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**Iman Muwafq Omer**

Department of Business

Administration, College of

Administration and

Economics, Tikrit University,

Tikrit, Iraq

## The impact of social media platforms on the development of self-marketing strategies: An analytical study of the opinions of a sample of faculty members at the college of medicine, University of Tikrit

**Iman Muwafq Omer**

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### Abstract

The current research aims to address the use of social media platforms in the development of self-marketing strategies among university professors. The study relied on the descriptive-analytical method to examine the positive and negative impacts of these platforms at the College of Medicine, University of Tikrit. A simple random sample of (65) faculty members was selected, and a questionnaire consisting of two axes and (29) items was distributed. The validity and reliability of the instrument were verified, and the Statistical Package for the Social Sciences (SPSS) was used to process the data through several statistical tools, including percentages, means, standard deviations, relative importance, Cronbach's alpha, and the simple linear regression coefficient. Among the most prominent results obtained in this research: the statistical analysis showed a significant impact relationship of social media platforms on the development of self-marketing strategies at the overall level. The impact relationship was positive and strong, indicating that the college professors possess the ability and willingness to use social media platforms to develop self-marketing strategies within their workplace. As for the most prominent recommendations: it is necessary for individuals engaging in self-marketing to rely on several tools, including social media platforms, which are considered the most prominent means in the self-marketing process among students and faculty members. This process requires considerable effort and time to reach the targeted groups through continuous research.

**Keywords:** Social media networks, self-marketing

### Introduction

The information revolution is considered one of the most prominent features of the modern era, having significantly contributed to fundamental changes across all aspects of life. It has enabled individuals to communicate, engage optimistically, and exchange knowledge in ways that were not previously available. With the increasing reliance on social networks, recognized as one of the fastest-growing sectors in the field of e-learning, educational policies around the world have shifted toward reconsidering teaching methods and approaches, focusing on developing the skills of professors and students rather than merely delivering educational content.

Social media platforms such as Facebook, YouTube, Twitter, WhatsApp, Google Plus, and others used worldwide have enhanced social communication skills over the Internet. Professors, students, and others have benefited from these services within the framework of blended learning or distance education through their participation for educational purposes.

This research addresses one of the most important contemporary topics, which continues to spark administrative debate, namely self-marketing — meaning the skills and capabilities that individuals possess and wish to market to the public, as well as the strategies and methods that can be used to present themselves to the educational institution represented by the University of Tikrit.

A proposed model for self-marketing was designed by the researcher, which includes (self-confidence, persuasion ability, adaptability, and flexibility). When these pillars are available to professors, they can market themselves, achieve professional goals, and influence their career paths, provided that these concepts are applied at the right time and place, aligning

**Corresponding Author:**

**Iman Muwafq Omer**

Department of Business

Administration, College of

Administration and

Economics, Tikrit University,

Tikrit, Iraq

with the available academic environmental context. This enables them to employ their abilities, ideas, and skills appropriately for the current situation.

The research was structured into several sections: the first section presented the general framework of the research; the second section discussed the theoretical framework; the third section addressed the practical aspect; and the fourth section included conclusions and recommendations.

### First Section: General Framework of the Research

#### First: Research Problem

Currently, social media platforms are considered among the most effective methods for receiving information, due to the technologies introduced by modern advancements and the use of various forms and patterns of interaction and communication. Their web-based nature or integration into widespread educational websites has made them successful tools for managing and implementing the learning process. Teachers seek to deliver information in all its forms equally to all students and in the easiest ways possible by utilizing computer features.

The research problem lies in answering the following question: To what extent do social media platforms contribute to the development of self-marketing strategies?

From this main question, the following sub-questions arise:

1. What are the philosophical and conceptual foundations of the topics (social media platforms and self-marketing strategies) and their variables?
2. Will the use of social media platforms lead to an improvement in self-marketing?
3. Will the presence of social media platforms among professors lead to the development of self-marketing?
4. What is the level of (influential) relationships between the research variables?

#### Second: Research Importance

Social media platforms have become an indispensable necessity for millions of individuals around the world, as they provide a range of entertainment and educational

services, making them a primary platform that meets their daily needs. With the increasing reliance on these platforms, education through social media platforms and their groups has become a widespread phenomenon used by students of various educational levels to broaden their horizons and benefit from diverse educational content.

Social media platforms offer many educational services through their various interfaces, which has contributed to the effective transmission and dissemination of knowledge through their groups and pages. They allow students and professors to maintain direct and continuous communication with one another to exchange and transfer ideas and information.

Moreover, the process of self-marketing helps the marketer to influence others and to attract their attention to the problems intended to be addressed.

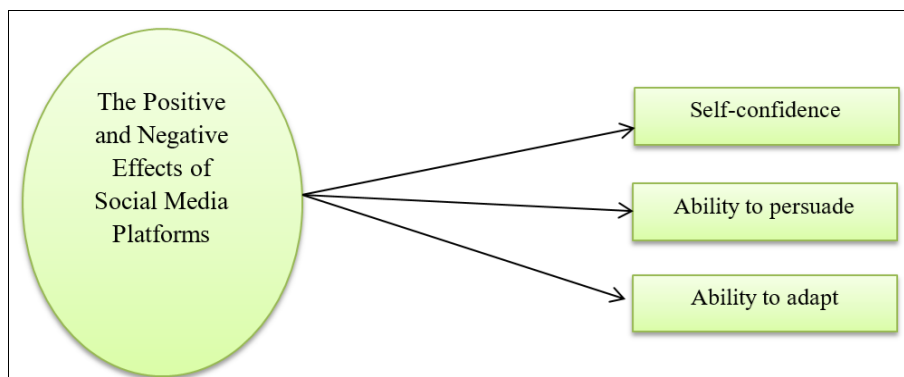
#### Third: Research Objectives

Through this research, the researcher aims to achieve the following objectives:

1. To reveal the impact of social media platforms on self-marketing among faculty members.
2. To explore ways of enhancing education through social media networks.
3. To understand and clarify how the most widely used social media platforms can contribute to the development of students' culture and education.
4. To identify the intellectual and conceptual foundations of the research variables.
5. To examine the most significant positive and negative effects associated with the use of social media platforms in the field of education.

#### Fourth: Hypothetical Framework

Based on the theoretical framework and literature related to social media platforms and self-marketing, the research's hypothetical framework was designed to illustrate the relationship between the study's two main variables, as shown in Figure (1) below:



Source: Prepared by the researcher

Fig 1: The Hypothetical Framework of the Research

#### Fifth: Research Hypotheses

**Main Hypothesis:** There is a statistically significant effect of social media platforms on self-marketing strategies. From this main hypothesis, the following sub-hypotheses emerge:

1. There is a statistically significant effect of the positive effects of social media platforms on self-confidence.
2. There is a statistically significant effect of the positive effects of social media platforms on the ability to

persuade.

3. There is a statistically significant effect of the positive effects of social media platforms on the ability to adapt.
4. There is a statistically significant effect of the negative effects of social media platforms on self-confidence.
5. There is a statistically significant effect of the negative effects of social media platforms on the ability to persuade.

- There is a statistically significant effect of the negative effects of social media platforms on the ability to adapt.

**Sixth: Study Population and Sample**

The study population consists of all faculty members at the College of Medicine, Tikrit University, who have accounts on social media platforms, with an estimated total of (78) faculty members. The researcher selected a simple random sample from the study population, consisting of (65) faculty members, representing (83%) of the total study population.

**Seventh: Research Methodology**

This research adopts the descriptive-analytical approach as it is the most suitable methodology for studying the relationships between variables, describing the phenomenon under study, and analyzing it. The study of the phenomenon relies on its current state in reality and focuses on describing it accurately.

**Eighth: Research Boundaries**

- Scientific Boundaries:** The research is limited to the topic of the impact of social media platforms on self-marketing strategies.
- Spatial Boundaries:** Tikrit University.
- Human Boundaries:** Faculty members at the College of Medicine.
- Time Boundaries:** This research was conducted during the second semester of the academic year (2024-2025).

**Second Section: Theoretical Framework**

**First: The Concept of Social Media Platforms in Educational Organizations**

The main idea of social media platforms is to collect data from site users, which is then published publicly so that all members with common interests, who are searching for files, images, and other content, can benefit from it. This technology has allowed for the formation of groups, overcoming barriers and boundaries, and has contributed to acquiring experiences and developing responsibility in individuals. Over time, it has become one of the methods of

education in recent years, sometimes even replacing the teacher completely in the educational process. In other words, it has become an effective platform that facilitates social life between a group of acquaintances and friends, enabling them to communicate visually and audibly, exchange images, and engage in other activities that strengthen their social bonds (Yahia & Shahab, 2019: 180)<sup>[25]</sup>. Social media platforms are among the most prominent technologies that have spread widely in recent decades, creating a significant shift in how individuals and groups communicate and interact globally. These platforms include a variety of applications and websites that allow individuals to communicate in real-time, share content, and build social networks through the internet (Al-Shiha & Al-Andalusi, 2022: 97)<sup>[6]</sup>. These platforms play an important role in shaping online interactions and influencing real-world events. They also provide immersive digital environments where users can interact with content and with one another, often anonymously, which leads to the creation of alternative identities and ethical structures. Additionally, they facilitate social interactions through user profiles and relationship histories, enhancing the quality of online contributions. Moreover, advancements in social media platforms aim to combine conferences, video, and the benefits of asynchronous messaging, generating a more engaging user experience while maintaining efficiency and record-keeping advantages. Furthermore, social media platforms continue to evolve to simulate live entertainment experiences through virtual spaces filled with animated avatars that interact with content in real time. This creates a dynamic and interactive environment that has contributed to the popularity and spread of many social media platforms, leading to greater social convergence. These platforms have been widely studied to understand user preferences, platform selection factors, and the stages of content spread (Ali & Kashkoul, 2024: 340)<sup>[22]</sup>.

The following table (1) presents a range of concepts related to social media platforms according to the opinions of several researchers:

**Table 1:** Concepts of Social Media Platforms

S	The Researcher, Year, and Page	Concept
1	(Lenhart, 2007: 5) <sup>[33]</sup>	They are virtual spaces on the internet where users can create personal pages and use various tools to interact and communicate with others who share common interests, discuss ideas, and engage in conversations.
2	(Boy & Ellison, 2010: 4) <sup>[28]</sup>	They are electronic websites that allow individuals to create personal pages to present an overview of their personality to a wide or specific audience, according to a system that lists a group of users who share contact, with the possibility of viewing their personal pages and available information. The naming of these links varies from one site to another.
3	(Katherine, 2023: 148) <sup>[31]</sup>	They are digital environments that have a significant impact on real-world behavior. These platforms allow individuals to interact in the context of concealing their chosen identity, enabling them to create alternative personalities or avatars that may behave differently from their real-world selves. Users on social media platforms can engage in various activities, such as sharing information, spreading misinformation, and even misleading content due to the freedom provided by the digital environment.
4	(Harsh, et, 2024: 21) <sup>[30]</sup>	They are an integral part of open sciences, helping in research and education. These platforms enhance the visibility of research outputs and support scientific networks by connecting researchers, educators, and practitioners worldwide.
5	(Al-Essawi, 2025, p. 5) <sup>[9]</sup>	They are virtual communities on the internet that bring together individuals who share common interests or activities, allowing them to exchange ideas, information, and resources. These networks serve as a rich environment, enabling users to interact in various ways, whether through instant messaging, emails, or private messages. These interactions include diverse services such as blogging, video sharing, private messaging, and file sharing, making them comprehensive tools for digital communication.

**Source: Prepared by the researcher based on the sources cited therein**

Based on the above, the researcher believes that social media platforms are an essential and effective tool through which a motivational educational environment is created and developed between students and faculty members in the educational organization.

**Second: The Positive and Negative Effects of Social Media Platforms in Educational Organizations**

There is no doubt that using social media platforms in education has many positive aspects, including the following: (Al-Zahrani, 2013, p. 65) <sup>[4]</sup>, (Al-Shammari, 2014, p. 12) <sup>[5]</sup> and (Yahia & Shahab, 2019, p. 185) <sup>[25]</sup>:

1. Providing an opportunity for shy students to express their opinions through writing when facing the teacher.
2. Promoting technological culture and expanding students' knowledge by keeping them updated on the latest developments in their field of study.
3. Expanding the circle of learners by facilitating communication between them and the teacher.
4. An individual in this community is an active member who moves beyond a passive role of just listening and observing, to becoming involved in sending and receiving information, reading, writing, sharing, listening, and speaking.
5. Creating an atmosphere of communication in a virtual community among people from different countries in one place, where their perspectives, levels, and backgrounds may differ, but their technological language is the same.
6. **Interactivity:** Social media platforms have eliminated the negative role of individuals in them, so their role is no longer limited to receiving and reading information. They have become active participants by sending, writing, and sharing information.
7. **Ease of use:** These platforms utilize symbols, images, sounds, and texts simultaneously, making it easier for users to interact with them. They also use simple language and characters, which enhances usability.
8. **Diversity and multiple uses:** Students use these platforms for learning, while teachers use them to impart knowledge and teach students. Writers use them to communicate with readers, among other beneficial uses.
9. **Global reach:** Social media platforms have broken international boundaries and eliminated geographical and spatial barriers.
10. **Cost-effectiveness:** The use of social media platforms has reduced time and space constraints, as well as saving significant amounts of effort and money. With free registration and subscriptions, any individual can now own a personal account on these social networking sites.

Social media platforms also have many negative aspects that can hinder the educational process. These include: (Al-Sawafi, 2015, p. 31) <sup>[7]</sup>, (Ismail, 2022, p. 603) <sup>[2]</sup>, and (Khlora *et al.*, 2024, p. 438) <sup>[23]</sup>.

- a. **Time Wasting:** The entertainment services offered by social media, which are often very appealing, lead to students and teachers wasting time, forgetting assigned tasks, and spending long periods in front of the computer. This can result in psychological and social

problems.

- b. **Addiction to Social Media:** Prolonged use of social media can lead to addiction, causing negative use through following harmful ideas that violate ethical and legal standards.
- c. **Limited Use of Social Media for Educational Purposes:** Using social media for entertainment, communication with family and friends, and other purposes may cause students and teachers to forget or have limited awareness of the significant benefits that social media offers in various fields, particularly in education, research, business, and more.
- d. **Privacy Violations:** Each student or teacher has a personal profile containing information about them, including their location, activities, and interests. If this information is revealed to untrustworthy individuals, it can lead to issues such as cheating if a personal profile is misused by others.
- e. **Exposure to Pornographic Content:** There are websites that promote immoral behavior and reject ethical and religious values. These sites can lure some users and lead them into situations that conflict with societal moral principles.

**Third: The Most Widely Used Social Media Platforms in the Educational Process**

The most important and widely used social media platforms are as follows:

**1. Facebook**

Facebook is considered one of the most prominent and widely used social networks. It has proven its usefulness as an educational tool and a means of social communication within the educational environment. Facebook was launched on February 4, 2004, as a social networking site that allows users to join sub-networks based on geographical areas or specific interests. The name "Facebook" refers to a concept used in some American universities, where freshmen receive a "face book" containing names, photos, and information about their classmates to facilitate communication. Facebook is used in education by aggregating multiple applications, serving as a comprehensive platform combining features such as photo sharing and commenting, enabling students and professors to share and interact with educational images; video sharing, allowing posting and discussion of video content; note-taking, which can be used as a blog alternative where professors publish notes and study summaries; and joining groups and pages where educational groups and pages are created to foster interaction and discussion around educational topics. Furthermore, Facebook's widespread reach facilitates access to a large number of students and users due to its popularity. Its service is free, making it accessible to everyone, and its user-friendly interface simplifies interaction for students of different age and educational levels.

**2. Google Plus**

Google Plus is one of the largest social networks after Facebook and was officially launched by Google. This network offers several services, the most important of which are circles, group chats, forums, pages, and the integration of Google's previous services into this network. As of December 31, 2014, Google Plus had approximately 260



million active monthly users, with a growth rate of 33% annually (Al-Mansour, 2012, p. 88) <sup>[11]</sup>.

### 3. Twitter

Twitter is used in education for rapid communication, serving as a quick and direct means of communication between students and professors by sending short messages about assignments, notes, and updates. It also serves as a platform for open discussion, where educational debates and idea exchanges take place between students and professors, often using hashtags to facilitate the tracking and interaction with specific topics. Furthermore, it enables interaction with experts and sources, allowing students and professors to follow accounts of experts and academic institutions to access the latest information and research in various fields (Mazeed, 2012, p. 11) <sup>[24]</sup>. Twitter, the main competitor to Facebook, was launched in 2006 and derived its name from the term "tweet," meaning chirp, adopting a bird as its logo. It originally allowed users to send short text messages not exceeding 140 characters, later increased to 280 characters. Twitter enables individuals to search for people and topics globally, helping friends stay updated on each other's activities and providing the fastest means of posing questions and receiving immediate answers, as well as sending urgent news and following world events as they happen (Sherif *et al.*, 2023, p. 408) <sup>[19]</sup>.

### 4. YouTube

YouTube is considered the third most popular site after Facebook and Google. Some view it as a social media platform, others as a video uploading site, and some as a combination of both. This distinction allows users to express opinions and comment on posted videos, creating opportunities for social interaction (Al-Mansour, 2012, p. 70) <sup>[11]</sup>. YouTube quickly rose to prominence, becoming the largest host of personally produced video files worldwide and one of the most influential tech companies on the global internet scene. Initially a platform for sharing personal video files, it has evolved into one of the largest entertainment video services globally (Al-Bayoumi, 2019, p. 13) <sup>[3]</sup>. It is defined as a video-sharing platform where users can upload their own videos or watch content published by others (Aboush *et al.*, 2024, p. 335) <sup>[21]</sup>.

### 5. WhatsApp

The WhatsApp application bridges distances between family and friends and is considered one of the simplest and easiest applications to use. Some utilize it to exchange ideas, information, and opinions. WhatsApp replaces costly text messaging services, offering multiple uses depending on the user's goal. It is preferred by some due to its free service and is used to exchange ideas, showcase talents, and send numerous pictures, videos, voice messages, and multimedia either individually or in groups (Al-Sawafi, 2015, p. 29) <sup>[7]</sup>. It is rare to find a smartphone without WhatsApp, which has revolutionized human communication, particularly in the Arab world. WhatsApp is a cross-platform instant messaging application available on iPhone, Android, and Windows Phone devices, allowing users to communicate instantly via text, images, videos, and audio recordings without limits, provided there is an internet connection. WhatsApp was founded in December 2009 by Brian Acton

and Jan Koum, both former engineers at Yahoo, and its headquarters is located in Santa Clara, California, USA (Tawfiq, 2018, p. 12) <sup>[13]</sup>.

### Fourth: The Concept of Self-Marketing Strategies

Marketing is considered one of the most important core functions of any organization, and the success or failure of these organizations has become strongly linked to their ability to deal with external customers and retain them. Therefore, the process of marketing services, ideas, and other offerings has been extensively researched, leading to the exploration of newer and more specialized topics. Among these emerging topics is self-marketing, which is expected to have a greater future role compared to traditional marketing practices. Self-marketing refers to how an individual can market themselves within a particular environment to achieve success and fame. This process is complex due to its association with the individual's psychology, adding to its intricacy. Consequently, it is necessary to use specific methods and strategies that enable self-marketing so that the individual becomes accepted within their working environment or by the targeted audience. They must also be capable of influencing the emotions of others, attracting their attention, and thereby being preferred over others due to their ability to persuade and impact them with intelligence, high self-confidence, and the capability to re-engineer themselves to adapt to current environmental conditions. In this way, the individual can market themselves to others (Al-Taie, 2009, p. 31) <sup>[8]</sup>.

Self-marketing is considered a contemporary, modern, and complex concept, particularly because it is linked to an individual's psychology, personality, and serves as a means to promote their skills and experiences. Therefore, it is necessary to employ various methods and strategies to ensure the self-marketer's acceptance within both private and public educational environments, or in front of students or the targeted audience, and to increase their ability to influence critical attitudes and decisions (Taylor, 2020, p. 65) <sup>[37]</sup>. Self-marketing is not simply entering a competitive environment based solely on individual and organizational traits, but rather it involves the intelligent exertion of effort and following a demand-driven approach. A proper understanding of the correct method for self-marketing is crucial, as unplanned or illogical actions can cost an individual their current job or cause the loss of certain advantages. Thus, it is essential to establish plans and marketing programs with set timeframes and to determine methods for achieving and continuously developing these plans to outperform competitors. It is preferable to adopt multiple marketing methods, utilize diverse and repeated techniques and tools to highlight knowledge, and solidify the candidate's image. Presenting one's personality and knowledge effectively is important, along with clearly identifying objectives and requirements such as high self-confidence, the ability to take risks, confront external threats, and demonstrate the ability to act appropriately in various situations. It is also vital to identify smart marketing methods and the correct path for self-marketing (Hassan, 2022, p. 47) <sup>[15]</sup>.

Table (2) illustrates the concepts of self-marketing according to the views of some researchers:

**Table 2:** Concepts of Self-Marketing

S	The Researcher, Year, and Page	Concept
1	(Aruda, 2010: 16) <sup>[27]</sup>	It is the deep knowledge of the individual advantages possessed by a person and the use of these advantages to distinguish oneself from others, thereby achieving the desired goals without the need to engage in conflict with others.
2	(Fogde, 2011: 63) <sup>[29]</sup>	It is the process of creating professional projections of the ideal self, which serves as a technique for an individual’s career advancement and is linked to a kind of professional exchange concerning the outwardly perceived self. These professional projections are important for the individual as they are closely associated with their profession or career path, including education and employment.
3	(Manai & Holmlund, 2014: 9) <sup>[35]</sup>	It is the means by which an individual formulates their skills and abilities and communicates them in a way that enables them to stand out among other individuals and increase the likelihood of being employed.
4	(Machova <i>et al</i> , 2023: 4) <sup>[34]</sup>	It is the activity that every individual needs to market their skills, whether in their private or professional life.
5	(Youssef & Khalil, 2024, p. 5) <sup>[26]</sup> .	It is a set of skills and competencies that an individual possesses, enabling them to explain their ideas and perspectives and convey a specific and clear message that includes solving others’ problems, providing benefits, stimulating needs in the other party, and capturing their attention with a unique style and skill.

**Source: Prepared by the researcher based on the sources cited.**

From the researcher's perspective, self-marketing is the communication and interaction between professors and students or with the targeted audience in order to showcase the professors' characteristics, skills, and educational, social, and historical experiences in a specific field.

**Fifth: The Importance of Self-Marketing**

The practice of self-marketing begins with the individual's awareness of the importance of presenting their skills and perceptions. The individual who engages in marketing their skills and personality is the one who gains the clear attention of others, particularly when speaking realistically and objectively without exaggeration. Relying solely on work performance to attract attention may lead to many challenges; however, self-marketing provides the opportunity to present the individual's persona to the widest possible audience. Thus, the importance of self-marketing can be summarized in the following points:

1. Clarifying the self-marketer’s skills, awareness, and abilities to effectively communicate them to the target audience.
2. Seizing opportunities that facilitate others’ understanding of the self-marketer and reducing instances of ambiguity regarding them.
3. Complete conviction in the self-marketer’s skills, which consequently motivates the marketer to highlight their marketing capabilities.
4. Delivering the intended message to various groups according to the environmental context surrounding the self-market, (Jathir and Al-Amri, 2010: 62) <sup>[14]</sup> and (Khalil, 2020: 272) <sup>[16]</sup>.

According to (Kayser, 2013: 44) <sup>[31]</sup> and (Raouf, 2019: 56) <sup>[17]</sup>, the importance of self-marketing can be identified in the following points:

- Self-marketing is an effective tool for communication between the individual and their society, distinguishing them from others by recognizing what is absent in others and attempting to compensate for these gaps.
- It serves as an effective weapon for career success, shortening many redundant professional steps.
- It provides a clear description of what the individual offers by highlighting the exceptional aspects of their

otherwise ambiguous professional persona.

- It presents the individual’s personal identity and distinctly defines their personality features compared to competitors.
- It enables the marketing of targeted individual projects, ideas, and future opinions, thereby increasing their acceptance by others.
- Self-marketing serves as a window for companies to identify individuals who possess creative capabilities that distinguish them from their peers.
- It is considered one of the tools for personal differentiation from other competitors.

**Sixth: Dimensions of Self-Marketing**

**1. Self-Confidence**

Self-confidence refers to the individual's belief in their ability to achieve self-marketing and deliver their intended message to followers. It includes the capacity to bear responsibility and an inner faith in one's own ability, creativity, and self-confidence in influencing others. Self-confidence is considered one of the most powerful emotions an individual can possess; when an individual has self-confidence, it grants them success and helps attract others. Those who possess self-confidence positively influence others and help them enhance their own self-confidence. Self-confidence is the individual's sense of their value among those around them, relying on their own talents, energies, and capabilities, and having sufficient belief that they are capable of succeeding in the endeavor they seek to achieve (Khalil, 2020: 274) <sup>[16]</sup>.

Self-confidence reflects an individual's awareness of their capabilities and is one of the most vital emotions that a self-marketer can possess, aiding in attracting the target audience. Furthermore, when the self-marketer possesses high self-confidence, it nurtures and develops trust among others, creating harmony and rapport with beneficiaries, potentially reaching a state of full mutual understanding. When a self-marketer has self-confidence, they can recognize their own potential, resources, strengths, and weaknesses, working to correct and develop themselves while displaying personal qualities in a manner that masks or minimizes flaws. Building confidence must involve actions and thoughts, acknowledging mistakes to select better paths for action, and embracing constructive thinking while eliminating fear, doubt, and anxiety (Al-Maddah,

2024: 7)<sup>[10]</sup>.

From the researcher's perspective, self-confidence constitutes a fundamental pillar for the success of professors, as it enables the showcasing of personal traits, improves personal image among students, modifies perceptions through behavioral change, and ultimately helps achieve desired goals.

**2. Ability to Persuade**

Persuasion is one of the essential life skills for every individual in any situation and a necessity in personal, social, and commercial interactions. It is a form of dialogue or exchange of views between two or more parties, aiming to reach an agreement that resolves an idea and preserves common interests among the parties. The ability to persuade and influence is a highly desirable skill in self-marketing and may vary among individuals. For some, it is an innate talent that enables them to persuade or influence others through their style (Abdullah & Hilal, 2023: 78)<sup>[20]</sup>.

The importance of a self-marketer possessing charisma and a strong personality lies in their ability to convince others of their vision and present it in a manner that appeals to the emotions of others, using their talents to achieve success. This requires mastery of persuasive and targeted speech. An individual must have intellectual capacity, the appropriate idea, strength, and skill to achieve goals and prove personal capabilities.

Persuasion refers to the ability some individuals possess to change the behaviors, beliefs, and actions of another individual or group toward a particular idea or issue. Persuasion often occurs through the delivery of a message, emotions, information, logic, or a combination thereof. Influencing others does not mean imposing one's own views; instead, it requires understanding the perspectives of others and negotiating to reach a solution or view acceptable to both parties. Finding common ground—such as shared concerns or mutual interests—builds trust, which is a fundamental element of persuasion.

Several studies indicate that speaking quickly increases the likelihood of persuading others, while presenting opposing aspects of an argument also enhances acceptance of the viewpoint. Intelligent, effective communication is crucial. Generally, men tend to perceive personal communication as competitive, turning conversations into contests they feel compelled to win, whereas women tend to approach communication differently (Sulaiman, 2023: 10)<sup>[18]</sup>.

**3. Ability to Adapt and Flexibility**

The exchange of ideas, facts, emotions, and experiences with others, and the need to communicate and adapt efficiently and effectively in every available opportunity, highlight that adaptability is not just a skill or method but a way of thinking and understanding others (Shepherd, 2005:

8)<sup>[36]</sup>.

Adaptation is a social interaction process aimed at strengthening social relationships through the exchange of information, ideas, and emotions, leading to understanding, empathy, and affection. An individual must work across time, space, and cultures to succeed under such circumstances, requiring understanding of differences and flexibility in handling change.

Cultural adaptability refers to the administration's ability to recognize, understand, and actively engage with diverse cultures, believing that such interactions will yield positive outcomes. Cultural adaptability is a core skill for leadership in a global environment.

In the workplace, adaptability means the ability to change to achieve greater success, especially in leadership positions that require individuals to manage unexpected situations without clear guidelines and to make decisions based on personal judgment and confidence.

Adaptability and flexibility are critical skills in today's job market. With the emergence of new technologies, it has become difficult for traditionally structured companies to compete with leading innovators unless they have a flexible team capable of adapting to current changes.

Adaptability manifests in various ways and is demonstrated through: the ability to learn individuals who are adaptable rarely feel discouraged by failure, viewing it instead as part of the learning process. These individuals are constantly engaged in learning new things and are always ready to take risks if it leads to personal development and the acquisition of new experiences. Such individuals often excel in teamwork, critical thinking, research skills, attention to detail, observation, strong memory, and perseverance (Abu Hashish, 2021)<sup>[1]</sup>.

**Third Axis: Practical Aspect**

**First: Reliability Test of the Research Instrument**

The reliability test is considered one of the most important foundations upon which measurement instruments rely, granting them significant importance to achieve highly credible research results. Reliability is a crucial factor that must be present to ensure the validity of the instrument.

Cronbach's Alpha is one of the most prominent and widely used measures for assessing the reliability of questionnaires, extensively adopted by researchers across various fields of empirical research.

If the value of the reliability test is less than 50%, it is considered a weak indicator of reliability, whereas reliability is deemed acceptable if its value exceeds 70% (Al-Nuaimi, 2008: 78).

**The following table illustrates the reliability coefficients for the research variables:**

**Table 3:** Reliability Coefficients for the Research Variables

Symbol	Scale	Number of Items	Cronbach's Alpha	Researcher's Interpretation
X	Social Media Platforms	14	0.841	High reliability in the items of social media platforms.
Y	Self-Marketing	15	0.878	High reliability in all items of self-marketing.
	All Items	29	0.916	High reliability in all items of the questionnaire.

**Source: Prepared by the researcher based on the data from SPSS V.26.**

It can be inferred from Table (3) that the Cronbach's alpha reliability coefficient for the overall items of social media

platforms is (0.841), which indicates high reliability since the reliability value exceeds (50%). Additionally, from the table, it can be inferred that the items of self-marketing recorded a reliability coefficient of (0.878), which is more

than (50%), confirming high reliability in the items of self-marketing. Meanwhile, the reliability coefficient for the overall items of the questionnaire was (0.916), indicating that the questionnaire items successfully passed the reliability test.

## Second: Description and Diagnosis of the Research Variables

This section aims to determine the level of the research

variables and analyze their results in the studied sample. Subsequently, the responses of the sample members to the adopted questionnaire items are tabulated for statistical processing. This section also aims to assess the level of the research dimensions, represented by social media platforms and self-marketing, by using the minimum and maximum response values, mean, standard deviation, and relative importance. Any dimension with a mean lower than (3), the hypothetical mean, is considered rejected.

**Table 4:** Mean and Standard Deviation of the Items of Social Media Platforms.

S	Minimum	Maximum	Hypothetical Mean	Mean	Standard Deviation	Relative Importance
<b>1. Positive Effects of Social Media Platforms</b>						
1	1	5	3	3.69	0.967	74%
2	1	5	3	3.66	0.957	73.2%
3	1	5	3	3.72	0.801	74.4%
4	1	5	3	3.60	1.012	72%
5	1	5	3	3.34	1.108	67%
6	1	5	3	3.77	0.948	75.4%
7	1	5	3	3.00	1.046	60%
Total	2	5	3	3.54	0.538	71%
<b>2. Negative Effects of Social Media Platforms</b>						
8	1	5	3	3.62	0.979	72.4%
9	1	5	3	3.80	0.851	76%
10	1	5	3	4.17	0.762	83.4%
11	1	5	3	3.58	0.998	72%
12	1	5	3	3.46	0.953	69.2%
13	1	5	3	3.58	0.900	72%
14	1	5	3	3.68	0.850	74%
Total	1	5	3	3.70	0.611	74%

**Source:** Prepared by the researcher based on the data from SPSS V.26.

### 1. Positive Effects of Social Media Platforms

As indicated in Table (4), the weighted mean value of (3.77) for the statement "Using social media platforms provides opportunities to explore diverse educational experiences" ranks first. The statement "Using social media platforms allows students to communicate with their peers and discuss their lessons" ranked last with a mean value of (3.00). The overall mean for the variable was (3.54), which confirms that the responses from the sample participants for the positive effects items leaned toward agreement with a (high) level, and the standard deviation was (0.538), indicating consistency in the responses. The relative importance recorded was (71%), showing that most of the sample participants agreed on the importance of the positive effects in developing self-marketing strategies.

### 2. Negative Effects of Social Media Platforms

Table (4) shows that the weighted mean value of (4.17) for the statement "Social media platforms are suitable for defamation, bullying, and blackmail" ranked first. The statement "Social media platforms spread incorrect concepts and terms" ranked last with a mean value of (3.46). The overall mean for the variable was (3.70), confirming that the responses from the sample participants for the negative effects items leaned toward agreement with a (high) level, and the standard deviation was (0.611), indicating consistency in the responses. The relative importance recorded was (74%), showing that most of the sample

participants agreed on the importance of the negative effects in developing self-marketing strategies.

### 1. Regarding the self-confidence items

Table (5) documents that the weighted mean value (3.77) for the statement "I have great confidence in myself" ranked first, while the statement "I often think about my strengths and weaknesses to work on improving them" ranked last with a weighted mean of (3.54). The overall weighted mean for the variable was (3.66), indicating that the responses of the sample regarding the self-confidence items were generally in agreement with a (high) level. The standard deviation was (0.854), which shows consistency in the responses. The relative importance recorded (73.2%), indicating that most of the sample agreed on the importance of the self-confidence items.

### 2. Regarding the ability to persuade items

Table (5) documents that the weighted mean value (4.54) for the statement "I try to present my ideas to others in an engaging and exciting way" ranked first, while the statement "I tend to use phrases that attract others" ranked last with a weighted mean of (3.52). The overall weighted mean for the variable was (3.95), indicating that the responses of the sample regarding the ability to persuade items were in agreement with a (high) level. The standard deviation was (0.744), showing consistency in the responses. The relative importance recorded (79%), indicating that most of the sample agreed on the importance of the ability to persuade items.



**Table 5:** The Mean and Standard Deviation for the Dimensions of Self-Marketing

S	Minimum value	Maximum value	Hypothetical mean	Arithmetic mean	Standard deviation	Relative importance
<b>1. Self-confidence</b>						
1	1	5	3	3.57	1.000	71.4%
2	1	5	3	3.77	1.012	75.4%
3	1	5	3	3.68	1.147	74%
4	1	5	3	3.54	1.047	71%
5	1	5	3	3.75	1.090	75%
Total	1	5		3.66	0.854	73.2%
<b>2. Ability to persuade</b>						
6	1	5	3	3.52	1.251	70.4%
7	1	5	3	3.97	0.951	79.4%
8	1	5	3	3.88	0.960	78%
9	1	5	3	3.92	0.872	78.4%
10	1	5	3	4.45	0.791	89%
Total	1	5	3	3.95	0.744	79%
<b>3. Ability to adapt and flexibility</b>						
11	1	5	3	3.69	0.999	74%
12	1	5	3	3.86	1.044	77.2%
13	1	5	3	4.00	0.919	80%
14	1	5	3	4.02	0.875	80.4%
15	1	5	3	3.46	1.288	69.2%
Total	2	5	3	3.81	0.581	76.2%

**Source:** Prepared by the researcher according to the data from SPSS V.26.

### 3. Regarding the ability to adapt and flexibility items

Table (5) documents that the weighted mean value (4.02) for the statement "I respect the significant differences between the cultures of others at all managerial levels" ranked first, while the statement "I am completely satisfied and adapted to my job life at the university" ranked last with a weighted mean of (3.46). The overall weighted mean for the variable was (3.81), indicating that the responses of the sample regarding the ability to adapt items were in agreement with a (high) level. The standard deviation was (0.581), showing consistency in the responses. The relative importance recorded (76%), indicating that most of the sample agreed on the importance of the ability to adapt items.

### Third: Testing and Analyzing the Impact Relationships of the Research Variables

The research problem was translated into a set of questions that require clear responses through theoretical and statistical analysis. These questions led to seven hypotheses in order to answer the research questions, and the results were as follows:

#### 1. Results of answering the main hypothesis of the research:

The aim of this hypothesis is to test the effect of the independent variable (social media platforms) on the dependent variable (self-marketing strategies). This hypothesis states that "there is a statistically significant impact of social media platforms on self-marketing strategies" in the sample under study. Table (6) presents the results of this analysis, and it is clear that the indicators of the linear regression model coefficients confirm a significant impact relationship between social media platforms and self-marketing. The coefficient of determination (R<sup>2</sup>) indicates that social media platforms explain about (50%) of the variance in self-marketing strategies. The model's significance coefficient (F) is (14.561), which is greater than the tabular F value of (3.993) at a significance level of (0.05), and the direction of the

relationship is positive. Therefore, the main hypothesis of the research is confirmed.

#### 2. Results of answering the first sub-hypothesis:

The aim of this hypothesis is to test the effect of the independent variable (the positive effects of social media platforms) on the dependent variable (self-confidence). This hypothesis states that "there is a statistically significant impact of the positive effects of social media platforms on self-confidence" in the sample under study. Table (6) presents the results of this analysis, and it is clear that the indicators of the linear regression model coefficients confirm a significant impact relationship between the positive effects of social media platforms and self-confidence. The coefficient of determination (R<sup>2</sup>) indicates that the positive effects of social media platforms explain about (38%) of the variance in self-confidence. The model's significance coefficient (F) is (39.042), which is greater than the tabular F value of (3.993) at a significance level of (0.05), and the direction of the relationship is positive. Therefore, the first sub-hypothesis is confirmed.

#### 3. Results of answering the second sub-hypothesis:

The aim of this hypothesis is to test the effect of the independent variable (the positive effects of social media platforms) on the dependent variable (the ability to persuade). This hypothesis states that "there is a statistically significant impact of the positive effects of social media platforms on the ability to persuade" in the sample under study. Table (6) presents the results of this analysis, and it is clear that the indicators of the linear regression model coefficients confirm a significant impact relationship between the positive effects of social media platforms and the ability to persuade. The coefficient of determination (R<sup>2</sup>) indicates that the positive effects of social media platforms explain about (35%) of the variance in the ability to persuade. The model's significance coefficient (F) is (34.569), which is greater than the tabular F value of (3.993) at a significance level of (0.05), and the direction of the relationship is positive. Therefore, the second sub-

hypothesis is confirmed.

**4. Results of answering the third sub-hypothesis:**

The aim of this hypothesis is to test the effect of the independent variable (social media platforms) on the dependent variable (adaptability and flexibility). This hypothesis states that "there is a statistically significant impact of the positive effects of social media platforms on adaptability and flexibility" in the sample under study. Table (6) presents the results of this analysis, and it is clear that the indicators of the linear regression model coefficients confirm a significant impact relationship between the positive effects of social media platforms and adaptability and flexibility. The coefficient of determination (R<sup>2</sup>) indicates that the positive effects of social media platforms explain about (21%) of the variance in adaptability and flexibility. The model's significance coefficient (F) is (17.471), which is greater than the tabular F value of (3.993) at a significance level of (0.05), and the direction of the relationship is positive. Therefore, the third sub-hypothesis is confirmed.

**5. Results of answering the fourth sub-hypothesis:**

The aim of this hypothesis is to test the effect of the independent variable (the negative effects of social media platforms) on the dependent variable (self-confidence). This hypothesis states that "there is a statistically significant impact of the negative effects of social media platforms on self-confidence" in the sample under study. Table (6) presents the results of this analysis, and it is clear that the indicators of the linear regression model coefficients confirm a significant impact relationship between the negative effects of social media platforms and self-confidence. The coefficient of determination (R<sup>2</sup>) indicates that the negative effects of social media platforms explain about (48%) of the variance in self-confidence. The model's significance coefficient (F) is (57.748), which is greater than the tabular F value of (3.993) at a significance level of (0.05), and the direction of the relationship is positive. Therefore, the fourth sub-hypothesis is confirmed.

**6. Results of answering the fifth sub-hypothesis**

The aim of this hypothesis is to test the effect of the independent variable (the negative effects of social media platforms) on the dependent variable (the ability to persuade). This hypothesis states that "there is a statistically significant impact of the negative effects of social media platforms on the ability to persuade" in the sample under study. Table (6) presents the results of this analysis, and it is clear that the indicators of the linear regression model coefficients confirm a significant impact relationship between the negative effects of social media platforms and the ability to persuade. The coefficient of determination (R<sup>2</sup>) indicates that the negative effects of social media platforms explain about (52%) of the variance in the ability to persuade. The model's significance coefficient (F) is (67.880), which is greater than the tabular F value of (3.993) at a significance level of (0.05), and the direction of the relationship is positive. Therefore, the fifth sub-hypothesis is confirmed.

**7. Results of answering the sixth sub-hypothesis**

The aim of this hypothesis is to test the effect of the independent variable (the negative effects of social media platforms) on the dependent variable (adaptability and flexibility). This hypothesis states that "there is a statistically significant impact of the negative effects of social media platforms on adaptability and flexibility" in the sample under study. Table (6) presents the results of this analysis, and it is clear that the indicators of the linear regression model coefficients confirm a significant impact relationship between the negative effects of social media platforms and adaptability and flexibility. The coefficient of determination (R<sup>2</sup>) indicates that the negative effects of social media platforms explain about (26%) of the variance in adaptability and flexibility. The model's significance coefficient (F) is (22.514), which is greater than the tabular F value of (3.993) at a significance level of (0.05), and the direction of the relationship is positive. Therefore, the sixth sub-hypothesis is confirmed.

**Table 6:** Results of the main hypothesis of the research and its derived hypotheses

Sub-hypotheses	Variables		Fixed limit alpha	Factors Beta regression	Factors % selection	Statistical Laboratory		Researcher's interpretation
	Independent	The follower				Calculated F value	Probability value	
1_1	Positive Effects	Self-Confidence	0.982	0.186	38%	39,042	0.000	Accept the hypothesis
2_1	Positive Effects	Persuasion	0.823	1.823	35%	34,569	0.000	Accept the hypothesis
3_1	Positive Effects	Adaptability	0.503	2,026	21%	17,471	0.000	Accept the hypothesis
4_1	Negative Effects	Self-Confidence	0.966	0.087	48%	57,748	0.000	Accept the hypothesis
5-1	Negative Effects	Persuasion	0.877	0.704	52%	67,880	0.000	Accept the hypothesis
6_1	Negative Effects	Adaptability	0.488	2,003	26%	22,514	0.000	Accept the hypothesis
Main hypothesis	Platforms Communication Social	Self-Marketing	0.886	0.597	50%	14,561	0.000	Accept the hypothesis

**F value at a 95% confidence level is equal to.(3.993)**

Source: Prepared by the researcher based on SPSS V.26 data

**Section Four: Conclusions and Recommendations**

**First: Conclusions**

1. The statistical analysis results showed a significant relationship between social media platforms and the development of self-marketing strategies at the overall level. The relationship was positive and strong, meaning that college professors have the ability and

willingness to use social media platforms to develop self-marketing strategies within their workplace.  
 2. The statistical analysis results indicated that the positive effects of social media platforms have a greater impact on the development of self-marketing strategies than the negative effects.  
 3. The results of the statistical analysis for the self-

- marketing variable showed that the "ability to persuade" ranked first, followed by "the ability to adapt and be flexible" in second place, and finally, "self-confidence" in third place, according to the responses of the surveyed sample.
4. Social media platforms have a negative impact on students' academic level and academic achievement in the absence of parental involvement.
  5. It was found that social media platforms have a positive effect on students' academic level and achievement when used correctly.
  6. Self-marketing enhances the individual's strengths and addresses the weaknesses they may have, thereby presenting themselves to others in a direct and simple way.
  7. Each social media platform has a unique feature that impacts the self-marketing of its users.
  8. The freedom to flow and exchange information and experiences via social media platforms acts as an external cover for penetrating local communities.
  9. These platforms serve as a tool for generating rumors and false news, making them appear as truths believed by the public.
  10. Social media platforms transform communities into societies of frivolity and mockery, changing the symbols of society, from respected scientific, cultural, and social symbols, into disrespectful ones.
  11. The independence of social media platform media from regulatory institutions has made it an entity of its own, far from any means of official supervision and control.

### Second: Recommendations

1. Support media awareness regarding the psychological, social, ethical, and health risks arising from excessive use of social media platforms by hosting specialists who emphasize promoting positive values on social media and benefiting from the useful information provided by these platforms.
2. Educational institutions and universities should take responsibility by including topics in advanced educational curricula about how to deal with social media in order to protect youth and students from the negative effects of excessive use of social media, while ensuring the proper use of the internet both inside and outside universities.
3. It is necessary to establish laws that regulate and set boundaries for the use of social media platforms and technology platforms in general.
4. Social media platforms should play a role in promoting ethical values among students, solving problems faced by students and society, and disseminating useful scientific ideas.
5. Encourage researchers, scholars, and anyone with an active role in the educational process to conduct further studies and research on communication and social media in education, due to their importance in this field.
6. Encourage students and faculty members to utilize technology in education by using social media platforms due to their significant impact on the effectiveness of the educational process and staying updated with the latest technological advancements.
7. It is necessary to cooperate between educational, private, and governmental institutions to activate e-learning and benefit from social media platforms by

- setting mechanisms to identify needs for optimal use of these sites.
8. Establish a self-marketing management system within every educational institution to educate individuals about marketing mechanisms and how to build a good personal image.
  9. Public and private universities should pay attention to self-marketing in its various aspects due to its effective impact on improving the teaching performance of faculty members at Tikrit University.
  10. Work on enhancing self-confidence, the ability to quit unhealthy behaviors, and adaptability and flexibility for faculty members at universities to improve their teaching performance.
  11. Use strategies for continuous improvement and development by conducting periodic reviews on how to present oneself and exploring new methods to improve the performance of faculty members in universities.
  12. Self-marketers should strengthen their relationships with department heads and university administrators, and build a distinguished reputation among their peers in the teaching staff and students.
  13. Work on developing a positive self-esteem among faculty members and their assistants to increase their self-confidence.
  14. Raise awareness among graduates about the importance of taking responsibility and refining skills in self-marketing. Graduates who have the ability and awareness to market their experiences and skills are more capable than others in entering the job market and securing a job position.
  15. Self-marketers need to rely on various tools, including social media platforms, which are crucial in the self-marketing process for students and faculty members. This requires a great deal of effort and time to reach the target audience through continuous research.

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