

The Impact of E-Marketing on Student Loyalty and Enrollment Intentions in Malaysian Higher Education

Alhamzah F. Abbas, Zuraidah Sulaiman, Ahmad Jusoh, Saleh F. A. Khatib

Faculty of Management, Universiti Teknologi Malaysia, Malaysia

Department of Finance and Accounting, Faculty of Business, Sohar University, Sohar, Oman

DOI: <https://doi.org/10.47772/IJRISS.2026.100500251>

Received: 28 April 2026; Accepted: 06 May 2026; Published: 28 May 2026

ABSTRACT

This study investigates the impact of e-marketing on student loyalty and enrollment intentions among Malaysian university students, based on data from 268 respondents. Guided by the Theory of Planned Behavior (TPB) and Expectancy-Value Theory (EVT), the research examines both direct and indirect effects of e-marketing on loyalty. Data were analyzed using SmartPLS 4, a variance-based structural equation modeling (PLS-SEM) tool, to test the measurement and structural models. The findings reveal that e-marketing positively influences student loyalty, demonstrating that effective digital engagement strategies foster stronger emotional and behavioral commitment to universities. The intention to enroll was also found to mediate the e-marketing–loyalty relationship, indicating that students' behavioral intentions are key drivers of long-term institutional commitment. The study highlights the strategic importance of integrating digital marketing to strengthen recruitment, retention, and brand trust. It contributes to the literature by providing a validated, theory-based model of how digital marketing and peer influence shape student loyalty in higher education.

Keywords: E-marketing; Student Loyalty; Enrollment Intention; Malaysian Universities.

INTRODUCTION

The 21st century has marked with the quickest technological advancements, innovation marches forward on a daily basis. These changes are with no dispute with the advent of internet and that is shaping not just business users also how businesses operate. Competition among universities and other educational intuitions in retaining and attracting students increased partially due to new marketing methods. Kurdi et al (2022) mentioned that the spread of coronavirus disease pandemic increased more focus on internet and digital business promotion technologies. With this social media revolution, online marketing is now considered as essential by all brands (Pham and Gammoh 2015; Saputra et al., 2022)

Marketers need to focus on chronic brand loyalty that helps establish a strong customer identification and relationship (Hossain & Sakib, 2016). Researchers from Indonesia have explored the evolution and development of e-loyalty in a recent study (Kurdi et al., 2022). It has observed that the digital interface is very successful in there as online shopping tops offline trends. Moreover, social media advertising benefits by generating positive consumer behaviour. Nevertheless, the study indicated that accurate information is a factor to create brand loyalty in Indonesian market (Kurdi et al., 2022; Manaf et al., 2018).

This study focuses on branding concepts in higher education sector and how this trend has emerged to build student loyalty using new marketing mechanisms mainly electronic marketing. Malaysian universities are prone to this in today's competitive world as well. We have to admit that the present higher education system in Malaysia is normally said goes under a class of "Market unfarmed or non-market framed" instead as it is structured based on market principles and demands.

This research article is very accurate in today's era, pandemic changed a lot about consumer behavior and to influence on them (genitari et al., 2022). These results are foundational for predicting student behaviors as well

as articulating the definition of student loyalty in Higher Education Institutions (HEIs), while recognising other variables which may have a significant impact upon (Crawley and Coe, 1990). Moreover, this research contributes to the higher education literature by providing a snapshot of how electronic marketing tools can be adopted effectively at HEIs for student recruitment and student's retention which could then result into long-term relationships that eventually leading to student loyalty.

THEORETICAL FOUNDATION

Ajzen (1991) proposed intention based model known as theory of planned behavior (TPB); an addition to revised Theory of Reasoned Action (TRA) which predicts and explains individual intentions in performing behaviors in presence information positively or negatively. The model explains the manner in which a student chooses to attend a particular university because they believe that it is useful and wants approval from relevant referents. The TPB Model: An individual's intention to perform a behavior is predicated on three types of beliefs captured as comprising the variable- attitude toward performing the behaviors, subjective norms and perceived behavioral control. Accordingly, expectancy theory proposes that individuals will refuse or abandon tasks when they believe in advance that the effort may be above their skill level (Gvili and Levy 2018). This theory aims at measuring behavioral intention and guiding behavior on the basis of anticipated results.

LITERATURE REVIEW

Student loyalty

Loyalty is key in any industry, which can be product or service-based because it converts existing customers into brand advocates and will help to attract new customers. Loyalty is the act of dedicated purchase without developing negative behaviors related to repurchasing behavior (Carton and Ihlemann, 2011). In academic sector, students' interest in promoting positive word-of-mouth and making recommendation on institution to family members or friends/ employer's organizations are forms of loyalty (Mukhopadhyay et al., 2022). According to Gunawan (2022), Student loyalty, similar to customer loyalty as a consequence mostly is constituted of the attitudinal and behavioural components. Student loyalty in higher education is a critical factor for institutional success, comprising both attitudinal and behavioral components (Lee et al., 2024). Research indicates that student satisfaction has a significant direct effect on loyalty (Ong et al., 2023; Todea et al., 2022). Other key determinants include university image, effectiveness, and commitment (Ong et al., 2023; Todea et al., 2022). Service quality perceptions and positive brand associations indirectly influence loyalty through satisfaction, trust, and commitment (Todea et al., 2022). University social responsibility also contributes to student loyalty, mediated by service quality perceptions, satisfaction, and trust (Latif et al., 2021).

E-Marketing

The different authors have varying perspectives on e-marketing based on their backgrounds and specializations. Smith et al. (2002) describe e-marketing as "achieving marketing objectives through applying digital technologies." Judy and Strauss (2001) define it as "the use of electronic data and applications for planning and executing the conception, distribution, and pricing of ideas, goods, and services to create exchanges that satisfy individual and organizational goals." E-marketing is typically seen as a contemporary manifestation of the conventional marketing theory and practice in order to better market their goods, services, or information using online media from an e-commerce perspective (El-Gohary 2010). E-marketing has emerged as a contemporary manifestation of traditional marketing, leveraging online media for enhanced value creation and customer engagement (Wang, 2021). Digital marketing strategies in universities have been shown to enhance students' innovative skills and academic performance (Choez et al., 2024). However, Kurdi et al (2022) mentioned that due to the service of education sector that are recently established most institutions now focusing on e-marketing.

Intention to get enrolment

Previous studies have identified several high-involvement products/services and enrolment in any educational institution due to substantial financial investment it requires (Mirsharapovna et al., 2022). So, it becomes

important that universities bring out various marketing strategies to target on their enrollments plans directly. Chawla (2013) also reported that private universities in Ghana may increase their chances of gaining a competitive advantage through superior positioning by using advertising and social media effectively. According to Belfield et al. (2020), they showed that the perceived value of education is an element in which educational institutions attract students and help universities to predict what state prospective students are as well how will it be their future perceptions towards grade accomplishment. In the context of educational tourism, electronic word-of-mouth, electronic referral, familiarity, and cultural distance predict enrollment intention (Oday et al., 2021). For Hungarian 12th graders, higher learning motivation, lower self-handicapping, stronger working memory, and mother's education level positively influence intentions to pursue higher education (Józsa et al., 2022).

HYPOTHESES DEVELOPMENT

E-marketing and student loyalty

Higher education E-marketing is an important element in response to the ongoing globalization trends worldwide. A view of how universities have moved on from being funded by the Government to act as market players, which they need to be in order for them survive so effectively competing with each other of finding competitive students (Mirsharapovna et al., 2022). There have been a number of studies on marketing in education, such as the study from Indonesia for Kusumawati (2019) which examines digital advertising influences student decision making and finds lack depth while digital is only used to show basic information. Moreover, Ward & Dagger (2007) considering the importance of the quality of relationship between consumers with services providers highlighted that marketing by service provider appears to be a considerable factor determining this relation and hence forming consumer brand perception in customers' mind as well (Giantari et al., 2022).

Research by Amegbe et al. (2019) disclosed that loyalty is created among students if they experience feelings of being appreciated and served by certain features, qualities, advantages or criteria. Indriyarti et al. (2021) discuss key e-marketing techniques to for attracting consumers and managing loyalty. Abrahams (2010) noted that consumer satisfaction could be increased through effective marketing as a contribution towards the promotion of long-term relations with institutions.

Alkufahy et al. (2023) further underscored the intermediating part of perceived benefits in this relationship. Bergamo et al. (2012) highlighted the significance of relational commitment, incentives, and trust in driving student loyalty. However, Haudi et al. (2022) discovered mixed outputs, with e-marketing and e-customer relationship management. Rashid & Raj (2006) suggested a hypothetical model for electronic relationships within higher education, implying the potential for e-marketing to improve student loyalty. Based on this literature review, the following conjecture has been formulated.

H1. E-marketing have positive and significant relationship with student loyalty.

The mediation of intention to get enrolment

The intention to enroll has not been thoroughly evaluated as a mediator mechanism in prior examinations. Simiyu et al. (2020) administered research emphasizing the impact of social networking platforms on behavioral purpose, revealing that brand persona mediates the relationship between behavioral intention and social media. Other scholars (Kurdi et al., 2022) have highlighted that students' enrolment intentions are impacted by social media advertising, which represent as critical topic in digital world.

Similarly, Sachisthal et al. (2020) demonstrated enrollment may mediate the relationship for students' intent to enroll an institution of higher education. Consumer judgment perceptions play a vital role in driving the consumer intentions which will be determinants for their loyalty (Dwivedi, 2015). Simiyu et al. (2020) and Latip et al. (2020) extended to analysing the role of social media and lecturers' competencies towards student behavioral intentions and loyalty; respectively with attitude and student satisfaction acting as mediators. Thus, we hypothesis as follows:

H2. The relation between e-marketing and students' loyalty is fully mediated by the Intention to get enrolment.

METHODOLOGY

Data Collection was collected in a real- time scenario using an administered questionnaire for testing hypotheses and accomplishing the objective of this study. The study population included university students from both public and private universities in Malaysia, affiliated with different faculties. Malaysia's Ministry of Education estimates there were about 500,000 technical and vocational education students in the academic year, around 760,000 degree-awarding college students; and 1.96 million university students. Malaysia has over 200 universities and 3,000-degree colleges nationwide. A total of 288 questionnaires were distributed, with 268 completed and returned. However, 20 responses were excluded from the analysis due to incomplete questionnaires and missing data.

A sample of 500 current and prospective university students will be presented with a structured questionnaire across Malaysia. The study will be using appropriate statistical techniques like Structural Equation Modelling (SEM) to analyze the survey data for testing hypothesis relationships among variables.

Scales

The construct of Student Loyalty was measured using a six-item scale developed by Hennig-Thurau et al. (2001), which assesses various aspects such as students' trust in the institution, their perceptions of staff, and overall commitment to remaining with the university. The E-Marketing construct was assessed using an 11-item scale adopted from (Alnaser & Al Shibly 2016; Lovett & Staelin, 2016; Bala & Verma, 2018). This scale evaluated students' engagement with digital technologies and the influence of social media platforms on their academic decision-making. The Intention to Enroll was measured using a four-item scale developed by Ponte et al. (2015), focusing on the factors shaping students' enrollment intentions whether influenced by institutional marketing efforts or recommendations from friends, family, or peers.

RESULTS AND ANALYSIS

The hypotheses were examined using SmartPLS 4 (Ringle et al., 2023), a variance-based structural equation modeling (PLS-SEM) software. Following the two-stage analytical procedure recommended by Anderson & Gerbing (1988), the evaluation began with an assessment of the measurement model to establish reliability and validity, after which the structural model was tested to verify the hypothesized relationships. To assess the significance of indicator loadings, outer weights, and path coefficients, the bootstrapping technique with 5,000 resamples was employed, consistent with guidelines by Majeed et al. (2025) and Abbas et al. (2022). This approach ensures robust estimates of model parameters and reliable inferences regarding the strength and direction of relationships among constructs.

Measurement model assessment

Before hypothesis testing, the measurement model was evaluated for reliability and validity. Convergent validity was assessed using Composite Reliability (CR) and Average Variance Extracted (AVE). Most factor loadings exceeded 0.70, following Hair et al. (2023). Items with loadings below this threshold (EM7, SL1, SL2, SL3) were removed to improve the model's quality. The refined model demonstrated strong reliability and validity, confirming that the measurement instrument was robust and suitable for further structural analysis. Cronbach's Alpha values exceeded 0.70, confirming strong internal consistency and reliability. All AVE values were above 0.50, indicating satisfactory convergent validity. Factor loadings remained below 0.90, suggesting no multicollinearity among indicators. Discriminant validity was verified using the HTMT ratio, with all values below 0.85, confirming that the constructs were empirically distinct. Overall, the measurement model demonstrated acceptable reliability, convergent validity, and discriminant validity, confirming its suitability for further structural analysis. The measurement model summarized in Table 1 and 2 confirms that all constructs exhibit satisfactory reliability and validity.

Table 1. Factor loadings

Construct	Items	Factor Loadings	Cronbach's Alpha	Composite Reliability	AVE
e-marketing	EM1	0.821	0.934	0.948	0.653
	EM2	0.879			
	EM3	0.737			
	EM4	0.720			
	EM5	0.862			
	EM6	0.739			
	EM8	0.869			
	EM9	0.804			
	EM10	0.822			
Intention to get enrolled	INTE1	0.746	0.760	0.771	0.574
	INTE2	0.794			
	INTE3	0.751			
	INTE4	0.740			
Student loyalty	SL4	0.861	0.887	0.891	0.817
	SL5	0.917			
	SL6	0.931			

Table 2. Discriminant validity: HTMT

	EM	INTE	SL
EM			
INTE	0.741		
SL	0.565	0.833	

Structural estimation model

To estimate the structural model, the bootstrapping resampling procedure (5,000 subsamples) was applied to assess the significance and stability of the hypothesized relationships. As presented in Table 4, the results reveal that e-marketing exerts a positive and statistically significant influence on student loyalty ($\beta = 0.237$, $t = 3.567$,

$p < 0.001$, $SD = 0.066$). This finding confirms that well-designed e-marketing initiatives effectively enhance students' loyalty levels, emphasizing the importance of digital engagement strategies in higher education contexts. The R^2 value of 0.248 for the moderating model denotes a modest yet meaningful explanatory power, aligning with Cohen's (1988) benchmarks for small to medium effect sizes in behavioral research.

Additionally, the mediating effect of students' intention to enroll in the e-marketing–loyalty nexus was examined through bootstrapping. The results confirm a significant indirect effect ($\beta = 0.559$, $t = 23.022$, $p < 0.001$, $SD = 0.024$), supporting the mediating pathway e-marketing $\rightarrow$ intention to enroll $\rightarrow$ student loyalty. This indicates that e-marketing initiatives do not merely foster loyalty directly, but also indirectly enhance it by shaping students' enrolment intentions a critical behavioral mechanism linking awareness, intention, and sustained institutional commitment. Table 3 visually depict these structural relationships, confirming the model's overall validity and predictive strength.

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
EM -> SL	0.237	0.235	0.066	3.567	0.000
EM -> INTE -> SL	0.559	0.561	0.024	23.022	0.0

DISCUSSION

The findings indicate that e-marketing exerts a significant and positive influence on students' loyalty, consistent with prior research. Specifically, this result aligns with the work of Al-Dweeri et al. (2019), who demonstrated that universities' digital marketing initiatives substantially enhance student loyalty. In today's digital era, students are increasingly engaged with online platforms such as social media and institutional networks that shape their perceptions, intentions, and long-term loyalty. Moreover, institutional websites serve as pivotal digital touchpoints that attract substantial traffic, as students regularly access them for updates on academic offerings, admissions, and events (Olaleye, 2020). Talreja et al., 2024 found that digital interventions directly increase student satisfaction and retention, with digital tools enabling more consistent feedback mechanisms. Timely and comprehensive online communication therefore strengthens students' trust and loyalty, particularly toward universities that effectively manage their e-marketing operations (Amegbe et al., 2019). Additionally, student loyalty tends to rise when universities provide value-added digital services beyond traditional marketing methods. Effective e-marketing not only enhances institutional visibility but also fosters stronger community engagement and interaction. Consequently, it can be asserted that e-marketing plays a transformative role in cultivating applicant loyalty, reshaping conventional marketing approaches, communication practices, and promotional strategies within higher education institutions. In the context of higher education, e-marketing has emerged as a pivotal strategic tool that enables universities to attract and retain competitive students through innovative and digitally driven promotional efforts. It reduces reliance on traditional recruitment methods and compels institutions to compete effectively by showcasing their academic programs and value propositions online.

Moreover, the study identifies intention to enroll as a partial mediator between e-marketing and student loyalty, illustrating that e-marketing influences loyalty both directly and indirectly through students' behavioral intentions. This finding resonates with the Theory of Planned Behavior (TPB), which posits that behavior is driven by accessible information and perceived control over actions. The results also echo Simiyu et al. (2020), who found that attitudes and engagement through social media enhance behavioral outcomes. Kethüda et al. (2023) confirmed that social media marketing activities significantly influence student loyalty, affecting university image and student satisfaction. As Haq & Awan (2020) suggest, institutions must actively manage their online presence particularly through social media and review-based interactions to shape favorable perceptions, stimulate enrollment intentions, and build enduring relationships with their students.

Practical implications of the study

In today's highly competitive educational landscape, Malaysian universities, much like other global institutions, face increasing pressure to adopt market-oriented strategies to attract and retain students. As emphasized by Fantauzzi et al. (2019) that universities are increasingly operating like enterprises, treating students as customers and performing strategic marketing activities. Mittal & Jung (2024) empirically show that a customer-focused strategy can improve academic outcomes, surveying parents and conducting qualitative interviews with school leaders. The findings of this study provide practical insights for Malaysian higher education institutions aiming to strengthen student recruitment and loyalty through effective e-marketing. University administrators can utilize these results to design evidence-based strategies for attracting prospective students and enhancing satisfaction among current ones. Furthermore, consistent engagement through social media platforms and university websites can substantially improve institutional image and brand trust. Malaysian universities that prioritize transparency by providing comprehensive, regularly updated information about programs, facilities, scholarships, and career opportunities help students make informed decisions more efficiently. This not only reduces search time and cognitive effort but also increases confidence in their choice of institution. In summary, by adopting a business-oriented mindset and emphasizing digital communication strategies, Malaysian universities can enhance their competitiveness, foster long-term loyalty, and sustain a positive reputation in both domestic and international markets.

Future research directions

This study presents several promising avenues for future research. The proposed framework is inherently dynamic and can be expanded by incorporating additional variables such as university rankings, accessibility and quality of online information, and diverse digital marketing strategies employed to attract prospective students. Future studies may also explore ethical dimensions of e-marketing particularly issues related to data privacy, consent, and the use of students' personal information in promotional campaigns.

Future research should adopt longitudinal designs to better capture causal relationships and changes in student perceptions over time. Expanding the sample across multiple countries and cultural settings would improve the generalizability and cross-cultural applicability of the findings. In addition, integrating qualitative or mixed-method approaches, such as interviews and focus groups, may provide deeper insights into how students interpret and respond to e-marketing and eWOM strategies. Given the rapid digital transformation accelerated by the COVID-19 pandemic, future studies may further examine the evolving role of eWOM across different service sectors beyond higher education. External environmental factors, including macroeconomic conditions, government policies, and sociocultural influences, should also be considered as potential moderating variables affecting student loyalty. Methodologically, future studies are encouraged to employ probability-based sampling techniques and larger, more diverse samples to enhance the robustness and representativeness of the findings.

CONCLUSION

This study examined how e-marketing shapes students' enrollment intentions and strengthens their loyalty toward higher education institutions. Grounded in the Theory of Planned Behavior (TPB) and Expectancy-Value Theory, it extends the understanding of digital marketing effectiveness in the education sector. The findings highlight the strategic importance of implementing effective e-marketing strategies to build stronger engagement and long-term relationships with prospective students. For universities, particularly within Malaysia's competitive higher education landscape, e-marketing serves as a crucial mechanism to influence decision-making and strengthen institutional loyalty.

REFERENCES

1. Abbas, A. F., Jusoh, A., Mas'od, A., Alsharif, A. H., & Ali, J. (2022). Effect of intrinsic and extrinsic motivations on cyber-market mavenism: their role in information-sharing behavior. *Innovative Marketing*, 18(2), 198-211.

2. Abrahams, D. A. (2010). Technology adoption in higher education: A framework for identifying and prioritising issues and barriers to adoption of instructional technology. *Journal of Applied Research in Higher Education*, 2(2), 34-49.
3. Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2), 179-211.
4. Al-Dweeri, R. M., Ruiz Moreno, A., Montes, F. J. L., Obeidat, Z. M., & Al-dwairi, K. M. (2019). The effect of e-service quality on Jordanian student's e-loyalty: an empirical study in online retailing. *Industrial Management & Data Systems*, 119(4), 902-923.
5. Alkufahy, A., Al-Alshare, F., Qawasmeh, F., Aljawarneh, N., & Almaslmani, R. (2023). The mediating role of the perceived value on the relationships between customer satisfaction, customer loyalty and e-marketing. *International Journal of Data and Network Science*, 7(2), 891-900.
6. Alnaser, A. S., & Al Shibly, M. S. (2016). Effects of applying e-marketing mix elements on customer satisfaction in telecommunication sector: case study of an Umniah company. *Journal of Advanced Social Research*, 6(11), 11-39.
7. Amegbe, H., Hanu, C., & Mensah, F. (2019). Achieving service quality and students loyalty through intimacy and trust of employees of universities: A test case of Kenyan universities. *International Journal of Educational Management*, 33(2), 359-373.
8. Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological bulletin*, 103(3), 411.
9. Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological bulletin*, 103(3), 411.
10. Asanza Chóez, J. A., Asanza Chóez, R. R., & Pincay Mendoza, Y. A. (2024). Digital marketing in higher education. *Revista Minerva*, 5(14), 9-18.
11. Bala, M., & Verma, D. (2018). A critical review of digital marketing. M. Bala, D. Verma (2018). A Critical Review of Digital Marketing. *International Journal of Management, IT & Engineering*, 8(10), 321-339.
12. Bamfo, B. A., & Atara, B. A. (2013). The role of marketing communications in student enrolment in private universities in Ghana. *Global Advanced Research Journal of Management and Business Studies*, 2(5), 268-278.
13. Belfield, C., Boneva, T., Rauh, C., & Shaw, J. (2020). What drives enrolment gaps in further education? the role of beliefs in sequential schooling decisions. *Economica*, 87(346), 490-529.
14. Chawla, M. (2013). Customers (students) perceptions about 7Ps of higher education marketing mix. *Asian Journal of Multidisciplinary Studies*, 1(5), 107.
15. Chin, W. W. (1998). Commentary: Issues and opinion on structural equation modeling. *MIS quarterly*, vii-xvi.
16. Crawley III, F. E., & Coe, A. S. (1990). Determinants of middle school students' intention to enroll in a high school science course: An application of the theory of reasoned action. *Journal of research in science teaching*, 27(5), 461-476.
17. de Macedo Bergamo, F. V., Giuliani, A. C., Zambaldi, F., & Ponchio, M. C. (2012). Student loyalty based on relationship quality: an analysis on higher education institutions. *Brazilian Business Review*, 9(2), 26-46.
18. Dwivedi, A. (2015). A higher-order model of consumer brand engagement and its impact on loyalty intentions. *Journal of Retailing and Consumer Services*, 24, 100-109.
19. El-Gohary, H. (2010). E-Marketing-A literature Review from a Small Businesses perspective. *International journal of business and social science*, 1(1).
20. Fantauzzi, C., Frondizi, R., Colasanti, N., & Fiorani, G. (2019). Creating value in the entrepreneurial university: marketization and merchandising strategies. *Administrative Sciences*, 9(4), 82.
21. Giantari, I. G. A. K., Yasa, N. N. K. Y., Suprasto, H., & Rahmayanti, P. (2022). The role of digital marketing in mediating the effect of the COVID-19 pandemic and the intensity of competition on business performance. *International Journal of Data and Network Science*, 6(1), 217-232.
22. Gunawan, I. (2022). Customer loyalty: The effect customer satisfaction, experiential marketing and product quality. *KINERJA: Jurnal Manajemen Organisasi dan Industri*, 1(1), 35-42.
23. Gvili, Y., & Levy, S. (2018). Consumer engagement with eWOM on social media: The role of social capital. *Online information review*, 42(4), 482-505.

24. Hair Jr, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate data analysis. In *Multivariate data analysis* (pp. 785-785).
25. Hair Jr, J., Hair Jr, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2023). *Advanced issues in partial least squares structural equation modeling*. sage publications.
26. Haudi, H., Rahadjeng, E., Santamoko, R., Putra, R., Purwoko, D., Nurjannah, D., ... & Purwanto, A. (2022). The role of e-marketing and e-CRM on e-loyalty of Indonesian companies during Covid pandemic and digital era. *Uncertain Supply Chain Management*, 10(1), 217-224.
27. Hennig-Thurau, T., Langer, M. F., & Hansen, U. (2001). Modeling and managing student loyalty: An approach based on the concept of relationship quality. *Journal of service research*, 3(4), 331-344.
28. Hossain, S., & Sakib, M. N. (2016). The impact of social media marketing on university students' brand loyalty. *International Journal of Marketing and Business Communication*, 5(3), 1-7.
29. Indriyarti, E. R., Jasfar, F., & Hady, H. (2019). Determinan Student Satisfaction and Its Implication on Student Loyalty Educated By Image and Trust in Private Higher Education in Jakarta.
30. Józsa, G., Oo, T. Z., Amukune, S., & Józsa, K. (2022). Predictors of the intention of learning in higher education: motivation, self-handicapping, executive function, parents' education and school achievement. *Education Sciences*, 12(12), 906.
31. Judy, R. D., & Strauss, F. (2001). *Prentice Hall's E-marketing Guide*. Prentice Hall.
32. Kethüda, Ö., & Bilgin, Y. (2023). The role of social media marketing activities in converting existing students into university advocates. *Journal of Marketing for Higher Education*, 1-22.
33. Kurdi, B., Alshurideh, M., Akour, I., Alzoubi, H., Obeidat, B., & Alhamad, A. (2022). The role of digital marketing channels on consumer buying decisions through eWOM in the Jordanian markets. *International Journal of Data and Network Science*, 6(4), 1175-1186.
34. Kusumawati, A. (2019). Impact of digital marketing on student decision-making process of higher education institution: A case of Indonesia. *Journal of e-Learning and Higher Education*, 1(1), 1-11.
35. Latif, K. F., Bunce, L., & Ahmad, M. S. (2021). How can universities improve student loyalty? The roles of university social responsibility, service quality, and "customer" satisfaction and trust. *International Journal of Educational Management*, 35(4), 815-829.
36. Latip, M. S. A., Newaz, F. T., & Ramasamy, R. (2020). Students' Perception of Lecturers' Competency and the Effect on Institution Loyalty: The Mediating Role of Students' Satisfaction. *Asian Journal of University Education*, 16(2), 183-195.
37. Lee, C. K. H., Tse, Y. K., Leung, E. K. H., & Wang, Y. (2024). Causal recipes of customer loyalty in a sharing economy: Integrating social media analytics and fsQCA. *Journal of Business Research*, 181, 114747.
38. Lovett, M. J., & Staelin, R. (2016). The role of paid, earned, and owned media in building entertainment brands: Reminding, informing, and enhancing enjoyment. *Marketing Science*, 35(1), 142-157.
39. Majeed, A. H., Younis Agha, M. N., Abbas, A. F., & Kadhim, K. G. (2025). Innovative solutions for sustainable development: The role of social entrepreneurship in alleviating poverty. *Journal of Social Entrepreneurship*, 1-31.
40. Manaf, P. A., Rachmawati, I., Witanto, M., & Nugroho, A. (2018). E-satisfaction as a reflection of e-marketing and e-sequel in influencing e-loyalty on e-commerce. *International Journal of Engineering & Technology*, 7(4.44), 94-98.
41. McKnight, H., & Kacmar, C. (2006, January). Factors of information credibility for an internet advice site. In *Proceedings of the 39th Annual Hawaii International Conference on System Sciences (HICSS'06)* (Vol. 6, pp. 113b-113b). IEEE.
42. Mittal, V., & Jung, J. (2024). Revitalizing educational institutions through customer focus. *Journal of the Academy of Marketing Science*, 52(5), 1323-1342.
43. Mukhopadhyay, S., Pandey, R., & Rishi, B. (2023). Electronic word of mouth (eWOM) research—a comparative bibliometric analysis and future research insight. *Journal of Hospitality and Tourism Insights*, 6(2), 404-424.
44. Oday, A., Ozturen, A., Ilkan, M., & Abubakar, A. M. (2021). Do eReferral, eWOM, familiarity and cultural distance predict enrollment intention? An application of an artificial intelligence technique. *Journal of Hospitality and Tourism Technology*, 12(3), 471-488.
45. Olaleye, E. D. (2020). *Pathogenic Potentials of Clinical MRSA Isolates from the UK and Nigeria: A Comparative Study* (Doctoral dissertation, University of Essex).

46. Oliver, R. L. (1999). Whence consumer loyalty?. *Journal of marketing*, 63(4_suppl1), 33-44.
47. Ong, A. K. S., Prasetyo, Y. T., Dangan, V. C. C., Gudez, M. A. D., Juanier, J. I. M., Paulite, G. A. D., ... & Ayuwati, I. D. (2023). Determination of loyalty among high school students to retain in the same university for higher education: An integration of Self-Determination Theory and Extended Theory of Planned Behavior. *Plos one*, 18(11), e0286185.
48. Perera, C. H., Nayak, R., & Long, N. V. T. (2019). The Impact of electronic-word-of mouth on e-loyalty and consumers'e-purchase decision making process: A Social media perspective. *International Journal of Trade, Economics and Finance*, 10(4), 85-91.
49. Pham, P. H., & Gammoh, B. S. (2015). Characteristics of social-media marketing strategy and customer-based brand equity outcomes: a conceptual model. *International Journal of Internet Marketing and Advertising*, 9(4), 321-337.
50. Ponte, E. B., Carvajal-Trujillo, E., & Escobar-Rodríguez, T. (2015). Influence of trust and perceived value on the intention to purchase travel online: Integrating the effects of assurance on trust antecedents. *Tourism management*, 47, 286-302.
51. Rabah, H. A., Dandis, A. O., Eid, M. A. H., Tiu Wright, L., Mansour, A., & Mukattash, I. L. (2024). Factors influencing electronic word of mouth behavior in higher education institutions. *Journal of Marketing Communications*, 30(8), 988-1012.
52. Ramayah, T. Y. J. A., Yeap, J. A., & Ignatius, J. (2013). An empirical inquiry on knowledge sharing among academicians in higher learning institutions. *Minerva*, 51, 131-154.
53. Rashid, T., & Raj, R. (2006). Customer satisfaction: Relationship marketing in higher education E-learning. *Innovative Marketing*, 2(3), 24-34.
54. Ringle, C. M., Sarstedt, M., Sinkovics, N., & Sinkovics, R. R. (2023). A perspective on using partial least squares structural equation modelling in data articles. *Data in brief*, 48, 109074.
55. Sachisthal, M. S., Jansen, B. R., Dalege, J., & Raijmakers, M. E. (2020). Relating teenagers' science interest network characteristics to later science course enrolment: An analysis of Australian PISA 2006 and Longitudinal Surveys of Australian Youth data. *Australian Journal of Education*, 64(3), 264-281.
56. Saputra, A. S., Setyoko, P. I., & Kurniasih, D. (2022). The Role of Social Media, Innovation and Branding Capabilities on Hospital Marketing Performance During The Covid-19 Pandemic and Industry Revolution 4.0 Era. *Journal of Industrial Engineering & Management Research*, 3(5), 100-111.
57. Sekaran, U. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.
58. Simiyu, G., Bonuke, R., & Komen, J. (2020). Social media and students' behavioral intentions to enroll in postgraduate studies in Kenya: a moderated mediation model of brand personality and attitude. *Journal of Marketing for Higher Education*, 30(1), 66-86.
59. Smith, P. R., & Chaffey, D. (2002). *e-Marketing excellence: The Heart of eBusiness*. Butterworth-Heinemann.
60. Talreja, B., Agashe, A., Salunkhe, H. A., & Kankariya, R. (2024). Digital Transformation in Higher Education Institutes in India: Evaluating the Role of Student Relationship Management. In *2024 IEEE 4th International Conference on ICT in Business Industry & Government (ICTBIG)* (pp. 1-6). IEEE.
61. Todea, S., Davidescu, A. A., Pop, N. A., & Stamule, T. (2022). Determinants of student loyalty in higher education: A structural equation approach for the Bucharest University of economic studies, Romania. *International Journal of Environmental Research and Public Health*, 19(9), 5527.
62. Ul Haq, I., & Awan, T. M. (2020). Impact of e-banking service quality on e-loyalty in pandemic times through interplay of e-satisfaction. *Vilakshan-XIMB Journal of Management*, 17(1/2), 39-55.
63. Wahab, A., Aqif, T., & Bint-e-shehzad, Z. (2024). Studying the impact of e-marketing by universities on students' loyalty with the mediation of intention to get enrollment and moderation of eWOM. *Journal of Applied Research in Higher Education*, 16(5), 1486-1499.
64. Wang, C. L. (2021). New frontiers and future directions in interactive marketing: inaugural Editorial. *Journal of Research in Interactive Marketing*, 15(1), 1-9.
65. Ward, T., & Dagger, T. S. (2007). The complexity of relationship marketing for service customers. *Journal of services marketing*, 21(4), 281-290.

APPENDIX A

Construct	Items	REFERENCES
Student Loyalty (SL)	SL1 I trust the university to act in my best interest. SL2 I believe the university staff are committed to student success. SL3 I feel a strong sense of belonging to this university. SL4 I intend to continue my studies at this university. SL5 I would recommend this university to others. SL6 I speak positively about this university to others.	Hennig-Thurau et al. (2001)
E-Marketing (EM)	EM1 the university's online advertisements influence my perception of its programs. EM2 I find the university's social media presence engaging. EM3 Email communications from the university provide useful information. EM4 Online promotional content affects my decision to consider this university. EM5 I regularly interact with the university's digital marketing materials. EM6 the university's website is informative and user-friendly. EM7 I rely on online reviews when evaluating the university. EM8 the university's digital marketing strategies meet my expectations. EM9 I feel more connected to the university through its online platforms. EM10 the university's online presence enhances its credibility. EM11 I prefer universities that actively engage in digital marketing.	(Alnaser & Al Shibly, 2016; Lovett & Staelin, 2016; Bala & Verma, 2018; Wahab et al., 2024)



Intention to Enroll (INTE)	INTE1 I intend to enroll in this university in the upcoming academic term. INTE2 Recommendations from friends and family influence my decision to enroll. INTE3 the university's marketing efforts have increased my interest in enrolling. INTE4 I am likely to choose this university based on the information I have received.	Ponte et al. (2015)
----------------------------	---	---------------------