

**An Approach to addressing Student Disinterest in
Elective Subjects Through Digital Promotion and
Marketing Techniques: Insights from The Department
of Educational Foundations and Management at the
College of Basic Education in Kuwait**

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Abstract

This study aimed to elucidate the significance of digital academic promotion and marketing in enhancing students' awareness to facilitate informed decisions regarding their selection of elective courses offered in the College of Basic Education. The study was conducted on female students enrolled in elective courses within the Department of Foundations and Educational Administration at the College of Basic Education in Kuwait. The objective was to determine the extent of students' awareness of the content and objectives of the elective courses offered in the department. The study adopted a descriptive approach, relying on multiple research tools. Data analysis was conducted in two phases: the first involved statistical analysis to ascertain the number of female students enrolled in various elective courses within the Department of Foundations and Educational Administration over the past five years (2019-2024) and to identify any disinterest among students toward specific elective courses. The second phase involved administering a questionnaire to female students at the College of Basic Education. The statistical data revealed that several elective courses in the department had not been selected by students for multiple years, and enrollment in some courses was minimal compared to others. Based on

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these statistical findings, a questionnaire was administered to students to identify the reasons behind their reluctance to enroll in certain elective courses and to explore any statistical differences based on the variables of academic year and cumulative GPA. The questionnaire consisted of 21 questions and was administered to a sample of 1233 female students. The results indicated that the reasons for students' reluctance to enroll in certain elective courses in the Department of Foundations and Educational Administration were generally moderate. The primary reasons were related to understanding the nature and content of the elective courses, followed by student-related factors, instructor-related factors, and finally, factors related to family and friends. All of these reasons were found to be of moderate significance. The results showed that 80.5% of the sample indicated a need for prior digital academic promotion or marketing of elective courses to facilitate understanding of their nature and content. Moreover, 64.5% of the study sample had prior knowledge of the competencies of some elective courses, while 52.1% were only aware of the content and competencies of the study skills course compared to other elective courses. The results also indicated that there were no statistically significant differences in the mean scores of the study sample regarding reasons related to family and friends, attributed to the variable of academic year. However, there were differences regarding other reasons attributed to the academic year variable, and differences regarding reasons related to the student attributed to the cumulative GPA variable, while no differences were found regarding other reasons attributed to the cumulative GPA variable.

Keywords: digital academic promotion, marketing, student disinterest, elective courses, College of Basic Education, Kuwait.

Introduction

Universities have recently witnessed unprecedented advancements and educational revolutions in various fields, driven by the digital transformation and the internet. This has significantly impacted educational systems and accelerated the pace of development. The digital shift has transformed communication methods and means of contact in many modern universities, placing them in a competitive position at both the global and local levels to ensure the quality of educational services, gain student satisfaction, and provide a stimulating and enriching learning environment that adapts to modern developments.

Promoting the programs and services offered by universities has become a vital area that represents one of the challenges facing institutions of all types. Its importance is evident in its impact on the daily lives of individuals and society in general. Moreover, it is one of the indicators through which institutions can be judged as successful or failing. Despite the importance of promotion, unethical practices are often recorded in our daily lives, negatively impacting the health, safety, and security of citizens. Therefore, it has become necessary to analyze the mechanisms of electronic marketing and promotion in educational institutions.

The contemporary world has witnessed unprecedented developments in all areas, whether political, economic, social, cultural, or in the cognitive and technological revolutions that have swept the world. This has led to increased competition among universities globally and locally, as keeping pace with these changes and revolutions has become a fundamental reality that determines the success or failure of universities to an unprecedented degree.

Universities today are striving to acquire everything that is new and advanced to provide their services to beneficiaries and meet their needs for services (educational, research, and community). The digital transformation that the world has witnessed in various fields due to the spread of digital technology has led to an attempt to benefit from marketing and promotion theories in developing and finding solutions to the problems of limited traditional marketing and promotion, and has introduced a new managerial approach called electronic marketing and

promotion. Electronic promotion uses a set of digital technologies to help connect the university with its beneficiaries by promoting its services in general and research services in particular.

Digital promotion relies on the internet as a fast, easy, and less costly means of communication, through which all marketing activities such as advertising, selling, promotion, service design, and development can be practiced (Hussein, et al., 2019)

Modern communication tools are among the common methods in the age of digital transformation and academic promotion, as they contribute effectively to advertising and promoting the services of educational institutions. Undoubtedly, academic and educational promotion is an important indicator that reflects the development of educational institutions. It is one of the modern mechanisms that educational institutions follow to publicize their services and promote their various educational programs and courses. Academic promotion is a language for introducing the institution's educational programs and creating a cognitive and cultural link between the university and learners. It enhances learners' awareness and introduces the services of the educational institution (Anwar, 2024). In the evolving and modern world of university education, academic promotion practices have become vital in attracting learners, enhancing the reputation of universities and colleges, and increasing positive communication. Academic promotion is a modern strategic tool based on the principles of traditional marketing with adaptations that align with the education environment and learner desires.

Due to the spread of modern technology, especially in the field of communications and information technology, and the need to keep pace with it, a new type of marketing or promotion emerged; electronic marketing or promotion. It means using internet technology by institutions to promote the products and services they offer to students (Abu al-Naja, 2011)

In the same context, digital marketing and promotion is one of the latest means of promoting products and services and reaching

beneficiaries using digital channels, saving time, effort, and money. Digital marketing and promotion extend beyond online marketing or promotion and includes mobile phones, social media marketing, search engine marketing, and many other forms of digital media (Osman, 2021).

Digital technology and the wealth of digital resources currently available have permeated all sectors of the world, with information and communication technology becoming the cornerstone of growth and sustained competitiveness in the field of promotion and marketing. This is due to the rapid and continuous development of modern technological techniques that have facilitated the creation of new methods for delivering educational services. The internet has experienced widespread and continuous growth, leading to an increase in the number of students and their interaction with various electronic applications that suit the needs of all internet users, such as tourists and others (Swahah, et al., 2017).

Given the importance of digital promotion and marketing internationally, many universities have adopted the latest trends in electronic promotion and marketing. For example, Harvard University has marketed its services by employing electronic promotion mechanisms to disseminate research papers and establish a dedicated journal, Harvard Journal, where faculty members can publish their research online. The university has also adopted several marketing and promotion mechanisms for its graduates and to attract students, such as the Harvard Alumni Association, an online alumni directory, online training courses, and webinars (Harvard Alumni Asocial, 2012).

Promoting educational services in higher education institutions represents a significant means of achieving university objectives through scientific foundations and principles that help provide educational services according to global standards, ensuring quality in line with a modern philosophy that keeps pace with local and global developments. This is to produce outputs that bridge the gap in the requirements of the local and global labor market with competencies characterized by quality and excellence in various fields. This emphasizes the need to search for a solution or administrative philosophy that can help universities develop a vision for human development, as it is the only way to achieve the

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progress and development of nations through proper planning of educational programs and marketing them in order to achieve the goals of universities, students, and the labor market alike (Ahmed, et al., 2017).

Electronic promotion and marketing for university services is the starting point for increasing the university's production capacity, innovating modern and diverse methods of promoting its activities and services, and obtaining additional sources of funding. University services include all the services provided by the university, such as educational services, training services, research projects, scientific consultations, applied research, open education programs, and continuing education programs (Osman, 2021).

It is worth noting the distinction between academic promotion, educational marketing, and academic advising. Academic promotion is considered one of the branches of educational marketing services but differs from it in terms of the nature of the services it provides, its content, and the purpose of promotion. It may agree in terms of communication methods with learners. David and Ellison (1995) defined academic promotion as the means by which an educational institution effectively communicates and elevates its goals, values, and outputs to learners and the community as a whole. Academic promotion refers to the marketing efforts and strategies used by universities and colleges in their various departments to enhance their educational programs, activities, and to promote their non-compulsory courses with the aim of encouraging students to take some elective cultural courses, increasing awareness of available educational opportunities and different specializations, and enhancing the reputation of the educational institution.

However, academic marketing has also been defined as designing the educational offerings provided by colleges in light of the needs and desires of prospective students, and using effective pricing and communication and media strategies (Jirawan, 2002).

While academic advising focuses on: providing academic counseling and support to students in choosing the appropriate study path and study plan to achieve their academic goals and complete the requirements of the specialization according to the timeline. Academic advising includes helping students choose the right courses, analyzing study plans, and providing advice on educational activities and courses that suit their interests and goals.

Academic promotion and marketing in universities may differ from academic advising. The former refers to a set of marketing activities at the university related to identifying the university services for students that will be produced and then pricing them and determining the methods of promoting them and their distribution channels in a way that meets the needs of students and the public interest of the community (Badrous, 2017).

Undoubtedly, traditional promotion methods may differ from modern methods. The traditional promotion of study materials follows the methods of introductory seminars for courses, or the student may resort to the academic advisor for this. This may depend on the extent of the advisor's knowledge of the offered materials and their content, and may not highlight all the different courses, especially elective courses and their benefits. On the other hand, modern academic promotion methods rely on effective tools to disseminate the required scientific content using modern digital technology through social media platforms and visual content to enhance student awareness and encourage student registration in courses, introduce the course's scientific content, and introduce the course instructor and increase their popularity and highlight the nature of the scientific content.

Many American and European universities have adopted modern promotion mechanisms to advertise their educational programs in order to present their elective materials to learners and encourage cultural diversity, in addition to promoting educational consultations, research, and various programs (Al-Azmi, 2022).

The Research Problem

The digital revolution we are experiencing has compelled all nations to prepare their youth educationally to face the technological

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revolution. This necessitates a re-examination of our educational curricula to enable individuals to acquire functional knowledge independently, use information wisely, and deal with the demands, contradictions, and challenges of the modern era. Therefore, our educational curricula must be revisited as they are the vessels into which societies pour their goals and educational philosophies. The curriculum thus plays a significant role in addressing the needs of students, society, the job market, and the spirit of the times. Within the framework of digital technology, marketing functions have transformed into a new and more effective concept known as digital marketing or promotion, which has not excluded or denied traditional marketing theories but has been able to benefit from them and take off at an astonishing speed. Electronic marketing and promotion methods have replaced many traditional marketing methods, especially with their lower costs, shorter time, wider market reach, and ability to deliver high-quality products (Mohamed, Manal, 2021).

Universities, as centers for scientific and knowledge enrichment, are also practical centers for graduating qualified human cadres who meet the needs of work organizations. Conducting research on performance excellence to identify the strengths and weaknesses of all service performance elements is essential to enhance strengths and correct weaknesses (Safwat, 2017).

Educational institutions in society, including universities, strive to achieve their goals efficiently and effectively in the face of challenges such as increased competition and a shortage of resources. They do this by continuously improving their performance to achieve a competitive advantage. In their pursuit of this, they have turned to marketing their university services as a means to achieve high levels of performance and quality on the one hand, and to ensure their survival in a constantly changing competitive environment on the other hand (Talib, 2014).

University education in all countries is of paramount importance; it is the engine of development and progress for any society. Universities strive to participate in achieving comprehensive development in society

through their development and investment in human capital in terms of its preparation and qualification, and through the services they provide by exploiting their vast material and human capabilities that can be employed to serve and develop society (Al-Zaki, 2017).

Since the product in university education has all the characteristics of a service, such as being intangible, inseparable, variable, perishable, and susceptible to deterioration, one of the best areas of marketing or promotion is marketing or promoting academic services. In this direction, marketing the services of higher education institutions must be carried out within specific strategic components. Moreover, developing university services and products should become a primary task as universities and colleges create what is beneficial to students. They should also create new needs for their target markets. Many universities apply theories and concepts of marketing or promotion that have proven successful in the business field to gain a larger market share in the local and international market by developing their educational activities while taking into account the diverse needs of their stakeholders, which can be classified as follows: (current students, future students, faculty members, parents, administration and administrators, graduates, suppliers, competitors, government institutions, the business community, media, surrounding institutions, boards of trustees, academic accreditation institutions, and the local community) (Kolter Philip, 1995).

Digital marketing has permeated the global landscape, and the higher education sector is no exception. Most universities and institutions confirm that they utilize digital marketing in some form to engage with students and reach new prospective students. Moreover, higher education providers frequently report high levels of success through their digital marketing campaigns. However, digital marketing is constantly evolving, and contemporary students have become more aware of online marketing techniques, making it increasingly challenging to engage them. Additionally, most marketing or promotion departments in schools or universities recognize that digital marketing techniques must be user-friendly and easily accessible on both smartphones and computers, necessitating a need to identify effective digital academic marketing strategies (49).

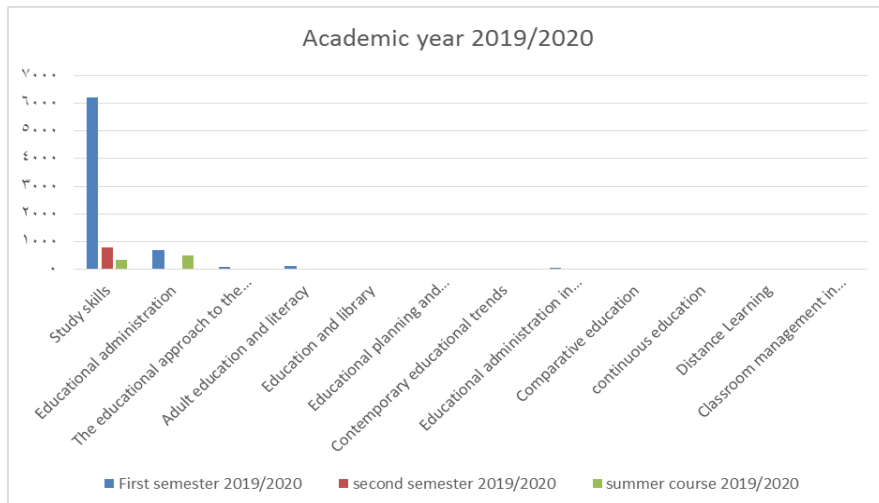
Numerous studies and previous research have emphasized the importance of digital marketing for the services offered by universities to their students. For instance, Al-Kandari's study (2014) highlighted the necessity of focusing on implementing marketing strategies in the management of Kuwaiti universities and the need to raise the level of marketing awareness among employees in Kuwaiti universities to deliver high-quality services to customers (students).

The results of Al-Nasser's study (2018) revealed a scarcity of specialized human resources in the field of marketing, a lack of a database on beneficiaries, a scarcity of training programs for unit employees in the field of marketing, weak promotional activities for university services, and the absence of an effective mechanism for marketing university services.

Furthermore, the results of a study by Abdel Salam et al. (2019) indicated a weak level of application of the dimensions of marketing (product, distribution, pricing, promotion) among employees in Kuwaiti government universities. The study recommended that Kuwaiti universities should transform marketing into a strategy in their core operations and systems to meet the demands of employees and achieve their goals, thus enhancing innovative behavior among employees, which benefits the university. Additionally, Kuwaiti government higher education institutions should adopt a comprehensive approach to marketing by creating an innovative work environment where employees are creative.

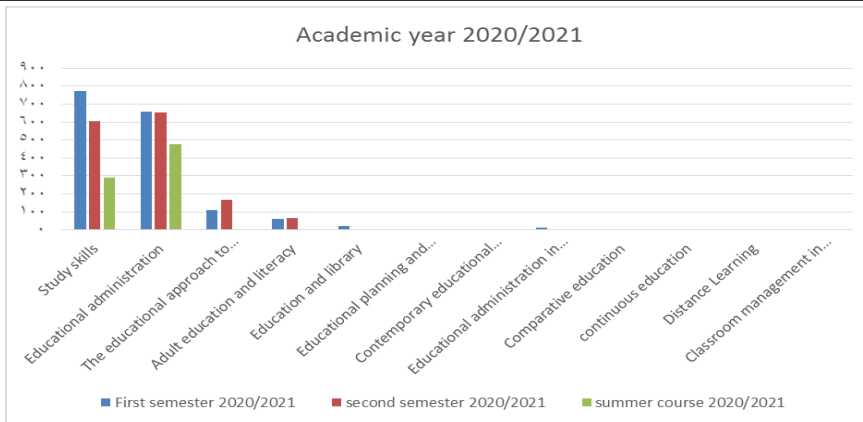
Often, students in higher education institutions face challenges related to choosing general or non-compulsory elective courses listed in their specialization study plan. Educational institutions may face the same challenge of ensuring that students are aware of and guided towards the available elective courses. In some cases, students in certain faculties may tend to enroll in specific courses and avoid others due to a lack of knowledge about the course content or fear of academic failure from enrolling in courses they may not understand.

To determine whether there is a need for digital academic promotion in the College of Basic Education in Kuwait, the researchers decided to select one of the departments in the College of Basic Education in Kuwait, which is the Department of Educational Foundations and Administration. The reason for this choice is that it is one of the general departments in the college that is not specialized in the College of Basic Education and offers multiple elective courses to students. The researchers conducted a longitudinal statistical survey of student registration in elective courses over the past five years (2019-2024) in the Department of Educational Foundations and Administration at the College of Basic Education in Kuwait to determine if there was a reluctance among female students to enroll in some of the department's elective courses.

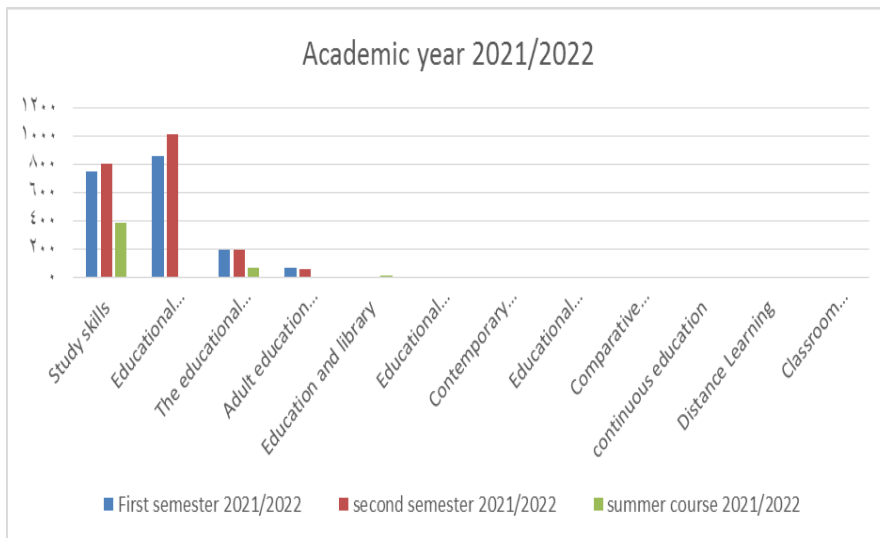


Source: Report of the Registration Department, College of Basic Education, Public Authority for Applied Education and Training, 2024.

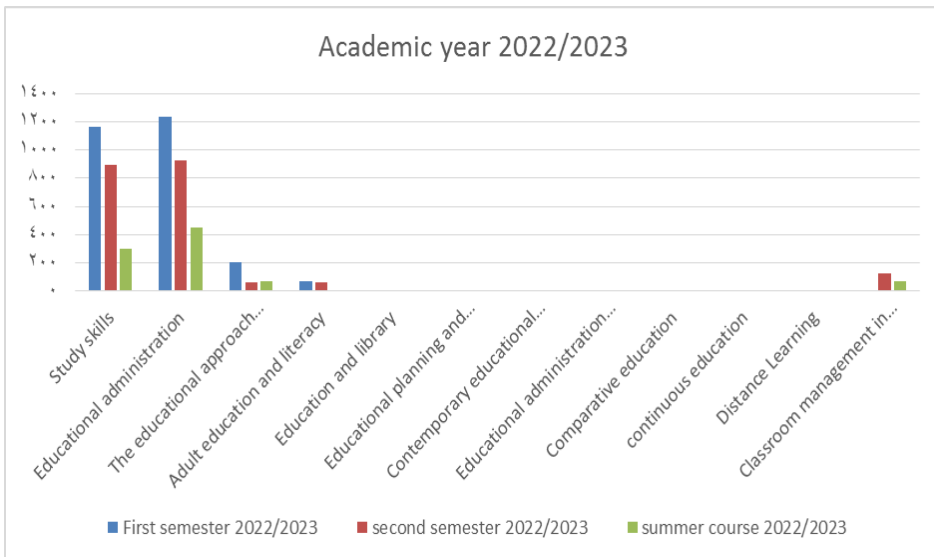
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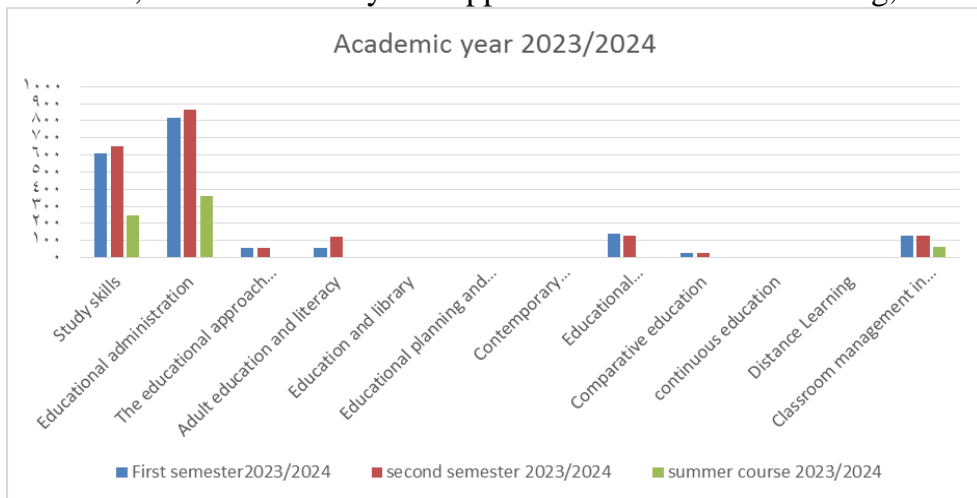
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Source: Report of the Registration Department, College of Basic Education, Public Authority for Applied Education and Training, 2024.

Research Question and Sub-questions

Based on the aforementioned findings, it is evident that there is a reluctance among female students to enroll in many of the courses offered by the Department of Educational Foundations and

Administration. Therefore, the main research question is defined as follows:

Research Question 1: What are the reasons why female students in the College of Basic Education are reluctant to enroll in certain elective courses in the Department of Educational Foundations and Administration from their perspective?

This research question is further divided into the following sub-questions:

Sub-question 2: Do female students in the College of Basic Education need digital academic promotion to learn about the content of elective courses in the Department of Educational Foundations and Administration?

Sub-question 3: Are there statistically significant differences among the study sample regarding the reasons for female students' reluctance to enroll in certain elective courses in the Department of Educational Foundations and Administration attributable to the variables of academic year and cumulative GPA?

Operational Definitions

Academic Promotion and Marketing: This refers to a strategy aimed at enhancing the educational plan and its success, attracting students to it by publicizing its content, goals, and objectives, and introducing its non-compulsory courses with the aim of encouraging students to enroll. It is a prevalent approach for modern universities and colleges to motivate students and raise awareness of educational programs or specializations.

College of Basic Education: The College of Basic Education is one of the most important academic institutions in Kuwait since its establishment in 1962 as a simple institute for training teachers. Over the years, it has evolved to become one of the most important educational institutions in Kuwait that keeps pace with the latest developments and innovations in the modern era. It includes nineteen scientific departments with various specializations needed by the Kuwaiti labor market. It works diligently to prepare and qualify distinguished teachers

scientifically and professionally to be ready to practice the teaching profession at all educational levels and in their various specializations.

Digital Academic Promotion and Marketing: This refers to the use of modern electronic techniques to link the services of a university or educational institution to learners or beneficiaries and promote them through the internet, which is a fast and less costly means for beneficiaries. (Abdul Aziz et al., 2019).

Department of Educational Foundations and Administration: This is one of the main departments in the College of Basic Education affiliated with the Public Authority for Applied Education and Training. The department offers a variety of scientific courses, including compulsory and elective professional and applied courses. It seeks to qualify distinguished teachers and specialists in the field of education to prepare them to work in educational institutions in the modern digital age through various theoretical and applied programs, in order to meet the needs of the labor market and ensure the quality of education.

Elective Courses: Elective courses refer to those courses offered by the various scientific departments in the educational college. They are optional, non-compulsory courses that are determined according to the specialization but are counted towards the student's required units on the graduation transcript.

Elective Courses in the Department of Educational Foundations and Administration: In this study, elective courses refer to those offered by the Department of Educational Foundations and Administration in the College of Basic Education affiliated with the Public Authority for Applied Education and Training. Examples of elective courses include: study skills, contemporary educational trends, educational administration, educational administration in educational institutions, education and the library, comparative education, adult education and literacy, continuing education, the educational curriculum in the relationship between genders, educational planning and economics of education, and classroom management in educational institutions.

Significance of the Study:

Theoretical Significance:

Novelty of the topic: The study's topic is novel in terms of the importance of digital academic promotion as an effective and modern means of enhancing the educational process in universities, colleges, and scientific departments.

Contribution to knowledge: Through analyzing previous research and conducting a field study, the study aims to make a valuable contribution by demonstrating the value of academic promotion in both private and public universities to achieve the goals of digital academic marketing and support innovation and sustainability.

Importance of digital academic promotion: Clarifying the importance of digital academic promotion in universities and colleges of education and educational institutions achieves cognitive satisfaction and student satisfaction. Student integration and psychological and cognitive satisfaction are considered a type of "non-organic connection between the student and the university environment in general and the learning environment in particular." Its importance lies in the fact that it develops positive attitudes among students towards the learning process and improves their academic achievement (Al-Swat, 2015, p. 373).

Encouraging student enrollment: Digital academic promotion aims to encourage students to enroll in elective courses in the future and increases the likelihood of student interest, improving the reputation of the educational institution as one that cares about the needs of its learners and seeks to satisfy them.

Practical Significance:

Informing students about elective courses: The study helps clarify the importance of informing students about elective courses in their specializations in a modern and fast way to avoid enrolling in courses that may lead to a decline in their academic level or academic failure.

Informed course selection: Through digital academic promotion, students can avoid random choices of elective courses and make informed and logical choices.

Improving departmental quality: The study encourages improving the quality of work in the scientific departments of the College of Basic Education in Kuwait by adopting methods that increase student interest and understanding of their desires.

Promoting digital academic promotion: The study encourages the adoption of digital academic promotion as a working method in the entire College of Basic Education, which helps introduce students to the college's specializations or the courses of scientific departments and facilitates their choice.

Guiding students: The study encourages the College of Basic Education to follow the principle of digital academic promotion as a means of academic and scientific guidance, which contributes to introducing students to the college's specializations and the courses of scientific departments, facilitating their choice, and helping them make the right decisions.

Benefitting researchers: The study's results allow researchers in the scientific field to understand the importance of digital academic promotion and introduce it in theoretical and scientific colleges.

Developing a framework: Researchers can benefit from the results of this study to develop a scientific framework that focuses on digital academic promotion in the modern era through digital technology.

Limitations of the Study:

The current study is limited to:

Subject matter: The study was limited in its subject matter to revealing the importance of digital academic promotion by finding the relationship between the rate of female students' enrollment in elective courses in the Department of Educational Foundations and Administration at the College of Basic Education in Kuwait and the reasons for female students' reluctance to enroll in these elective courses.

Human subjects: The current study was limited to female students studying at the College of Basic Education in Kuwait.

Geographical scope: The study was applied to the College of Basic Education in Kuwait.

Time frame: The study was applied in the first semester of the academic year 2023/2024.

Theoretical Framework:

Section One: Concept, Objectives, and Importance of Digital Academic Marketing

Mahmoud Sayed defines electronic marketing or promotion of educational services as the process of reaching users, both internal and external, through electronic channels such as search engines, databases, electronic applications, and distance learning, with the aim of achieving a high level of competitiveness, marketing its name, increasing its profitability, and marketing its non-profit services to serve the community. It has many names, such as network or digital marketing, which is a form of core marketing in the current era that uses the internet to deliver promotional messages to users (Abu Seif, 2017)

Asmaa Mohamed views it as an application of digital technology through network channels such as the World Wide Web, email, databases, mobile phones, and digital television, to contribute to marketing activities aimed at achieving profit and retaining customers by improving the organization's knowledge of the customer (their personal files, behaviors, values, and loyalty motivators) and then providing integrated communication tools and electronic services that align with their personal needs (Osman, 2021)

Digital marketing is defined as: the analysis, planning, implementation, and control of programs that are prepared and formulated to achieve a voluntary exchange of valuable items in target markets with the aim of achieving the educational institution's objectives. Marketing involves the process of identifying the products and services that the university offers to meet the needs and requirements of the target market, as well as using effective strategies for pricing, communication, and distribution to stimulate these markets (Sarour, et al., 2012)

Electronic marketing is also defined as: marketing university services as the organized efforts undertaken by academic organizations to meet the needs of customers, provide services with appropriate specifications and prices, and undertake appropriate and continuous

development to satisfy the evolving desires of consumers; to achieve profit and sustainability in the market (Abu Seif, 2017)

Digital marketing is also defined as: the process by which a university promotes its services and products electronically to various segments of society, whether educational, training, consulting, research, or material products, as well as presenting its capabilities and infrastructure in terms of facilities, equipment, laboratories, lands, and in light of an agreed-upon consideration (Osman, 2021)

In light of the previous concepts, the researchers define digital academic marketing operationally as a set of activities and organizational processes aimed at promoting university services (educational, research, and community) electronically through the use of a set of digital tools to identify student needs and meet them, as well as achieving employee satisfaction and developing their creative behavior.

Based on the foregoing, we find that digital marketing supports the general functions of the university and the function of community service in particular. It serves the function of teaching by introducing current and prospective students to the programs and courses offered by the university, whether on the university's website or any other electronic means. It also serves the function of scientific research by marketing the results of scientific research and projects. It also serves the community by providing consultations to various sectors of society or providing training courses for employees in these sectors, among other services.

Objectives of Digital Marketing in the Academic Field:

Digital marketing aims to express the use of electronic communication technology to achieve marketing objectives, as represented in the following points:

- 1. Sales growth:** Through wider distribution, as university customers are no longer limited to its students but include all members of society through marketing electronic programs within the university.
- 2. Expanding and strengthening the university's reputation:** As the internet is a valuable new means of creating awareness and recognition of the brand among customers.

3. **Improving the institution's image:** Among its students (the institution's good reputation), improving student interest, speeding up business performance, and increasing the reach to students.
4. **Applying the internet to other digital technologies to attract students.**
5. **A vital link between university education and society:** As what the university produces represents an effective and influential demand for society, as university education today adopts many marketing strategies to overcome many of the problems it faces.
6. **Attracting students:** This leads to the growth and development of university education and linking it to the community in which it exists.
7. **Achieving the university's mission successfully and efficiently:** As electronic marketing and promotion provides the tools that enable it to compare what it actually does with its stated goals; accurate analysis serves as the basis that allows the university to identify its problems and areas of deficiency and weakness.
8. **Helping to achieve student satisfaction with university education and the continuous attraction of resources:** As the university must make every effort to satisfy students.
9. **The correct understanding and application of the principles and values of electronic marketing leads to efficiency in electronic marketing activities:** As electronic promotion and marketing lead to the need for sound management and coordination and integration between electronic marketing activities, from designing university products or services.
10. **Reducing costs.**
11. **Achieving speed in performing work and additional tasks required of students.**
12. **Providing new value and real benefit to students)** Swahah, et al., 2018; Sarhan, 2020).

The Importance of Digital Marketing in Higher Education Institutions:

- a. Digital marketing provides universities with new communication channels that enable direct engagement with potential students. This engagement can involve interaction with university staff.
- b. Involving target groups in social media and other digital marketing mechanisms is a cost-effective way for universities to attract and convince these groups.
- c. Social media can connect potential students with current students and peers who are seeking similar information and support.
- d. Through digital marketing mechanisms, international students can be attracted to universities, who can pay higher fees; thus, supporting a portion of the university's financial success. Additionally, accepting more international students can lead to more positive educational experiences not only for international students but also for local students who are exposed to global perspectives.
- e. YouTube can be used to upload educational programs and other content for students and target groups.
- f. Institutions can publish information on their website about the products and services they offer.
- g. It also provides the right product at the right price at the time the beneficiary wants it.
- h. It also enables the institution to address the beneficiary individually and work to attract and recruit them to the institution in a better way (Osman, 2021).

Section two: Characteristics of Digital Marketing:

1. Communication between the parties involved in marketing processes occurs without prior knowledge.
2. It is possible to communicate with more than one party at a time.
3. There is no need for paper documents or records.
4. It is possible to exchange data and documents electronically.
5. It provides an opportunity to browse through multiple options in virtual markets to obtain the service at the lowest prices and best offers.
6. It reduces administrative organization levels between the parties involved to the maximum possible extent.

7. It is practiced and its activities and processes are carried out through the internet and World Wide Web sites, thus facing intense global competition.
8. It takes into account cultural differences and sensitivities.
9. The two parties of the electronic transaction do not meet in person.
10. It reduces marketing costs because it relies on a limited number of administrative staff and focuses on elements that are proficient in using modern technology.
11. Huge human gatherings scattered globally and locally.
12. Continuity in carrying out all electronic marketing activities and efforts throughout the day. (Mohamed and Manal, 2021).

• **Features of Digital Marketing:**

1. **Measurability:** Users can identify their needs and desires for university services before taking action, and the university can identify students before they seek a particular university service.
2. **Interactivity:** Users can express their needs and desires directly to the university in real-time.
3. **Memory:** Information about the user and the history of participation in their previous activities is available, and this data can be used in real-time to present a marketing offer to a specific user.
4. **Control:** Users can determine what they browse on websites, and the institution uses hypertext in marketing content with limited control over the context in which the viewer sees the content.
5. **Accessibility:** Users or students can easily access a lot of information about the university's products and services. One of the biggest advantages of digital marketing is that it allows for customization and creativity on an unprecedented scale. It enables interaction with emerging trends and responding to them, as well as interacting directly with students. Al-Taie and Al-Abbadi (2009).

Section Three: Requirements for Digital Academic Marketing in Universities and Within Scientific Departments in Colleges:

The requirements for digital marketing can be summarized in several points:

Market research phase: Relying on communication methods and information networks to facilitate the process of collecting information about services that are directly related to the university's work, and surveying the parties involved in its work, including beneficiary students at all academic levels.

The strategic planning phase for digital academic marketing: Here, a digital marketing strategy is developed based on good research and diverse multidisciplinary programs and curricula, instead of relying on traditional ideas, which ensures its success to a large extent. Strategies can be adopted based on situational conditions, and a long-term plan is developed so that the university can move forward and achieve increased revenues in the face of competition. Therefore, programs and curricula are planned as services provided by scientific departments within the college in a marketing form, which will later be translated into the size and design of the website, and the information it contains, as well as the way of promoting it and communicating with beneficiary students and providing university services according to the needs and interests of students.

The design and creation phase of a website: This includes many steps, including:

- a. Determining the objectives required of the university's website on the internet to meet the needs and reflect the information that needs to be shown to students.
- b. Determining the number of beneficiary students and the natural geographic areas of learners and their density that will interact with the site, as there will be a need to put more than one language on the site.
- c. Determining the budget for operating and maintenance costs, marketing costs, and website update costs.
- d. The participation of university administrations in the process of establishing and launching the site for them.
- e. Determining the technical limits of browsers and determining the multimedia that provides sound and image and achieves good communication.

- f. Creating a table of contents of the site and its relationship to beneficiary students.
- g. Choosing a name for the site, preferably small and symbolic and related to the college or scientific department for ease of circulation and browsing.
- h. Ensuring the effectiveness of the email link to the site and easy access to it.
- i. Marketing the site through advertising on other advertising sites on the internet, whether locally or internationally, depending on the category of browsers of students to be attracted and the market to be penetrated. (Hussein, 2019)

Section Four: Mechanisms (Tools) of Digital Academic Marketing

The most widespread tools of digital marketing are as follows: search engines, social media, electronic affiliate marketing programs, email, websites, electronic advertising, video marketing, and blogs (Abdul Aziz, 2013)

Some digital marketing mechanisms can be identified as follows:

- 1. Online advertising:** This involves reserving a virtual space to place a marketing message on websites to attract the largest number of learners and beneficiary students to the advertisement and increase awareness of the organization's slogan, and by persuading them to watch the advertisement voluntarily in innovative and attractive ways.
- 2. Email marketing:** This is a powerful way to reach learners and is also low-cost and can be accurately measured.
- 3. Social media marketing:** This relies on paid or unpaid programs to allow the organization's activities to be published on social media networks by increasing participation and responses. This type of marketing is used by companies and some universities.

Digital marketing has become a central part of higher education. Through successive social media campaigns. Higher education institutions around the world now use social media campaigns or digital marketing skills to reach their target audience at the right time. From application to enrollment, from course introduction to regular curricula,

from on-site to off-site communication, and from placement to graduates, everything is directly or indirectly related to digital marketing (Abu Seif, 2017)

Previous Studies:

- 1. Shaaban's study (2023):** This study investigated the role of educational media in supporting the educational process through digital transformation as a field study on experts and specialists. The study seeks to identify the most important challenges facing educational media in the face of digital transformation in the field of education through a set of objectives to identify the social, cultural, behavioral, educational, value, and ethical professional challenges related to the student (learner) in light of digital transformation, and to arrive at a proposed vision to overcome the challenges facing media education in light of digital transformation.
- 2. Sultan's study (2022):** This study investigated the development of the academic performance of faculty members in colleges of education in light of the university twinning approach. The study aims to develop the academic performance of faculty members in colleges of education in light of the university twinning approach with colleges of teacher education in some developed countries, by identifying the most important institutional and academic requirements for student educational programs that must be available in colleges of education to achieve this. The descriptive method was used to interpret and analyze the research objectives, and the Delphi technique was used as a research tool through a purposeful sample of 48 experts from university leaders and academics in colleges of education from Assiut, Sohag, Mansoura, Ain Shams, and Benha universities. After applying three rounds of the Delphi method, as one of the most important methods of future studies, the research reached a set of institutional and academic requirements that must be available in colleges of education to develop the academic performance of faculty members in colleges of education in light of the university twinning approach with colleges of teacher education in some developed countries.
- 3. Al-Azmi's study (2022):** This study resulted in a proposed vision to enhance awareness of digital requirements as an entry point for

managing the academic relationship between the student and the university professor in light of Kuwait Vision 2035. This research aims to develop a proposed vision to enhance the awareness of both the student and the university professor of the digital requirements in university education in the State of Kuwait as an entry point for managing the academic relationship between them in light of Kuwait Vision 2035; as the world has witnessed significant development in digital transformation technologies in many fields, most notably university education. This is done by identifying the material and human digital requirements necessary for managing the academic relationship between the student and the university professor in the State of Kuwait, and the reality of Kuwaiti efforts to raise awareness of the digital requirements in university education.

- 4. Al-Azmi's study (2022):** This study, entitled "Mechanisms for Enhancing the Management of Electronic Educational Marketing in Kuwait: An Entry Point to Achieve a Competitive Advantage," aims to identify the conceptual framework for managing electronic educational marketing and to reveal some of the challenges facing electronic educational marketing in Kuwaiti universities as mentioned in the educational literature, then propose some procedural mechanisms to enhance the management of electronic educational marketing in Kuwaiti universities. The research reached a set of mechanisms to enhance the management of electronic marketing in university education in the State of Kuwait, the most important of which are: forming a positive institutional reputation, monitoring trends related to the commercial brand, encouraging students to create content, publishing and advertising and adopting attractive images of the university on social media, encouraging current students to practice and announce university activities, then adopting influencer marketing for universities, and adopting social media to display university content.
- 5. Mohamed's study (2021):** This is an analytical study of marketing curricula in commercial secondary education in light of the principles

and ethics of electronic marketing. The study aims to identify the importance of marketing, as marketing has become a vital field that represents one of the challenges facing economic institutions of all kinds. Its importance is evident through its impact on the daily lives of individuals and society in general, and in addition to being one of the indicators through which the success or failure of institutions can be judged. The researcher analyzed marketing books for the three years (the analysis sample), and the results of the analysis showed the rarity of addressing concepts related to the principles and ethics of electronic marketing, which requires reconsidering the need to include these concepts in marketing curricula in commercial secondary education as a vital requirement to meet the needs of society.

- 6. Mohamed's study (2020):** The study discussed the importance of university marketing in achieving the objectives of educational services: a survey study of students of the College of Administration and Economics at the University of Baghdad. The research aims to identify the reality of university marketing through the opinions of students at Iraqi universities and the role of university marketing in achieving the objectives of educational services. One of the most prominent conclusions reached by the researcher is the lack of universities and colleges seeking to hold local, regional, and international conferences or workshops to promote university marketing. It also showed a lack of interest in the College of Administration and Economics at the University of Baghdad in university marketing in terms of promoting the culture of university marketing and benefiting from this marketing activity in improving educational services.
- 7. Al-Sawalhi's Study (2019):** This study investigated the reality of marketing university services at Tanta University: a field study. The research aimed to identify some proposed mechanisms for improving the marketing of university services at Tanta University. The research presented a conceptual framework that included the concept of (marketing, university services, marketing of university services). The systematic presentation of the research required dividing it into several axes, including (educational and community university

services, marketing objectives, marketing strategies, marketing requirements, marketing mechanisms, marketing obstacles). The research relied on the descriptive approach. The research tools consisted of a questionnaire. The research concluded by referring to proposed mechanisms for activating the marketing of educational and community services within the faculties of Tanta University, the most important of which was (following a successful marketing policy that can achieve excellence for the university and serve its community, promoting university services by activating the university's website on the internet).

- 8. Ahmed et al.'s Study (2017):** This study focused on the impact of marketing educational services on achieving the goals of Shaqra University: a field study. It aimed to identify the impact of marketing educational services on achieving the goals of Shaqra University - a field study, in order to measure the impact of marketing educational services and its consistency with the requirements of the labor market and achieving the goals of the target groups of students, community, and others. The study concluded that marketing educational services has an impact on achieving the goals of Shaqra University, one of whose goals is to develop Saudi society by graduating distinguished cadres in various fields. The elements of the marketing mix for educational services affect attracting a large number of candidates for various educational programs at Shaqra University, and marketing educational services is the means through which the needs and requirements of the labor market are determined according to the available or proposed educational programs as needed. The study recommended paying attention to applying the scientific foundations and rules of marketing educational services and linking them to the university's objectives in order to graduate distinguished scientific cadres, as well as linking the marketing of educational services to the requirements of the labor market; that is, educational programs should be according to the needs of the labor market.

9. Al-Amri's Study (2015): The title of the study is: A Future Vision for Developing Academic Performance in Colleges of Education at Saudi Universities in Light of Higher Education Internationalization Trends. The study aimed to present a future vision for developing academic performance in colleges of education at Saudi universities in light of higher education internationalization trends from a comprehensive perspective to develop all inputs, processes, and outputs of academic performance in colleges of education at Saudi universities. The researcher relied on the descriptive method using one of the qualitative research tools; which is the analysis and induction of the content of previous literature related to developing academic performance. The study reached a set of results, the most important of which is: one of the most important requirements for developing curricula and academic programs is building educational curricula to prepare international graduates, and the most important requirements for developing research is participating in databases and sources or global information networks, and activating partnership agreements to exchange researchers with the world's leading colleges of education.

Benefits of Previous Studies:

The researchers benefited from previous studies when determining the objectives and questions, and determining the contents of the questionnaire, which are used to evaluate the extent to which students choose elective courses and the effectiveness of digital promotion and raising awareness among students. A review of the literature indicates that although elective courses can have a positive impact on student satisfaction and learning outcomes, there is a limited understanding of the factors that influence student enrollment in elective courses at the university level.

Research Methodology and Procedures:

Research Methodology:

The case study method was followed, which can be used to describe the phenomenon being studied.

Study Population and Sample:

The study population included female students at the College of Basic Education in Kuwait. The study sample consisted of (1233) female

students who were randomly selected, representing different levels in terms of gender, academic year, and cumulative GPA, as shown in Table (1), which shows the distribution of the sample members according to the previous variables.

Table (1) Characteristics of the study sample individuals

Variable		Number	Percentage
Academic Year	First	289	%23.4
	Second	531	%43.1
	Third	359	%29.1
	Fourth	54	%4.4
GPA	4 points	36	%2.9
	3- 3:5 points	66	%5.4
	2:5- 3 points	141	%11.4
	2- 2:5 points	302	%24.5
	1:5- 2 points	535	%43.4
	Less than 1:5 points	153	%12.4

Research Instrument:

The researchers developed a research instrument by reviewing the theoretical literature and designing a questionnaire aimed at identifying the reasons why female students are reluctant to enroll in certain elective courses and the role of digital academic marketing in reducing this reluctance. The questionnaire consists of two main parts:

Demographic data: Includes two variables: academic year and cumulative GPA.

Questionnaire axes: This part consists of four axes, and each axis includes a number of statements. The initial form of the questionnaire consisted of 18 statements distributed over four axes as follows:

- Axis 1:** Includes reasons related to the student and includes 7 statements.
- Axis 2:** Includes reasons related to family and friends and includes 4 statements.
- Axis 3:** Includes reasons related to the course instructor and includes 4 statements.
- Axis 4:** Includes Program-Specific Factors and includes 3 statements.

Each statement has five response levels: Strongly agree (5 points), Agree (4 points), Neutral (3 points), Disagree (2 points), Strongly disagree (1 point).

In addition to three questions about the extent of students' awareness of the competencies of elective courses, the first and third questions have the following response levels: Yes (2 points), No (1 point), and the second question is multiple choice.

- **Questionnaire Validity**

- **The validity of the questionnaire was verified through:**

A. Content validity: The questionnaire was presented to a group of six experts in education and with academic experience in this field to express their opinion on the suitability of the questionnaire axes for measuring the intended objectives, the appropriateness of the statements in each axis, the relationship of the statements to the axis to which they belong, the accuracy of the wording of the questionnaire statements, and the suggestions of the experts for addition, deletion, or modification. The questionnaire was modified according to the suggestions of the experts by relying on a (80%) agreement criterion to adopt the modification, deletion, or addition, where the linguistic phrasing of some statements was modified, and the questionnaire now consists of 18 statements, in addition to three questions about the extent of students' awareness of the competencies of elective courses.

B. Internal consistency: The internal consistency of the questionnaire was ensured by calculating the correlation coefficients between each statement and the axis to which it belongs and calculating the correlation coefficients between each axis and the total score of the questionnaire obtained from the pilot study, where the questionnaire was applied to a sample of 80 female students from the College of Basic Education, other than the main sample, and the SPSS statistical package was used by the researcher to calculate the correlation coefficients, and the results were recorded in Tables 2 and 3.

Table (2) Correlation coefficients between each statement and the total score of the axis to which it belongs

Phrase	Correlation Coefficient	Phrase	Correlation Coefficient	Phrase	Correlation Coefficient
By student		By friends		14	.815**
1	.596**	8	.623**	15	.708**
2	.634**	9	.600**	By nature and content of the elective courses	
3	.661**	10	.787**	16	.781**
4	.558**	11	.758**	17	.785**
5	.665**	By the course professor		18	.780**
6	.604**	12	.653**		
7	.571**	13	.772**		

(**) Significant at a significance level of (0.01)

It is clear from Table (2) that all correlation coefficients between each statement and the axis to which it belongs are high and statistically significant at the 0.01 significance level, and the correlation coefficients ranged between (0.558- 0.815), which indicates internal consistency and thus construct validity.

Table (3) Correlation coefficients between each axis and the total score of the questionnaire

Axis	Correlation Coefficient
• Student-Centric Factors	.775**
• Social and Peer Influence Factors	.684**
• Teacher-Centric Factors	.824**
• Program-Specific Factors	.798**

(**) Significant at a significance level of (0.01)

It is clear from Table (3) that the correlation coefficients are very high and statistically significant at the level of (0.01), and ranged between (0.684- 0.824), which indicates internal consistency.

• Questionnaire Reliability:

The reliability coefficient of the questionnaire was calculated by finding Cronbach's alpha coefficient for each axis of the questionnaire after applying it to the sample, as shown in Table (4).

Table (4) Reliability coefficients for the questionnaire axes

Axis	Number of phrases	Reliability coefficient
• Student-Centric Factors	٧	0.84
• Social and Peer Influence Factors	٤	0.88
• Teacher-Centric Factors	٤	0.83
• Program-Specific Factors	٣	0.83
The questionnaire as a whole	١٨	0.85

It is clear from Table (4) that the reliability coefficients for the axes ranged between (0.83- 0.88), and the overall reliability coefficient of the questionnaire was (0.85), which is an indication that the questionnaire has a high degree of reliability.

For the purpose of judging the reasons for students' reluctance to enroll in certain elective courses in the Department of Foundations and Educational Administration according to the categories of the five-point scale used to answer the questionnaire statements, the responses of the study sample members can be classified into three levels by using the following equation: Class interval = Range ÷ Number of levels (high, medium, low) Range = Largest value of response categories (5) - Smallest value of response categories ((1 = 5-1= 4 Therefore, the class interval = $4 \div 3 = 1.33$, and then adding the answer (1.33) at the end of each category.

Therefore:

a-The lower limit = $1 + 1.33 = 2.33$

b-The middle limit = $2.34 + 1.33 = 3.67$

c-The upper limit = 3.67 and above

Thus, the weights become as follows:

- The arithmetic mean ranging between (3.67- 5) means that the reasons for students' reluctance are high.
- The arithmetic mean ranging between (2.34- less than 3.67) means that the reasons for students' reluctance are medium.
- The arithmetic mean ranging between (1.00- 2.33) means that the reasons for students' reluctance are weak.

- **Statistical Methods Used:**

The data was entered into the computer using the SPSS statistical package for social sciences and the following statistical analyses were performed to answer the research questions:

- **Percentage:** To identify the characteristics and features of the study sample, as well as to determine the responses of its members to the statements included in the study instrument.
- **Mean:** To identify the extent to which the responses of the study sample members to the statements and axes of the study instrument are high or low, and it is useful in ranking the statements and axes of the study instrument according to the highest mean.
- **Standard Deviation:** To identify the extent of the dispersion of the statements and axes of the study instrument, and it is useful in ranking the statements according to the mean in favor of the least dispersion when the means are equal.
- **One-Way ANOVA:** To find out if there are any statistically significant differences between the means of the sample members on the axes of the study instrument according to the academic year and cumulative GPA.
- **Scheffe Test:** For multiple comparisons between means to determine the significance of differences between groups.

- **Results of the Study and Discussion**

This section presents the results obtained from the study after the statistical analysis of the data, where the responses of the study sample members were collected and statistically processed using the SPSS statistical package, and the following is a presentation of these results:

The results for the first question:

Which states: "**What are the reasons for the reluctance of female students of the College of Basic Education to enroll in certain elective courses in the Department of Foundations and Educational Administration from their point of view?**"

The frequencies, percentages, and means were calculated for each statement of the questionnaire, and they were arranged according to the means, as shown in the following tables:

Table (5) Arithmetic means and standard deviations of the responses of the study sample members regarding the reasons for female students' reluctance to register for some elective courses as a whole

Axis	Arithmetic mean	Standard deviation	Sort by mean	Level
<input type="checkbox"/> Student-Centric Factors	3.64	0.66	2	Medium
<input type="checkbox"/> Social and Peer Influence Factors	3.00	0.82	4	Large
<input type="checkbox"/> Teacher-Centric Factors	3.47	0.94	3	Medium
<input type="checkbox"/> Program-Specific Factors	3.70	0.82	1	Large
The questionnaire as a whole	3.45	0.63	-	Medium

Table 5 indicates that the overall reasons for female students' reluctance to enroll in certain elective courses in the Department of Foundations and Educational Administration were moderate, with an average score of 3.45 and a standard deviation of 0.63. The primary reason cited was the nature of the elective courses themselves, which received a significantly higher score of 3.70. This was followed by reasons related to the students themselves (3.64), course instructors (3.47), and finally, family and friends (3.00), all of which were rated as moderate.

The following is a presentation of each axis separately:

Table (6) Percentages, arithmetic means, standard deviations and percentages of the responses of the study sample members regarding reasons related to the student

Phrase	strongly agree %	agree %	Neutral %	Disagree %	Strongly Disagree %	Arithmetic mean	Standard deviation	Sort by mean	Level
۱ The elective courses offered in the foundations and educational administration department don't seem to align well with my primary area of study.	۲۶.۳	۲۰.۶	۳۲.۴	13.2	2.5	3.60	1.09	۰	Medium

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٣٨

	Phrase	strongly agree %	agree %	Neutral %	Disagree %	Strongly Disagree %	Arithmetic mean	Standard deviation	Sort by mean	Level
٧	I'm struggling to grasp the skills and goals that the courses in the foundations and educational administration department are trying to develop.	11.4	22.8	30.5	29.8	5.6	3.05	1.10	٧	Medium
٨	The title of the elective course was not very informative about what I would be learning.	18.3	28.7	23.6	23.8	5.6	3.30	1.18	٨	Medium
٩	I need more details about what topics are covered in the elective courses so I can make an informed decision.	42.0	39.7	12.7	4.8	0.7	4.18	0.88	٩	Large
١٠	I'm hesitant to sign up for elective courses that I know nothing about.	28.4	33.3	24.5	12.1	1.7	3.76	1.05	١٠	Large
١١	The academic advisor didn't provide enough information about the elective courses to help me choose.	33.1	33.8	21.8	9.6	1.7	3.87	1.03	١١	Large
١٢	I often choose elective courses based on the professor teaching them, rather than the course content itself.	34.1	27.4	22.4	11.7	4.5	3.75	1.17	١٢	Large
The axis as a whole							3.64	0.66	-	Medium

Table 6 delves deeper into the reasons related to the students. The average score for this category was 3.64, indicating a moderate level of influence. Among the seven statements in this category, the highest-ranked reason was the need for more information about the course content before enrollment (4.18). This was followed by the lack of clear explanations during academic advising (3.87) and unfamiliarity with certain elective courses (3.76). These reasons were rated as high. Conversely, the statements regarding difficulty in understanding the

course competencies and objectives, as well as the uninformative course titles, received lower scores and were rated as moderate.

Table (7) Percentages, arithmetic means, standard deviations and percentages of the study sample members' responses regarding reasons related to family and friends

ردیف	Phrase	strongly agree %	agree %	Neutral %	Disagree %	Strongly Disagree %	Arithmetic mean	Standard deviation	Sort by mean	Level
۸	My course selection for Foundations electives is primarily influenced by the enrollment of my peers, rather than my personal academic interests.	7.7	7.5	16.0	37.6	31.2	2.23	1.19	۴	Low
۹	I have received recommendations from my peers to take specific elective courses offered by the Foundations and Educational Administration departments.	20.6	41.4	22.1	11.4	4.6	3.62	1.07	۱	Medium
۱۰	The low enrollment rates in some courses led me to avoid selecting them.	15.3	24.9	27.3	23.4	9.2	3.14	1.20	۲	Medium
۱۱	The failure rates of my peers in specific Foundations and Educational Administration electives have influenced my decision to avoid those courses.	16.1	22.8	20.6	29.0	11.5	3.03	1.27	۳	Medium
The axis as a whole							3.00	0.82	-	Medium

Table 7 reveals that, overall, reasons related to family and friends contributed to a moderate level of reluctance among students to enroll in elective courses. The overall mean was 3.00 with a standard deviation of

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0.82. This axis comprised 4 statements. Responses varied among participants. The statement ranked first, "My friends advised me against enrolling in some elective courses from the Department of Foundations and Educational Administration," achieved a mean of 3.62. The second-ranked statement, "I noticed that many students didn't enroll in certain courses, so I avoided them," had a mean of 3.14. The third-ranked statement, "I noticed that my classmates failed some elective courses in the Department of Foundations and Educational Administration, so I avoided them," had a mean of 3.03. All of these were rated as moderate. However, the fourth and last statement, "I enroll in elective courses from the Department of Foundations based on whether my friends are enrolled, not based on my own choice," had a mean of 2.23 and was rated as weak.

Table (8) Percentages, arithmetic means, standard deviations and percentages of the responses of the study sample members regarding reasons related to the course professor

N	Phrase	strongly agree %	agree %	Neutral %	Disagree %	Strongly Disagree %	Arithmetic mean	Standard deviation	Sort by mean	Level
١٢	The course is taught exclusively by one professor.	27.0	17.8	24.2	18.7	12.3	3.28	1.36	٤	Medium
١٣	Some instructors of this course are not sufficiently dedicated to explaining the subject matter.	27.7	23.9	25.1	16.4	6.9	3.49	1.24	٢	Medium
١٤	Instructors of this course do	29.1	20.2	26.8	15.7	8.3	3.46	1.28	٣	Medium

N	Phrase	strongly agree %	agree %	Neutral %	Disagree %	Strongly Disagree %	Arithmetic mean	Standard deviation	Sort by mean	Level
	not prioritize making the subject matter easy to understand, clear, and engaging for students.									
١٥	Due to the numerous negative reviews I found online about certain instructors of this course, I have chosen not to register for it ..	30.1	28.9	20.7	15.5	4.9	3.64	1.20	١	Medium
The axis as a whole							3.47	0.94	-	Medium

Table 8 indicates that reasons pertaining to the course instructor were, on average, moderate, with an overall mean of 3.47 and a standard deviation of 0.94. This axis included 4 statements, all rated as moderate. Responses varied among participants. The statement ranked first, "I found many negative reviews about some course instructors on social media and decided not to enroll," had a mean of 3.64. The second-ranked statement, "Some course instructors do not put in enough effort to explain the material," had a mean of 3.49. The third-ranked statement, "Course instructors do not focus on simplifying the material, clarifying it, and making it enjoyable for their students," had a mean of 3.46. The fourth

and last statement, "The course is monopolized by only one instructor," had a mean of 3.28.

Table (9) Percentages, arithmetic means, standard deviations and percentages of the responses of the study sample members regarding reasons related to the nature of the elective courses in the Department of Educational Foundations and Administration

N	Phrase	strongly agree %	agree %	Neutral %	Disagree %	Strongly Disagree %	Arithmetic mean	Standard deviation	Sort by mean	Level
١٦	Some elective courses are irrelevant to my major, so I have no intention of taking them.	31.6	33.4	22.1	10.0	2.8	3.81	1.08	١	Large
١٧	Some elective courses do not have a specific course description	24.5	34.6	30.0	8.8	2.0	3.71	1.00	٢	Large
١٨	The elective courses offered by the Foundations and Educational Administration department are often challenging and complicate	24.2	29.8	29.7	13.3	2.9	3.59	1.08	٣	Medium
The axis as a whole							3.70	0.82	-	Large

Table 9 shows that reasons related to the nature of the elective courses in the Department of Foundations and Educational Administration were rated as high overall, with a mean of 3.70 and a standard deviation of 0.82. This axis included 3 statements, and responses varied among participants. The statement ranked first, "I don't see the need to enroll in some elective courses because they are far from my specialization," had a mean of 3.81 and was rated as high. The second-ranked statement, "Some elective courses do not have a specific course description," had a mean of 3.71 and was also rated as high. The

third-ranked statement, "Some elective courses in the Department of Foundations and Educational Administration are complex and difficult to understand," had a mean of 3.59 and was rated as moderate.

•Discussion of Results for Research Question 1:

"What are the reasons why female students in the College of Basic Education avoid enrolling in certain elective courses in the Department of Foundations and Educational Administration from their perspective?"

Based on the results presented in Tables 5, 6, 7, 8, and 9, it is evident that the primary reasons for female students' reluctance to enroll in elective courses within the Department of Foundations and Educational Administration are moderate. The most significant factor is the perceived mismatch between the elective courses and the students' perceived needs and career goals. This suggests that many students believe these courses are not directly relevant to their future aspirations. Consequently, students tend to prioritize courses that they believe will help them graduate more quickly or align more closely with their chosen specializations.

These findings align with those of Al-Bakri's study (2022), which identified the reasons why students are reluctant to apply to the faculties of education at the University of Aden, as perceived by students enrolled in non-educational faculties.

Similarly, these results concur with Al-Abarat's study (2020), which identified the reasons behind the low enrollment rates of students in the faculties of the University of Al-Bayda, according to their perspective.

Furthermore, these findings are consistent with Al-Kalbani's study (2020), which explored the reasons why tenth-grade students in Oman are reluctant to choose physics, as seen from their perspective.

These results also align with Ibrahim, M.'s study (2013), which aimed to identify the reasons behind female students' reluctance to pursue science majors and ways to overcome these challenges.

These studies also highlighted various factors contributing to students' reluctance to enroll in certain programs or courses, such as a lack of perceived relevance, inadequate information, and peer influence.

- **Results of the second research question:**

The second research question aimed to determine:

"Do female students in the Faculty of Basic Education require digital academic promotion based on their knowledge of the content of elective courses in the Foundations and Educational Administration department?"

The percentages of the study sample's responses to these statements are presented in the following tables:

Table (10) Percentages of the study sample's responses regarding the need for academic guidance on elective courses

Phrase	Responses	
	Yes	No
Would you like to receive academic counselling prior to registration to help you better comprehend the nature and content of the elective courses offered?	%80.5	%19.5

Table 10 reveals that a substantial majority (80.5%) of the surveyed students expressed a need for academic guidance, indicating a strong demand for digital promotional efforts to explain the nature and content of elective courses before registration. The remaining 19.5% did not feel the need for such guidance.

Table 11: Percentages of Study Participants' Responses Concerning Prior Familiarity with Elective Course Competencies

Phrase	Responses	
	Yes	No
Have you gained knowledge about the required proficiencies for this elective course?	%64.5	%35.5

Table 11 shows that while a significant portion (64.5%) of students had some prior knowledge about the competencies of elective courses, their understanding might be limited, and 35.5% negatively. This is supported by the fact that 80.5% of students (as shown in Table 12) indicated a need for academic guidance to understand the nature and content of these courses.

Table (12) Percentages of the responses of the study sample members regarding which elective courses the female students are aware of, their competencies and content

Phrase	Responses									
	Study Skills	Adult Education and Literacy	Comparative Education	Distance Education	Continuing Education	Gender Relationship	Contemporary Educational Trends	Education and the Library	Educational Planning and Economics of Education	Educational Management
For which of the listed elective courses do you have a good understanding of the required proficiencies and course content?	%52.1	%4.0	%1.5	%7.5	%1.7	%9.7	%1.4	%1.9	%1.3	%19.1

Table 12 further highlights that approximately half of the students were only familiar with the competencies of the "Study Skills" course. This finding aligns with the five-year enrollment data from the College of Basic Education's registration department (2024). A very small percentage of students were aware of the competencies and content of other elective courses. The "Study Skills" course had the highest awareness rate at 52.1%, followed by "Educational Administration" at 19.1%, "Distance Education" at 7.5%, and "Adult Education and Literacy" at 4.0%. The remaining courses had less than 2% awareness. The low awareness levels for various elective courses underscore the need for widespread digital and informative promotional efforts to enable students to make informed choices.

- **Discussion of Results for Research Question 2:**

The following analysis will focus on the results pertaining to

Do female students in the "research question two, which investigated College of Basic Education need digital academic promotion to learn about the content of elective courses in the Department of "Foundations and Educational Administration?"

The results from Tables 10, 11, and 12 clearly indicate a strong need for digital academic promotion to help female students understand the content of elective courses in the Department of Foundations and Educational Administration. A significant majority (75%) of the surveyed students expressed a need for academic guidance, suggesting a gap in their knowledge about the courses available. While many students had some awareness of elective courses, their understanding was often superficial, emphasizing the need for more detailed and comprehensive information.

Academic promotion can play a crucial role in directing students towards elective courses that align with their interests and career goals. By providing clear and concise information about course content, prerequisites, and potential benefits, institutions can empower students to make informed decisions. This is particularly important for elective courses that may not be directly related to a student's major, as students may underestimate the value of these courses.

These preceding findings align with Ahmad's study (2014), which advocated for the adoption of contemporary approaches in developing academic advising for undergraduate and postgraduate technical students. Similarly, Al-Hamid's study (2014) emphasized the pivotal role of academic advising in enhancing the academic and adaptive levels of university students, as highlighted in the symposium titled "Developing Academic Advising in Universities and Educational Institutions." Furthermore, Al-Dosari's study (2014) called for the implementation of academic advising at the Arab Open University - Kuwait Branch, drawing on international experiences, as discussed in the same symposium.

These findings highlighted the importance of academic advising in enhancing student success and satisfaction. These studies emphasize the need for innovative approaches to academic advising, particularly in the digital age.

- **Regarding the third research question: "Are there statistically significant differences among the study sample regarding the reasons for female students' reluctance to enroll in certain elective courses in the Department of Foundations and Educational Administration, attributed to variables such as academic year and cumulative GPA?"**

A one-way ANOVA was employed, along with Scheffe's post-hoc test, to analyze the data. The results are presented in the following tables:

Table 13: Results of One-Way ANOVA Comparing Mean Scores and Standard Deviations of Study Sample Responses Regarding Reasons for Female Students' Reluctance to Enroll in Certain Elective Courses in the Department of Foundations and Educational Administration, According to Academic Year

Axis	Academic year	Number	Arithmetic Mean	Standard Deviation	Source of Variance	Sum of Squares	degrees of freedomdf	Mean Squares Value	Value F	Significance Level
Student-Centric Factors	First	289	3.57	0.69	Between groups Within groups Total	4.473	٣	1.491 ٠.430	3.465	0.016
	Second	531	3.62	0.64		528.836	١٢٢٩			
	Third	359	3.70	0.64		533.309	١٢٣٢			
	Fourth	54	3.80	0.72						
	Total	1233	3.64	0.66						
Social and Peer Influence Factors	First	289	2.94	0.77	Between groups Within groups Total	4.376	٣	1.459 0.678	2.153	0.092
	Second	531	2.98	0.82		832.785	١٢٢٩			
	Third	359	3.07	0.84		837.161	١٢٣٢			
	Fourth	54	3.17	1.01						
	Total	1233	3.00	0.82						
Teacher-Centric Factors	First	289	3.22	0.97	Between groups Within groups Total	27.198	٣	9.066 0.855	10.600	0.000
	Second	531	3.50	0.89		1051.10	١٢٢٩			
	Third	359	3.59	0.92		0	١٢٣٢			
	Fourth	54	3.70	1.00		1078.29				
	Total	1233	3.47	0.94		8				
Program	First	289	3.58	0.84	Between	9.285	٣	3.095	4.618	0.003

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Axis	Academic year	Number	Arithmetic Mean	Standard Deviation	Source of Variance	Sum of Squares	degrees of freedom	Mean Squares Value	Value F	Significance Level
Specific Factors	Second	531	3.70	0.79	groups Within groups Total	823.628	١٢٢٩	0.670		
	Third	359	3.77	0.83		832.913	١٢٣٢			
	Fourth	54	3.94	0.95						
	Total	1233	3.70	0.82						
Overall Reasons	First	289	3.33	0.64	Between groups Within groups Total	9.152	٣	3.051 0.384	7.940	0.000
	Second	531	3.45	0.58		472.179	١٢٢٩			
	Third	359	3.53	0.63		481.330	١٢٣٢			
	Fourth	54	3.66	0.77						
	Total	1233	3.45	0.63						

Table 13 indicates that there were no statistically significant differences in the mean scores for reasons related to family and friends across different years of study. The calculated F-value was 2.153, and the significance level was greater than 0.05.

However, significant differences were found in the mean scores for reasons related to the student, the course instructor, the nature of the elective courses, and overall reasons when comparing different years of study. The calculated F-values ranged from 3.465 to 10.600, and all were significant at the 0.05 level. Scheffe's post-hoc test was used to further examine these differences.

Table (14) Scheffe test results to detect differences between the averages of the study sample members regarding the reasons for female students' reluctance to register for some elective courses in the Department of Educational Foundations and Administration according to the variable of the academic year

Axis	Academic year	First	Second	Third	Fourth
Student-Centric Factors	First		-0.057	-0.135**	-0.234**
	Second			-0.077	-0.177
	Third				-0.099
	Fourth				
Teacher-Centric Factors	First		-0.281**	-0.374**	-0.482**
	Second			-0.093	-0.205
	Third				-0.111
	Fourth				

Axis	Academic year	First	Second	Third	Fourth
Program-Specific Factors	First		-0.120**	-0.192**	-0.365
	Second			-0.071	-0.244
	Third				-0.172
	Fourth				
Overall Reasons	First		-0.123**	-0.206**	-0.328**
	Second			-0.082	-0.204
	Third				0.121
	Fourth				

(**) Significant at a significance level of (0.05).

Table 14 reveals that there were significant differences between second-year students and first-year students in terms of reasons related to the student, the course instructor, the nature of elective courses, and overall reasons, with second-year students reporting higher scores. Similar differences were found between third-year students and first-year students, as well as between fourth-year students and first-year students, always favoring the higher-year students.

Table (15) Results of one-way analysis of variance (ANOVA) to compare the arithmetic means and standard deviations of the responses of the study sample members regarding the reasons for female students’ reluctance to register for some elective courses in the Department of Educational Foundations and Administration according to the cumulative average variable

Axis	Academic year	Number	Arithmetic Mean	Standard Deviation	Source of Variance	Sum of Squares	degrees of freedomdf	Mean Squares Value	Value F	Significance Level
Student-Centric Factors	points ٤	36	3.72	0.72	Between groups Within groups Total	5.330	5	1.066	2.477	0.030
	٣:٥ -٣ points	66	3.48	0.73		527.978	1227	0.430		
	٣ -٢:٥ points	141	3.66	0.63		533.309	1232			
	٢:٥ -٢ points	302	3.56	0.60						
	٢ -١:٥ points	535	3.68	0.67						
	less than 1:5 points	153	3.70	0.70						
	Total	1233	3.64	0.66						
Social and Peer Influence	points ٤	36	3.22	0.86	Between groups Within	6.493	5	1.299	1.918	0.089
	٣:٥ -٣ points	66	2.80	0.71		830.668	1227	0.677		
	٣ -٢:٥	141	3.07	0.82		837.161	1232			

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Axis	Academic year	Number	Arithmetic Mean	Standard Deviation	Source of Variance	Sum of Squares	degrees of freedom	Mean Squares Value	Value F	Significance Level
Factors	points				groups Total					
	٢:٥ - ٢ points	302	2.94	0.77						
	٢ - ١:٥ points	535	3.03	0.86						
	less than 1:5 points	153	3.03	0.84						
	Total	1233	3.00	0.82						
Teacher-Centric Factors	points ٤	36	3.48	1.10	Between groups Within groups Total	7.316 1070.982 1078.298	5 1227 1232	1.463 0.873	1.676	0.137
	٣:٥ - ٣ points	66	3.28	0.92						
	٣ - ٢:٥ points	141	3.46	0.93						
	٢:٥ - ٢ points	302	3.38	0.88						
	٢ - ١:٥ points	535	3.52	0.95						
	less than 1:5 points	153	3.56	0.96						
	Total	1233	3.47	0.94						
Program-Specific Factors	points ٤	36	3.83	0.85	Between groups Within groups Total	7.229 825.684 832.913	5 1227 1232	1.446 0.673	2.149	0.057
	٣:٥ - ٣ points	66	3.55	0.79						
	٣ - ٢:٥ points	141	3.71	0.88						
	٢:٥ - ٢ points	302	3.60	0.81						
	٢ - ١:٥ points	535	3.76	0.83						
	less than 1:5 points	153	3.73	0.74						
	Total	1233	3.70	0.82						
Overall Reasons	points ٤	36	3.56	0.69	Between groups Within groups Total	5.986 475.344 481.330	5 1227 1232	1.197 0.387	3.091	0.009
	٣:٥ - ٣ points	66	3.28	0.60						
	٣ - ٢:٥ points	141	3.47	0.61						
	٢:٥ - ٢ points	302	3.37	0.59						
	٢ - ١:٥ points	535	3.50	0.64						
	less than 1:5 points	153	3.51	0.62						
	Total	1233	3.45	0.63						

Table 15 shows that there were no statistically significant differences in the mean scores for reasons related to family and friends, the course instructor, and the nature of elective courses when comparing different cumulative GPAs. The calculated F-values ranged from 1.676 to 2.149, and all were non-significant at the 0.05 level. However, significant differences were found in the mean scores for reasons related to the student and overall reasons when comparing different cumulative GPAs. The calculated F-values were 2.477 and 3.091, respectively, and both were significant at the 0.05 level. Scheffe's post-hoc test was used to further examine these differences.

Table (16) Scheffe test results to detect differences between the averages of the study sample members regarding the reasons for female students' reluctance to register for some elective courses according to the cumulative average variable

Axis	GPA	less than 1:5 points	٢ -١:٥ points	٢:٥ -٢ points	٣ -٢:٥ points	٣:٥ -٣ points	points ٤
Student-Centric Factors	less than 1:5 points		0.237	0.056	0.158	0.039	0.013
	points ٢ -١:٥			-0.118	-0.079	-0.197**	-0.224**
	points ٢:٥ -٢				0.101	-0.016	-0.043
	points ٣ -٢:٥					-0.118**	-0.144**
	points ٣:٥ -٣						0.026
Overall Reasons	less than 1:5 points		0.283**	0.078	0.180	0.065	0.055
	points ٢ -١:٥			-0.196**	-0.093	-0.218**	-0.228**
	points ٢:٥ -٢				0.103	-0.022	-0.031
	points ٣ -٢:٥					-0.125**	-0.135**
	points ٣:٥ -٣						-0.009
	points ٤						

(**) Significant at a significance level of (0.05)

Table 16 indicates that students with a cumulative GPA between 3.0 and 3.5 reported significantly higher scores for reasons related to the student and overall reasons compared to those with a GPA between 1.5 and 2.0. Similarly, students with a GPA of 4.0 reported significantly higher scores than those with GPAs of 1.5-2.0 and 2.5-3.0. Students with a GPA between 3.0 and 3.5 also reported significantly higher scores

compared to those with GPAs of 1.5-2.0 and 2.5-3.0. Lastly, students with a GPA below 1.5 reported significantly higher scores compared to those with a GPA between 1.5 and 2.0 for reasons related to the student.

- **Discussion of Results for Research Question 3:** "Are there statistically significant differences among the study participants regarding the reasons for female students' reluctance to enroll in certain elective courses in the Department of Foundations and Educational Administration, attributed to variables such as academic year and cumulative GPA?"

The findings presented in Tables 13, 14, 15, and 16, which examined differences among study participants regarding reasons for declining to enroll in certain elective courses in the Department of Foundations and Educational Administration based on academic year and cumulative GPA, revealed the following:

No significant differences were found among study participants regarding Social and Peer Influence Factors based on academic year. However, there were significant differences in mean scores among participants regarding Student-Centric Factors, Teacher-Centric Factors, reasons related to the nature of elective courses, and overall reasons, all according to academic year. Specifically, there were significant differences between second-year and first-year students regarding Student-Centric Factors, Teacher-Centric Factors, reasons related to the elective course nature, and overall reasons, favoring second-year students. Similar significant differences were found between third-year and first-year students, and between fourth-year and first-year students, with these higher-year students more likely to cite student-related and Teacher-Centric Factors.

Regarding cumulative GPA, no significant differences were found in mean scores for Social and Peer Influence Factors, Teacher-Centric Factors, or reasons related to the nature of elective courses. However, there were significant differences in mean scores for Student-Centric Factors and overall reasons, with students having higher GPAs more likely to cite Student-Centric Factors.

The researcher attributed these findings to differences among students in terms of their reasons for declining to enroll in elective courses based on their academic year and GPA. It was observed that as students progressed through their years of study, they developed a more informed and deliberate approach to selecting elective courses. Additionally, students with higher GPAs were more motivated to take additional courses to enhance their overall academic performance. The researcher suggested that first-year students may rely on the advice of peers regarding course selection without fully considering the broader academic implications, while older students have a more nuanced understanding of the importance of elective courses.

These results align with Kolter and Fox (1995), who highlighted the challenges faced by higher education institutions, including declining enrollment, changing student and parental needs, and increasing societal expectations. These challenges, coupled with heightened competition for students and financial resources, have led institutions to adopt business-oriented approaches, such as marketing, strategic planning, and resource optimization. Higher education institutions have begun to review their activities and assess the external environment to better understand and meet the needs and expectations of their students.

In the same vein, Rashad (2004) highlighted that marketing university services has become a global trend adopted by numerous universities in developed countries such as the University of York in England, the University of Twente in the Netherlands, Jönköping University in Sweden, the University of Strathclyde in Scotland, and the University of Jyväskylä in Finland. These universities market their services through the development of marketing strategies, research, educational and training programs, and information systems to meet the needs of individual and institutional learners, both governmental and private. Indeed, these contracts have helped reduce these universities' reliance on government funding and enhance their performance in serving the community.

These findings align with those of Shaaban's study (2023), which emphasized the importance of identifying the key challenges facing educational media in the digital transformation of education. The study

aimed to identify social, cultural, behavioral, educational, ethical, professional, and value-related challenges associated with students (learners) in light of digital transformation.

Similarly, Sultan et al.'s study (2022) concluded that there is a need for a set of institutional and academic requirements in colleges of education to develop the academic performance of faculty members in light of the twinning model with teacher preparation colleges in some developed countries.

Furthermore, Al-Azmi and Abelti's study (2022) identified the necessary digital material and human resources for managing the academic relationship between students and university professors in Kuwait and assessed Kuwait's efforts to raise awareness of digital requirements in higher education.

Al-Azmi's study (2022) also proposed a set of mechanisms to enhance electronic marketing management in higher education in Kuwait, including: building a positive institutional reputation, monitoring trends related to the institutional brand, encouraging students to create content, and publishing attractive images of the university on social media platforms. The study also recommended encouraging current students to engage in and publicize university activities, adopting influential marketing mechanisms for universities, and utilizing social media to showcase university-related content.

Mohamed's study (2020) revealed that universities and colleges do not actively seek to organize local, regional, or international conferences, seminars, and workshops to promote university marketing. The study also showed that the College of Administration and Economics at the University of Iraq does not pay sufficient attention to university marketing, in terms of promoting a culture of university marketing and utilizing this marketing activity to improve educational services.

Al-Nawafeleh's study (2015) found that the level of electronic services provided by the University of Jordan Library, as perceived by students, was moderate. The most important dimension was responsiveness, followed by ease of use, empathy, additional features,

overall appearance, credibility, performance, and timeliness. There were no significant differences in the level of electronic services perceived by students based on gender, college, age, or academic level.

Conclusions

Based on the research objectives and questions, the following conclusions were reached:

- Reasons for female students' reluctance to enroll in certain elective courses in the Department of Foundations and Educational Administration were found to be moderate overall. The primary reasons were related to understanding the nature and content of the elective courses, followed by Student-Centric Factors, Teacher-Centric Factors, and finally, Social and Peer Influence Factors.
- 80.5% of the sample indicated a need for prior digital academic promotion for elective courses to understand their nature and content.
- 64.5% of the sample were previously aware of the competencies of some elective courses, while 52.1% were only aware of the content and competencies of the study skills course, compared to other elective courses.
- There were no significant differences in mean scores for Social and Peer Influence Factors based on academic year, while there were significant differences for other reasons. There were also significant differences in Student-Centric Factors based on cumulative GPA, but no significant differences for other reasons.

Recommendations

Based on the findings of this study, the researcher recommends the following:

- Utilize modern technologies and digital communication platforms to promote elective courses to students in the College of Basic Education. This will enable students to understand the content of elective courses and make informed decisions before enrolling.
- Encourage academic departments to activate the role of faculty members through official platforms and various digital communication channels to create targeted marketing campaigns for departmental courses.

- A well-thought-out academic strategy should be implemented to raise student awareness and expand their academic knowledge by introducing faculty members, their teaching experience, and the course content. Faculty members should promote their courses in a scientific, engaging, and compelling manner to highlight their importance to students.
- Organize workshops and seminars within the college and promote them through digital platforms to raise awareness among students about the importance of reviewing elective course descriptions before registration.
- Emphasize the importance of educational promotion in helping students understand the content of elective courses before registration.
- Develop detailed digital descriptions of all elective courses and disseminate them through various technological means. These descriptions should outline the course content, nature of the subject matter, and the faculty member teaching the course, enabling students to make informed choices.
- Conduct studies and research on the reasons why female students avoid enrolling in elective courses in other educational and non-specialized departments, using different samples than the current study.
- Conduct studies that focus on the importance of digital academic promotion in education colleges by applying the study to faculty members who teach courses with low enrollment rates.

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