

SOCIAL MEDIA'S INFLUENCE ON VOCATIONAL COLLEGE STUDENTS IN CHONGQING, CHINA: A FACT OR MYTH?

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Abstract:

This article explores the positive impact of social media content and user experience on students' behavioral perception. In today's digital age, social media has become an indispensable part of people's lives, especially among young student groups. Vocational colleges in China faces insufficient brand power and poor enrollment ability due to their late commencement in social media engagement. Higher vocational colleges cannot ignore the importance of social media when building their own brands or enrolling students. The primary goal of this research is to gain a deeper understanding of the ways in which social media impacts student behavior. It seeks to provide concrete, empirical evidence demonstrating the value and potential of social media for educational institutions, educators, and academic researchers. Furthermore, this study aims to equip future educational endeavors with the insights needed to leverage the capabilities of social media more effectively, thereby enhancing the ability of schools to attract and enroll students. Therefore, this study focuses on studying social media and intends to determine its significant implications for students' perceived behavior in vocational colleges. Based on quantitative research methods this study has collected 342 responses from students at vocational colleges in Chongqing, China and has employed Structural Equation Modelling using AMOS for data analysis. The findings of this study reveal that both the content and the user experience of social media significantly influence students' behavioral perceptions.

Keywords: Social Media, Perceived Behavior, Content, User Experience, Vocational College, Congqing, China

1. Introduction

Social media has become an indispensable part of people's lives around the world (Masthi, Pruthvi, & Phaneendra, 2018). As of 2023, the penetration rate of social media globally continues to grow. Recent estimates suggest that around 4.9 billion people worldwide are actively involved in social media, representing a substantial portion of the overall internet user community. As of October 2023, the global count of internet users stands at 5.3 billion, accounting for approximately 65.7% of the global population. The period from January 2022 to January 2023 witnessed a 3% rise in social media users, translating to an annual increment of 137 million individuals. Projections suggest that by 2027, the count of social media users is likely to escalate to 5.85 billion, as per Statista's 2023 report (Statista, 2023). These statistics underscore the pervasive integration of social media into everyday life and its consistent upward trajectory on a global scale.

Platforms such as Facebook, Instagram, Twitter, TikTok, WeChat, and Weibo are highly popular among students, providing channels for communication, information sharing, self-

expression, and socializing (Latikka et al., 2022). The population aged 18-24 is the second largest user group, accounting for 22.1%, with an increase of 6 million between 2018 and 2021 (NapoleonCat, 2021). Social media has become the principal channel for news and information among the younger demographic.

The "44th Statistical Report on the Development of China's Internet Network" published in 2019 indicates that by June 2019, the number of internet users in China had escalated to 854 million. This represents an increase of 25.98 million users since the end of 2018, indicating significant growth in digital connectivity within the country. Within this demographic, the count of mobile internet users amounted to 847 million, marking an increase of 29.84 million from the end of 2018. And among this large number of netizens, the majority are teenagers, youth, and middle-aged groups (Wang, 2021). The group aged 10 to 39 accounts for 65.1% of the total netizens, with the highest proportion of netizens aged 20 to 29, reaching 24.6%. Among the Chinese netizen population, students are the most, accounting for 26.0% (Huang, 2020). The data is consistent with the judgment that young students are the main user group and affected group in the era of social media. Taking young students as the main research object in the era of social media can truly reflect the current situation of Chinese netizens (Zhang, 2020).

According to research, appropriate use of social media can improve academic performance. Researchers found that through social media, students can access learning resources, participate in academic discussions, and interact with classmates, which helps broaden their knowledge and learning experience (Bhandarkar et al., 2021). Furthermore, the utilization of social media bears a consequential impact on the academic performance of students, as reflected in their grades. Social media can provide learning resources and academic support, promoting collaborative learning and knowledge sharing among students.

Social media has become an important channel for influencing students' perception and behavior. Recent studies suggest that high-quality content on social media platforms not only garners the attention of students but also significantly impacts their behavior and decision-making processes. The content of social media has become an important factor affecting students' perception and behavior. According to a study by Purnama and Asdlori (2023), social media such as Facebook, Instagram, and Twitter have changed students' social interaction patterns, affecting their perception of themselves and others.

A study on social media brand participation and its impact on higher education brand equity found that social media marketing activities (including user generated and enterprise generated content) have a significant impact on brand equity creation in the field of higher education. This study is based on social identity theory and reveals the mediating role of social brand participation between user generated content, enterprise generated content, and brand assets. This indicates that when students interact with brands on social media, their brand awareness and loyalty are improved (Tham et al., 2017; Pambreni et al., 2019; Herath et al., 2023; Perera et al., 2023).

In the field of luxury brands, a study by Wu and Kim (2023) explores how luxury brands and influencers jointly create luxury and hedonic experiences on social media. Research has found that uniqueness is the most important feature in creating luxurious and enjoyable experiences, whether

it is brand generated content (BGC) or influencer generated content (IGC). This indicates that the creation and dissemination of social media content plays a crucial role in shaping students' perception and attitude towards luxury brands.

Finally, Anggreani and Hadi (2023) evaluated the impact of YouTube Vlog content on social media by Indonesian YouTube and influencer Atta Halilintar in their study on the impact of YouTube Vlog content on interest in creating Vlogs. Research has found that Atta Halilintar's YouTube Vlog content is positively correlated with students' interest in Vlog creation, indicating that high-quality social media content can stimulate students' creativity and engagement.

Recent scholars revealed that the user experience on social media platforms significantly affects students' perceptions and behaviors. Educational institutions can provide a large amount of content and user experience through social media platforms, which can shape students' attitudes and behaviors (Valkenburg, Peter & Walther, 2016). Understanding the positive impact of social media is crucial for educators, policy makers, and researchers to leverage its potential to promote positive behavior and enhance students' learning experiences (Greenhow & Lewin, 2019).

Relevant vocational colleges and institutions in the United States have conducted studies to explore the effects of vocational education on academic performance, employment, and income. In most vocational education in the country, vocational higher education institutions intersect with academic colleges and universities' related courses (Berezovska et al., 2020). Vocational education is related to higher employment rates among young people, and the employment scope of students graduating from vocational education in the UK is relatively broad, as it is oriented towards relevant industries, making it easier to find employment in the market. (Kornelakis&Petrakaki, 2020). Some countries such as Finland have started offering vocational master's degrees. A survey conducted by the Ukrainian Ministry of Education and Science indicates that the vocational education system is currently undergoing comprehensive reforms. These reforms are directed towards enhancing the overall quality of vocational education and ensuring the provision of highly skilled workers for the labor market. One direction of reform is the digitization of the education process (Kovalchuk et al., 2022; Wulandari et al., 2023; Ranawaka et al., 2023).

In China, the main component of the higher vocational education system is related to the transformation and upgrading of China's domestic industry structure and the realization of the modernization process of education. For a long time, China has issued various policy documents to support the development of vocational education (Jiang, 2022).

With the support of national policies, the educational system and mechanism, talent cultivation models, professional (group) construction, curriculum system, practical training conditions, teaching staff, student development, technical services, social training, international exchanges, quality evaluation, and other aspects of higher vocational colleges in China have been unprecedentedly strengthened, and the quality of education has also been continuously improved (Li, 2022). With the Internet economy and global integration, China's higher vocational education reform has entered a new stage of development characterized by "new economy, new technology, and new formats" (Qin, 2022). However, there are still problems and difficulties in the development of vocational colleges. Chinese vocational colleges started relatively late, and their

development is relatively poor compared to ordinary universities and prestigious universities (Shao, 2020; Zheng et al., 2023; Sudha et al., 2023). Even though some vocational colleges already have good teaching staff, due to the lack of a good brand image, in the eyes of consumers, there is still a stereotype of poor schools or schools that cannot learn any knowledge (Zheng, 2019). Many vocational colleges in China have lag and singularity in brand establishment and promotion. Lack of good brand building methods and brand promotion strategies. There is also very little research on relevant theories and time (Jiang, 2022). Today, vocational colleges in China also face significant challenges in their enrollment work. With the increasing number of universities and the increasing choices of candidates, enrollment difficulties are a problem that every university faces (Kang, 2020). The significance of brand building in vocational colleges is an important guarantee for vocational colleges to strive for student resources, which meets the needs of candidates and parents for the right to know about vocational colleges and is also an important way for vocational colleges to enhance their intangible assets (Wang, 2022). Vocational colleges need to constantly 'promote' themselves to survive in this crisis filled external environment (Zhang, 2019; Udriyah et al., 2019; Horani et al., 2023).

In summary, these studies indicate that high-quality social media content and user experience can effectively attract students' attention and influence their perception and behavior at a deeper level. These findings have important implications for higher vocational educators and higher vocational school managers in using social media for brand building and marketing. By creating attractive, meaningful, and relevant content, they can more effectively communicate and interact with the younger generation. At the same time, it can also provide effective solutions for the school's enrollment promotion.

This study aims to undertake a thorough investigation into the positive impacts of social media content and user experience on students' perceived behavior, utilizing quantitative research methodologies. By exploring theoretical frameworks and questionnaire measurements, we aim to better understand how social media affects students' behavior.

2. Technology Acceptance Model Theory

Since its proposal by Davis in 1989, the Technology Acceptance Model (TAM) has seen widespread application in the realms of information systems and technology. The core viewpoint of TAM is that an individual's acceptance and use of technology are mainly influenced by two factors: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

In the context of social media applications, TAM has revealed that students' awareness of the usefulness and ease of use of social media platforms may affect their behavior. For example, students' positive perception of Facebook and Instagram in information sharing and social interaction is closely related to their knowledge sharing and collaborative behavior on these platforms (Ajibade&Zaidi, 2023). In addition, students' high recognition of the ease of use of WeChat has promoted their willingness to use the platform for academic purposes, thereby confirming the applicability of TAM in the Chinese social media environment (Arif&Kanwal, 2016). In a related study, the influence of perceived usefulness and ease of use of TikTok on

students' intentions to utilize the platform was examined. It was discovered that both factors positively affected students' inclination to use TikTok (Wijaya, 2018).

3. Hypotheses development

3.1 Conceptual framework

Figure 1, shows an integrated model of social media content design, social media user experience, and student perceived behavior. In this model, the dimension of social media technology acceptance provides a more complete understanding of the behavioral impact of a school's social media through students' perceived experiences.

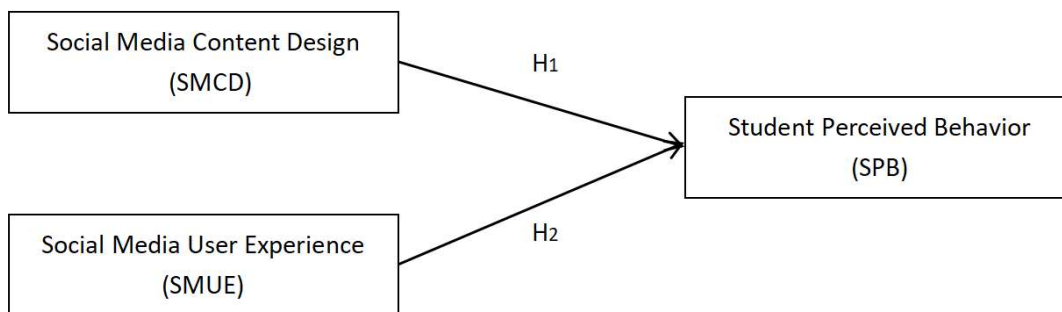


Figure 1: Conceptual framework
 Source: Developed by the Author

3.2 The impact of social media content on students' perceived behavior

Social media is not only a platform for information acquisition, but also an important place for content production. In higher education, students not only serve as consumers of content, but also often become creators of content.

User-generated content, encompassing the creation of social media content by students like blog posts, videos, images, and online discussions, facilitates active student participation in the generation and dissemination of knowledge. This participation not only enhances students' perceived usefulness of social media platforms, but also enhances their participation and learning motivation. The dissemination of original content on social media platforms provides students with an avenue to showcase their academic accomplishments, interact with peers, and receive feedback and acknowledgement from a wider community. Such interaction and feedback play a pivotal role in reinforcing the perceived value of social media as an effective learning tool among students (Curran & Lennon, 2011).

Social media content produced by teachers is playing an increasingly important role in higher education. The research by Alshurideh and Kurdi further emphasizes the factors that teachers need to consider when publishing content on social media, such as perceived fun, ease of use, and usefulness. These factors have a significant impact on students' attitudes towards using social media for online teaching. Therefore, the content generated by teachers not only needs to be

informative but should also be attractive and easy to understand to promote active student participation (Alshurideh & Kurdi, 2023).

From the perspective of TAM theory, the content published by schools through social media must be perceived as useful and easy to use. The study by Wiid, Cant, and Nell (2013) suggests that students believe that the ease of use of social media is a key factor in choosing and using these platforms. This emphasizes the need for schools to publish easily understandable and interactive content on social media to increase students' acceptance. How content on social media affects students' perception of school has become particularly important. The educational content, academic achievements, and campus activities shared by schools through social media can enhance their perceived usefulness, thereby affecting the perception and behavior of potential students. Wiid, Neill, and Cant (2015) found that teachers' activities on social media are more for social purposes, indicating that schools need to focus more on publishing content with educational value. Social media plays a crucial role in helping schools establish and disseminate their brand image. This approach not only elevates the school's visibility but also augments its perceived value. Sarwar *et al.*, (2019) emphasized the role of social media in promoting collaborative learning among students and improving learning outcomes, which indirectly enhances the attractiveness of school brands. Social media content has a direct impact on students' admission choices. The information released by schools through social media can help potential students understand the school's educational quality, campus culture, and academic opportunities, thereby influencing their choices. This emphasizes the need for schools to enhance their perceived usefulness and usability through content posted on social media.

Social media has had a significant impact on students' admission choices in today's era. The information released by universities through social media not only conveys the quality of education, campus culture, and academic opportunities, but also shapes their brand image and reputation, directly affecting the choices of potential students.

The study by Mukhamediyeva and Aliyeva (2021) shows that social media participation has a positive impact on university brand image. They found that communication created by businesses and users on social media has a positive impact on the brand assets of higher education institutions, which in turn positively affects brand choice intentions (Mukhamediyeva & Aliyeva, 2021). Huang *et al.*, (2017) explored the impact of new media on campus cultural construction in their research, emphasizing the important role of new media in disseminating campus culture and values. This observation implies that the content disseminated by educational institutions through social media channels can significantly shape students' perceptions of campus culture as well as their views on the overall quality of education provided by the school. (Huang *et al.*, 2017). Fiaz *et al.* (2019) explored the impact of social media marketing activities on university brand image and reputation. They found that marketing activities play an important role in creating university brand reputation, while student value co creation behavior plays a mediating role in creating brand image (Fiaz *et al.*, 2019).

Liang's (2022) study explores how university brands can win the hearts of college students from the perspective of consumer psychology. Research has shown that university brands win the

consumer psychology of college students through their brand value, which in turn affects their school choice behavior (Liang, 2022). Neagu *et al.* (2020) emphasized the role of social media marketing in higher education enrollment. They pointed out that the continuous expansion of social media has enabled universities to be closer to the millennial generation, which is an important marketing channel for higher education institutions (Neagu *et al.*, 2020).

Based on the literature survey mentioned above, in today's high penetration rate of social media, under the framework of TAM theory, the activities and content release of schools on social media are crucial for shaping students' perception, establishing the school brand, and influencing students' enrollment choices. High quality social media content has a significant impact on students' perception and further has a significant impact on their school selection behavior. Schools must strategically design their social media approaches to ensure that their content is not only engaging but also educational. This is crucial for maximizing their impact in student recruitment and brand development. Following this line of reasoning, Hypothesis H1.

H1: There is a positive correlation between social media content and students' perceived behavior.

3.3 The impact of social media user experience on students' perceived behavior

Morgan Thomas and Veloutsou (2013) conducted a study on the impact of social media user brand experience on students' perceived brand relationships and online brand experience. A comprehensive model of online brand experience has been developed. This study found that the emotional aspect of brand relationships supplements the dimension of technological acceptance to gain a more complete understanding of the consumer experience of online brands. The online experience of social media includes webpage layout, ease of navigation, response speed, personalized settings, timeliness of content results, accurate search results, etc., all of which are measures of the quality of social media experience.

The research results indicate that trust and perceived usefulness have a positive impact on online brand experience. A positive experience can bring satisfaction and behavioral intention, leading to the formation of online brand relationships (Morgan Thomas and Veloutsou, 2013).

There is also research indicating that urgently needed connections have been established between brand asset drivers, namely brand experience, brand interactivity, and brand engagement on social media, and ways have been identified to attract students and measure their loyalty. A total of 254 self-management responses (survey questionnaires) were collected from students from 5 public universities and 10 private universities. The results obtained through PLS-SEM analysis indicate that brand influence (emotional response) plays an important mediating role between brand experience (sensory and behavioral) and user brand engagement behavior. (Farhat *et al.*, 2021). Ellison *et al.* (2007) found that students who actively interact on social media are more likely to exhibit positive perceptual behavior through meaningful connections and supportive participation. Therefore, hypothesis H2.

H2: There is a positive correlation between user experience and students' perceived behavior.

4. Research methodology

This study adopts a quantitative research method, and the results are based on the analysis of the main data collected from Chinese vocational college students. The questionnaire development process was adapted by Mulyawan, I., Rafdinal, W., Juniarti, C., & Asrilsyak, S. (2022), and Morgan Thomas, A., & Veloutsou, C. (2013). Therefore, the respondents to this study are students from Chinese vocational colleges. Among them, students from Chongqing, China were selected as the sample object, with a total sample size of 354. A total of 342 valid samples. Therefore, Amos was used to model and analyze the data.

The main data of the sample is a fully structured and personally managed survey (Azam et al., 2021; Azam et al., 2023). The data collection work was conducted at higher vocational colleges in Chongqing, China, for a period of one month. The study sample includes 342 respondents. This sample includes 160 male and 182 female respondents, with 92.7% being mainly Han Chinese. 96.5% of the students come from Chongqing and the southwestern region of China, covering multiple different majors. In the examined sample, a notable 82.7% of participants are aged between 18 and 22 years, and among these, 57.9% interact with social media platforms more than seven times weekly.

5. Results

5.1 Exploratory factor analysis

The KMO value (Kaiser Meyer Olkin) and Bartlett's spherical test results showed that KMO=0.921, and the Bartlett's spherical test results were significant (Sig.=0.000, $p < 0.01$), indicating that exploratory factor analysis is suitable. Next, referring to previous research (Zhao et al., 2018), principal component analysis was used to select the maximum variance method for orthogonal rotation and extract factors with eigenvalues greater than 0.5.

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.921
Bartlett's Test of Sphericity	Approx. Chi-Square	3531.199
	df	120
	Sig.	.000

Source: SPSS & Self Drawn by the Author

After factor analysis and Table 1, a dimensional structure consisting of 16 test items and 3 factors was finally obtained. As shown in Table x, the factor load of all test items is above 0.500, and the cumulative explanatory variance of the three factors is 69.919%, which has exceeded the threshold of 60.000% (Wu, 2009).

The reliability test results show (Table2) that Cronbach's of three factors α The coefficients are all greater than 0.700, indicating high internal consistency (Hair et al., 1998). Therefore, overall, the reliability of this scale is high and the dimensional structure is relatively stable.

According to the content and characteristics of the test items included in each factor, they are sequentially named "Social Media Content Design", "Social Media User Experience", and "Student Perceived Behavior". Among them, "Social media content design" includes two test items, including user generated content (UGC) and enterprise produced content (FGC); The 'Social Media User Experience' consists of 5 test items, including Page layout rationality and Timely response

Personalization settings, Up to results, Search and find accuracy are used to measure students' perceived efficacy in social media experiences; The 'Student Perceived Behavior' includes three measures, including User behavior, Perceived usefulness, and Perceived ease of use, to measure the effectiveness of student perceived behavior.

Factor	Item	Loadings	Total	% of Variance	Cumulative %	Cronbach's α
Student Perceived Behavior (SPB)	SPB6	0.861	4.411	27.571	27.571	0.931
	SPB1	0.844				
	SPB2	0.837				
	SPB5	0.802				
	SPB4	0.797				
	SPB3	0.784				
Social Media User Experience (SMUE)	SMU E5	0.849	3.578	22.361	49.932	0.894
	SMU E1	0.795				
	SMU E3	0.793				
	SMU E4	0.787				
	SMU E2	0.764				
Social Media Content Design (SMCD)	SMC D3	0.83	3.198	19.987	69.919	0.85
	SMC D2	0.78				
	SMC D1	0.756				
	SMC D1	0.756				

SMC	0.749
D5	
SMC	0.641
D4	

Table 2: Exploratory factor analysis & Reliability

Source: SPSS & Self Drawn by the Author

5.2 Confirmatory factor analysis

This article uses AMOS 23.0 software to select the Maximum Likelihood estimation method for confirmatory factor analysis. The model fitting effect is judged by the model fitting indicators, and the ability of the model obtained from exploratory factor analysis to fit actual observation data is tested, as shown in Figure 2.

Referring to the suggestions of Wu Minglong (2009), this article selects fitting indicators and standards as shown in Figure 2 for judgment. It can be found that the model fitting results all meet the fitting standards, and the model fitting effect is good.

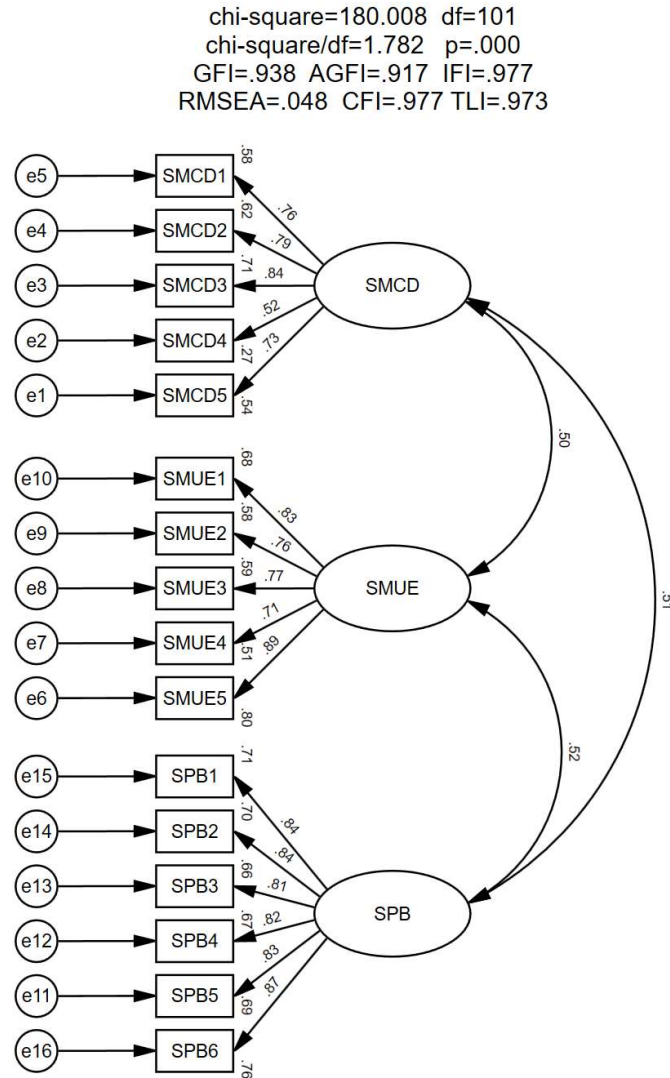


Figure 2: Measurement Model
 Source: AMOS & Self Drawn by the Author

This study followed the measurement validation procedure of confirmatory factor analysis (CFA) recommended by Anderson and Gerbing (1988). Table 3 shows that the results of CFA are satisfactory, Chi=180.008, df=101; The approximate root mean square error (RMSEA) is 0.048, and the CFI is 0.977; GFI is 0.938; The CMIN is 1.782 below the recommended level 2 (Wu, 2009).

Fit indicators	Standard value	Statistical results
χ^2/df	< 3.000	1.782
CFI	> 0.900	0.977
GFI	> 0.900	0.938

RMSEA	<0.080	0.048
AGFI/IFI/TLI	>0.900	0.917/0.977/0.973

Table 3: Results of Model Fit
 Source: AMOS & Self Drawn by the Author

Subsequently, additional assessments will be carried out to evaluate the reliability and validity of the scale, encompassing tests for combinatorial reliability and convergent validity., and discriminative validity. It is generally believed that when the combined reliability is greater than 0.700, the sample data has good, combined reliability (Bagozzi et al., 1995). As depicted in Table 4, the combinatorial reliability for the three factors ranges between 0.854 and 0.933, each surpassing the 0.700 threshold, which signifies robust reliability of the scale. Regarding convergent validity, the general discriminant criteria are as follows:

- Standard factor loadings exceed 0.500, (Bailey et al. ,2006);
- The Average Variance Extracted (AVE) is above 0.500(Fornell et al. ,1981);
- Combinatorial Reliability (CR) exceeds 0.700(Bagozzi et al.,1995).

Factor	Item	Loadings	CR	AVE
Student Perceived Behavior (SPB)	SPB5	0.830	0.933	0.698
	SPB4	0.821		
	SPB3	0.810		
	SPB2	0.839		
	SPB1	0.842		
	SPB6	0.870		
Social Media User Experience (SMUE)	SMUE5	0.895	0.895	0.632
	SMUE4	0.712		
	SMUE3	0.770		
	SMUE2	0.759		
	SMUE1	0.826		
Social Media Content Design (SMCD)	SMCD5	0.734	0.854	0.545
	SMCD4	0.517		
	SMCD3	0.844		
	SMCD2	0.789		
	SMCD1	0.763		

Table 4: Validity Statistics
 Source: AMOS & Self Drawn by the Author

Meeting the above conditions indicates good convergence validity. The outcomes of the confirmatory factor analysis, as shown in Table 4, reveal that the factor loadings of the test items all exceed 0.500. Additionally, the combinatorial reliability of the three factors surpasses the 0.700, with Average Variance Extracted (AVE) values also exceeding 0.500. In summary, the scale has good convergent validity. For differential validity, if the correlation coefficients between a factor and other factors are less than the square root of their AVE values, it indicates that the differential validity between factors is good (Fornell et al., 1981).

Table 5 illustrates that the square roots of the Average Variance Extracted (AVE) values of the three factors comprising this scale are higher than the correlation coefficients between each factor and other factors. Prove that the differential validity of this study is acceptable

	SPB	SMUE	SMBCD
SPB	0.836		
SMUE	0.523	0.795	
SMCD	0.513	0.495	0.738

Table 5: Differential validity measurement

Source: AMOS & Self Drawn by the Author

5.3 Hypotheses testing

The research hypothesis was tested using SEM method and structural equation model. The Figure 3 below summarizes the paths in the structural model and explains the results of the confirmed relationships and their directions. Firstly, we tested the direct hypothesis. Assuming both acceptance and rejection consider p-values. Statistical relationships characterized by P values below 0.05 are regarded as statistically significant and are therefore accepted. Conversely, relationships with P values exceeding 0.05 are considered statistically insignificant and are thus rejected.

By using a structural equation model (Table 6). All assumptions have P values less than 0.05, therefore, all assumptions (H1, H2) are accepted. As expected, there is a strong positive correlation between social media content design (SMCD), social media user experience (SMUE), and student perceived behavior (SPB).

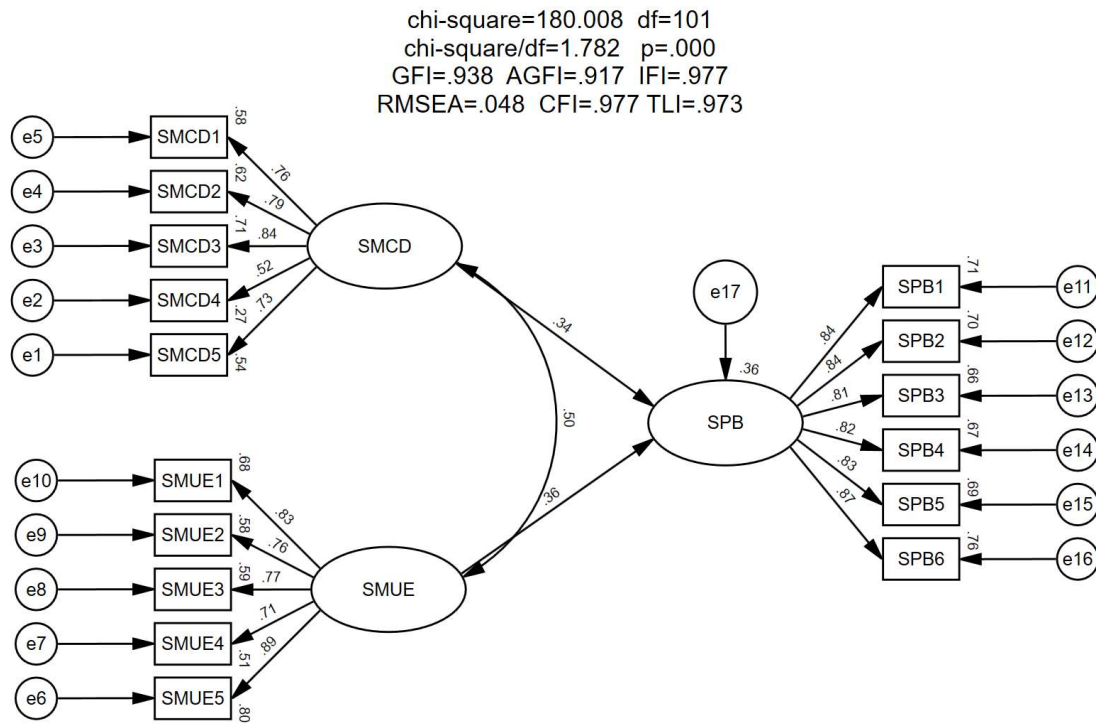


Figure 3: Path Analysis of Structural Equation Model
 Source: AMOS & Self Drawn by the Author

Hypothesis	Path	Estimate(SE)	Estimate(UE)	S.E.	C.R.	P	Test result
H1	SP <-- SMC	0.336	0.061	0.06	5.36	**	significant
	B - D						
H2	SP <-- SMU	0.357	0.053	0.05	5.92	**	significant
	B - E						

Table 6: Path Analysis
 Source: AMOS & Self Drawn by the Author

6. Conclusion

On the basis of reviewing previous literature, this article proposes a theoretical framework for analyzing social media and students' perceived behavior based on the TAM technology acceptance model; Strictly following a scientific and standardized scale development and validation program, and verifying relevant assumptions about the impact of social media content design, social media user experience, and students' perceived behavior. This scale consists of 3 dimensions and 16 items.

Hypothesis H1, the structural equation model of "social media content design" is used to test students' perceived behavior. The impact of SMCD on SPB is significant at a p-value below 0.05. Social media content design has statistical significance. Assumption holds. Through the standardization coefficient, it can be seen that the impact of firm (Higher vocational colleges) generated content on student perception behavior is greater than that of user (student) generated content. For a vocational college, firm (Higher vocational colleges) generated is more likely to have authority and authenticity, and has a greater impact on students' perception and behavior. Students are more to trust the school's social media.

Hypothesis H2, a structural equation model of social media user experience is used to test student perceived behavior. The impact of SMUE on SPB is significant at a p-value below 0.05. Social media user experience is statistically significant. Assumption holds. Through the standardization coefficient, Search and find accuracy and page layout rationality are more to have an impact on students' perceived behavior. It can be seen that being able to accurately search for relevant accounts and information of educational institutions on various social media platforms can provide students with a more trustworthy perception experience. Reasonable page layout and design can enable students to better enhance their social media user experience, perceive more information, and engage in behaviors such as following, liking, and forwarding.

The above findings of this article not only have strong theoretical implications for the study of social media effectiveness, but also have strong guiding significance for brand building and branding in vocational colleges. The specific explanations are as follows.

6.1 Theoretical inspiration

Through relevant literature review, it can be found that there is relatively little research in the academic community on social media brand communication in vocational colleges, with the majority being general universities and prestigious universities. Additionally, the majority of pertinent research predominantly concentrates on educational, economic, and management perspectives. The existing literature that specifically addresses students' perceptual behaviors primarily revolves around the context of online education. This topic is based on the perspective of communication studies and the acceptance theory of Technology Acceptance Model technology. It deeply analyzes theoretical knowledge such as social media perception behavior, social media content design, and social media user experience concepts. Through quantitative analysis, it mainly studies the impact of social media on students' perception behavior, effectively understanding the changes in students' perception behavior in recent years. This provides theoretical support for how vocational colleges can use social media for effective social media communication, expand the brand of Chinese vocational colleges in social media construction and research on social media marketing.

6.2 Practical Enlightenment

This study aims to conduct a quantitative research and questionnaire survey on the measurement of students' perceived behavior towards brand content design and brand user experience in vocational colleges on social media, in order to provide practical data support for

exploring the brand value of vocational colleges on social media. It also aims to provide more reference and scientific support for future vocational colleges, universities, and even schools worldwide in China Updated brand marketing plan. This strategy not only enhances the brand competitiveness of Chinese universities but also plays a pivotal role in promoting the progress and development of China's education sector.

6.3 Innovation points

This study fills the gap in the impact of social media content design and user experience on student perceived behavior in Chinese higher vocational colleges. Most universities still focus on the reform of teaching methods in social media research, as well as at the level of ordinary universities. However, there is relatively little research on higher vocational colleges. This provides more theoretical and practical basis for the innovation of brand building in future higher vocational colleges.

6.4 Research Shortcomings and Future Research Prospects

Due to limitations, this article still has the following shortcomings and looks forward to further improvement in future research. Firstly, in the previous literature survey, it was found that there are different perspectives on social media perception behavior, such as social media marketing activities and social media electronic word-of-mouth. These perspectives also have an impact on perceived behavior in the literature, but more research is mainly focused on the consumption field. Therefore, further research is hoped to explore the impact on students' perceived behavior through social media marketing activities and social media electronic word-of-mouth. Furthermore, further research is needed to determine whether social media can affect the enhancement of brand value in vocational colleges through the influence of students' perceived behavior. I also hope that in future research, research on social media in the field of education will not only stay in the online education field, but can be further tested from the perspective of enhancing the brand value of vocational colleges and students' school selection.

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