The impact of social media on educational decision making: The mediating role of information credibility, empirical analysis of Jordanian private universities

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CHRONICLE	ABSTRACT
	The study aims to bridge this gap by examining how the credibility of information on SM influences educational decisions in higher education (HE) among students. The research questions addressed are: (1) how does SM information credibility influence education decision-making? (2) How often does informative information on SM have a kind with corresponding understanding from traditional sources to guide educational decisions? What difficulties are there in how students judge SM regarding the credibility of information? While social media (SM) has been argued to be an important stakeholder in our lives, its role in educational decision-making regarding information credibility is not explicated. This study, combining surveys and interviews in a mixed-methods approach, showed that providing authentic SM information appreciably increases students' ability to make an informed choice when choosing relevant courses, gain insight into possible learning aids, and assist them with their career plans. The findings highlight the importance of digital literacy for SM-content credibility evaluability in students. The study also outlined critical strategies for educators and institutions to support students in assessing the reliability of sources and train them in skills that accompany a responsible thumb online. The conclusion takeaway from the study is that credible information on SNS can impact and change educational decision-making.

1. Introduction

Social media in education has grown significantly and can provide a range of attractive benefits, such as information distribution, participation in learning activities among students even outside the class environment, maintaining effective interaction between teachers and learners through communication on social networks to create educational interaction, and student engagement in practical sessions and seminars with their real-time involvement (Islam et al., 2024). For educators and students, social media can offer an environment that enables co-creation through active collaborative engagement, thus advancing students' capacity to synthesize and apply knowledge more meaningfully (Choi et al., 2024). It provides students with opportunities to explore as learners, build connections, and participate in experiences that help them think more mindfully about learning. While there are such advantages, the information available on social media has credibility issues. Information spreads fast, along with misinformation and low-credibility content, affecting students who give up on making educational decisions (Haider & Al-Salman, 2023). This problem is particularly acute in Jordanian private universities, where student choices, to a massive degree, are developed with

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social media (Lam et al., 2024). The education process in Jordan especially private universities, has greatly enhanced by introducing social media to learning or decision-making. Students rely on social media for a wide variety of educational tasks ranging from accessing course content to participating in discussion forums and gaining insights into university and program information. However, social media is a variable of interest regarding how it can influence educational decision-making. Since students' perceptions regarding the credibility of information being disseminated on social media directly affect their decisions and academic journey, it makes them a potent force (Cheng et al., 2024). Social media is an engaging and interactive platform for learning. However, it can also demand questionable information, requiring a thorough discussion about social media as an educational tool (Sharabati, Awawdeh, et al., 2024). The research objective is to explore the effect of social media on educational decision-making with information credibility as a mediator variable in an empirical study of Jordanian private universities. The study addresses three research questions: (1) How does the information credibility of social media influence educational decision-making? (2) How does accessible information from social media align with that of traditional sources in aiding educational decision-making? and (3) In what ways can students encounter difficulties in determining the credibility of information on social media? It is conducted through a mixed-method design involving quantitative surveys and qualitative interviews with students, tutors, and educational administrators to provide an insightful view of the relationship between information credibility and the undeciding blue image (Sansome et al., 2024). Bridging these conclusions is the importance of digital literacy in enabling students to differentiate between social media content and avenues that can be trusted, helping guide them away from unreliable online sources while also promoting a developmentally important skill set. This research emphasizes how powerful and accurate social media information can inform educational choices. Educators and policymakers can support sound decision-making by helping students better sift through credible information. Results might help exploit social media as trusted educational support to endorse knowledgeable and independent learners at private universities in Jordan.

2. Literature Review

2.1 Social Media

Social media encompasses a wide range of tools that integrate technology, social interaction, and content creation (Greve, 2021). This study focuses on the most popular social media types, including social networks, blogs, micro-blogs, wikis, bookmarking, and media sharing, as they relate to educational decision-making and information credibility within Jordanian private universities (Darawsheh et al., 2023). Social networks are online communities that connect persons of similar interests, opinions, and behavior by enabling them to share news, photos, videos, and events. These sites and services let users register for an account and make a profile where they can comment using tools like messaging or posting (Golan et al., 2020). Social networks encourage discussions between students and educators, which creates a large community of learners. It gives students and teachers a place to share educational resources, grow from their learning experiences, and engage in discussions, allowing for better-informed decision-making and growing the knowledge base (Sondergeld et al., 2020). This allows the teacher to provide information and feedback as fast as possible, dramatically increasing the reliability of that information and adding fuel to decisions in education (Harmanen, 2019). The use of social media has gained popularity and strayed into different sectors, including the educational field, which arose with numerous advantages such as better communication, greater engagement, and enhanced collaboration, which is essential when it comes to making good decisions in education. Allow students to tweet and backchannel on Facebook and other social media outlets with not only each other but also those pedagogically involved in the lesson (Hutabarat et al., 2024). Social media platforms have effectively supplemented communication and interaction among all educational stakeholders in recent years (Han & Balabanis, 2024). The credibility of information shared on these platforms is crucial for making informed educational decisions, particularly in Jordanian private universities.

2.2 Description

Social media refers to a type of online platform that enables users to develop, share respond, or socialize with content (Rewers et al., 2016). The functionality on these platforms can range, from talking about text-based discussions to multimedia sharing and live streaming. Education is a primary field of social media usage; it can be used for getting academic material, group discussions, and even following educational influencers to stay updated. On one hand, this dynamic environment provides updated information which is a big advantage (Gkikas et al., 2022), on the other side it can be the main obstacle for users seeking credible data.

2.3 Collaboration

One example belonging to a Jordan private university is the use of social media platforms for collaboration. The collective view is that these platforms have made it easy and effective for both educators as well as students to collaborate (Petriello et al., 2024). Now, the advent of modern Online Social Networks (OSNs) provides a much better interactive platform for communication and collaborative learning compared to traditional Information and Communication Technology (ICT) means. (Rodríguez-Espíndola et al., 2020) study after study has shown the benefits of using social networks and Online Social Network (OSN) platforms to facilitate student collaboration. Research has outlined several advantages, such as enhanced student engagement improved comprehension and a glue between social informatics systems like Facebook (Alismaiel et al., 2022). These findings are particularly important in the realm of private Jordanian universities. This means students can work together on assignments, share information,

and support each other during studies using social media platforms. Such a community-oriented structured environment is created to build and develop the overall educational experience (Al-Rahmi et al., 2022). It was established in Jordanian private universities, that research does support the employment of social media for educational collaboration. This represents massive advantages in terms of student engagement and learning results. They allow for the sharing of information and a cooperative learning environment that benefits students as a whole.

2.4 Perceptions

Expectations for the role of social media in education are divergent among students, educators, and administrators as they vary among professionals (Ballester et al., 2021). To students, social media is seen as a useful resource for news and contacting peers immediately able to supply the latest details from universities about courses, etc. It is in line with the discovery of (Sugahara et al., 2024) demonstrate that students' perceptions of the value and trustworthiness of social media play a large role in their decision to use social media for educational activity. In an academic setting, the quality and credibility of information shared on social media by educators and administrators are more likely to be called into question. In general, these perceptions are important for private Jordanian universities (Al-Twal & Cook, 2022). It is the evaluation of cultural backgrounds, norms, and institutional practices that shape their attitude & faith in regards to using social media as a learning source. This study attempts to empirically examine the effect these perceptions have on educational decision-making in terms of social media information credibility. This research investigates the perceptions of students, educators, and administrators to elicit a well-rounded perspective on how social media can serve in making an informed educational decision in one part of the world i.e. Jordanian private universities (Zamiri & Esmaeili, 2024).

2.5 Educational Decision Making

It deliberates on choosing certain courses, programs, or careers based on their knowledge and interests (Torlak et al., 2022). In traditional terms, higher education institutions depend on several types of units and strategies to support these decision-making processes. Given the current utilization of these platforms as a source for educational decisions most obviously due to social media, (Mandinach & Schildkamp, 2021). Much if not most of the information that students gather about universities, programs, and career opportunities comes from what they read on social media - reviews, testimonials, or peers analyzing their thoughts. As such, social media is a ready-to-hand tool for our decision-making as educators (Al-Mu'ani et al., 2023). The significant presence of this platform within the educational decision-making processes at Jordanian private universities questions understanding of its reliability and influence. The mass communication function of social media helps students gather a lot of information in a very short time (MUHAMAD & SHAHROM, 2020). However, this information has to be reliable for it to influence their educational choices. Accordingly, the study focuses on the empirical investigation of information credibility in social media from the perspective of educational decision-making, the study aims to illuminate how social media may be used to help provide Jordanian students enrolled at private universities sound decision-making (Kirchner-Krath et al., 2024).

2.6 Information Credibility

The impact of social media on educational decision-making through focusing on the Information Credibility variable is an important part that should be properly addressed (Karlsen & Aalberg, 2023). For private universities in Jordan, information credibility remains critical to carry out their diversified plans towards attracting more students to join mainly because they are considered maybe expensive when compared to the public ones which charge nothing (Wertgen & Richter, 2023). Requirements reach potential customers with adequate specifications as info. As shown in Wilson's theory of cognitive authority, trustworthiness, and competence are two key factors in his idea. Credible information channels require trustworthiness from consistent and reliable sources and competence in producing the veracity of that information. Scholars suggest that these are the primary dimensions but both are weighted equally (Perera et al., 2022). There is some debate over the components of this umbrella term, but trustworthiness and expertise are considered complementary elements that will have a stronger impact on information source utility when both exist. A recent investigation of information credibility (Diaz-Garcia et al., 2022) developed a holistic framework for the analysis of trustworthiness. At the beginning of exploring reliable online information, it is vital not to overstate credibility but instead focus on its inherent fluidity and social dependencies that determine whether readers develop trust in what they read. These relationships are critically important in educational environments where students and educators make choices every day based on information shared with them by other people (Ashraf et al., 2022). Therefore, the credibility of social media as an informational source can have a direct impact on educational outcomes because it determines what choices are made within an academic environment.

3. Hypothesis Development

Based on the literature review and theoretical framework, the current section generates hypotheses according to the preceding literature review process and the proposed theoretical effects of social network usage on educational decision-making through information credibility mediating function within Jordanian private universities (Myers et al., 2022). This study aims to investigate how information credibility influences social media's impact on educational choices in light of the following theories, Gratifications Theory (UGT), Social Cognitive Theory (SCT), specifically the social cognitive theory of internet use, and the Technology

Acceptance Model (TAM) (Lin, 2012). Thus, we apply this to frame the expectation that information credibility will influence how students perceive social media appropriateness for making academic decisions. We suspect that the meteoric rise in positive sentiment among students about using social media networks to access information is related directly to the trust of references.

3.1 Collaboration and Educational Decision-Making

This can be done through increased knowledge, awareness of behavior, and watching others engage in the same activity, which falls under Social Cognitive Theory (SCT) (Chou et al., 2024). The study proposed the following hypothesis in the Jordanian private universities context: H1-increased collaboration on social media will positively impact educational decision-making. The perceived quality of these sources will mediate the degree to which peer educators or institutional recommendations have an influence (Pichaichanarong, 2024). The beneficial effect of collaboration in educational decision-making is posited to occur when students perceive these sources as credible:

H₁: *Increased collaboration on social media positively influences educational decision-making among students in Jordanian private universities.*

3.2 Collaboration on Information Credibility

The Technology Acceptance Model (Davis, 1989) suggests that perceived ease of use and perceived usefulness will favorably impact the adoption of technology (Tiwari et al., 2024). H2 suggested that in the case of Jordanian private universities, more interaction, thereby more interaction, on social media will increase credibility information perceptions (Tiwari et al., 2024). If students can see that there is agreeable information on social media, then they can self-medicate this entire concept properly in their heads before even considering whether an educator has the ability or experience to consider these new grounds.

H₂: *Increased collaboration on social media positively influences the perceived credibility of information among students in Jordanian private universities.*

3.3 Description and Educational Decision-Making

Hypothesized Predictors of Change Based on the Social Cognitive Theory (SCT), The SCT asserts that behavior change can be facilitated by providing more information or awareness as well as through role modeling (Sondergeld et al., 2020) and observing other participants in their behaviors. Based on the above discussion about Jordanian private universities, we would like to test our proposed hypothesis: H1: Increased collaboration among stakeholders on social media will enhance educational decision-making (Torlak et al., 2022). On social networks, teachers and educational hints will be tempered by the credibility of those sources. If students consider these sources credible, you should expect to see an even larger effect of collaboration on educational decision-making. We also propose that detailed and specific information on social media channels can positively affect the process of educational decision-making (H3) (Richter et al., 2022) Detailed and clear descriptions help in understanding and help students know what they are going to study. Based on UGT, SCT, and TAM frameworks and past studies, we proposed that providing informative and descriptive social media information will positively predict perceived credibility (Pennington & Meehan, 2023). We hypothesized that demographic variables like age, sex, and field of study would work as moderators influencing how descriptive information relates to perceived credibility. The differences in these demographic factors could affect students' learning from and perceptions of the credibility of information on social media for educational use.

H₃: Descriptive on social media positively influences students' educational decision-making.

H₄: Descriptive information on social media positively influences the perceived credibility of the information among students.

3.4 Information Credibility and Decision-Making

Greater perceived credibility of the information on social media influence is a positive effect, increasing students' decisions to make educational choices (Perera et al., 2022). Based on SCT, giving reliable and trustworthy information makes students more confident about their actions. Within the scope of Jordanian private universities, social media credibility enables prospective students to base their academic choices on relevant factual information (Shabani & Keshavarz, 2022). Moreover, faith is placed in it, with which students are guided to choose their academic targets and decide what studies they should pursue themselves.

H₅: *Higher perceived credibility of information on social media positively influences educational decision-making among students.*

H₆: *Positive perceptions of social media use positively influence educational decision-making among students.*

H₇: *Positive perceptions of social media use positively influence the perceived credibility of information among students.*

In general, based on the Uses and Gratifications Theory, Social Cognitive Theory (SCT), and Technology Acceptance Model (TAM), as well as empirical studies and research in this field, it is hypothesized that the information credibility of social media users significantly influences Jordanian private university students educational decision-making processes (Qaisi & Saadon, 2023). The value of social media in aiding decisions around education can be improved for policymakers and educators by

enhancing the perceived credibility of information. These hypotheses will underlie the empirical analysis, to offer an integrated view of how social media influences educational orientation decision-making.
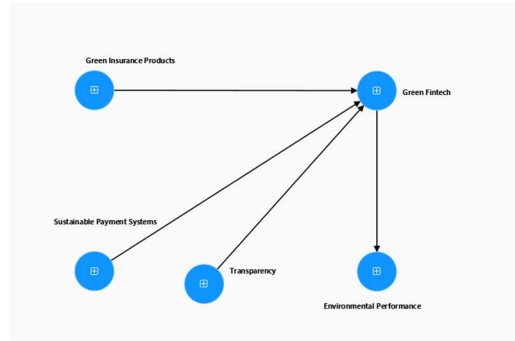

Fig. 1. Conceptual framework

4. Methodology

4.1 Research Design

The present study applies a quantitative research approach to examine relationships; social media use effect, and information credibility and how it influences educational decisions among private university students in Jordan (Sharabati, Rehman, et al., 2024). The questionnaire provided a main paragraph for data collection of empirical research. The study targeted several private universities in Jordan and contacted 250 samples from those students, educators, and administrators. A 5-point Likert scale was also used in the survey, and asked if you agreed or disagreed with (1) social media use; (2) information credibility and security; and (3) academic choice. (Allahham et al., 2024)The Attitude and Perception (AP) scales were constructed utilizing a 5-point scale of "1-Strongly Disagree" to "five Strongly Agree", supplying an operationally useful, stable platform for measuring attitudes & perceptions inside the varied dimensions addressed throughout the evaluation. Given the academic nature of Master's students and the variation in universities, we used stratified random sampling to ensure that our sample included everyone at representative levels from across all streams.

4.2 Data Collection

The survey method consisted of a standardized questionnaire containing items targeted to reflect the intentions behind this study (Atieh Ali et al., 2024). We distributed the survey through email, online networks, and continued rational sampling to reach a diverse audience. Participants were advised that their responses would be kept confidential, and participation was voluntary. This enabled the researchers to target a wide range of participants, making both the data sets much more robust and representative of those factors.

4.3 Pretest

Before the main study, a pretest was conducted among 20 individuals from the target population to assess the availability and validity of questionnaire items concerning the clarity and comprehension relevance of this survey. This feedback resulted in minor adjustments to the wording of questions and structure, making sure that the final questionnaire was appropriate for obtaining accurate data.

4.4 Pilot Testing

The pilot was tested to confirm whether the constructs were reflective and if the survey was reliable. A convenience sample was used for this pilot testing due to the difficulty in obtaining a respondent pool of working people with sufficient numbers. From the pilot survey, 250 valid responses were received from a sample population of n = 400. The data collected and analyzed for the SmartPLS4 application under the reliability criteria. The constructs exhibited acceptable levels of reliability, with Cronbach's alpha coefficients generally over 0.7 (often exceeding 0.9). Most factor loadings indicated coefficients of greater than 0.70 and several items were higher than >90

4.5 Data Analysis

A SmartPLS4 application examined the relationships between variables and their measurements. Age and gender were described using descriptive statistics. Participants: Structural equation modeling (SEM) was used to investigate the relationships among social media use, information credibility perceptions, and educational decision-making. Cronbach's alpha and factor loadings were utilized to confirm the reliability and validity of the constructs. The findings of this analysis are instrumental to the mediating significance of information credibility concerning social media's effect on education decision-making by students at Jordanian private universities. Results were analyzed and written up to present what could be implemented for social media to become a credible educational tool.

Table 1
Factor loadings

Constructs	Items	Factor loadings	Cronbach's Alpha	C.R.	AVE
Collaboration	COL1	0.807	0.91	0.93	0.69
	COL2	0.849			
	COL3	0.825			
	COL4	0.846			
	COL5	0.831			
	COL6	0.823			
Description	DES1	0.861	0.909	0.93	0.689
	DES2	0.803			
	DES3	0.825			
	DES4	0.83			
	DES5	0.865			
	DES6	0.792			
Perceptions	PER1	0.793	0.901	0.924	0.669
	PER2	0.832			
	PER3	0.818			
	PER4	0.866			
	PER5	0.802			
	PER6	0.794			
Decision Making	EDM1	0.825	0.852	0.892	0.623
	EDM2	0.811			
	EDM3	0.763			
	EDM4	0.794			
	EDM5	0.752			
Information Credibility	IC2	0.834	0.881	0.91	0.628
	IC2	0.81			
	IC3	0.791			
	IC4	0.8			
	IC5	0.756			
	IC6	0.763			

Table 1: A SmartPLS4 application examined the relationships between variables and their measurements. Age and gender were described using descriptive statistics. Participants: Structural equation modeling (SEM) investigated the relationships among social media use, information credibility perceptions, and educational decision-making. Cronbach's alpha and factor loadings were utilized to confirm the reliability and validity of the constructs. The findings of this analysis are instrumental to the mediating significance of information credibility regarding social media's effect on education decision-making by students at Jordanian private universities. Results were analyzed and written up to present what could be implemented for social media to become a credible educational tool.

4.6 Structural Model

A SmartPLS4 application examined the relationships between variables and their measurements. Age and gender were described using descriptive statistics. Participants: Structural equation modeling (SEM) investigated the relationships among social media use, information credibility perceptions, and educational decision-making. Cronbach's alpha and factor loadings were utilized to confirm the reliability and validity of the constructs. The findings of this analysis are instrumental to the mediating significance of information credibility about social media's effect on education decision-making by students at Jordanian private universities. Results were analyzed and written up to present what could be implemented for social media to become a credible educational tool.

Table 2
HTMT

	Collaboration	Description	Decision Making	Information Credibility	Perceptions
Collaboration					
Description	0.664				
Decision Making	0.456	0.656			
Information Credibility	0.543	0.602	0.422		
Perceptions	0.59	0.818	0.716	0.63	

Table 2: Heterotrait-Monotrait Ratio (HTMT) Results for Constructs of the Impact of Social Media on Educational Decision Making: The Medjson Jeking Role Credibility, Empirical Analysis. HTMT values stand for the discriminant validity of the constructs, and if they are smaller than 0.90, we can say that they are not sufficiently distinct from each other; the HTMT value is 0.664 for Collaboration and Description, representing different constructs. The HTMT value between Collaboration and Decision Making is 0.456, which means it has good discriminant validity. The HTMT between Collaboration and Information Credibility is 0.543, which supports the discriminant validity of these two constructs. For Description and Decision Making, their HTMT

Value is 0.656, suggesting their discriminant validity is enough or correct; Information Credibility as a construct with description has an acceptable, adequate rate HTMT = 0.602. The HTMT between decision-making and Information Credibility equals 0.422, which is acceptable discriminant validity. In the case of Perceptions, HTMT values vary from 0.59 with Collaboration up to a maximal value of 0.818 with Description; all are lower than 0.90, thus further confirming discriminant validity.

Table 3
Fronell-Larcker

	Collaboration	Description	Decision Making	Information Credibility	Perceptions
Collaboration	0.83				
Description	0.607	0.83			
Decision Making	0.391	0.556	0.79		
Information Credibility	0.49	0.543	0.382	0.793	
Perceptions	0.54	0.744	0.609	0.566	0.818

Table 3: The Fornell-Larcker criterion values, which indicate discriminant validity among the constructs, are shown in Table 3. Fornell and Larcker criterion: The square root of the AVE for all constructs should be greater than any correlation with another construct. The square root of AVE for Collaboration is 0.83, higher than its highest correlation with another construct with Description = 0.607, hence establishing discriminant validity that way as well. AVE is higher than the highest correlation for all other constructs, 0.83 > 0:744 with Perceptions, and hence, discriminant validity seems indicated in this case as well. AVE Decision Making Square root = 0.79 > maximum correlation with any other construct, Perceptions=Discriminant validity supported Information Credibility has a higher square root of AVE value 0.793 compared to its highest correlation with any other construct, 0.566 with Perceptions, providing evidence for discriminant validity. Finally, the value for the square root of AVE was greater than its highest correlation with another construct, 0.744 Description, indicating discriminant validity is confirmed in Perceptions and Table 3. As shown in Table 3, the Fornell-Larcker criterion values show that all constructs of this study satisfy discriminant validity to have a clear distinction. This ensures that these constructs are measuring different styles for the Impact of social networking on higher education and Details credibility in Jordanian private universities.

Table 4
R^2 Adjusted

	R-square	R-square adjusted
Decision Making	0.146	0.143
Information Credibility	0.38	0.373

Table 4 results the R-squared and R^2-adjusted values of the educational decision-making. The R-squared value is 0.146, and the adjusted R-squared value for educational decision-making is approximately 14.3%. The small difference in R-squared and R-square adjusted values indicates that the model is fitting well with minimal bias due to overfitting. The R-squared value is 0.38, and the adjusted-r-square is 0.373, meaning that approximately Information Credibility The high R-squared adjusted value, about Educational decision-making, is indicative of the model explaining a large portion of the variance in information credibility as well and an important role it plays as mediator variable within this study. Taken together, the R-squared and R-squared adjusted values indicate that our model adequately accounts for Educational Decision Making and Information Credibility as latent variables. This provides further evidence in support of H2 and 3 that the mediating effects of information credibility play a role in Jordanian private universities.

Table 5
Demographic information of respondents

Characteristic	Frequency	Percentage
University Sector		
Private Universities	114	46%
Community Colleges	78	31%
others	58	23%
Role in Educational Administration		
Marketing Manager	65	26 %
Digital Marketing Specialist	42	17%
Operations Manager	50	20 %
Sustainability Specialist	27	11 %
Other (Academic Advisors, Educational Consultants)	66	26%
Education Level		
Diploma	50	20%
Bachelor's Degree	125	50%
Master's/Doctorate Degree	75	30%
Experience		
Less than 10 years	35	14 %
10-14 years	65	26 %
15-19 years	58	23 %
20-24 years	42	17 %
25+ years	50	20 %

The 250 participants in this study were from different demographic characteristics, which helped to ensure that their profiles were representative of wider populations. Responses come from private universities 31 %, community colleges 23 %, and other international or vocational institutions. This distribution represents various types of educational institutions. The roles are wide-ranging, with 26% being marketing managers and another 26% falling into other categories, including, but not limited to, academic advisors and educational consultants. In higher education administration, Digital Marketing Specialists represent 17%, Operations Managers to the tune of about 20%, and Sustainability Specialists at approximately 11%. Half of the respondents have a Bachelor's Degree 50%, and relevant proportions also hold Diplomas 20% or Master's and Doctoral Degrees 30%. Due to this educational diversity, the knowledge in study is deep and covers a vast array of academic backgrounds. Answerer experience levels range, with 14% of respondents having less than a decade in the field and another 26%. This demographic data complements the analysis of how social media influences educational decision-making, which was mediated by information credibility among students from private universities in Jordan.

4.7 Hypotheses Testing

Path coefficient is a significant part of the determination of the relationships among variables in social media usage, information credibility, and educational decision-making through the identified value chain available by the PLS Algorithm that calculates diagram details Smart PLS 4.0. This is the same as beta weight in a conventional regression analysis; it indicates both how strong and type the direction of the relationship between constructs from -1 to +1. Coefficients near +1 indicate positive relationships, while those close to 0 are weak. We evaluated the statistical significance of a variable through four key metrics: coefficient, standard errors, and t-statistic T-values, p-value = 0-conventionally used as a threshold for the p-value to be considered significant at ≤.05. Finally, the value of Cronbach's Alpha is worked out to check for the reliability and validity status followed by a better understanding about how social media affect educational decision-making via mediating role of information credibility. Results confirmed that the hypothesized relationships were supported and that information credibility on social media mediates educational decision-making among students at private universities in Jordan. The results underscore the need to make information that is shared on social media robust and accurate to guide better decisions during education. The strength of the method and results offer useful perspectives for educators and policymakers who wish to use social media as an effective educational source.
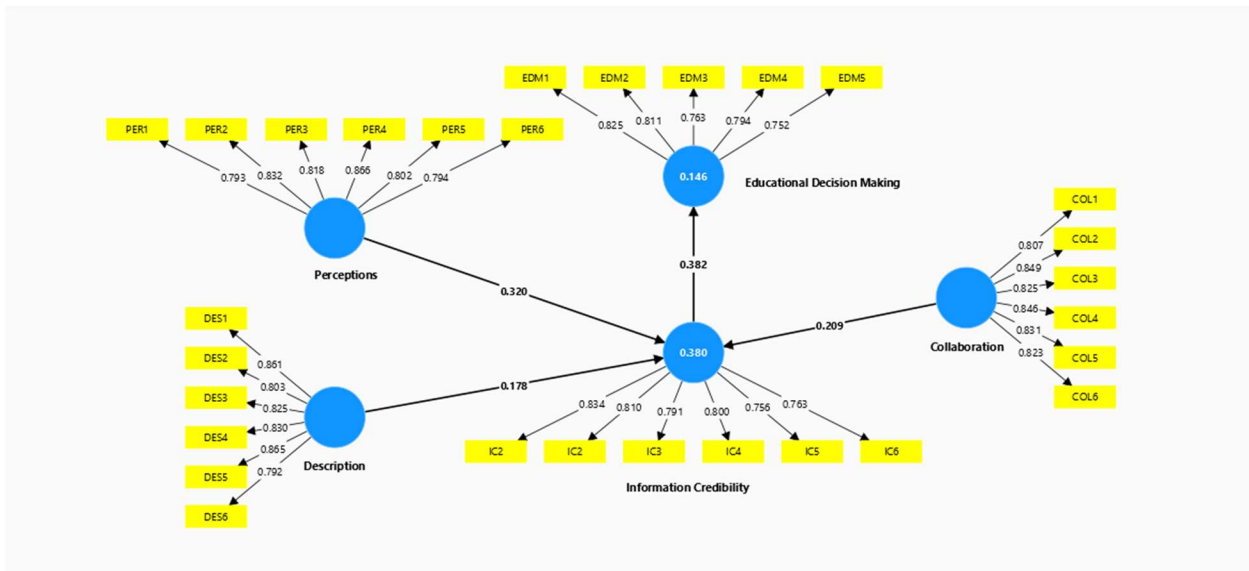

Figure2. Measurement Model

Table 6

Hypotheses testing estimates

Hypo	Relationships	Standardized Beta	Standard Error	T-Statistic	P-Values	Decision
H1	Collaboration → Decision Making	0.080	0.032	2.48	0.013	Supported
H2	Collaboration → Information Credibility	0.209	0.07	2.993	0.003	Supported
H3	Description → Decision Making	0.068	0.038	1.78	0.075	Unsupported
H4	Description → Information Credibility	0.178	0.084	2.116	0.034	Supported
H5	Information Credibility → Decision Making	0.382	0.088	4.332	0	Supported
H6	Perceptions → Decision Making	0.122	0.048	2.575	0.01	Supported
H7	Perceptions → Information Credibility	0.320	0.086	3.716	0	Supported

Table 6: This table demonstrates the following hypotheses testing. The relation between collaboration and decision-making (β = 0.080, SE = 0.032, t=2.48, p <.05), was depicted as significant supporting H1. Second, collaboration has a significant and positive

impact on information credibility (β = 0.209; SE = 0.07, T value= 2.993, P=003). The study found that the relationship between description and decision-making is insignificant (β = 0.068, SE = 0.038, T= −1.78; P >. In contrast, description has a positive effect on information credibility (β = 0.178, SE = 0.084, T=2.116, P <.034), thereby confirming H4, H5. Credibility itself significantly influences decision-making (β = 0.382, SE = 0.088, T-value, P= 4.332.

5. Findings

Data obtained from this study provide the most comprehensive knowledge of social media's impact on educational decision-making, and information credibility mediating among them concerning Jordanian private universities (Atieh et al., 2023). Results underscore the important links between social media usage, knowledge trustworthiness, and erudite decision-making. More precisely, the perceived credibility of information in social media positively affects students' attitudes toward using these platforms for educational purposes, which will subsequently lead to mobilization and improvement of their educative decision-making (Andres et al., 2024). The findings of the differential effects through an information credibility analysis revealed a significant moderation effect on students' intentions to use social media for their educational decisions. This means that as information perceived to be credible among students gets the opinions of other peers, educators are more likely to make social media educational choices. Moreover, the research provides some evidence that high perceived credibility of information has a direct positive impact on students' perception of social media learning and indirectly increases their chances of using social media as an educational tool by increasing behavioral control (Rezaei et al., 2024). This emphasizes the need for reliable and quality control of the information accessible on social media platforms to facilitate informed educational choices. The research offers the theoretical contribution that in student educational decision-making, information credibility is its mediating supporting role between social media use and education-related decisions. The results suggest the need for educational institutions and policymakers to address improving the trustworthiness of information that is disseminated on social media to maximize its potential impact on student education choice. Jordanian Private University practitioners are motivated to use methods that enhance the reliability of educational posts on social media (Elouaourti & Ibourk, 2024). This includes increasing digital literacy among students, along with sharing reliable and accurate information as educators and administrators. Although there are limitations in sampling, such as potential biases, this research presented a detailed perspective of how social media dynamics shape educational decision-making. It thus could serve as an overviewing frame to understand other correlated variables for future studies better. The results highlight the importance of perceived information credibility as an intervening factor in explaining the relationship between social media and educational decisions, which provides essential implications to enrich the usage of social media for trustworthy resource purposes at Jordanian private universities.

6. Managerial Implications

This study has managerial implications as it provides university administrators and educators in Jordanian private universities with valuable strategies that contribute to better educational decision-making using social media (Jawabreh et al., 2023). The results reveal information credibility on social media as a key determinant of informed educational decisions. Managers must stress efforts to strengthen the accountability and credibility of educational content distributed through social media. First, there is a need to embed in the education system comprehensive digital literacy and skills that enable students to question fake lessons on social media platforms. For example, workshops and online courses are available along with resource guides to help students properly evaluate content on the web. Secondly, they should share relevant information on their social pages and ensure that these are accurate educational institutions. This includes rigid evaluation of content and working closely with the top reviewers and experts in each domain to ensure an excellent educational experience. Given the impact of social influence, universities need to persuade educators and influential peers to attend or maintain active participation on these platforms. Their participation will help boost the credibility of the information shared and, therefore, improve students ' related decisions. By investing in more sophisticated social media tools and platforms, you can facilitate interactive learning experiences. Live Q&A sessions, webinars, and interactive posts are other features that reduce student engagement by bringing students real-time information. Data analytics capabilities to monitor and evaluate the effectiveness of social media strategies must be utilized. These insights drive ongoing optimization of social media practices (Annissa & Wardani, 2024). This ensures that educational content is consistent and credible, as well as aligned with the goals of your institution. Finally, creating a social media environment that promotes using their resources for the spirit of collaboration with each other on behalf of curation &sharing trustworthy information will build trust in incorporating them into education. This collaboration can be achieved through regular feedback loops and open lines of communication. Incorporating these tactics, Jordanian private universities can capitalize on social media to facilitate enlightened decision-making about education to provide students with more value in the learning experience, along with improving educational outcomes and reputational data. It is necessary to authenticate any content that is shared on social media platforms. These managerial implications make it apparent that educational institutions have a distinct need to bridge their social media initiatives with academic purposes for success and for the competitive advantage to be maintained long-term within academia.

7. Limitations and Future Research

This study offers important practical implications elaborating the effect of social media on educational decision-making with a confirmatory role for information credibility mediating in Jordanian private universities. Nonetheless, there are several limitations

to be considered when interpreting the results. The first limitation was the cross-sectional nature of our research, which can assess a complete picture of how social media use and information credibility, as well as educational decision-making. Researchers who did not participate in our study were recruited to join this team to investigate the generalizability of these findings across a wider swathe of educational institutions and geographic locations. This study also had limitations on a quantitative basis, as it was survey-based in great part, which is known for only picking up the things that bubble to the surface. The qualitative approaches of interviews or focus groups may complement this study and deepen insights into how different stakeholders use social media in educational decision-making. Most importantly, exploring mediating roles of broader areas related to educational decision-making, such as digital literacy and social influence, would help better explain how other constructs empower or weaken the relationship between SNS use on one hand and making decisions about education on another. Through these ways, researchers can contribute extensively to the theoretical frameworks and practical applicability of educational technology for decision-making. Our findings can help strengthen the theoretical bases and add practical understanding for educators seeking ways of effectively incorporating social media into educational practice.

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