

## HOW THE POWER OF SOCIAL MEDIA BUZZ SHAPES CHONGQING VOCATIONAL COLLEGE STUDENT'S VIEW OF BRANDS

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### **Abstract**

In the era of internet mobility, social media is also gaining increasing penetration in various countries around the world with the popularity of smartphones. In the field of education, the influence of social media is also increasing, especially in the field of higher education. Social media has become an indispensable part of students' lives and provides new channels for universities to better communicate with students. In the traditional higher education market and fierce competition among students, vocational colleges still face problems such as insufficient brand power, weak brand construction, and single brand marketing methods. Therefore, vocational colleges need to find new ways to enhance their brand value, attract and retain students. This study aims to explore the impact of social media marketing activities and social media electronic word-of-mouth on the perception of students in vocational colleges in Chongqing, to discover an empirical study of their impact on the enhancement of brand value in vocational colleges. This study used quantitative research methods to conduct a questionnaire survey on 400 students from Chongqing vocational colleges to evaluate the impact of social media on students' perceived behavior and the role of brand value enhancement in university brand building and uses SPSS and AMOS software to analyse the impact of social media marketing activities and electronic word-of-mouth on students' perceived behavior. This study found that social media marketing activities and electronic word-of-mouth have a significant impact on students' perceived behavior, thereby significantly enhancing their understanding of university brand value. Thus, this study indicates that vocational colleges can significantly enhance their brand attractiveness and influence students' attention behavior and enrollment choices through effective brand marketing and word-of-mouth construction on social media platforms.

**Keywords: social media marketing, vocational colleges, brand value, student perception, school choice behavior**

### **1. Introduction**

The high penetration rate of social media has already affected people's daily life, learning, and work. Especially in the student community. Mobile internet technology has better enriched the teaching methods of modern higher education, among which the application of social media is increasing, providing more possibilities for higher education. In terms of innovation in teaching methods, social media also plays an important role in the brand building and marketing strategies of universities (Wen, 2019).

In traditional university brand building, the hypertext, multimedia, and interactivity of university websites effectively helped universities utilize online platforms for brand building and marketing

before the rise of social media (Nina Wicke, 2021). But with the popularity of mobile devices, social media can provide universities with a new brand building and marketing platform. Social media can not only increase the interactive communication between universities and students, potential students, and alumni, but also enable universities to communicate and interact with their target groups more directly and personalized. This interaction not only enhances the visibility of universities, but also enhances their connection with student target groups (Davis et al., 2012).

In the current educational landscape, students globally are increasingly turning to visually-oriented social platforms such as Instagram, Snapchat, and Tinder for maintaining their interpersonal networks (Stokes & Price, 2017). These digital channels have emerged as crucial conduits for universities to exhibit their cutting-edge practices and cultural diversity. Through disseminating stories that highlight academic successes, breakthroughs in research, student-driven projects, and the dynamic nature of campus existence, educational institutions are shaping a more interactive and appealing online identity. This identity not only captures the attention of potential students but also strengthens the relationship between alumni and the existing student community. Additionally, the role of social media in sculpting brand experiences is significant (TARCZYD Ł O et al., 2023). The adoption of social media in educational contexts surpasses traditional methods of teaching and communication. It has become a vital component in the branding and marketing strategies of universities, offering a means to closely monitor and interpret student behavior. This insight enables institutions to bolster their branding and marketing efficacy, facilitating more effective and economical promotional endeavors.

The growing integration of social media in students' lives, coupled with an uptick in their online engagement, has led to a notable shift in how young people acquire information and make consumer choices via these platforms (Rogers, 2015; Tham et al., 2017; Pambreni et al., 2019; Herath et al., 2023). Social media serves not merely as an information source for the youth but also as a vital hub for their social interactions. Currently, over 85% of teenagers incorporate social media into their daily routines, a figure that has risen markedly in the last decade (Pew Research Center, 2022). This trend underscores social media's role as a primary medium for both information acquisition and social engagement among young individuals.

In China, the prevalence of social media usage among students is particularly pronounced. The China Internet Network Information Center (CNNIC) reported that, as of 2021, China boasts around 960 million social media users, with students constituting a significant portion of this demographic (CNNIC, 2021). On average, students dedicate upwards of two hours daily to social media, a statistic that has grown during the pandemic period. Students increasingly lean on social media and peer perspectives to inform their educational and consumer decisions, emphasizing the platform's influence in shaping educational institutions' brand perceptions and attracting prospective students. Furthermore, electronic word-of-mouth (eWOM) on these platforms plays a crucial role in influencing students' perceptions and decision-making processes. Positive endorsements and experiences shared by students or faculty members have markedly heightened their affinity and trust towards university brands. This form of eWOM becomes particularly salient in the context of choosing higher education institutions, as prospective students are more and more

reliant on social media reviews and recommendations in their decision-making process. The nature of content and interactions on social media substantially impacts how students perceive and select university brands (Aulia et al.,2022).

There are serious problems in brand building and marketing strategies in vocational colleges, and compared to comprehensive universities and prestigious universities, vocational colleges often have a disadvantage in brand awareness and attractiveness. These institutions have low recognition in the education market (Nguyen & LeBlanc, 2001). This disadvantage not only affects students' enrollment choices, but also has an impact on the long-term development of the school. The problems of single enrollment channels, traditional enrollment, and low brand awareness in private vocational colleges have affected their enrollment, which may lead to a disadvantage in brand awareness and attractiveness (Ma,2023). Compared with well-known universities, vocational colleges still lack historical and traditional advantages in brand building. Education institutions with a long history often have inherent advantages in brand building because their brands are deeply rooted in people's hearts (Bennett & Ali Chaudhury, 2009). The performance of vocational colleges in academic research and educational quality is often questioned (Hemsley Brown&Goonawardana,2007). So vocational colleges need to strive to improve their academic reputation and brand value while improving the quality of education.

Vocational colleges need to reform traditional teaching models to improve students' practical abilities, thereby enhancing the brand image and market attractiveness of the college (Sun, 2022). Vocational colleges need to adopt more innovative and targeted strategies to enhance their brand value. Vocational colleges can also use social media for effective two-way communication. The interactivity of social media provides an opportunity for immediate feedback between institutions and their audiences. This interaction not only enhances students' sense of identification with the school, but also helps the school better understand students' needs and expectations. Social media marketing is a cost-effective approach that can help institutions expand their influence (Kaplan&Haenlein, 2010), which is particularly important for vocational colleges with limited budgets. Brand image refers to consumers' perception and understanding of a brand (Balmer&Greyser, 2006), and social media also helps universities build and maintain their brand image. Through social media, vocational colleges can showcase their unique educational concepts, curriculum features, and campus culture, thereby building a positive brand image in the hearts of potential students. Social media also plays an important role in crisis management. Social media is an effective tool for universities to communicate with the public in crisis situations (Veil et al.,2011; Udriyah et al., 2019; Horani et al., 2023). Through social media, schools can quickly release information, effectively manage crises, and protect and maintain their brand image.

## 2. Literature Review

The purpose of this study is to explore how social media marketing activities and electronic word-of-mouth on social media affect the perception of university brand value among vocational college students in Chongqing, and how this perception affects their attention behavior and enrollment choices. Through this study, we hope to achieve the following goals:

Research the impact of social media marketing activities on brand perception in vocational colleges.

Discover the impact of social media electronic word-of-mouth on students' choice behavior.

Exploring the mediating role of student brand perception behavior in social media marketing, social media electronic word-of-mouth, and brand value enhancement.

Figure 1 shows an integrated model of social media marketing activities, social media electronic word-of-mouth, student perceived behavior, and brand value enhancement in vocational colleges. In this model, we study whether students perceive social media as affecting the brand value of vocational colleges from the dimensions of social media technology acceptance and brand value.

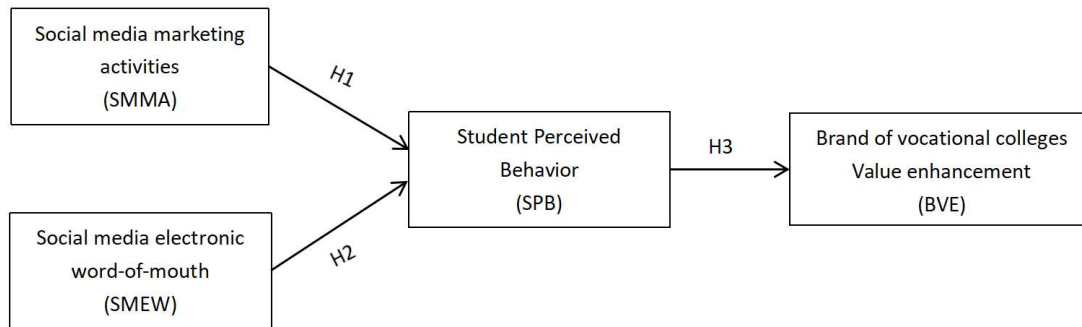


Figure1 : conceptual framework

Source: Self Drawn by the Author

## 2.1 The impact of social media marketing activities on students' perceived behavior

The Technology Acceptance Model (TAM) theory proposed by Davis (1989) states that users' acceptance of technology depends on their perceived usefulness and ease of use (Davis, 1989). In this study, students' perceived behavior, as an intermediate variable, reflects their acceptance of the electronic word-of-mouth of marketing activities and brand image conveyed by vocational colleges through social media, which further affects the brand value of universities.

As the main stakeholders of universities, students' perceived behavior on social media has a significant impact on shaping the brand image of universities. The acceptance of students' use of social media in higher education, as well as the impact of social media on their academic performance and behavioral decision-making. It is crucial for higher education. (Al Adwan et al, 2020). Tuten conducted a study on how to attract potential students through social media marketing strategies using customized content, storytelling, and interactive media. Higher education institutions can attract potential students' attention and brand awareness by sharing their success stories, teachers' professional experience, and highlights of campus activities(Tuten, 2023).

In Kumar & Raman's (2020) study, the role of international students in choosing universities for further education in India was explored with the help of social media., 183 international students were selected from 6 different cities in India for in-depth interviews and surveys. The research results indicate that international students are increasingly using social media, which has become one of the channels for them to obtain information. Therefore, it can be seen that social media

plays a role in influencing international students and university choices. Social media marketing activities, which convey experiences, safety, and acceptance of multiculturalism through word-of-mouth generated by consumers and influential marketing, can be used to help students have a positive impact on their choice of university.

Ruangkanjassas et al. (2022) developed an adjusted SMMA for higher education and used a structural equation model to quantitatively calculate its impact on higher education brand assets and expected student behavior participation. Indonesia hired 356 third grade high school students to evaluate the structural model. According to the results of this study, SMMA has a significant impact on brand equity and student perceived behavioral participation, while brand equity has a significant impact on behavioral participation. Moreover, brand equity has been found to be a statistically significant mediator in the relationship between SMMA and behavioral participation. Based on this, H1.

**H1: There is a positive correlation between social media marketing activities and students' behavioral perception**

## **2.2 The impact of social media electronic word-of-mouth (eWOM) on students' perceived behavior**

Social media electronic word-of-mouth (eWOM) plays a crucial role in modern consumer purchasing decisions (Hennig Thurau et al., 2004). The credibility, ease of use, usefulness, and subjective norms of eWOM have a significant impact on consumers' purchasing intentions (Rahaman et al., 2022; Wulandari et al., 2023; Ranawaka et al., 2023).

Sardar et al. (2021) investigated the mechanisms that influence eWom adoption and consumer purchase intention through the antecedents of eWom. The study also examined how the adoption of eWom mediates the influence of the antecedents of eWom adoption (quality, consumer attitude, credibility, usefulness, demand, and adoption) on customer purchase intention. Using a hypothetical deduction method and a cross-sectional self-management survey, data was collected from a convenient sample of college students residing in Karachi. SmartPLS software is used to analyze the collected data. The research results indicate that all the predictive factors used by eWom are significant. The study also found that the adoption of electronic word-of-mouth mediated the impact of the antecedents of electronic word-of-mouth on consumers' purchase intention.

Beno (2018) identified and analyzed the transition from WoM to eWoM, identified the differences between them, and examined the perceived impact of electronic word-of-mouth on potential Slovak students choosing universities. The data was collected through an email questionnaire from five grammar schools in Trenchin District. The results indicate that compared to WoM, students are more influenced by eWoM. But in his eyes, he found that Slovak students' decisions about university choices depend on comments posted on online comment/comment/forum type websites, rather than comments on social media. So traditional websites' EWOM has a greater impact on students than social media's EWOM.

The exchange and sharing of information on social media, especially eWOM, has a significant impact on students' brand perception. Trajković's study (2021) focuses on the use of social networking platforms in higher education, especially Instagram, and investigates whether news and communication majors use Instagram for educational purposes. In a university environment, this means that students' perception of the school's online reputation and word-of-mouth directly affects their attitudes and choices towards the school's brand. Based on this, assume H2.

**H2: There is a positive correlation between social media electronic word-of-mouth and students' behavioral perception**

### **2.3 Impact of Student Social Media Perceived Behavior on Brand Value Enhancement in Vocational Colleges**

Keller's (1993) brand equity model emphasizes the importance of brand knowledge, including brand cognition and brand emotions (Keller, 1993). Improving brand value means increasing the school's awareness and emotional connection with potential students. The theory of brand value is the foundation for understanding the construction of university brands. The brand equity model emphasizes the importance of brand awareness and brand image in building brand value. Aaker's (1991) brand personality theory further explains how brands establish emotional connections with consumers through their unique personality traits. The concept of brand equity is based on two firm beliefs established by Aaker and Keller, which identify brand assets as brand assets and liabilities, but do not specify whether they are based on consumers or customers. He proposed a new term for brand equity: Consumer Based Brand Equity (CBBE), which includes four elements: brand loyalty, brand association, brand awareness, and perceived quality.

In the context of vocational colleges, enhancing brand value means enhancing the school's recognition and emotional connection with potential students. The theory of brand value provides a foundation for understanding the construction of university brands. Kenda, Mwaura, and Kiprof (2020) found that private technical and vocational education and training (TVET) colleges in Kenya significantly improved market performance through brand building. For vocational colleges, social media provides a platform that not only spreads brand information, but also showcases the school's culture and values. By sharing stories, academic achievements, and campus activities between students and teachers, vocational colleges can establish a more attractive and engaging brand image among potential students (Kaplan&Haenlein, 2010).

Social media marketing significantly affects the purchase intention of vocational schools by enhancing brand awareness (Maddinsyah&Juhaeri, 2021; Zheng et al., 2023; Sudha et al., 2023). The mediating role of value co creation between social media marketing and brand authenticity. The various dimensions of social media marketing, such as entertainment, customization, interaction, and electronic word-of-mouth, are crucial for establishing brand authenticity (Hasan, S., Qayyum, A.,&Zia, M. H., 2023).

Social media word-of-mouth can significantly enhance its brand image and attract more potential students. Hennig Thurau et al. (2004) not only emphasized the role of eWOM in shaping consumer perception, but also explored its special applications in the field of education in detail. For

vocational colleges, positive social media word-of-mouth can establish a sense of trust and identification among potential students. This trust is based on the experience sharing of real students and is more persuasive than any form of official advertising. A positive social media reputation not only attracts new students, but also strengthens the sense of belonging among existing students and alumni. This sense of belonging is the key to brand loyalty in vocational colleges (Goyette et al., 2010). Lee and Kim's (2020) study further pointed out that in influencer marketing on Instagram, brand credibility and influencer credibility have a significant impact on the effectiveness of promotional posts. For vocational colleges, this means that by increasing the credibility of social media content and meeting subjective norms, it can more effectively attract and influence potential students, thereby strengthening brand building and market competitiveness. Nikmah and Rasyid (2023) used sentiment analysis to explore the public's perception of Islamic higher education institutions in Indonesia on Twitter, analyzing the emotional tendencies in 11809 tweets collected from 2018 to 2022. For universities, this means that using highly credible social media influencers can effectively enhance the attractiveness and recognition of the school brand. Based on this, H3.

**H3: There is a positive correlation between students' behavioral perception and the refreshing brand value of higher vocational colleges**

### **3. Research Methodology**

#### **3.1 Research Design**

This study adopts a quantitative research design to deeply explore the impact of social media marketing activities, social media electronic word-of-mouth, and student perceived behavior on the enhancement of brand value in vocational colleges. Quantitative research design helps to quantify the relationships between various variables in order to gain a more comprehensive understanding of their interactions (Azam et al., 2021; Azam et al., 2023).

#### **3.2 Data Collection**

The data collection was conducted through a questionnaire survey, and the questionnaire preparation process was adapted using scales from the literature of Ruangkanjanases, A., Sivarak, O., Wibowo, A., & Chen, S. C. (2022), and Jhanghiz, S., & Muhhammad, A. I. (2018). The target group of this study is students from vocational colleges in Chongqing. The questionnaire design includes a series of questions about social media marketing activities, social media electronic word-of-mouth, student perceived behavior, 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 400 students from Chongqing vocational colleges, which is considered sufficient to represent the characteristics and perspectives of the target population. Through random sampling, we will send survey links to these students to collect their feedback and opinions.

### 3.3 Analysis methods

In this study, only quantitative methods were used and consistent with deductive methods. The research paradigm is based on positivism (Neuman, 2014). According to the content and characteristics of the test items included in each factor, they are sequentially named "Social Media Marketing Activities", "Social Media Electronic Word of Mouth", "Student Perceived Behavior", and "Brand Value Enhancement of Higher Vocational Colleges". Among them, "social media marketing activities" consist of 5 test items, including Entertainment, Informativeness, Personalization Trend, Interactivity, Perceived Institution Credibility, and 4 test items for measuring social media electronic word-of-mouth, including Information Quality, Needs of Information, Attend awards Information, and Information Adoption; 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; 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 and potential variables, making it very suitable for the purpose of this study. The analysis of structural equation models will help us gain a deeper understanding of the mechanism of social media in brand building in vocational colleges, and provide important practical insights for vocational colleges to improve their brand image and value.

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 448. A total of 425 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. The data collection work was conducted at higher vocational colleges in Chongqing, China, for a period of one month. The study sample includes 425 respondents. This sample includes 206 male and 219 female respondents, 92.2% of whom are mainly Han Chinese. 96.9% of the students come from Chongqing and southwestern China, covering multiple different majors. Among them, 83.5% of the total sample is aged 18-22, and 55.5% of the students have a habit of using social media more than 7 times a week.

## 4. Results

### 4.1 Confirmatory factor analysis

This article uses the AMOS structural equation model for confirmatory factor analysis, which shows that 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 Hair et al. (1998) and Wu Minglong (2009), this article selects fitting indicators and standards as shown in Table 1 for judgment. It can be found that the model fitting results all meet the fitting standards, and the model fitting effect is good.

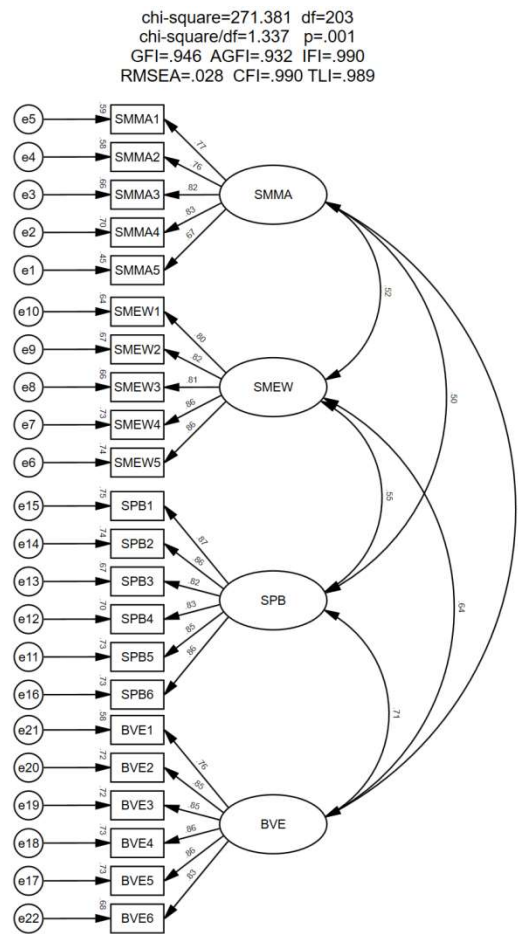


Figure 2 : Measurement Model

Source: AMOS & Self Drawn by the Author

The measurement validation program for confirmatory factor analysis (CFA). Table 1 shows that the results of CFA are satisfactory, Chi=271.381, df=203; The approximate root mean square error (RMSEA) is 0.028, and the CFI is 0.990; GFI is 0.946; The CMIN is 1.337 below the recommended level of 3 (Hair et al., 2010).

Fit indicators	Standard value	Statistical results
$\chi^2/df$	<3.000	1.337
CFI	>0.900	0.990
GFI	>0.900	0.946
RMSEA	<0.080	0.028

AGFI/IFI/TLI

>0.900

0.932/0.990/0.989

Table 1: Model Fit Results

Source: AMOS & Self Drawn by the Author

Next, further tests will be conducted on the reliability and validity of the scale, mainly including Cronbach's  $\alpha$  Reliability, combinatorial reliability, 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 shown in Table 2, the combined reliability of the four factors ranges from 0.854 to 0.933, all greater than 0.7, indicating that the scale has strong reliability. For convergence validity, the standard factor load is greater than 0.5 (Bailey et al., 2006); The average variance extraction (AVE) is greater than 0.5 (Fornell et al., 1981); The combined reliability (CR) is greater than 0.700 (Bagozzi et al., 1995), indicating high convergence validity. Cronbach's  $\alpha$  Cronbach's of four factors in reliability testing  $\alpha$  The coefficients are all greater than 0.7, indicating high internal consistency (Hair et al., 1998). Therefore, overall, the reliability of this scale is high and the dimensional structure is relatively stable.

Factor	Item	Loadings	CR	AVE	Cronbach's $\alpha$
Social media marketing activities	SMMA5	0.670	0.880	0.596	0.877
	SMMA4	0.834			
	SMMA3	0.815			
	SMMA2	0.764			
	SMMA1	0.765			
Social media electronic word-of-mouth	SMEW5	0.86	0.917	0.688	0.917
	SMEW4	0.856			
	SMEW3	0.815			
	SMEW2	0.818			
	SMEW1	0.798			
Student Perceived Behavior	SPB5	0.852	0.939	0.720	0.938
	SPB4	0.834			
	SPB3	0.816			
	SPB2	0.861			
	SPB1	0.869			
Brand of vocational colleges Value enhancement	SPB6	0.857	0.932	0.696	0.931
	BVE5	0.857			
	BVE4	0.857			
	BVE3	0.849			
	BVE2	0.849			

BVE1	0.764
BVE6	0.825

Table 2: Validity & Reliability statistics

Source: AMOS & Self Drawn by the Author

According to the confirmatory factor analysis results (Table 2), the factor loads of the test items are all greater than 0.500, and the combined reliability of the four factors is greater than 0.700, with AVE values greater than 0.500. In summary, it can be seen that the scale has good validity and reliability.

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). As shown in Table 3, the square roots of the AVE values of the four 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 discriminative validity.

	BVE	SPB	SMEW	SMMA
BVE	<b>0.834</b>			
SPB	0.707	<b>0.848</b>		
SMEW	0.644	0.546	<b>0.830</b>	
SMMA	0.642	0.504	0.516	<b>0.772</b>

Table 3: Differential validity measurement

Source: AMOS & Self Drawn by the Author

#### 4.2 Hypotheses testing

The research hypothesis was tested using SEM method and structural equation modeling. Table 4 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. The relationship with a P-value less than 0.05 is accepted (Wu, 2009).

By using a structural equation model (Figure 3). All assumptions have P values less than 0.05, therefore, all assumptions (H1, H2, H3) are accepted. As expected, there is a positive correlation between social media marketing activities (SMMA), social media electronic word-of-mouth (SMEW), student perceived behavior (SPB), and vocational college brand value enhancement (BVE).

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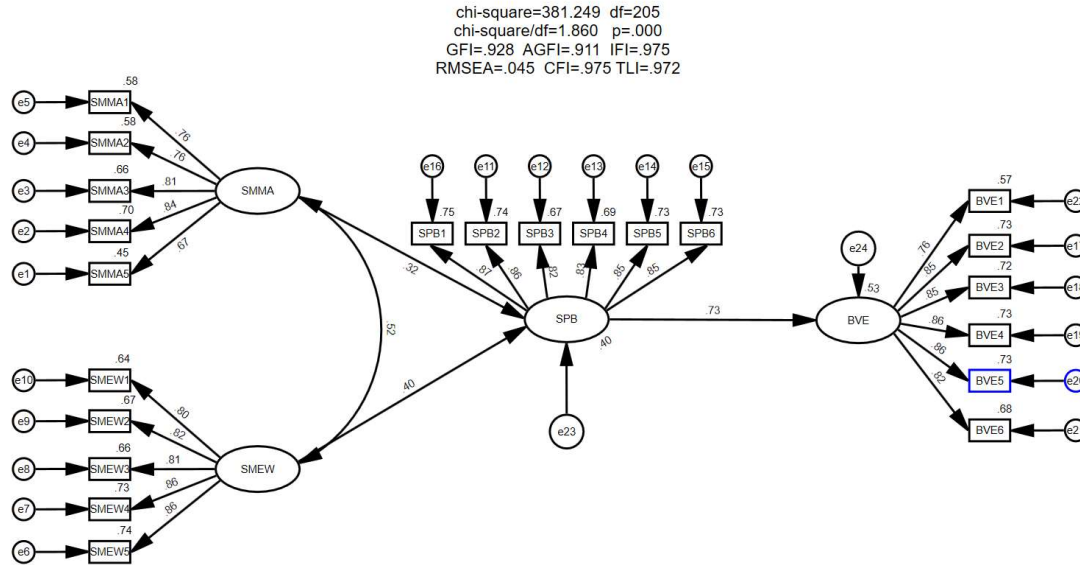


Figure 3: Path Analysis of Structural Equation Model  
 Source: AMOS & Self Drawn by the Author

Hypothesis	Path	Estimate(S E)	Estimate(U E)	S.E.	C.R.	P	Test result
H1	SPB <-- SMM A	0.320	0.365	0.063	5.783	**	significant
H2	SPB <-- SME W	0.402	0.507	0.067	7.541	**	significant
H3	BVE <-- SPB	0.725	0.757	0.050	15.250	**	significant

Table 4: Path Analysis  
 Source: AMOS & Self Drawn by the Author

Using the Bootstrap method in AMOS for 2000 runs, the horizontal values of Bias Corrected and Percentile at a 90% confidence level were obtained. As shown in Table 5, the mediating effect of SMMA SPB BVE was 0.148, and 0 was not included in the lower and upper values of Bias Corrected and Percentile 90% CI, indicating that the mediating effect is valid; The mediating effect of SMEW SPB BVE is 0.211, which does not include 0 in the Lower and Upper values of Bias Corrected and Percentile 90% CI, indicating that the mediating effect is valid.

Parameter	Estimate	Bias-corrected 90%CI		Percentile 90%CI	
		Lower	Upper	Lower	Upper

SMMA—SPB—BVE	0.148	0.093	0.215	0.094	0.217
SMEW—SPB—BVE	0.211	0.139	0.301	0.138	0.299

Table 5: Mediation effect test

Source: AMOS & Self Drawn by the Author

## 5. Conclusion and Implications

This study aims to understand the role of social media marketing in brand building in vocational colleges. More importantly, by revealing how these activities affect students' perception and behavior, it provides practical theoretical and practical foundations for brand value in vocational colleges. Proposed a theoretical framework for analyzing social media, student perceived behavior, and university brand value; 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 4 dimensions and 22 items.

Hypothesis H1, the structural equation model of social media marketing activities is used to test student perceived behavior. The impact of SMMA on SPB is significant at a p-value below 0.05. Social media marketing activities have statistical significance. Assumption holds. By standardizing the coefficients, Personalization Trends and Interactivity have a significant impact on students' perceived behavior. So personalized attention to students and the interactive methods in marketing activities can make it easier for students to perceive college social media marketing activities.

Hypothesis H2, a structural equation model of social media electronic word-of-mouth is used to test student perception behavior. The impact of SMEM on SPB is significant at a p-value below 0.05. Social media electronic word-of-mouth has statistical significance. Assumption holds. Through the standardization coefficient, the effectiveness and usefulness of information in Information Adoption in social media electronic word-of-mouth have a strong impact on students' perceived behavior when it can help them learn or obtain information. Therefore, electronic word-of-mouth can to a large extent arouse students' perception and long-term attention to social media in vocational colleges and use social media to obtain information and learn.

Hypothesis H3, a structural equation model of student perceived behavior is used to test the brand value enhancement of vocational colleges. The impact of SPB on BVE is significant at a p-value below 0.05. Social media electronic word-of-mouth has statistical significance. Assumption holds. Through the standardization coefficient, the long-term attention, interaction on social media, and participation in related activities of students in their perceived behavior can have a positive impact on the brand value of higher vocational colleges, forming brand attachment and generating brand loyalty for future personal value enhancement through social media.

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.

### **5.1 Theoretical inspiration**

This study will enrich the theoretical foundation of social media marketing and brand management, especially in the context of vocational colleges. According to Keller's brand equity model, brand value is built on the knowledge foundation of consumers (Keller, 1993). This study will explore how social media affects the process of brand value construction in vocational colleges. 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.

### **5.2 Practical Enlightenment**

This study aims to conduct quantitative research and a questionnaire survey on the impact of students on the brand promotion of vocational colleges on social media. Provide practical insights for vocational colleges to help them more effectively utilize social media for brand building and marketing. This is crucial for improving the competitiveness of vocational colleges in the fierce education market. The study of student brand perception and choice behavior can help vocational colleges better meet the needs of students, improve education quality and student satisfaction. The research results can illustrate the impact of social media on students' perception and behavior of vocational college brands, as well as its impact on the enhancement of brand value in vocational colleges. This not only helps to understand the dissemination effect of social media, but also reveals its potential role in the education market. The results of this study can also provide valuable information for education policy makers to better understand the role of social media in the current educational environment. This is of great significance for formulating effective educational policies and decision-making, especially in the field of vocational education.

### **5.3 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 the research perspective of ordinary universities. However, there is relatively little research on higher vocational colleges. This provides a more theoretical and practical basis for the innovation of brand building in future higher vocational colleges.

### **5.4 Research Shortcomings and Future Research Prospects**

Due to limitations, this article still has the following shortcomings and is expected to be further improved in future research. Firstly, in the previous literature survey, it was found that there are gender differences in the perceived behavior of social media, and different genders have different perceptions of social media brands. Secondly, due to the current research on the construction of brand value in the field of education on social media platforms, mainly targeting ordinary and prestigious universities, it is also hoped that in future research, more relevant empirical research is needed to further test the brand research of social media in the field of higher vocational education.

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