



## Do vocational colleges need social media? The Role of Firm and User Generated Content.

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### ARTICLE INFO

### ABSTRACT

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**Keywords:**

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*The purpose of this paper is to investigate the role of social media in firm generated content (FGC) and user generated content (UGC) which bring impacts on perceived value and two types of intention, namely the intention to follow on social media and the intention to enrol in vocational colleges. Online survey was applied to collect the data from 452 respondents. The hypotheses were tested empirically using a variance-based structural equation model. The results point out that FGC and UGC are positively and significantly influential towards value. Perceived value discovered is influential significantly towards the consumers' intention to follow social media, while UGC holds the highest importance compared to other constructs. Those results manifest the role of marketing in social media in which it will eventually influence the intention to follow on social media and to enrol in vocational colleges. These will give the inputs to the institutions to arrange social media contents which are able to increase the intention to follow in which it also boosts the intention to enrol. This research also adds the existing knowledge about the role of social media towards the intention to enrol.*

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### Introduction

The competition in college obliges the parties involved to keep improving the strategy approach in refining the input quality of new students ([Mulyawan & Rafdinal, 2020](#)). During this pandemic, it will bring a challenge particularly to colleges in recruiting high-quality students. To take this challenge, plenty of scholars have analysed the intention to enrol in increasing the number of applicants on various objects such as post-graduate studies ([Simiyu et al., 2020](#)), universities ([Pizarro Milian & Rizk, 2018](#)), vocational colleges ([Rafdinal et al., 2020](#)). In the context of intention to enrol, previous studies have analyzed the role of social media ([Shields & Peruta, 2019](#); [Simiyu et al., 2020](#)). Social media is used by billions of people and is one of the most important technologies today. Social media allows people to interact freely with others and offers many ways for marketers to reach and engage with consumers ([Appel et al., 2020](#)). The

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role of social media content will be analysed in predicting the intention to enrol in vocational colleges. Thus, it will give a new insight regarding the importance of social media in increasing that intention in developing countries like Indonesia.

The development of social media, students are able to look up the information about study programs, college, and also to check on comments from the alumni of the college (Shields & Peruta, 2019; Simiyu et al., 2020). This study uses U&G theory in explaining why students tend to use particular social media platforms as a communication tool (Cheung et al., 2011). There are two variables regarding that theory, namely firm generated content (FGC) and user generated content (UGC). FGC acts as a content which helps and maintains the connection with the consumer target (Kumar et al., 2016; Poulis et al., 2019). UGC has the role as a user generated content which is posted in social networks to improve the consumers' knowledge (Stoeckl et al., 2007). The research regarding UGD and FGC in the context of the intention to enrol is still limited. Thus, this study is expected to give the understanding about information sources used by the applicants to follow on the college's social media account which is explained by FGC and the community's social media by UGC.

One of the influential factors towards the intention to enrol is the perception of perceived value. A crucial challenge for the service provider is to understand how the customers evaluate the service in its deliverance (Rahikka et al., 2011). Based on the theory of consumption values (TCV), the consumers evaluate various values in influencing purchase behaviour (Sheth et al., 1991). The previous studies analysed the values such as functional value (Zhang et al., 2017), emotional value (Rafdinal & Suhartanto, 2020; Sweeney & Soutar, 2001), innovative value (Shams, 2014), and economic value (Rafdinal & Suhartanto, 2020; Sweeney & Soutar, 2001). In the context of higher education, value evaluation can be determined from university rankings. Based on QS Top University, none of the vocational colleges in Indonesia are in the rankings (QS Quacquarelli Symonds, 2022). This shows that there is a need to increase the value of vocational colleges in Indonesia. This study analyses the perception of those four values in the second order analysis construct towards the applicants' expectation in the context of college selection. It also suggests some pivotal values which can be established by the vocational colleges to improve the competitiveness. Therefore, the marketing contents of FGC and UGC are able to effectively attract the applicants' intention.

Responding to the research gap identified, this research investigates the roles of two factors on U&G theory and the value on TCV which eventually will affect the intention. Specifically, this study aims to (1) validate the determinant of the intention to enrol in the vocational college and the intention to follow on the college's social media in the model consisting of FGC, UGC, and perceived value as the construct and (2) to explain using the Importance-Performance Map Analysis (IPMA) to identify the construct which have important low-or-high relativity for target constructs (intention to enrol).



This study takes the context in Indonesia because according to data from the Central Bureau of Statistics (BPS), the population using the internet has increased during the period 2016-2020, as indicated by the increasing percentage of the population accessing the internet in 2016 around 25.37 percent to 53.73 percent by 2020 ([BPS-Statistics Indonesia, 2021](#)). 95.56 percent use the internet for social media purposes (BPS-Statistics Indonesia, 2021). Thus, it is important to analyze the role of social media on intention to enrol. From the theoretical perspective, it will broaden the understanding about the impact of the generator of this intention from U&G theory and TCV. From the practical perspective, these findings will assist vocational colleges in developing effective marketing content as a sustainable strategy to improve the intention to enrol and to follow on social media.

## Literature Review

### *Social Media*

Social media can be defined in a few different ways. Practically speaking, social media is a software-based digital technology – usually presented as applications and websites – that provide users with a digital environment in which they can send and receive digital content or information through some type of online social network. We can also think of social media in terms of its use, not just as a digital platform and technology service. From this perspective, social media as a digital place where people perform an important part of their lives ([Appel et al., 2020](#)).

Social media is now widely adopted. The current social media landscape has two key aspects. The first is the platform – which provides the underlying technologies and business models that shape the industry and ecosystem. Second is use; how different types of people and organizations use this technology and for what purposes ([Appel et al., 2020](#)). As a platform, many social media platforms offer various advantages for their users. Like Wikipedia, prioritizing blogs and cooperation projects, YouTube prioritizing video platforms, Secondlife prioritizing the virtual social world, and Instagram prioritizing social networking sites (SNS) ([Appel et al., 2020](#); [Kaplan & Haenlein, 2010](#)). Recently, we have seen the rise of social media platforms where images and videos replace text, such as Instagram and Tiktok.

In the use of social media, many previous studies have analyzed the use of social media. Social media is used as an advertising tool that will affect the intention to join a brand ([Muk et al., 2014](#)). Social media through FGC and UGC is used to increase brand loyalty ([Hussain & Ghulam, 2017](#)). Social media is also used as a source of credible and quality information by companies ([Dedeoglu, 2019](#)). In the context of higher education, social media is used to increase the intention to enrol ([Simiyu et al., 2020](#)). Students use social media as a source of information in determining the college they will choose ([Shields & Peruta, 2019](#)). With its various benefits, it is important for



this study to analyze the important role of social media in influencing intention to enrol.

### *Uses and Gratification Theory (U&G)*

U&G theory allows the researchers to comprehend why and how the users actively search for the particular media usage to fulfil their needs (Severin & Tankard, 1997). It assists them to understand between the existing media choices and consumers' usage (West & Turner, 2018). U&G theory explains why people tend to use particular media as their alternative communication media and find their motivational needs to use it (Cheung et al., 2011). U&G is a theory of media use which is tested from time to time which helps in understanding the motivation for media use; it has been applied to investigate the usage in the virtual world (Liu et al., 2020; Mäntymäki & Riemer, 2014). It is also employed in the research associated with social media used in this research (Hernández-Ortega et al., 2020; Poulis et al., 2019). For some individuals who look up for information, FGC is a variable that can accommodate this matter. Meanwhile, when they deliver the information related to themselves, then it can be categorised in sharing information and UGC is used as the variable in this research.

*Firm Generated Content (FGC)*. During the traditional era, when media were still dominated by printed ones, television and radio, advertisements were produced and published by the related organization or company. This model can also be called as FGC (Schivinski & Dabrowski, 2016). These days, FGC exists within marketing communication through social media. In this context, hence the content inside the media is under professional supervision by the related company (Colicev et al., 2019; Schivinski & Dabrowski, 2016). FGC helps the organization to establish and strengthen the relation with their consumer target (Kumar et al., 2016; Poulis et al., 2019). For this study, social media accounts which are officially represented and created by the colleges act as FGC.

*User Generated Content (UGC)*. UGC focuses on consumers' point of view, as it is created by common people, in which it is then placed and distributed to the internet (Schivinski & Dabrowski, 2016). It is created by users posted by them in social networks (Nisar et al., 2020). UGC use keeps broadening as a tool to widen the consumers' knowledge (Stoeckl et al., 2007). It might be possible because social media platforms allow users to create their own content such as posting messages, sharing them, and liking what is in there (Colicev et al., 2019). Its existence is deemed important, because it can affect the company's reputation (Nisar et al., 2020). UGC in this research is the social media accounts apart from the official account of vocational colleges. It can be owned by the alumni, college staff, or the community.

### *Perceived Value*



Perceived value is one of the concepts which is often examined in the literature of service and marketing and generally defined as “a customer’s assessment of the utility of a product based on the perception of what is received and what is given” ([Zeithaml, 1988](#)). It conceptualizes perceived value as subjective perception from the exchange between sacrifice and benefit related to the exchange and relative towards competition ([Rahikka et al., 2011](#)). Various types of value can be established by the company ([Rafdinal & Suhartanto, 2020](#)). First, it is functional value. According to theory of consumption values, the aspect of the functional value refers to the ratio and evaluation of economic value which is created by individuals that reflects the usage quality of a product or service ([Sheth et al., 1991](#); [Sweeney & Soutar, 2001](#)). Functional value encompasses the customer’s competence to access the content that is beneficial or practical ([Lee et al., 2011](#)). Second, it is of emotional value as the utility gained from alternative capacity, where it can affect the feeling and affection of an individual ([Sheth et al., 1991](#)). Emotional value can be defined as the utility gained from a feeling or affective condition which is resulted from a product or service ([Sweeney & Soutar, 2001](#)). Third, it is an innovative value. It is as consumers’ perception towards one brand’s track record regarding product innovation, creativity level, and the potential to keep innovating in the near future in particular market ([Shams, 2014](#)). Innovative value in this research is to see the novelty value or innovation of the vocational colleges in their efforts to attract applicants. The fourth is economical value as the utility from the product as it reduces the long and short-term expense ([Sweeney & Soutar, 2001](#)). It is the economic benefits obtained which are in live with the services given by the vocational colleges. When viewed from various benefits of those values, hence this research employs them as the value construct. One of the focuses is analysing the perception of applicants’ perceived value towards one vocational college.

### *Intention to follow social media and intention to enrol*

Intention is the primary precedent of actual behaviour as it reflects one’s willingness to behave in a particular way ([Ajzen, 1991](#)). Previous studies have analysed intention in applying into one institution like post-graduate studies ([Simiyu, Bonuke, 2020](#)), universities in Ontario, Canada ([Pizarro Milian & Rizk, 2018](#)), vocational college ([Rafdinal et al., 2020](#)) which show the important role of intention in institution selection. This research analyses two types of intention, namely the intention to follow on social media and intention to enrol. The latter is the combination between the applicants’ interest and the possibilities to enrol ([Kim & Ko, 2012](#)). It does not only mean that a student is willing to apply, but also whether it is also related to planning on investigating the possibilities to enrol, asking to other people regarding application procedures, and whether they will apply if they are or not given financial assistance ([Rafdinal et al., 2020](#)). If a student has a strong will to apply, hence there should be a follow-up action.





The scholars classify social media based on the features, such as blog, cooperation project (e.g. Wikipedia), content community (e.g. YouTube), virtual social world (e.g. Second Life), and social networking sites (SNS) (e.g. Facebook and MySpace) ([Kaplan & Haenlein, 2010](#)). Most organizations including vocational colleges use one (or more) of these platforms to connect with their customers or other parties. In the social media era, colleges and universities have the competence to utilize this instrument to help introduce or strengthen abstract things, but if it is done according to the applicants' needs ([Shields & Peruta, 2019](#)). The intention to follow on social media can give a strong signal about how one will behave in the future. The benefits obtained from being followed by the applicants is the formation of a consumers' community ([Casaló et al., 2017](#)). In the case of the social networking sites, the fact that the users follow a brand community account is one of the most important activities in order to develop and sustain a community focusing on a topic of interest ([Casaló et al., 2017](#)). By being followed in the social media, thus the vocational colleges can use them as an information source and sustain the connection with the applicants so that eventually they are still willing to enrol.

### **Formulation of hypotheses**

*Firm Generated Content.* The influence of FGC and value dimensions (functional, emotional, innovative, and economic) have been analysed in the previous studies. First, the influence of FGC and functional value. The characteristics of social media include interactivity, recommendation, and feedback which have positive connection with the functional value ([Lin et al., 2019](#)). Another study discovers that social networks are positively related to the information value, in which the latter is a part of the functional value ([Lee et al., 2014](#)). Second is the influence of FGC towards emotional value. Several studies denote the positive relation between information gained from social networks with emotional value ([Lee et al., 2014](#); [Lin et al., 2019](#)). The image shown by FGC can project the emotional value ([Hernández-Ortega et al., 2020](#)). Third is the influence of FGC towards innovative value. In social media research, social media also influences the innovation value of the start-up companies ([Corral de Zubielqui & Jones, 2020](#)) and social interaction which has positive relation with the innovation ([Huang & Li, 2009](#)). Fourth is the influence of FGC towards economic value. FGC, in delivering information, also can render the customers target to do a purchase ([Ren et al., 2017](#)). The information delivery through social media is positively related to economic value ([Lee et al., 2014](#)).

Social media content holds a crucial role in improving the intention to follow on social media. Some reasons underlie it, in which studies find out that social media Instagram can assist the brand to attract the followers through its content, based on the publication of photos and short videos with a strong visual and creativity ([Casaló et al., 2017](#)). Gaining useful information has also been identified as a functional factor to explain why users consume the content related to the brain in the SNS ([Muntinga et](#)



[al., 2011](#)). In addition, content originality is deemed as the most relevant factor to establish exciting and satisfying experiences that eventually influence the willingness to interact on Instagram ([Casaló et al., 2017](#)). Another study about microblog discovers that the interesting micro-blog messaging triggers the users to keep following and sharing messages with their online friends because of the messages' emotional and social utilities ([Zhao et al., 2016](#)). In other words, the more connected the users to social media accounts of an organization are, the more information shared and closer the connection established with the followers. Therefore, the hypotheses proposed are as follows:

H1. Firm generated content is positively and significantly influential towards perceived value

H2. Firm generated content is positively and significantly influential towards the intention to follow on social media

*User generated content.* The influence of UGC and four value dimensions have been analysed in the previous studies. First, UGC's influence towards functional value. UGC's quality is positively influential towards functional value ([Kim & Johnson, 2016](#); [Kim & Ko, 2012](#)). Second, UGC's influence towards emotional value. Several previous studies point out UGC's positive influence towards emotional value ([Min & Yun, 2019](#)). Third, UGC's influence towards innovative value. UGC in social media has positive relation with innovative value ([Huang & Li, 2009](#)) and social media content also contributes to giving innovative results to start-up companies ([Corral de Zubielqui & Jones, 2020](#)). Fourth, UGC's value towards economic value. Several studies denote the significant influence of UGC towards the economic value of internet celebrity endorsement ([Geng et al., 2020](#)). Those results show the existence of content's influence created by users, that is UGC towards various types of value.

Previous studies discover that the content uploaded or shared by users can influence the other ones to follow on social media ([Casaló et al., 2017](#); [Zhao et al., 2016](#)) find out that when a content is useful, it will continuously be shared. If users are satisfied with the uploaded content, they will tend to follow and recommend it to other users ([Casaló et al., 2017](#)). Followers interact with each other by reposting and commenting on other people's messages to establish a connection. This kind of social interaction motivates the members to interact and share more in the online brand community due to their mutual intention, sharing experiences, products, and brands ([Lin et al., 2014](#)). UGC is an important information source to take the consumers' decision. The online community, the place where users share their experience and emotion, is the core of a new form of digital service ([Ruiz-Mafe et al., 2020](#)). In other words, the more the followers like and gain the benefit of the content, the more they are interested in interacting and following the vocational college's social media account. Thus:



H3. User generated content is positively and significantly influential towards perceived value

H4. User generated content is positively and significantly influential towards the intention to follow on social media.

*Perceived value and the intention to follow on social media.* Perceived value functions as an important factor in prompting the intention to follow a social media account. When the consumers gain the value which they obtain more than the time and efforts they give, they will keep following it. If perceived value cannot be maintained, the connection established with social media like blog will be weakened or broken ([Zhao et al., 2016](#)). Previous studies remark the influence of perceived value towards the intention to follow on micro-blogs ([Zhao et al., 2016](#)) and social commerce ([Hsiao, 2021](#)). Including in college selection, perception on perceived value will form the intention to follow the vocational college's account in which then will emerge the intention to enrol. Therefore, we propose that perceived value is able to influence the intention to follow on social media accounts.

H5. Perceived value is positively and significantly influential towards the intention to follow on social media

*Perceived value and the intention to enrol.* This concept in this study is based on behavioural intention concept. [Warshaw & Davis \(1985\)](#) define behavioural intention as to what extent one has formulated a conscious plan to behave or to not behave in the particular future. The previous study has examined the influence of customer's perceived value towards consumer's behavioural intention, in which it is a subjective probability that they will do that behaviour, in the context of social commerce ([Hsiao, 2021](#)). Perceived value is the primary determinant of consumers' intention to purchase a product ([Rafdinal & Suhartanto, 2020](#)). Initiated by consumers' evaluation and preferences, perceived value is the main concept in traditional and digital marketing. Creating it is the prerequisite of successful marketing. Included in the context of higher education, value is known to influence the intention to enrol ([Unrau et al., 2017](#)). Based on those previous studies, the hypothesis proposed is as follows:

H6. Perceived value is positively and significantly influential towards the intention to enrol

*Intention to follow on social media and the Intention to enrol.* Intentions are assumed to grasp motivational factors influencing behaviour; they indicate how hard someone will pull an effort, how big their plans are to do the behaviour ([Ajzen, 1991](#)). Students' behavioural intention to apply refers to their assessment or review about the possibility/impossibility to enrol ([Simiyu et al., 2020](#)). In the context of service marketing on social media, followers who are less engaged on fan pages tend to exhibit





less purchase intention ([Rahman et al., 2018](#)). The previous studies reveal that strong presence and fan following on social media confirm the relationship between following the fan pages and purchase intention ([Hsu, 2017](#); [Mahrous & Abdelmaaboud, 2017](#)). They discover a significant connection between fan pages and purchase intention. Based on the literature, in the context of enrolling in the vocational college, we assume that there is a relation between the intention to follow on social media and the intention to enrol. Thus, the hypothesis proposed is:

H7. The intention to follow on social media is positively and significantly influential towards the intention to enrol.

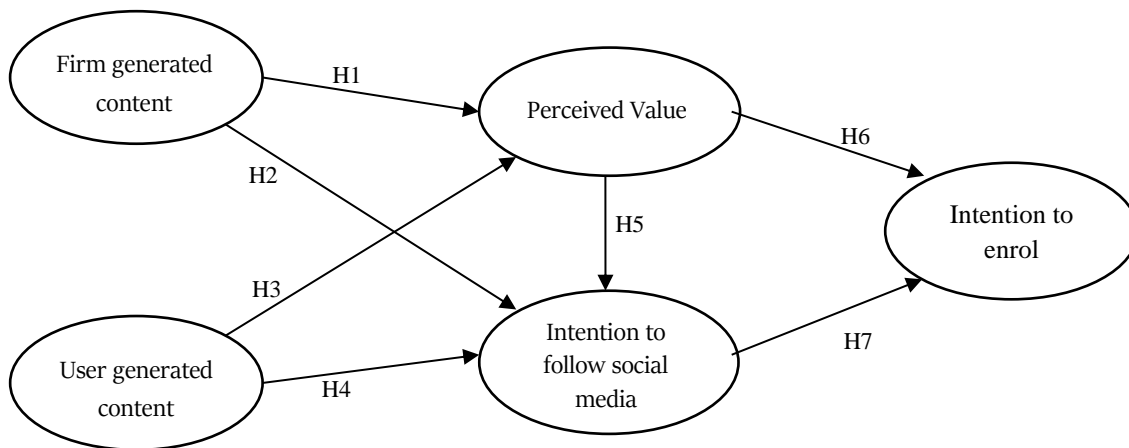


Figure 1. Conceptual model

## Method

Population target consists of high school students in Bandung who were willing to continue their study to vocational college. We made sure that the respondents were active students and had that willingness through the questions on the questionnaire. The data were collected in three weeks in July 2021. After having ethics clearance, data were collected through an online questionnaire given to them. A convenience sample from 450 responses were obtained. PLS-SEM required a minimum sample size. G\* Power was used to calculate sample size based on statistical strength. The results show that the statistical power value for this sample is 0.96, higher than the minimum requirement by 0.8 ([Hair et al., 2019](#)). Therefore, the sample size in this research is deemed acceptable.

From the data collected, it discovered that the proportion between male and female was almost equal, that is by 56% and 44% respectively. From the total participants, 66.2% of them were from public school and 33.8% were from private school. In selecting vocational college, the decision taken by themselves was by 27.8%, by themselves and parents was by 61%, by parents was by 1.8%, and undecided by 9.3%.



It denotes that the participants' decision was determined by themselves or by involving the parents. Based on the parents' occupation, the majority of them are private sector employees (46.2%) and entrepreneurs (29.6%).

The constructs were measured using five points Likert scale, starting from 1 = 'strongly disagree' to 5 = 'strongly agree'. In addition, the question regarding demographic (gender, school status, college selection decision, and parents' occupancy), and control questions were also included. FGC was measured with five items which showed the students' perception towards the vocational college's social media ([Mägi, 2003](#); [Tsiros et al., 2004](#)). UGC was measured with five items which was the students' perception towards the vocational college ([Mägi, 2003](#); [Schivinski & Dabrowski, 2016](#); [Tsiros et al., 2004](#)). Then, perceived value used second order construct which measured the students' perception towards functional value ([Furukawa et al., 2019](#); [Sweeney & Soutar, 2001](#)), emotional value ([Sweeney & Soutar, 2001](#)), innovative value ([Fazal-e-Hasan et al., 2018](#)), and economic value ([Sweeney & Soutar, 2001](#)). The intention to follow on social media was measured with six items which explained students' intention to follow the vocational college's social media account ([Belanche et al., 2014](#)). Finally, the intention to enrol was measured with five items explaining students' intention to enrol in the vocational college ([Algesheimer et al., 2005](#)). In detail, the statement item on each construct is displayed on Table 2. Before conducting the survey, a pre-test was given to the 30 respondents from the survey population and there were no big changes required.

## Results

### *Measurement Model*

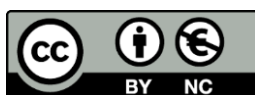
Measurement model is tested to see the validity and reliability of the constructs in the outer model. To assess an individual's reliability from the item, loading from the indicator, with each construction, is examined. Loading must be bigger than 0.708. In this case, all loadings are bigger than 0.708. Then, it continued to the verification of other measurement index results for those items' constructs ([Hair et al., 2019](#)). To assess an individual's reliability of each construct, Composite Reliability (CR) is calculated. CR value is bigger than 0.7 for all composites ([Nunnally and Benrstein, 1994](#)). After analysing reliability, convergent validity is measured using average variance extracted (AVE), whose value must be higher than 0.5 ([Fornell & Larcker, 1981](#)). The research results point out that all AVEs for each construct is higher than 0.5 with the value 0.660 until 0.924. Then, the significance of each loading is determined using resampling bootstrap procedure (5000 sub-samples from the original sample



size) to gain statistical value t. The results show that all loadings are obtained significantly with trust level by 99.9%. The results of the measurement model can be seen on Table 2.

Table 2. The results of measurement model

Constructs and items	Loading	Cronbach' alpha	CR	AVE
<b>Firm Generated Content</b>		0.921	0.941	0.765
Satisfied after viewing the vocational college's Instagram account	0.864			
The vocational college's Instagram account meet their expectation	0.902			
The vocational college's Instagram account is very interesting	0.892			
The quality of the vocational college's Instagram account is better than the other vocational college' accounts	0.819			
Happy with the quality of the vocational college's Instagram account	0.897			
<b>User Generated Content</b>		0.919	0.938	0.756
Satisfied with the information of Instagram users regarding the vocational college	0.873			
The information of the Instagram users regarding the vocational college has met their expectation	0.887			
The information of the Instagram users regarding the vocational college is deemed very interesting	0.877			
The information quality of the Instagram users regarding the vocational college is very exciting	0.876			
Instagram users give a better assessment towards the vocational college compared to other vocational college	0.843			
<b>Functional value</b>		0.942	0.952	0.720
Glad to hear information about the vocational college that match their quality	0.829			
Glad to hear information about the vocational college that well-prepared for teaching support needs	0.874			
It's good to hear information about the vocational college that well-prepared for their teaching process	0.883			
Glad to hear information about the vocational college that meets the government's standard requirements	0.860			
Glad to hear information about the vocational college that has good accreditation	0.835			
Glad to hear information about the vocational college that has good library facilities	0.832			
Glad to hear information about the vocational college that has teaching lecturers according to government requirements	0.842			
It is important for the vocational college to meet the students' academic needs	0.831			
<b>Emotional Value</b>		0.948	0.958	0.796
Happy when getting information about the vocational college	0.911			
Interested when getting information about the vocational college	0.896			



Constructs and items	Loading	Cronbach' alpha	CR	AVE
Convenient when getting information about the vocational college	0.901			
Excited when getting information about the vocational college	0.902			
Feeling relaxed when getting information about the vocational college	0.870			
Happy when getting information about the vocational college	0.891			
<b>Innovative value</b>		0.933	0.945	0.681
Glad to hear information that there is vocational college that has different teaching methods	0.829			
Glad to hear that there is vocational college with different curricula	0.816			
Glad to hear information that there is vocational college that has high innovation quality	0.865			
Glad to hear information that there is vocational college that have innovations in their teaching methods	0.871			
Glad to hear that there is vocational college offering something new	0.862			
A good vocational college must has better facilities than other college	0.730			
A good vocational college should offer better benefits than other college	0.772			
Glad to hear information that there is vocational college that have adopted the latest technology for the teaching process	0.848			
<b>Economic value</b>		0.870	0.906	0.660
The vocational college should has reasonable tuition fees	0.752			
The vocational college should provides good quality education at affordable prices	0.852			
The vocational college should has low tuition fees	0.765			
The vocational college should have a mitigating payment scheme	0.877			
The amount of tuition fees in is an important factor	0.807			
<b>Intention to follow social media</b>		0.884	0.928	0.812
Intend to follow Instagram of the vocational college	0.898			
Intend to actively participate in the vocational college's Instagram	0.880			
Will search for the vocational college's Instagram to then become their follower	0.925			
<b>Intention to enrol</b>		0.918	0.961	0.924
Interested in enrolling in the vocational college	0.962			
Will actively look for information related to registration at the vocational college	0.960			

## Structure Model

Before hypothesis testing, collinearity must be tested first to make sure that there is no bias in the regression result. VIF value must be lower than 3 (Hair et al., 2019). In the testing results, there are no problems of collinearity because the VIF value is below the specified limit (see Table 3).



Table 3. Structural model evaluation

Relationships	Variance explained (R <sup>2</sup> )	R <sup>2</sup> Adjusted	Predictive relevance (Q <sup>2</sup> )	Effect Size (f <sup>2</sup> )	Confidence interval (95%)	VIF
FGC -> PV	0.425	0.422	0.214	0,056	[0.018; 0.120]	2.157
FGC -> IFS	0.449	0.445	0.359	0,121	[0.056; 0.221]	2.278
UGC -> PV				0,151	[0.086; 0.237]	2.157
UGC -> IFS				0,009	[0.000; 0.040]	2.483
PV -> IFS				0,070	[0.027; 0.135]	1.738
PV -> IER	0.044	0.040	0.569	0,002	[0.000; 0.013]	1.446
IFS -> IER				0.583	[0.007; 0.055]	1.446

Note(s): n = 5,000 subsample; \*\*p < 0.01; ns: not significant (one-tailed t test)  $t(0.05; 4,999) = 1.645$ ;  $t(0.01; 4,999) = 2.327$ ;  $t(0.001; 4,999) = 3.092$ ; VIF: variance inflation factor; FGC: Firm generated content; UGC: User generated content; PV: Perceived value; IFS: Intention to follow on social media; IER: intention to enrol.

The next testing step is assessing the structural model. Bootstrap procedure uses 5000 iterations for evaluating the indicator significance and track coefficient (Chin et al., 2008). The criteria used are determination coefficient (R<sup>2</sup>), effect size (f<sup>2</sup>), cross-validated redundancy (Q<sup>2</sup>), and track coefficient (Hair et al., 2019). R<sup>2</sup> criteria are 0.75, 0.50, and 0.25 for all endogenous structures, considered substantial, moderate, and low. The testing results remarks R<sup>2</sup> for the intention to follow on social media is 0.449, R<sup>2</sup> for perceived value is 0.425. It indicates that each of those variables is influenced by exogenous variables with moderate criterion, except for R<sup>2</sup> for the intention to enrol is as much as 0.444 which shows low criterion.

The next step is measuring effect size. Effect size for every track model can be specified by calculating f<sup>2</sup> with criterion 0.02 (small), 0.15 (medium), and 0.35 (big) (Hair et al., 2019). UGC found has medium perceived value with perceived value by 0.151 but it has low effect size towards the intention to follow (0.009). FGC's effect size is on the low criterion towards perceived value (0.056) and the intention to follow (0.121). Perceived value is also discovered to have effect size on low criterion towards the intention to follow on social media (0.070) and the intention to enrol (0.002). The first intention has the effect size towards the second one on low criterion (0.024).





The next step is testing the hypotheses and the influence between variables on Table 4. The testing results indicate that FGC is positively and significantly influential towards perceived value ( $\beta = 0,264, \rho < 0,01$ ) and the intention to follow on social media ( $\beta = 0,390, \rho < 0,01$ ), hence H1 and H2 are accepted. For UGC, it is only discovered that it is significantly influential towards perceived value ( $\beta = 0,433, \rho < 0,01$ ) but rejected on the intention to follow on social media ( $\beta = 0,111, \rho > 0,05$ ), thus H3 is accepted and H4 is rejected. Perceived value is positively and significantly influential towards the intention to follow on social media ( $\beta = 0,259, \rho < 0,01$ ) but not significantly towards the intention to enrol ( $\beta = 0,047, \rho > 0,05$ ), thus H5 is accepted and H6 is rejected. The intention to follow on social media is positively and significantly influential towards the intention to enrol ( $\beta = 0,180, \rho < 0,01$ ), hence H7 is accepted. The influence between variables and hypotheses testing results are displayed on Table 4.

Table 4. Direct, indirect, and total effect

Hypothesis/Relationships	$\beta$	T value	$\beta$	T value	$\beta$	T value
FGC -> PV	0,264	4.020**	-	-	0,264	4.020**
FGC -> IFS	0,390	5.463**	0.068	3.021**	0.458	6.844**
UGC -> PV	0,433	6.961**	-	-	0,433	6.961**
UGC -> IFS	0,111	1.557 <sup>ns</sup>	0.112	3.545**	0.224	3.502**
PV -> IFS	0,259	4.410**	-	-	0.259	4.410**
PV -> IER	0,047	0.090 <sup>ns</sup>	0.047	2.775**	0.094	1.852*
IFS -> IER	0.180	3.457**	-	-	0.180	3.457**

Notes: n = 5,000 subsample; \*\*p<0.01; \*p<0.05 ns: not significant (one-tailed test); FGC: Firm generated content; UGC: User generated content; PV: Perceived value; IFS: Intention to follow social media; IER: intention to enrol.

### Important-performance map analysis

Table 5 displays the testing results of Importance-Performance Map Analysis (IPMA) for the variable of the intention to enrol. It aims to identify which construct has relatively high importance for the target construct (intention to enrol), but also relatively low performance (Ringle & Sarstedt, 2016). The constructs of FGC, UGC, and the intention to follow on social media have almost equal performance by 64.319, 66.270, and 65.681. However, among all constructs, the intention to follow on social media has the highest importance (0.157) compared to the other ones. Therefore, to improve the intention to enrol, the aspect related to the intention to follow on social media must be prioritised as it has the highest importance and average performance. Another construct which has the importance level which does not differ much from



the intention to follow on social media is UGC (0.119). It means that the aspect related to UGC should be taken into account in increasing the intention to enrol.

Table 5. Importance performance map of the target construct intention to enrol

Constructs	Intention to enrol	
	Important	Performance
1. FGC	0.074	64.319
2. UGC	0.119	66.270
3. Perceived value	0.052	77.934
4. Intention to follow on social media	0.157	65.681

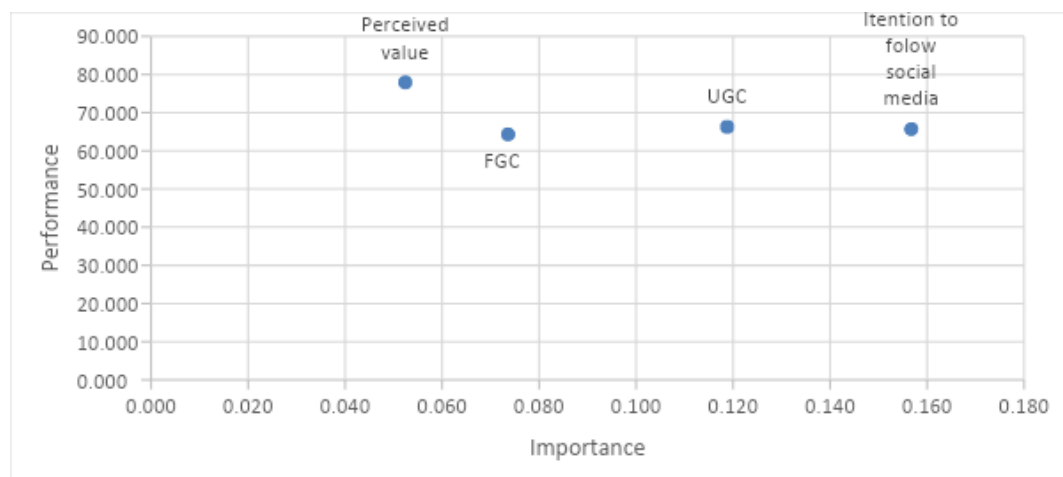


Figure 2. IPMA of components of intention to enrol

## Discussion

This study reveals that the model from the theory of U&G and perceived value into one of the frameworks can predict the intention to follow on social media and to enrol in vocational college. It confirms that the proposed models alongside their determinants are a good fit which strengthen the previous studies ([Liu et al., 2020](#); [Mäntymäki & Riemer, 2014](#)). In U&G theory, FGC accommodates individuals to look for information about their vocational colleges, while UFC accommodates them in giving information related to themselves on social media. Then, the students' perception towards those four values analysed showed the important role in constructing the intention to follow on social media accounts of vocational colleges and intention to enrol. Even though there has been a considerable number of previous studies which analyse UFC, FGC, and perceived value in various contexts ([Nisar et al.,](#)



[2020](#); [Poulis et al., 2019](#); [Zhao et al., 2016](#)), yet in the context of the intention to enrol in vocational college, it is still limited. Hence, this study attempts to complement the literature by proving the proposed models have been tested and confirmed to explain the intention to enrol which contributes to a deeper understanding about the role of social media in vocational college selection.

In the influence of U&G and perceived value, UGC and FGC are important factors in influencing perceived value. This result is in line with the previous studies which denote that UGC and FGC contents are influential towards various value dimensions ([Kim & Johnson, 2016](#); [Min & Yun, 2019](#)). It is because they produce the reputation benefits for the institutions in the form of two mechanisms of intermediary information: information variety and valence ([Nisar et al., 2020](#)). In addition, content quality is also a crucial factor in forming value ([Kim & Johnson, 2016](#)). Because FGC and UGC are closely related to the content's quality and benefit, hence the research results emphasise on the urgency of the matter of content's quality and benefit in influencing perceived value. Therefore, it can be explained that positive perception of the value will be easier to construct if the contents posted by the vocational college (FGC) and public (UGC) have a certain quality and are beneficial. This study contributes to establishing positive perception on perceived value.

In the influence towards the intention to follow on social media, significant influence is only influenced by FGC. This finding proves that social media content can help attract followers' attention through it, based on the publication of photos and short videos with strong visual and creativity ([Casaló et al., 2017](#)) as well as its originality ([Muntinga et al., 2011](#)). FGC content is officially sourced from the vocational college to publish the institution to the public. Public shall trust a content if the source is official. It will become a reason why UGC is not significantly influential towards the intention to follow on the vocational college's social media, while FGC has a strong influence. It is associated with the credibility level of the information source from social media. Credibility is one of the dimensions to evaluate the information quality perceived from online review ([Zhu et al., 2020](#)). It reveals that credible FGC contributes to comprehend and predict the intention to follow the vocational college's social media.

The results point out that determination coefficient on the intention to enrol shows unsatisfactory value, nonetheless it is salient to determine the important roles of social media in predicting the intention to enrol. The testing results of direct influence and total influence denote that the intention to follow on social media is significantly influential towards the intention to enrol. The previous study has confirmed the connection between following fan pages and purchase intention ([Hsu, 2017](#); [Mahrous & Abdelmaaboud, 2017](#)). It is in line with a higher importance level than the other constructs followed by FGC. Thus, to increase the intention to enrol, the aspects which associate with the intention to follow and FGC must be prioritised as it has the biggest



importance and average performance. In the context of college selection, this study confirms that FGC content of vocational college and the intention to follow on its social media are pivotal factors in influencing the intention to enrol in vocational college.

### **Managerial Implication**

Based on the analysis results of IPMA, it shows that U&G constructs, specifically on FGC, have higher importance compared to the others in the influence towards the intention to enrol. Therefore, to increase the intention to enrol, the aspects related to FGC can be optimized as it holds the highest importance and average performance. Vocational college marketers can improve FGC by creating informative and good quality content for the applicants. This content creation can assist them to establish and strengthen the relationship with their applicants so that they will enrol on that vocational college. FGC can assist the organization to create and strengthen the relationship with their consumer target ([Kumar et al., 2016](#); [Poulis et al., 2019](#)). The support of precise content marketing strategy can increase the applicants' attraction and function to trigger the intention to enrol.

Based on the results of direct influence, total influence, and IPMA, it points out that the intention to follow the vocational college's social media is the most pivotal construct in influencing the intention to enrol. The former also cannot appear by itself, content and perceived value perception denote the important role in this research. When a customer is about to make a purchase, they expect that this brand will meet their suffix; that is having the appropriateness, good quality, and/or giving the value ([Fazal-e-Hasan et al., 2018](#)). When designing content on social media, vocational college marketer should create values, such as: first, functional value, to create beneficial content for the applicants which reflect the service quality of their vocational college. Second, it is emotional value, in which to create content which trigger affective sentiment produced by the college's services, such as fun learning atmosphere, decent facilities, friendly lecturers and staff, etc. Third, it is the learning method, curricula, and latest technology. Fourth, it is the economic value, where the content created shows the economic benefits that are compared to the service given to the institution such as reasonable and affordable tuition fee, easy payment scheme, etc. Creating the content by accounting those four values is an important factor in increasing the intention to follow on social media thus the applicants are interested to enrol.

### **Limitation and Future Research**

This research has been able to broaden our insight about the role of social media in firm generated content (FGC) and user generated content (UGC) which brings an impact on perceived value and two types of intention namely the intention to follow on social media and the intention to enrol in vocational college. However, there still exist several limitations. First, the value of R square of the intention to enrol is still



unsatisfactory. The next study may use another model that explains this intention. Every vocational college has different service and quality which will influence the intention to enrol. The next researchers should determine the important services which must be provided by the institutions and its ranking as the research focus, so that the intention to enrol can be observed more thoroughly. Second, we collected respondent data, i.e. the students limited in Bandung. The results might be different in other parts of Indonesia or other countries; hence they will differ if generalised. Similar surveys can be conducted in other areas and countries.

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