



**A STUDY ON THE IMPACT OF SOCIAL MEDIA
USER EXPERIENCE ON THE BRAND PERCEPTION AND
CHOICE OF CHONGQING VOCATIONAL COLLEGE STUDENTS:
A GENDER-BASED MODERATING EFFECT**

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Abstract:

With the vigorous development of social media in China and the increasing demand for enhancing the brand value of higher vocational colleges, the impact of students' brand experience and perceptual behavior on the brand value of higher vocational colleges on social media has become a focus that every higher vocational college cannot ignore. There are few studies in the academic community on the impact of students' brand experience and perceptual behavior on the brand value of higher vocational colleges on social media, and most of them still remain at the level of ordinary undergraduate colleges and social media teaching. However, with the rapid development of information technology, social media has become an important platform for students to obtain information, exchange views, and shape personal cognition. Therefore, this study is crucial for brand marketing and brand construction of higher vocational colleges, as well as future enrollment. This study selected 462 students in Chongqing as the research object, using AMOS structural equation modeling, through the design of social media brand experience, student perceptual behavior questionnaire, and higher vocational college brand value evaluation tool, we collected relevant quantitative data. The aim is to comprehensively understand the impact of social media brand experience and student perceptual behavior on the brand value of higher vocational colleges. The focus of particular attention is the possible moderating effect of gender on student perceptual behavior and higher vocational college brand value. The research results show that student perceptual behavior as an intermediary has a significant positive partial mediating relationship between social media brand experience and higher vocational college brand value. At the same time, gender as a moderating variable plays a significant moderating role in student perceptual

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behavior and higher vocational college brand value. Moreover, the moderating effect of female students is significantly greater than that of male students. This finding provides practical guidance for brand management in higher vocational colleges and helps to develop more targeted brand promotion strategies.

Keywords: social media brand experience, student perception behavior, higher vocational colleges, brand value, gender moderating effect

1. Introduction

1.1 The Popularization of Social Media in Modern Society

With the rapid development of mobile Internet technology, the popularity of social media in modern society has become the main channel for information transmission and interaction. Various social media platforms, such as Facebook, Instagram, Weibo, WeChat, TikTok, etc., through their convenient information sharing and extensive user participation, have become new channels for higher education institutions to communicate among students and between teachers and students in class or between classes, as well as important tools to display their own brand image and transmit information (Purwanto *et al.*, 2023).

The flourishing of social media has provided people with a more convenient and extensive communication platform, which has had a profound impact on the interaction between individuals and brands. The popularization of social media in various fields has not only changed the way people communicate, but also profoundly shaped a new pattern of information transmission, viewpoint exchange, and personal cognitive construction. Social media platforms have become important places for users to share their lives, acquire knowledge, and express their opinions (Fuady *et al.*, 2021).

So, with the rapid development of social media, people have established new social networks through these platforms, forming a diversified information dissemination structure. By participating in social media, individuals can not only access information from friends, experts, and brands but also express their opinions and values in a more open and free manner (Roberd & Roslan, 2022). Therefore, in this era of social media, individual behavior, opinions, and choices are to some extent influenced by social media, making social media a key environment for shaping individual brand experience perception. The rise of social media has not only changed the way information is disseminated but also made the interaction between brands and users more direct and frequent.

In the higher education market, universities prioritize their brand image as a way to stand out in competition and attract more students (Iqbal *et al.*, 2012). As an important component of higher education, higher vocational colleges are naturally deeply influenced by social media. In this context, higher education institutions should also conduct in-depth research on the relationship between students' brand experience on social media, user-perceived behavior, and the brand value of higher vocational colleges.

It is crucial to understand how students perceive and interact, as well as how to enhance their views on the brand value of higher vocational colleges, in order to develop strategies for brand management and marketing in higher vocational colleges.

1.2 The Importance of Brand Value in Higher Vocational Colleges

Brand awareness is the bridge between the brand and consumers, which can not only reduce the risk of consumer perception of the brand. In addition, brand recall and brand recognition. It also affects consumer decision-making behavior (Moiescu, 2009). The brand awareness of higher education institutions affects the decision-making process of students in deciding whether to choose a university and whether to continue their studies at the same university. Brand awareness creates an image for universities, which may attract students. Therefore, if a college or university has a high brand awareness, it will have a high brand image and attract more students (Mulyono, 2016). In today's highly competitive higher education market, the brand value of higher vocational colleges is therefore particularly important. Not only does it represent academic level and research strength, but the brand of universities also carries social expectations, academic reputation, and excellent talents cultivated. A strong brand helps attract high-quality students, outstanding faculty, and staff and enhances cooperation and communication with enterprises and society. Therefore, actively building brand image and enhancing user brand experience in higher vocational colleges has become an important issue in school management. The brand image created by higher education institutions will assist students in the decision-making process. For students, the decision to enrol in higher education is a very important one (Islam *et al.*, 2020). Social media has become an important communication channel between brands. Social media provides possibilities for communication between users through various platforms (Sagynbekova *et al.*, 2021). The brand experience and perceived behaviour of students towards the brand of higher vocational colleges on social media have become a new way to enhance the brand value of higher vocational colleges in the new era. Because it is of great significance for higher vocational colleges to develop more targeted brand management strategies. Through in-depth research on the relationship between social media and university brands, is expected to provide more effective brand promotion strategies for higher vocational colleges. Higher vocational colleges need to enhance overall brand value through comprehensive brand management, from academic fields to campus culture, from social responsibility to employment competitiveness. This not only helps to attract more excellent teachers and students but also lays a solid foundation for the long-term development of the school.

2. Research Question

This study aims to explore in depth the user brand experience and perceived behaviour of students on social media, as well as the potential impact of such behaviour on the brand value of higher vocational colleges. The primary goal is to gain a deeper

understanding of how students perceive and participate in the branding of higher vocational colleges on social media platforms. Conduct a comprehensive analysis of the brand experience and perceived behaviour of students on social media. This includes the impact of Brand Awareness, Brand Loyalty, Perceived Brand Quality, Brand Association, and other aspects. By quantifying and analysing this impact, we can comprehensively understand the positive effects of students' brand experiences and perceived behaviours on the shaping and development of the overall brand of universities on social media. Finally, the study will focus on the moderating role of gender in the relationship between student-perceived behaviour and the brand value of higher vocational colleges. Explore whether there is a significant difference between gender in brand perception behaviour and brand value.

We hope to achieve the following goals:

- Exploring the Impact of Social Media Brand Experience on Student Perceived Behaviour;
- Discovering the Impact of Student Perceived Behaviour on the Brand Value of Higher Vocational Colleges;
- Examining the moderating effect of gender on the impact of student-perceived behaviour on the brand value of higher vocational college.

3. Hypotheses Development

3.1. Conceptual Framework

Before studying the impact of social media brand experience, student perceived behaviour on the enhancement of brand value in higher vocational colleges, and the moderating role of gender in it, we first need to establish the following conceptual framework. Figure. 1 shows an integrated model of students' experience with social media brands, their perceived behaviour, and the enhancement of brand value in vocational colleges, as well as the moderating effect of gender on the relationship between students' perceived behaviour and the enhancement of brand value in vocational colleges. In this model, from the perspective of social media technology acceptance theory and brand value theory, we investigate whether the perceived social media experience by students affects the brand value of vocational colleges and whether it is regulated by gender.

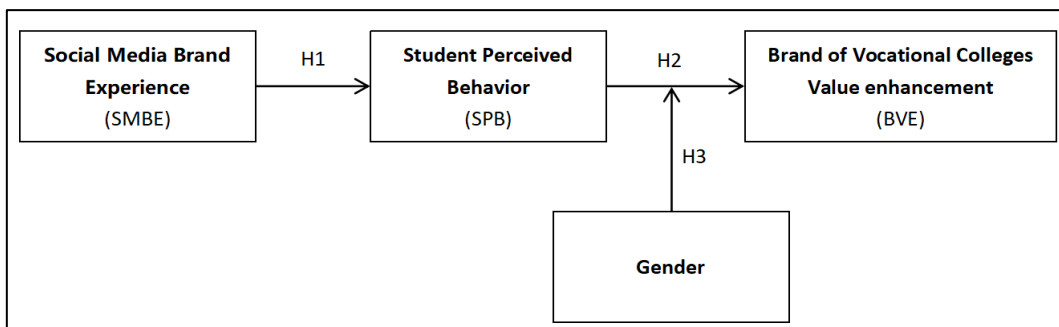


Figure 1: Conceptual framework

3.2 The Impact of Student Social Media Brand Experience and Perceived Behavior on the Enhancement of Brand Value in Higher Vocational Colleges

The Technology Acceptance Model (TAM) was proposed in 1989 by Davis using rational behavior theory to study the acceptance of information systems by users. The technology acceptance model proposes two main determining factors: perceived usefulness, reflecting the degree to which a person believes that using a specific system improves their work performance; perceived ease of use reflects the degree to which a person believes it is easy to use a specific system (Davis, 1989).

Waqas (2021) studied how brand managers in higher education institutions carry out various activities to enhance their brand assets. The role of brand experience as a driving force for student engagement shows that brand experience plays a major role in improving student engagement behavior. The research results also indicate that student participation moderates the relationship between brand experience and brand assets. The perception of university brands by students directly affects their admission decision-making behavior. A positive and positive brand image can enhance the attractiveness of a school and increase the likelihood of students choosing the school. The positive perception of brand experience helps to form the attractiveness of the school to potential students and influences their admission choices. Tangible assets and empathy are significant and positive influencing factors on students' perception of the overall brand assets and brand service quality of institutions, and the overall service quality experience is an important predictive indicator of overall brand assets. It is evident that when it comes to students' views on the surveyed universities, the overall service quality experience has a significant and positive impact on overall brand assets (Soni & Govender, 2018). The perception of university brand experience by students largely reflects the academic reputation and educational quality of the school. Students tend to choose institutions with outstanding reputations in their professional fields, as this is seen as a guarantee for obtaining a good education and future career development. Based on this, assume H1.

H1: There is a positive correlation between social media brand experience and student perceived behaviour.

The brand perception of universities is closely related to their employment competitiveness. Universities with high visibility and positive brands often attract more attention from well-known enterprises, providing students with broader employment opportunities and better development platforms. Information and communication technology, electronic service quality, and electronic information quality all contribute positively to electronic learning for students, ultimately creating positive electronic word-of-mouth and student satisfaction. At the same time, electronic word-of-mouth and student satisfaction will generate a positive university brand image (Shehzadi *et al.*, 2021).

Brand assets are one of the most valuable assets of a company and a key concept for marketing scholars. The concept of brand assets is particularly related to consumer choices (Pandiangan *et al.*, 2021). The brand value of higher vocational colleges is composed of multiple factors, including academic reputation, teaching quality, research

strength, campus culture, employment rate, etc. Social media plays an increasingly important role in brand promotion in contemporary higher vocational colleges. Through cleverly designed social media marketing strategies, schools can directly influence students' perceived behavior, thereby having a positive impact on the overall brand value. Publishing innovative and unique brand content on social media can attract the attention of students. By using creative text, engaging images, and interesting videos, the school has the opportunity to enhance students' awareness of the brand of higher vocational colleges and further form an electronic reputation on social media. Innovative brand content helps establish a positive image of the brand among students. Perera *et al.* (2020) investigated the structural relationship between subjective norms, electronic word-of-mouth (eWOM), perceived brand credibility, and brand assets. The authors found that the structural equation model showed a significant correlation between online word-of-mouth and perceived brand credibility with brand assets. Based on this, assume H2.

H2: There is a positive correlation between students' perception of social media behavior and the enhancement of brand value in higher vocational colleges.

3.3 The Moderating Role of Gender in The Impact of Student Social Media Brand Perception Behavior on the Enhancement of Brand Value in Higher Vocational Colleges

Gender factors may affect students' acceptance of brand information, frequency of participation in brand interactions, and attitudes and perceptions toward brand image. There are differences in the acceptance of brand information on social media among different genders. Perhaps due to different interests, values, and other factors, gender has an impact on the acceptance of brand information, which in turn affects the overall brand perception. Sharifi Fard *et al.* (2016) applied the theory of technological acceptance to examine the acceptance and use of social networking sites in marketing environments. Using quantitative methods, the survey results show that performance expectations and hedonic motivation are the main factors influencing Malaysian users' intention to purchase online through social media. As for the moderating effects of gender and age, the results indicate that gender significantly moderates the purposive association between these four factors and online purchase intention.

The core brand asset dimensions of higher education institutions include brand awareness, perceived quality, brand association, brand trust, learning environment, emotional environment, university reputation, and brand loyalty. The emphasis on students of different genders can promote the brand assets of higher vocational colleges. Gender can also affect some core and supportive dimensions of brand assets (Girard & Pinar, 2021). There are differences in how students of different genders establish a sense of identity with university brands on social media. Women may pay more attention to the alignment between the brand and their own values, while men may focus more on the functional features of the brand. This difference in identity may affect the overall positive brand perception. Perhaps since women place more emphasis on brand

emotional resonance, while men place more emphasis on the practicality of brand information, it affects the speed of social media brand information dissemination among students of different genders. Bohara & Panwar (2022) studied that the increasingly fierce competition in higher education institutions has made brand awareness an indispensable part of marketing activities to increase student enrollment rates. The research results indicate that the factors that determine brand awareness have been identified. These factors affect the enrollment decision-making process of students and are found to be moderated by their gender. Based on this, assume H3.

H3: Gender moderates the relationship between students perceived social media behavior and the enhancement of brand value in vocational colleges.

4. Methodology

4.1 Research Design

This study adopts a quantitative research design, aiming to explore in depth the impact of social media brand experience and students perceived behavior on the enhancement of brand value in vocational colleges, while also studying the moderating effect of gender. Quantitative research design helps to quantify the relationships between various variables to gain a more comprehensive understanding of their interactions. The data collection was conducted through a questionnaire survey, and the questionnaire development process was adapted using scales from Morgan & Veloutsou (2013) and Jhanghiz & Muhhmad (2018) literature.

The target group of this study is students from vocational colleges in Chongqing. The questionnaire design includes a series of questions about the social media perception behavior of social students and the brand value of vocational colleges. In the questionnaire, this study used the Likert five-point scale to measure the responses of respondents, where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. To ensure the quantifiability of data and the accuracy of analysis. The sample size is 482 students from Chongqing vocational colleges, which is considered sufficient to represent the characteristics and viewpoints of the target population. Through random sampling, we will send survey links to these students to collect their feedback and opinions. Considering the moderating effect of gender, 462 samples will be randomly selected from the sample, with a 50% male-to-female ratio.

4.2 Data Collection and Analysis Methods

In this study, only quantitative methods were used and in accordance with deductive methods. The research paradigm is based on positivism (Neuman, 2014). According to the content and characteristics of the measurement items contained in each factor, they are sequentially named "Social Media Brand Experience", "Student Perceived Behavior", and "Brand Value Enhancement of Higher Vocational Colleges". The "Social Media Brand Experience" consists of 5 measurement items, including Page layout rationality, Timely response, Personalization settings, up to results, Search and find accuracy, which are

used to measure students' social media brand experience. "Student perceived behavior" includes three measures, including social media user behavior, Social media perceived usefulness, and Social media perceived ease of use, used to measure the effectiveness of student perceived behavior; The enhancement of brand value in higher vocational colleges includes four measurement items, including Brand Awareness, Brand Loyalty, Perceived Brand Quality, and Brand Association, which are used to measure the brand value of higher vocational colleges. This study will use AMOS (Analysis of Moment Structures) software for structural equation modeling (SEM) analysis. SEM is a multivariate analysis method that can simultaneously consider the relationship between observed variables and latent variables and consider using structural equation modeling for more in-depth analysis. Helps to comprehensively understand the complex relationship between social media brand experience, student perceived behavior, gender, and higher vocational school brand value. Therefore, it is very suitable for the purpose of this study.

The respondents of this study are students from Chinese vocational colleges. Among them, students from Chongqing, China were selected as the sample objects, with a total sample size of 482. Randomly select 462 valid samples for analysis. Therefore, Amos was used to model and analyze the data. The main data of the sample is a fully structured and personally managed survey. The data collection work was conducted at higher vocational colleges in Chongqing, China, for a period of one month. The study sample includes 462 respondents. This sample includes 231 male and 231 female respondents, with 92.4% being mainly Han Chinese. 54.1% of students come from Chongqing and the southwestern region of China, covering multiple different majors. Among them, 83.5% of the total sample are aged 18-22, and 57.6% of students have a habit of using social media more than 7 times a week.

5. Results

5.1 Confirmatory Factor Analysis

Use structural equation modeling in AMOS and analyze the model fitting indicators through CFA to determine the model fitting effect and test the ability of the model obtained from exploratory factor analysis to fit actual observation data. CFA is a statistical method used to validate the factor structure of measurement tools, ensuring that the designed measurement tools accurately reflect the concepts envisioned by researchers. Perform common model fit tests, including χ^2 Inspection and ratio χ^2 /Degrees of Freedom (CFI), Norm Fit Index (NFI), Incremental Fit Index (IFI), etc. This helps to evaluate the degree of fit between the constructed model and the actual data. Based on the suggestions of Kline (2005) and Hair *et al* (1998), this article selects the fitting indicators and standards shown in Table 1 for judgment. It can be observed that the model fitting results all meet the fitting standards, and the model fitting effect is good.

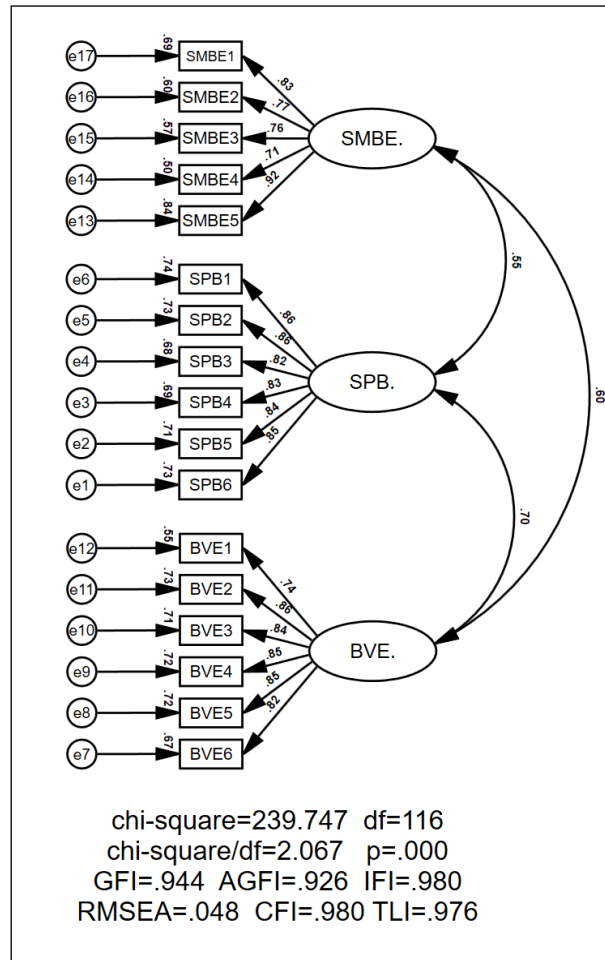


Figure 2: Measurement model

Table 1: Statistical results

Fit indicators	Fit standard	Statistical results
χ^2/df	< 3.000	2.067
CFI	> 0.900	0.980
GFI	> 0.900	0.944
RMSEA	< 0.080	0.048
AGFI/IFI/TLI	> 0.900	0.926/0.980/0.976

The measurement validation program for confirmatory factor analysis (CFA). According to Figure 2 and Table 1, the results of CFA are satisfactory, with Chi=239.747 and df=116; The approximate root mean square error (RMSEA) is 0.048, and the CFI is 0.980; GFI is 0.944; CMIN below the recommended level of 3 is 2.067

The next step is to test reliability and validity. Firstly, by calculating Cronbach's α Evaluating the credibility of measurement tools based on indicators can help determine their consistency and stability. Next, further tests will be conducted on the reliability and validity of the scale, including combination reliability, convergent validity, and discriminant validity. As shown in Table 2, indicating that the scale has strong reliability and validity, the following discriminant criteria are usually used:

- 1) The standard factor loadings are all greater than 0.500 (Bailey *et al.*, 2006);

- 2) The average variance extraction (AVE) is greater than 0.500 (Fornell *et al.*, 1981);
- 3) The combined reliability (CR) is greater than 0.700 (Bagozzi *et al.*, 1995).
- 4) Reliability test Cronbach's α A coefficient greater than 0.700 indicates high internal consistency (Hair *et al.*, 1998).

Table 2: Reliability and validity data results

Factor	Item	Loadings	CR	AVE	Cronbach's α
Student perceived behavior	SPB6	0.855	0.937	0.713	0.936
	SPB5	0.842			
	SPB4	0.829			
	SPB3	0.822			
	SPB2	0.855			
	SPB1	0.862			
Brand of vocational colleges value enhancement	BVE6	0.820	0.928	0.683	0.927
	BVE5	0.847			
	BVE4	0.847			
	BVE3	0.842			
	BVE2	0.856			
	BVE1	0.741			
Social media brand experience	SMBE5	0.916	0.898	0.639	0.897
	SMBE4	0.707			
	SMBE3	0.757			
	SMBE2	0.772			
	SMBE1	0.829			

If the above conditions are met, it indicates good convergence validity. According to the results of confirmatory factor analysis (Table 2), the factor loadings of the measured items are all >0.500, Cronbach's α , the coefficients are all greater than 0.700. And the combined reliability of the three factors is greater than 0.700, and the AVE values are all greater than 0.500. Overall, it can be seen that the scale has good convergent validity. In terms of discriminant validity, if the correlation coefficient between a factor and other factors is less than the square root of its AVE value, it indicates good discriminant validity between factors (Fornell *et al.*, 1981). As shown in Table 3, the square roots of the AVE values of the three factors that make up this scale are all higher than the correlation coefficients between this factor and other factors, indicating that this scale has good discriminant validity.

Table 3: Discriminant validity data results

	SMBE	BVE	SPB
SMBE	0.799		
BVE	0.601	0.826	
SPB	0.549	0.695	0.844

5.2 Hypotheses Testing

On the basis of confirmatory factor analysis, we will conduct hypothesis testing to explore the relationship between social media brand experience, student perceived behavior, gender, and brand value in higher vocational colleges. The following is a test of the relevant hypotheses: The research hypothesis was tested using SEM and structural equation modeling (Figure 3). Table 4 below summarizes the paths in the structural model and illustrates the results of the confirmed relationships and their directions. Firstly, we tested the direct hypothesis. Hypotheses of both acceptance and rejection consider p-values. The relationship with a P-value less than 0.05 is accepted (Wu, 2009). According to Table 4, the P-values of all hypotheses are less than 0.05, therefore, all hypotheses (H1, H2) are accepted. As expected, there is a strong positive correlation between social media brand experience (SMBE), student perceived behavior (SPB), and vocational college brand value enhancement (BVE).

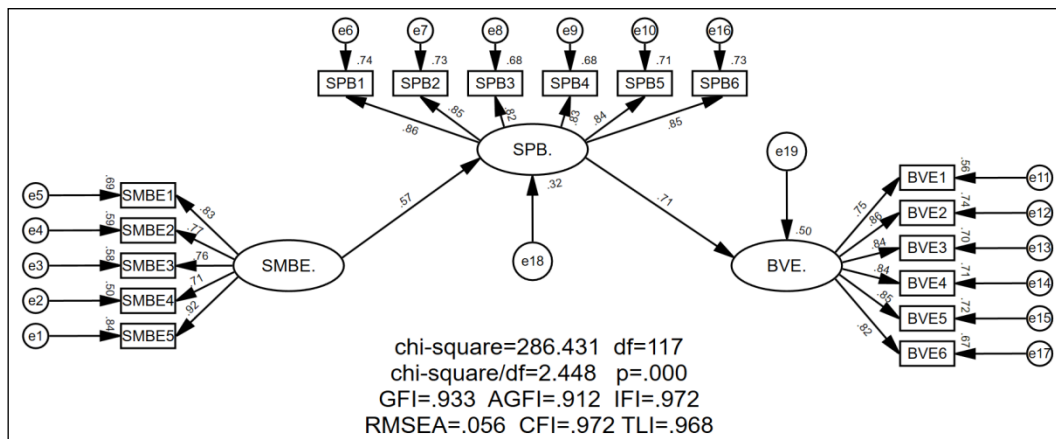


Figure 3: Structural model

Table 4: Hypotheses testing data results

Hypothesis	Path		Estimate (SE)	Estimate (UE)	S.E.	C.R.	P	Test result	
H1	SPB	<	SMBE	0.566	0.494	0.041	12.118	***	Significant
H2	BVE	<	SPB	0.706	0.764	0.055	13.830	***	Significant

Using the Bootstrap method in AMOS for 2000 runs, the level values of Bias Corrected and Percentile at a 90% confidence level were obtained, as shown in Table 5. The mediating effect of SMBE-SPB-BVE was 0.268, and 0 was not included in the Lower and Upper value ranges of Bias Corrected and Percentile 90% CI, indicating that the mediating effect is valid; The direct effect of SMEW-BVE is 0.293, and 0 is not included in the lower and upper value ranges of Bias Corrected and Percentile 90% CI, indicating that the direct effect is valid. So, it can be seen that student perceived behavior plays an indirect mediating role in social media brand marketing and the enhancement of brand value in higher vocational colleges.

Table 5: Mediation effect data results

Parameter	Estimate	Bias-corrected 90%CI		Percentile 90%CI	
		Lower	Upper	Lower	Upper
SMBE—SPB—BVE	0.268	0.210	0.333	0.208	0.332
SMBE—BVE	0.293	0.214	0.379	0.211	0.375

5.3 Moderating Effects

According to previous literature research, gender had a moderating effect in this study, so in the study, moderating variables were measured through gender.

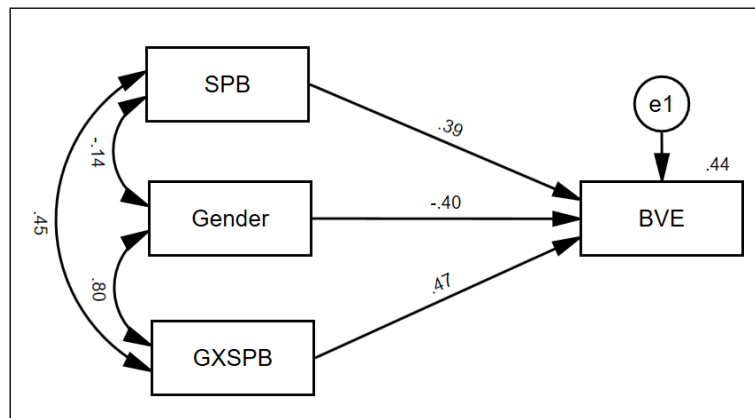


Figure 4: Moderating effect model

Table 4: Moderating effect data results

Parameter			Estimate	S.E.	C.R.	P
BVE	<---	Gender	0.437	0.129	3.385	***
BVE	<---	SPB	-0.795	0.341	-2.334	0.020
BVE	<---	GXSPB	0.202	0.080	2.510	0.012

In the model, the moderating variables involved include three variables: the dependent variable is higher vocational college brand value enhancement (BVE), the moderating variable is gender, student behavior perception (SPB), and the interaction variable is gender multiplied by student behavior perception (GXSPB). Compare the moderating effects of three non-standardised regression models and standardized regression coefficients. Before analysis, the potential variable changes in the model are standardized estimates of variables in SPSS. Establish a moderating effect model using AMOS for data analysis.

According to Figure 4 and Table 4, it can be seen that gender serves as a moderating variable between student perceived behavior (SPB) and brand value enhancement (BVE) in higher vocational colleges. The regression coefficient of the cross-term GXSPB is 0.202, with a P-value of 0.012, which is less than 0.05. The regulatory effect is significant. Hypotheses H3 holds. Because in terms of gender, 1 is male and 2 is female, and the positive GXSPB of the cross term is 0.202, gender plays a significant positive regulatory role. It can also be seen that women have a greater moderating effect on the

relationship between perceived student behavior (SPB) and brand value enhancement (BVE) in higher vocational colleges than men. Through the above hypothesis testing, we will gain a deeper understanding of the relationship between social media brand perception, gender, and brand value in higher vocational colleges, providing direct evidence support for the research question. This will enable us to have a more comprehensive understanding of the specific impacts and mechanisms of these factors in the construction of university brands.

6. Conclusion

This study provides a deep understanding of the role of social media brand experience in student perceived behavior, as well as the role of gender in brand enhancement in higher vocational colleges, and the moderating role of gender in this process. It also provides empirical support for brand construction and management in higher vocational colleges.

There is a significant positive relationship between social media brand experience, student perceived behavior, and brand value in higher vocational colleges. Student perceived behavior, as a mediating variable, plays an indirect mediating role between student perceived behavior and the enhancement of brand value in higher vocational colleges. Gender has a significant moderating effect on the relationship between student perceived behavior and the brand value of higher vocational colleges, with female students having a greater moderating effect than male students.

6.1 Theoretical Inspiration

This study deepens the academic understanding of social media brand experience in the field of higher education. By analyzing in detail, the brand perception experience of students on social media, it provides more comprehensive social media brand experience strategies for higher vocational colleges. Revealing the impact of student behavior perception on the brand value of universities, quantitatively analyzing the impact of student social media perception behavior on the brand value of higher vocational colleges, revealing the mechanism of this impact, and providing theoretical guidance for the adjustment of university brand strategy. Explore the moderating role of gender in brand relationships. Through the moderating effect of gender, we have delved into the gender differences in student social media brand perception behavior, providing more research ideas for the theoretical research of behavior perception among higher vocational college students.

6.2 Practical Inspiration

This study provides more practical data for brand research in higher vocational colleges. Based on research findings, develop more targeted and actionable brand management strategies for higher vocational colleges to enhance their competitiveness in the fiercely competitive education market. Provided more effective, scientific, and new marketing

channel solutions for higher vocational colleges in enrollment work. Based on the moderating role of gender in the relationship between student perceived behavior and the brand value of higher vocational colleges, this suggests that university brand managers need to consider the characteristics and needs of students of different genders when formulating brand promotion strategies and provide a basis for more accurate brand strategies targeting different genders.

6.3 Future Recommendations

Further, deepen the research on the characteristics and differences of social media brand perception among students of different genders. Understanding the similarities and differences in brand information and interaction methods among students of different genders can help promote brands more targeted. According to research findings, universities can further expand their social media strategies, especially in areas involving gender differences. By designing more targeted content and interactive activities, as well as different social media platforms perceived by different genders, we aim to enhance the brand perception and participation of students of different genders on different social media platforms. Develop more detailed brand management strategies, adjust the language, visual, and other elements of brand communication based on gender differences, make brand information more in line with the cognition and preferences of students of different genders, and provide more solutions for future higher vocational enrollment.

Conflict of Interest Statement

The authors declared that they have no conflicts of interest to this work. We declare that we do not have any commercial or associative interest that represents a conflict of interest in connection with the work submitted.

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