

Original Research Paper

Marketing your Business School on Social Media: Analyzing Social Media Content for Adopting the Right Strategies

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Abstract: Many Indian Business Schools and higher educational institutions have realized the importance of social media and the interactions in the social media platforms for branding their institution. Higher education institutions, specifically Indian Business Schools (B Schools) have been using the social media as a platform to connect to the prospective students, employers and alumni. With growing competition it has become imperative for Indian B Schools to use social media and communicate with all stake holders. For many Indian B Schools updating and maintaining the social media channels has become one of the most important digital marketing activity. Statista Research reveals the India takes the first place with 300 million users on Facebook and in the second position with 210 million Facebook users is the United States of America. Hence Indian B schools use Facebook as one of their important social media platform to build their identity and also to connect and communicate with prospective aspirants. In this paper the authors have taken posts from Facebook of renowned Indian B Schools. The format used and the topic of the posts have been taken from the Facebook pages of top 100 Indian B Schools. The B school were selected by considering National Institutional Ranking Framework (NIRF) developed by Ministry of Human Resource Development Government of India-India Rankings 2018 under Management category. The total posts that have been taken for the study is 19612. All the posts that were posted on the Facebook from May 2018 to January 2019 were included. The authors have analyzed the content to find the topics and format that increases the engagement and those that do not. This paper provides some strategies on how Indian B Schools can run their social media campaigns, with specific reference to Facebook posts, to better market their offering and also to increase organic reach of the posts.

Keywords: Social Media, Marketing B School, Facebook, Digital Marketing, Strategy, Digital Campaign

Introduction

Creating a brand image and building brand equity is of vital importance for any B School. Brand building can help to attract best students to seek admission to the management programs offered by the school. In the last two decades, India has seen a phenomenal growth of business education. Building a brand image has become imperative for Indian B Schools and this

has also become one of the important agenda for the administration and leadership. Intense challenge from local and global management Institutions, obliterated global boundaries, has made B schools to not only take conventional print and television to reach out to the aspirants informing about the achievements, but also use the new age social media to inform and engage with the aspirants. Social media has been a subject of discussion and debate. Several authors have

studies the effects of social media on human behavior (Barker, 2009; Kolbitsch and Maurer, 2006). Social media and its use in the educational environment has also been studied by several researchers (Augustsson, 2010; Kabilan *et al.*, 2010). Social media as a marketing tool has been extensively researched by several researchers (Constantinides and Fountain, 2008; Ghauri *et al.*, 2003; Kim *et al.*, 2010; Mangold and Faulds, 2009; Spaulding, 2010).

B Schools conventionally used snail mail, brochures and also campus visits to attract students. (Hayes *et al.*, 2009). But with the advent of internet and social media, students are actively using social media to reach out to the B Schools (Hayes *et al.*, 2009). According to a Pew Research Center report (Pew Research Center, 2019) 62% (median value) of adults in the emerging economies are users of Facebook as their preferred Social Networking Sites (SNS). This is also driving B Schools to use social media as a tool and especially Facebook to engage with the prospective students (Sandvig, 2016). Using social media as a marketing tool by higher education institutions is an alluring proposition, due to the positive impact and the high adoption rate of social media by the millennial (Boyd, 2008). The existing review of literature indicates that higher education institutions can use social media as a potential marketing tool to attract aspirants (Gibbs, 2002; Helgesen, 2008; Hemsley-Brown and Oplatka, 2006).

Use of social media as a strategic tool for attracting aspirants to a B School is not a simple task. B schools generally struggle when it comes to coordinating and combining the traditional marketing strategies with the online strategies. This is primarily an integrated marketing communication decision. Schultz and Schultz (2004) define Integrated Marketing Communications (IMC) as strategic business process and marketing decisions that are made across multiple channels that helps drive brand communication. In research conducted by Barnes and Mattson (2009a; 2010), majority of college admissions officers agreed that social media is a strategic tool for recruitment of students.

The existing literature indicates that students who aspire to join B Schools or higher education institutions are generally interested in collaborating and connecting

with their peers who are also aspiring to seek admissions in B Schools (Lindbeck and Fodrey, 2010). There is literature which also shows that students associate negatively with intrusive marketing messages (Li *et al.*, 2002; McCoy *et al.*, 2007; Ranchhod, 2007). Peruta and Helm (2018a) in their research found that higher education institutions that maintain Facebook platform are effective in managing student recruitment. Literature also indicates that the strength of a university's Facebook community is positively correlated with people identifying with the university community. The research indicates that levels of trust and engagement in real time is also positively correlated with university's Facebook page engagement (Nevzat *et al.*, 2016).

There are several digital content management strategies which are taken by B Schools. In some cases the Facebook pages is managed by outsourced vendors and in others it is managed in house by a group of students or staff or a combination of them. The strategy adopted to post messages on the official Facebook page of the B School also differ significantly from one B School to other. A scanning of official Facebook pages of the B Schools clearly show different patterns. Many schools post contents in a spontaneous manner. The content reflected and informed all about the B School activities, the events on campus without any forethought or strategy. There were some B Schools which had a planned content calendar and adopted a strategy to post content. This ensured strategic release of messages to audience in a strategic manner with a lot of forethought.

While social media is getting matured, many B Schools, like the corporate houses, still lack a strategic direction in using the social platform for communication (De Clerck, 2013). While there is existing literature which indicates on what students prefer to see on social media, they are narrow and they have not examined the use of social media in an engagement perspective and in a holistic fashion. This paper provides strategies on how a B School can better compose social media content to improve engagement, to better market their offerings to prospective students and also provides strategies to increase the reach of the posts. The paper follows the following sequence as shown in Fig. 1.

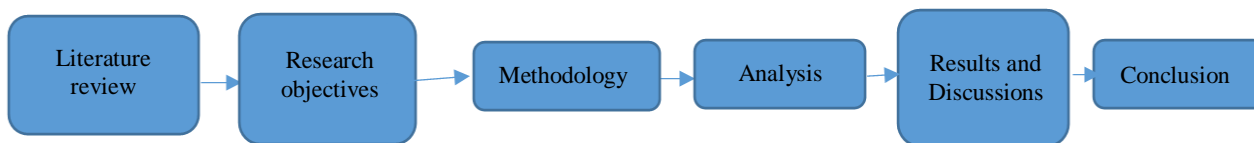


Fig. 1: The process followed

Literature Review

Indian Higher Education and Business School Landscape

The higher education in India is a complex to understand. There are several regulatory bodies that regulate the higher education in India. Universities awarding their own degrees are classified into five types and it is based on the management that controls. The five categories are Central University, State University, Private University, Institutions-deemed-to-be-a-University and Institute of National Importance. In addition to this colleges award degrees in the name of the university to which they are affiliated. Apart from this there are 15 professional councils like Medical Council of India (MCI), All India Council for Technical Education (AICTE), Bar Council of India (BCI), National Skill Development Council (NSDC), Indian Nursing Council (INC) etc. that regulate the professional and skill based courses run by the colleges and universities. The University Grants Commission (UGC) acts as supreme regulatory body.

The University Grants Commission of India (UGC India) is a statutory body set up by the Indian Union government in accordance to the UGC Act 1956 under Ministry of Human Resource Development (MHRD) and is responsible for maintenance of standards in higher education. There are two accrediting institutions - National Board of Accreditation (NBA) established by AICTE and National Assessment and Accreditation Council (NAAC) established by UGC which accredit institutions. There are also other private accrediting institutions like Association to Advance Collegiate Schools of Business, also known as AACSB International and the EFMD Quality Improvement System (EQUIS) run by the European Foundation for Management Development (EFMD) that rate higher educational institutions and programmes. There are two major ranking of higher education institutions in the country which are approved by MHRD. They are the National Institutional Ranking Framework (NIRF) and Atal Ranking of Institutions on Innovation Achievements (ARIIA). Apart from these two there also other private institutions like The Times Higher Education World University Rankings, Quacquarelli Symonds (QS) ranking which rank B Schools and other higher education institutions.

National Institution Ranking Framework (NIRF) is a methodology adopted by the Ministry of Human Resource Development (MHRD), Government of India, to rank institutions of higher education in India. ARIIA is an initiative of Ministry of Human Resource Development (MHRD), Govt. of India to systematically rank all major higher educational institutions and universities in India on indicators related to

“Innovation and Entrepreneurship Development” amongst students and faculty members. As the structure is very complex, it becomes all the more important for B Schools to brand and communicate with the aspirants, as it is imperative for them for their growth and survival (Harsha and Shah, 2011).

The first management program in the full time mode was started in 1957 by Andhra University. Later many private business schools were established and the government also started many IIMs across India. IIMs were established in Lucknow, Indore and Kozhikode by the end of 1990s (Sinha, 2006). In the late 90's to early 2000 there was an explosive growth of Indian B Schools and almost 1940 were functional in India by 2010 (Kumar and Dash, 2011). Post economic liberalization in 1991, there was a huge demand for qualified management graduates to run and manage business enterprises and this led to the exponential growth of B Schools across India. With the growth in the middleclass and the a competitive job market made it possible for B School to be looked at as a business opportunity by affluent investors and this fuelled a bubble in the business education market space (Shah, 2012).

As of March 2019 there are 20 IIMs and more than 3500 B Schools in India. IIMs select students based on an all India entrance examinations named Common Aptitude Test (CAT) and a few hundred million appear for the examination and this happens due to the pride associated with pursuing a master in business administration from these premier institution. There are also several reputed private B Schools in the country which accept the scores of CAT but there are others who have their own examinations. Xavier Aptitude Test (XAT) and Symbiosis National Aptitude Test (SNAP). These examinations also attracts a few hundred million students who take up the exam with an aspiration to join the top private b schools in the country.

Getting admitted in a top Indian B School is always a dream for many aspirants who plan to pursue their management program. The prime driving factors for this is -almost sure of securing a dream job after the program. Excluding the Indian administrative and foreign services, a management degree ranks first in the pecking order by aspirants who plan to take up professional career (Philip, 2008). Although there are many who aspire to join the top rung B Schools, many private B Schools try to attract the best student talent to join them. The Indian B School market is a highly cluttered with the presence of several b schools that are private autonomous, promoted by state and central universities, independent government supported and those promoted by corporations (Sinha, 2006).

With the increase in the number of private B Schools with relatively high fee that is charged by the private players, all the top private B Schools spend a

few thousand millions in advertisement and branding, to communicate about their school to the prospective aspirants. This is done to ensure that the prospective aspirants choose their school over the others. The IMC spends are both on offline and online, with the online spends taking a higher share. As the market is competitive and with many foreign players entering the B school landscape, it is important for b schools to use innovative social media tools to engage and attract the best aspirants to apply and join the management program offered.

Marketing and Social Media

Social media remains one of the sought after online interactive platform used by B Schools to interact with aspirants who plan to join them. Like many other social media platform, Facebook also runs on the content generated by or shared by the users and hence allows peer-to-peer communication and participation (Nambisan and Nambisan, 2008). With high levels of mobile and internet penetration in India, social media has been widely used by millennial and has become a vital factor that influences their decisions and buying behavior. Literature also indicates that perceived ease of use and social impact are significant dimensions of technology acceptance and inclination to use mobile based applications (Rakhi and Mala, 2013) Although there are many social media sites, perceived usefulness of the site by the users is a significant mediating factor for the social networking site to be accepted by the user . Research indicates that online trust has a significant impact on the customer purchase intention (Arun and Xavier, 2013). As the content is generated by the users and the platform allows peer-to-peer communication, the trust in social media platforms is higher when compared to other traditional forms of marketing communication (Eikermann *et al.*, 2008; Gronroos, 1994; Karin and Eiferman, 2006; Peppers and Rogers, 1993; Thomas, 2007). This is a trend pattern originated in the 1990s (Gronroos, 1994; Peppers and Rogers, 1993). The behavior towards a product or service is also influenced by social media. In a research study on social media and user engagement by Apoorva *et al.* (2013), various aspect related to the relation between content present in the social media and the user engagement was statistically analyzed.

Literature review provides evidence that many organisations and higher educational institutions are engaging and using social media as an integral part of their marketing strategy (Barnes and Mattson, 2009a; 2009b). The content generated by users on social media is called as user generated content (Kaplan and Henlein, 2010). The social media is largely run by the content from the users, influencing the decision making process and having a full control on the purchasing behavior is

sometimes beyond the control of any organisation or B School (Constantinides and Fountain, 2008).

B Schools are also aware that social media and platform like Facebook have increased the market transparency. This has made higher educational institutions to lose the control of the content that is pushed for advertisement or the content for news. The control is also lost for the communication message that is pushed to the aspirants. B Schools are hence forced to find innovative ways to reach aspirants and also find innovative ways to communicate and push content on the social platform that are used by the aspirants. Hence social media marketing for B Schools is successful only if it is focused on being innovative and has a market oriented approach and has a well-designed strategy (Constantinides, 2010).

Social Media Marketing in Higher Education Institutions

Several decades ago academia and higher educational institutions once thought 'Marketing' themselves as something that should not be publicly done or spoken about (Edmiston-Strasser, 2009). In the past, as competition was not intense, marketing of educational institutions was not a 'need' and hence did not receive support from promoters. The primary objection against marketing of higher education institutions was the aspect that it would lower the quality of academic standards (Anderson, 2008). Several researchers have concluded that due to increase in competition and changing regulations by the government (Hemsley-Brown and Oplatka, 2006; Jongbloed, 2003; Maringe, 2006), higher education institutions and business school must market themselves to survive and grow in the local and global markets. As traditional marketing models are based on consumptive models, they fail to address the needs of Business schools (Gibbs, 2002). Literature suggests that higher education marketing has to be viewed from a model of 'collaborative relationships' Gibbs (2002) or a relationship marketing approach has to adopted (Helgesen, 2008; Klassen, 2002) with ethics and ethical practices being given importance (Gibbs and Murphy, 2009). Technology is changing fast. Application of Augmented Reality (AR) technologies in social marketing along with a change-driven usage of the AR environments for social marketing is also being researched (Joshi, 2018).

Literature also shows that majority of millennial find content generated by their peers on the social media platform to have higher influence on them when compared to an advertisement or a post generated by a brand (Bazaarvoice, 2012). Also the content shared by a student or a faculty member or a staff member of a B School gets eight time's higher engagement and attention when compared to the content shared by the B

School media manager. (Dunay, 2014). For any B School relationship marketing is of paramount importance. Building and maintaining relationship with aspirants, its students and alumni is a must. The quality of relationship that a business school maintains with them is positively correlated to its branding and aspirant loyalty (McAlexander and Koenig, 2001). B Schools can use their websites to provide an engaging user environment (Weiss, 2008). Blogs and social media are the ideal platforms for relational marketing activities, as they are collaborative and interactive nature. Indian business schools are increasingly using social media as part of their marketing programs and universities in the United States of America have been using social media for their marketing activities (Barnes and Mattson, 2009a).

Research indicates that there is a strong positive correlation between an aspirant logging into a social network or a social media page of a university and the chance of he / she applying to a programme offered by that university (Hayes *et al.*, 2009). In India, there are a few pioneering efforts by B Schools to introduce social media as part of their student recruitment programs. All private B schools web sites display links to Twitter, Facebook pages, linked page or blogs. These B schools allow visitors to share information by bookmarking pages as favorites by 'liking it' or in case of twitter they can 're-tweet' the tweets posted on the twitter page. Although some private business schools use blogs, blogging is not part of the social media mix of majority of Indian business schools.

To summarize there is little evidence from research on the actual effects of 'social media' as recruitment tool or 'the strategic approach to use of social media' for attracting aspirants by higher education institution or B school.

Social Media – Engagements and Reach

Literature shows that Facebook adds 500,000 new users every day and 6 new profiles every second. Facebook generates 4 new petabytes of data per day and this indicates that the volume has exploded and is growing every day (Brandwatch, 2019).

Research indicates that young connected people are increasingly watching similar content online (Madhavan *et al.*, 2015). Facebook alters its algorithm at regular intervals and the algorithm controls the ordering and presentation of posts, so that users see what is most relevant to them. Organic reach of a content is that content (text or video or image) which is the spread of social media content, which has not been paid for or promoted. According to Adage (2018) even for the biggest brands, organic Facebook reach fell from 4% to 2% for the year 2018. This indicates that if a B school page has 100 followers on its Facebook page, an organic post (which is an unpaid or un-promoted post) will reach

only 2 out of 100 followers whom it should have reached. Hence if a brand has to reach a larger number of audience then taking the paid mode is the only option to go for and boosting a Facebook post will help reach more audience. Boosting a post is done by paying money to Facebook, so that the post can be shown to more number of followers of a Facebook page, that weren't seeing the original post. The other paid mode is to advertise on Facebook. The ads will be targeted to a specific group of people at specific region and other segmentation criteria. The next question would be, if this is the case then, why should B Schools bother about organic reach? Facebook constantly makes changes to its algorithm so that users see what is most relevant to them and hence if more and more users engage with a post and the organic reach increases exponentially. Engaging with a post can be done by clicking on the post, liking the post commenting on the post or by sharing the post. Therefore early higher engagement for a post could ensure higher organic reach for the post.

There are several ways to measure engagement on Facebook. The direct way to measure engagement is the sum total of all likes, comments and share of a post which is the score given for total engagement for the post. The alternate way to measure engagement for a post is by using proportional engagement. Proportional engagement takes into account the reach for each post and the total number of Facebook fans that a page has. The value of proportional engagement is the sum total of all likes, comments and share of a post divided by the number of Facebook fans (Peruta and Shields, 2016). Research also shows that the impact that a post has is significantly affected by the number of fans following a Facebook page.

Existing literature shows that the proportional engagement largely depends on type of post. Photos and Videos are more likely to get a higher engagement when compared to simple text posts and a director post of a video or a photo gets higher proportional engagement when compared to web link or a link to a blog that has content (Kwok and Yu, 2013). The number of posts per day on a Facebook page is inversely proportional to 'proportional engagement'. Research also indicates that Facebook pages that have one or two posts in a day get 40% more user engagement than those with higher number of posts (Buddy Media, 2011). The time of the day when a post is posted on Facebook page as an impact on engagement. Literature review has different views when it comes to answering the question on when will people access their Facebook page which can result in higher engagement? According to Lee (2012) people generally check Facebook after office hours but Zarella (2011) indicates that noon or post evening could be right time for post for higher engagement. According to Brandwatch (2019) globally users on an average spend

20 min of their time on Facebook and posts that are put up on Thursday and Friday get the highest engagement. Increasing the engagement for a post also depends on what digital call to action is expected out of the user for the post (Vahl, 2015). Literature indicates that if specific call to action similar to - like if you agree- if brought in a post, engagement increases. Literature also indicates that instilling some psychological prodding can increase the engagement for a Facebook post (Lee, 2012).

Although social media strategies for Facebook can be devised for b schools by looking at the existing literature, the strategies to be adopted by business school have to be different and cannot be based only on the general indications given by literature. The primary reason for this is due to the fact that the b school has a diverse set of audience including its aspirants, its present students, its alumni and the corporate houses which recruit students from them. The content that is posted by the business school must be appealing but not disgruntling any of them. This has a relation to identity theory which theory states that individuals in the present day, participate in a many differentiated relationships and have multiple selves (William, 1950) and hence will possess a multiplicity of identities. The theory also states that the number and nature of identities are a function of the roles filled in interaction with others. Identity theory also envisages that the probability of a given identity being played out in social interaction will be ominously impacted by the salience of the identity relative to the salience of other identities the person holds (Stryker, 1968). Identity salience is defined as the chance that a given identity will be invoked in social interaction (Stryker, 1968). Hence for an aspirant the salient identity that he or she holds will play out when he or she engages with content posted on a Facebook page by a business school. Literature also reveals that posts on Facebook by higher education institution that promote the idea of a university which is beyond its own boundaries, which has a significant impact on the society or has content that relates to the social good for the world can increase engagement (Peruta and Helm, 2018b).

Research Objectives

While there have been studies showing the relevance of social media and its influence on a brand, there is very limited research that has been done to find the use and impact of social media on promoting a B-School in the Indian context. The objective of this research paper is to explore and find how Indian higher educational institutions, with specific reference to the business schools, use Facebook to construct and deliver social media content. The prime objectives include (a) Recognize the type and content of the message that business schools are posting on the Facebook platform. (b) Recognize the structure and format of the content that

is being posted by business schools on Facebook platform (c) Gauge the engagement on the type content and the type of format (d) Explore and suggest the strategies that could be adopted for maximizing engagement on the content that is posted by business school on their Facebook page.

Methodology

A non-probabilistic sampling - purposive sampling - was used for selecting the B-Schools and their Facebook pages for this study. As the objective of purposive sampling is to focus on specific characteristics of a population that are of interest, the authors choose Facebook pages of top 100 Indian B Schools. The top business school were selected by considering National Institutional Ranking Framework (NIRF) developed by Ministry of Human Resource Development Government of India - India Rankings 2018 under Management category (NIRF Ranking, 2018).

Data collected was collected the Facebook pages of the top 100 business school using Facebook Graph Application Programming Interface (API). The API was used to extract data from the face Facebook pages of the business schools that were posted between May 2018 to January 2019. The total posts that were extracted for the study was 19612. As many business schools have their academic and extracurricular activities along with the promotion of their brand during this time period, the different posting strategies used could be captured. The page level and post level data was captured for the publicly posted content which was as per the ethical code of conduct accepted and signed by the users while the setup their Facebook pages. As shown in the Table 1 several attributes were collected both at the page and post level.

The data was exported to Statistical Package for the Social Sciences (SPSS) for analyses. Only publicly available and publicly displayed post were accessed and user profile data was not accessed and all aspect which could reveal the personality trait or liking as listed by the uses in their Facebook profile were also not accessed. The data was anonymous and hence all personally identifiable information was not collected and not stored. All data was in aggregate format and were not changed or manipulated for the study. For the study the total engagement and proportional engagement were measured. Although through click data on the Facebook post is defined as engagement parameter by Facebook, it was not considered by the authors due to the fact that through click data is not accessible by public API. The authors could use the Facebook Graph API that was available till the end of January 2019. This application was revoked for public access by Facebook during the mid February 2019.

Table 1: Attribute collection

Page level	Post level
Name of the Business School	Post Creation date
Number of Page likes	Post creation time
	Post text
	Post description
	Media type posted
	Number of Characters
	Number of comments
	Number of Likes
	Number of Shares
	Number of hashtags
	Number of tags

Based on the content of the posts, they were categorized in the specific category and specific format. The categorization of the post into category and format was based on the title/subject of the post. This was a manual process as there was no ready solution available for this categorization. This was primarily due to the fact that the data was highly unstructured. An initial set of 3500 posts (randomly selected from the first 6000) were used to arrive at 9 categories and 5 format types. The next set of 3500 posts (randomly selected from the next 6000) were considered to add 5 more categories and 6 format types and finally after the next random selection of another 3500 posts from the remaining, made the total count of categories as 21 and total format types as 14. The content category and formats are shown in Table 2. The 21 categories types and 14 formats helped in placing all the posts into the respective categories and format types. The labels given to category and format explains the basis on which the categorization was carried. This activity - categorization into category and formats - was the most time consuming activity. While randomly selecting the post for arriving at the category and the format, due care was taken to ensure that the same posts are not included in the selection and SPSS select case was used to randomly select samples as elaborated.

The posts were necessary placed in specific category and format. Hence one post was placed under one category only. When there were posts which had many formats then they were placed under ‘Mix mode and others’ format. When posts had several information and could not be placed under specific category they were placed under ‘Mix composite content and others’ category.

All the posts were also categorized into two categories – weekday posts and weekend posts. Those posts that were posted between Monday and Friday were categorized as week day posts and those posts which were posted during the weekend (Saturday and Sunday) were categorized as weekend post. These details are shown in Table 3. The time of the day when the posts were posted on Facebook were also captured for all the posts.

Table 2: Category and format

Category	Format
Admissions	Blog Post link
Academic	Call for action
Alumni	Info-graphic
Academic Achievement – Staff	Link to URL
Academic Achievement – Faculty member	Message
Academic Achievement– Student	Opinion
B School Competition	Picture
B School Ranking	Picture and Text
Campus Information and updates	Podcast
Case Competition by B School	Question
Case Competition by Corporate	User generated content
Extra-Curricular	Video
Entertainment and Events	Video and Text
Innovation	Mix mode and others
Internationalization	
News related to Education	
Placement related information	
Promotion of Programmes	
Research Related Information	
Startups Information	
Mix Composite content and Others	

Table 3: Day and time categorization

Nature of post	Number of posts	Percentage
Monday to Friday	13338	68.01%
00.00 am to 08.00 am	917	
08.01 am to 10.00 am	1324	
10.01 am to 05#00 pm	6699	
05.01 pm to 08.00 pm	2312	
08.01 pm to 10.00 pm	1321	
10.00 pm to 11.59 pm	765	
Saturday and Sunday	6274	31.99%
00.00 am to 08.00 am	342	
08.01 am to 10.00 am	1321	
10.01 am to 05#00 pm	2787	
05.01 pm to 08.00 pm	1089	
08.01 pm to 10.00 pm	532	
10.00 pm to 11.59 pm	203	

Table 4 shows the results of categorization of all 19612 posts. The number of posts in a specific category and the percentage. The categories including Admissions, Academic, Alumni, B School Ranking, B School Competition, Case Competition by Corporate, Promotion of Programmes have majority of posts. Similarly majority of the posts fall under the following formats - Call for action, Message, Picture and Text, Question, User Generated Content, Video and Text.

Analysis

To understand which category increases proportional engagement, the hypothesis was created in the following fashion for all the categories. One-way ANOVA (Analysis of Variance) test was used to understand if the proportional engagement differed based on the category of the post, as the categories were 21 in number. The value of proportional engagement is the sum total of all likes, comments and share of a post divided by the overall number of page likes.

Table 4: Results of categorization

Type	N (Number of Posts)	Percentage
Category		
Admissions	1121	5.72%
Academic	1031	5.26%
Alumni	2154	10.98%
Academic Achievement – Staff	189	0.96%
Academic Achievement – Faculty member	187	0.95%
Academic Achievement– Student	2309	11.77%
B School Competition	1151	5.87%
B School Ranking	1012	5.16%
Campus Information and updates	898	4.58%
Case Competition by B School	112	0.57%
Case Competition by Corporate	1135	5.79%
Extra-Curricular	589	3.00%
Entertainment and Events	1576	8.04%
Innovation	176	0.90%
Internationalization	162	0.83%
News related to Education	642	3.27%
Placement related information	812	4.14%
Promotion of Programmes	3665	18.69%
Research Related Information	221	1.13%
Startups Information	391	1.99%
Mix Composite content and Others	79	0.40%
TOTAL	19612	100.00%
Format		
Blog Post link	227	1.16%
Call for action	2198	11.21%
Info-graphic	1187	6.05%
Link to URL	1156	5.89%
Message	2176	11.10%
Opinion	1231	6.28%
Picture	1243	6.34%
Picture and Text	2114	10.78%
Podcast	198	1.01%
Question	2123	10.83%
User Generated Content	2134	10.88%
Video	1232	6.28%
Video and Text	2321	11.83%
Mix Mode and Others	72	0.37%
TOTAL	19612	

Table 5: Descriptive information of categories of post

Category type	N	Mean	Std. Deviation	Std. Error	95% confidence interval for mean			
					Lower bound	Upper bound	Min	Max
Admissions	100	0.14889	0.019509	0.001951	0.14502	0.15276	0.094	0.157
Academic	100	0.05480	0.007346	0.000735	0.05334	0.05625	0.034	0.059
Alumni	100	0.18739	0.024427	0.002443	0.18254	0.19223	0.118	0.197
Academic Achievement-Staff	100	0.05937	0.007941	0.000794	0.05779	0.06095	0.037	0.064
Academic Achievement – Faculty member	100	0.02316	0.003251	0.000325	0.02252	0.02381	0.014	0.026
Academic Achievement– Student	100	0.07825	0.010113	0.001011	0.07625	0.08026	0.050	0.083
B School Competition	100	0.05838	0.007825	0.000782	0.05683	0.05994	0.036	0.062
B School Ranking	100	0.10138	0.013205	0.001320	0.09876	0.10400	0.064	0.108
Campus Information and updates	100	0.02486	0.003222	0.000322	0.02422	0.02550	0.016	0.028
Case Competition by B School	100	0.19971	0.026438	0.002644	0.19446	0.20495	0.125	0.210
Case Competition by Corporate	100	0.21758	0.028800	0.002880	0.21187	0.22330	0.136	0.229
Extra-Curricular	100	0.14786	0.019431	0.001943	0.14400	0.15171	0.093	0.156
Entertainment and Events	100	0.15547	0.020568	0.002057	0.15139	0.15955	0.097	0.164
Innovation	100	0.04747	0.006386	0.000639	0.04620	0.04874	0.030	0.051
Internationalization	100	0.06658	0.008788	0.000879	0.06484	0.06833	0.042	0.071
News related to Education	100	0.02012	0.002966	0.000297	0.01953	0.02070	0.012	0.023
Placement related information	100	0.20663	0.027749	0.002775	0.20112	0.21214	0.129	0.224
Promotion of Programmes	100	0.06990	0.009392	0.000939	0.06803	0.07176	0.043	0.075
Research Related Information	100	0.03187	0.004051	0.000405	0.03106	0.03267	0.021	0.035
Startups Information	100	0.17107	0.022431	0.002243	0.16662	0.17552	0.108	0.180
Mix Composite content and Others	100	0.00573	0.001034	0.000103	0.00552	0.00593	0.004	0.008
Total	2100	0.09888	0.070029	0.001528	0.09588	0.10188	0.004	0.229

The Hypothesis (A) H_0 – *There is no significant difference in proportional engagement for category of the post* was crafted to check if there was any significant difference in the engagement and its relation the category of the post. The descriptive statistical information given in Table 5 gives descriptive statistical information, including mean, standard deviation and 95% confidence intervals for the dependent variable- proportional engagement score- for each of the category of the Facebook post where all the 21 categories have been listed.

The Table 6 is the output of the ANOVA analysis which is used to test the Hypothesis (A) to understand if there is a statistically significant difference between the group means of proportional engagement scores and the category of the post. It can be inferred from the significance value 0.000 (i.e., $p = 0.000$), which is below 0.05, that there is a statistically significant difference between in proportional engagement and category of the post. Which clearly indicates that different posts under different categories have different engagements. To know which of those specific

categories differed in the engagement, Tukey post hoc test was used and the Table 7 gives the output which is the multiple comparisons table. From the multiple comparisons Table 7 it can be statistically inferred that there is a statistically significant difference in proportional engagement in posts that were posted in admissions category in comparison with all other categories ($p = 0.000$), but there is a statistically no significant difference between the posts under the admissions category and the posts under extra-Curricular ($p = 0.287$) and entertainment and events categories ($p = 0.287$). For the posts related to *Alumni, B School Ranking, Case Competition by Corporate, startups Information and, Academic Achievement– Student* content categories it can be statistically inferred that there is a statistically significant difference in proportional engagement in posts that were posted in these category in comparison with all other categories ($p = 0.000$). The Table 8 gives the details for all the categories for which there is a statistically no significant difference in proportional engagement in posts when compared to other categories.

Table 6: ANOVA analysis – category type

ANOVA					
Category type engagement					
	Sum of Squares	df	Mean square	F	Sig.
Between Groups	9.77	20	0.488	1940.02	0
Within Groups	0.523	2079	0.000		
Total	10.293	2099			

Table 7: Multiple comparisons of categories

Dependent Variable: Engagement						
Tukey HSD						
(I) Category	(J) Category	Mean			95% Confidence Interval	
		Difference (I-J)	Std. Error	Sig.	Lower bound	Upper bound
Admissions	Academic	0.094092*	0.002244	0.000	0.08607	0.10211
	Alumni	-0.038499*	0.002244	0.000	-0.04652	-0.03048
	Academic Achievement – Staff	0.089517*	0.002244	0.000	0.08150	0.09754
	Academic Achievement – Faculty member	0.125724*	0.002244	0.000	0.11770	0.13374
	Academic Achievement– Student	0.070634*	0.002244	0.000	0.06261	0.07865
	B School Competition	0.090503*	0.002244	0.000	0.08248	0.09852
	B School Ranking	0.047505*	0.002244	0.000	0.03949	0.05552
	Campus Information and updates	0.124028*	0.002244	0.000	0.11601	0.13205
	Case Competition by B School	-0.050822*	0.002244	0.000	-0.05884	-0.04280
	Case Competition by Corporate	-0.068695*	0.002244	0.000	-0.07671	-0.06068
	Extra-Curricular	0.001030	0.002244	0.287	-0.00699	0.00905
	Entertainment and Events	-0.006586	0.002244	0.287	-0.01461	0.00143
	Innovation	0.101419*	0.002244	0.000	0.09340	0.10944
	Internationalization	0.082303*	0.002244	0.000	0.07428	0.09032
	News related to Education	0.128771*	0.002244	0.000	0.12075	0.13679
	Placement related information	-0.057744*	0.002244	0.000	-0.06576	-0.04972
	Promotion of Programmes	0.078989*	0.002244	0.000	0.07097	0.08701
	Research Related Information	0.117019*	0.002244	0.000	0.10900	0.12504
	Startups Information	-0.022179*	0.002244	0.000	-0.03020	-0.01416
Mix Composite content and Others	0.143161*	0.002244	0.000	0.13514	0.15118	
Academic	Admissions	-0.094092*	0.002244	0.000	-0.10211	-0.08607
	Alumni	-0.132591*	0.002244	0.000	-0.14061	-0.12457
	Academic Achievement – Staff	-0.004575	0.002244	0.901	-0.01259	0.00344
	Academic Achievement – Faculty member	0.031632*	0.002244	0.000	0.02361	0.03965

Table 7: Continue

	Academic Achievement– Student	-0.023458*	0.002244	0.000	-0.03148	-0.01544
	B School Competition	-0.003589	0.002244	0.992	-0.01161	0.00443
	B School Ranking	-0.046587*	0.002244	0.000	-0.05461	-0.03857
	Campus Information and updates	0.029936*	0.002244	0.000	0.02192	0.03796
	Case Competition by B School	-0.144914*	0.002244	0.000	-0.15293	-0.13689
	Case Competition by Corporate	-0.162787*	0.002244	0.000	-0.17081	-0.15477
	Extra-Curricular	-0.093062*	0.002244	0.000	-0.10108	-0.08504
	Entertainment and Events	-0.100678*	0.002244	0.000	-0.10870	-0.09266
	Innovation	0.007327	0.002244	0.127	-0.00069	0.01535
	Internationalization	-0.011789*	0.002244	0.000	-0.01981	-0.00377
	News related to Education	0.034679*	0.002244	0.000	0.02666	0.04270
	Placement related information	-0.151836*	0.002244	0.000	-0.15986	-0.14382
	Promotion of Programmes	-0.015103*	0.002244	0.000	-0.02312	-0.00708
	Research Related Information	0.022927*	0.002244	0.000	0.01491	0.03095
	Startups Information	-0.116271*	0.002244	0.000	-0.12429	-0.10825
	Mix Composite content and Others	0.049069*	0.002244	0.000	0.04105	0.05709
Alumni	Admissions	0.038499*	0.002244	0.000	0.03048	0.04652
	Academic	0.132591*	0.002244	0.000	0.12457	0.14061
	Academic Achievement – Staff	0.128016*	0.002244	0.000	0.12000	0.13604
	Academic Achievement – Faculty member	0.164223*	0.002244	0.000	0.15620	0.17224
	Academic Achievement– Student	0.109133*	0.002244	0.000	0.10111	0.11715
	B School Competition	0.129002*	0.002244	0.000	0.12098	0.13702
	B School Ranking	0.086004*	0.002244	0.000	0.07798	0.09402
	Campus Information and updates	0.162527*	0.002244	0.000	0.15451	0.17055
	Case Competition by B School	-0.012323*	0.002244	0.000	-0.02034	-0.00430
	Case Competition by Corporate	-0.030196*	0.002244	0.000	-0.03822	-0.02218
	Extra-Curricular	0.039529*	0.002244	0.000	0.03151	0.04755
	Entertainment and Events	0.031913*	0.002244	0.000	0.02389	0.03993
	Innovation	0.139918*	0.002244	0.000	0.13190	0.14794
	Internationalization	0.120802*	0.002244	0.000	0.11278	0.12882
	News related to Education	0.167270*	0.002244	0.000	0.15925	0.17529
	Placement related information	-0.019245*	0.002244	0.000	-0.02726	-0.01123
	Promotion of Programmes	0.117488*	0.002244	0.000	0.10947	0.12551
	Research Related Information	0.155518*	0.002244	0.000	0.14750	0.16354
	Startups Information	0.016320*	0.002244	0.000	0.00830	0.02434
	Mix Composite content and Others	0.181660*	0.002244	0.000	0.17364	0.18968
Academic achievement – staff	Admissions	-0.089517*	0.002244	0.000	-0.09754	-0.08150
	Academic	0.004575	0.002244	0.901	-0.00344	0.01259
	Alumni	-0.128016*	0.002244	0.000	-0.13604	-0.12000
	Academic Achievement – Faculty member	0.036207*	0.002244	0.000	0.02819	0.04423
	Academic Achievement– Student	-0.018883*	0.002244	0.000	-0.02690	-0.01086
	B School Competition	0.000986	0.002244	0.992	-0.00703	0.00901
	B School Ranking	-0.042012*	0.002244	0.000	-0.05003	-0.03399
	Campus Information and updates	0.034511*	0.002244	0.000	0.02649	0.04253
	Case Competition by B School	-0.140339*	0.002244	0.000	-0.14836	-0.13232
	Case Competition by Corporate	-0.158212*	0.002244	0.000	-0.16623	-0.15019
	Extra-Curricular	-0.088487*	0.002244	0.000	-0.09651	-0.08047
	Entertainment and Events	-0.096103*	0.002244	0.000	-0.10412	-0.08808
	Innovation	0.011902*	0.002244	0.000	0.00388	0.01992
	Internationalization	-0.007214	0.002244	0.146	-0.01523	0.00081
	News related to Education	0.039254*	0.002244	0.000	0.03123	0.04727
	Placement related information	-0.147261*	0.002244	0.000	-0.15528	-0.13924
	Promotion of Programmes	-0.010528*	0.002244	0.001	-0.01855	-0.00251
	Research Related Information	0.027502*	0.002244	0.000	0.01948	0.03552
	Startups Information	-0.111696*	0.002244	0.000	-0.11972	-0.10368
	Mix Composite content and Others	0.053644*	0.002244	0.000	0.04562	0.06166
Academic achievement – faculty member	Admissions	-0.125724*	0.002244	0.000	-0.13374	-0.11770
	Academic	-0.031632*	0.002244	0.000	-0.03965	-0.02361
	Alumni	-0.164223*	0.002244	0.000	-0.17224	-0.15620
	Academic Achievement – Staff	-0.036207*	0.002244	0.000	-0.04423	-0.02819
	Academic Achievement– Student	-0.055090*	0.002244	0.000	-0.06311	-0.04707
	B School Competition	-0.035221*	0.002244	0.000	-0.04324	-0.02720
	B School Ranking	-0.078219*	0.002244	0.000	-0.08624	-0.07020
	Campus Information and updates	-0.001696	0.002244	0.877	-0.00972	0.00632
	Case Competition by B School	-0.176546*	0.002244	0.000	-0.18457	-0.16853
	Case Competition by Corporate	-0.194419*	0.002244	0.000	-0.20244	-0.18640
	Extra-Curricular	-0.124694*	0.002244	0.000	-0.13271	-0.11667
	Entertainment and Events	-0.132310*	0.002244	0.000	-0.14033	-0.12429

Table 7: Continue

	Innovation	-0.024305*	0.002244	0.000	-0.03232	-0.01629
	Internationalization	-0.043421*	0.002244	0.000	-0.05144	-0.03540
	News related to Education	0.003047	0.002244	0.992	-0.00497	0.01107
	Placement related information	-0.183468*	0.002244	0.000	-0.19149	-0.17545
	Promotion of Programmes	-0.046735*	0.002244	0.000	-0.05475	-0.03872
	Research Related Information	-0.008705*	0.002244	0.017	-0.01672	-0.00069
	Startups Information	-0.147903*	0.002244	0.000	-0.15592	-0.13988
	Mix Composite content and Others	0.017437*	0.002244	0.000	0.00942	0.02546
Academic achievement– student	Admissions	-0.070634*	0.002244	0.000	-0.07865	-0.06261
	Academic	0.023458*	0.002244	0.000	0.01544	0.03148
	Alumni	-0.109133*	0.002244	0.000	-0.11715	-0.10111
	Academic Achievement – Staff	0.018883*	0.002244	0.000	0.01086	0.02690
	Academic Achievement – Faculty member	0.055090*	0.002244	0.000	0.04707	0.06311
	B School Competition	0.019869*	0.002244	0.000	0.01185	0.02789
	B School Ranking	-0.023129*	0.002244	0.000	-0.03115	-0.01511
	Campus Information and updates	0.053394*	0.002244	0.000	0.04537	0.06141
	Case Competition by B School	-0.121456*	0.002244	0.000	-0.12948	-0.11344
	Case Competition by Corporate	-0.139329*	0.002244	0.000	-0.14735	-0.13131
	Extra-Curricular	-0.069604*	0.002244	0.000	-0.07762	-0.06158
	Entertainment and Events	-0.077220*	0.002244	0.000	-0.08524	-0.06920
	Innovation	0.030785*	0.002244	0.000	0.02277	0.03880
	Internationalization	0.011669*	0.002244	0.000	0.00365	0.01969
	News related to Education	0.058137*	0.002244	0.000	0.05012	0.06616
	Placement related information	-0.128378*	0.002244	0.000	-0.13640	-0.12036
	Promotion of Programmes	0.008355*	0.002244	0.030	0.00034	0.01637
	Research Related Information	0.046385*	0.002244	0.000	0.03837	0.05440
	Startups Information	-0.092813*	0.002244	0.000	-0.10083	-0.08479
	Mix Composite content and Others	0.072527*	0.002244	0.000	0.06451	0.08055
B School competition	Admissions	-0.090503*	0.002244	0.000	-0.09852	-0.08248
	Academic	0.003589	0.002244	0.992	-0.00443	0.01161
	Alumni	-0.129002*	0.002244	0.000	-0.13702	-0.12098
	Academic Achievement – Staff	-0.000986	0.002244	0.992	-0.00901	0.00703
	Academic Achievement – Faculty member	0.035221*	0.002244	0.000	0.02720	0.04324
	Academic Achievement– Student	-0.019869*	0.002244	0.000	-0.02789	-0.01185
	B School Ranking	-0.042998*	0.002244	0.000	-0.05102	-0.03498
	Campus Information and updates	0.033525*	0.002244	0.000	0.02551	0.04154
	Case Competition by B School	-0.141325*	0.002244	0.000	-0.14934	-0.13331
	Case Competition by Corporate	-0.159198*	0.002244	0.000	-0.16722	-0.15118
	Extra-Curricular	-0.089473*	0.002244	0.000	-0.09749	-0.08145
	Entertainment and Events	-0.097089*	0.002244	0.000	-0.10511	-0.08907
	Innovation	0.010916*	0.002244	0.000	0.00290	0.01894
	Internationalization	-0.008200*	0.002244	0.038	-0.01622	-0.00018
	News related to Education	0.038268*	0.002244	0.000	0.03025	0.04629
	Placement related information	-0.148247*	0.002244	0.000	-0.15627	-0.14023
	Promotion of Programmes	-0.011514*	0.002244	0.000	-0.01953	-0.00349
	Research Related Information	0.026516*	0.002244	0.000	0.01850	0.03454
	Startups Information	-0.112682*	0.002244	0.000	-0.12070	-0.10466
	Mix Composite content and Others	0.052658*	0.002244	0.060	0.04464	0.06068
B School ranking	Admissions	-0.047505*	0.002244	0.000	-0.05552	-0.03949
	Academic	0.046587*	0.002244	0.000	0.03857	0.05461
	Alumni	-0.086004*	0.002244	0.000	-0.09402	-0.07798
	Academic Achievement – Staff	0.042012*	0.002244	0.000	0.03399	0.05003
	Academic Achievement – Faculty member	0.078219*	0.002244	0.000	0.07020	0.08624
	Academic Achievement– Student	0.023129*	0.002244	0.000	0.01511	0.03115
	B School Competition	0.042998*	0.002244	0.000	0.03498	0.05102
	Campus Information and updates	0.076523*	0.002244	0.000	0.06850	0.08454
	Case Competition by B School	-0.098327*	0.002244	0.000	-0.10635	-0.09031
	Case Competition by Corporate	-0.116200*	0.002244	0.000	-0.12422	-0.10818
	Extra-Curricular	-0.046475*	0.002244	0.000	-0.05449	-0.03846
	Entertainment and Events	-0.054091*	0.002244	0.000	-0.06211	-0.04607
	Innovation	0.053914*	0.002244	0.000	0.04589	0.06193
	Internationalization	0.034798*	0.002244	0.000	0.02678	0.04282
	News related to Education	0.081266*	0.002244	0.000	0.07325	0.08929

Table 7: Continue

	Placement related information	-0.105249*	0.002244	0.000	-0.11327	-0.09723
	Promotion of Programmes	0.031484*	0.002244	0.000	0.02346	0.03950
	Research Related Information	0.069514*	0.002244	0.000	0.06149	0.07753
	Startups Information	-0.069684*	0.002244	0.000	-0.07770	-0.06166
	Mix Composite content and Others	0.095656*	0.002244	0.000	0.08764	0.10368
Campus Information and updates	Admissions	-0.124028*	0.002244	0.000	-0.13205	-0.11601
	Academic	-0.029936*	0.002244	0.000	-0.03796	-0.02192
	Alumni	-0.162527*	0.002244	0.000	-0.17055	-0.15451
	Academic Achievement – Staff	-0.034511*	0.002244	0.000	-0.04253	-0.02649
	Academic Achievement – Faculty member	0.001696	0.002244	0.877	-0.00632	0.00972
	Academic Achievement– Student	-0.053394*	0.002244	0.000	-0.06141	-0.04537
	B School Competition	-0.033525*	0.002244	0.000	-0.04154	-0.02551
	B School Ranking	-0.076523*	0.002244	0.000	-0.08454	-0.06850
	Case Competition by B School	-0.174850*	0.002244	0.000	-0.18287	-0.16683
	Case Competition by Corporate	-0.192723*	0.002244	0.000	-0.20074	-0.18470
	Extra-Curricular	-0.122998*	0.002244	0.000	-0.13102	-0.11498
	Entertainment and Events	-0.130614*	0.002244	0.000	-0.13863	-0.12259
	Innovation	-0.022609*	0.002244	0.000	-0.03063	-0.01459
	Internationalization	-0.041725*	0.002244	0.000	-0.04974	-0.03371
	News related to Education	0.004743	0.002244	0.867	-0.00328	0.01276
	Placement related information	-0.181772*	0.002244	0.203	-0.18979	-0.17375
	Promotion of Programmes	-0.045039*	0.002244	0.000	-0.05306	-0.03702
	Research Related Information	-0.007009	0.002244	0.185	-0.01503	0.00101
	Startups Information	-0.146207*	0.002244	0.000	-0.15423	-0.13819
	Mix Composite content and Others	0.019133*	0.002244	0.000	0.01111	0.02715
Case competition by B School	Admissions	0.050822*	0.002244	0.000	0.04280	0.05884
	Academic	0.144914*	0.002244	0.000	0.13689	0.15293
	Alumni	0.012323*	0.002244	0.000	0.00430	0.02034
	Academic Achievement – Staff	0.140339*	0.002244	0.000	0.13232	0.14836
	Academic Achievement – Faculty member	0.176546*	0.002244	0.000	0.16853	0.18457
	Academic Achievement– Student	0.121456*	0.002244	0.000	0.11344	0.12948
	B School Competition	0.141325*	0.002244	0.000	0.13331	0.14934
	B School Ranking	0.098327*	0.002244	0.000	0.09031	0.10635
	Campus Information and updates	0.174850*	0.002244	0.000	0.16683	0.18287
	Case Competition by Corporate	-0.017873*	0.002244	0.000	-0.02589	-0.00985
	Extra-Curricular	0.051852*	0.002244	0.000	0.04383	0.05987
	Entertainment and Events	0.044236*	0.002244	0.000	0.03622	0.05226
	Innovation	0.152241*	0.002244	0.000	0.14422	0.16026
	Internationalization	0.133125*	0.002244	0.000	0.12511	0.14114
	News related to Education	0.179593*	0.002244	0.000	0.17157	0.18761
	Placement related information	-0.006922	0.002244	0.203	-0.01494	0.00110
	Promotion of Programmes	0.129811*	0.002244	0.000	0.12179	0.13783
	Research Related Information	0.167841*	0.002244	0.000	0.15982	0.17586
	Startups Information	0.028643*	0.002244	0.000	0.02062	0.03666
	Mix Composite content and Others	0.193983*	0.002244	0.000	0.18596	0.20200
Case competition by corporate	Admissions	0.068695*	0.002244	0.000	0.06068	0.07671
	Academic	0.162787*	0.002244	0.000	0.15477	0.17081
	Alumni	0.030196*	0.002244	0.000	0.02218	0.03822
	Academic Achievement – Staff	0.158212*	0.002244	0.000	0.15019	0.16623
	Academic Achievement – Faculty member	0.194419*	0.002244	0.000	0.18640	0.20244
	Academic Achievement– Student	0.139329*	0.002244	0.000	0.13131	0.14735
	B School Competition	0.159198*	0.002244	0.000	0.15118	0.16722
	B School Ranking	0.116200*	0.002244	0.000	0.10818	0.12422
	Campus Information and updates	0.192723*	0.002244	0.000	0.18470	0.20074
	Case Competition by B School	0.017873*	0.002244	0.000	0.00985	0.02589
	Extra-Curricular	0.069725*	0.002244	0.000	0.06171	0.07774
	Entertainment and Events	0.062109*	0.002244	0.000	0.05409	0.07013
	Innovation	0.170114*	0.002244	0.000	0.16209	0.17813
	Internationalization	0.150998*	0.002244	0.000	0.14298	0.15902
	News related to Education	0.197466*	0.002244	0.000	0.18945	0.20549
	Placement related information	0.010951*	0.002244	0.000	0.00293	0.01897
	Promotion of Programmes	0.147684*	0.002244	0.000	0.13966	0.15570
	Research Related Information	0.185714*	0.002244	0.000	0.17769	0.19373
	Startups Information	0.046516*	0.002244	0.000	0.03850	0.05454

Table 7: Continue

Extra-curricular	Mix Composite content and Others	0.211856*	0.002244	0.000	0.20384	0.21988
	Admissions	-0.001030	0.002244	0.287	-0.00905	0.00699
	Academic	0.093062*	0.002244	0.000	0.08504	0.10108
	Alumni	-0.039529*	0.002244	0.000	-0.04755	-0.03151
	Academic Achievement – Staff	0.088487*	0.002244	0.000	0.08047	0.09651
	Academic Achievement – Faculty member	0.124694*	0.002244	0.000	0.11667	0.13271
	Academic Achievement– Student	0.069604*	0.002244	0.000	0.06158	0.07762
	B School Competition	0.089473*	0.002244	0.000	0.08145	0.09749
	B School Ranking	0.046475*	0.002244	0.000	0.03846	0.05449
	Campus Information and updates	0.122998*	0.002244	0.000	0.11498	0.13102
	Case Competition by B School	-0.051852*	0.002244	0.000	-0.05987	-0.04383
	Case Competition by Corporate	-0.069725*	0.002244	0.000	-0.07774	-0.06171
	Entertainment and Events	-0.007616	0.002244	0.088	-0.01564	0.00040
	Innovation	0.100389*	0.002244	0.000	0.09237	0.10841
	Internationalization	0.081273*	0.002244	0.000	0.07325	0.08929
	News related to Education	0.127741*	0.002244	0.000	0.11972	0.13576
	Placement related information	-0.058774*	0.002244	0.000	-0.06679	-0.05075
	Promotion of Programmes	0.077959*	0.002244	0.000	0.06994	0.08598
	Research Related Information	0.115989*	0.002244	0.000	0.10797	0.12401
	Startups Information	-0.023209*	0.002244	0.000	-0.03123	-0.01519
Entertainment and events	Mix Composite content and Others	0.142131*	0.002244	0.083	0.13411	0.15015
	Admissions	0.006586	0.002244	0.287	-0.00143	0.01461
	and Events Academic	0.100678*	0.002244	0.000	0.09266	0.10870
	Alumni	-0.031913*	0.002244	0.000	-0.03993	-0.02389
	Academic Achievement – Staff	0.096103*	0.002244	0.000	0.08808	0.10412
	Academic Achievement – Faculty member	0.132310*	0.002244	0.000	0.12429	0.14033
	Academic Achievement– Student	0.077220*	0.002244	0.000	0.06920	0.08524
	B School Competition	0.097089*	0.002244	0.000	0.08907	0.10511
	B School Ranking	0.054091*	0.002244	0.000	0.04607	0.06211
	Campus Information and updates	0.130614*	0.002244	0.000	0.12259	0.13863
	Case Competition by B School	-0.044236*	0.002244	0.000	-0.05226	-0.03622
	Case Competition by Corporate	-0.062109*	0.002244	0.000	-0.07013	-0.05409
	Extra-Curricular	0.007616	0.002244	0.088	-0.00040	0.01564
	Innovation	0.108005*	0.002244	0.000	0.09999	0.11602
	Internationalization	0.088889*	0.002244	0.000	0.08087	0.09691
	News related to Education	0.135357*	0.002244	0.000	0.12734	0.14338
	Placement related information	-0.051158*	0.002244	0.000	-0.05918	-0.04314
	Promotion of Programmes	0.085575*	0.002244	0.000	0.07756	0.09359
	Research Related Information	0.123605*	0.002244	0.000	0.11559	0.13162
	Startups Information	-0.015593*	0.002244	0.000	-0.02361	-0.00757
Innovation	Mix Composite content and Others	0.149747*	0.002244	0.000	0.14173	0.15777
	Admissions	-0.101419*	0.002244	0.000	-0.10944	-0.09340
	Academic	-0.007327	0.002244	0.127	-0.01535	0.00069
	Alumni	-0.139918*	0.002244	0.000	-0.14794	-0.13190
	Academic Achievement – Staff	-0.011902*	0.002244	0.000	-0.01992	-0.00388
	Academic Achievement – Faculty member	0.024305*	0.002244	0.000	0.01629	0.03232
	Academic Achievement– Student	-0.030785*	0.002244	0.000	-0.03880	-0.02277
	B School Competition	-0.010916*	0.002244	0.000	-0.01894	-0.00290
	B School Ranking	-0.053914*	0.002244	0.000	-0.06193	-0.04589
	Campus Information and updates	0.022609*	0.002244	0.000	0.01459	0.03063
	Case Competition by B School	-0.152241*	0.002244	0.000	-0.16026	-0.14422
	Case Competition by Corporate	-0.170114*	0.002244	0.000	-0.17813	-0.16209
	Extra-Curricular	-0.100389*	0.002244	0.000	-0.10841	-0.09237
	Entertainment and Events	-0.108005*	0.002244	0.000	-0.11602	-0.09999
	Internationalization	-0.019116*	0.002244	0.000	-0.02714	-0.01110
	News related to Education	0.027352*	0.002244	0.000	0.01933	0.03537
	Placement related information	-0.159163*	0.002244	0.000	-0.16718	-0.15114
	Promotion of Programmes	-0.022430*	0.002244	0.000	-0.03045	-0.01441
	Research Related Information	0.015600*	0.002244	0.000	0.00758	0.02362
	Startups Information	-0.123598*	0.002244	0.000	-0.13162	-0.11558
Internationalization	Mix Composite content and Others	0.041742*	0.002244	0.000	0.03372	0.04976
	Admissions	-0.082303*	0.002244	0.146	-0.09032	-0.07428
	Academic	0.011789*	0.002244	0.000	0.00377	0.01981
	Alumni	-0.120802*	0.002244	0.000	-0.12882	-0.11278
	Academic Achievement – Staff	0.007214	0.002244	0.146	-0.00081	0.01523
	Academic Achievement – Faculty member	0.043421*	0.002244	0.000	0.03540	0.05144
	Academic Achievement– Student	-0.011669*	0.002244	0.000	-0.01969	-0.00365
B School Competition	0.008200*	0.002244	0.038	0.00018	0.01622	

Table 7: Continue

	B School Ranking	-0.034798*	0.002244	0.000	-0.04282	-0.02678
	Campus Information and updates	0.041725*	0.002244	0.000	0.03371	0.04974
	Case Competition by B School	-0.133125*	0.002244	0.000	-0.14114	-0.12511
	Case Competition by Corporate	-0.150998*	0.002244	0.000	-0.15902	-0.14298
	Extra-Curricular	-0.081273*	0.002244	0.000	-0.08929	-0.07325
	Entertainment and Events	-0.088889*	0.002244	0.000	-0.09691	-0.08087
	Innovation	0.019116*	0.002244	0.000	0.01110	0.02714
	News related to Education	0.046468*	0.002244	0.000	0.03845	0.05449
	Placement related information	-0.140047*	0.002244	0.000	-0.14807	-0.13203
	Promotion of Programmes	-0.003314	0.002244	0.997	-0.01133	0.00471
	Research Related Information	0.034716*	0.002244	0.000	0.02670	0.04274
	Startups Information	-0.104482*	0.002244	0.000	-0.11250	-0.09646
	Mix Composite content and Others	0.060858*	0.002244	0.000	0.05284	0.06888
News related to education	Admissions	-0.128771*	0.002244	0.000	-0.13679	-0.12075
	Academic	-0.034679*	0.002244	0.000	-0.04270	-0.02666
	Alumni	-0.167270*	0.002244	0.000	-0.17529	-0.15925
	Academic Achievement – Staff	-0.039254*	0.002244	0.000	-0.04727	-0.03123
	Academic Achievement – Faculty member	-0.003047	0.002244	0.992	-0.01107	0.00497
	Academic Achievement– Student	-0.058137*	0.002244	0.000	-0.06616	-0.05012
	B School Competition	-0.038268*	0.002244	0.000	-0.04629	-0.03025
	B School Ranking	-0.081266*	0.002244	0.000	-0.08929	-0.07325
	Campus Information and updates	-0.004743	0.002244	0.867	-0.01276	0.00328
	Case Competition by B School	-0.179593*	0.002244	0.000	-0.18761	-0.17157
	Case Competition by Corporate	-0.197466*	0.002244	0.000	-0.20549	-0.18945
	Extra-Curricular	-0.127741*	0.002244	0.000	-0.13576	-0.11972
	Entertainment and Events	-0.135357*	0.002244	0.000	-0.14338	-0.12734
	Innovation	-0.027352*	0.002244	0.000	-0.03537	-0.01933
Placement related information	Internationalization	-0.046468*	0.002244	0.000	-0.05449	-0.03845
	Placement related information	-0.186515*	0.002244	0.000	-0.19453	-0.17850
	Promotion of Programmes	-0.049782*	0.002244	0.000	-0.05780	-0.04176
	Research Related Information	-0.011752*	0.002244	0.000	-0.01977	-0.00373
	Startups Information	-0.150950*	0.002244	0.000	-0.15897	-0.14293
	Mix Composite content and Others	0.014390*	0.002244	0.000	0.00637	0.02241
	Admissions	0.057744*	0.002244	0.000	0.04972	0.06576
	Academic	0.151836*	0.002244	0.000	0.14382	0.15986
	Alumni	0.019245*	0.002244	0.000	0.01123	0.02726
	Academic Achievement – Staff	0.147261*	0.002244	0.000	0.13924	0.15528
	Academic Achievement – Faculty member	0.183468*	0.002244	0.000	0.17545	0.19149
	Academic Achievement– Student	0.128378*	0.002244	0.000	0.12036	0.13640
	B School Competition	0.148247*	0.002244	0.000	0.14023	0.15627
	B School Ranking	0.105249*	0.002244	0.000	0.09723	0.11327
Promotion of programmes	Campus Information and updates	0.181772*	0.002244	0.000	0.17375	0.18979
	Case Competition by B School	0.006922	0.002244	0.203	-0.00110	0.01494
	Case Competition by Corporate	-0.010951*	0.002244	0.000	-0.01897	-0.00293
	Extra-Curricular	0.058774*	0.002244	0.000	0.05075	0.06679
	Entertainment and Events	0.051158*	0.002244	0.000	0.04314	0.05918
	Innovation	0.159163*	0.002244	0.000	0.15114	0.16718
	Internationalization	0.140047*	0.002244	0.000	0.13203	0.14807
	News related to Education	0.186515*	0.002244	0.000	0.17850	0.19453
	Promotion of Programmes	0.136733*	0.002244	0.000	0.12871	0.14475
	Research Related Information	0.174763*	0.002244	0.000	0.16674	0.18278
	Startups Information	0.035565*	0.002244	0.000	0.02755	0.04358
	Mix Composite content and Others	0.200905*	0.002244	0.087	0.19289	0.20892
	Admissions	-0.078989*	0.002244	0.000	-0.08701	-0.07097
	Academic	0.015103*	0.002244	0.000	0.00708	0.02312
Alumni	-0.117488*	0.002244	0.000	-0.12551	-0.10947	
Academic Achievement – Staff	0.010528*	0.002244	0.001	0.00251	0.01855	
Academic Achievement – Faculty member	0.046735*	0.002244	0.000	0.03872	0.05475	
Academic Achievement– Student	-0.008355*	0.002244	0.030	-0.01637	-0.00034	
B School Competition	0.011514*	0.002244	0.000	0.00349	0.01953	
B School Ranking	-0.031484*	0.002244	0.000	-0.03950	-0.02346	
Campus Information and updates	0.045039*	0.002244	0.000	0.03702	0.05306	
Case Competition by B School	-0.129811*	0.002244	0.000	-0.13783	-0.12179	
Case Competition by Corporate	-0.147684*	0.002244	0.000	-0.15570	-0.13966	
Extra-Curricular	-0.077959*	0.002244	0.000	-0.08598	-0.06994	
Entertainment and Events	-0.085575*	0.002244	0.000	-0.09359	-0.07756	

Table 7: Continue

	Innovation	0.022430*	0.002244	0.000	0.01441	0.03045
	Internationalization	0.003314	0.002244	0.997	-0.00471	0.01133
	News related to Education	0.049782*	0.002244	0.000	0.04176	0.05780
	Placement related information	-0.136733*	0.002244	0.000	-0.14475	-0.12871
	Research Related Information	0.038030*	0.002244	0.000	0.03001	0.04605
	Startups Information	-0.101168*	0.002244	0.000	-0.10919	-0.09315
	Mix Composite content and Others	0.064172*	0.002244	0.000	0.05615	0.07219
Research related information	Admissions	-0.117019*	0.002244	0.000	-0.12504	-0.10900
	Academic	-0.022927*	0.002244	0.000	-0.03095	-0.01491
	Alumni	-0.155518*	0.002244	0.000	-0.16354	-0.14750
	Academic Achievement – Staff	-0.027502*	0.002244	0.000	-0.03552	-0.01948
	Academic Achievement – Faculty member	0.008705*	0.002244	0.017	0.00069	0.01672
	Academic Achievement– Student	-0.046385*	0.002244	0.000	-0.05440	-0.03837
	B School Competition	-0.026516*	0.002244	0.000	-0.03454	-0.01850
	B School Ranking	-0.069514*	0.002244	0.000	-0.07753	-0.06149
	Campus Information and updates	0.007009	0.002244	0.185	-0.00101	0.01503
	Case Competition by B School	-0.167841*	0.002244	0.000	-0.17586	-0.15982
	Case Competition by Corporate	-0.185714*	0.002244	0.000	-0.19373	-0.17769
	Extra-Curricular	-0.115989*	0.002244	0.000	-0.12401	-0.10797
	Entertainment and Events	-0.123605*	0.002244	0.000	-0.13162	-0.11559
	Innovation	-0.015600*	0.002244	0.000	-0.02362	-0.00758
	Internationalization	-0.034716*	0.002244	0.000	-0.04274	-0.02670
	News related to Education	0.011752*	0.002244	0.000	0.00373	0.01977
	Placement related information	-0.174763*	0.002244	0.000	-0.18278	-0.16674
	Promotion of Programmes	-0.038030*	0.002244	0.000	-0.04605	-0.03001
	Startups Information	-0.139198*	0.002244	0.000	-0.14722	-0.13118
	Mix Composite content and Others	0.026142*	0.002244	0.000	0.01812	0.03416
Startups information	Admissions	0.022179*	0.002244	0.000	0.01416	0.03020
	Academic	0.116271*	0.002244	0.000	0.10825	0.12429
	Alumni	-0.016320*	0.002244	0.000	-0.02434	-0.00830
	Academic Achievement – Staff	0.111696*	0.002244	0.000	0.10368	0.11972
	Academic Achievement – Faculty member	0.147903*	0.002244	0.000	0.13988	0.15592
	Academic Achievement– Student	0.092813*	0.002244	0.000	0.08479	0.10083
	B School Competition	0.112682*	0.002244	0.000	0.10466	0.12070
	B School Ranking	0.069684*	0.002244	0.000	0.06166	0.07770
	Campus Information and updates	0.146207*	0.002244	0.000	0.13819	0.15423
	Case Competition by B School	-0.028643*	0.002244	0.000	-0.03666	-0.02062
	Case Competition by Corporate	-0.046516*	0.002244	0.000	-0.05454	-0.03850
	Extra-Curricular	0.023209*	0.002244	0.000	0.01519	0.03123
	Entertainment and Events	0.015593*	0.002244	0.000	0.00757	0.02361
	Innovation	0.123598*	0.002244	0.000	0.11558	0.13162
	Internationalization	0.104482*	0.002244	0.000	0.09646	0.11250
	News related to Education	0.150950*	0.002244	0.000	0.14293	0.15897
	Placement related information	-0.035565*	0.002244	0.000	-0.04358	-0.02755
	Promotion of Programmes	0.101168*	0.002244	0.000	0.09315	0.10919
	Research Related Information	0.139198*	0.002244	0.000	0.13118	0.14722
	Mix Composite content and Others	0.165340*	0.002244	0.000	0.15732	0.17336
Mix composite content and others	Admissions	-0.143161*	0.002244	0.000	-0.15118	-0.13514
	Academic	-0.049069*	0.002244	0.000	-0.05709	-0.04105
	Alumni	-0.181660*	0.002244	0.000	-0.18968	-0.17364
	Academic Achievement – Staff	-0.053644*	0.002244	0.000	-0.06166	-0.04562
	Academic Achievement – Faculty member	-0.017437*	0.002244	0.000	-0.02546	-0.00942
	Academic Achievement– Student	-0.072527*	0.002244	0.000	-0.08055	-0.06451
	B School Competition	-0.052658*	0.002244	0.060	-0.06068	-0.04464
	B School Ranking	-0.095656*	0.002244	0.000	-0.10368	-0.08764
	Campus Information and updates	-0.019133*	0.002244	0.000	-0.02715	-0.01111
	Case Competition by B School	-0.193983*	0.002244	0.000	-0.20200	-0.18596
	Case Competition by Corporate	-0.211856*	0.002244	0.000	-0.21988	-0.20384
	Extra-Curricular	-0.142131*	0.002244	0.083	-0.15015	-0.13411
	Entertainment and Events	-0.149747*	0.002244	0.000	-0.15777	-0.14173
	Innovation	-0.041742*	0.002244	0.000	-0.04976	-0.03372
	Internationalization	-0.060858*	0.002244	0.000	-0.06888	-0.05284
	News related to Education	-0.014390*	0.002244	0.000	-0.02241	-0.00637
	Placement related information	-0.200905*	0.002244	0.087	-0.20892	-0.19289
	Promotion of Programmes	-0.064172*	0.002244	0.000	-0.07219	-0.05615
	Research Related Information	-0.026142*	0.002244	0.000	-0.03416	-0.01812
	Startups Information	-0.165340*	0.002244	0.000	-0.17336	-0.15732

*. The mean difference is significant at the 0.05 level.

Table 8: No significant difference in proportional engagement for posts – category

Categories	Statistically NO significant difference in proportional engagement in posts posted in the following categories
Admissions	Extra-Curricular (p = 0.287)
Academic	Entertainment and Events (p = 0.287) Academic Achievement – Staff (p = 0.901) B School Competition (p = 0.992) Innovation (p = 0.127)
Alumni	NIL
Academic Achievement – Staff	Academic (p = 0.901) B School Competition (p = 0.992) Internationalization (p = 0.146)
Academic Achievement – Faculty member	Campus Information and updates (p = 0.877) News related to Education (p = 0.992)
Academic Achievement– Student	NIL
B School Competition	Academic (p = 0.992) Academic Achievement – Staff (p = 0.992) Internationalization (p = 0.038) Mix Composite content and Others (p = 0.060)
B School Ranking	NIL
Campus Information and updates	Academic Achievement – Faculty member (p = 0.877) News related to Education (p = 0.867) Research Related Information (p = 0.185) Placement related information (p = 0.203)
Case Competition by B School	NIL
Case Competition by Corporate	NIL
Extra-Curricular	Admissions (p = 0.287) Entertainment and Events (p = 0.088) Mix Composite content and Others (p = 0.083)
Entertainment and Events	Admissions (p = 0.287) Extra-Curricular (p = 0.088)
Innovation	Academic (p = 0.127)
Internationalization	Academic Achievement – Staff (p = 0.146) Promotion of Programmes (p = 0.997) B School Competition (p = 0.038)
News related to Education	Academic Achievement – Faculty member (p = 0.992) Campus Information and updates (p = 0.867)
Placement related information	Case Competition by B School (p = 0.203) Mix Composite content and Others (p = 0.087)
Promotion of Programmes	Internationalization (p = 0.997)
Research Related Information	Campus Information and updates (p = 0.185)
Startups Information	NIL
Mix Composite content and Others	B School Competition (p = 0.060) Extra-Curricular (p = 0.083) Placement related information (p = 0.087)

Table 9: Descriptive information of format type of post

Format Type	N	Mean	Std. Deviation	Std. Error	95% confidence interval for mean			
					Lower bound	Upper bound	Min	Max
Blog Post link	100	0.001892	0.0005626	0.0000563	0.00178	0.002004	0.001	0.0029
Call for action	100	0.231436	0.0008309	0.0000831	0.231271	0.231601	0.2301	0.233
Info-graphic	100	0.193517	0.0007145	0.0000715	0.193375	0.193659	0.1922	0.1947
Link to URL	100	0.012175	0.0039776	0.0003978	0.011386	0.012965	0.0011	0.0148
Message	100	0.067973	0.025063	0.0025063	0.063	0.072946	0.0586	0.1389
Opinion	100	0.1364	0.0071944	0.0007194	0.134972	0.137828	0.1161	0.1399
Picture	100	0.580846	0.2023717	0.0202372	0.540691	0.621001	0.0081	0.653
Picture and Text	100	0.625804	0.2085466	0.0208547	0.584424	0.667184	0.0356	0.6999
Podcast	100	0.016775	0.0236797	0.002368	0.012076	0.021473	0.007	0.0838
Question	100	0.166476	0.0792777	0.0079278	0.150746	0.182207	0.1375	0.3908
User Generated Content	100	0.395198	0.0086743	0.0008674	0.393477	0.396919	0.3903	0.4196
User Generated Content	100	0.340861	0.1183612	0.0118361	0.317375	0.364346	0.0059	0.3833
Video and Text	100	0.270169	0.0659535	0.0065954	0.257083	0.283256	0.0835	0.2945
Mix Mode and Others	100	0.027199	0.0735178	0.0073518	0.012611	0.041786	0.0003	0.2353
Total	1400	0.219051	0.2172667	0.0058067	0.207661	0.230442	0.0003	0.6999

The Hypothesis (B) H_0 – *There is no significant difference in proportional engagement for format of the post* was crafted to check if there was any significant difference in the engagement and its relation the format of the post. The descriptive statistical information given in Table 9 gives descriptive statistical information, including mean, standard deviation and 95% confidence intervals for the dependent variable- proportional engagement score- for each format of the Facebook post where all the 14 formats have been listed. Table 10 is the output of the ANOVA analysis which is used to test the Hypothesis (B) to understand if there is a statistically significant difference between the group means of proportional engagement scores and the format of the post. It can be inferred from the significance value 0.000 (i.e., $p = 0.000$), which is below 0.05, that there is a statistically significant difference between in proportional engagement and the format of the post. Which clearly indicates that different posts under different format have different engagements. To know

which of those specific format differed in the engagement, Tukey post hoc test was used and the Table 11 gives the output which is the multiple comparisons table for the Format type. Multiple comparisons Table 11 it can be statistically inferred that there is a statistically significant difference in proportional engagement in posts that were posted in Blog Post Link format in comparison with all other formats ($p = 0.000$), but there is a statistically no significant difference between the posts of Blog Post Link format and the posts under Link to URL ($p = 0.932$) and Podcast format ($p = 0.997$). For the posts of the format ‘User Generated Content’ and ‘Video’ it can be statistically inferred that there is a statistically significant difference in proportional engagement in posts that were posted in comparison with all other formats ($p = 0.000$). The Table 12 gives the details for all the formats for which there is a statistically no significant difference in proportional engagement in posts when compared to other formats.

Table 10: ANOVA analysis – format type

Format type engagement					
	Sum of Squares	df	Mean square	F	Sig.
Between groups	54.573	13	4.198	507.393	0
Within groups	11.467	1386	0.008		
Total	66.040	1399			

Table 11: Multiple comparisons of format type

Dependent Variable: Engagement						
Tukey HSD						
(I) Format	(J) Format	Mean difference (I-J)	Std. Error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
Blog Post link	Call for action	-0.2295440*	0.0128635	0.000	-0.272761	-0.186327
	Info-graphic	-0.1916250*	0.0128635	0.000	-0.234842	-0.148408
	Link to URL	-0.0102834	0.0128635	0.932	-0.053500	0.032933
	Message	-0.0660810*	0.0128635	0.070	-0.109298	-0.022864
	Opinion	-0.1345080*	0.0128635	0.000	-0.177725	-0.091291
	Picture	-0.5789540*	0.0128635	0.000	-0.622171	-0.535737
	Picture and Text	-0.6239118*	0.0128635	0.000	-0.667129	-0.580695
	Podcast	-0.0148826	0.0128635	0.997	-0.058099	0.028334
	Question	-0.1645844*	0.0128635	0.000	-0.207801	-0.121368
	User Generated Content	-0.3933058*	0.0128635	0.000	-0.436523	-0.350089
	Video	-0.3389688*	0.0128635	0.000	-0.382186	-0.295752
	Video and Text	-0.2682772*	0.0128635	0.000	-0.311494	-0.225060
	Mix Mode and Others	-0.0253066	0.0128635	0.788	-0.068523	0.017910
	Call for action	Blog Post link	0.2295440*	0.0128635	0.000	0.186327
Info-graphic		0.0379190	0.0128635	0.159	-0.005298	0.081136
Link to URL		0.2192606*	0.0128635	0.000	0.176044	0.262477
Message		0.1634630*	0.0128635	0.000	0.120246	0.206680
Opinion		0.0950360*	0.0128635	0.000	0.051819	0.138253
Picture		-0.3494100*	0.0128635	0.000	-0.392627	-0.306193
Picture and Text		-0.3943678*	0.0128635	0.000	-0.437585	-0.351151
Podcast		0.2146614*	0.0128635	0.000	0.171445	0.257878
Question		0.0649596*	0.0128635	0.000	0.021743	0.108176
User Generated Content		-0.1637618*	0.0128635	0.000	-0.206979	-0.120545
Video		-0.1094248*	0.0128635	0.000	-0.152642	-0.066208
Video and Text		-0.0387332	0.0128635	0.135	-0.081950	0.004484
Mix Mode and Others		0.2042374*	0.0128635	0.000	0.161021	0.247454

Table 11: Continue

Info-graphic	Blog Post link	0.1916250*	0.0128635	0.000	0.148408	0.234842	
	Call for action	-0.0379190	0.0128635	0.159	-0.081136	0.005298	
	Link to URL	0.1813416*	0.0128635	0.000	0.138125	0.224558	
	Message	0.1255440*	0.0128635	0.000	0.082327	0.168761	
	Opinion	0.0571170*	0.0128635	0.001	0.013900	0.100334	
	Picture	-0.3873290*	0.0128635	0.000	-0.430546	-0.344112	
	Picture and Text	-0.4322868*	0.0128635	0.000	-0.475504	-0.389070	
	Podcast	0.1767424*	0.0128635	0.000	0.133526	0.219959	
	Question	0.0270406	0.0128635	0.700	-0.016176	0.070257	
	User Generated Content	-0.2016808*	0.0128635	0.000	-0.244898	-0.158464	
	Video	-0.1473438*	0.0128635	0.000	-0.190561	-0.104127	
	Video and Text	-0.0766522*	0.0128635	0.000	-0.119869	-0.033435	
	Mix Mode and Others	0.1663184*	0.0128635	0.000	0.123102	0.209535	
	Link to URL	Blog Post link	0.0102834	0.0128635	0.932	-0.032933	0.053500
		Call for action	-0.2192606*	0.0128635	0.000	-0.262477	-0.176044
Info-graphic		-0.1813416*	0.0128635	0.000	-0.224558	-0.138125	
Message		-0.0557976*	0.0128635	0.081	-0.099014	-0.012581	
Opinion		-0.1242246*	0.0128635	0.000	-0.167441	-0.081008	
Picture		-0.5686706*	0.0128635	0.000	-0.611887	-0.525454	
Picture and Text		-0.6136284*	0.0128635	0.000	-0.656845	-0.570412	
Podcast		-0.0045992	0.0128635	0.932	-0.047816	0.038618	
Question		-0.1543010*	0.0128635	0.000	-0.197518	-0.111084	
User Generated Content		-0.3830224*	0.0128635	0.000	-0.426239	-0.339806	
Video		-0.3286854*	0.0128635	0.000	-0.371902	-0.285469	
Video and Text		-0.2579938*	0.0128635	0.000	-0.301211	-0.214777	
Mix Mode and Others		-0.0150232	0.0128635	0.997	-0.058240	0.028194	
Message		Blog Post link	0.0660810*	0.0128635	0.070	0.022864	0.109298
		Call for action	-0.1634630*	0.0128635	0.000	-0.206680	-0.120246
	Info-graphic	-0.1255440*	0.0128635	0.000	-0.168761	-0.082327	
	Link to URL	0.0557976*	0.0128635	0.081	0.012581	0.099014	
	Opinion	-0.0684270*	0.0128635	0.000	-0.111644	-0.025210	
	Picture	-0.5128730*	0.0128635	0.000	-0.556090	-0.469656	
	Picture and Text	-0.5578308*	0.0128635	0.000	-0.601048	-0.514614	
	Podcast	0.0511984*	0.0128635	0.060	0.007982	0.094415	
	Question	-0.0985034*	0.0128635	0.000	-0.141720	-0.055287	
	User Generated Content	-0.3272248*	0.0128635	0.000	-0.370442	-0.284008	
	Video	-0.2728878*	0.0128635	0.000	-0.316105	-0.229671	
	Video and Text	-0.2021962*	0.0128635	0.000	-0.245413	-0.158979	
	Mix Mode and Others	0.0407744	0.0128635	0.088	-0.002442	0.083991	
	Opinion	Blog Post link	0.1345080*	0.0128635	0.000	0.091291	0.177725
		Call for action	-0.0950360*	0.0128635	0.000	-0.138253	-0.051819
Info-graphic		-0.0571170*	0.0128635	0.001	-0.100334	-0.013900	
Link to URL		0.1242246*	0.0128635	0.000	0.081008	0.167441	
Message		0.0684270*	0.0128635	0.000	0.025210	0.111644	
Picture		-0.4444460*	0.0128635	0.000	-0.487663	-0.401229	
Picture and Text		-0.4894038*	0.0128635	0.000	-0.532621	-0.446187	
Podcast		0.1196254*	0.0128635	0.000	0.076409	0.162842	
Question		-0.0300764	0.0128635	0.527	-0.073293	0.013140	
User Generated Content		-0.2587978*	0.0128635	0.000	-0.302015	-0.215581	
Video		-0.2044608*	0.0128635	0.000	-0.247678	-0.161244	
Video and Text		-0.1337692*	0.0128635	0.000	-0.176986	-0.090552	
Mix Mode and Others		0.1092014*	0.0128635	0.000	0.065985	0.152418	
Picture		Blog Post link	0.5789540*	0.0128635	0.000	0.535737	0.622171
		Call for action	0.3494100*	0.0128635	0.000	0.306193	0.392627
	Info-graphic	0.3873290*	0.0128635	0.000	0.344112	0.430546	
	Link to URL	0.5686706*	0.0128635	0.000	0.525454	0.611887	
	Message	0.5128730*	0.0128635	0.000	0.469656	0.556090	
	Opinion	0.4444460*	0.0128635	0.000	0.401229	0.487663	
	Picture and Text	-0.0449578*	0.0128635	0.032	-0.088175	-0.001741	
	Podcast	0.5640714*	0.0128635	0.000	0.520855	0.607288	
	Question	0.4143696*	0.0128635	0.000	0.371153	0.457586	
	User Generated Content	0.1856482*	0.0128635	0.000	0.142431	0.228865	
	Video	0.2399852*	0.0128635	0.000	0.196768	0.283202	

Table 11: Continue

	Video and Text	0.3106768*	0.0128635	0.000	0.267460	0.353894
Picture and Text	Mix Mode and Others	0.5536474*	0.0128635	0.000	0.510431	0.596864
	Blog Post link	0.6239118*	0.0128635	0.000	0.580695	0.667129
	Call for action	0.3943678*	0.0128635	0.000	0.351151	0.437585
	Info-graphic	0.4322868*	0.0128635	0.000	0.389070	0.475504
	Link to URL	0.6136284*	0.0128635	0.000	0.570412	0.656845
	Message	0.5578308*	0.0128635	0.000	0.514614	0.601048
	Opinion	0.4894038*	0.0128635	0.000	0.446187	0.532621
	Picture	0.0449578*	0.0128635	0.032	0.001741	0.088175
	Podcast	0.6090292*	0.0128635	0.000	0.565812	0.652246
	Question	0.4593274*	0.0128635	0.000	0.416111	0.502544
Podcast	User Generated Content	0.2306060*	0.0128635	0.000	0.187389	0.273823
	Video	0.2849430*	0.0128635	0.000	0.241726	0.328160
	Video and Text	0.3556346*	0.0128635	0.000	0.312418	0.398851
	Mix Mode and Others	0.5986052*	0.0128635	0.000	0.555388	0.641822
	Blog Post link	0.0148826	0.0128635	0.997	-0.028334	0.058099
	Call for action	-0.2146614*	0.0128635	0.000	-0.257878	-0.171445
	Info-graphic	-0.1767424*	0.0128635	0.000	-0.219959	-0.133526
	Link to URL	0.0045992	0.0128635	0.932	-0.038618	0.047816
	Message	-0.0511984*	0.0128635	0.060	-0.094415	-0.007982
	Opinion	-0.1196254*	0.0128635	0.000	-0.162842	-0.076409
Question	Picture	-0.5640714*	0.0128635	0.000	-0.607288	-0.520855
	Picture and Text	-0.6090292*	0.0128635	0.000	-0.652246	-0.565812
	Question	-0.1497018*	0.0128635	0.000	-0.192919	-0.106485
	User Generated Content	-0.3784232*	0.0128635	0.000	-0.421640	-0.335206
	Video	-0.3240862*	0.0128635	0.000	-0.367303	-0.280869
	Video and Text	-0.2533946*	0.0128635	0.000	-0.296611	-0.210178
	Mix Mode and Others	-0.0104240	0.0128635	0.912	-0.053641	0.032793
	Blog Post link	0.1645844*	0.0128635	0.000	0.121368	0.207801
	Call for action	-0.0649596*	0.0128635	0.000	-0.108176	-0.021743
	Info-graphic	-0.0270406	0.0128635	0.700	-0.070257	0.016176
User Generated Content	Link to URL	0.1543010*	0.0128635	0.000	0.111084	0.197518
	Message	0.0985034*	0.0128635	0.000	0.055287	0.141720
	Opinion	0.0300764	0.0128635	0.527	-0.013140	0.073293
	Picture	-0.4143696*	0.0128635	0.000	-0.457586	-0.371153
	Picture and Text	-0.4593274*	0.0128635	0.000	-0.502544	-0.416111
	Podcast	0.1497018*	0.0128635	0.000	0.106485	0.192919
	User Generated Content	-0.2287214*	0.0128635	0.000	-0.271938	-0.185505
	Video	-0.1743844*	0.0128635	0.000	-0.217601	-0.131168
	Video and Text	-0.1036928*	0.0128635	0.000	-0.146910	-0.060476
	Mix Mode and Others	0.1392778*	0.0128635	0.000	0.096061	0.182495
Video	Blog Post link	0.3933058*	0.0128635	0.000	0.350089	0.436523
	Call for action	0.1637618*	0.0128635	0.000	0.120545	0.206979
	Info-graphic	0.2016808*	0.0128635	0.000	0.158464	0.244898
	Link to URL	0.3830224*	0.0128635	0.000	0.339806	0.426239
	Message	0.3272248*	0.0128635	0.000	0.284008	0.370442
	Opinion	0.2587978*	0.0128635	0.000	0.215581	0.302015
	Picture	-0.1856482*	0.0128635	0.000	-0.228865	-0.142431
	Picture and Text	-0.2306060*	0.0128635	0.000	-0.273823	-0.187389
	Podcast	0.3784232*	0.0128635	0.000	0.335206	0.421640
	Question	0.2287214*	0.0128635	0.000	0.185505	0.271938
Video	Video	0.0543370*	0.0128635	0.002	0.011120	0.097554
	Video and Text	0.1250286*	0.0128635	0.000	0.081812	0.168245
	Mix Mode and Others	0.3679992*	0.0128635	0.000	0.324782	0.411216
	Blog Post link	0.3389688*	0.0128635	0.000	0.295752	0.382186
	Call for action	0.1094248*	0.0128635	0.000	0.066208	0.152642
	Info-graphic	0.1473438*	0.0128635	0.000	0.104127	0.190561
	Link to URL	0.3286854*	0.0128635	0.000	0.285469	0.371902
	Message	0.2728878*	0.0128635	0.000	0.229671	0.316105
	Opinion	0.2044608*	0.0128635	0.000	0.161244	0.247678
	Picture	-0.2399852*	0.0128635	0.000	-0.283202	-0.196768
Video	Picture and Text	-0.2849430*	0.0128635	0.000	-0.328160	-0.241726
	Podcast	0.3240862*	0.0128635	0.000	0.280869	0.367303
	Question	0.1743844*	0.0128635	0.000	0.131168	0.217601
	User Generated Content	-0.0543370*	0.0128635	0.002	-0.097554	-0.011120

Table 11: Continue

	Video and Text	0.0706916*	0.0128635	0.000	0.027475	0.113908
Video and Text	Mix Mode and Others	0.3136622*	0.0128635	0.000	0.270445	0.356879
	Blog Post link	0.2682772*	0.0128635	0.000	0.225060	0.311494
	Call for action	0.0387332	0.0128635	0.135	-0.004484	0.081950
	Info-graphic	0.0766522*	0.0128635	0.000	0.033435	0.119869
	Link to URL	0.2579938*	0.0128635	0.000	0.214777	0.301211
	Message	0.2021962*	0.0128635	0.000	0.158979	0.245413
	Opinion	0.1337692*	0.0128635	0.000	0.090552	0.176986
	Picture	-0.3106768*	0.0128635	0.000	-0.353894	-0.267460
	Picture and Text	-0.3556346*	0.0128635	0.000	-0.398851	-0.312418
	Podcast	0.2533946*	0.0128635	0.000	0.210178	0.296611
	Question	0.1036928*	0.0128635	0.000	0.060476	0.146910
	User Generated Content	-0.1250286*	0.0128635	0.000	-0.168245	-0.081812
	Video	-0.0706916*	0.0128635	0.000	-0.113908	-0.027475
	Mix Mode and Others	0.2429706*	0.0128635	0.000	0.199754	0.286187
Mix Mode and Others	Blog Post link	0.0253066	0.0128635	0.788	-0.017910	0.068523
	Call for action	-0.2042374*	0.0128635	0.000	-0.247454	-0.161021
	Info-graphic	-0.1663184*	0.0128635	0.000	-0.209535	-0.123102
	Link to URL	0.0150232	0.0128635	0.997	-0.028194	0.058240
	Message	-0.0407744	0.0128635	0.088	-0.083991	0.002442
	Opinion	-0.1092014*	0.0128635	0.000	-0.152418	-0.065985
	Picture	-0.5536474*	0.0128635	0.000	-0.596864	-0.510431
	Picture and Text	-0.5986052*	0.0128635	0.000	-0.641822	-0.555388
	Podcast	0.0104240	0.0128635	0.932	-0.032793	0.053641
	Question	-0.1392778*	0.0128635	0.000	-0.182495	-0.096061
	User Generated Content	-0.3679992*	0.0128635	0.000	-0.411216	-0.324782
	Video	-0.3136622*	0.0128635	0.000	-0.356879	-0.270445
	Video and Text	-0.2429706*	0.0128635	0.000	-0.286187	-0.199754

*. The mean difference is significant at the 0.05 level.

Table 12: No significant difference in proportional engagement for posts – FORMAT TYPE

Format Type	Statistically no significant difference in proportional engagement in posts posted in the following format
Blog Post link	Link to URL (p = 0.932) Podcast (p = 0.997) Message (p = 0.070)
Call for action	Mix Mode and Others (p = 0.788) Info-graphic (p = 0.159) Video and Text (p = 0.135)
Info-graphic	Call for action (p = 0.159) Question (p = 0.700)
Link to URL	Blog Post link (p = 0.932) Podcast (p = 0.932) Message (p = 0.081)
Message	Mix Mode and Others (p = 0.997) Blog Post link (p = 0.070) Link to URL (p = 0.081) Podcast (p = 0.060)
Opinion	Mix Mode and Others (p = 0.088) Question (p = 0.527)
Picture	Picture and Text (p = 0.032)
Picture and Text	Picture (p = 0.032)
Podcast	Blog Post Link (p = 0.997) Link to URL (p = 0.932) Message (p = 0.060)
Question	Mix Mode and Others (p = 0.912) Info-graphic (p = 0.700) Opinion (p = 0.527)
User Generated Content	NIL
Video	NIL
Video and Text	Call for action (p = 0.135)
Mix Mode and Others	Blog Post link (p = 0.788) Link to URL (p = 0.997) Message (p = 0.088) Podcast (p = 0.932)

The Hypothesis (C) H_0 – *There is no significant difference in proportional engagement for day and timing of the post* was crafted to check if there was any significant difference in the proportional engagement and its relation to the weekday/weekend and the timing of the post. The descriptive statistical information given in Table 13 gives descriptive statistical information, including mean, standard deviation and 95% confidence intervals for the dependent variable- proportional engagement score- for each of the category of the Facebook post where all the 12 possibilities (weekend/weekday) with timing have been listed.

The Table 14 given the output of ANOVA analysis used to test Hypothesis (C) to understand if there is a statistically significant difference between the group means of proportional engagement scores and the day and time during which the post was displayed on Facebook. It can be inferred from the significance value 0.000 (i.e., $p = 0.000$), which is below 0.05, that there is a statistically significant difference between in proportional engagement and the day and time of the post. This indicates that different posts displayed on Facebook at different point in time and day have different engagements. To know about those which

specific posts differed in the engagement, Tukey post hoc test was used and the Table 15 gives the output which is the multiple comparisons table.

From the multiple comparisons Table 15 it can be statistically inferred that there is a statistically significant difference in proportional engagement in posts that were posted during the Week Day between 00.00 am to 08.00 am in comparison with posts displayed during any other day or time ($p = 0.000$ or $p = 0.004$), but there is a statistically no significant difference between the posts posted on Week Day between 08.01 am to 10.00 ($p = 0.090$) and also during the Week Day between 10.01 am to 05#00 pm ($p = 0.089$).

For the posts displayed during Week Day 05.01 pm to 08.00 pm or during Week End between 08.01 am to 10.00 am OR 10.01 am to 05#00 pm OR 05.01 pm to 08.00 pm it can be statistically inferred that there is a statistically significant difference in proportional engagement in posts that were posted in comparison with during the posts made at any other time ($p = 0.000$). The Table 16 gives the details of the day and time during which there is a statistically no significant difference in proportional engagement in posts when compared with other day and time.

Table 13: Descriptive information - day and time of post

Engagement	N	Mean	Std. deviation	Std. Error	95% confidence interval for mean			
					Lower bound	Upper bound	Min	Max
Week Day 00.00 am to 08.00 am	917	0.2488	0.03017	0.00100	0.2468	0.2507	0.20	0.30
Week Day 08.01 am to 10.00 am	1324	0.0492	0.02863	0.00079	0.0476	0.0507	0.00	0.10
Week Day 10.01 am to 05#00 pm	6699	0.1050	0.00287	0.00004	0.1049	0.1051	0.10	0.11
Week Day 05.01 pm to 08.00 pm	2312	0.4050	0.00286	0.00006	0.4049	0.4052	0.40	0.41
Week Day 08.01 pm to 10.00 pm	1321	0.8050	0.00283	0.00008	0.8048	0.8051	0.80	0.81
Week Day 10.00 pm to 11.59 pm	765	0.8050	0.00291	0.00011	0.8047	0.8052	0.80	0.81
Week End 00.00 am to 08.00 am	342	0.1049	0.00272	0.00015	0.1046	0.1052	0.10	0.11
Week End 08.01 am to 10.00 am	1321	0.6050	0.00285	0.00008	0.6048	0.6051	0.60	0.61
Week End 10.01 am to 05#00 pm	2787	0.5050	0.00284	0.00005	0.5048	0.5051	0.50	0.51
Week End 05.01 pm to 08.00 pm	1089	0.7050	0.00288	0.00009	0.7049	0.7052	0.70	0.71
Week End 08.01 pm to 10.00 pm	532	0.8489	0.02933	0.00127	0.8464	0.8514	0.80	0.90
Week End 10.00 pm to 11.59 pm	203	0.8052	0.00284	0.00020	0.8048	0.8055	0.80	0.81
Total	19612	0.3690	0.27196	0.00194	0.3652	0.3728	0.00	0.90

Table 14: ANOVA analysis – DAY_TIME

Engagement	Sum of squares	df	Mean square	F	Sig.
Between groups	1447.986	11	131.635	1026849.020	0.000
Within groups	2.513	19600	0.000		
Total	1450.499	19611			

Table 15: Multiple comparisons of Day_Time

Dependent Variable: Engagement

Tukey HSD

(I) DAY_TIME	(J) DAY_TIME	Mean difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower bound	Upper bound
Week Day 00.00 am to 08.00 am	Week Day 08.01 am to 10.00 am	0.19960*	0.00049	0.090	0.1980	0.2012
	Week Day 10.01 am to 05#00 pm	0.14378*	0.00040	0.089	0.1425	0.1451
	Week Day 05.01 pm to 08.00 pm	-0.15626*	0.00044	0.000	-0.1577	-0.1548
	Week Day 08.01 pm to 10.00 pm	-0.55617*	0.00049	0.000	-0.5578	-0.5546

Table 15: Continue

	Week Day 10.00 pm to 11.59 pm	-0.55616*	0.00055	0.000	-0.5580	-0.5544
	Week End 00.00 am to 08.00 am	0.14391*	0.00072	0.000	0.1416	0.1463
	Week End 08.01 am to 10.00 am	-0.35618*	0.00049	0.000	-0.3578	-0.3546
	Week End 10.01 am to 05#00 pm	-0.25617*	0.00043	0.000	-0.2576	-0.2548
	Week End 05.01 pm to 08.00 pm	-0.45624*	0.00051	0.000	-0.4579	-0.4546
	Week End 08.01 pm to 10.00 pm	-0.60007*	0.00062	0.000	-0.6021	-0.5980
	Week End 10.00 pm to 11.59 pm	-0.55637*	0.00088	0.004	-0.5592	-0.5535
Week Day 08.01 am to 10.00 am	Week Day 00.00 am to 08.00 am	-0.19960*	0.00049	0.090	-0.2012	-0.1980
	Week Day 10.01 am to 05#00 pm	-0.05583*	0.00034	0.083	-0.0569	-0.0547
	Week Day 05.01 pm to 08.00 pm	-0.35586*	0.00039	0.000	-0.3571	-0.3546
	Week Day 08.01 pm to 10.00 pm	-0.75577*	0.00044	0.000	-0.7572	-0.7543
	Week Day 10.00 pm to 11.59 pm	-0.75577*	0.00051	0.000	-0.7574	-0.7541
	Week End 00.00 am to 08.00 am	-0.05569*	0.00069	0.000	-0.0579	-0.0534
	Week End 08.01 am to 10.00 am	-0.55578*	0.00044	0.000	-0.5572	-0.5543
	Week End 10.01 am to 05#00 pm	-0.45577*	0.00038	0.000	-0.4570	-0.4545
	Week End 05.01 pm to 08.00 pm	-0.65584*	0.00046	0.000	-0.6574	-0.6543
	Week End 08.01 pm to 10.00 pm	-0.79967*	0.00058	0.000	-0.8016	-0.7978
	Week End 10.00 pm to 11.59 pm	-0.75597*	0.00085	0.000	-0.7588	-0.7532
Week Day 10.01 am to 05#00 pm	Week Day 00.00 am to 08.00 am	-0.14378*	0.00040	0.000	-0.1451	-0.1425
	Week Day 08.01 am to 10.00 am	0.05583*	0.00034	0.083	0.0547	0.0569
	Week Day 05.01 pm to 08.00 pm	-0.30003*	0.00027	0.000	-0.3009	-0.2991
	Week Day 08.01 pm to 10.00 pm	-0.69994*	0.00034	0.000	-0.7011	-0.6988
	Week Day 10.00 pm to 11.59 pm	-0.69994*	0.00043	0.000	-0.7014	-0.6985
	Week End 00.00 am to 08.00 am	0.00014	0.00063	0.089	-0.0019	0.0022
	Week End 08.01 am to 10.00 am	-0.49996*	0.00034	0.000	-0.5011	-0.4988
	Week End 10.01 am to 05#00 pm	-0.39994*	0.00026	0.000	-0.4008	-0.3991
	Week End 05.01 pm to 08.00 pm	-0.60001*	0.00037	0.000	-0.6012	-0.5988
	Week End 08.01 pm to 10.00 pm	-0.74384*	0.00051	0.000	-0.7455	-0.7422
	Week End 10.00 pm to 11.59 pm	-0.70014*	0.00081	0.000	-0.7028	-0.6975
Week Day 05.01 pm to 08.00 pm	Week Day 00.00 am to 08.00 am	0.15626*	0.00044	0.000	0.1548	0.1577
	Week Day 08.01 am to 10.00 am	0.35586*	0.00039	0.000	0.3546	0.3571
	Week Day 10.01 am to 05#00 pm	0.30003*	0.00027	0.000	0.2991	0.3009
	Week Day 08.01 pm to 10.00 pm	-0.39991*	0.00039	0.000	-0.4012	-0.3986
	Week Day 10.00 pm to 11.59 pm	-0.39990*	0.00047	0.000	-0.4014	-0.3984
	Week End 00.00 am to 08.00 am	0.30017*	0.00066	0.000	0.2980	0.3023
	Week End 08.01 am to 10.00 am	-0.19992*	0.00039	0.000	-0.2012	-0.1986
	Week End 10.01 am to 05#00 pm	-0.09991*	0.00032	0.000	-0.1009	-0.0989
	Week End 05.01 pm to 08.00 pm	-0.29998*	0.00042	0.000	-0.3013	-0.2986
	Week End 08.01 pm to 10.00 pm	-0.44381*	0.00054	0.000	-0.4456	-0.4420
	Week End 10.00 pm to 11.59 pm	-0.40011*	0.00083	0.000	-0.4028	-0.3974
Week Day 08.01 pm to 10.00 pm	Week Day 00.00 am to 08.00 am	0.55617*	0.00049	0.000	0.5546	0.5578
	Week Day 08.01 am to 10.00 am	0.75577*	0.00044	0.000	0.7543	0.7572
	Week Day 10.01 am to 05#00 pm	0.69994*	0.00034	0.000	0.6988	0.7011
	Week Day 05.01 pm to 08.00 pm	0.39991*	0.00039	0.000	0.3986	0.4012
	Week Day 10.00 pm to 11.59 pm	0.00000	0.00051	0.976	-0.0017	0.0017
	Week End 00.00 am to 08.00 am	0.70008*	0.00069	0.000	0.6978	0.7023
	Week End 08.01 am to 10.00 am	0.19999*	0.00044	0.000	0.1985	0.2014
	Week End 10.01 am to 05#00 pm	0.30000*	0.00038	0.000	0.2988	0.3012
	Week End 05.01 pm to 08.00 pm	0.09993*	0.00046	0.000	0.0984	0.1014
	Week End 08.01 pm to 10.00 pm	-0.04390*	0.00058	0.000	-0.0458	-0.0420
	Week End 10.00 pm to 11.59 pm	-0.00020	0.00085	0.976	-0.0030	0.0026
Week Day 10.00 pm to 11.59 pm	Week Day 00.00 am to 08.00 am	0.55616*	0.00055	0.000	0.5544	0.5580
	Week Day 08.01 am to 10.00 am	0.75577*	0.00051	0.000	0.7541	0.7574
	Week Day 10.01 am to 05#00 pm	0.69994*	0.00043	0.000	0.6985	0.7014
	Week Day 05.01 pm to 08.00 pm	0.39990*	0.00047	0.000	0.3984	0.4014
	Week Day 08.01 pm to 10.00 pm	0.00000	0.00051	0.976	-0.0017	0.0017
	Week End 00.00 am to 08.00 am	0.70007*	0.00074	0.000	0.6977	0.7025
	Week End 08.01 am to 10.00 am	0.19998*	0.00051	0.000	0.1983	0.2017
	Week End 10.01 am to 05#00 pm	0.30000*	0.00046	0.000	0.2985	0.3015
	Week End 05.01 pm to 08.00 pm	0.09992*	0.00053	0.000	0.0982	0.1017
	Week End 08.01 pm to 10.00 pm	-0.04390*	0.00064	0.000	-0.0460	-0.0418
	Week End 10.00 pm to 11.59 pm	-0.00020	0.00089	0.976	-0.0031	0.0027
Week End 00.00 am to 08.00 am	Week Day 00.00 am to 08.00 am	-0.14391*	0.00072	0.000	-0.1463	-0.1416
	Week Day 08.01 am to 10.00 am	0.05569*	0.00069	0.000	0.0534	0.0579
	Week Day 10.01 am to 05#00 pm	-0.00014	0.00063	0.976	-0.0022	0.0019

Table 15: Continue

	Week Day 05.01 pm to 08.00 pm	-0.30017*	0.00066	0.000	-0.3023	-0.2980
	Week Day 08.01 pm to 10.00 pm	-0.70008*	0.00069	0.000	-0.7023	-0.6978
	Week Day 10.00 pm to 11.59 pm	-0.70007*	0.00074	0.000	-0.7025	-0.6977
	Week End 08.01 am to 10.00 am	-0.50009*	0.00069	0.000	-0.5023	-0.4978
	Week End 10.01 am to 05#00 pm	-0.40008*	0.00065	0.000	-0.4022	-0.3980
	Week End 05.01 pm to 08.00 pm	-0.60015*	0.00070	0.000	-0.6024	-0.5979
	Week End 08.01 pm to 10.00 pm	-0.74398*	0.00078	0.000	-0.7465	-0.7414
	Week End 10.00 pm to 11.59 pm	-0.70028*	0.00100	0.000	-0.7036	-0.6970
Week End 08.01 am to 10.00 am	Week Day 00.00 am to 08.00 am	0.35618*	0.00049	0.000	0.3546	0.3578
	Week Day 08.01 am to 10.00 am	0.55578*	0.00044	0.000	0.5543	0.5572
	Week Day 10.01 am to 05#00 pm	0.49996*	0.00034	0.000	0.4988	0.5011
	Week Day 05.01 pm to 08.00 pm	0.19992*	0.00039	0.000	0.1986	0.2012
	Week Day 08.01 pm to 10.00 pm	-0.19999*	0.00044	0.000	-0.2014	-0.1985
	Week Day 10.00 pm to 11.59 pm	-0.19998*	0.00051	0.000	-0.2017	-0.1983
	Week End 00.00 am to 08.00 am	0.50009*	0.00069	0.000	0.4978	0.5023
	Week End 10.01 am to 05#00 pm	0.10001*	0.00038	0.000	0.0988	0.1013
	Week End 05.01 pm to 08.00 pm	-0.10006*	0.00046	0.000	-0.1016	-0.0985
	Week End 08.01 pm to 10.00 pm	-0.24389*	0.00058	0.000	-0.2458	-0.2420
	Week End 10.00 pm to 11.59 pm	-0.20019*	0.00085	0.000	-0.2030	-0.1974
Week End 10.01 am to 05#00 pm	Week Day 00.00 am to 08.00 am	0.25617*	0.00043	0.000	0.2548	0.2576
	Week Day 08.01 am to 10.00 am	0.45577*	0.00038	0.000	0.4545	0.4570
	Week Day 10.01 am to 05#00 pm	0.39994*	0.00026	0.000	0.3991	0.4008
	Week Day 05.01 pm to 08.00 pm	0.09991*	0.00032	0.000	0.0989	0.1009
	Week Day 08.01 pm to 10.00 pm	-0.30000*	0.00038	0.000	-0.3012	-0.2988
	Week Day 10.00 pm to 11.59 pm	-0.30000*	0.00046	0.000	-0.3015	-0.2985
	Week End 00.00 am to 08.00 am	0.40008*	0.00065	0.000	0.3980	0.4022
	Week End 08.01 am to 10.00 am	-0.10001*	0.00038	0.000	-0.1013	-0.0988
	Week End 05.01 pm to 08.00 pm	-0.20007*	0.00040	0.000	-0.2014	-0.1988
	Week End 08.01 pm to 10.00 pm	-0.34390*	0.00054	0.000	-0.3457	-0.3422
	Week End 10.00 pm to 11.59 pm	-0.30020*	0.00082	0.000	-0.3029	-0.2975
Week End 05.01 pm to 08.00 pm	Week Day 00.00 am to 08.00 am	0.45624*	0.00051	0.000	0.4546	0.4579
	Week Day 08.01 am to 10.00 am	0.65584*	0.00046	0.000	0.6543	0.6574
	Week Day 10.01 am to 05#00 pm	0.60001*	0.00037	0.000	0.5988	0.6012
	Week Day 05.01 pm to 08.00 pm	0.29998*	0.00042	0.000	0.2986	0.3013
	Week Day 08.01 pm to 10.00 pm	-0.09993*	0.00046	0.000	-0.1014	-0.0984
	Week Day 10.00 pm to 11.59 pm	-0.09992*	0.00053	0.000	-0.1017	-0.0982
	Week End 00.00 am to 08.00 am	0.60015*	0.00070	0.000	0.5979	0.6024
	Week End 08.01 am to 10.00 am	0.10006*	0.00046	0.000	0.0985	0.1016
	Week End 10.01 am to 05#00 pm	0.20007*	0.00040	0.000	0.1988	0.2014
	Week End 08.01 pm to 10.00 pm	-0.14383*	0.00060	0.000	-0.1458	-0.1419
	Week End 10.00 pm to 11.59 pm	-0.10013*	0.00087	0.000	-0.1030	-0.0973
Week End 08.01 pm to 10.00 pm	Week Day 00.00 am to 08.00 am	0.60007*	0.00062	0.000	0.5980	0.6021
	Week Day 08.01 am to 10.00 am	0.79967*	0.00058	0.000	0.7978	0.8016
	Week Day 10.01 am to 05#00 pm	0.74384*	0.00051	0.000	0.7422	0.7455
	Week Day 05.01 pm to 08.00 pm	0.44381*	0.00054	0.000	0.4420	0.4456
	Week Day 08.01 pm to 10.00 pm	0.04390*	0.00058	0.000	0.0420	0.0458
	Week Day 10.00 pm to 11.59 pm	0.04390*	0.00064	0.000	0.0418	0.0460
	Week End 00.00 am to 08.00 am	0.74398*	0.00078	0.000	0.7414	0.7465
	Week End 08.01 am to 10.00 am	0.24389*	0.00058	0.000	0.2420	0.2458
	Week End 10.01 am to 05#00 pm	0.34390*	0.00054	0.000	0.3422	0.3457
	Week End 05.01 pm to 08.00 pm	0.14383*	0.00060	0.000	0.1419	0.1458
	Week End 10.00 pm to 11.59 pm	0.04370*	0.00093	0.000	0.0406	0.0468
Week End 10.00 pm to 11.59 pm	Week Day 00.00 am to 08.00 am	0.55637*	0.00088	0.000	0.5535	0.5592
	Week Day 08.01 am to 10.00 am	0.75597*	0.00085	0.000	0.7532	0.7588
	Week Day 10.01 am to 05#00 pm	0.70014*	0.00081	0.000	0.6975	0.7028
	Week Day 05.01 pm to 08.00 pm	0.40011*	0.00083	0.000	0.3974	0.4028
	Week Day 08.01 pm to 10.00 pm	0.00020	0.00085	0.976	-0.0026	0.0030
	Week Day 10.00 pm to 11.59 pm	0.00020	0.00089	0.976	-0.0027	0.0031
	Week End 00.00 am to 08.00 am	0.70028*	0.00100	0.000	0.6970	0.7036
	Week End 08.01 am to 10.00 am	0.20019*	0.00085	0.000	0.1974	0.2030
	Week End 10.01 am to 05#00 pm	0.30020*	0.00082	0.000	0.2975	0.3029
	Week End 05.01 pm to 08.00 pm	0.10013*	0.00087	0.000	0.0973	0.1030
	Week End 08.01 pm to 10.00 pm	-0.04370*	0.00093	0.000	-0.0468	-0.0406

*. The mean difference is significant at the 0.05 level.

Table 16: No significant difference in proportional engagement for posts – DAY_ TIME

Format type	Statistically NO significant difference in proportional engagement in posts posted during the following day and time
Week Day 00.00 am to 08.00 am	Week Day 10.01 am to 05#00 pm (p = 0.089)
Week Day 08.01 am to 10.00 am	Week Day 08.01 am to 10.00 am (p = 0.090)
Week Day 10.01 am to 05#00 pm	Week Day 00.00 am to 08.00 am (p = 0.090)
Week Day 05.01 pm to 08.00 pm	Week Day 10.01 am to 05#00 pm (p = 0.083)
Week Day 08.01 pm to 10.00 pm	Week Day 08.01 am to 10.00 am (p = 0.083)
Week Day 10.00 pm to 11.59 pm	Week End 00.00 am to 08.00 am (p = 0.089)
Week End 00.00 am to 08.00 am	NIL
Week End 08.01 am to 10.00 am	Week Day 10.00 pm to 11.59 pm (p = 0.976)
Week End 10.01 am to 05#00 pm	Week End 10.00 pm to 11.59 pm (p = 0.976)
Week End 05.01 pm to 08.00 pm	Week Day 08.01 pm to 10.00 pm (p = 0.976)
Week End 10.00 pm to 11.59 pm	Week End 10.00 pm to 11.59 pm (p = 0.976)
	Week Day 10.01 am to 05#00 pm (p = 0.976)
	NIL
	NIL
	NIL
	Week Day 08.01 pm to 10.00 pm (p = 0.976)
	Week Day 10.00 pm to 11.59 pm (p = 0.976)

Results and Discussion

The analysis gives a clear indication to arrive at strategies which can help B school to ensure higher engagement for the posts displayed on Facebook. Some strategies that could be followed are listed below which can be of immense use.

Strategy 1 – Selectively Choose and Promote Specific Posts on Facebook for Better Engagements

From the analysis of data it can be concluded that B school can choose and post content related to Alumni, Students academic achievement, B school ranking, Corporate Case Competition related information and posts related to startup information to ensure that the engagement is higher (Table 8). If this strategy is adopted then, the posts will have significantly higher engagements when compared to other type of posts.

Strategy 2 – Choose the Format of the Post as Video or User Generated Content

The analysis have revealed that the posts that have Video content or those which are user generated have significantly higher engagement (Table 12). If the information in the form of videos is created and posted, it would attract higher engagement. If the video are posted by students or those who are members on the Facebook page then it would be attracting higher engagement as it would then become user generated content.

Strategy 3 – Choose the Appropriate Day and Time for the Post to Ensure Higher Engagements

The analysis clearly indicates that posts made during weekday between 05.01 pm to 08.00 pm and also during weekends between 08.01 am to 10.00 am OR between 10.01 am to 05#00 pm OR between 05.01 pm to 08.00

pm attract higher engagements (Table 16). This clearly indicates that posts displayed during weekends can attract higher engagements.

Strategy 4 – Mix the Strategies and Plan the Posting to Ensure Higher Engagements

To ensure better reach and engagement of the posts, the strategies (1, 2 and 3) listed above can be mixed and adopted. A video post which is on alumni posted on a week end between 05.01 pm to 08.00 pm would be a classic example of mixed mode strategy.

Conclusion

This paper has important contributions to B schools and higher educational institutions who spend significant amount of money in digital marketing. It also adds value to the existing body of knowledge related to the social media space and its use in higher education marketing. More importantly the paper adds significant value to the existing literature on how content and format of social media a can influence engagement of users. This could be used by digital marketing managers for their practical applications.

Strategies have been suggested on the nature and format of content and day and time of the post which can help in increasing engagement of post on Facebook, which can help in significantly increasing the return on investment in the digital spends of marketing. By implementing the strategies suggested the visibility of the posts can be increased and also lead to higher engagement of users on Facebook.

Limitation and Scope of Further Work

This research paper does not take user behavior and user experience into consideration. Further

research can be taken to understand the user experience using experiments. As all social media networks including Facebook are frequently tweaking their algorithms, this study might not be valid for all social media networks. Also this study was based on India specific B schools and their official Facebook page content. The variables defined for the study are India specific. Further studies can be taken to check if the variables change based on the country in which the higher educational institutions or B Schools operate. Also a comparative study of B Schools from different countries can also be taken up.

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Author's Contributions

Vikram Kumar: The prime author for the research work.

Dr Ramakrishnana Raman: Provided guidance for the research work and supported in statistical analysis.

Ethics

This article is original and contains unpublished material. The authors confirm to have read and approved the manuscript and there are no ethical issues involved.

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