

AIDA COMMUNICATION MODEL ON SOCIAL MEDIA PLATFORMS: ASSESSING THE HIERARCHICAL ORDER AND ITS APPLICABILITY ON PURCHASING BEHAVIOR OF STUDENTS IN HIGHER LEARNING INSTITUTIONS

Lois – Singa Metili

Dean of Students, Tumaini University Dar es Salaam College - TUDARCo P.O. Box 77588, Dar es Salaam, Tanzania, Telephone: +255 22 2701316, Fax: +255 22 2760432

<http://doi.org/10.35409/IJBMER.2023.3496>

ABSTRACT

The main aim of this research was to ascertain the influence of social media on promotion of universities in Tanzania, using the AIDA Communication Model. Second year students from 20 higher learning institutions were provided with questionnaires to respond on how social media platforms facilitated their choice in universities, based on indicators from AIDA Communication Model as stipulated by Girvu, (2013) and Abdelkader & Rabie (2019), and modified by the researcher. The study employed an explanatory research design. Sampling was done through Cochran Sample formula, with a 95% confidence level of precision, where a total of 384 second year students out of 40,755 were sampled from 22 universities. A Generalized Structural Equation Model (GSEM) using the STATA software version 16.0 was used to analyse the data. Findings revealed that while a hierarchical order may be followed in traditional face-to-face consumer decision making process, it is not necessarily the case when it comes to social media platforms. In addition to indicators for each element in the AIDA model appearing in multiple elements, what attracts one persons' attention is the factor that causes another person to act.

Keywords: AIDA Communication Model, social media, promotion, Higher Learning Institutions.

1. INTRODUCTION

Social media has become an integral part of the world of marketing for many industries globally (Ghoshal, 2019). Businesses today have adopted multiple forms of online promotion, utilizing platforms like Facebook, WhatsApp, Twitter, and Instagram (Masele, 2021). Empirical study suggests that universities are not lagging in utilizing social media to promote to their prospective students to increase enrolment in the United States, Malaysia, Australia and some parts of Africa to mention a few (Nyagau and Bado, 2017; Almadhoun, Dominic, & Woon, 2014; Sutherland, Davis, Terton, & Visser, 2018; Paladam, 2018; Zachos, 2018). Research in East Africa however, has focused on the frequency of using social media, utilization of social media for educational activities and motivation for using social media platforms in universities (Jagero & Muriithi, 2013; Shembilu, 2013; Muriithi & Muriithi, 2013).

The hierarchy of effect theory, which is widely used to understand how individuals make purchasing decisions, states that consumers follow a linear structure that begins with advertising the message to the purchase decision (Kenton, 2018). While this has proven to be true in face-to-face instances, little is known on whether the step-by-step model is applicable on social media

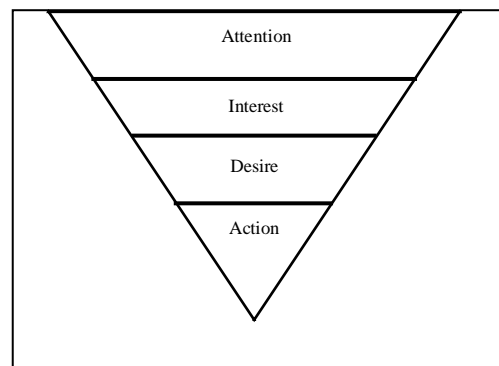
platforms have other factors lingering in purchasing decision making (Girvu, 2013; Bhayani 2018; Abdelkader and Rabie 2019). This paper, therefore, intends to establish whether a hierarchal order is followed in the AIDA Communication Model, when it comes to students choosing to join an institution of higher learning. It follows students in 22 institutions of higher learning, for whom social media platforms played a significant role in determining what higher institution to join, and whether the AIDA Model was followed, as per indicators by Girvu (2013) and Abdelkader & Rabie (2019).

2. AIDA COMMUNICATION THEORY

The AIDA Communication Model is part of the Hierarchy of Effect Theory, which is widely used to understand how individuals make purchasing decisions. It states that consumers follow a linear structure that begins with advertising the message to the purchase decision (Kenton, 2018). The hierarchy of effect theory has three main components: cognitive, affective and behavioural. According to the AIDA Communication Model the three phases go in a sequential order. It begins at the cognitive component, which is based on knowledge or information. It then moves to the affective component that is founded on emotions, followed by behavioural element shows how consumers attitudes in the first two stages influence how they act or behave. It aids in comprehending both their intricacy and any possible connections between attitudes and conduct.

The AIDA communication model details that consumers must go through a rational and sequential series of steps that end up in purchasing a good or service. This means that promotional tools need to draw the attention of prospective customers to their advertisements by means of various techniques. In the AIDA model, attention falls under the cognitive stage of the hierarchy. Adverts would then create interest and desire, the affective stage of the hierarchy. The final step, within the behavioral stage, is to take the action of purchasing a product. The model is used by marketers to determine where and when to communicate to their clients in every stage of the purchasing process. This includes providing the right information on the right promotional tool at each of the four stages of the funnel. In the process of doing each step, the number of potential clients declines gradually creating an inverted triangle or as some would refer to as going through a funnel.

Figure 2.1 AIDA Model



This model shows the process through which customers make purchasing decisions, whereas in

the initial stages, the number of customers is higher, but as the steps keep moving forward, the number of customers eventually acting reduces. The components in the model are:

2.1 Attention

Attention is the first stage, where promotional strategies aim at creating a positive first impression of their product and services. In this step the consumer becomes aware of a category, product, or brand often through promotion. It is the marketers' job therefore, to create media and content that will attract the attention of consumers; content that will stand out amongst the competition. This is achieved through powerful words or pictures that can make people notice and understand the message conveyed. Kotler & Amstrong (2001) elaborate that attention is created through the following elements: meaningfulness; benefits of the product or its attractiveness to the consumers. It should also be believable; enabling the consumers to believe that the product will provide benefit as it is mentioned in the product information; and distinctive in that the message conveyed in the advertisement is superior in quality and content compared to that of the competitor. At this stage, marketers ask themselves questions such as how to create the desired attention, the marketing strategy that they should adopt, how to position their products and the most efficient tools that they should use, that draws the most attention of customers, in the most desired way, that sends out the right image of the respective brand. Focusing on issues such as attractive and shouting images, creative and eye-catching videos coupled with innovative and tasteful effects can likely attract the attention of the customers (Turner, 2017; Zachos, 2018; Girvu, 2013; Abdelkader & Rabie, 2019).

2.2 Interest

Interest is the second step in the funnel, where customers learn about brand benefits and how the brand fits with their respective lifestyle. Businesses tend to raise customers' curiosity by focusing on and demonstrating advantages of their respective products through media information which is attractive to the consumers. In this step, the consumers are willing to provide their time to read the message in detail, hence marketers need to build the readers' interest by giving a solution or hope to a certain problem in an interesting manner. This can be achieved through explaining the feature and benefit of a product. Questions that marketers ask themselves in this step include: how will we best capture the interest of the customers? What is the best approach in reaching these customers? What should be improved in the content to increase the likelihood of customers getting interested in our product? What are the best ways utilizing television, radio, newspapers, brochures, websites, blogs, videos, and posters, to increase our businesses' ratings? This is when marketers use email campaigns, offer discounts, utilize exhibitions, and focus on most likely asked questions from the customers. Some of the ways to increase interest include enhancing engagement between customers and the business, facilitate and closely monitor peer conversations and increase organizational interactions (Zhang, 2019; Saputra, 2017; Girvu, 2013; Abdelkader & Rabie, 2019).

2.3 Desire

In this third step, the consumer develops a favourable disposition towards the brand. It is the step where the customer is convinced that they yearn for the respective product and that they believe it will satisfy their needs. As a result, the marketer needs to be smart and sharp in reading consumers, convincing them to try and have a product, and providing the right solution. In this step, the customers have had the motivation to own the product, and the marketer has succeeded in creating the needs of the consumer. The only gap between this step and the final step is the hesitation

resulting from the doubt on whether the product or service can provide the solution as it has been promised. Marketers in this step have to answer questions such as: what distinguishing features, colours and attributes make our product or service desirable? What is the best approach in creating a personal or emotional connection? How best can we create an interactive environment to connect with the customers? In some cases, online chats are used, in others immediate responses during customer visits and there are times when marketers share tips and advice regarding the use of their products. Desire can be increased through interaction with customers in person or online, creating a buzz on a product and the use of a role model for advertising in some instances. Desire can also be enhanced through attractive content, testimonials from those who have used the product, increased traffic on site and links to important pages for more convincing information (Turner, 2017; Zachos, 2018; Girvu, 2013; Abdelkader & Rabie, 2019).

2.4 Action

All the previous three steps were leading up to this final step, where the consumer forms a purchase intention, shops around, engages in trial or makes a purchase. It is in this step where marketer persuades consumers to purchase the product. This includes directing readers/viewers on required steps leading towards the purchase, inform on the price of a certain product or service and persuade the consumer to buy as soon as possible. It requires communication skills that enable the marketer to say the right words so the consumer can respond favourably by taking the action of purchasing the product. The focus marketers need to address is the correct proposition that enhances loyalty. Additionally, marketers need to have clear call to reserve buttons on the website and social media platforms, clarity on payment modules and deadlines for the same and clear processes of purchase. Action is often achieved through user friendliness of the tools that they use (website or social media platforms), link to important pages, interactive interface, and sufficient infomercials (Turner, 2017; Saputra, 2017; Girvu, 2013; Abdelkader & Rabie, 2019).

3. MODIFICATION OF THE AIDA COMMUNICATION MODEL

Over the years, the model has been modified by different scholars. In 1961, for instance, Lavidge and Steiner expanded the AIDA model, arguing that consumers do not automatically come with the purchase decision. Consumers go through a seven steps funnel when it comes to making purchasing decisions. These steps are Unawareness, Awareness, Knowledge, Liking, Preference, Conviction, and Purchase. They however felt that it is also possible that some consumers develop a negative attitude towards these steps. At the end, the model was adjusted and ended with three main steps; Cognition (awareness or learning), Affect (feeling, interest or desire) and behaviour or conation (action).

Table 3.1 Various Modifications of the AIDA Model

Cognitive Stage	Attention ↓	Awareness ↓ Knowledge ↓	Awareness ↓	Presentation ↓ Attention ↓ Comprehension ↓	Non-Evaluative Thinking ↓
Affective Stage	Interest ↓ Desire ↓	Liking ↓ Preference ↓ Conviction ↓	Interest ↓ Evaluation ↓	Yielding ↓ Retention ↓	Evaluative Thinking ↓
Behavior Stage	Action	Purchase	Trial ↓ Adoption	Behavior	Action

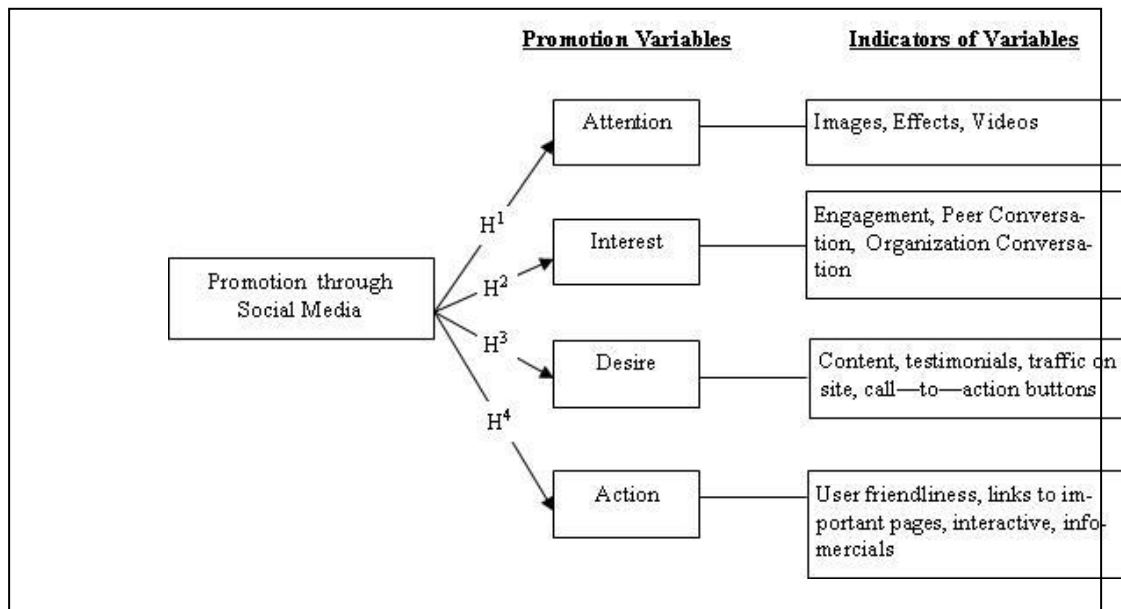
4. CRITICISM OF THE AIDA COMMUNICATION MODEL

The AIDA communication model has been criticized by Anderson et al, (1979) stating that the model lacks important characteristics such as product characteristics and brand loyalty, which are important elements in customer buying behavior and the decision-making process. Macinnis and Jaworski (1989) emphasized on information processing abilities of customers in advertisements. In another study, Rossiter, John and Percy, Larry (1998), criticized the model by saying that without customers' need for some product, an advertisement may be useless; first customers feel about their needs then create brand awareness, judge it and finally make purchase decision. Rossiter et al (1998) proposed that the model should include the steps like, Category need, Brand awareness, Brand attitude, Brand purchase intention and Purchase facilitation. While these criticisms are quite different, they agree on one thing: customers do pass through various steps while undertaking a purchase (Belch and Belch, 2009). The biggest criticism yet however, has been by Moriarty (1983), who suggested that awareness, interest, desire and action as assumed previously, should not be considered as dependent on each other, but rather these steps are independent. This study assessed this critique by hypothesizing these steps as independent of each other.

5. CONCEPTUAL FRAMEWORK

This paper employs the AIDA Communication Model by St. Elmo Lewis (1898), which is commonly used in promotion. AIDA stands for Attention (attract the audience's attention); Interest (Have an impact which stimulates and holds the audience's interest); Desire (generates a desire and preference for a product); and Action (motivates the potential customer to become a customer). As consumer decision making process moves through the funnel, they pass through both a cognitive processing stage and an affective processing stage before any action occurs. However, the hypothesis leading this research, wants to establish if these AIDA elements can work independently, hence no hierarchy as stipulated in the theory. With that in mind, the researcher has

modified the AIDA model of Ghirvu (2013) and Abdelkader and Rabie (2019) to fit with the hypothesis.



(Source: Modified from Ghirvu, 2013& Abdelkader & Rabie, 2019)

Fig. 2.2 Conceptual Framework

This model is divided into three parts: the independent variable, the dependent variables, and the indicators for the dependent variables. The independent variable is Promotion through Social Media Platforms, while the AIDA elements (Attention, Interest, Desire and Action) are the dependent variables.

The modified framework clearly shows how the variables do not depend on each other but instead stand on their own. The model starts at promotion that various institutions of higher learning do through social media platforms. At this phase, determinants are the number of respondents who use and actively search for promotional information about universities on social media platforms. The original Ghirvu 2013 model then provides indicators for each of the AIDA components, and their respective indicators (as shown in the model above) in a hierarchical order hence arrows moving downwards through the AIDA components. However, since this research wants to establish if hierarchy is followed in social media platforms, Abdelkader and Rabie (2019) model is applied by removing the downward arrows. At the end, the research using this model will conclude on whether these variables follow a hierarchy.

6. RESEARCH METHODOLOGY

This research adopts a Positivism philosophy, which focuses on factual knowledge obtained through observation, measurement and is trustworthy (Ryan, 2018). Positivism depends on quantifiable observations that lead to statistical analysis. This research employs the deductive approach. According to Saunders et al. (2008) deductive approach focuses on developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test

the hypothesis. In this approach, the data collected is used to evaluate propositions related to an existing theory. The researcher modified the theoretical framework to align with the AIDA Communication Model. Using this approach, at the end of the research, the researcher can falsify or verify the theory. This research uses the Explanatory; also known as causal research design. Explanatory research design is a method developed to examine a fact that has not been studied or explained properly. Its main intention is to provide details about where to find a small amount of information (Saunders, 2008; Rao, 2018; Islamia, 2016).

The population of this study comprised 63,737 students in 74 universities, university centres and university colleges registered by the Tanzania Commission for Universities, in the academic year 2020/21 (TCU, 2018). Multistage sampling technique was used to enable all respondents with equal opportunity of participation. Using systematic random sampling technique, 23 out of the 74 universities were sampled. However, from the sample, three universities were closed in the academic year 2018/19, but had resumed operations since the academic year 2019/20 and 2020/2021 hence remaining with 20 universities. It was assumed that all students that were admitted in the year 2020/21 were in second year by 2021/22. Thus, for all 20 universities the total number of second year students that were used for sampling was 40,755 students.

The second stage, therefore, was to sample these second-year students using Cochran Sample formula. The sample is proportional to their respective population. Using the Cochran Sample formula with a 95% confidence level of precision and a population of 40,755 students, the Cochran Sample is given as;

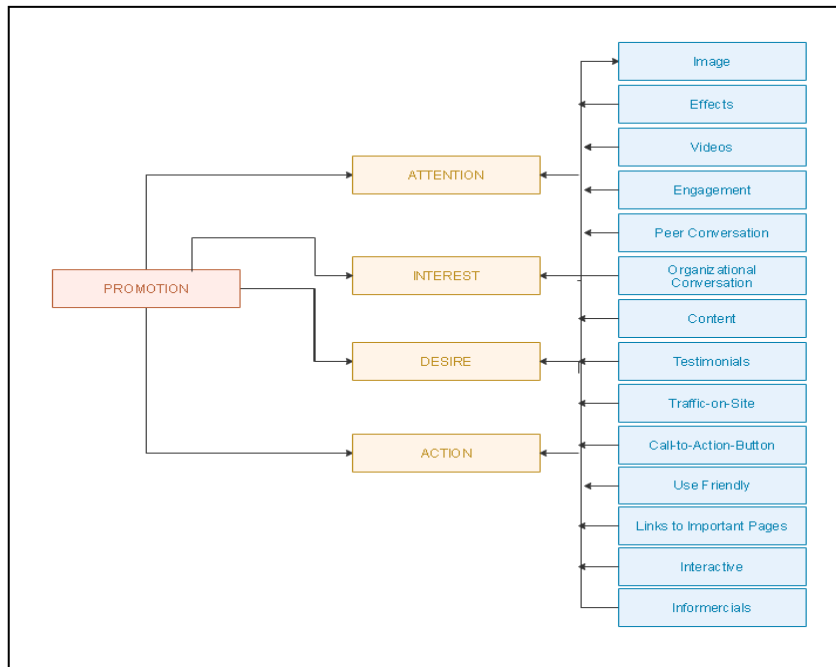
$$n = \frac{\left[\frac{z^2}{P(1-P)} \right]}{e^2} = \frac{\left[\frac{1.96^2}{0.5(1-0.5)} \right]}{0.05^2} = 384$$

Thus the sample by Cochran was 384, from which the study used the sample to find the survey sample;

$$\text{Survey sample} = \frac{n}{1 + \frac{n-1}{N}} = \frac{384}{1 + \frac{384}{40,755}} = 381 \text{ Students}$$

Simple random sampling technique was used to identify 381 second year students in those institutions of higher learning, proportionally to the population of each university. The study used Generalized Structural Equation Model (GSEM) using the STATA Software version 16.0. Structural Equation Modelling, or SEM, is a statistical modelling technique, which is broadly used in the behavioural sciences.

A path diagram was adopted from Ghirvu, 2013 & Abdelkader & Rabie, 2019, to show the liner relation between the AIDA variables and their respective indicators as shown in the diagram below:



(Source: Modified from

Ghirvu, 2013& Abdelkader & Rabie, 2019)

Diagram 3.1: Analysis Diagram for the AIDA Communication Model

From Figure 3.1, it shows that Attention, Interest, Desire and Action are dimensions that depend on several indicators. These are image, effects, videos and the like. In addition, for dimensions to occur there must be promotion, thus dimensions also depend on promotions.

Mathematically, since the dependent variables belong to binary outcomes which are mostly affected by heteroscedasticity and error terms belong to Gaussian family; the generalized model is given as;

$$g\{E(y|X)\} = X\beta + \gamma Z \tag{3.1}$$

Where y is the matrix of dependent variables such as Attention, Interest, Desire and Action while X is the matrix of independent variables such as Image, effects, videos and the like, Z presents promotion as independent variable.

Since the dependent variables belong to Bernoulli family, equation 3.1 is written as;

$$g\{E(y|X)\} = \Phi^{-1}\{E(y|X)\} \tag{3.2}$$

where(.) is the cumulative normal distribution. Thus the equations used for estimations are;

$$\Phi^{-1}\{E(y_1|X)\} = \alpha_1 + \sum_{i=1}^n X\beta_i + \gamma Z \tag{3.3}$$

$$\Phi^{-1}\{E(y_2|X)\} = \alpha_2 + \sum_{j=1}^n X\beta_j + \gamma Z \tag{3.4}$$

$$\Phi^{-1}\{E(y_3|X)\} = \alpha_3 + \sum_{k=1}^n X\beta_k + \gamma Z \tag{3.5}$$

$$\Phi^{-1}\{E(y_4|X)\} = \alpha_4 + \sum_{t=1}^n X\beta_t + \gamma Z \tag{3.6}$$

Equivalently, the equations 3.3, 3.4, 3.5 and 3.6 are presented as;

$$\Pr(y_j = 1|X) = \Phi(\alpha_1 + \sum_{i=1}^n X\beta_i + \gamma Z) \tag{3.7}$$

Which means the likelihood of independent variables presented by X and Z is given by the probability of y = 1.

7.FINDINGS

Since the development of the AIDA model more than a hundred years ago, the understanding of advertising and marketing communication has changed fundamentally with the digital revolution. Nonetheless, there are hardly any marketing specialist books that don't mention AIDA (Ghirvu 2013; Abdelkader & Rabie, 2019). Reducing the decision-making process to a simple stimulus-response scheme is considered outdated (Rehman, Nawaz, Ilyas & Hyder, 2014). Critics have also pointed out that the decision to buy is based on a variety of other influencing factors, such as availability, pricing, advice, customer satisfaction, and recommendations (Zhang, 2019; Saputra, 2017). The influence of emotional aspects on the perception of the brand is also barely considered in the AIDA model. Also, in this modern world, for one to act on the promotion, it may not necessarily follow the hierarchical order of AIDA. Research findings indicate that indicators presented by Ghirvu (2013) and Abdelkader and Rabie (2019) for the respective AIDA components do not necessarily follow the sequential flow. The AIDA model should therefore be viewed as what it is: a simplified formula that lays the foundation for systematic consideration of the buying decision-making process after being created by Lewis more than 100 years ago. Over the years, this has been adapted several times, modified, and extended to current circumstances. With these regards, the study aimed at showing that the hierarchical order of AIDA does not matter when students want to apply for university. **Table 11 presents GSEM for all attributes.**

Variables	(1) Attention	(2) Interest	(3) Desire	(4) Action
Promotion				
No	0.8475*** (0.000)	0.7500*** (0.000)	0.8070*** (0.000)	0.7179*** (0.000)
Yes	0.8213*** (0.000)	0.8450*** (0.000)	0.8302*** (0.000)	0.8410*** (0.000)
Image				
No	0.6079*** (0.000)	0.7861*** (0.000)	0.7889*** (0.000)	0.8764*** (0.000)
Yes	0.9533*** (0.000)	0.8130*** (0.000)	0.8417*** (0.000)	0.8817*** (0.000)
Effects				
No	0.7006*** (0.000)	0.8212*** (0.000)	0.8256*** (0.000)	0.8840*** (0.000)
Yes	0.9215*** (0.000)	0.7859*** (0.000)	0.8169*** (0.000)	0.8757*** (0.000)
Videos				
No	0.7019*** (0.000)	0.7873*** (0.000)	0.8197*** (0.000)	0.8597*** (0.000)
Yes	0.9368*** (0.000)	0.8180*** (0.000)	0.8223*** (0.000)	0.9001*** (0.000)
Engagement				
No	0.8216*** (0.000)	0.6278*** (0.000)	0.8159*** (0.000)	0.8596*** (0.000)
Yes	0.8148***	0.9493***	0.8253***	0.8965***

Variables	(1) Attention	(2) Interest	(3) Desire	(4) Action
	(0.000)	(0.000)	(0.000)	(0.000)
Peer_conv				
No	0.8090*** (0.000)	0.7097*** (0.000)	0.8343*** (0.000)	0.8721*** (0.000)
Yes	0.8295*** (0.000)	0.9229*** (0.000)	0.8037*** (0.000)	0.8894*** (0.000)
Org_conv				
No	0.7817*** (0.000)	0.6189*** (0.000)	0.8395*** (0.000)	0.8958*** (0.000)
Yes	0.8461*** (0.000)	0.9457*** (0.000)	0.8065*** (0.000)	0.8670*** (0.000)
Content				
No	0.8182*** (0.000)	0.8184*** (0.000)	0.6747*** (0.000)	0.8684*** (0.000)
Yes	0.8176*** (0.000)	0.7902*** (0.000)	0.9337*** (0.000)	0.8882*** (0.000)
Testimonial				
No	0.8490*** (0.000)	0.7953*** (0.000)	0.7544*** (0.000)	0.8883*** (0.000)
Yes	0.7883*** (0.000)	0.8093*** (0.000)	0.8843*** (0.000)	0.8714*** (0.000)
TOS				
No	0.8155*** (0.000)	0.8317*** (0.000)	0.7611*** (0.000)	0.9058*** (0.000)
Yes	0.8208*** (0.000)	0.7672*** (0.000)	0.8931*** (0.000)	0.8481*** (0.000)
CTAB				
No	0.8477*** (0.000)	0.8272*** (0.000)	0.6859*** (0.000)	0.8944*** (0.000)
Yes	0.7922*** (0.000)	0.7811*** (0.000)	0.9374*** (0.000)	0.8669*** (0.000)
Friendly				
No	0.8304*** (0.000)	0.8046*** (0.000)	0.8016*** (0.000)	0.6833*** (0.000)
Yes	0.8129*** (0.000)	0.8016*** (0.000)	0.8288*** (0.000)	0.9587*** (0.000)
Links				
No	0.8044*** (0.000)	0.7762*** (0.000)	0.8079*** (0.000)	0.8126*** (0.000)
Yes	0.8284*** (0.000)	0.8229*** (0.000)	0.8312*** (0.000)	0.9319*** (0.000)
Interactive				

Variables	(1) Attention	(2) Interest	(3) Desire	(4) Action
No	0.8181*** (0.000)	0.7815*** (0.000)	0.8009*** (0.000)	0.7940*** (0.000)
Yes	0.8178*** (0.000)	0.8141*** (0.000)	0.8322*** (0.000)	0.9274*** (0.000)
Infomercials				
No	0.8217*** (0.000)	0.8029*** (0.000)	0.8580*** (0.000)	0.7767*** (0.000)
Yes	0.8159*** (0.000)	0.8023*** (0.000)	0.8020*** (0.000)	0.9326*** (0.000)

Standard errors in parentheses *** p<0.01

Table 4.11: GSEM all attributes

The AIDA Model has four steps to follow, these are grouped into three categories: Cognitive (Attention), Affective (Interest and Desire) and Behavioural (Action). Ideally, findings should have shown clear demarcations as to what would constitute each category and each element. This however has repeatedly not been the case. Indicators for each element have appeared in multiple categories, translating into different indicators triggering different elements in these categories. This is further summarized in Table 4.1:

Attention	Interest	Desire	Action
Images Videos Effects Peer Conversation Testimonials Links to application forms and Q & A pages	Promotion Image Videos Peer conversation Engagement Content Testimonials Simplicity and user friendliness interactive	Content Traffic-on-site Call-to-action buttons Promotion Images Videos Engagement on social media	Simplicity and user friendliness Relevant links to application forms Q & A pages Interactive Promotion Image Videos Engagement Peer conversations content

Table 5.1 Summary of Findings of Indicators in the AIDA Elements

These findings are quite consistent with those by other authors. (Girvu, 2013; Rehman, Nawaz, Ilyas and Hyder, 2014; Ganesh, 2020; Shahizan H. and Siti Z., Ahmad N., Norshuhada S., 2016). When it comes to the use of social media, there has been an overlap on what would create attention, interest, desire and action. The table below shows findings from other authors and how they tally with those of the researcher to some extent:

Author/Indicators	Attention	Interest	Desire	Action
--------------------------	------------------	-----------------	---------------	---------------

Girvu (2013)	Image, Effect, Video	Engagement, Peer Conversation, Organizational Conversation	Content, testimonials, traffic-on-site, call-to-action buttons	User friendliness, links to important pages, interactive, infomercials
Rehman, Nawaz, Ilyas and Hyder (2014)	Providing updated, use proper channel,	Motivate customers to seek information, create messages with unique characteristics, promotional offers, cost effectiveness	Communicate product features, product benefits, interesting videos and MMS messages, personal messages m	Discounted prices, picture, delivery options,
Shahizan, Siti, Ahmad and Norshuhada (2016)	Advertise, Become a follower, use tagging, Create controversy, Use search engines, Use referrals, Use traditional marketing strategies, Create cross linkages, Advertise on websites of suppliers	clear information about products, Pictures of products, provide clear information about the company, provide timely and up-to-date information, introduce new product	Give promotions, organize contest and free gifts, provide catchy “wall” notes with attractive pictures of products, monitor comments and feedback, Offer good pre-sales customer service.	Clear ordering process, clear information on payment options, delivery options
Ganesh, (2020)	Exposure of the product, advertisement, feedback on	Advertisement, brand attitude	Opinion on product, opinion on re-purchase, preferred factors for product, promotional offers	Testing/tasting, warranty, promotional offers

Table 5.2 Indicators for AIDA Model from different Authors

The findings show that indicators appear in multiple elements, showing that what attracts one

person's attention is the factor that causes another person to act. Images create attention in Girvu (2013) model and causes action in the model of Rehman, Nawaz, Ilyas and Hyder (2014). Likewise, links to other important pages is one of the indicators that makes an individual take action to purchase (Girvu, 2013), while it causes attention to customers in the model developed by Shahizan, Siti, Ahmad & Norshuhada, (2016). There are areas that seem to be similar in these models, such as the role content and peer conversation and testimonials play in creating desire (Girvu, 2013; Ganesh, 2020; Shahizan et al., 2016; and Rehman, Nawaz, Ilyas & Hyder, 2014). But indicators like images have shown to create attention (Girvu, 2013), create interest (Shahizan et al., 2016), create desire (Shahizan et al., 2016) and influence customers to act (Rehman et al., 2014).

8. CONCLUSION

As for theoretical contribution, whether the AIDA model follows a sequential order or not, findings show that, while a hierarchical order may be followed in traditional face-to-face consumer decision making process, it is not necessarily the case when it comes to social media platforms. In addition to indicators for each element in the AIDA model appearing in multiple elements, what attracts one persons' attention is the factor that causes another person to act. Images create attention in Girvu (2013) model and causes action in the model of Rehman, Nawaz, Ilyas and Hyder (2014). Likewise, links to other important pages is one of the indicators that make an individual take action to purchase (Girvu, 2013), while it causes attention to customers in the model developed by Shahizan et al (2016). There are areas that seem to be similar in these models, such as the role content and peer conversation and testimonials create desire (Girvu, 2013; Ganesh, 2020; Shahizan et al., 2016; and Rehman et al., 2014). But indicators like images have shown to create attention (Girvu, 2013), create interest, desire (Shahizan et al., 2016) and influence customers to act (Rehman et al., 2014). This is also consistent with the researcher's findings as shown in the fourth and fifth chapters. The findings have been consistent with a few authors in both discussing AIDA model and promotion in general. This leads the researcher to conclude that while AIDA may follow a sequential order in traditional marketing (Tarik, Zaimovic, Adnan & Sutrovic, 2018; Nyangau & Bado 2012; Riska 2013; Bhayani, 2018), this is not the case when it comes to social media platforms (Girvu, 2013; Rehman et al., 2014; Ganesh, 2020; Shahizan et al., 2016).

REFERENCES

- Abdelkader O.A.& Rabie M. H., (2019) Exploring the General Awareness of Young Users According to AIDA Model Applied to Social Networking Ads, *Journal of Theoretical and Applied Information Technology*, Saudi Arabia
- Almadhoun N., Dominic P.D.D.&Woon L.F. (2014) Social Media as a Promotional Tool in Higher Education in Malaysia, *UniversitiTeknologi PETRONAS*, Bandar Seri Iskandar, Perak, Malaysia
- Belch, G.E. & Belch, M.A., Evaluating the Effectiveness of Elements of Integrated Marketing Communications: *A Review of Research Occasional Paper*, San Diego State University, 2016
- Bhayari S. (2018) *Internet Marketing vs Traditional Marketing: A Comparative Analysis*, ResearchGate
- Ganesh N.C. (2020), *AIDA Mode – A Panacea for Promoting Products*, International Journal for

-
- Recent Technology and Engineering, Vol.8, Issue 5, ISSN 2277-3878
- Ghirvu A.I., (2013), The AIDA Model for Advergaming, *The USV Annals of Economics and Public Administration*
- Islamia J., M., (2016) Research Design, *Research Gate*
- Jagero N. and Muriithi, M.K. (2013) Extent of Social Networking Sites Usage of Students in Private Universities in Dar Es Salaam, Tanzania, *International Journal of Academic Research in Economics and Management Sciences*
- Kotler P., Armstrong G. & Opresnik M.O. (2018) *Principles of Marketing*, (17th Global Edition), Pearson, United Kingdom
- Macinnis D.J. & Jaworski B. J. (1989) Information processing from advertisements: Toward an integrative framework, *Journal of Marketing*, SagePub
- Masele J. J., (2021) Applications of Social Media for Promoting Higher Learning Institutions' Activities in Tanzania, *International Journal of Education and Development using Information and Communication Technology*, Vol. 17, Issue 2, pp. 37-54
- Muriithi and Muriithi (2013), *Student's motives for utilizing social networking sites in private universities in Dar es salaam, Tanzania*, Tanzania, Kampala International University, Dar es Salaam constituent College
- Nyagau J.Z & Bado N (2017) Social Media and Marketing of Higher Education: A Review of the Literature, *Journal of the Research Center for Educational Technology (RCET)*
- Paladan N.N. (2018) Higher Education Institutions Embracing Digital & Social Media Marketing: A Case of Top 25 Universities in Asia & Africa, *Aim Journal*, Philippines
- Rao, S. (2018) *The Philosophical Paradigm of Financial Market Contagion Research*, Dublin City University
- Rehman F.U, Nawaz T, Ilyas M., Hyder S., (2014) A Comparative Analysis of Mobile and Email Marketing Using AIDA Model, *Journal of Basic and Applied Scientific Research*, ISSN 2090-4304
- Riska S. (2013) *How to reach out to more customers through Facebook: a case study of Captain's Shop*, Leppävaara, Laurea University of Applied Sciences
- Rossiter, John and Percy, Larry (1998), *Advertising Communications & Promotion Management*, Second Edition, Irwin McGraw-Hill, Singapore.
- Ryan G. (2018) *Introduction to Positivism, Interpretivism and Critical Theory*, ResearchGate
- Saputra D. (2017) *AIDMA Model & AISAS model in Digital Marketing Strategy*, Binus University Business School, Indonesia
- Shahizan H., Siti Z., Ahmad N., Norshuhada S. (2016) *Strategic Use of Social Media for Small Business Based on the AIDA Model*, Elsevier Ltd, Malaysia
- Shembilu A. (2013) *Importance of social networking for student participation in education in Tanzania*, Sweden, School of Computing, Blekinge Institute of Technology,
- Sutherland, K., Davis, C., Terton, U., & Visser, I. (2018). University student social media use and its influence on offline engagement in higher educational communities. *Student Success journal* vol 9
- Zhanda E., Molokwane T. & Motshegwa B. (2020), Integrating Social Media in Teaching in Higher Education: A Quest for Collaborative Learning in Botswana, *International Journal of Science and Research*, ISSN 2319-7094