme evaluation are our dependent variables; social media is our moderating variable and students' intention to choose a Higher education institute is the independent variable. This study is aimed at finding out the effect of the independent variables on the dependent variable depending on the moderating variable.

Table 2.4.1: Important descriptions

Social media	Social media refers to a form of media that demands participation by interaction.
Personal motives	Personal motives are personal factors, traits or attitude a buyer possesses that affects their purchase intention and decision to purchase a product or service.
Country image	Country image is a sum of all opinions, description, information and beliefs one has about a country that impacts on the way they see the country.
Institute image	Institute image is the image formed by people about a university based on their opinions and information accessible to them.
Programme evaluation	Programme evaluation is the process of collecting information about a programme's recognition, cost and finance to discover its suitability.
Purchase intention	Purchase intention is a decision that is in the hands of customers that have intention of purchasing a product or service.

Figure 2.4.1: conceptual model

```
┌─────────────────────┐
│  Personal motives   │──────────┐
└─────────────────────┘          │
                                  ▼
┌─────────────────────┐      ┌──────────────────┐
│   Country image     │─────▶│   Intention to   │
└─────────────────────┘      │ choose a Higher  │
                             │    education     │
┌─────────────────────┐      │    institute     │
│  Institute image    │─────▶└──────────────────┘
└─────────────────────┘          ▲
                                  │
┌─────────────────────┐          │
│     Programme       │──────────┘
│     evaluation      │
└─────────────────────┘
                  ┌─────────┐
                  │ Social  │
                  │  media  │
                  └─────────┘
```
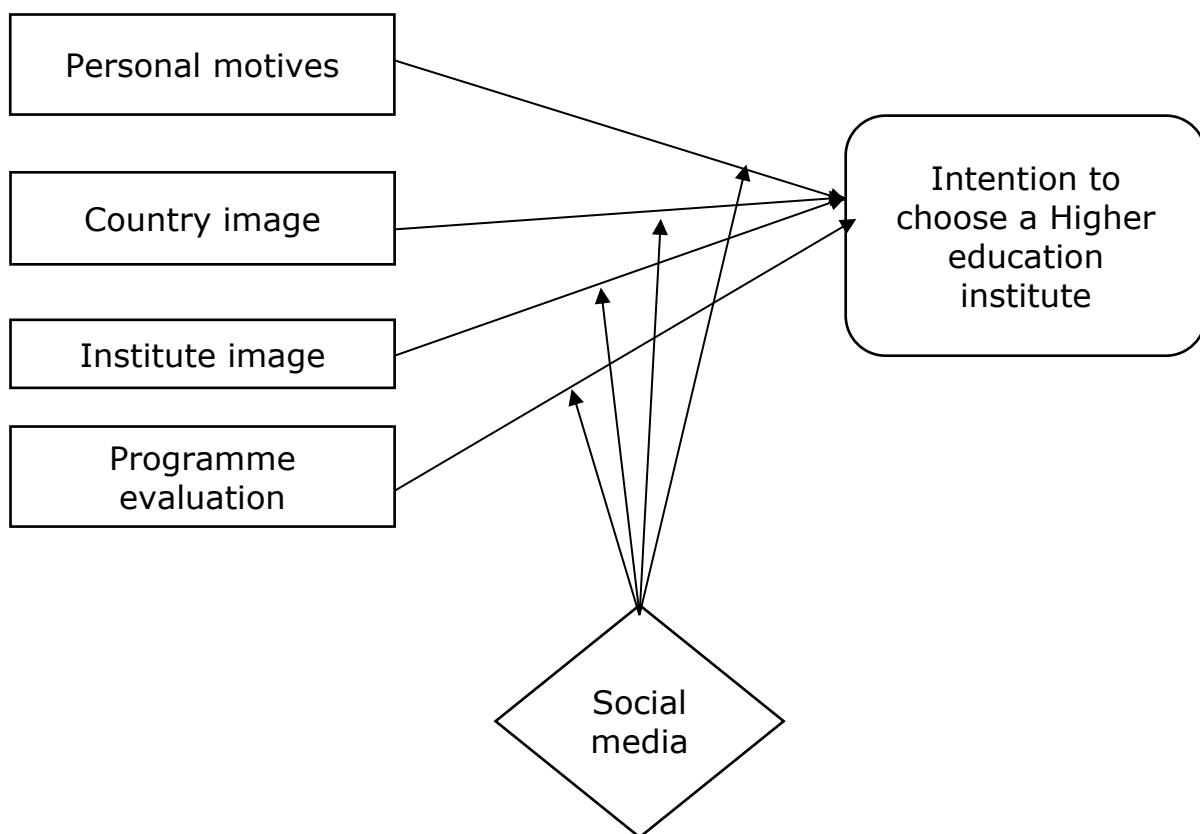
2.5 Hypotheses

We are going to measure the effectiveness of social media on the factors that explain the students' intention to choose a university. To see the effectiveness between the determinants, original data was gotten by the use of self-administrated questionnaires filled by students in universities located in Turkish Republic of Northern Cyprus. The hypothesis helped us find the level of positive significance between the variables.

Table 2.5.1 Hypotheses of the research

H1	The use of social media has a moderating effect on personal motives affecting students' intention to choose a Higher education institute.
H2	The use of social media has a moderating effect on country image affecting students' intention to choose a Higher education institute.
H3	The use of social media has a moderating effect on institute image affecting students' intention to choose a Higher education institute.
H4	The use of social media has a moderating effect on programme evaluation affecting students' intention to choose a Higher education institute.

2.6 Conclusion

The chapter shows clear descriptions of all variables used in this study from the use of pre-existing literature review, the problem situation and main problem, problem statement and research questions, conceptual model, research model and hypotheses.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology studies how the research is done scientifically. The study defines the tools used to collect the necessary data and information required to analyse the dependent, independent and moderating variables. More so, it highlights the research design, method of data collection and instruments used to measure the research.

3.2 Research design

Designing a study enables a researcher to plan and execute the study in a manner that enables the researcher to get intended results, this increases the possibility of getting information that could be related with the real situation (Burns & Grove, 2001).

The research design is descriptive in nature and the type of research is correlative to measure the dependent variables, moderating variable and independent variable; time horizon used is cross-sectional which involved data selection, the degree of interference is low and the setting is field study.

The use of survey research design in the form of well-structured questionnaires was employed to suit the characteristics of the participants, which are individuals; survey research design enables the research to convert content filled in by the respondents into numerical data that can be analysed. The study was carried out in a school environment and the targeted group was students in Turkish Republic of Northern Cyprus.

3.3 Method of collecting data

The first part of collecting data involves critical analysis of existing literature with the purpose of developing a set of questionnaire items established on the subject related to the objective of the research (Creswell, 2009). This research is quantitative and the major instrument of data collection was through questionnaires. The research made use of quantitative research method. According to Creswell (2008), quantitative research is a kind of educational research that gives the researcher a chance to decide on what to study. Quantitative research requires numerical data that is taken and analysed during the course of the research.

The well-structured questionnaires were distributed to 200 students. The questionnaires consist of two sections

Section 1 This section is where personal information such as: gender, age (from 18 to above), degree and where participants come from.

Section 2 This section consists of 32 attitude statements that is categorized into six section that consists of; personal motives, country image, institute image, programme evaluation, intention to choose a higher education institute and the effect of social media in choosing a higher education institute. 6 statements on country image, 5 statements on personal motives, university image, programme evaluation, intention to choose a higher education institute and the effect of social media in choosing higher education institute. Attitude statements were measure on a 5-point Likert scale (Strongly disagree=1, Disagree = 2, Neutral = 3, Agree = 4 and Strongly Agree = 5).

Table 3.3.1: Attitude statements

Attitude statements	Adapted from
Personal motives	
I prefer a university that will enhance my career prospects	• Harris and Halpin,2002 • Sia, 2011 • McCune, Hounsell, Christies, Cree and Tett, 2010
I prefer a university that will enhance my future earnings prospects	
I prefer a university that will help me to gain a higher status	
I prefer a university that will help me to achieve my educational goals	
I prefer a university recommended by my family and friends	
Country Image	
I prefer to study in a country culturally closer to mine	• Sia, 2011
I prefer to study in a country with academic reputation	
I prefer to study in a country where the cost of living is reasonable	
I prefer a country where the immigration procedures are not demanding	
I prefer to study in a country where there are job opportunities for students	
I prefer to study in a country which has a safe and secured environment	
I prefer to study in a country with a good university and studying environment	
University image	
I prefer a higher education institute with	

academic reputation	
I prefer a higher education institute with a good ranking position	
I prefer a higher education institute with a good campus atmosphere	• Briggs, 2006 • Soutar& Turner, 2002
I prefer a higher education institute with good library and study area facilities	
I prefer a higher education institute with good sport and social facilities	
Programme evaluation	
I prefer degree programmes with international recognition	
I prefer degree programmes with suitability and specialisation	
I prefer degree programmes with recognition by future employers	• Sia, 2011
I prefer degree programmes with competitive costs in fees	
I prefer degree programmes with available financial support for students	
Intention to choose a higher education institute	
It provides the best offer on the subject I want to study	
The location is relatively easy to travel and reach	• Tan-Kuick and Ng, 2011 • Menon, 1998
It has good academic reputation	
It is the only institution offering the subject that I want	
It is the only institution offering me a place on the subject that I want to study	
The effect of Social media on choosing higher education institute	

Through using social media, I can get an unofficial student view of a university	
I can receive enrolment offers through social media, for example, on Facebook	
I can get a valuable insight information to a university through social media	• Li and Bernoff (2008)
It is easier to make a well-informed, life-changing decision on social media	

3.4 Population and population size

The study is conducted in Turkish Republic of Northern Cyprus higher education institutes on students that study in this higher education institutes. The population size of this study consists of 200,000 students that study in higher education institutes located in Turkish Republic of Northern Cyprus. In 2014, there were 70,004 international students university students from 114 countries in 9 universities in Turkish Republic of Northern Cyprus; 15,210 of these students are Turkish Cypriots, 36,148 are from Turkey and 18,646 international students are mostly from countries located in Africa, the Middle East and Central Asia (TRNC Education Ministry, 2014).

3.5 Sampling method and Sample size

The act of selecting a portion of the population that will represent the entire population is referred to as sampling (Pilot & Hungler, 1999).

A non-probability, convenience sampling technique was employed as the participants were randomly selected from students in Turkish Republic of Northern Cyprus. Students were chosen because they were available to the researcher. Convenience sampling makes it easier to collect data with results that provides a rough opinion that is not scientific.

Sample sizes that are more than 30 and less than 500 are suitable and the sample size should be some times (ideally 10 times or more) larger as the number of variables in multivariate study (which includes multiple regression analysis). Due to this argument the research chose a sample size of 200.

3.6 Questionnaire testing

The questionnaire was structured from the use and understanding of pre-existing literature review by various researchers. A pilot study on 10 students studying in different institutes in Turkish Republic of Northern Cyprus was done; the purpose of the pre-testing was to make sure the attitude statements are well understood by participants and to reduce chances of sampling error. The use of pilot study enabled the researcher to save time, evaluate feasibility and it also contributed to the reliability of data collected. A 5-point Likert scale was used to measure attitude statements.

3.7 Data analysis

SPSS statistics package was used to examine the data; specifically, IBM SPSS 24 was used. Statistical analysis provides the possibility to get descriptive information from the mean output (Carrol, 1991). Data was analysed through tests that showed results in form of realization rate of questionnaire, mean responses, gender and correlations between variables. Due to the descriptive nature of the research questions, descriptive statistics was used to measure and interpret the data collected. The data analysis aided in telling us if our hypotheses is supported or not.

3.8 Validity and reliability tests

Validity and reliability are two important factors that are compulsory for evaluating the measuring instrument.

The reliability of an instrument means the consistency and accuracy of test scores over population and time (Gall, Borg & Gall, 1996). Cronbach's Alpha reliability test was employed to test the reliability of the study; Cronbach's alpha is the most used objective measure of reliability. Cronbach's alpha was founded by Lee Cronbach in 1951 (Cronbach, 1951) to bring about a measure of internal consistency of a scale; it is indicated as a number between 0 and 1. Internal consistency shows the level to which all the items in a test measures the same concept. According to Sekaran (2015), Cronbach's Alphas 0.650 is seen as acceptable in social sciences.

Validity shows the level to which measurement instrument measures what it claims to measure. This study made use of content validity to measure students' attitudes towards their intention to choose a higher education institute given some factors. Content validity is the level to which the instrument thoroughly measures the construct of interest (Wong, Ong and Kuek, 2012). It tries to make sure that the measuring instrument (questionnaires in this research) completely represent the attitudes towards students' online intention to choose a higher education institute. Content validity was achieved by complete analysis of the questionnaires by expert academicians at the Near East University that are familiar with the concepts used in this research. The research instrument used for this study is questionnaires; to ensure validity, the 200 questionnaires were given to participants randomly and participants were given enough time to fill in questionnaire without interference of researcher. The questionnaires were constructed with the use of English language, with phrases participants can understand. According to Best & Khan (2006), Validity of a questionnaire is achieved by asking the right questions that are phrased in a way that is least ambiguous.

3.9 Conclusion

In conclusion, this chapter shows us in detail the research methods; designs and approaches use to collect data used for this research. It shows the

population size, the sampling techniques, questionnaire testing and how validity and reliability tests are conducted in the research. Generally, it shows the depth, scope and overall direction of the research.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter will present the findings and analysis gotten from the survey which was done by issuing questionnaires. A total of 200 filled questionnaires were realized. Data was collected from universities located in Turkish Republic of Northern Cyprus. The responses gathered from the survey was analysed on IBM SPSS 24, reliability test was conducted with the use of Cronbach alpha test, descriptive analysis were done with the use of frequencies and mean of variables as shown in questionnaire. Correlations among variables was used to measure hypotheses that were generated in chapter 3, this enabled us to discover if the hypotheses were supported or not. Regression analysis was also conducted. Most of the findings were organized into tables and diagrams that are reader friendly.

4.2 Realization rate

200 structured questionnaires were distributed to students in universities located in Turkish Republic Northern Cyprus. Convenience sampling method was employed to randomly select participants.

Table 4.2.1 Realization rate

Questionnaires distributed	**200**
Questionnaires screen out	**0**
Questionnaires not returned	**0**
Total questionnaire realized	**200**

All 200 questionnaires were realized.

4.3 Reliability and Consistency

Cronbach Alpha is a reliability test that is done in SPSS to measure consistency and reliability. It is commonly used when questionnaires are structured. Cronbach Alpha test was used in this research to measure the consistency and reliability.

Table 4.3.1 case processing summary

		N	%
Cases	Valid		200
	Excluded[a]		0
	Total		200
a. List wise deletion based on all variables in the procedure.			

Table 4.3.2 Cronbach's Alpha test

According to Sekaran (2000), if a measure of reliability is less than 0.6 it is considered poor and it should at least be 0.70 or above.

Cronbach's Alpha	N of Items
0.857	32

Cronbach's Alpha reliability value on the attitude statements is 0.857. The value indicates that the consistency of the data is high. A Cronbach's Alpha with value of 0.60 and above is seen as acceptable in social sciences (Sekaran, 2013).

4.4 Frequencies

The frequency tables will indicate the most frequent gender and age group according to the filled questionnaire.

Table 4.4.1 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	115	57.5	57.5	57.5
	Female	85	42.5	42.5	100.0
	Total	200	100.0	100.0	

The table shows that out of 200 participants majority of them are makes which are 115 with percentage of 57.5 and females are 85 in number with a percentage of 42.5.

Major findings: there are more male respondents than female respondents.

Table 4.4.2 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	72	36.0	36.0	36.0
	21-23	68	34.0	34.0	70.0
	24+	60	30.0	30.0	100.0
	Total	200	100.0	100.0	

The table shows that most of the respondents were in the age group of 18-20 and the lowest age group was 24+.

Major findings: the age group that answered most questionnaires were 18-20 and they were 72 out of 200 participants.

Table 4.4.3 Degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	145	72.5	72.5	72.5
	Graduate	55	27.5	27.5	100.0
	Total	200	100.0	100.0	

The table shows that majority of the participants that filled the questionnaires were undergraduates.

Major findings: most of the respondents were undergraduates with a 72.5 percent out of 100 percent.

Table 4.4.4 where you come from

Where you come from					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Africa	76	38.0	38.0	38.0
	North Africa	26	13.0	13.0	51.0
	Cyprus	22	11.0	11.0	62.0
	Middle-East	27	13.5	13.5	75.5
	Ex-Soviet	21	10.5	10.5	86.0
	Turkey	28	14.0	14.0	100.0
	Total	200	100.0	100.0	

Major findings: most of the respondents were from Africa, followed by North Africa, Cyprus, Middle-East, Ex-Soviet and Turkey.

4.5 Analysis of Attitude statements

This section consists of 32 attitude statements. With the use of Likert scale the average will be used to describe the results gotten.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Table 4.5.1 Personal motives

One-sample statistics				
	N	Mean	Std. Deviation	Std. Error Mean
I prefer a university that will enhance my career prospects	200	4.39	.923	.065
I prefer a university that will enhance my future earnings prospects	200	4.23	.921	.065
I prefer a university that will help me gain a higher status	200	4.12	1.054	.075
I prefer a university that will help me to achieve my educational goals	200	4.47	.832	.059
I prefer a university recommended by my family and friends	200	2.96	1.200	.085
Valid N (list wise)	200	Average 4.03		

The total average response in personal motives was 4.03, this shows that to an extent people agree that personal motives influences their intention to choose a university.

Major findings: most participants with an average of 4.03 agree that personal motives influence their intention to choose a university.

Table 4.5.2 Country image

	N	Mean	Std. Deviation	Std. Error Mean
I prefer to study in a country culturally closer to mine	200	2.80	1.165	.082
I prefer to study in a country with academic reputation.	200	4.13	1.027	.073
I prefer to study in a country where the cost of living is reasonable	200	4.47	3.724	.263
I prefer a country where the immigration procedures are not demanding	200	3.91	1.067	.075
I prefer to study in a country where there are job opportunities for students	200	4.30	.929	.066
I prefer to study in a country with a safe environment	200	4.56	.775	.055
I prefer to study in a country with a good university and studying environment	200	4.51	.802	.057
Valid N (list wise)	200	Average 4.10		

This table shows the highest average of 4.56 which indicates that most participants prefer to study in a country with a safe environment.

Major findings: the total average of 4.10 shows that most participants agree that country image influences their intention to choose a university.

Table 4.5.3 Institute image

One sample statistics				
	N	Mean	Std. Deviation	Std. Error Mean
I prefer a university with academic reputation	200	4.32	.966	.068
I prefer a university with a good ranking position	200	4.23	.932	.066
I prefer a university with a good campus atmosphere	199	4.28	.922	.065

	N	Mean	Std. Deviation	Std. Error Mean
I prefer a university with good library and study area facilities	200	4.45	.831	.059
I prefer a university with good sport and social facilities	200	4.12	1.119	.079
Valid N (list wise)		Average 4.28		

The table shows that most respondents prefer a university with good library and study area facilities.

Major findings: the total average of 4.28 shows that most respondents agree that institute image affects their intention to choose a university.

Table 4.5.4 Programme evaluation

	N	Mean	Std. Deviation	Std. Error Mean
I prefer degree programmes with international recognition	200	4.30	1.042	.074
I prefer degree programmes with suitability and specialisation	200	4.15	.928	.066
I prefer degree programmes with recognition by future employers	200	4.26	.958	.068
I prefer degree programmes with competitive costs in fees	200	3.62	1.137	.080
I prefer degree programmes with available financial support for students	200	4.29	.965	.068
Valid N (list wise)		Average 4.12		

The table shows that majority of the participants with an average of 4.30 prefer degree programmes with international recognition.

Major findings: the total average with is 4.12 shows that most participants agree that programme evaluation influences their intention to choose a university.

Table 4.5.5 Intention to choose a higher education institute

One-sample statistics				
	N	Mean	Std. Deviation	Std. Error Mean
It provides the best offer on the subject I want to study	200	4.02	1.051	.074
The location is relatively easy to travel and reach	200	3.85	1.139	.081
It has a good academic reputation	200	4.06	1.054	.075
It is the only university offering the subject that I want	200	3.08	1.276	.090
It is the only university offering me a place on the subject that I want to study	200	3.05	1.277	.090
Valid N (list wise)		Average 3.61		

The average of 4.06 indicates that good academic reputation influence participants' intention to choose a higher education institute.

Major findings: the average of 3.61 shows that participants neither agree nor disagree on some factors that influence their intention to choose a higher education institute.

Table 4.5.6 The Effect of Social Media in Choosing a Higher Education Institute

	N	Mean	Std. Deviation	Std. Error Mean
Through using Social Media, I can get an unofficial, student view of a university	200	3.65	1.231	.087
I can receive enrolment offers through social media, for example; on Facebook	200	3.48	1.178	.083
I find Social Media information trustworthy and reliable	200	2.93	1.132	.080
I can get valuable insight information to a university through Social Media	200	3.46	1.055	.075

It is easier to make a well-informed, life-changing decision on Social media	200	3.02	1.217	.086
Valid N (list wise)		Average 3.308		

Major findings: The result of the total average is 3.308 shows that most participants neither agree nor disagree on the effect of social media in choosing a higher education institute.

4.6 Correlations

Correlation analysis is used to describe the relationship between variables whether it be positive or negative. Pearson correlation is often

Correlations							
		motives	Country	Institute	degree	intention	Effect
Motives	Pearson Correlation	1	.520**	.666**	.689**	.315**	.205**
	Sig. (2-tailed)		.000	.000	.000	.000	.004
	N	200	200	199	200	200	200
Country	Pearson Correlation	.520**	1	.550**	.533**	.258**	.103
	Sig. (2-tailed)	.000		.000	.000	.000	.148
	N	200	200	199	200	200	200
Institute	Pearson Correlation	.666**	.550**	1	.745**	.408**	.130
	Sig. (2-tailed)	.000	.000		.000	.000	.068
	N	199	199	199	199	199	199
Degree	Pearson Correlation	.689**	.533**	.745**	1	.423**	.147*
	Sig. (2-tailed)	.000	.000	.000		.000	.038
	N	200	200	199	200	200	200
Intention	Pearson Correlation	.315**	.258**	.408**	.423**	1	.314**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	200	200	199	200	200	200
Effect	Pearson Correlation	.205**	.103	.130	.147*	.314**	1

		.004	.148	.068	.038	.000	
	Sig. (2-tailed)						
	N	200	200	199	200	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.6.1 Correlation between personal motives and intention to choose Higher education institute

From the table 4.6 there is Pearson correlation of 0.315 and correlation significant of 0.000

Major findings:

a) The Pearson correlation of 0.315 (31.5%) means the relationship between personal motives and intention to choose Higher education institute is positive. With this percentage it shows moderate positive relationship.

b) Correlation significance of 0.000 is less than 0.05 which indicates it is significant; therefore, there is a relationship between variables.

4.6.2 Correlation between Country image and intention to choose higher education institute

From the table 4.6 there is a Pearson correlation of 0.258 and correlation signification of 0.000

Major findings:

a) The Pearson correlation of 0.258 (25.8%) means the relationship between country image and intention to choose Higher education institute is positive. With this percentage it shows a low positive relationship.

b) Correlation significance 0.000 is less than 0.05, which indicates it is significant; therefore there is a relationship between variables.

4.6.3 Correlation between institute image and intention to choose Higher education institute

From the table 4.6 there is a Pearson correlation of 0.408 and correlation signification of 0.000

Major findings:

a) The Pearson correlation of 0.408 (40.8%) means the relationship between institute image and intention to choose Higher education institute is positive. With this percentage it shows a low positive relationship.

b) Correlation significance is 0.000 which is less than 0.05 which indicates it is significant, therefore there is a relationship between variables.

4.6.4 Correlation between programme evaluation and intention to choose Higher education institute

From the table 4.6 there is a Pearson correlation of 0.423 and correlation signification of 0.000

Major findings:

a) The Pearson correlation of 0.423 (42.3%) means the relationship between programme evaluation and intention to choose Higher education institute is positive. With this percentage it shows moderate positive relationship.

b) Correlation significance is 0.000, which is less than 0.05, which indicates it is significant; therefore there is a relationship between variables.

4.7 Regression Analysis

Regression analysis was also done to analyse the relationship between variables. The regression analysis is also used to make predictions in determining whether the moderating variable affect the way dependent variable significantly predict the independent variable.

Table 4.7.1 motives

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	motives[b]	.	Enter
2	effect[b]	.	Enter

a. Dependent Variable: intention

b. All requested variables entered.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.295	1	12.295	21.852	.000[b]
	Residual	111.408	198	.563		
	Total	123.704	199			
2	Regression	20.351	2	10.175	19.395	.000[c]
	Residual	103.353	197	.525		
	Total	123.704	199			

a. Dependent Variable: intention

b. Predictors: (Constant), motives

c. Predictors: (Constant), motives, effect

Model 1 without the interaction of moderating variable:

$F_{(1, 198)} = 21.852$

$p \leq 0.001$

Model 2 with the interaction of moderating variable:

$F_{(2, 197)} = 19.395$

p≤ 0.001

Major findings:

a) The significance of model 1 is 0.000 which is less than 0.001, therefore model 1 is significant.

b) The significance of model 2 is 0.000 which is less than 0.001, therefore model 2 is significant.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.315 a	.099	.095	.75011	.099	21.852	1	198	.000
2	.406 b	.165	.156	.72432	.065	15.354	1	197	.000

a. Predictors: (Constant), motives

b. Predictors: (Constant), motives, effect

Model 1 in the table shows R Square as 0.099 (9.9%) of variation

Model 2 in the table shows R Square as 0.065 (16.5%) of variation

Major findings:

Model 2 with the interaction (moderating variable) between personal motives (independent variable) and intention to choose a Higher education institute (dependent variable) accounted for significantly more variance than just personal motives and intention to choose a Higher education institute level by them, R^2 change = 0.065, p= 0.000 is less than 0.05, showing that there is significant moderation between personal motives and intention to choose a Higher education institute.

Table 4.7.2 country image regression analysis

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Country[b]	.	Enter
2	effect[b]	.	Enter

a. Dependent Variable: intention

b. All requested variables entered.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.247	1	8.247	14.143	.000[b]
	Residual	115.457	198	.583		
	Total	123.704	199			
2	Regression	18.599	2	9.300	17.431	.000[c]
	Residual	105.104	197	.534		
	Total	123.704	199			

a. Dependent Variable: intention

b. Predictors: (Constant), Country

c. Predictors: (Constant), Country, effect

Model 1 without the interaction of moderating variable:

$F_{(1, 198)} = 14.143$

$p \leq 0.001$

Model 2 with the interaction of moderating variable:

$F_{(2, 197)} = 17.431$

$p \leq 0.001$

Major findings:

a) The significance of model 1 is 0.000 which is less than 0.001, therefore model 1 is significant.

b) The significance of model 2 is 0.000 which is less than 0.001, therefore model 2 is significant.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.258a	.067	.062	.76362	.067	14.143	1	198	.000
2	.388b	.150	.142	.73043	.084	19.404	1	197	.000

a. Predictors: (Constant), Country

b. Predictors: (Constant), Country, effect

Model 1 in the table shows R Square as 0.067 (6.7%) of variation

Model 2 in the table shows R Square as 0.150 (15.0%) of variation

Major findings:

Model 2 with the interaction (moderating variable) between country image (independent variable) and intention to choose a Higher education institute (dependent variable) accounted for significantly more variance than just country image and intention to choose a Higher education institute level by them, R^2 change = 0.084, p= 0.000 is less than 0.05, showing that there is significant moderation between country image and intention to choose a Higher education institute.

Table 4.7.3 Institute image regression analysis

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	instituteb	.	Enter
2	effectb	.	Enter

a. Dependent Variable: intention

b. All requested variables entered.

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.333	1	20.333	39.292	.000ᵇ
	Residual	101.945	197	.517		
	Total	122.278	198			
2	Regression	28.387	2	14.193	29.629	.000ᶜ
	Residual	93.892	196	.479		
	Total	122.278	198			

a. Dependent Variable: intention

b. Predictors: (Constant), institute

c. Predictors: (Constant), institute, effect

Model 1 without the interaction of moderating variable:

$F_{(1, 197)} = 39.292$

$p \leq 0.001$

Model 2 with the interaction of moderating variable:

$F_{(2, 196)} = 29.629$

$p \leq 0.001$

Major findings:

a) The significance of model 1 is 0.000 which is less than 0.001, therefore model 1 is significant.

b) The significance of model 2 is 0.000 which is less than 0.001, therefore model 2 is significant.

Model Summary

Mod el	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.408[a]	.166	.162	.71937	.166	39.292	1	197	.000
2	.482[b]	.232	.224	.69213	.066	16.812	1	196	.000

a. Predictors: (Constant), institute

b. Predictors: (Constant), institute, effect

Model 1 in the table shows R Square as 0.166 (16.6%) of variation

Model 2 in the table shows R Square as 0.23.2 (23.2%) of variation

Major findings:

Model 2 with the interaction (moderating variable) between institute image (independent variable) and intention to choose a Higher education institute (dependent variable) accounted for significantly more variance than just institute image and intention to choose a Higher education institute level by them, R^2 change = 0.066, p= 0.000 is less than 0.05, showing that there is significant moderation between country image and intention to choose a Higher education institute.

Table 4.7.4 Programme evaluation regression analysis

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	degree[b]	.	Enter
2	effect[b]	.	Enter

a. Dependent Variable: intention

b. All requested variables entered.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.102	1	22.102	43.072	.000[b]
	Residual	101.602	198	.513		

	Total	123.704	199			
2	Regression	30.144	2	15.072	31.736	.000ᶜ
	Residual	93.560	197	.475		
	Total	123.704	199			

a. Dependent Variable: intention

b. Predictors: (Constant), degree

c. Predictors: (Constant), degree, effect

Model 1 without the interaction of moderating variable:

$F_{(1, 198)} = 43.072$

$p \leq 0.001$

Model 2 with the interaction of moderating variable:

$F_{(2, 197)} = 31.736$

$p \leq 0.001$

Major findings:

a) The significance of model 1 is 0.000 which is less than 0.001, therefore model 1 is significant.

b) The significance of model 2 is 0.000, which is less than 0.001, therefore model 2 is significant.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.423ᵃ	.179	.175	.71634	.179	43.072	1	198	.000
2	.494ᵇ	.244	.236	.68915	.065	16.934	1	197	.000

a. Predictors: (Constant), degree

b. Predictors: (Constant), degree, effect

Model 1 in the table shows R Square as 0.179 (17.9%) of variation

Model 2 in the table shows R Square as 0.244 (24.4%) of variation

Major findings:

Model 2 with the interaction (moderating variable) between institute image (independent variable) and intention to choose a Higher education institute (dependent variable) accounted for significantly more variance than just institute image and intention to choose a Higher education institute level by them, R^2 change = 0.065, p= 0.000 is less than 0.05, showing that there is significant moderation between country image and intention to choose a Higher education institute.

4.8 Hypotheses of the research

Regression analysis was used to determine to know if our hypotheses were supported or not. Regression analysis findings were noted in chapter 5 (5.7).

Table 4.8.1 Hypotheses

Motives		
H1	The use of social media has a moderating effect on personal motives affecting students' intention to choose a Higher education Institute	**Supported**
Model 1	F (1, 198) = 21.852, R Square = 9.9% p ≤ 0.001	
Model 2	F (2, 197) = 19.395, R Square = 16.5% p ≤ 0.001	
Significance: The significance 0.000 is less than 0.05 which means it is significant, so the results conclude that the use of social media has a moderating effect on personal motives affecting students' intention to choose Higher education institute.		
Country image		
H2	The use of social media has a moderating effect on country image affecting students' intention to choose a Higher education Institute.	

F1	F (1, 198) = 14.143, R Square = 6.7% p≤ 0.001	**Supported**
F2	F (2, 197) = 17.431, R Square = 15.0% p≤ 0.001	
Significance: The significance 0.000 is less than 0.05 which means it is significant, so the results conclude that the use of social media has a moderating effect on country image affecting students' intention to choose Higher education institute.		
Institute image		
H3	The use of social media has a moderating effect on institute image affecting students' intention to choose a Higher education Institute.	
F1	F (1, 197) = 39.292, R Square = 16.6% p≤ 0.001	
F2	F (2, 196) = 29.629, R Square = 23.2% p≤ 0.001	
Significance: The significance 0.000 is less than 0.05 which means it is significant, so the results conclude that the use of social media has a moderating effect on institute image affecting students' intention to choose Higher education institute.		
Programme evaluation		
H4	The use of social media has a moderating effect on programme evaluation affecting students' intention to choose a Higher education Institute	
F1	F (1, 198) = 43.072, R Square = 17.9% p≤ 0.001	**Supported**
F2	F (2, 197) = 31.736, R Square = 24.4% p≤ 0.001	
Significance: The significance 0.000 is less than 0.05 which means it is significant, so the results conclude that the use of social media has a moderating effect on programme evaluation affecting students' intention to choose Higher education institute.		

4.9 Conclusion

The questionnaires distributed were all retrieved and the correlation analysis showed the correlation amongst variables. This chapter also indicates that

the results were reliable following Cronbach Alpha rule. Results gotten from regression analysis show that our hypotheses were supported.

CHAPTER 5

DISCUSSION

5.1 Introduction

This chapter indicates the findings of this research gotten from the results gathered from data analysis. The main research question was also revisited and answered and our hypotheses were supported. The chapter concludes by discussing some of the limitations encountered in the course of the research and recommendations were provided to help future researchers.

5.2 Theoretical findings

5.2.1   Social media has more effect on students' intention to choose a Higher education institute because students' get unofficial and students' views on the institute.

5.2.2   Country's image has better effect on students' intention to choose a Higher education institute when displayed on social media.

5.2.3   Personal motives have strong influence on students' intention to choose a Higher education institute.

5.2.4   Data analysis indicates that students are less likely to consider a country culturally closer to them in choosing a Higher education institute.

5.2.5   Students' intention in choosing a Higher education institute is highly influenced by the institution's ability to provide best offer on the subject they intend to study.

5.2.6 Our research greatly suggests that students' intention to choose a Higher education institute is highly influenced by social media.

5.2.7 Students are more likely to consider a Higher education institute when they have international recognition.

5.2.8 Institute image is more effective on students when it can be easily accessed by students online.

5.2.9 Findings in this research show that students are more likely to choose a Higher education institute that is located in a country that has a safe environment.

5.2.10 Family and friends have less effect on Higher education institutes students intended to enrol in.

5.3   Empirical findings

Quantitative data analysed findings;

5.3.1   A total of 200 structured questionnaires were distributed and realized, 115 were male respondents and 85 were female respondents.

5.3.2 Demographic findings show that 36% of respondents fall between the age group of 18-20, followed by 34% respondents who fall between the age group of 21-23 and 30% of respondents are in the age group of 24+.

5.3.3 Majority of participants agree that they prefer a Higher education institute that provides the best offer on the subject they want.

5.3.4   Respondents desired degree programmes with international recognition.

5.3.5 The use of social media has a monitoring effect on personal motives affecting students' intention to choose a Higher education institute.

5.3.6 Programme evaluation greatly affects students' intention to choose Higher education institute.

5.3.7 Respondents prefer universities with good library and study area facilities.

5.3.8 The use of social media has a monitoring effect on institute image affecting students' intention to choose a Higher education institute.

5.3.9 Institute image has the greatly affects students' intention to choose a Higher education institute.

5.3.10 The relationship between country image and students' intention to choose a Higher education institute is positive.

5.3.11 The regression analysis aids the model so personal motives, country image, institute image and programme evaluation affects students' intention to choose Higher education institute.

5.3.12 All hypothesis developed in this research were supported.

5.4 Hypotheses

The results gotten from regression analysis indicate that social media has an effect on students' intention to choose a Higher Education institute.

Table 5.4.1

Motives		
H1	The use of social media has a moderating effect on personal motives affecting students' intention to choose a Higher education Institute	**Supported**
Model 1	$F(1, 198) = 21.852$, R Square = 9.9% $p \leq 0.001$	
Model 2	$F(2, 197) = 19.395$, R Square = 16.5% $p \leq 0.001$	
Significance: The significance 0.000 is less than 0.05 which means it is significant, so the results conclude that the use of social media has a moderating effect on personal motives affecting students' intention to choose Higher education institute.		
Country image		
H2	The use of social media has a moderating effect on country image affecting students' intention to choose a Higher education Institute.	**Supported**
F1	$F(1, 198) = 14.143$, R Square = 6.7% $p \leq 0.001$	
F2	$F(2, 197) = 17.431$, R Square = 15.0% $p \leq 0.001$	
Significance: The significance 0.000 is less than 0.05 which means it is significant, so the results conclude that the use of social media has a moderating effect on country image affecting students' intention to choose Higher education institute.		
Institute image		
H3	The use of social media has a moderating effect on institute image affecting students' intention to choose a Higher education Institute.	
F1	$F(1, 197) = 39.292$, R Square = 16.6% $p \leq 0.001$	
F2	$F(2, 196) = 29.629$, R Square = 23.2%	

	p≤ 0.001	
Significance: The significance 0.000 is less than 0.05 which means it is significant, so the results conclude that the use of social media has a moderating effect on institute image affecting students' intention to choose Higher education institute.		
Programme evaluation		
H4	The use of social media has a moderating effect on programme evaluation affecting students' intention to choose a Higher education Institute	
F1	F (1, 198) = 43.072, R Square = 17.9% p≤ 0.001	**Supported**
F2	F (2, 197) = 31.736, R Square = 24.4% p≤ 0.001	
Significance: The significance 0.000 is less than 0.05 which means it is significant, so the results conclude that the use of social media has a moderating effect on programme evaluation affecting students' intention to choose Higher education institute.		

5.5 Research questions

Main questions:

i. Does social media affect students' intention to choose a Higher education institute?

Social media positively affects students' intention to choose a Higher education institute according to correlation analysis and regression analysis.

ii. Does personal motives have a positive effect on students' intention to choose a Higher education institute?

Yes, personal motives positively affect students' intention to choose a Higher education institute. The correlation analysis and regression

analysis suggest that there is a significance between these two which indicates that these two variables are related.

iii. **Does Country Image affect students' intention to choose a Higher education institute?**

Yes, country image affect students' intention to choose a Higher education institute. The correlation analysis shows a positive relationship between these two variables and the significance regression analysis shows that the two variables are related.

iv. **Is there a relationship between programme evaluation and students' intention to choose a Higher education institute?**
Yes, the correlation analysis done on the variables shows there is a relationship between them. The correlation significance is 0.000 which is less than 0.05 which means it is significant.

v. **Does institute image affect students' intention to choose a Higher education institute?**
Yes, institute image affect students' intention to choose a Higher education institute. The correlation analysis shows a positive relationship between these two variables and the significance regression analysis shows that the two variables are related.

5.6 Limitations

The study was limited by less availability of empirical literature on the area of the effect of social media on students' online intention to choose a Higher education institute. Another limitation was that the research was conducted in the premises of universities located in Turkish Republic of Northern Cyprus, so data was only collected from students located in this geographical region

so our research results cannot be generalized. Only six (6) geographical areas; Africa, North Africa, Cyprus, Middle-East, Ex-Soviet and Turkey were chosen to conduct the survey for the research.

5.7 Recommendation to future researchers

a) Future researcher can consider using this research as a guide for more research.

b) I recommend researchers to use consider adding more geographical locations more than just Africa, North Africa, Cyprus, Middle-East, Ex-Soviet and Turkey when conducting future research.

c) A bigger sample size can be use to conduct future research.

d) Other higher educational institutes such as poly-technical institutes or vocational schools can be included in future research.

5.8 Discussion

Firstly, the aim of the research was to determine the monitoring effect of social media on factors influencing students' intention to choose a Higher education institute. To conduct this research certain important factors such as: personal motives, country image, institute image and programme where chosen as our independent variables and social media was our moderating variable and intention to choose a Higher education institute (dependent variable).

More so, the literature review gathered for the purpose of this research highlighted how effective social media is on purchase intention, according to

Goldsmith RE & Lafferty BA (2002), social media websites have been regarded as an important tool that makes customers to emotionally gravitate towards a purchase behaviour. Furthermore, the literature review showed how important marketing in Higher education is and how it can be helpful for both public and private universities around the world, most importantly it indicated why students should be regarded as customers so their needs can be met better.

Convenience sampling was chosen as a sampling method for this research and students were randomly picked from universities located in Turkish Republic of Northern Cyprus. Structured questionnaires were used as an instrument to conduct the survey and these questionnaires were distributed to a specific sample size of 200, all the questionnaires were realized. Most respondents agree with that personal motives, country image, institute image and programme evaluation are important factors they influence their intention in choosing a higher education institute. The regression analysis conducted on IBM SPSS 24 showed that the use of social media has a monitoring effect on the independent variables (personal motives, country image, institute image and programme evaluation) affect the dependent variable (intention to choose Higher education institute).

Considering the main problem of this research which is "to determine how social media affects factors that explain students' intention to choose a Higher education institute". The survey results show the influence personal motives as most respondents prefer universities that will help achieve their educational goals, influence of country image as most respondents prefer country with safe environment, the influence of institute image as most respondents prefer universities with good library and study area facilities and the influence of programme evaluation as most respondents prefer degree programmes with intentional recognition. Still, social media is very vital in communicating to students all over the world the availability of these factors

in universities, so it is important for universities to reach their students and potential students on social networking sites mostly frequented by them.

5.9 Conclusion

This chapter discusses the hypotheses in detail and shows how they are supported, it also answers this study's research questions. The chapter shows the theoretical findings, empirical findings, limitations of the research and recommendation to future researchers.

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APPENDIX

Questionnaire on the Moderating Effect of Social media on Factors Influencing Students' Intention to choose a Higher Education Institute

Participant Information Sheet and Informed Consent Form

Dear Participant,

The questionnaire is part of a research study that we are carrying out in order to understand the moderating effect of social media on factors influencing students' intention to choose a Higher Education Institute. The data collected through this questionnaire will be used to understand how students in Near East University make decision in choosing a Higher Education Institute with the use of social media. By filling in the following questionnaire, you agree to participate in this study.

Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your grades you are/were enrolled in. Your identity will not be revealed in any case to Third parties. The data collected during the course of this study will be used for academic research purposes only and may be presented at national/international academic meetings and/or publication. You may quit participating in this study at any time by contacting us. If you opt out of the study, your data will be deleted from our database and will not be included in any further steps of the study. In case you have questions or concerns, please contact us using the information below.

Asst. Prof Dr. Ahmet Ertugan   Inielayefa Sam-Jeremiah
Marketing Department,   MSc Marketing Management student,
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SECTION 1

Personal details

Please tick (✔) as appropriate:

Your gender

Male ☐ Female ☐

Your age

18-20 ☐ 21-23 ☐ 24+ ☐

Your degree

Undergraduate ☐ Graduate ☐

Where you come from

Africa ☐ North Africa ☐ Cyprus ☐ Middle-East ☐ Ex-Soviet ☐ Turkey ☐

SECTION 2

Factors Influencing Students' Intention to choose a Higher Education Institute

Please tick (✔) to response from scale 1 to 5 as
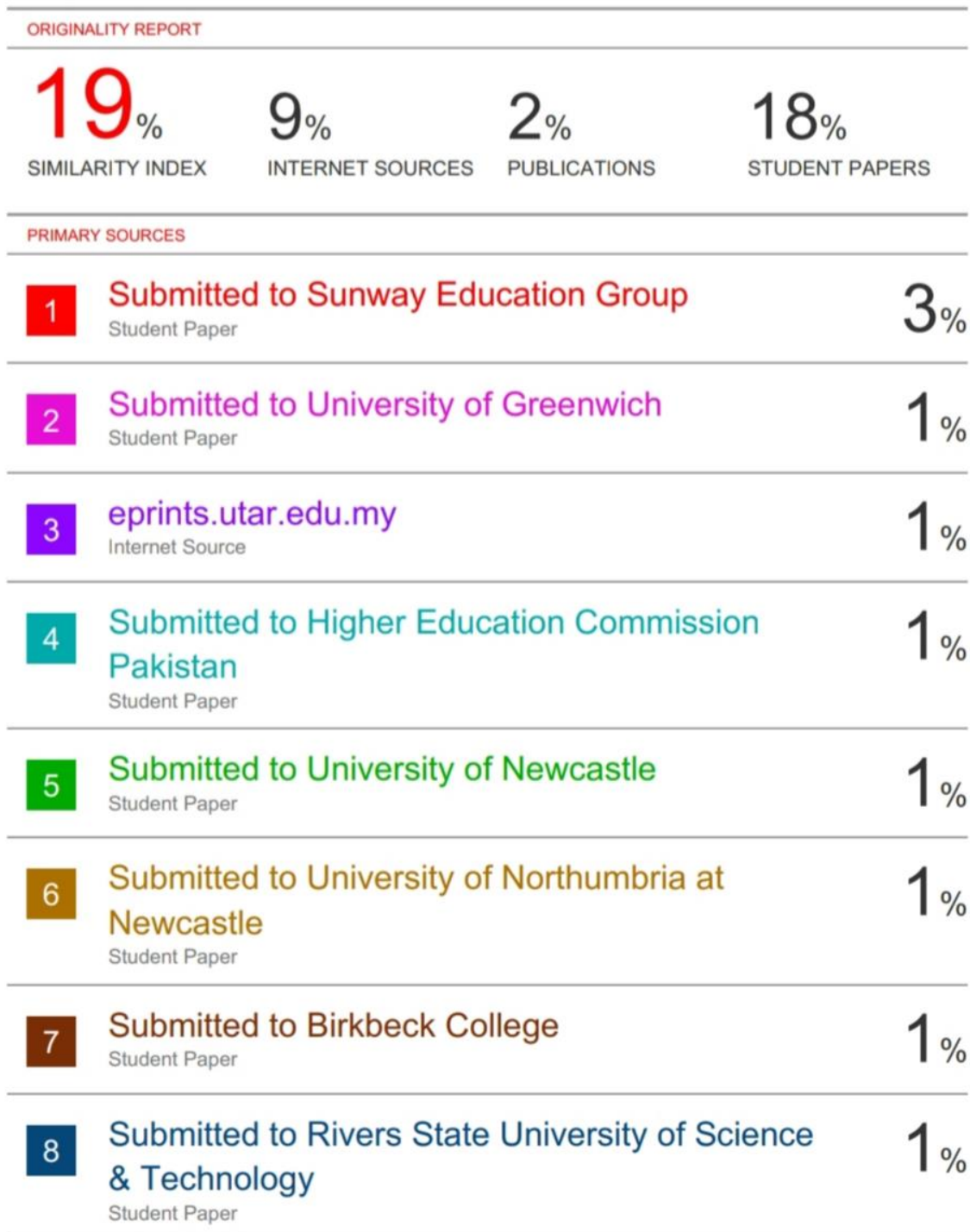**Strongly Disagree = 1   Disagree = 2   Neutral = 3   Agree = 4   Strongly Agree = 5**

Personal motives					
I prefer a university that will enhance my career prospects	1	2	3	4	5
I prefer a university that will enhance my future earnings prospects	1	2	3	4	5
I prefer a university that will help me to gain a higher status	1	2	3	4	5
I prefer a university that will help me to achieve my educational goals	1	2	3	4	5
I prefer a university recommended by my family and friends	1	2	3	4	5
Country image					
I prefer to study in a country culturally closer to mine	1	2	3	4	5
I prefer to study in a country with academic reputation	1	2	3	4	5
I prefer to study in a country where the cost of living is reasonable	1	2	3	4	5
I prefer a country where the immigration procedures are not demanding	1	2	3	4	5
I prefer to study in a country where there are job opportunities for students	1	2	3	4	5
I prefer to study in a country with a safe environment	1	2	3	4	5
I prefer to study in a country with a good university and studying environment	1	2	3	4	5
Institute image					
I prefer a university with academic reputation	1	2	3	4	5
I prefer a university with a good ranking position	1	2	3	4	5
I prefer a university with a good campus atmosphere	1	2	3	4	5
I prefer a university with good library and study area facilities	1	2	3	4	5
I prefer a university with good sport and social facilities	1	2	3	4	5
Programme evaluation					

		1	2	3	4	5
	I prefer degree programmes with international recognition	1	2	3	4	5
	I prefer degree programmes with suitability and specialisation	1	2	3	4	5
	I prefer degree programmes with recognition by future employers	1	2	3	4	5
	I prefer degree programmes with competitive costs in fees	1	2	3	4	5
	I prefer degree programmes with available financial support for students	1	2	3	4	5
Intention to choose a higher education institute						
	It provides the best offer on the subject I want to study	1	2	3	4	5
	The location is relatively easy to travel and reach	1	2	3	4	5
	It has a good academic reputation	1	2	3	4	5
	It is the only university offering the subject that I want	1	2	3	4	5
	It is the only university offering me a place on the subject that I want to study	1	2	3	4	5
The effect of Social Media in choosing a higher education institute						
	Through using Social Media, I can get an unofficial, student view of a university	1	2	3	4	5
	I can receive enrolment offers through social media, for example; on Facebook	1	2	3	4	5
	I find Social Media information trustworthy and reliable	1	2	3	4	5
	I can get a valuable insight information to a university through Social Media	1	2	3	4	5
	It is easier to make a well-informed, life-changing decision on Social media	1	2	3	4	5

Thank you for your time

PLAGIARISM REPORT

(INIELAYEFA SAM-JEREMIAH) THE MODERATING EFFECT OF SOCIAL MEDIA ON FACTORS INFLUENCING STUDENTS' INTENTION TO CHOOSE A HIGHER EDUCATION INSTITUTE

ORIGINALITY REPORT

19%	9%	2%	18%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Sunway Education Group Student Paper	3%
2	Submitted to University of Greenwich Student Paper	1%
3	eprints.utar.edu.my Internet Source	1%
4	Submitted to Higher Education Commission Pakistan Student Paper	1%
5	Submitted to University of Newcastle Student Paper	1%
6	Submitted to University of Northumbria at Newcastle Student Paper	1%
7	Submitted to Birkbeck College Student Paper	1%
8	Submitted to Rivers State University of Science & Technology Student Paper	1%

ETHICS COMMITEE APPROVAL

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

29.01.2020

Dear Inielayefa Sam-Jeremiah

Your application titled **"'The Moderating Effect of Social Media on Factors Influencing Students' Intention to choose a Higher Education Institute"** with the application number YDÜ/SB/2020/487 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.