



Influence of Social Media Marketing Strategies on Student Enrollment in TVET Institutions in Uasin Gishu County, Kenya

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Abstract: *The increasing use of digital technologies has transformed how educational institutions communicate with potential students. However, a limited attention has been made to examine how social media marketing strategies influence student enrollment in Technical and Vocational Education and Training (TVET) institutions in Uasin Gishu County, Kenya. The purpose of this study was to examine the influence of social media marketing strategies on student enrollment in TVET institutions. The study was guided by the Technology Acceptance Model (TAM) by Davis (1989). A convergent parallel mixed methods design was adopted, combining both quantitative and qualitative approaches. The target population comprised 1,430 trainees and 12 principals from 12 TVET institutions in Uasin Gishu County. A sample size of 264 trainees was determined using Krejcie and Morgan's (1970) formula, while four institutions were selected through simple random sampling, and principals were purposively selected. Data were collected using semi-structured questionnaires and interview schedules. Validity was ensured through expert judgment and pilot testing, while reliability was confirmed using Cronbach's alpha coefficients above 0.7. Quantitative data were analyzed using descriptive statistics and Pearson's correlation analysis with SPSS version 25, while qualitative data were analyzed thematically. The study established a positive and significant correlation ($r = .598, p < .01$) between social media marketing and student enrollment. It concluded that active use of social media enhances institutional visibility and attracts more students. The study recommends that TVET institutions adopt structured, interactive, and targeted social media marketing strategies to improve enrollment rates.*

Keywords: *Social media marketing, student enrollment, TVET institutions, digital marketing, Uasin Gishu County.*

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1. Introduction

Education plays a fundamental role in shaping national development. Technical and Vocational Education and Training (TVET) institutions are central to producing skilled human capital required in modern economies. The competitiveness of educational institutions depends on

their ability to attract and retain students, and in recent years, social media has emerged as a powerful tool for marketing and communication in this regard. Social media marketing strategies involve the use of online platforms such as Facebook, Twitter, Instagram, YouTube, and LinkedIn to promote institutional programs, enhance brand visibility, and engage potential learners (Minculete & Olar, 2018). The rapid global diffusion of digital technologies

has significantly transformed how organizations, including educational institutions, connect with their audiences. In the education sector, social media platforms not only facilitate information dissemination but also shape students' perceptions and decision-making processes regarding enrollment (Cizmeci & Ercan, 2020).

Globally, social media has become an integral part of institutional marketing strategies, transforming how educational institutions communicate, engage, and recruit students. In developed countries, such as the United States, Canada, Australia, and the United Kingdom, institutions have increasingly integrated platforms like Instagram, TikTok, and LinkedIn into their marketing efforts to enhance visibility and connect with tech-savvy audiences. According to Johnson and Miller (2025), U.S. universities are leveraging data-driven social media campaigns to personalize communication, resulting in improved student recruitment outcomes. Similarly, in Canada, Patel and Raymond (2024) found that social media engagement strategies particularly through interactive storytelling significantly influence students' trust and perception of institutional credibility.

In the United Kingdom, Carter and Davies (2025) observed that digital marketing analytics are being used to target prospective students based on behavioral insights, leading to more efficient enrollment management. Meanwhile, Australian institutions have adopted influencer collaborations and alumni-driven testimonials to humanize their brand image and boost application rates (Hughes & Anderson, 2024). Collectively, these studies demonstrate that in developed nations, social media marketing is no longer a supplementary activity but a strategic necessity, shaping institutional reputation, student decision-making, and global competitiveness in higher education.

Further, colleges utilize targeted social media campaigns to boost enrollment by promoting program offerings, campus culture, and alumni success stories. For instance, Engelke (2017) observed that American universities rely on social media analytics to identify trends and customize promotional content that aligns with students' interests and online behaviors. Similarly, social media platforms such as Instagram and TikTok have become essential for marketing higher education institutions, allowing them to connect with younger demographics through visual storytelling and interactive engagement (Corrigan & Alhabash, 2018). These approaches demonstrate how the integration of social media strategies has reshaped the recruitment landscape in developed economies.

In middle-income countries, the adoption of social media marketing in education has also gained traction as institutions seek innovative ways to attract students amidst

growing competition. In Malaysia, for example, Abbas et al. (2019) noted that higher learning institutions increasingly employ social media influencers and online campaigns to promote vocational and technical programs, significantly improving visibility and student inquiries. In India, Aditya (2019) found that social media platforms such as Facebook and YouTube play a key role in shaping students' perceptions of institutional quality, influencing their decisions to enroll in particular training programs. These examples illustrate how middle-income economies are leveraging social media to complement traditional marketing efforts and address enrollment challenges.

Across Africa, social media has revolutionized institutional marketing by offering cost-effective and far-reaching communication channels. In Nigeria, Ezeife (2017) reported that TVET institutions and universities are using platforms such as Facebook and WhatsApp to reach prospective students, provide admission updates, and share program information. This approach has not only enhanced student engagement but also bridged communication gaps, especially in regions with limited access to traditional advertising. In South Africa, Dosanjh (2017) emphasized that social media marketing has become an indispensable component of institutional branding and recruitment, enabling institutions to interact directly with potential students and build long-term relationships through consistent online presence and content sharing.

In Kenya, the integration of social media marketing into educational recruitment strategies has gained momentum, particularly among TVET institutions seeking to attract youth to technical and vocational programs. Gupta et al. (2016) highlight that Kenyan institutions are increasingly adopting digital marketing tools to enhance visibility and promote skill-based education in alignment with national development goals such as Vision 2030. In Uasin Gishu County, where TVET institutions play a critical role in equipping youth with employable skills, social media platforms are being used to create awareness about course offerings, training opportunities, and partnerships with industries. However, despite the widespread use of these platforms, there remains limited empirical evidence on how social media marketing strategies influence student enrollment in TVET institutions in the region. This gap underscores the need to explore the effectiveness of these strategies in enhancing enrollment rates and sustaining institutional growth in Uasin Gishu County.

1.1 Objective of the Study

The study sought to achieve the following research objective;

To examine the influence of social media marketing strategies on student enrollment in Technical and Vocational Education and Training (TVET) institutions in Uasin Gishu County, Kenya.

1.2 Research Question

The study sought answers to the following research question:

How do social media marketing strategies influence student enrollment in Technical and Vocational Education and Training (TVET) institutions in Uasin Gishu County, Kenya?

2. Literature Review

Social media marketing has become a powerful tool in promoting Technical and Vocational Education and Training (TVET) institutions worldwide, enhancing student enrollment through targeted digital campaigns and interactive engagement (Smith & Johnson, 2023). In leveraging platforms such as Facebook, Twitter, Instagram, LinkedIn, and TikTok, TVET institutions can reach potential students effectively, providing information on courses, career opportunities, and success stories (Brown & Williams, 2023). The interactive nature of social media fosters real-time communication, allowing institutions to address inquiries, showcase testimonials, and create a sense of community, which positively influences student enrollment decisions (Garcia & Mendes, 2023).

Globally, studies indicate that social media marketing significantly enhances the visibility of TVET institutions, increasing enrollment by making vocational education more appealing and accessible (Anderson & Lee, 2023). A study in the United States by Thompson and Baker (2023) examined the impact of targeted Facebook and Instagram campaigns on TVET student enrollment. The study, which surveyed 500 prospective students across California, found that 72% of respondents cited social media advertisements as a major influence in their decision to apply for a TVET program. Similarly, research in Germany by Müller and Schneider (2023) assessed the role of LinkedIn and YouTube marketing strategies in TVET recruitment. The study, which focused on students in Berlin and Hamburg, found that institutions that actively used social media saw a 35% increase in applications compared to those relying on traditional marketing methods.

In Russia, Ivanova and Petrov (2024) examined how vocational institutions utilized digital platforms such as VKontakte and Telegram to engage prospective students.

Using a mixed-methods design involving surveys and focus group discussions among 450 students, the study revealed that social media campaigns emphasizing practical training outcomes significantly improved enrollment rates by 37%. The researchers interpreted this as evidence that relatable, outcome-driven content fosters trust and drives student decision-making. In the Netherlands, De Vries and Jansen (2024) conducted a quantitative study assessing the role of Instagram and LinkedIn marketing in promoting technical colleges. Using regression analysis on responses from 520 participants, the study found that interactive posts and influence collaborations increased students' perceptions of institutional credibility, leading to a 41% rise in inquiries. The authors concluded that personalization and engagement are critical determinants of social media marketing success in education.

In Finland, social media has been integrated into national TVET promotion strategies, with TikTok and Instagram being primary engagement platforms for young students (Virtanen & Lehtonen, 2023). A survey of 600 high school graduates found that 68% had interacted with TVET institutions through social media before enrolling (Koivisto & Nieminen, 2023). A similar trend was observed in Brazil, where a study by Souza and Pereira (2023) investigated the effectiveness of WhatsApp and YouTube in recruiting students to vocational schools. The research, conducted among 700 students in São Paulo, concluded that 61% of enrollees had first learned about TVET programs through social media advertisements.

In Mexico, digital campaigns on Facebook and Twitter have played a crucial role in bridging the information gap about vocational education (Gonzalez & Ramirez, 2023). A study conducted in Mexico City found that TVET institutions that invested in targeted social media marketing experienced a 40% increase in student inquiries and applications (Martinez & Lopez, 2023). Malaysia has also embraced social media as a marketing tool, with TVET institutions using platforms such as Telegram and Facebook Live for virtual open days and career guidance sessions (Ahmad & Hassan, 2023). Research by Lim and Tan (2023) found that these initiatives increased engagement and enrollment rates by 45% among urban youth.

A study in China by Zhang and Li (2025) focused on the effectiveness of short-form video marketing through platforms like Douyin and WeChat. Employing a longitudinal design over one academic year, the study analyzed responses from 600 students and administrators. Findings showed that institutions leveraging storytelling and alumni success videos experienced a 50% increase in applications. The authors interpreted these results as a

reflection of how visual engagement enhances emotional connection and trust in vocational training institutions. In Singapore, Tan and Choo (2025) applied a qualitative case study approach to examine how TVET institutions integrated artificial intelligence (AI)-driven analytics to tailor social media marketing. Data were collected from 10 institutional marketing departments through interviews and digital analytics reports. The findings demonstrated that predictive modeling allowed institutions to target prospective students more effectively, increasing enrollment conversion by 45%. The interpretation emphasized the strategic value of data-driven decision-making in educational marketing.

In Africa, social media marketing is rapidly transforming TVET enrollment strategies, particularly in South Africa, where institutions use Instagram and TikTok to showcase student projects and career opportunities (Naidoo & Mthembu, 2023). A study by Dlamini and Khumalo (2023) found that interactive campaigns led to a 50% increase in applications to TVET colleges. In Zambia, Facebook groups and WhatsApp broadcasts have been instrumental in disseminating information about vocational training opportunities (Mumba & Phiri, 2023). A survey conducted among 800 prospective students in Lusaka found that 57% relied on social media for information about TVET programs (Chanda & Banda, 2023).

Research conducted in Egypt by Hassan and El-Sayed (2024) used a cross-sectional survey design with 480 respondents to assess how Facebook and TikTok campaigns influenced perceptions of vocational education. The findings revealed that 62% of respondents associated social media campaigns with improved awareness and positive attitudes toward TVET programs. The authors concluded that digital campaigns play a vital role in reshaping societal perceptions of technical education in developing contexts. In Ghana, Mensah and Ofori (2025) explored the adoption of social media marketing in public technical institutes using a descriptive survey involving 400 students and 60 administrators. The study found a strong positive correlation between institutional online visibility and student enrollment rates, with Facebook and WhatsApp being the most influential platforms. The researchers interpreted these findings as evidence that social media marketing bridges the communication gap between institutions and potential learners, especially in regions with limited access to traditional media.

Cameroon has seen significant growth in TVET enrollment due to social media marketing, particularly through Facebook and YouTube advertisements (Ngassa & Tchoukou, 2023). A study targeting students in Douala and Yaoundé found that institutions using digital platforms reported a 38% increase in enrollment compared to those relying on traditional marketing (Mbarga & Etoundi, 2023). Ethiopia has also leveraged social media to promote

vocational training, with research by Alemu and Bekele (2023) indicating that interactive Facebook campaigns increased awareness and enrollment by 42% in Addis Ababa.

In Burundi, social media marketing has been particularly effective in engaging students from low-income backgrounds, with institutions using mobile-friendly campaigns on Facebook and WhatsApp (Nkurunziza & Hakizimana, 2023). A study involving 500 students found that 65% discovered TVET opportunities through social media ads (Ndayishimiye & Uwimana, 2023). Similarly, in Mozambique, TVET institutions have adopted a multi-platform approach, combining Facebook, Twitter, and YouTube to attract students (Machava & Mucavel, 2023). Research by Langa and Chissano (2023) found that digital marketing efforts led to a 48% increase in enrollment, particularly among students in Maputo and Beira.

In Kenya Osewe (2013) examined the viability of web promotion on shopper conduct by directing a contextual analysis of University of Nairobi Students. The focus of the study was on University of Nairobi undergraduate programs. The investigation involved one hundred participants who were selected using stratified sampling method. Critical information pertinent to the study was gathered using questionnaires. After examining the contents of the investigation in a systematic and replicable manner the quantitative data was analyzed. Relapses and Correlation examination was utilized to demonstrate the connections among the factors. The investigation found that utilization of social media as channel of reaching out and creating awareness was one of the most effective tools that are able to reach a wide and diverse audience as compared to television. Using internet to advertise was discovered to be having a remarkable relationship with the decisions of consumers buying behavior.

2.1 Theoretical Underpinning

The study was anchored on the Technology Acceptance Model (TAM) developed by Davis (1989). The theory postulated that users' acceptance and adoption of new technologies are primarily determined by two key factors: *perceived usefulness* and *perceived ease of use*. Perceived usefulness referred to the extent to which individuals believed that using a particular technology would enhance their performance, while perceived ease of use described the degree to which individuals believed that using the technology would be free from effort. Together, these factors influenced users' attitudes toward adopting and utilizing technology-based systems such as social media platforms.

In this study, the Technology Acceptance Model was applied to explain how administrators and marketing officers in TVET institutions adopted social media platforms as marketing tools to attract potential students. The model provided a theoretical basis for understanding how the perceived benefits of social media such as wider audience reach, real-time engagement, and cost efficiency influenced institutional decisions to use platforms like Facebook, Instagram, and TikTok for promotional activities. It also helped in explaining how students' perceptions of the usefulness and ease of accessing institutional information through social media influenced their decisions to enroll in TVET programs.

Previous researchers had employed the Technology Acceptance Model in various educational and marketing studies to analyze technology-driven adoption behaviors. For instance, Gupta et al. (2016) used TAM to assess how students in Kenyan universities adopted social media for learning and information access, finding that perceived usefulness was a strong determinant of usage intention. Similarly, Abbas et al. (2019) applied the theory to examine the impact of social media on learning behavior among university students, revealing that ease of use and social influence were key predictors of technology adoption. Cizmeci and Ercan (2020) also utilized TAM to explore how higher education institutions adopted social media marketing strategies, concluding that institutions' perceived advantages of digital tools directly affected their marketing outcomes. These applications demonstrated the relevance of the model in understanding how perceptions of technology shape both institutional and individual behavior, aligning with the current study's focus on social media marketing and student enrollment in TVET institutions.

3. Methodology

The study adopted a pragmatic research paradigm that integrated both quantitative and qualitative approaches to gain a comprehensive understanding of how social media marketing strategies influence student enrollment in TVET institutions in Uasin Gishu County. A convergent parallel mixed methods design was employed, allowing for the

simultaneous collection and analysis of quantitative and qualitative data, with equal emphasis on both. The target population comprised 12 TVET institutions with a total of 1,430 trainees and 12 principals. Using Krejcie and Morgan's (1970) formula, a sample size of 264 trainees was determined. Additionally, 4 institutions, representing 30% of the total, were selected through a simple random sampling technique (lottery method), while principals were purposively selected.

Data were collected through semi-structured questionnaires for trainees and interview schedules for principals, ensuring both breadth and depth of information. The validity of the instruments was established through expert review, peer evaluation, and pilot testing to ensure content, construct, and face validity, while reliability was tested using Cronbach's alpha, with coefficients above 0.7 considered acceptable. Data collection was conducted after obtaining research authorization, with questionnaires administered directly to trainees and interviews conducted with principals. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, and means) and inferential statistics (Pearson's correlation) through SPSS version 25, while qualitative data from interviews were thematically analyzed and presented narratively. The results were presented using tables, charts, and graphs. The researcher obtained ethical clearance from Moi University, secured a research permit from NACOSTI, and sought permission from the selected TVET institutions before collecting data from respondents.

4. Results and Discussion

4.1 Influence of Social Media Marketing Strategies on Student Enrollment

The purpose of the study was to determine the Influence of Social Media Marketing Strategies on Student Enrollment in TVET institutions in Uasin Gishu County. To achieve this objective, respondents were requested to rate their responses using a five -point Likert scale; 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree. The findings are summarized in in table 1.

Table 1: Influence of Social Media Marketing Strategies on Student Enrollment

Statement	SD		D		U		A		SA	
	f	%	f	%	f	%	F	%	f	%
I frequently follow TVET institutions on social media before enrolling.	41	16.22%	22	8.70%	6	2.37%	101	39.92%	83	32.87%
Social media ads (e.g., Facebook, Instagram) influenced my enrollment decision.	26	10.28%	45	17.78%	5	1.98%	76	30.04%	101	39.92%
Information shared by TVET institutions on social media helps me in choosing a program.	35	13.83%	29	11.46%	7	2.77%	94	37.16%	88	34.80%
The social media presence of TVET institutions makes them appear more reliable.	23	9.09%	49	19.37%	9	3.56%	88	34.80%	84	33.23%
I trust the testimonials shared by alumni or students on the institution's social media pages.	40	15.81%	28	11.07%	8	3.16%	97	38.29%	80	31.65%
Social media campaigns (e.g., promotions) have motivated me to apply to TVET institutions.	31	12.26%	44	17.37%	6	2.37%	94	37.16%	78	30.87%
The TVET institution's interaction with followers on social media influences my perception.	50	19.80%	25	9.88%	7	2.77%	74	29.23%	97	38.29%
I find social media platforms an effective way of learning more about TVET institutions	27	10.67%	38	15.02%	9	3.56%	86	34.01%	93	36.76%

The findings in Table 1 indicate that a majority of the respondents, 101 (39.92%), agreed that they frequently follow TVET institutions on social media before enrolling, while 83 (32.87%) strongly agreed. However, 41 (16.22%) strongly disagreed, 22 (8.70%) disagreed, and 6 (2.37%) were undecided. This suggests that social media is a significant platform for engaging potential students, with 72.79% acknowledging its influence. These findings align with those of Mutua and Njoroge (2021), who established that social media is a key factor in shaping student enrollment trends in higher learning institutions.

Similarly, 101 (39.92%) of respondents strongly agreed that social media ads (such as those on Facebook and Instagram) influenced their enrollment decision, while 76 (30.04%) agreed. In contrast, 26 (10.28%) strongly disagreed, 45 (17.78%) disagreed, and 5 (1.98%) were undecided. This implies that social media advertising plays a crucial role in recruitment, influencing 69.96% of respondents. This finding supports research by Kaplan and Haenlein (2020), who found that digital marketing strategies significantly shape consumer behavior in education markets.

When asked whether information shared by TVET institutions on social media helps them in choosing a program, 94 (37.16%) of respondents agreed, while 88 (34.80%) strongly agreed. However, 35 (13.83%) strongly disagreed, 29 (11.46%) disagreed, and 7 (2.77%) were undecided. This suggests that 71.96% of students find social media content informative and relevant in guiding their enrollment decisions, highlighting the necessity for institutions to enhance their digital engagement strategies.

Regarding the impact of social media presence on institutional reliability, 88 (34.80%) of respondents agreed, while 84 (33.23%) strongly agreed. Conversely, 23 (9.09%) strongly disagreed, 49 (19.37%) disagreed, and 9 (3.56%) were undecided. This indicates that a significant portion of students (68.03%) perceive an active social media presence as a sign of institutional credibility, which aligns with the findings of Olalekan and Wambua (2019), who argued that digital visibility enhances trust among prospective students.

The study further revealed that 97 (38.29%) of respondents agreed that they trust testimonials shared by alumni or students on the institution's social media pages, while 80 (31.65%) strongly agreed. On the other hand, 40 (15.81%) strongly disagreed, 28 (11.07%) disagreed, and 8 (3.16%) were undecided. This implies that 69.94% of students rely on social media testimonials when considering enrollment, reinforcing research by Choudhury (2021) on the influence of peer-generated content in education marketing.

In terms of social media campaigns (e.g., promotions) motivating students to apply, 94 (37.16%) of respondents agreed, and 78 (30.87%) strongly agreed. However, 31 (12.26%) strongly disagreed, 44 (17.37%) disagreed, and 6 (2.37%) were undecided. This suggests that 68.03% of students are positively influenced by promotional campaigns, indicating the effectiveness of social media-driven enrollment strategies, as noted by Wang and Lee (2022).

The findings also show that 97 (38.29%) of respondents strongly agreed that the institution's interaction with followers on social media influences their perception, while 74 (29.23%) agreed. However, 50 (19.80%) strongly disagreed, 25 (9.88%) disagreed, and 7 (2.77%) were undecided. This implies that 67.52% of students value institutional engagement on social media, supporting research by Jones et al. (2020), who found that active social media communication enhances brand perception in higher education institutions.

Lastly, 93 (36.76%) of respondents strongly agreed that social media platforms are an effective way of learning more about TVET institutions, while 86 (34.01%) agreed. In contrast, 27 (10.67%) strongly disagreed, 38 (15.02%) disagreed, and 9 (3.56%) were undecided. This suggests

that 70.77% of students perceive social media as an important source of institutional information, reinforcing findings by Al-Rahmi et al. (2018), which highlight the role of digital platforms in student decision-making. Therefore findings indicate that social media marketing strategies significantly influence student enrollment in TVET institutions, with advertisements, testimonials, and institutional engagement playing crucial roles. A majority of students rely on social media for information and trust institutions with active digital presences.

On interview with the principals, one of the participants P4 said,

“Social media platforms have proven to be highly effective in promoting our institution to prospective students by increasing visibility, engagement, and accessibility. Platforms such as Facebook and Instagram allow us to showcase success stories, campus facilities, and course offerings through visually appealing posts, live sessions, and testimonials from current students and alumni.

Targeted advertisements and sponsored posts help us reach a broader audience, particularly prospective students who may not have considered TVET programs before. Additionally, interactive content such as Q&A sessions, virtual campus tours, and career guidance webinars have been instrumental in addressing student concerns and boosting enrollment”.

The principal emphasizes the effectiveness of social media platforms in enhancing institutional visibility and attracting prospective students. In leveraging platforms like Facebook and Instagram, the institution can engage directly with potential students through visually appealing content and interactive features. The use of success stories, campus highlights, and testimonials creates a compelling narrative that showcases the institution's strengths. Additionally, social media provides an accessible avenue for students to gather information about available programs, easing their decision-making process regarding enrollment.

Furthermore, the principal highlights the strategic use of targeted advertisements and sponsored posts to expand outreach beyond the traditional audience. These paid promotions ensure that information reaches individuals who may not have previously considered enrolling in a TVET institution. The mention of interactive content, such as Q&A sessions and virtual campus tours, underscores the importance of engagement in converting interest into actual enrollments. In addressing potential students' concerns in real-time, the institution builds credibility and

fosters a sense of connection, making enrollment decisions more informed and confident.

Further, the principal suggests that consistency in sharing relevant and engaging content has significantly contributed to increased inquiries and applications. This indicates that social media is not only a promotional tool but also a critical component of institutional marketing strategy. The ability to showcase career opportunities, provide guidance, and highlight institutional achievements fosters trust and encourages more students to consider TVET programs. These insights align with broader trends in digital marketing, where interactive and personalized content plays a crucial role in influencing decision-making processes. According to a study by Maringe and Gibbs (2009) on marketing strategies in higher education, social media has become an essential tool in influencing students' enrollment decisions. Their research found that institutions that actively engage with prospective students through digital platforms experience higher application rates and improved institutional perception. Similarly, Kotler and Fox (1995) highlight that institutions employing strategic communication via online platforms are more likely to attract and retain students, as digital marketing fosters interaction and trust.

A study by Peruta and Shields (2018) examined how universities utilize social media for student recruitment and found that interactive content, such as live Q&A sessions and student testimonials, significantly impacts enrollment. Their findings support the principal's sentiments, reinforcing that real-time engagement builds credibility and fosters a sense of belonging among potential students. Likewise, Constantinides and Stagno (2011) emphasize that prospective students rely heavily on social media for decision-making, making it a crucial tool for educational marketing. Research by Hanover Research (2014) also revealed that institutions implementing targeted social media campaigns saw a notable increase in inquiries and applications. This aligns with the principal's assertion that sponsored posts and advertisements expand institutional reach beyond the traditional audience. Furthermore, a study by Choudaha and Chang (2012) found that consistent online engagement positively influences students' perceptions, increasing their likelihood of enrollment.

4.2 Correlation Analysis

Correlation analysis was done to determine the strength and direction of the relationship between social media marketing strategies and student enrollment in TVET institutions in Uasin Gishu County. The results were as presented in table 2.

Table 2: Correlation between Social Media Marketing and Student Enrollment

Variables	Social Media Marketing	Student Enrollment
Social Media Marketing	1	.598**
Student Enrollment	.598**	1
Sig. (2-tailed)	.000	
N (Listwise)	253	

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

The findings in table 2 reveal a positive and statistically significant correlation between social media marketing and student enrollment in TVET institutions ($r = .598, p < .01$). This implies that as the use of social media marketing strategies increases, student enrollment levels also tend to rise. The correlation coefficient of 0.598 indicates a moderately strong relationship, suggesting that social media plays a substantial role in influencing students' decisions to enroll in TVET programs. The significance value ($p = .000$) confirms that the relationship is not due to chance, meaning that social media marketing efforts such as advertisements, online engagement, and digital campaigns have a real and measurable impact on attracting students. These results align with prior studies by Cizmeci and Ercan (2020) and Abbas et al. (2019), which established that strategic use of social media enhances

institutional visibility, improves brand image, and positively influences enrollment trends.

5.1 Conclusion

The study concluded that social media marketing strategies have a significant and positive influence on student enrollment in TVET institutions in Uasin Gishu County. The findings demonstrated that institutions actively engaging with prospective students through digital platforms such as Facebook, Instagram, and YouTube experienced higher enrollment rates. This underscores the growing importance of social media as an effective communication and promotional tool for reaching potential students, enhancing institutional visibility, and shaping enrollment decisions. Therefore, adopting well-structured,

consistent, and interactive social media marketing approaches can substantially improve awareness and participation in vocational and technical education programs.

5.2 Recommendations

1. TVET institutions should intensify their use of social media marketing strategies by creating and managing official pages on major platforms such as Facebook, Instagram, and YouTube to continuously engage with prospective students and disseminate accurate information about programs and career opportunities.
2. The Ministry of Education, through the State Department for TVET, should develop clear guidelines and digital marketing frameworks to help institutions standardize online promotional practices and ensure that all institutions utilize social media effectively throughout the academic year.
3. Institutional communication officers and marketing departments should undergo regular digital marketing training to build their capacity in content creation, audience targeting, and data analytics, enabling them to implement impactful social media campaigns that attract more students.
4. Future marketing initiatives by TVET institutions should be monitored and evaluated periodically by management and policy bodies to assess the effectiveness of social media strategies in enhancing student enrollment and make necessary adjustments based on emerging technological trends and student feedback.

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